



D22 Future Forensic Education — An Integrated and Ongoing Approach

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After attending this presentation, attendees will be aware of the potential for integrating educational institutes with forensic providers, companies, and government agencies for ongoing forensic education.

This presentation will impact the forensic science community by helping foster a more open attitude toward developing collaborative educational resources.

Like all other areas of education, forensic education is undergoing a dramatic change in the way materials are sourced and presented. Using examples, this presentation will look at what is required for delivering realistic forensic education by integrating material from educational institutes and from forensic practitioners. Examples will come from a Forensic and Analytical Chemistry degree run at Flinders University, Adelaide, Australia, which combines input from academics, forensic providers, and a range of government and industrial presenters and also from the experience of a Director of the Center of Expertise in Energetic Material, a collaboration between Flinders University and Defense Science and Technology Organization, Australia, and national and international partners.

Advantages of integrating educational material from a range of sources will be discussed along with some of the problems encountered. Overall, the advantages outweigh the disadvantages more realistic material is provided, producing graduates who are better prepared for the workplace.

Ideally, students and academics would be placed in working laboratories and the university would host practitioners to ensure a cross-pollination of ideas and the development of procedures; however, limitations of numbers and health and safety regulations may restrict these opportunities.

Examples of successful collaboration will be provided, some of which have led to awards from the Australian National Institute for Forensic Science and the Australian and New Zealand Forensic Science Society.

In all examples to be discussed, the desired outcome is to have education flowing in both directions where the practitioners, supplying their expertise, also pick up new techniques and refresh their knowledge base. In this way, practitioners can refresh their basic skills, upgrade their qualifications, and be up-to-date on the most modern technologies and students can be provided with realistic material and be well prepared to enter the workforce.

Education, Future, Collaboration