



D42 Embracing Technology in Forensic Science Higher Education

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After attending this presentation, attendees will learn how technology and interactive online learning modules are integrated into the University of Ontario Institute of Technology (UOIT) Forensic Science Program undergraduate curriculum.

This presentation will impact the forensic science community by highlighting current trends in student learning. The use of interactive digital content, tablet, and iPad® computer technology will be discussed.

In the UOIT Forensic Science program, a strong emphasis is made on developing students' practical skills. It is important for undergraduate forensic students to become well-versed in the fundamentals and in applying that knowledge. Hands-on, repetitive learning helps to reinforce these skills and concepts.

Combining online curriculum with traditional teaching styles promotes active learning. Interactive digital content is a tool for educating both inside and outside of the classroom. By focusing less on the fundamentals inside the laboratory, students can participate in a higher level of learning and critical thinking since the knowledge base has already been acquired. The advantages of digital content include: subject matter lends itself to repeated use and trial-and-error; students determine how they navigate through the learning object and develop the skills of sequencing and selecting tasks; students are allowed to move forward through the material at their own pace and review material as they deem necessary; and assessments are external to the learning object, permitting its use in a variety of courses of varying breadth and depth.

Technologies in terms of digital content and hardware have been embraced by UOIT's Forensic Science faculty. Several learning objects have been integrated into the academic curriculum and include, for example: (1) forensic document analysis; (2) digital photography; and, (3) crime scene processing. Also, both tablets and iPads® have become fundamental tools in both lectures and laboratories, having replaced pen and paper in the traditional sense.

An initial survey of undergraduate forensic students concludes that these technologies offer a valuable supplement to traditional teaching material and all agree in their merit as successful self-directed learning tools.

Forensic Education, Technology, Digital Content