**Co-creators project Report 2023-2024**

Three students were involved collaboratively in this project: Quinn Longman, Khadijah Dalal, and Monica Mistretta who were all registered on the module Forensic and criminal psychology during the 2023-2024 semester.

They all had experience of using a paper-based case scenario for their first assessment in which they all had to produce a report about the case, applying the offender profiling principles they were taught about and making evidenced based inferences about the perpetrators. This also allow them to discuss what they felt worked well or less well to help me to continue to improve the assessment.

We had 4 meetings between May and July 2024, and we communicated a lot via emails and a shared Google doc. Deadlines were set and feedback was provided to students. Regular check ins were made to see how tasks were progressing, and we adjusted deadlines when students encountered issues to meet these.

Students were tasked with different aspects of creating the case, gathering literature on the topic of serial killers of prostitutes and solution of the case.

We needed to produce various documents and worked as a team.

The first task was to look at the literature to understand the characteristics of cases of serial killers of prostitutes and all students did a search in databases and divided the papers between them producing a summary of key points of key papers. Some of these studies will be added to the reading list.

 Khadijah and Quinn worked on the crime-scene and offender characteristics whilst Monica looked at victims’ characteristics and geographic profiling studies.

Once we all had a better idea on this, we started to create the case, after discussions, on a shared Google document. We co-produced descriptions of the crime-scenes, witness testimonies and dialogues that would help to understand the case. I produced autopsy reports.

We all reviewed the case to ensure that details added up and that there was enough information to support the assessment.

We discussed the current resources provided to students, such as the template, the rubric, the map of the scene to decide changes that needed to be made to these, and check the timeline of the scenario and ensure that there are no mistakes in the case.

The last task was to complete the solution template to ensure that we could use the new material produced from these different sources/document to synthesise and summarise information and analyse the salient features of the crime. Students also used the academic studies they had researched to help them to make inferences about the perpetrator based on the crime-scene characteristics.

Through this collaborative work, engaging in literature searches, reviews, case study analysis, and report writing helps students develop a wide range of valuable skills that they can put on their CVs:

1. **Research Skills**: Students learn how to locate, evaluate, and synthesize information from various sources, enhancing their ability to conduct thorough and effective research.
2. **Critical Thinking**: Analysing and summarising literature and case studies requires students to critically evaluate information, identify key themes, and draw meaningful conclusions.
3. **Analytical Skills**: Breaking down complex information into understandable parts and examining relationships between different pieces of data helps students develop strong analytical abilities.
4. **Teamwork skills:** Qualities and abilities that allowed students to work well with others during conversations, the project, and meetings to develop their problem solving, listening skills, and communication as well as being reliable to others.
5. **Writing/communication Skills**: Presenting findings in a well-organized and well written reports and reviews improves students’ ability to communicate ideas clearly and concisely, with proper structure and coherence.
6. **Time Management**: Managing multiple tasks such as searching for literature, creating and analysing case studies, and writing reports teaches students how to prioritize and manage their time effectively.
7. **Attention to Detail**: Ensuring accuracy in citations, data interpretation, details of the case adding up (timeline etc) hones students’ attention to detail.
8. **Problem-Solving**: Identifying gaps in the literature and proposing solutions or new perspectives enhances problem-solving skills.
9. **Technical Skills**: Using various literature research databases to find relevant and appropriate academic studies, and word processing software helps students become proficient with technology.

These skills are not only crucial for academic success but also highly valuable in professional settings.