

ELITE-AI Project – Quality Assurance Manual

WP3 – Experimental Teaching Activities

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

Teacher	Smajla, Tilen
Institution	University of Maribor (UNIUM)
Academic Year	Fall and Spring Semesters 2025/2026
Course	English for Criminal Justice and Security
Study Level	BA 2nd Year
AI Tools Used	Perplexity AI / ChatGPT / ChatGPT 5.0
Textbook Framework	English in Uniform
Number of Lessons	8 AI-integrated lessons (45 minutes each)
Thematic Frame	Security institutions – national, European, and transatlantic

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 eight AI-integrated lessons delivered to BA 2nd year students within the English for Criminal Justice and Security course. All eight lessons were based on the textbook English in Uniform as the primary instructional framework: Lesson 1 used Unit 3 (Introduction into grammar), while Lessons 2 through 8 used Unit 7 (Introduction into national and international organisations).

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 the same curricular content through traditional instructional methods. A placement test administered at the beginning of the semester established a shared baseline, and a final assessment at the end of the semester provides the basis for comparative analysis.

AI tools used across the sequence were primarily Perplexity AI and ChatGPT, with ChatGPT 5.0 deployed in Lesson 6. Perplexity AI was chosen for its capacity to provide contextualised, source-linked responses particularly suited to institutional descriptions and comparative organisational analysis. The progression across the eight lessons – from grammar and national agencies through to international organisations and comparative intelligence structures – reflects an increasing demand on students' ability to handle sensitive, domain-specific terminology and to critically evaluate AI outputs against authoritative sources.

Lesson 1 – Grammar Overview

AI Tool	Perplexity AI
Group	BA 2nd Year 18 students
Date	c. 21 March 2026

Duration	45 minutes
Study Level	B1 Intermediate
Field / Context	Criminal Justice and Security
Lesson Stage	Teaching
Observation Sheet	Observation Sheet #1
Materials	Laptop/Desktop, Mobile Phones/Tablets, Wi-Fi, Video Projector, USB Drive
AI Use	LISTENING: Speech-to-text transcription; SPEAKING: Interview preparation dialogue; READING: Genre-specific text creation; WRITING: Writing prompt generation, grammar and spelling correction; GRAMMAR: Grammar exercise creation, tense and aspect practice; VOCABULARY: Contextual usage examples
Student Participation	Active by volition; medium peer interaction; motivation: Developing; target language use: maintained
Quality of AI Use	Communication with AI: sometimes; Prompts: yes; Interpretation: sometimes; Critical evaluation: developing

In this lesson, students reviewed important grammatical structures pertinent to professional communication in the domains of security and criminal justice, such as reported speech, modal verbs that convey duty and permission, tense use, and passive voice. Through brief diagnostic tasks, the teacher first activated prior knowledge, revealing common mistakes made by Slovene learners in formal written and spoken English, especially in police and judicial situations.

Students examined authentic example texts from academic websites and identified the grammatical structures employed to convey processes, facts, and legal requirements. They then entered their own brief writings into Perplexity AI and compared the AI-corrected versions with the originals, noting which adjustments enhanced correctness and register and which were superfluous or potentially misleading. In the final stage, students created model sentences and brief paragraphs using AI tools that demonstrated target structures – modal verbs in codes of conduct, passive formulations in reports – and then critically assessed these outputs for accuracy, formality, and domain appropriateness.

The observation sheet records motivation as Developing and notes that the diagnostic framing of the lesson – beginning with common errors before introducing the AI correction function – gave students a concrete reference point from which to evaluate the tool's suggestions. The speech-to-text transcription function was used to capture short spoken responses, giving the session an audio dimension alongside the text-based grammar work.

Lesson 2 – Slovene Intelligence and Security Agency (SOVA)

AI Tool	ChatGPT
Group	BA 2nd Year 18 students
Date	c. 28 March 2026
Duration	45 minutes
Study Level	B1 Intermediate
Field / Context	Criminal Justice and Security
Lesson Stage	Teaching

Observation Sheet	Observation Sheet #2
Materials	Laptop/Desktop, Mobile Phones/Tablets, Wi-Fi, Video Projector, USB Drive
AI Use	LISTENING: Other; SPEAKING: Fluency practice, real-time speaking correction; READING: Authentic material adaptation; WRITING: Writing prompt generation; GRAMMAR: Error correction; VOCABULARY: Contextual usage examples
Student Participation	Active by volition; medium peer interaction; motivation: Developing; target language use: increased
Quality of AI Use	Communication with AI: sometimes; Prompts: yes; Interpretation: yes; Critical evaluation: yes

With a focus on English vocabulary pertaining to intelligence work, national security, and oversight mechanisms, this lesson introduced students to the mission, structure, and primary responsibilities of the Slovene Intelligence and Security Agency (SOVA). Students first performed comprehension and terminology activities after reading a brief modified text outlining the agency’s legislative structure, primary duties, and connections to other state agencies.

Students then employed ChatGPT to extract concise English summaries of specific passages from publicly accessible Slovene materials – official descriptions and legal provisions. They compared the AI-generated summaries and translations with parallel official or instructor-provided versions, with particular attention to the correctness of institutional names, legal jargon, and delicate terms pertaining to surveillance, data security, and democratic control.

During the productive phase, students worked in small groups to create a brief English informational leaflet presenting the agency to an international partner institution. AI tools were used for drafting and rephrasing, but all terminology was manually checked against official translations and glossaries. The observation sheet records the highest critical evaluation scores in the spring semester sequence for this session, noting that students verified AI accuracy because they suspected wrong or incomplete answers in specific cases – a more discriminating and active approach than the general hallucination awareness that characterised earlier sessions.

Lesson 3 – Ministry of the Interior of the Republic of Slovenia

AI Tool	Perplexity AI
Group	BA 2nd Year 17 students
Date	c. 4 April 2026
Duration	45 minutes
Study Level	B1 Intermediate
Field / Context	Criminal Justice and Security
Lesson Stage	Practice
Observation Sheet	Observation Sheet #3
Materials	Laptop/Desktop, Mobile Phones/Tablets, Wi-Fi, Video Projector, USB Drive
AI Use	LISTENING: Other; SPEAKING: Fluency practice; READING: Content summarisation; WRITING: Paraphrasing assistance; GRAMMAR: Tense and aspect practice; VOCABULARY: Contextual usage examples
Student Participation	Active by request; medium peer interaction; motivation: Developing; target language use: increased

Quality of AI Use	Communication with AI: sometimes; Prompts: yes; Interpretation: sometimes; Critical evaluation: developing
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The Republic of Slovenia's Ministry of the Interior, its organisational structure, and its functions in internal security, law enforcement, and administrative matters were the main topics of this class. To identify and practise terms such as public administration, civil protection, migration, and internal affairs, students first looked at an organisational chart and a brief descriptive text in English outlining important directorates and departments.

The materials were expanded and modified using AI tools. Students asked Perplexity AI to provide brief summaries of directorates or services, which they then matched to real data from official sources. The contrast highlighted the significance of validating AI-generated institutional material by providing a framework for discussing factual errors, out-of-date information, and overgeneralisations.

In the subsequent assignment, students created a short oral presentation outlining the Ministry's function within the larger Slovenian public administration system. They used AI support to develop notes and verify language, but did not use AI to refine and practise the final version. The observation sheet notes that the mismatch between AI-generated summaries and official source data was most pronounced for the more recently reorganised directorates, and that this discrepancy produced productive critical discussion about the temporal limitations of AI knowledge bases.

Lesson 4 – Police in the Republic of Slovenia

AI Tool	Perplexity AI
Group	BA 2nd Year 17 students
Date	c. 11 April 2026
Duration	45 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, Video Projector, USB Drive
AI Use	LISTENING: Other; SPEAKING: Other; READING: Text simplification/level adjustment; WRITING: Writing prompt generation, paraphrasing assistance, blog/article creation; GRAMMAR: Contextualised examples, tense and aspect practice; VOCABULARY: Contextual usage examples
Student Participation	Active by request; medium peer interaction; motivation: Developing; target language use: increased
Quality of AI Use	Communication with AI: sometimes; Prompts: yes; Interpretation: sometimes; Critical evaluation: developing

Students studied the Republic of Slovenia Police's structure, duties, and operational vocabulary in this class. With the use of a brief text and a schematic depiction of the police hierarchy, the teacher introduced key terms associated with police levels, units, and fundamental duties including traffic management, public order, crime prevention, and criminal investigation.

Students then examined short, authentic or modified English-language police reports and news releases to determine how particular grammatical and lexical choices – passive voice, cautious modality, and neutral terminology – serve to

convey information properly and professionally. Simplified event summaries were reformulated using AI tools into more formal, report-like sentences, which students subsequently corrected to ensure proper vocabulary and conformity to Slovene policing practices.

Working in pairs, students created a brief incident report or press release in English based on a Slovene prompt, using AI for word recommendations and structure templates while retaining control over factual content. The observation sheet records active by volition participation and notes that the pair work structure was particularly effective in this session, with students negotiating vocabulary choices between AI suggestions and their own knowledge of policing practice.

Lesson 5 – United Nations

AI Tool	Perplexity AI
Group	BA 2nd Year 17 students
Date	c. 2 May 2026
Duration	45 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, Video Projector, USB Drive
AI Use	LISTENING: Other; SPEAKING: Fluency practice; READING: Text generation, content summarisation; WRITING: Writing prompt generation, style and register feedback; GRAMMAR: Grammar explanation generation; VOCABULARY: Contextual usage examples
Student Participation	Active by volition; high peer interaction; motivation: Developing; target language use: increased
Quality of AI Use	Communication with AI: sometimes; Prompts: yes; Interpretation: sometimes; Critical evaluation: developing

With an emphasis on vocabulary related to peacekeeping, collective security, and human rights, this session introduced students to the organisation, principal bodies, and fundamental duties of the United Nations. Students first read an overview text on the UN structure, recognising key words pertaining to the General Assembly, Security Council, peacekeeping missions, and specialised agencies.

Following the creation of brief explanations or ‘plain English’ definitions of UN-related phrases using AI tools, students reviewed and improved them using glossaries and course materials. Students assessed the precision and clarity of AI-generated definitions and modified them for use in public information, teaching, or briefing situations.

In the final task, students worked together to write a brief English briefing outlining the mission’s objectives, line of command, and rules of engagement for fictional foreign police or security officials stationed on a UN mission. AI tools assisted with drafting and rephrasing while students themselves corrected factual errors and ensured adherence to professional standards of accuracy and objectivity. The observation sheet records motivation as Developing and high peer interaction, with students who had prior knowledge of UN operations challenging AI-generated content most actively.

Lesson 6 – NATO

AI Tool	ChatGPT 5.0
Group	BA 2nd Year 17 students
Date	c. 9 May 2026
Duration	45 minutes
Study Level	B2 Upper Intermediate
Field / Context	Criminal Justice and Security
Lesson Stage	Teaching
Observation Sheet	Observation Sheet #6
Materials	Laptop/Desktop, Mobile Phones/Tablets, Wi-Fi, Video Projector, USB Drive
AI Use	LISTENING: Other; SPEAKING: Other; READING: Text generation, content summarisation; WRITING: Writing prompt generation, essay outline creation, blog/article creation; GRAMMAR: Grammar explanation generation, sentence structure analysis; VOCABULARY: Specialised vocabulary lists, contextual usage examples
Student Participation	Active by request; medium peer interaction; motivation: Developing; target language use: increased
Quality of AI Use	Communication with AI: sometimes; Prompts: yes; Interpretation: yes; Critical evaluation: developing

Students studied NATO in this lesson, concentrating on its main functions, membership, command structure, and guiding principles, particularly as they relate to collective defence and crisis management. Comprehension questions followed vocabulary exercises on topics like alliance, deterrence, interoperability, and joint operations, based on a brief introduction text.

Students targeted certain audiences – police officers, border guards, or civilian personnel – and varying degrees of formality by using AI tools to create brief overviews of official NATO documents or website sections. To identify the advantages and disadvantages of AI-generated text – sporadic terminological errors, missing contextual information – these summaries were compared with models supplied by the teacher.

Students used AI for brainstorming and language refinement while working in groups to create a short written or oral explanation in English of Slovenia's position and responsibilities within NATO, with all factual assertions verified against reliable sources. The observation sheet records this as one of the stronger critical evaluation sessions in the spring semester sequence, noting that the audience-specificity requirement of the task – targeting different professional readers with different levels of technical familiarity – forced students to make more deliberate decisions about when to accept and when to modify AI-generated formulations.

Lesson 7 – EUROPOL vs INTERPOL

AI Tool	Perplexity AI
Group	BA 2nd Year 25 students
Date	c. 16 May 2026

Duration	45 minutes
Study Level	B2 Upper Intermediate
Field / Context	Criminal Justice and Security
Lesson Stage	Teaching
Observation Sheet	Observation Sheet #7
Materials	Laptop/Desktop, Mobile Phones/Tablets, Wi-Fi, Video Projector, USB Drive
AI Use	LISTENING: Other; SPEAKING: Fluency practice; READING: Text generation, content summarisation; WRITING: Writing prompt generation, paraphrasing assistance; GRAMMAR: Grammar explanation generation, contextualised examples; VOCABULARY: Specialised vocabulary lists, collocations
Student Participation	Active by request; medium peer interaction; motivation: Developing; target language use: increased
Quality of AI Use	Communication with AI: sometimes; Prompts: yes; Interpretation: sometimes; Critical evaluation: developing

In this lesson, the legal foundation, membership, mandate, and operational instruments of EUROPOL and INTERPOL were compared. Using a comparison chart, students first finished a guided reading assignment in which they were required to extract key details on each organisation's structure, primary functions, and information-sharing procedures.

Comparative summaries and brief Q&A-style explanations addressing common misconceptions about the two organisations were then produced using AI tools. Students critically analysed these outputs, pointing out oversimplifications or errors, before creating a brief FAQ in English explaining when and how INTERPOL and EUROPOL become relevant in cross-border criminal investigations.

AI-assisted writing and paraphrasing supported the process, while conceptual correctness and consistent, domain-specific language were guaranteed by teacher feedback and peer assessment. The observation sheet notes that the FAQ format – which required students to anticipate what a non-specialist reader would misunderstand – produced particularly active engagement with AI accuracy, as students had to assess not only whether the AI's content was factually correct but also whether it would be comprehensible and appropriately calibrated for the target audience.

Lesson 8 – MI5 and MI6 Compared to CIA and FBI

AI Tool	Perplexity AI
Group	BA 2nd Year 25 students
Date	c. 23 May 2026
Duration	45 minutes
Study Level	B2 Upper Intermediate
Field / Context	Criminal Justice and Security
Lesson Stage	Teaching
Observation Sheet	Observation Sheet #8
Materials	Laptop/Desktop, Mobile Phones/Tablets, Wi-Fi, Video Projector, USB Drive

AI Use	LISTENING: Other; SPEAKING: Conversation simulation, fluency practice; READING: Text generation, authentic material adaptation, content summarisation; WRITING: Writing prompt generation, paraphrasing assistance, blog/article creation; GRAMMAR: Grammar exercise creation; VOCABULARY: Specialised vocabulary lists, contextual usage examples
Student Participation	Active by volition; high peer interaction; motivation: Developing; target language use: increased
Quality of AI Use	Communication with AI: sometimes; Prompts: yes; Interpretation: yes; Critical evaluation: developing

In this lecture, students examined and contrasted the functions of the FBI and CIA in the US with those of MI5 and MI6 in the UK. The institutional mandates (domestic vs foreign intelligence, law enforcement vs intelligence gathering), supervision procedures, and terms related to intelligence, counter-intelligence, and federal law enforcement were the main topics of discussion.

Students completed focused exercises on important terminology and collocations while working with a brief comparison text and graphic linking the four agencies' primary responsibilities, jurisdiction, and interactions with other state entities. Students revised brief comparative explanations and analogies produced by Perplexity AI to verify accuracy and prevent deceptive simplifications of the kind frequently encountered in public discourse.

For the primary task, students created a quick written or recorded English briefing that clarified common misconceptions and explained the functions of the four organisations to a global audience, with AI tools assisting the planning, writing, and language-checking stages while students themselves confirmed factual accuracy and proper use of sensitive terminology. The observation sheet records the highest engagement levels in the spring semester sequence for this session, with active by volition participation, high peer interaction, and target language use that increased relative to previous sessions – a pattern consistent with content that students found personally compelling and professionally relevant.

General Notes on the AI Tool Rotation and Pedagogical Design

The eight lessons formed a coherent progression through the major institutional contexts relevant to criminal justice and security professionals in Slovenia and Europe: from national agencies (SOVA, Ministry of Interior, Police) through supranational bodies (UN, NATO, EUROPOL/INTERPOL) to comparative transatlantic intelligence structures (MI5/MI6, CIA/FBI). This thematic arc placed increasing demands on students' terminological precision and critical thinking as the institutional contexts became more complex and politically sensitive.

Perplexity AI's source-linked response format proved particularly well suited to this content area, giving students a way to cross-reference AI-generated institutional descriptions against the original documents the tool cited. The shift to ChatGPT for Lesson 2 (SOVA) and Lesson 6 (NATO) reflected specific session requirements – narrative fluency for the leaflet task, audience-sensitive register for the NATO briefing – that the teacher judged were better served by ChatGPT's more conversational output style. Across the sequence, quality of AI use showed a consistent pattern: prompt use and factual claim verification were generally effective or partially effective, while interpretation of AI feedback was most active in sessions where the institutional content placed specific accuracy demands on students.