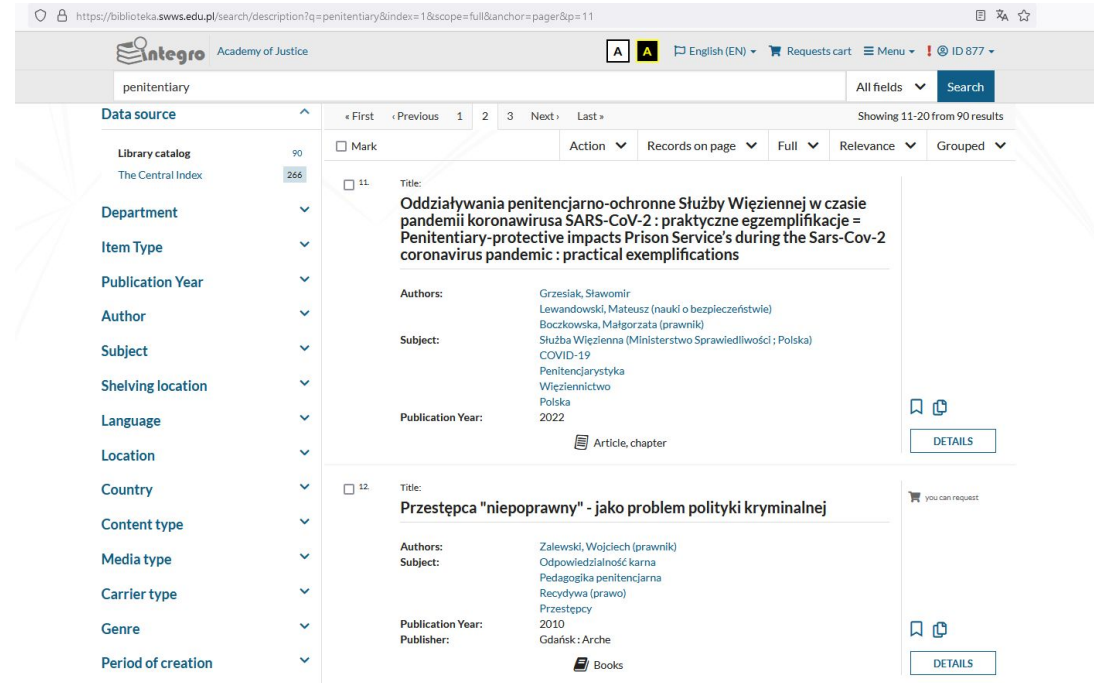How do we teach at the University of Justice?

Why do we use a special online learning platform?

What are the advantages and disadvantages of this model and challenges for the future.

These are the questions I will try to answer.

Digital tools in penitentiary education are increasingly used to enhance learning opportunities. Here are some notable examples:

- **Educational Software**
- **E-Libraries**: Digital libraries provide access to a vast range of books, academic journals, and other resources that can support learning and personal development.
- **Educational Gaming and Simulation Tools**
- **Video Conferencing**: Tools like Zoom or Microsoft Teams allow for remote tutoring and educational sessions
- **Learning Management Systems (LMS)**: Platforms like Moodle
- **Cloud-Based Storage and Collaboration Tools** (e.g., Google Drive, Dropbox)

At University of Justice we combine face-to-face learning with e-learning. We offer students the opportunity to study theoretical aspects by participating in classes conducted by an experienced teaching staff. Our program is based on specialized knowledge in various fields of law, as well as psychology, pedagogy and prison practice.

Additionally, within the **Academic Educational Platform of the University of Justice**, a dedicated area has been allocated for the students and teachers. This section has been graphically designed to resonate with judicial themes, ensuring a high level of visual appeal for the shared content. The materials are based on a rich set of tools provided by the Moodle teaching system, supplemented by available computer software. These prepared materials include various activating exercises, such as true-false tasks or multiple-choice questions.

After each thematic unit of theoretical classes, student has the opportunity to verify the acquired knowledge through designed knowledge tests. Student is also able to navigate through the area with materials freely and repeatedly access the prepared content, enhancing their level of competence. An additional element are the lecture recordings available for the students to play back at any time.

Our model of professional training & teaching could be described as a <<blended learning>> which combines face-to-face learning with e-learning. But instead of speaking blended learning, it is much more useful to see this type of professional training designated for adults as **<<complementary education>>.**

It is also worth pointing out the differences between *e-learning, blended learning* and *complementary learning.*

The term <<e-learning>> is associated with the use of online technologies for educational purposes, while complementary learning involves the use of different forms of delivery, including face-to-face communication.

Thus, a necessary condition is the complementarity of the teaching tools used with each other, obviously also with the educational needs of the student and the possibilities and readiness of the teacher.

The concept of complementary learning is an extension of the concept of b-learning, also referred to as blended or hybrid learning. It is the result or effect of demands for the integration of different forms of educational delivery. However, the mere alternation (mixing) of different forms of delivery is not sufficient in the implementation of the postulates. A necessary condition is the complementarity of the means used with each other and with the educational needs of the student. **The concept of complementary education supplements the existing principles of classical didactics and media education with additional assumptions.**

In its essence, the concept of complementary education seeks to preserve the qualities of traditional forms of education while making creative use of what modern technology offers to education. The main protagonists of the educational process are the student and the teacher, both of whom are subjective. Together they create and search for knowledge, taking advantage of the benefits of technological development and at the same time being aware of the risks associated with technology. Thus, in the concept of complementary education used in probationary apprenticeship, people are at the centre of the learning process, the teacher and the applicant being seen as a conscious subject and at the same time the object of educational activities. **Complementary education is a concept that assumes that in the course of the teaching-learning process we should flexibly combine traditional education and its characteristic face-to-face communication with remote education using the Internet**

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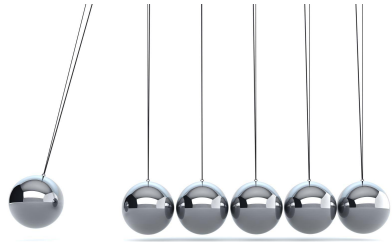
POWERFUL TOOLS

INTERACTIVE LEARNING
Engage with learners
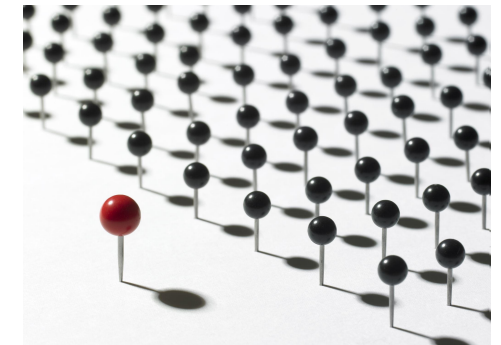
ALL AGES
For lifelong learning

COLLABORATIVE FEATURES
Enhance teamwork

PERSONALIZED LEARNING
Tailored content

FLEXIBLE LEARNING
adapt to all locations

ANALYTICS DASHBOARD
Track progress easily

Akademicka Platforma Edukacyjna
Akademii Wymiaru Sprawiedliwości

Witamy !

The Academic Learning Platform is organised around a learning management system (LMS) using open source licensed software developed and maintained by Moodle Pty Ltd.

With the aim of providing academics, administrators and students with a single secure and integrated system for creating personalised learning environments. The solution is trusted by large and small institutions and organisations, e.g. Shell, London School of economics, State University of new York, Google.

Moodle software provides a powerful set of learning-oriented tools and learning environments that enable both teaching and learning, while allowing teachers and trainers to customise their course according to their preferred methods.

The Academic Learning Platform of University of Justice is organised on the web at http://ape.aws.edu.pl

It is available to all interested individuals.

It organises resources and courses for all doctoral students, students (full-time and part-time), students of all faculties and supports the implementation of the Probation Apprenticeship in its theoretical part.

The materials for students are organised on the the Academic Learning Platform as categories and subcategories describing the type and studies:

Master's degree programme in law (full-time)

Full-time I and II degree studies

Full-time first-cycle studies - Internal Security (full-time)

Full-time first-cycle studies - Internal Security for Prison Service officers (full-time)

Full-time first-cycle studies - Penitentiary Science (Prison Service candidates)

Full-time second-cycle studies - Penitentiary Science

Part-time first-cycle and second-cycle studies

Part-time first-cycle studies - Penitentiary Science

Part-time second-cycle studies - Penitentiary Science

Postgraduate studies

Postgraduate studies - Penitentiary Science

Probation apprenticeship

Resources for teachers - instructions and rules for teaching staff to use MOODLE.

In order to make it easier for lecturers to use the Academic Learning Platform, the UoJ e-learning team has prepared support materials. After logging in to the system, lecturers can use the course entitled Instructions for remote teaching in the Academic Zone category 24 hours a day.

The top area of the course contains the Announcements forum, used to send announcements, and the General Forum for all participants. The next area of the course contains the Instructions for Using the Academic Learning Platform for instructors. The document, in the form of a PDF file with an interactive menu, familiarises lecturers with the scheme of use of the most important activities and educational resources of the Moodle Platform, as well as presenting other capabilities of the system, such as the possibility to send private messages using the built-in communicator, the possibility to configure incoming notifications, the possibility to use a personalised cockpit or the possibility to install the Moodle mobile application on a mobile device. The course Instructions for remote lecturers also includes tutorials for the use of the Platform's educational resources in video form, an extensive scheme for the preparation of questions for the Platform's credit and exercise tests, e-learning lesson scenarios on the basis of which lecturers prepare teaching materials (e.g. PowerPoint presentations), downloadable elements of the AWS graphic identity and logos and signage dedicated to teaching materials created as part of the 'Pilot Penitentiary Complexes' project, funded by the Norwegian Financial Mechanism 2014-2021.

Training sessions using Microsoft Teams are organised periodically (every academic year) for lecturers teaching on the Academic Learning Platform. The training meetings are conducted by the UoJ e-learning team. During the training sessions, lecturers can get an overview of the most important features of the Moodle platform, as well as ask questions on technical issues that bother them. The Academic Platform also has a Help section, which provides contact details for the platform's technical support.

- Students' materials are categorized into categories and subcategories on the platform, which describe their type and field of study.

- The "Information Area" course serves an organizational and informational function. Students and academic staff have access to essential documents related to studies, including those related to the organization of the academic year, residency regulations, study programs, learning outcomes, financial support for students, a user guide for the educational platform, USOS software documentation, regulations on student benefits, orders regarding the determination of student benefits, procedures for recognizing grades obtained at other universities or study programs, and regulations on student internships at University of Justice. Additionally, it includes library training and class schedules.

- The course also features a discussion forum titled "Announcements," which is designed to share valuable information from study coordinators.

Kategorie kursów

▼ Jednolite studia magisterskie (stacjonarne)
 ▸ Prawo - 1 rok (17)
 ▸ Prawo - 2 rok (31)
 ▸ Prawo - 3 rok (38)
▼ Stacjonarne studia I stopnia
 ▸ Bezpieczeństwo wewnętrzne (stacjonarne) - 1 rok (1
 ▸ Bezpieczeństwo wewnętrzne (stacjonarne) - 2 rok (2
 ▸ Bezpieczeństwo wewnętrzne dla funkcjonariuszy SW (stacjonarne) - 1 rok (15)
 ▸ Bezpieczeństwo wewnętrzne dla funkcjonariuszy SW (stacjonarne) - 2 rok (23)
 ▸ Bezpieczeństwo wewnętrzne dla funkcjonariuszy SW (stacjonarne) - 3 rok (24)
 ▸ Penitencjarystyka (służba kandydacka) - 1 rok (18)
 ▸ Penitencjarystyka (służba kandydacka) - 2 rok (23)
 ▸ Penitencjarystyka (służba kandydacka) - 3 rok (27)
▼ Stacjonarne studia II stopnia
 ▸ Penitencjarystyka - 1 rok (23)
 ▸ Penitencjarystyka - 2 rok (30)
▼ Niestacjonarne studia I stopnia
 ▸ Bezpieczeństwo wewnętrzne (niestacjonarne) - 1 rok (15)
 ▸ Bezpieczeństwo wewnętrzne (niestacjonarne) - 2 rok (23)
 ▸ Penitencjarystyka (niestacjonarne) - 1 rok (16)
 ▸ Penitencjarystyka (niestacjonarne) - 2 rok (23)
 ▸ Penitencjarystyka (niestacjonarne) - 3 rok (25)
▼ Niestacjonarne studia II stopnia
 ▸ Penitencjarystyka (niestacjonarne) - 1 rok (23)
 ▸ Penitencjarystyka (niestacjonarne) - 2 rok (30)
▼ Szkoła doktorska
  Szkoła doktorska 2023/2024 (2)
▼ Studia podyplomowe

![moodle]

- The University of Justice provides digital tools to support teaching and learning. The main tool is the Academic Education Platform, which was created on the basis of free Moodle™ software.
- The use of digital tools in the training of Prison Service officers largely depends on academic teachers. They choose independent methods and means of teaching to conduct classes.
- Students and educators have access to an extensive array of tools in the Microsoft Office 365 for University cloud service, which also includes all the available tools in the education license cloud service (A1).
- Microsoft Office 365 provides familiar apps and updated files to make it easier and faster to work on your curriculum on Windows, Android, iOS, and other devices.

•MODULAR OBJECT-ORIENTED DYNAMIC LEARNING ENVIRONMENT

IT IS SUITABLE FOR ALL AGES AND ALL SECTORS

FREE ONLINE LEARNING MANAGEMENT SYSTEM

MAY ALSO BE USED ON AN 'INTRANET' WITHIN YOUR ORGANIZATION

LEARNING CAN TAKE PLACE ANYWHERE 24/7/365

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moodle

Advantages of the Online Learning Platform:

1. Flexibility: Officers can access content from anywhere, at any time, which is especially important for those working in shifts or in remote locations.
2. Self-Paced Learning: Learners can progress at their own speed, allowing them to better absorb complex legal and psychological topics.
3. Cost-Efficiency: The use of an online platform reduces the need for travel and physical classroom space, making education more accessible and less costly.
4. Access to Resources: The platform can store a wide range of materials such as e-books, research papers, and recorded lectures, providing officers with a wealth of information at their fingertips.

- PRACTICAL TRAINING

SOFT SKILLS DEVELOPMENT
- BLENDED LEARNING

MOBILE ACCESSIBILITY
- LEGAL FOCUS

Challenges for the Future:
1. **Maintaining Quality in Remote Learning:** As more content shifts online, ensuring the same quality of education as in traditional settings will be vital. This involves continuously updating the platform's content and methods to keep them relevant.
2. **Combining Theory with Practical Training:** Balancing digital learning with the hands-on practical experience necessary for such demanding professions will remain a key challenge.
3. **Technological Adaptation:** Ensuring that all officers, regardless of their technical skills, can navigate the platform smoothly will require ongoing training and support.
4. **Personalization:** The platform should evolve to provide more personalized learning experiences, perhaps through adaptive learning technologies that cater to the specific needs and learning speeds of different officers.

- ENGAGEMENT DIFFICULTIES

LEARNING CURVE

- TECHNICAL ISSUES

- LACK FACE-TO-FACE INTERACTION

What is very important is the willingness of the University of Justice and Prison Service, to cooperate in any modifications regarding the blended learning, recognizing the enormous potential in this form of education. Refining the currently existing solutions will allow us to create a very high-quality final product, which will be a strong basis for building a comprehensive program of continuing training. Moreover, the University of Justice itself wants to further develop digital tools as part of the comprehensive education of personnel for the justice system.

According to the University of Justice, the possibility of using stationary training forms (i.a. face-to-face class) cannot be overestimated, as they not only provide the opportunity to obtain and thus gain access to the material from the subject, but also to create an interpersonal connections.

Thank you for your attention