

### ***Case Study: Thinking Through "The Crisis"***

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My preferred teaching modality is facilitated instruction, which guides students in the learning process and helps them think objectively and critically. An effective instructional process consists of providing facts and information, asking questions, as well as facilitating discussions surrounding those questions. I believe students need to learn to go beyond learning basic facts; the who, what, where, and when, and to question the world around them that they find themselves in. Facilitated instruction involves asking the easy and obvious questions that one might typically think of but also and the hard questions such as why we do the things that we do or believe the things we believe. By asking questions and guiding conversations with students in a facilitated manner, I believe we can achieve the most productive and positive results regarding student learning outcomes.

I believe we can increase positive learning outcomes when instructors instruct via experiential learning. Experiential learning is the process whereby knowledge is created through the transformation of experience, as proposed by David Kolb (1984). I believe there is efficacy in this theory, and, as a result, I utilize several experiential learning exercises in all of my courses. In ACP, after the students undergo experiential activities, they participate in reflective discussions surrounding the experiences. While each exercise involves decision-making and problem-solving skills, I believe it is essential to ensure that the "reflection" component promotes the learning process and synthesizes new ideas.

One of the exercises that I use in my CRIM 400: Applied Criminal Psychology course is one that I call "The Crisis," which promotes problem-solving and critical thinking opportunities. I begin this exercise again with my "magic time and travel machine," as I take my students back to the year 2002. I inform them that they are now part of a group of student criminal profilers who have been tasked to work in the Joint Command Post, run by the F.B.I., which has been established as a result of the "D.C. Sniper" case, and they are to be tasked with working together in groups.

Students are assigned to work in teams as I facilitate their discussions as the case progresses. The students examine copies of evidence found during the case and communications left by the snipers near the scene of some of the crimes, consider information and developments in the investigation, and subsequently provide the information they have learned to their instructor and provide guidance that they would consider necessary to help in the "investigation." Upon completion, students have a facilitated conversation about what they learned from their participation in the activity.

Eventually, after facilitating the discussion, I add, "I wanted to do this to show you that you could do it. You just took on the biggest case in the world at the time, and you not only accomplished it – you excelled. Your criminal profile, while different than the actual profile developed by the 'experts,' was accurate. I wanted you to do this to build your

confidence in your teams and in yourself. You did this, and you can do anything you put your mind to in the future.”