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Evaluating Digital Education: Insights from Faculty of Law Enforcement Students and Instructors

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ABSTRACT

The emergence of COVID-19 in late 2019 necessitated rapid global responses across various sectors, including education. As traditional in-person classes were suspended worldwide, higher education institutions swiftly transitioned to emergency remote learning, presenting educators with unprecedented challenges in curriculum adaptation and delivery. While online learning offered flexibility and interactive tools, technical barriers, pedagogical adjustments, and disparities in access posed significant obstacles. Our survey at Ludovika University of Public Service explored the impacts of digital education on teaching dynamics, student engagement, and overall effectiveness in comparison to traditional methods, revealing mixed experiences and highlighting the need for enhanced protocols and standards in online education to ensure its quality moving forward. Our results indicate that while there were no significant differences between students' and instructors' perceptions regarding the depth of knowledge acquisition or support within the virtual learning environment, students reported significantly higher motivation and concentration levels during online education compared to instructors. Technical distractions during online education were also perceived as significantly greater by instructors than by students. Recommendations formulated at the conclusion of our study aim to optimise educational practices and address these findings at Ludovika University of Public Service's Faculty of Law Enforcement.

KEY WORDS

Digital education, law enforcement education, student perceptions, instructor perceptions, online learning evaluation

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