



E74 Innocence Project Initiative and Cold Case Program—Experiential Applications of Constructivism for Unbiased Investigative Public Service

Caitlin E. Porterfield, MS, Forensic Science Institute - UCO, Edmond, OK 73034; Amber Fortney*, University of Central Oklahoma, Edmond, OK 73034; Wayne D. Lord, PhD, University of Central Oklahoma, Edmond, OK 73034; Mark R. McCoy, EdD, University of Central Oklahoma, Edmond, OK 73034; John P. Mabry, JD, University of Central Oklahoma, Edmond, OK 73034; Craig Gravel, MS, Forensic Science Institute, University of Central Oklahoma, Edmond, OK 73034; James P. Creecy, PhD, University of Central Oklahoma, Edmond, OK 73034; Jennifer Schmitz, JD, Forensic Science Institute, University of Central Oklahoma, Edmond, OK 73034; Dwight E. Adams, PhD, University of Central Oklahoma, Edmond, OK 73034*

Learning Overview: After attending this presentation, attendees will better understand how initiatives and programs can be developed at the post-secondary level to provide extramural, collaborative opportunities in the experiential applications of constructivism and cohort-based case analytics and how these efforts provide for the practical incorporation of the sentinel concepts of objective investigational justice and judicial equality into the forensic science educational curriculum.

Impact on the Forensic Science Community: This presentation will impact the forensic science community by identifying course-based efforts at the post-secondary level that exemplify a balanced, holistic, and highly unique educational integration of object forensic science and unbiased investigative public service.

The W. Roger Webb Forensic Science Institute Innocence Project Initiative and Cold Case Program provide extramural, collaborative opportunities in the experiential applications of constructivism and cohort-based case analytics for students, faculty, and judicial practitioners. These course-based efforts exemplify a well-conceived, balanced, holistic, and highly unique educational integration of object forensic science and unbiased investigative public service. Both courses utilize authentic investigative milieus, centered in a focused, systematic, multi-disciplinary examination of unsolved violent crimes and unresolved issues in forensic evidence recognition and analyses, to develop learning experiences that are contextualized and active. These collaborative endeavors provide dedicated forensic science support and analytic expertise to substantive community service programs frequently lacking in adequate consultative resources. Student learning is regulated, supervised, and mediated through complex integrated, individual and group critical thinking and problem solving. Students are tasked with reviewing actual case files and utilizing conceptual, structural, and experiential knowledge to make scientifically sound judgements and recommendations concerning the application of appropriate, relevant forensic science concepts and analyses in the furtherance of potential investigative leads and judicial illumination. Learners are required to use high-level cognitive skills, decision-making schema, and productive modes of inter-personal communication to provide actionable results and implementations of their findings.

The goals of the Innocence Project Initiative and Cold Case Program are to prepare students to professionally and ethically evaluate complex cases, conduct focused forensic research, and develop novel, previously unexplored investigational avenues and strategies. These efforts provide for the practical incorporation of the sentinel concepts of objective investigational justice and judicial equality into a forensic science educational curriculum.

Innocence Project, Cold Case, Investigative Public Service