

ELITE-AI Project – Quality Assurance Manual

WP3 – Experimental Teaching Activities

Description of Lessons: BA 2nd Year Group – Terminology of Criminal Justice and Security

Teacher	Kompara Lukančič, Mojca
Institution	University of Maribor (UNIUM)
Academic Year	Fall and Spring Semesters 2025/2026
Course	Terminology of Criminal Justice and Security
Study Level	BA 2nd Year
AI Tools Used	ChatGPT / Copilot / Perplexity AI
Textbook Framework	English in Uniform
Number of Lessons	5 AI-integrated lessons (45–100 minutes each)
Thematic Frame	Criminal justice and security – terminology, legal documentation, formal writing

Introduction and Institutional Context

The lessons described in this document were delivered at the University of Maribor (UNIUM) as part of the ELITE-AI project's experimental teaching activities during the 2025/2026 academic year. They form a sequence of five AI-integrated lessons delivered to BA 2nd year students of the criminal justice and security specialisation, working within the course Terminology of Criminal Justice and Security.

In line with the ELITE-AI protocol established within WP3, students were divided into an experimental group and a control group at the start of the semester. The experimental group participated in the AI-integrated activities described below; the control group covered equivalent curricular content through traditional instructional methods. A shared placement test at the beginning of the semester established a common baseline, and a final assessment at the end of the semester provides the basis for comparative analysis. In the fall semester, approximately 25 students were enrolled in the course; in the spring semester, enrolment expanded to two experimental groups and one control group of approximately 25 students each.

All five lessons were based on the textbook English in Uniform as the primary instructional framework. AI tools used across the sequence included ChatGPT and Copilot as the primary platforms, with students using each tool for vocabulary translation, text generation, formal writing support, and critical comparison with official sources. The sequence was designed to build from foundational terminology acquisition through procedural documentation simulation and text production to idiom and collocation analysis – a progression that mirrors the increasing linguistic complexity encountered in professional criminal justice communication.

Lesson 1 – Lexicography and AI Tools

AI Tool	ChatGPT / Copilot
Group	BA 2nd Year 23 students

Date	c. 28 January 2026
Duration	90 minutes
Study Level	B2 Upper Intermediate
Field / Context	Criminal Justice and Security
Lesson Stage	Lead-in, Teaching
Observation Sheet	Observation Sheet #1
Materials	Laptop/Desktop, Mobile Phones/Tablets, Wi-Fi, Interactive Whiteboard, Video Projector, USB Drive
AI Use	LISTENING: Other; SPEAKING: Other; READING: Other; WRITING: Other; GRAMMAR: Other; VOCABULARY: Specialised vocabulary lists, terminology database
Student Participation	Active by request; medium peer interaction; motivation: Developing; target language use: maintained
Quality of AI Use	Communication with AI: sometimes; Prompts: sometimes; Interpretation: sometimes; Critical evaluation: developing

In this lesson, students were introduced to the fundamental principles of dictionary compilation, including its purpose, historical development, and practical applications. Emphasis was placed on dictionaries used in the context of the English language, with students exploring online portals that provide free access to general and specialised dictionaries, databases, and glossaries. Particular attention was given to resources offering Slovene–English and English–Slovene translations, covering both general and domain-specific terminology.

The lesson focused primarily on terminology related to criminal justice and security, as well as associated subfields such as policing, military, and law. Students were then familiarised with AI tools and their potential applications in dictionary compilation. Drawing on recent research, students examined the effectiveness of AI tools for processing and translating terminology specific to criminal justice and security.

Using Unit 1 of the textbook *English in Uniform*, students translated selected terms both with AI tools and through traditional online dictionaries, allowing them to compare outputs and evaluate the accuracy of AI-assisted translation. The lesson also introduced the concepts of field-specific translation and official translation, particularly in the context of legal documents such as the Slovene Constitution. Through this activity, students developed both practical translation skills and a critical understanding of the role of AI in supporting terminology acquisition within specialised language domains.

The observation sheet records this as a session where AI use was appropriate but where student participation was measured – a pattern typical of a first AI-integrated session in which students are simultaneously orienting to new content and new tools. Critical evaluation of AI output was noted as developing, with students aware of the possibility of terminological inaccuracy but not yet consistently applying systematic verification strategies.

Lesson 2 – Simulation of an Interrogation

AI Tool	ChatGPT / Copilot
Group	BA 2nd Year 26 students
Date	c. 12 March 2026
Duration	45 minutes

Study Level	B2 Upper Intermediate
Field / Context	Criminal Justice and Security
Lesson Stage	Practice
Observation Sheet	Observation Sheet #2
Materials	Laptop/Desktop, Mobile Phones/Tablets, Wi-Fi, Interactive Whiteboard, Video Projector, Paper and Pens
AI Use	LISTENING: Other; SPEAKING: Other; READING: Other; WRITING: Writing prompt generation, grammar and spelling correction, style and register feedback, email and correspondence templates, academic writing feedback; GRAMMAR: Error correction, tense and aspect practice; VOCABULARY: Specialised vocabulary lists, contextual usage examples
Student Participation	Active by request; medium peer interaction; motivation: Developing; target language use: maintained
Quality of AI Use	Communication with AI: yes; Prompts: yes; Interpretation: yes; Critical evaluation: sometimes

In this lesson, students were introduced to the fundamental concepts of hearings and interrogations within criminal procedure. They first examined authentic blank documents and forms used in criminal interrogations, gaining familiarity with the structure, components, and procedural requirements of these documents. The importance of accuracy and data protection in official documentation was emphasised throughout.

Students were then tasked with designing a simulated interrogation scenario. They selected a hypothetical criminal activity, consulted relevant online legislation, and used AI tools to prepare the content of an interrogation from the perspective of an individual accused of a criminal offense. Students utilised the AI tools to draft a Miranda warning adapted to Slovene legislation, generate personal data for the simulated suspect, and develop the content of the interrogation itself.

Through this activity, students not only applied legal terminology in a practical context but also critically engaged with the potential of AI tools to support procedural documentation while maintaining accuracy and compliance with legal standards. The observation sheet records quality of AI use across communication, prompt use, and interpretation all as yes (effective), with critical evaluation as sometimes – a pattern reflecting students who were willing to use the AI outputs as working drafts but continued to verify procedural details against authentic legislative sources.

Lesson 3 – Text Writing – Political Systems

AI Tool	ChatGPT / Copilot
Group	BA 2nd Year 20 students
Date	c. 20 November 2025
Duration	90 minutes
Study Level	B2 Upper Intermediate
Field / Context	Criminal Justice and Security
Lesson Stage	Teaching
Observation Sheet	Observation Sheet #3

Materials	Laptop/Desktop, Mobile Phones/Tablets, Wi-Fi, Video Projector
AI Use	READING: Genre-specific text creation; WRITING: Writing prompt generation, grammar and spelling correction, style and register feedback, email and correspondence templates, academic writing feedback; GRAMMAR: Grammar explanation generation, error correction, grammar exercise creation, tense and aspect practice; VOCABULARY: Specialised vocabulary lists, collocations, terminology database
Student Participation	Active by request; medium peer interaction; motivation: Developing; target language use: maintained
Quality of AI Use	Communication with AI: sometimes; Prompts: sometimes; Interpretation: sometimes; Critical evaluation: developing

In this lesson, students were introduced to the content and terminology related to the political systems of Slovenia, the United Kingdom, and the United States. As an initial step, students read the text in Unit 6 of the textbook English in Uniform, which provides an overview of these political systems, and completed the associated exercises to consolidate their understanding of key concepts.

As part of the exercises, students were tasked with producing a summary overview of the three political systems. After acquiring foundational knowledge and being made aware of potential inaccuracies that AI tools might generate in written texts, students were asked to draft their summaries using AI-assisted writing tools. Upon completing the AI-generated texts, students reviewed and discussed the content in small groups under the guidance of the language instructor. This activity encouraged critical evaluation of AI outputs, reinforced the correct use of specialised terminology, and enhanced students' ability to integrate AI tools responsibly into academic writing.

The observation sheet records all quality indicators as sometimes (partially effective), which is consistent with a session in which the content area – comparative constitutional systems – places specific demands on terminological precision that AI tools do not always meet. The discussion phase following the AI-assisted writing task produced some of the most substantive critical engagement of the lesson, as students identified cases where the tools had oversimplified or misrepresented constitutional arrangements.

Lesson 4 – Text Writing – Formal Correspondence

AI Tool	ChatGPT / Copilot
Group	BA 2nd Year 15 students
Date	c. 24 March 2026
Duration	90 minutes
Study Level	B2 Upper Intermediate
Field / Context	Criminal Justice and Security
Lesson Stage	Teaching
Observation Sheet	Observation Sheet #4
Materials	Laptop/Desktop, Mobile Phones/Tablets, Wi-Fi, Interactive Whiteboard, Paper and Pens
AI Use	LISTENING: Other; SPEAKING: Other; READING: Text simplification/level adjustment, authentic material adaptation; WRITING: Writing prompt generation, essay outline creation, grammar and spelling correction, style and

	register feedback, paraphrasing assistance, email and correspondence templates, academic writing feedback; GRAMMAR: Grammar explanation generation, error correction, contextualised examples, exercise creation, syntax identification, tense and aspect practice; VOCABULARY: Specialised vocabulary lists, contextual usage examples, collocations, synonyms, terminology database
Student Participation	Active by request; medium peer interaction; motivation: Developing; target language use: maintained
Quality of AI Use	Communication with AI: sometimes; Prompts: sometimes; Interpretation: sometimes; Critical evaluation: developing

In this lesson, students focused on formal correspondence, including the layout, structural elements, content, and language conventions of professional letters. Using Unit 2 of the textbook English in Uniform, students studied three specific types of letters: a conference letter, a cover letter, and a letter of recommendation.

Students were required to draft reply letters to the examples provided in the textbook, using AI tools to support the writing process. Students worked in groups of five and were given 15 minutes to complete the task, allocating approximately five minutes per letter. The original letters were input into the AI tool, either by typing or by uploading a photograph, and the tool generated a draft response. After generating the AI-assisted replies, students reviewed and, where necessary, corrected the content collaboratively within their groups. At the conclusion of the activity, each group presented their results to the class and discussed their work with the language instructor.

This lesson emphasised the practical application of AI tools in formal writing while reinforcing collaborative review and accuracy in professional correspondence. The comprehensive range of writing-related AI functions deployed – from writing prompt generation and essay outline creation through to plagiarism detection – reflects a session design that treated the writing process as a complete cycle rather than a single production task. The observation sheet records medium peer interaction and notes that the group presentation format at the end produced more active whole-class participation than the writing phase itself.

Lesson 5 – Terminology – Idioms and Collocations

AI Tool	ChatGPT / Copilot
Group	BA 2nd Year 27 students
Date	c. 3 March 2026
Duration	90 minutes
Study Level	B2 Upper Intermediate
Field / Context	Criminal Justice and Security
Lesson Stage	Teaching
Observation Sheet	Observation Sheet #5
Materials	Laptop/Desktop, Mobile Phones/Tablets, Wi-Fi, Interactive Whiteboard, Video Projector, Paper and Pens
AI Use	LISTENING: Other; SPEAKING: Other; READING: Other; WRITING: Writing prompt generation, grammar and spelling correction, style and register feedback; GRAMMAR: Grammar explanation generation, error correction, grammar exercise creation; VOCABULARY: Specialised vocabulary lists, contextual usage examples, collocations

Student Participation	Active by request; medium peer interaction; motivation: Developing; target language use: maintained
Quality of AI Use	Communication with AI: sometimes; Prompts: sometimes; Interpretation: sometimes; Critical evaluation: developing

In this lesson, students focused on terminology within the field and subfields of criminal justice and security, with particular emphasis on idioms and collocations commonly used in this domain. Using Unit 8 of the textbook *English in Uniform*, students explored both general and specialised expressions relevant to their field of study.

Students were introduced to translation tools and AI-assisted applications to support the translation of terminology, the identification of synonyms, and the explanation of concepts related to idioms and collocations. Through these exercises, students examined how AI tools can facilitate the understanding and interpretation of specialised language. For the practical component, students were tasked with providing definitions of selected idioms and collocations and identifying appropriate synonyms and translations with the support of AI tools.

Upon completing the exercises, students presented their results to the class and engaged in discussion with the language instructor. The tasks were completed individually, allowing students to develop independent skills in applying AI-assisted translation within a specialised linguistic context. The observation sheet records medium peer interaction consistent with individual task completion, and notes that collocations – as a category less well-handled by AI tools than single-word terminology – generated the most productive critical discussion about the limits of AI-assisted linguistic analysis.

General Notes on the AI Tool Rotation and Pedagogical Design

The five lessons formed a coherent progression through the major competencies required in criminal justice and security communication: from terminology acquisition and translation through procedural documentation and comparative political analysis to formal writing and idiomatic language. The AI tool rotation – ChatGPT and Copilot, used in combination rather than in strict alternation – gave students exposure to two generative tools with partially overlapping but distinct response styles, supporting the comparative critical evaluation that is central to the ELITE-AI pedagogical framework.

Across the sequence, student participation was consistently active by request, reflecting a group that engaged substantively with AI-assisted tasks when directed but had not yet developed the spontaneous prompting behaviour observed in higher-proficiency groups in the project. Quality of AI use was generally at the partially effective level for prompt design and interpretation, with full effectiveness achieved in the interrogation simulation lesson where the specific task constraints encouraged more targeted and systematic AI interaction. Critical evaluation was most active in sessions where the AI tool's limitations were most visible – in legal terminology translation and political system comparison – and less consistent in sessions with more generic writing tasks.