



The Teaching-Research Nexus

A guide for academics and policy-makers
in higher education

www.trnexus.edu.au

Examples from Australian universities

Curriculum Design in Fourth Year Forensic Computing

Associate Professor Jill Slay
University of South Australia

Broad discipline area:

Engineering and Related Technologies

- Forensic Computing

Year level:

- Fourth year undergraduate (both honours and non-honours)

TRN strategy:

- Draw on personal research as you teach and design courses
- Teach research methods, techniques and skills explicitly within subjects
- Encourage students to feel part of the research culture of departments
- Place the latest research in the field within its historical context in classroom teaching

Teaching and learning context:

- Curriculum design

Brief description of the initiative:

The subject *Forensic Computing: Tools, Techniques and Investigations* was designed to draw on many forms of the teaching-research nexus. This course is taken in the fourth year of the Bachelor of Computer and Information Science (Honours)/Bachelor of Information Technology (Honours) (Advanced Computer and Information Science), with typical enrolment numbers of 90. In the first six weeks she teaches her students about the basics of the discipline and research methods. Then at week seven she invites a person from the industry, who is also a current research student, to give the police background for the work the students will be undertaking. In the final six lectures the academic draws on her own research, as well as that of her postgraduate students, in her teaching that is relevant to the students' project. In this way, the Associate Professor is able to discuss topical research issues with her undergraduate students, while making them aware that the undertaking of research is not far removed from where they are as fourth year students.

For further details:

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