



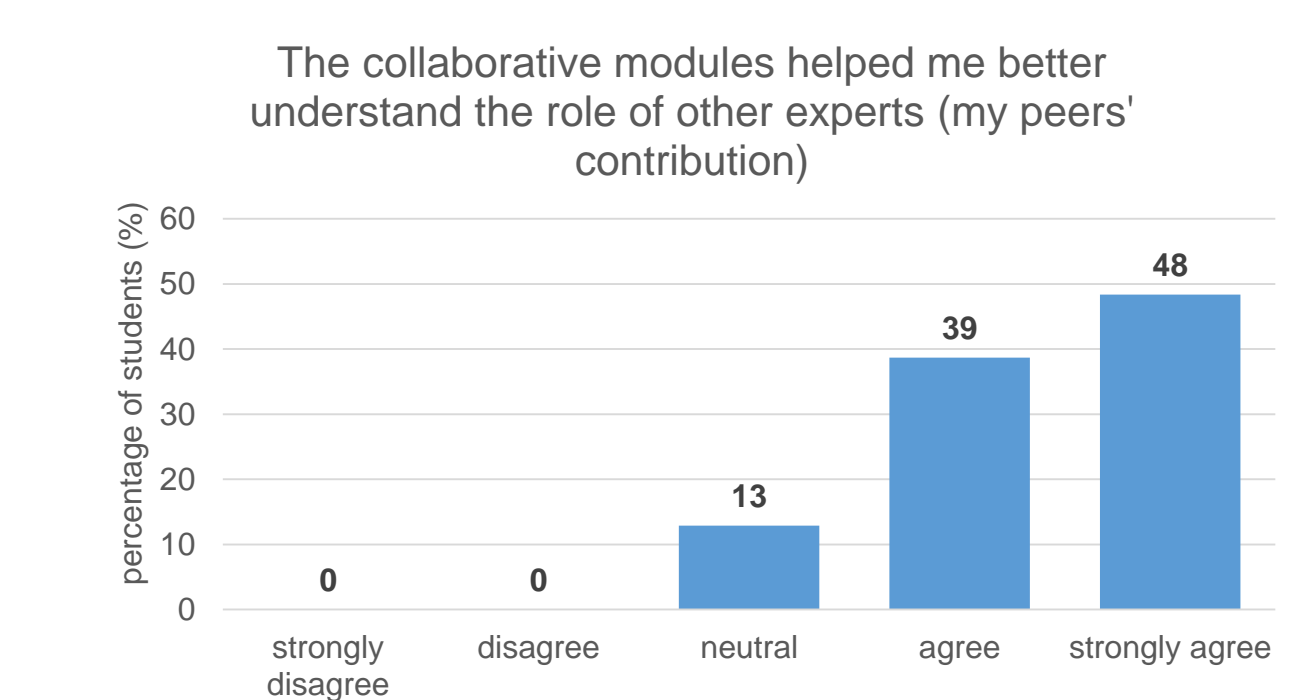
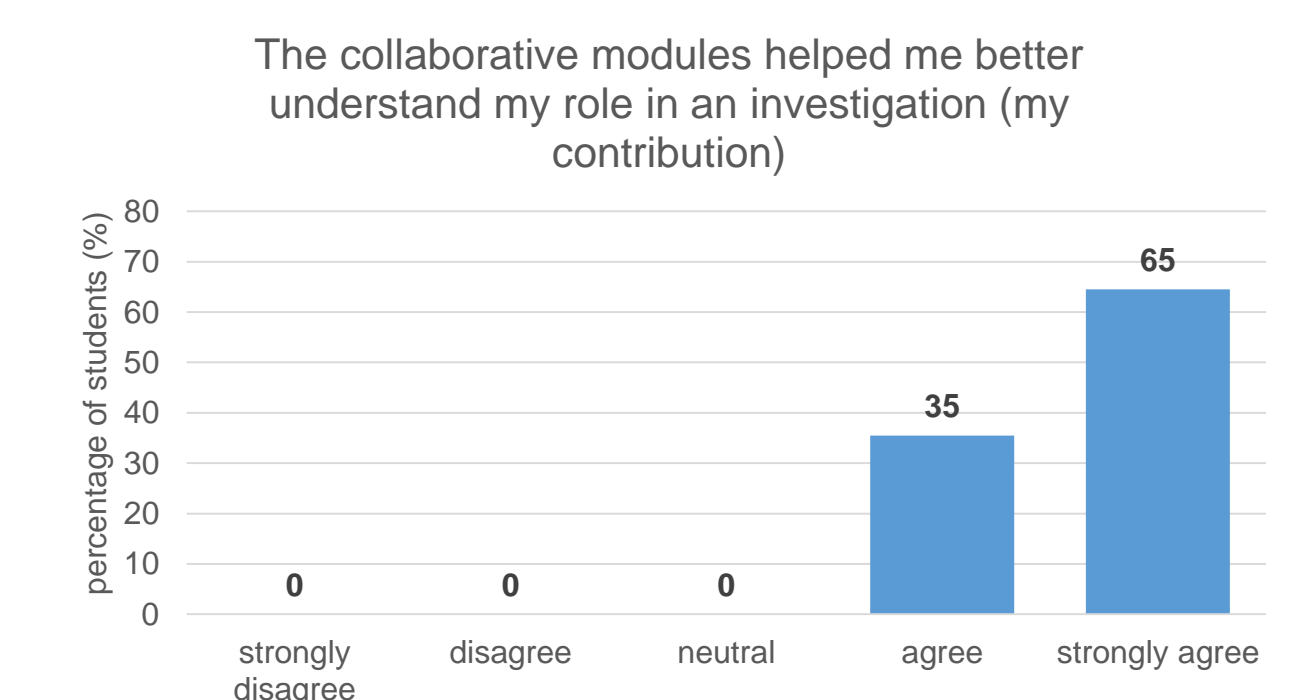
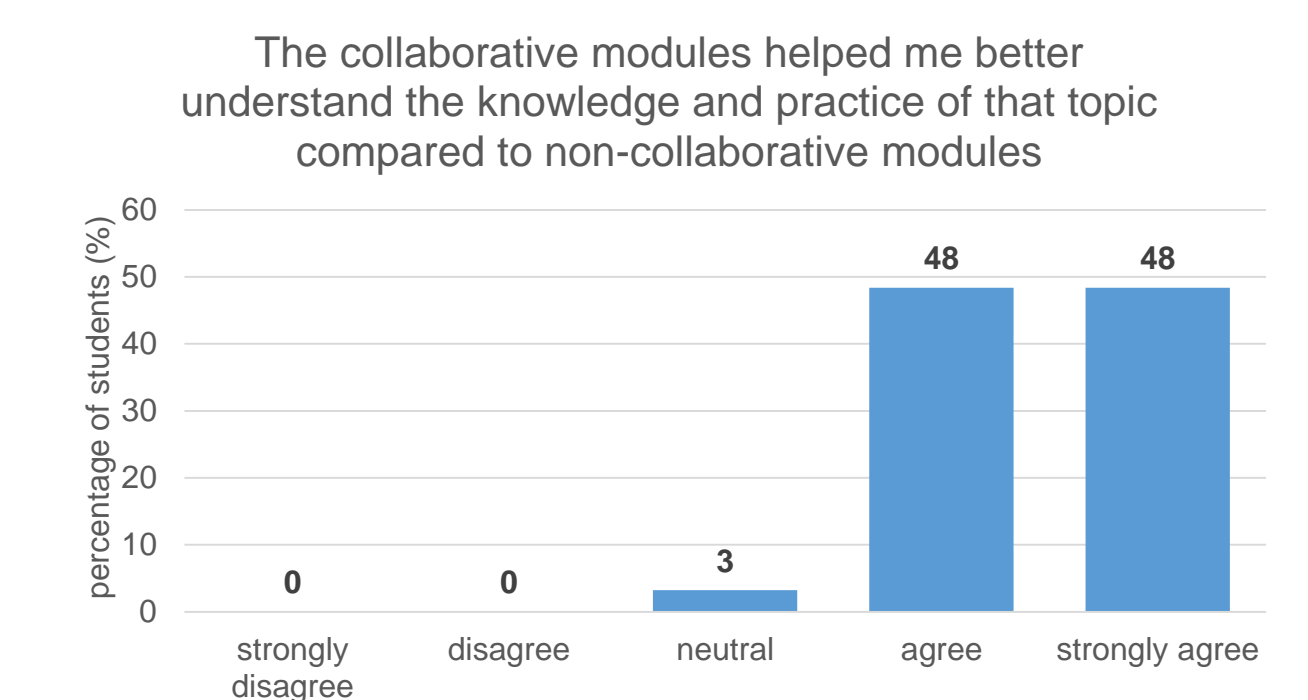
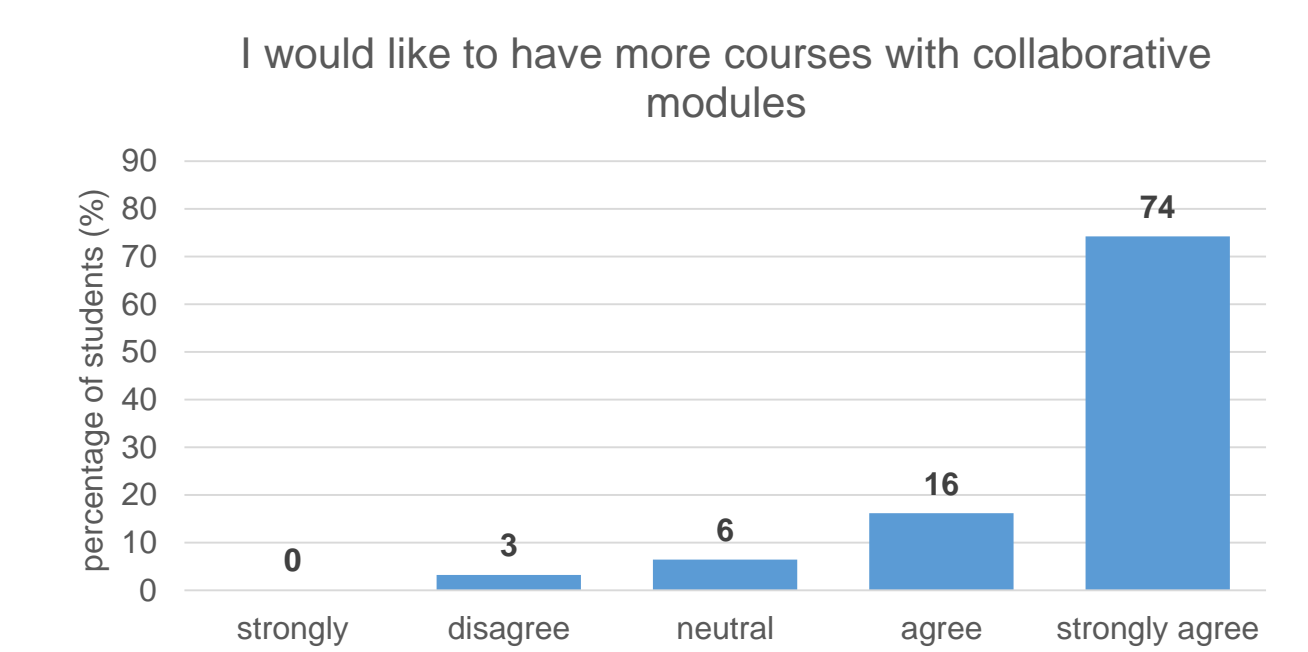
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Cross Course Collaboration in Forensic Science

Collaborations between different courses through a unifying theme increases students' perception of relevancy within a course, connectivity between the courses and enhances student engagement.

RESULTS

Student Engagement



DISCUSSION

- The relevancy of other courses within a program and connection between them, specifically forensic identification and forensic chemistry course, was enhanced for forensic chemistry student through the collaborative learning modules
- 90% of students who participated in the collaborative modules would like more courses to contain collaborative learning scenarios
- 97% of students agreed that collaborative modules helped them understand their course material better
- 100% of students agreed that the collaborative modules helped them understand their role/contribution in the bigger picture
- 87% of students agreed that collaborative modules helped them understand their peer's role/contribution in the bigger picture

FUTURE WORK

- Analyze and rate student's critical reflection assignments to assess student's proficiency level in topics covered in cross course collaborative modules
- Correlate academic performance to topics covered in cross course modules and in non-cross course modules

INTRODUCTION

- University courses are often interconnected; however, the relevance of these connections are not obvious to many students.
- In the field of Forensic Science each stage of the investigation, from crime scene to courtroom, has significant implications on the outcome of a case and the individuals involved.
- Let us re-imagine undergraduate education by linking relevant courses together mirroring that of an investigation, so that students can recognize the relevance of their training/education and their contribution in the bigger picture.

METHODS

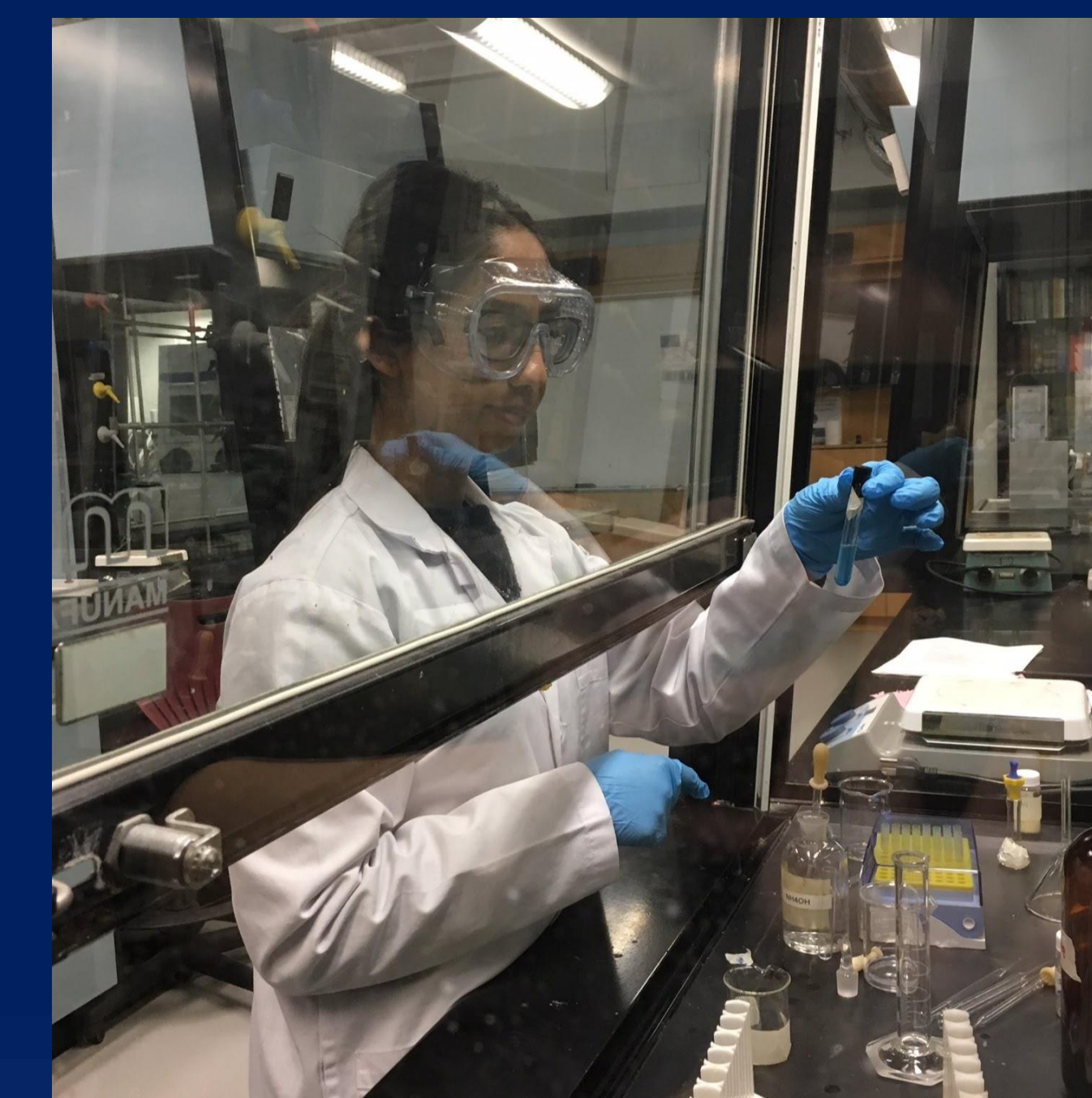
- n = 30 (11 forensic identification students; 19 forensic chemistry students)
- Students collaborated on two criminal investigations, each using their area of expertise in order to advance a case
- Collaboration was facilitated by shared evidence, structured in-person mock case conferences, use of sharable electronic databases, and instruction by both instructional teams (e.g., instructor, TA, lab technician) in each other's course
- Pre and post course survey questions were issued in both courses



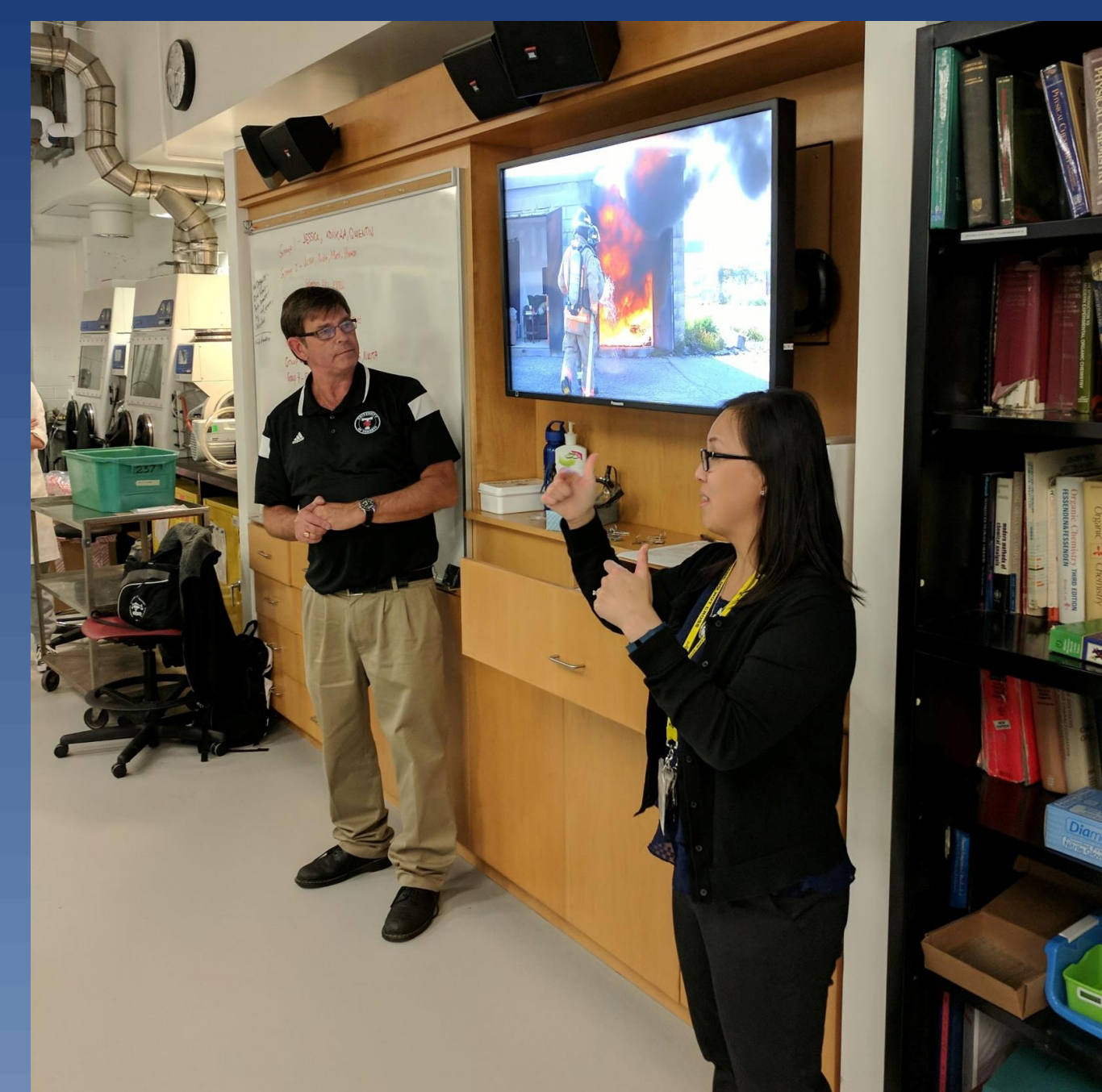
Collecting evidence (Forensic Identification students)



Sharing evidence



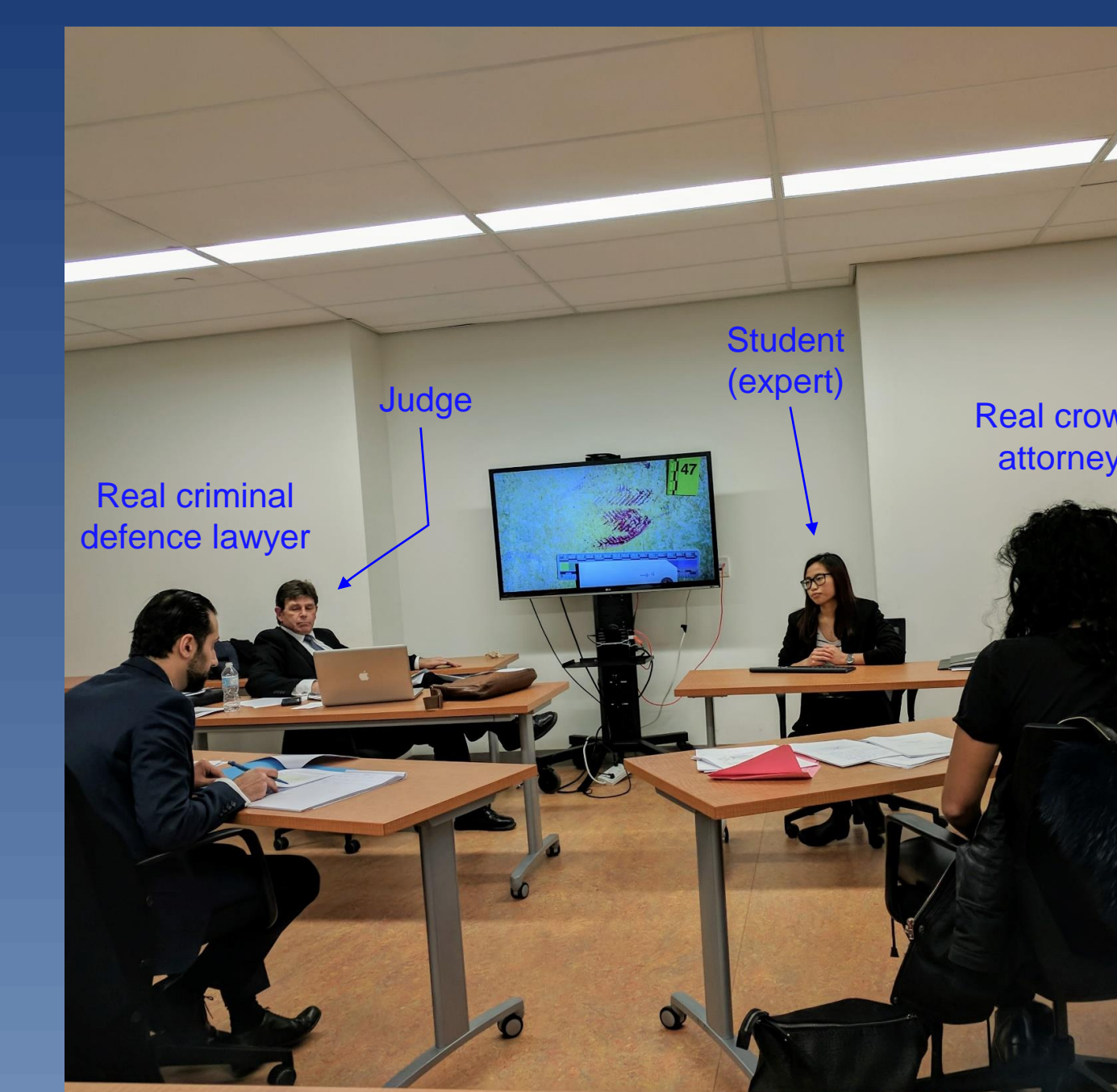
Analyzing evidence (Forensic Chemistry students)



Teaching Together



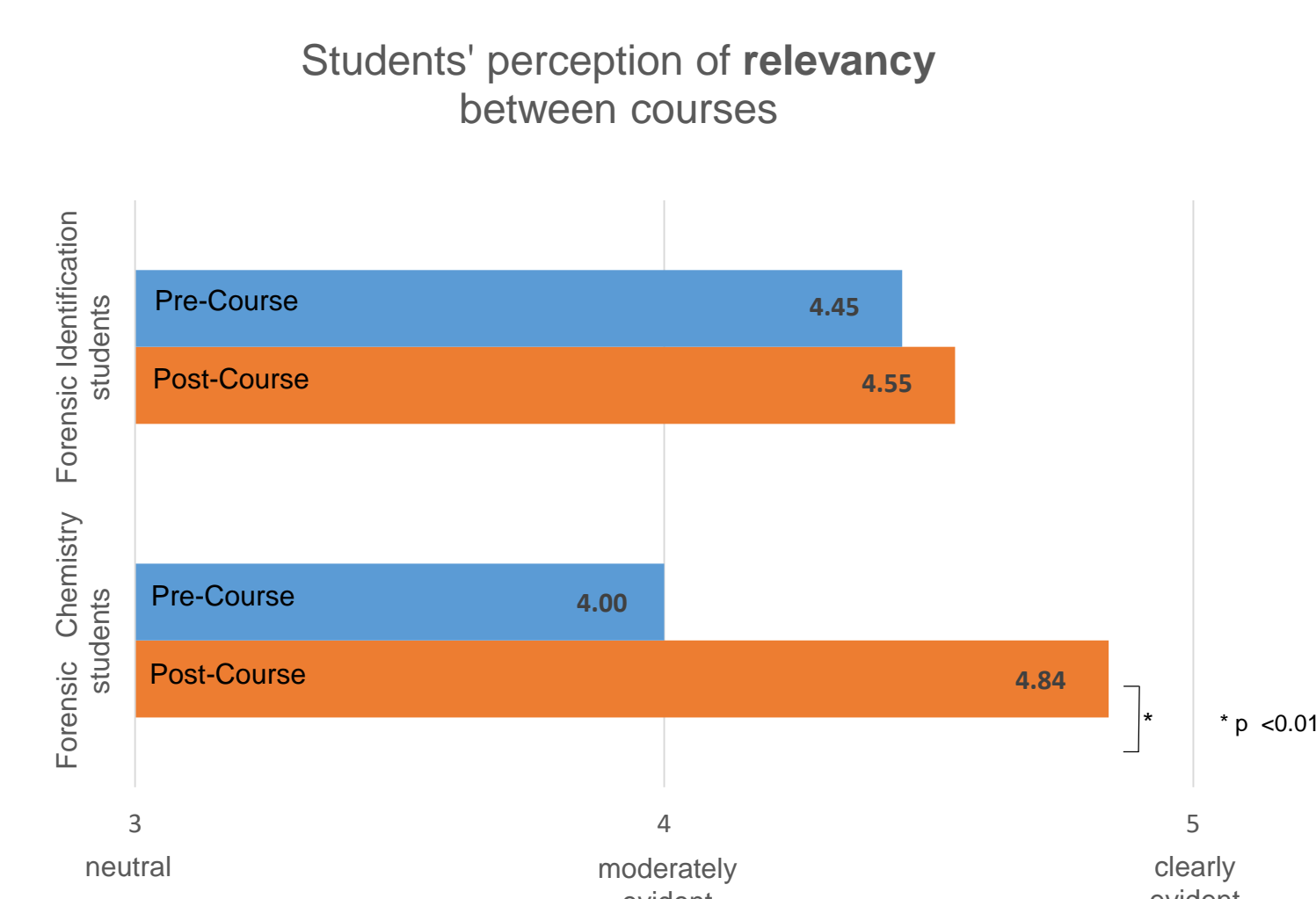
Learning Together



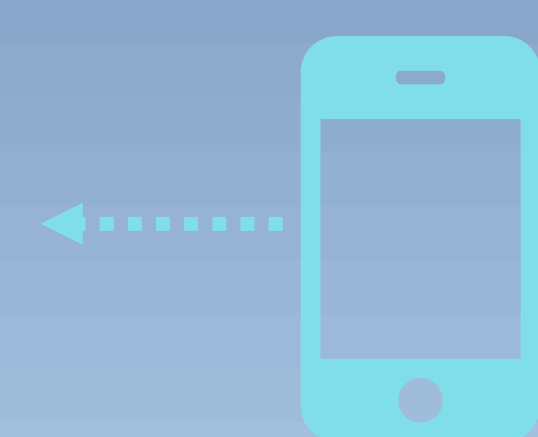
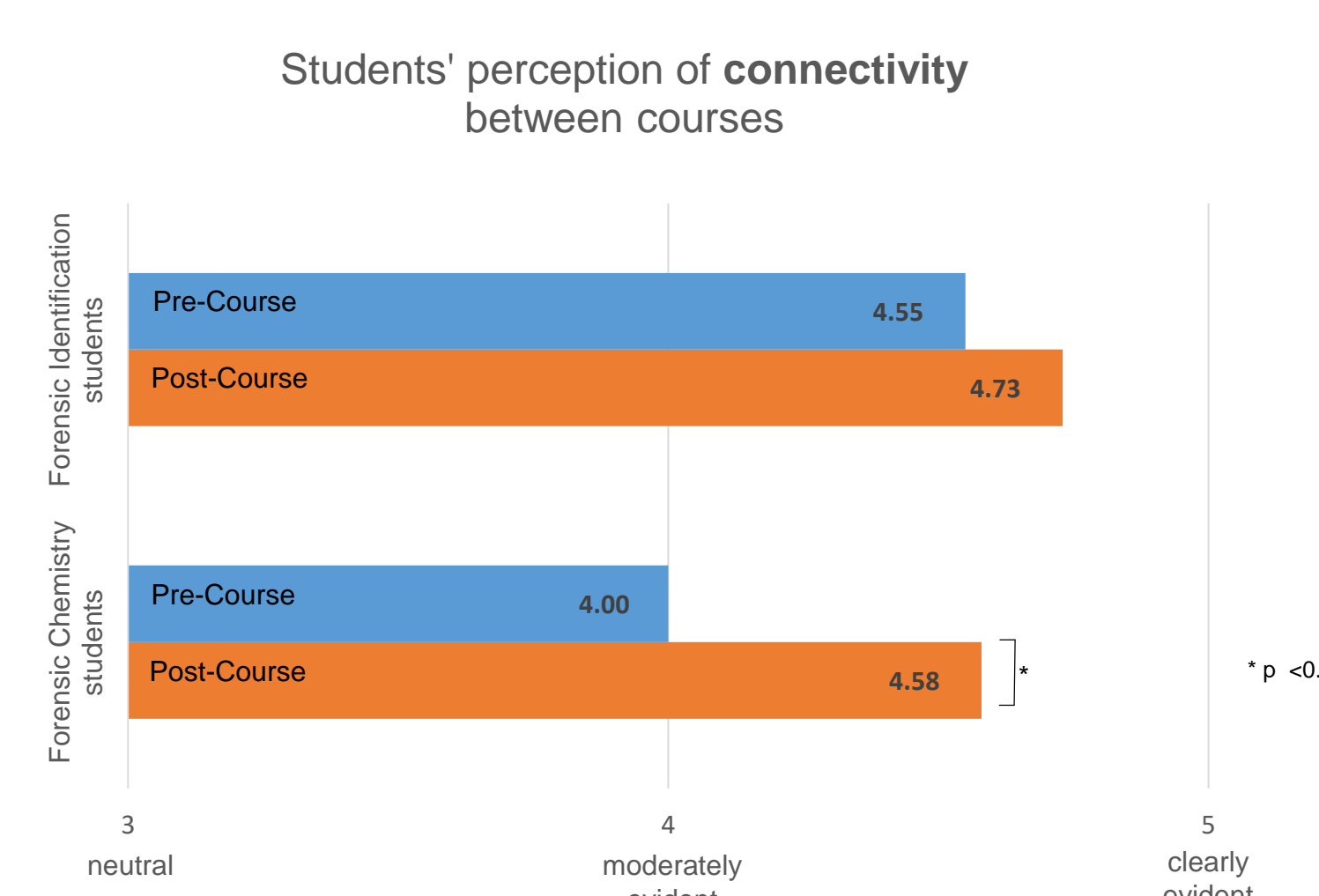
Studying Together

RESULTS

Relevancy



Connectivity



Take a picture to download the poster

