

Cheryl Feyen
IMD130, Avery
Assignment 6.1
3/25/2010

WWS Forensic Science – The Game

Project Treatment

Situation

Lori Blackburn is a teacher at Wheaton Warrenville South High School in Wheaton, Illinois. She is creating a new class for the school scheduled for roll-out in the fall of 2012. The class resources will consist of a student textbook “Forensic Science for High School”, Second Edition by Barbara Ball-Deslich and John Funkhouser.; and a laboratory manual “Crime Scene Investigations: Real-Life Science Labs for Grades 6-12” by Pam Walker and Elaine Wood. To further engage the students and provide an interactive review of the course material a web based game will be developed.

Objectives

Forensic Science Game will:

- Assist students in the learning objectives of the course.
- Provide a comprehensive review of the course material.
- Students will have fun!

Target Audience

Forensic Science Game users are:

- 16-18 years old

- Seniors at Wheaton Warrenville South High School
- Have completed H.S. Biology and H.S. Chemistry
- Technologically savvy with considerable internet and computer skills.
- Generally experienced gamers.

Strategy

These are advanced students in their third or fourth year of high school science and keeping them interested and engaged in the class is a high priority for the teacher. Review is a basic part of any teaching curriculum and this teacher desires a new format for the review which will not take up actual class time so that they can get through the entire curriculum in the time allotted.

Tactics

- The game will be built as a website rather than a standalone game. Therefore eliminating the need for multiple platforms that the students can use on their home game consoles. Only a computer with internet access will be required. It can even be accessed through the school's computers or in the public library.
- The game will be offered to other teachers and school districts that are using the same curriculum.

Features

- Students will enter the chapter of the textbook they are reviewing.

- Various scenarios will be available for each lesson so that not all students have the same game scenario. The plan is for ten scenarios for each chapter.
- The student will have the option of choosing a higher difficulty level for the game play. This should help more advanced students remain engaged.
- They will initially enter the game to the crime scene where they will be responsible for gathering and collecting 'evidence'.
- They will have their crime scene tool kit with all of their on-scene supplies.
- They will take out the supplies they need and use them to collect their evidence.
- When they are done at the crime scene they will advance to the crime lab.
- The crime lab is actually a number of labs with different purposes.
- The labs included are:
 - DNA
 - Ballistics
 - Mass spectrometer
 - Photo/Digital
 - Chemistry
 - Fingerprinting
 - Autopsy
 - Garage
 - Evidence Storage
 - Lab Supervisor

- Other locations as needed for the scenarios
 - Hospital
- Correct tools and supplies will have to be selected if they aren't then warnings will be issued and in some cases, consequences.
 - For example, if the wrong chemicals are selected for the experiment in the chemistry lab there will be a flashing warning, then BOOM and the screen flashes over to the student being in the hospital. Then the student can go back to the menu and get a 'do-over'
- For each piece of evidence the student collects they have the following choices:
 - Log into evidence
 - Analysis
 - Report results
 - Move it into the evidence locker
 - Do further testing
- They then select their next piece of evidence and perform the same tasks.
- Textbook Chapters – Crime Scene Investigation Techniques
 - Crime Scene processing
 - Fingerprints
 - Hair
 - Fibers
 - Drugs

- Toxicology
 - Trace Evidence
 - Soil and Grass Analysis
 - Blood
 - DNA Analysis
 - Forensic Entomology
 - Human Remains
 - Firearms, Tool marks, and Impressions
 - Document and Handwriting Analysis
- As the students advance through the game the evidence collection and processing will be cumulative. For example, in the first chapter the students learn about fingerprints. As they progress through the game they will continue to collect and process fingerprint evidence while at the same time adding new learning and techniques.
 - The teacher will be able to log into the database and retrieve reports of the game status for each student (if she chooses to). This could help the teacher to know where the students need to focus on review.