

International Summer Baikal Law School as a Scientific, Educational and Educative Project

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Abstract—The article analyses the results of the first international Summer Baikal Law School, the topic of which was “Interactive teaching methods in law schools and anti-criminal education of the population”. The School held from June 28 to July 3, 2018 at the Buryat State University (Ulan-Ude, Russia) and on the shores of Lake Baikal. The article discusses the features of the Summer School methodology and the original approaches to implementing its results in the Internet environment, as well as it was the theoretical basis of the project. It is about the “Concept of anti-criminal education in the Russian Federation and the participation of law schools, students in its implementation”, supported by a grant from the President of the Russian federation.

Keywords—*International Summer Baikal Law School, legal education, anti-criminal education, criminalistics, anti-crime science, interactive teaching methods, law students*

I. INTRODUCTION

The practice of Summer Law Schools is certainly not a new one. Many leading law schools in Russia implement it. Such educational projects are functioning for secondary school students, as well as for students, graduate students, and young scientists.

Thus, according to the first vice-rector of one of the leading higher educational institutions of Russia—the National Research University of the Higher School of Economics V.V Radaev, participation in summer and winter schools conducted by his high school let students immerse themselves in an atmosphere of creative communication with teachers and peers united by a common interest in a particular field of knowledge. It is very valuable and helps students better understand what the scientific worldview and science is, which contributes to their professional self-determination [1]. In turn, Ph.D. in Economics, director of the analytical center of the Higher School of Economics I.B. Nazarova, on the basis of an analysis of the activities of 134 Summer Schools, came to the conclusion that this kind of event has a number of significant advantages.

So, Summer Schools can: 1) be an element of a lifelong learning trajectory (lifelearning), one of the components in building a career and a form of leisure organization; 2) contribute to the identification of the best initiatives for the organization of scientific and educational activities, active employees of the university, capable and motivated students; 3) positively influence the development of corporate culture by creating an environment for the interaction of colleagues, teachers and students in various forms of learning and communication, thus creating a special academic environment; 4) promote the formation of a regional and international network of interest professionals; 5) work on the development of a positive image of the university, to become a business card or a university brand [2].

For many years, international Summer Law Schools have been held by the Law Institute of the Siberian Federal University, where such a school took place for German and Russian students for the first time in 2009 [3].

One of the most vivid examples for the majority of domestic and foreign Summer Law Schools projects is Saratov Summer School for young teachers of criminal cycle disciplines (based on Saratov center for Research on Organized Crime and Corruption), which brings together the largest Russian specialists and foreign scientific schools, as well as practical workers. Expert staff of the School constantly includes several dozen experts—leading scientists—representatives of the anti-crime cycle of sciences. The permanent leader of Saratov Summer School is Professor, Ph.D. in Law, Natalia Alexandrovna Lopashenko [4]. Everyone noted the high level of organization of the event, in which implemented unique business games, discussions in its content. Largely inspired by the ideas of the Saratov center for Research on the Issues of Organized Crime and Corruption [5], as well as events held by the RUDN University [6], the Higher School of Economics [7] and a number of others. The staff of the Law Faculty of the Buryat State University, its scientific school of criminalistics,

began to implement its own summer school project, the theme of which is “Interactive teaching methods in law schools and anti-criminal education of the population”.

II. DESCRIPTION OF THE PROGRAM OF INTERNATIONAL SUMMER BAIKAL LAW SCHOOL

To begin, we describe a program of this project, which will indicate the content and direction conducted in the framework of its activities. From June 28 to July 3, 2018, International Summer Baikal Law School was held in the Buryat State University, co-organized by the East-Siberian Branch of the Russian State University of Justice (Irkutsk), Saratov State Law Academy (Saratov), RUDN University (Moscow), University of Mongolian Law Enforcement Service (Ulaanbaatar), the Association of Comparative Law of China, as well as the Union of criminalists and criminologists of Russia.

The event was supported by the grant of the President of the Russian Federation for state support of the leading scientific schools of the Russian Federation SSc-4484.2018.6 on the theme “The concept of anti-crime education in the Russian Federation and the participation of law schools, students in its implementation” [8].

The international Summer School included the presentations of experts and their assistants, lectures, interactive sessions, various forensic teaching master classes, including criminalistic quest and others.

The first stage of the Summer School was from 28 to 29 June 2018, in Ulan-Ude, in the Buryat State University. The second stage – from June 30 to July 3, 2018, on the Lake Baikal, in the village of Goryachinsk. The geography of International Summer School was quite widely. Over 40 participants attended the forum. These are university lecturers, graduate students and adjuncts from Moscow, Saratov, Novosibirsk, Barnaul, Irkutsk, Krasnoyarsk, Vladivostok, Novokuznetsk, Kyzyl, Kaliningrad, Voronezh, as well as guests from foreign countries—China, Mongolia and the Republic of Belarus.

Leading criminalistic scientists from Russia, as well as from China and Mongolia, took part in the work of Summer School as experts. Lectures and consultations conducted 12 doctors of law, professors: V.Y. Koldin, B.Ya. Gavrilov, L.V. Bertovsky, L.G. Shapiro, D.A. Stepanenko, A.S. Stepanenko, S.I. Davydov, D.V. Kim, N.Yu. Lebedev, Wang Ji-Hua (China), N. Gantulga (Mongolia), Yu.P. Garmaev. The experts made interesting reports on various topics (within the framework of the Summer School), the most relevant for criminalistics, legal education in the sciences and academic disciplines of the anti-crime cycle and legal didactics.

An extensive cultural program was also of importance for the participants of Summer School. It included a visit to the Ivolginsky datsan – the center of Buddhism in Russia, the Ethnographic museum of Baikal region, a concert of the Baikal song and dance theater, a concert of the “Orange Cat” – guitar club, a Baikal water tour and other events.

As part of the Summer School, the participants underwent refresher courses for BSU on the topic: “Interactive teaching

methods in law schools and anti-criminal education of the population.” Upon completion of training, participants got certificates of advanced training in the amount of 72 hours.

The concept described above was constantly broadcast at the Summer School events, in reports of a number of participants, as part of master classes in criminalistic didactics.

The ideas of the Summer School prompted the organizers to give the project a wide publicity on the Internet. Almost all expert speeches and workshops were broadcast online in a number of social networks, and later were converted into video films, posted for free viewing on the official channel of the scientific school on Youtube and transferred to the newsletter (more than 2,000 addresses), including faculty sets of law schools, a large group of criminalistic scientists. On March 1, 2019 the total number of views of videos school was over 8000 (which seems to be compared with the results of the lighting, for example, most of the conferences). There were numerous comments and positive feedback. Following the results of Summer School, a special issue of the magazine “Glagol pravosudiya” was published [9]. The authors of the publications were the participants of the event, including representatives of the university youth.

III. SCIENTIFIC AND METHODOLOGICAL BASIS OF BAIKAL SUMMER SCHOOL AND ITS RESULTS

A. *Methodology for conducting classes at the International Summer School*

The Summer Schools are usually innovative educational structures [10]. Such structures, as rightly noted by researchers in the field of pedagogy, use new educational technologies, new programs and methodologies that lead to new educational results [11].

Within the framework of this Summer School, the organizers decided to use the experience of international conferences mainly held abroad (in European countries, China, etc.). In particular, they used a new technique of working with key speakers. This technique is presented in detail in Summer School program (pp. 36–41) [12]. The presentation of key speakers, called experts, was decided to be discussed separately. In each such case, the discussion was assigned to organize two previously appointed participants of Summer School, who were expert assistants and were the first to come up with some brief summary of the report immediately after the presentation of their more experienced colleague.

Assistant experts got previously the following instructions:

1) You will receive in advance the subject of the expert report, his contact details (last name and first name, e-mail address).

2) You will send a letter to the expert, introduce yourself, explain the essence of the appeal - that you will act as his assistant at the school (the expert will already be warned about your appeal). You should, if possible, ask the expert in advance for the content of his report (theses) to prepare and read the material. You should request his publication close to the topic of the speech of others.

3) You will get materials from an expert in advance. You will read, prepare the draft, these of your presentation, no later than 3 days before the report.

4) Each expert should be send a request to prepare in an electronic form for all the participants of the school some material on his report (abstracts of the report, other literature, presentation) and publications.

5) After the expert's speech, you will give a response to the report, including: a review, your opinion, suggestions for use (time limit 5-7 minutes).

6) You will organize an interactive (you need to agree in advance with other school participants what problems within the framework of this interactive you will discuss and how). An expert assistant should raise questions before an audience and a specific person: "What is the problem?", "How can it be used?...And so on and students should start a discussion (discussion schedule – up to 15 minutes). Each pair of expert assistants in co-authors prepares a review of the report and a transcript of the discussion. The approximate title of the article for the journal recommended by the Higher Attestation Commission of the Ministry of Science and Higher Education of the Russian Federation, two expert assistants: "Review of the presentation and discussion on the report of Dr. V.Ya. Koldina at the International Summer School 2018".

The introduction of this kind of technique of the activities within the framework of the Summer School, among other things, let:

- hear qualitative reports on the subject of the event, develop an active discussion based on them, and accordingly involve participants from different groups (scientists, practical workers, graduate students, undergraduates, students);

- demonstrate promising research activities to captivate high school youth representatives;

- publish articles on the results of discussions, including in leading peer-reviewed publications. Such publications were based on a review conducted by expert assistants on the results of reports of established scientists. In addition, the subject of such publications was the experience of the Summer School itself. The publication of this kind of scientific work contributed to the promotion of the name of specific scientists (who were directly indicated in the title of the articles), increasing the citation of their works and the works of other experts;

- and others.

In addition, within the framework of the Summer School, business games, discussions, round tables took place, there was work in small groups. School testing was on the last day.

B. The concept of anti-crime education as the basis for Summer School

As noted earlier, the theme of the Summer School sounds like "Interactive teaching methods in law schools and anti-criminal education of the population". This theme was chosen not by chance. It is the basis of the scientific concept of anti-criminal education, first of all, schoolchildren, young people. A little earlier (until June 2018), this concept formed the basis of

an application for the grant of the President of the Russian Federation on the theme "The concept of anti-crime education in the Russian Federation and the participation of law schools, students in its implementation". The application received the support of the grantor and the team proceeded to the implementation of the work plan. Actually holding the Summer School was one of the necessary stages of the implementation of work in the indicated direction.

The scientific project is aimed at developing the concept of legal (including, above all, anti-terrorism and anti-corruption, other anti-crime) education, its scientific, methodological and organizational support by law schools and the student legal community. Staging such a problem is related primarily to the fact that in the Russian Federation to all public authorities as well as to the academic legal community, at the state level were set for legal education and legal awareness of the population. Thus, the Federal Law of July 23, 2016 No. 182-FZ "On the basics of the system for the prevention of offenses in the Russian Federation" called legal education and legal information as the main form of preventive action. Citizens and organizations can get information through the use of various educational, informational, organizational or methodological measures (Article 18 of the Law). The President of the Russian Federation also approved the basics of the state policy of the Russian Federation in the development of legal literacy and legal awareness of citizens (approved on August 4, 2012, No.1465p.).

The objectives of this public policy referred to, including:

- 1) formation in society of a stable respect for the law and overcoming legal nihilism;

- 2) raising the level of legal culture of citizens, including the level of awareness and legal literacy (p.14, Basics).

A special section is dedicated to the basics of government policies in the field of education and upbringing of the younger generation, legal education and training of legal personnel (section VII, Basics). The concept, which was the subject of discussion by experts and students of the School, is to ensure the development and implementation of a system of scientifically based measures and information technologies aimed at creating a stable respect for the law in society and overcoming legal nihilism, increasing the level of legal culture, and countering the most dangerous threats individuals, society and the state – crime, corruption and terrorism.

Achieving the goals is not an easy task. So, up to the present, the concept of legal education and its scientific and methodological foundations have not been formulated at the normative level. The process of creating advanced information technologies in the field of legal education is not very effective. At the same time, the most serious and harmful for citizens, society and the state are the possible consequences that arise from the lack of legal knowledge in the criminal law field, in particular, in the field of combating crime in the youth environment.

It is important to note that in the "Basics of State policy ..." as a factor influencing the formation of the legal culture and a positive type of legal awareness and behavior is the spread and the use available for the perception of information materials,

forming the legal literacy and legal awareness of the population, in print, electronic, audio-visual and other form, as well as through the media (subparagraph 3, paragraph 12, Basics).

C. Conducting educational activities by University youth

Within the framework of the Summer School, the topic of conducting educational activities by university students was also touched upon. If we talk about holding such events on a systematic basis, about the development of this kind of educational products, information technologies by law schools, law students, here we do not see any special achievements. One-time actions, for example, educational and vocational guidance classes in schools are conducted by the majority of reputable universities of the country. But we did not find information on system activity of this kind, based on modern information technologies. And it seems strange for a number of reasons.

So, it is widely known that students themselves, as beginning lawyers, who are not yet subject to some kind of professional deformation inherent in experienced lawyers — scientists and practitioners. The latter often over the years have lost the habit of writing texts and speaking in a concise and accessible language. Students better adapt to information technology, they much easier and faster learn how to create modern multimedia educational materials, but under the control of their senior colleagues.

Confirmation of the thesis about the benefits of the implementation of measures of legal education namely law students, we see in the literature on pedagogy. So, D.S. Ivantsov, summarizing the advanced experience of the participation of law students in the legal education of schoolchildren of the Vladimir region (Russian Federation), comes to the conclusion that students work best with the latter for several reasons:

1. Pupils and students are close in age, belong to the same social group, like music, movies, it is easier to speak the same language. At the same time, the status of a student at a law school is prestigious for schoolchildren, so it is easier for them (the students) to navigate.

2. These two social groups united by the status of students, triggered the principle of companionship, and it is markedly different from the more formal the relationship of teacher and student [13].

Other authors rightly point to another positive side of the issue. So, Z.R. Tanaeva and G.A. Kazartsev remind that the involvement of law students (especially undergraduates) in the implementation of legal education measures is one of the conditions for the development of their future with professional pedagogical competences, including: the ability to teach legal disciplines at the required theoretical and methodological level; the ability to manage the independent work of students; the ability to effectively carry out legal education [14]. In fact, conducting educational classes for law students in schools is one of the forms of interactive learning [15], the tasks of which, as we know, are: awakening students' interest in learning; effective learning material; student' independent search for ways and options for solving the set learning task (choosing one of the suggested options or finding one's own option and

justifying the solution); learning to work in a team: showing tolerance to different points of view, respecting the rights of everyone to freedom of speech; formation of students' own opinions based on certain facts; reaching the level of conscious student competence [16].

There is one more indisputable advantage in the legal education model of the "law student-school student" type. As part of the school, you can effectively implement career guidance to attract the best applicants to enter the law university. This approach, in addition to other advantages, will allow overcoming the tendency of outflow of the best young people from the regions (regions of Siberia and the Far East especially suffer from such a leak). In the course of ongoing educational training law students demonstrate the benefits of training students in the fine higher education institution of the native region.

D. Work in the direction of creation of student's educational works

The foregoing relates only to one – "School" direction of legal education, implemented by the forces of law schools. We repeat that not the teachers and legal academics should create educational products. The team of performers under the grant of the President of the Russian Federation, including the authors of this publication, implemented a number of initiatives, in particular, the initiative of the widespread holding of educational institutions for student law schools. However, it is necessary to develop a system of scientific and methodological support for the relevant activities. We have prepared relevant methodological materials, including two video lectures on the method of conducting educational classes in schools by a law student [17]. We conducted training courses for students, formed a package of presentations (templates), related documents, draft regulations on educational work contests and more. Students– participants of the project have already created initiative groups in three law schools in Siberia, the classes they conduct are evaluated by school principals quite highly [18].

In the context of conducting the mentioned educational contests, it seems to be correct that the educational process of law schools include the requirement that each student, for example, as part of his coursework, diploma, master's thesis, in addition to the traditional, printed form of this qualification paper, would have to create on its basis, for example, a reminder or a short guide for certain groups of the population – not professional lawyers, plus educational film, video and / or multimedia presentation.

Here we should remember that the modern young man is more visual than the representative of previous generations. Visuals are those people who prefer to receive information, perceive it mainly through vision. The number of visuals among people is approximately 75%. Consequently, the majority of the population, first of all, young people, best of all remember the information that includes the visual channel. These data are stored in more than 90% of cases [19].

In this regard, within the framework of educational competitions, young people should more orient towards the creation of video clips, short films, infographics, multimedia presentations, and already on their basis - printed materials

(memos and manuals, booklets). For example, a five-year experience in the international festival of student films in criminalistics at the Novosibirsk Law Institute, branch of Tomsk State University hits the organizers and the audience the highest level of commitment, initiative, creative inspiration of the participants, not counting on any benefits in addition to hopes for a prize and the wide distribution of their creations on the Internet [20]. It is possible to study information on a film festival on the official site of its organizer <http://www.n-l-i.ru/kino/>.

Of course, students should carry out any educational work with the help of consultants - a teacher and / or a practice curator. A jury appointed by a special commission or advisory council at a law school charges the results of the educational competition.

Such contests have been initiated so far in several universities, including: at the Law Faculty of the Buryat State University, at the Novosibirsk Law Institute, branch of the Tomsk State University.

In addition, the staff of the law faculty of the Buryat State University, its scientific school of criminology is considering the possibility of paying more close attention to the direction of creating student educational works in one of the next Summer Schools.

CONCLUSION

Holding the International Baikal Summer Law School provides a number of indisputable advantages for both the organizers and the participants of the event.

For the organizers - the team of the Law faculty of the Buryat State University, its scientific school of criminology among such positive results include:

- improving the quality of legal education;
 - the dissemination of ideas of legal education by the students, which, among other things, creates favorable conditions for the development of the scientific school of criminology and the fulfillment of the conditions of the grant of the President of the Russian Federation;
 - establishment and strengthening of relations with leading representatives of the legal community, the largest universities in the country and abroad.
- For participants of the Summer School, a positive effect is ensured by the following at least:
- participation in an international event with the possibility of subsequent publication, including in journals reviewed by the Higher Attestation Commission of the Ministry of Science and Higher Education of the Russian Federation;
 - the opportunity to take part in lectures, other forms of studies conducted by prominent scientists, to deepen knowledge in the field of criminalistic science and other anti-crime disciplines;
 - take advanced training courses with the appropriate certificate;

- combine educational activities with a visit to a number of cultural and environmental heritage.

In conclusion, we would like to emphasize that the promotion of educational projects with two interrelated components in Russian and foreign universities – the competition of student work and anti-crime classes in schools are very useful; promising, meeting the criteria for an innovative approach to educational activities, since they are aimed at:

- increasing the effectiveness of legal education of young people, first of all, schoolchildren and the entire population of the region, country;
- increasing the prestige of the law school, increase the efficiency and quality of educational services and the employment of its graduates;
- expanding the possibilities of contractual work for faculty and students;
- the preservation and attraction to the regions of the activities of relevant universities – highly educated young people, ready to learn and work for the benefit of the whole country and their small homeland.

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