

Moving Forensic Science online, how did it go?

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Introduction:

This academic year we have had blended delivery for Forensic Science. This was online lectures, tutorials and some practical classes and face to face for some practical classes.

All teaching sessions were timetabled, this meant the majority of the teaching team took the decision to run most lectures live via MS Teams, with recording via MS Stream. Some online live lectures were not recorded due to lecture content. Some lectures were pre-recorded either as a whole lecture or as a series of short screen casts. Online practical classes were delivered live via MS Teams, via a data set exercise or via use of simulations.

Student perceptions of lectures:

Students preferred live recorded lectures teaching sessions, see Figure 1. Reasons for this were, *“Live lectures help structure my day”*, *“Can interact fully with the teacher to ask questions about the topic”* and *“I am able to ask questions and look back on the lecture”*. With 97% of students in sample listening to lecture recordings after lectures.

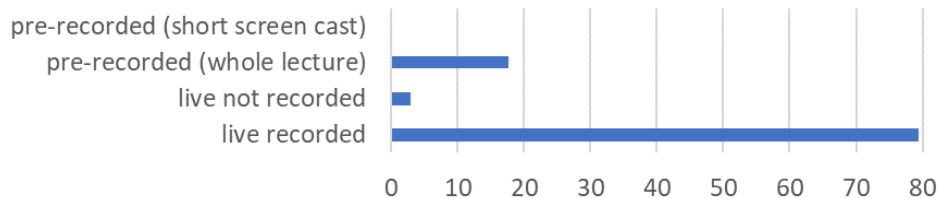


Figure 1 Student preferences for type of online lectures

Reasons for preferring recording as whole lectures was that *“Better flow and easier to stop anytime I want”* and *“It’s easier to follow along like it’s a live lecture but where you can move and skip around and pause”*.

Student preferences for online practical classes:

Students experienced a range of different online practical classes and their preferences are shown in Figure 2.

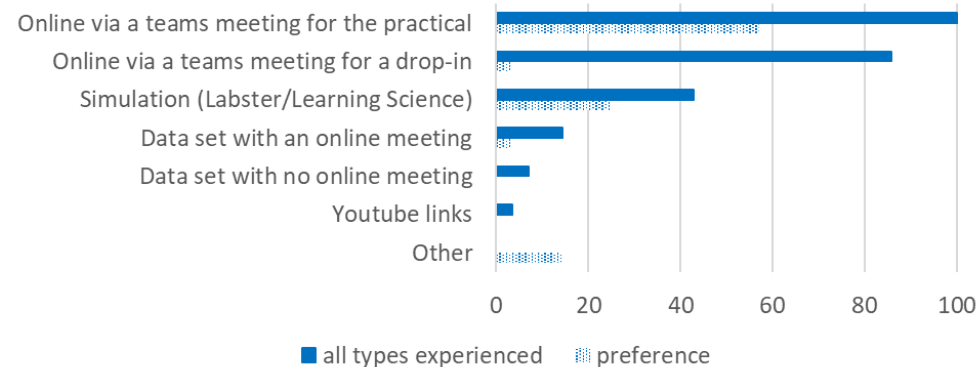


Figure 2 Student preferences for type of online practical classes and types experienced

Future:

Planning for face to face lectures to be recorded.
Planning for online lectures/tutorials to be live for next year.
Use of simulations to support face to face practical classes.