'From *crime scene* to *classroom*': new strategies for teaching using modern technologies.

Dr John P Cassella*,

Dr Roger Summers*, S. Cassella +

*Department of Forensic Science, Faculty of Science, Staffordshire University.

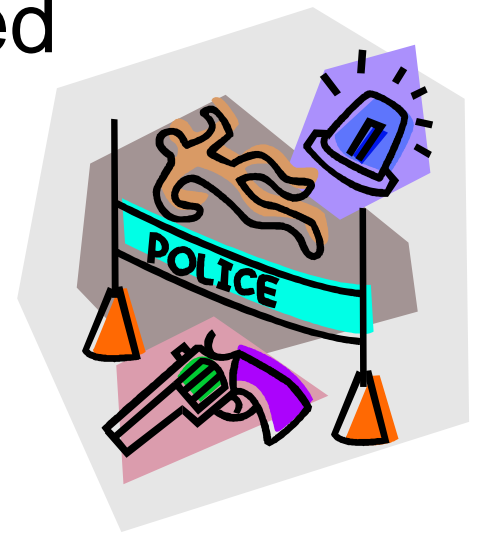· Faculty of Education, Health and Sciences, University of Derby.

STAFFORDSHIRE
UNIVERSITY

CAUTION

Warning
explicit scenes of death!

NO CAMERAS

- How to bring forensic pathology out of the crime scene and mortuary and into the classroom?

- How to engage, encourage and feed-back to students on something so practical in nature in a very time constrained environment?

- Using this system, students worked through 5 cases, encompassing death by drowning, fire, road traffic incident, shooting and natural disease.

- In this way, students gained knowledge and skills in team-working, crime scene examination, forensic pathology, statement writing and presentation.
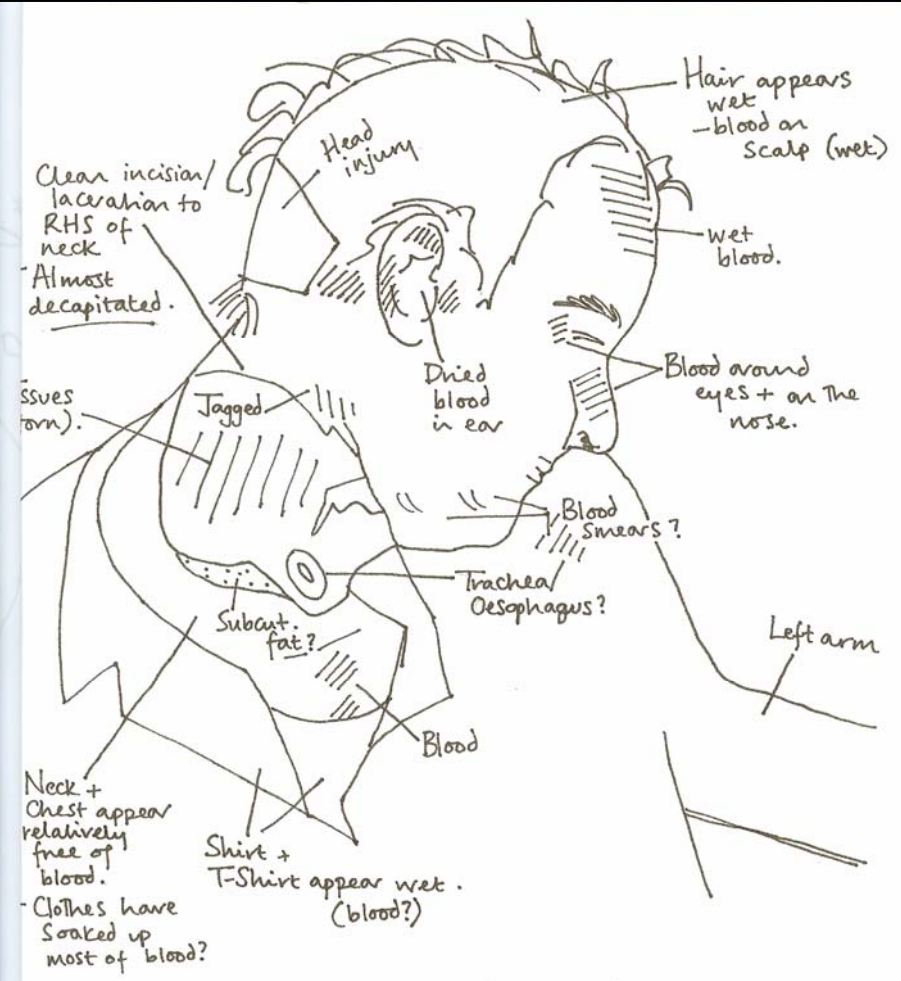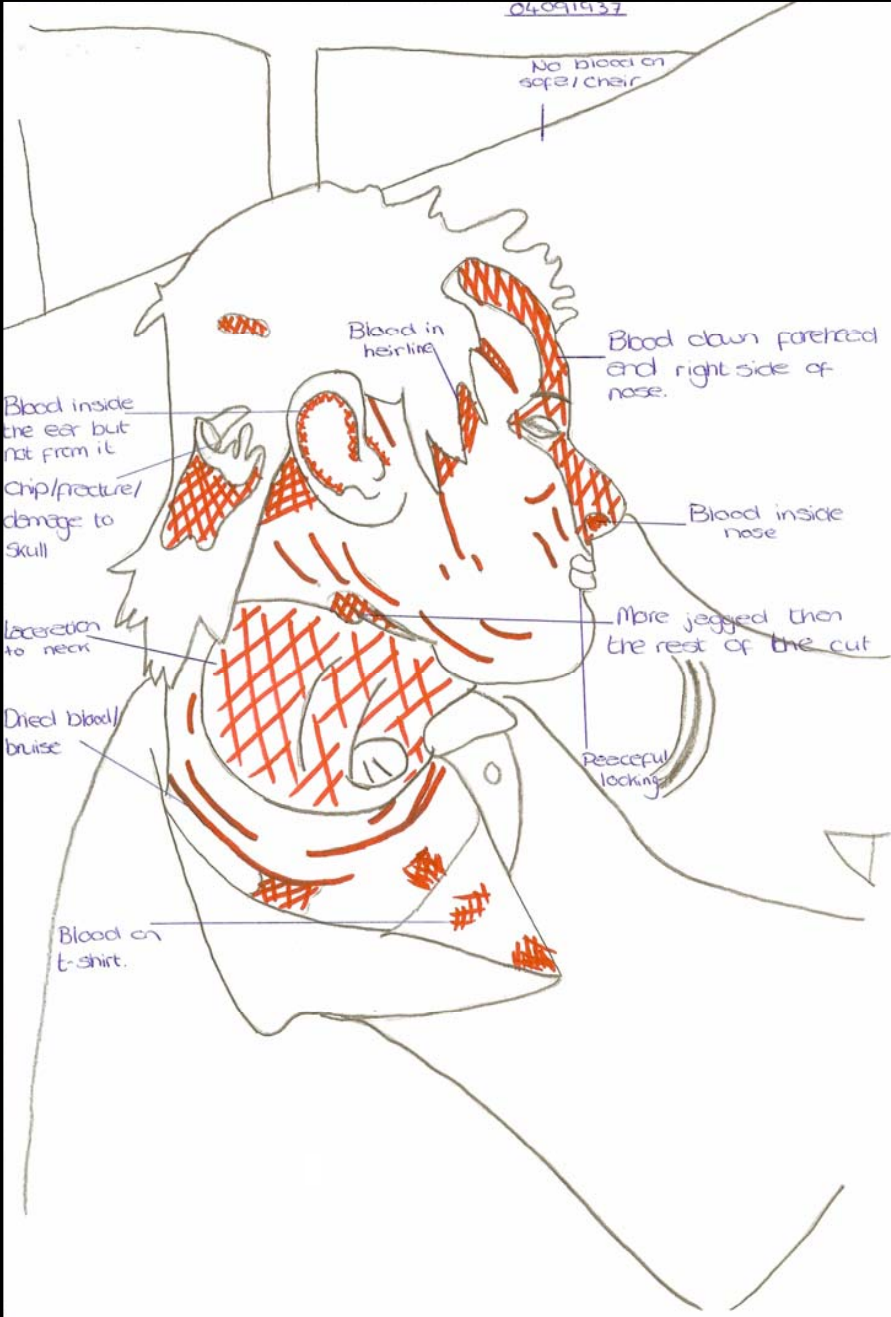
- The *correct* findings from each Crime Scene were <u>not</u> the important consideration.
- The student learning centred on complex problems which need not have *one* correct answer.
- Students worked in a collaborative group to identify what they needed to learn in order to facilitate solving the problem.
- They engaged in self-directed learning and then applied their new knowledge to the problem and reflected on what they had learned and the effectiveness of the strategies employed.
- In this way *we* became facilitators to the learning process rather than simple providers of knowledge.
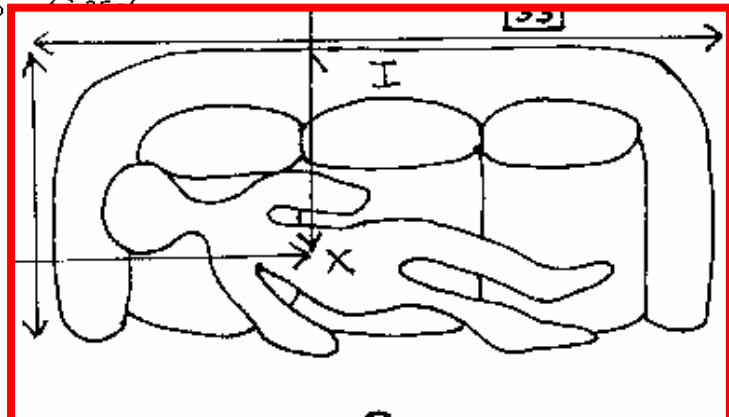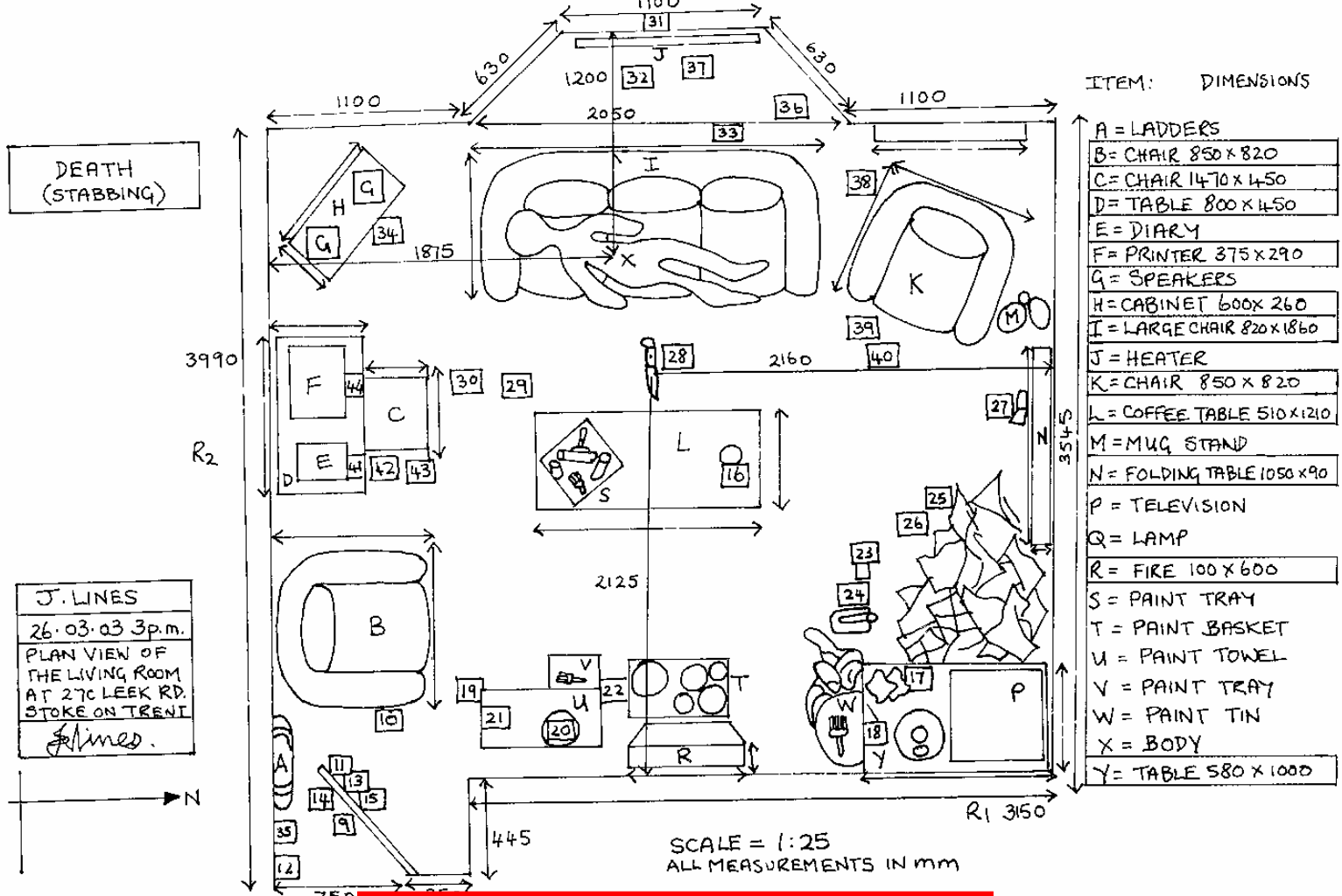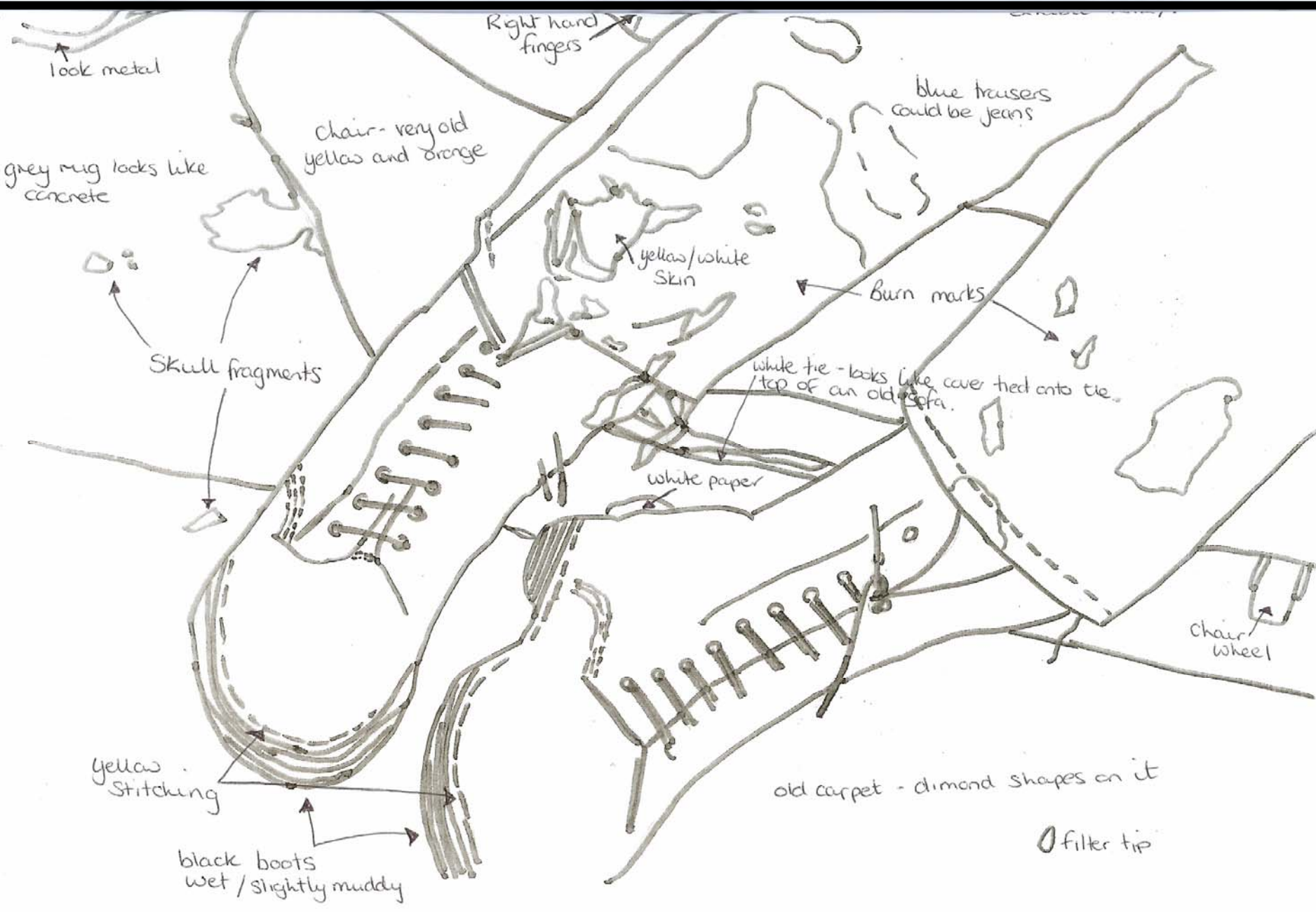
Figure 2.5 A plan view sketch typical of those used in the recording of crime scenes. Note that the numbered squares show the positions of numbered labels placed beside items of evidence prior to close-up photography and item retrieval. Other types of sketch are also used is required, such as those that show the walls and, where necessary, the ceiling of a room.

DEATH (STABBING)

ITEM: DIMENSIONS

Item	Dimensions
A = LADDERS	
B = CHAIR	850 × 820
C = CHAIR	1470 × 450
D = TABLE	800 × 450
E = DIARY	
F = PRINTER	375 × 290
G = SPEAKERS	
H = CABINET	600 × 260
I = LARGE CHAIR	820 × 1860
J = HEATER	
K = CHAIR	850 × 820
L = COFFEE TABLE	510 × 1210
M = MUG STAND	
N = FOLDING TABLE	1050 × 90
P = TELEVISION	
Q = LAMP	
R = FIRE	100 × 600
S = PAINT TRAY	
T = PAINT BASKET	
U = PAINT TOWEL	
V = PAINT TRAY	
W = PAINT TIN	
X = BODY	
Y = TABLE	580 × 1000

J. LINES
26.03.03 3p.m.
PLAN VIEW OF THE LIVING ROOM AT 270 LEEK RD. STOKE ON TRENT
J.Lines.

SCALE = 1:25
ALL MEASUREMENTS IN mm

1100 31
630 630
1100 1100
1200 32 37
2050 33 36
1875
3990
R₂
2160 40
3545
2125
R₁ 3150
445
750

Interpretations of the head injures

look metal

Right hand
fingers

blue trousers
could be jeans

Chair - very old
yellow and orange

grey rug looks like
concrete

yellow/white
skin

Burn marks

Skull fragments

white tie - looks like cover tied onto tie.
top of an old sofa.

White paper

Chair
wheel

yellow
Stitching

old carpet - dimond shapes on it

filter tip

black boots
wet / slightly muddy

- The use of 'MP3' audio technology allowed for an in-depth feedback of the crime and the forensic pathology associated with it.

- The asynchronous learning that this 'mp3' technology enabled allowed students to reflect on their performance and listen again, as required, to the feedback and make notes to improve their subsequent performances.

- Learners can feel comfortable in learning from their own mistakes in privacy.

- This system brings the crime-scene to the class-room and indeed the class-room to the crime-scene. Future developments include the use of 'mp4' technology to add video to this level of asynchronous feedback.
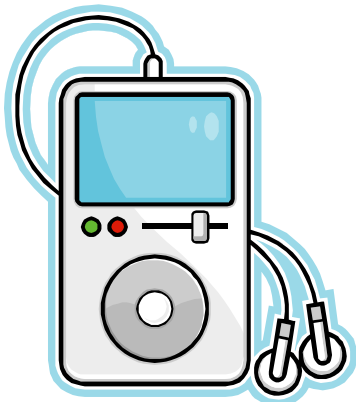
- Recording feedback in this way avoids the time constraints that are inherent in immediate feedback during a contact session, and discourages the domination of the session by a tutor.