

Online support resources, what role do they have in forensic science?

Anna J Kirkham, School of Natural Sciences, University of Central Lancashire akirkham1@uclan.ac.uk @annajkirkham

Introduction:

Forensic chemistry runs as a strand through the forensic science program. Depending on their route through the program, a student may only take the first year forensic chemistry module or modules through all three/four years.

For students joining the forensic science programme there is a range of previous experience with chemistry from A level A to GCSE C. I am module leader for a first, second and third year forensic chemistry module, and have been looking at the role of online resources to support students on my modules. These include Bestchoice, Mentimeter, Peerwise, Blackboard, Teams, Khan Academy and Learning Science.

Peerwise :

Was used with Y1 and Y3. Y1 engagement was encouraged by a small percentage of the module mark. This meant that those that engaged with the resource, met the weekly goals set and it was viewed as one of the most useful resources for revision along with Blackboard quizzes. With students putting it use as *“Questions useful for exam and tests knowledge so you know what weaknesses you can work on and revise”*. This was an improvement on last year’s cohort you did not value it as much as it was not a teacher generated resource, and hence the questions less trusted. Y3 also engaged but use tailed off towards the end of semester 1.

Khan Academy:

Used in Y1, as pre-lecture resource, mixed reaction, some students loved it putting it as their most useful, others found the videos too long.

Bestchoice:

Used in Y1 as a lecture recap for some topics. Again , some students loved it putting it as their most useful, and did more activities than I linked to where as others didn’t find it useful.

Mentimeter:

Used with all years in lectures, as a starter, in lecture recap or plenary. All years enjoyed the competitive nature the score board creates, and asked if they were going to have questions at the start of lectures. Excellent way to check progress quickly before moving on.

Blackboard:

Quizzes, as post lecture recap (Y1) and pre-lab activities (Y2). Students engaged with the post lecture quizzes, and they were selected as one of the most useful resources for revision along with Peerwise. The pre-lab quizzes were compulsory for Y2, after the first lab, no student arrived without having completed them. Students saw their value as *“lab test online (helps understand the lab better) actually gives me an excuse to read the lab script”*

MS Teams:

Was used as the main communications channel for Y3 and for group work with Y1. Easy to setup and meant that students could share files for group work. Easy to record and share online lectures/ tutorials.

Learning Science:

Used with Y1 as a pre-lab activity. Students liked that they were trying activities before getting in the lab.

Future:

To use a separate MS Teams for each module with OneNote class notebook and channels to support specific aspects of the modules.
To integrate Mentimeter into live lectures and MS forms into recorded lectures.
To use Peerwise with Y1 and Y3 again. To link students questions to lectures via MS Teams.
To use a selection of the students own questions into the weekly Blackboard quizzes.
To recommend Bestchoice and Khan Academy as extras with the further module reading/weblinks.