LAW&ICT Shared Virtual Campus

Final Report

Public Part
LAW&ICT Shared Virtual Campus

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Executive Summary

With the changing economic and trading environments created after the incorporation of new countries to the common market within the European Union, the harmonisation of legal frameworks for electronic commerce and electronic government becomes essential. This project has targeted the following actions and results:

1. Creation of a European Shared Virtual Campus on Law and ICT (Law and Information and Communication Technologies) to provide:
   - A virtual location for debate and European policy making;
   - An educational technology platform to offer European-wide graduate and postgraduate level courses, particularly for lifelong learning.

2. Development of an international training programme:
   - An international Degree, Bachelor in Law
   - An international Degree, Masters in ICT and Law
   - An international Lifelong Learning Programme in ICT and Law

3. Identification and promulgation of good practice in the teaching of ICT and Law.

4. Creation of a Europe-wide network of experts in ICT and Law to share knowledge and disseminate results and experiences.

5. Encourage the mobility of teachers, students and professionals between countries, sharing knowledge about similar and divergent aspects in Law&ICT.

The participant organizations in the project are: the University of Zaragoza (coord.) (Spain), Queen's University (Belfast, United Kingdom), Mykolas Romeris University (Vilnius, Lithuania), University of Münster (Germany), University of Lapland (Rovaniemi, Finland), University of La Laguna (Spain), Nicolas Copernicus University (Torun, Poland), Polytechnic Institute of Beja (Portugal), University of Vaasa (Finland), Bahcesehir University (Turkey) and FASE, S.L. (Spain).
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1. Project Objectives

The transition to the information society promises new services, solutions, and products but, at the same time, brings with it challenges, issues and problems in many areas. One of these areas is the joint activity between Law, Management and Technical knowledge subjects (“knowledge areas”). Dealing with these promises comprises an important interdisciplinary field, especially the intersection of ICT and Law. ICT offers solutions to the legal system for new and better services to the citizen and to improve the legal system itself. Law offers balanced solutions to the use of ICT in areas such as Intellectual Property Rights, privacy, and security, giving adequate support to governance and management.

New technological solutions offer services such as verifiable electronic signature systems, e-Commerce, e-Government, e-Governance and e-Democracy, and at the same time introduces new legal issues.

The connection of ICT and Law is thus vital element of the Information Society project. There is a need for training and education and the sharing of expertise, experience and best practice through teaching and learning. This need exists across Europe. But the training and education which is available in this area is limited, and the sharing of best practices and experience and expertise are not widely practiced. One reason for this is the scarcity of experts in the field. Another reason is that the field itself is not yet mature and needs to be defined. The aim of the project is to create synergy amongst experts and institutions in the field of ICT and Law to address this need. The specific aims of the project are:

1. Creation of a European Shared Virtual Campus on Law&ICT to become:
   1. A developer publishing new studies and initiatives.
   2. A promoter of investigation, research, innovation and dissemination of results.
   3. An Information exchanger between experts as well as policy makers and students.
   4. A Campus Administrator.
   5. A promoter of new online courses and seminars to help decision makers to know about Law&ICT.
   6. A virtual location for debate and European policy making.
   7. A home for editions of Newsletters to exchange knowledge and good practice.

2. Development of:
   • An international Bachelor Degree in Law: 180-240 ECTS
LAW&ICT Shared Virtual Campus

- An international Masters Degree in ICT and Law (Law&ICT Master): 60-120 ECTS
- An international Lifelong Learning Program in ICT and Law: 2 to 4 ECTS Modules
- Education system: Blended learning with e-learning and on site courses and seminars.
- Quality: The objective will be excellence in all the project outputs

3. **Identification of good practices:**
   - In the teaching of the legal framework for ICT issues in Europe through the exchange of national and particular experiences.
   - In the teaching of the application of ICT to juridical aspects of society.

4. **Creation of a network of experts** in Law&ICT all over Europe to share the knowledge and disseminate the results and experiences. The network is envisaged to become bigger and to be periodically updated and improved. It is devised to be a meeting place and a resource centre for experts. This network will be the motor of the LEFIS Network (www.lefis.org).
2. Project Approach

• Point of departure

The point of departure for the network was the current teaching expertise of the participants in the different levels of study and different degree structures: the participants teach in 10 Universities located in 8 different European countries. The experiences that they have had in relation with the teaching of Law & ICT, have been an important starting point.

The general context for the different activities was the running of the Bologna process of reform within the European Space for Higher Education.

Another point of reference was the experience of some participant Universities in Virtual Campuses of “full on line” learning. This is the case of the Universities of Vaasa (Finland), Mykolas Romeris from Vilnius (Lithuania) and Zaragoza (Spain). The Universities of La Laguna (Spain), Torun (Poland), Bahcesehir (Turkey), Queen’s in Belfast (UK) and the Polytechnic from Beja (Portugal) had previous experiences in “blended” learning. The University of Münster (Germany) had experiences in the elaboration of e-learning courses and the regulation of e-learning courses. The University of Rovaniemi (Finland) had experience in the regulation of personal data protection.

Another important element was the experience which the University of Zaragoza had in the implementation of a Virtual Campus and was developed jointly with another 8 Spanish Universities: Cantabria, Castilla La Mancha, Extremadura, Islas Baleares, La Rioja, Navarra, Oviedo and País Vasco; the so called G9 Group of Universities. The virtual campus offer is located in http://www.uni-g9.net/portal/asignaturas.html. The G9 works jointly from 1997 (see http://www.uni-g9.net). Since 2007-2008 the subject “Electronic Government” has been offered as on line learning subject by the University of Rovaniemi (Finland) had experience in the regulation of personal data protection.

The LEFIS network has been an important loci for all activities (see http://www.lefis.org).

• Approach

The teaching experience

All the University participants in the project have – as part of their typical working role - developed teaching activities at the degree and other levels of graduate, postgraduate and continuing education. They teach, with the respective official recognition of their Universities or Centres, various courses at graduate, postgraduate level and continuing education level on topics such as, for example: Artificial Intelligence and Law, Civil Law, Computer Law, Criminal Law, Data Protection and Data Security, Electronic Government, Ethics and Legislation for Engineering, Intellectual property and ICT, Information Society and Law, Legal Regulation of Electronic Communications, Legal Regulation of E-commerce, Penal
Law and Philosophy of Law. This teaching mirrors the competences developed by the LEFIS network (www.lefis.org).

There are 58 courses linked with the project, offered in full e-learning format (4 courses) and 54 in blended e-learning format.

English is the language of 18 courses. Portuguese is the language of 17 courses (the courses of a Brazilian University taken as comparison against the European proposals are included). Spanish is the language used in 10 courses. Finnish is the language for 5 courses. Three courses are offered in Swedish. Two are offered in Lithuanian and other two in Polish. One course is in German.

A joint offer for Master level and several specializations courses and courses for continuing education has been also elaborated.

Degrees
The participant Universities in the LAW&ICT Shared Virtual Campus have elaborated two kind of offers: 1) the general offer, and 2) the joint offer.

1) The general offer
The general courses offered by the participant Universities are:
   - 52 undergraduate courses
   - 6 postgraduate courses.
23 of the previous courses are part of Law Studies; 21 courses are part of Business and Management Studies; 8 courses are part of Engineering Studies; 2 courses are part of Social Studies; 1 is part of Civil Protection Studies. 1 is part of Documentation Studies. 1 is part of Environmental Law studies. 1 course is an introduction to e-learning for all participants.

The courses are offered in either blended or absolute e-learning format.

These general courses are part of the official course offer of the participant Universities, offered in face to face format.

The proposal of the LAW&ICT Shared Virtual Campus is organized as internationalization courses/modules for the students of the Universities that take part of the Campus and want to have record of their Diploma Supplement of the studies carried out in other Universities using Information and Communication Technologies tools. The outline structure for the Diploma Supplement developed by the European Commission, Council of Europe and UNESCO/CEPES can be found here: http://ec.europa.eu/education/policies/rec_qual/recognition/ds_en.pdf

There are two professional fields: Internationalization and the use of Information and Communication Technologies in the learning, are the added value to the competences that the learning content of the courses on Law&ICT procures.

2) The joint offer
The joint offer is:
The LEFIS Master (LEFIS is the acronym for “Legal Framework for the Information Society”) is offered as a joint interdisciplinary degree of the group with a workload of 60 ECTS.

6 LEFIS Specialization certificates are offered. Each Certificate has 30 ECTS of workload.

The proposed specializations are designed for:
* Judicial office
* Other juridical offices (lawyers, notaries, prosecutor...)
* Electronic Administration and Government
* Government
* E-Commerce: Juridical Framework
* Ethics and legislation for engineers

50 LEFIS Courses of professional specialization are offered. Each course has 6 ECTS of workload.

LEFIS Specialization certificates and LEFIS Courses of professional specialization are the offer for continuing education.

The LEFIS offer is offered in blended and absolute e-leaning format by the University of Zaragoza taking as reference the content of the courses offered by the other partners.

Methods
Discussion of the content and validation of the courses depends of the agreement made between the participants on: 1) the joint development of contents of the courses, and 2) the development and application of indicators to measure the characteristics of the outcomes and the progress of the elaboration of the courses.

1) The contents of the courses and its joint elaboration
Several joint internal seminars, executive meetings, dissemination activities, conferences organization and presentation of papers in workshop meetings have enabled the coordinating activities of the participant teachers with respect to the joint learning offer and the content of the courses of each University.

The schema and calendar on the carried out basic activities directed to the elaboration of the content of the learning offer are these:

October 2007-September 2008
* Training for trainers course in Zaragoza (November 2007)
* Implementation and testing of modules in the languages of each University (October-2007- May 2008)
* Second training for trainers course in Vilnius (January 2008)
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- Elaboration of the English courses by the non speaking English Universities, including translation and revision by English translators (October-December 2007)
- Third training for trainers course in Münster (September 2008)
- Approval in every University of the offered content as official teaching for 2008-2009

October 2008-September 2009
- Beginning of the agreed Law&ICT offer by the respective Universities (October 2008-September 2009)
- Fourth training for trainers course in Torun (February 2009)
- Dissemination and exploitation (from October 2008)
- Obtaining of tests and results with respect to the learning modules (from January 2009)

The coordination activities helped to maintain a correlation between traditional and online learning, and to establish, to test and to assure the rules on quality control established by the project were working and valid.

The contents and the results of the development of the activities of the Virtual Campus have been assessed taking as joint reference the results of another teaching activities: 15 courses, that the participant Universities have put in practice without the use of ICT resources but in agreement with the process of the European Space for Higher Education reform.

The results of similar teaching activities carried out in Universities of a non European country (Brasil): Universidade Federal de Santa Catarina (Florianópolis) and Pontificia Universidade Católica do Paraná (Curitiba) have been also another contrast element attending to the results of 6 modules or courses.

The comparison modules are part of the same Degrees and Studies as the Studies of the Shared Virtual Campus and some modules (3) of Mathematics Studies also.

The most important numbers related with the participants in the experience (from 1st October 2007 until 30th September 2009) are:
- Number of teachers involved in the activities.- 20
- Number of teachers' countries of origin.- 9
- Number of students involved in the experiences of the virtual campus.- 2015
- Number of students' countries of origin.- 13

2) Indicators
The members of the Law&ICT Shared Virtual Campus, in accordance with the Bologna process, have established several indicators that have been tested against comparisons between the contents and results of the developed modules and the results of other modules taught in the same Universities but that they are not part of the Virtual Campus as we explained in the last section.
The main achievements on indicators reached in the project can be summarized as:

1. **ECTS record**: agreement on the model of ECTS record used as a common instrument for the planning, teaching and evaluation of the educational offer contained in the modules that integrate the Campus.

2. **Competences**: review of the lists of specific competences to be acquired in each module attending to the opinions expressed by the students and the professors that participating in the modules, attending to the specific characteristics of the different degrees.

3. **Know-how**: review of the lists of know-how acquired in each module according to the opinions expressed by the students and the professors participating in the module.

4. **Workload**: review of the real “price” (workload) in hours of the activities carried out by the students in each module attending to the opinions expressed by the students and the professors participating in the module.

5. **Evaluation**: possibility to carry out comparative studies on evaluation by students and professors of competences, know-how and real price in hours of the realized modules in the period elapsed between 1st October 2007 and 30th September 2009.

6. **Grades**: possibility to carry out comparative studies on the obtained grades and marks in relation to the modules in the period elapsed between 1st October 2007 and 30th September 2009.

7. **Virtual Campus**: constitution of the Shared Law&ICT Virtual Campus as a model of Virtual Campus in which students registered in the integrating Universities can carry out, with full validity, studies in the other Universities, either by means of stays, promoted by programs of exchange as Erasmus or Americampus, or participating in distance modality (absolute and blended on line modalities) courses using the acknowledgement mechanism of the Diploma Supplement as reference.

Several questionnaires have been developed to capture the information. Several Excel files and presentations make public the results.

**Technological tools**

The participants in the LAW&ICT Shared Virtual Campus have used different technological tools as an auxiliary tool of their teaching.

The participants have agreed and used the open source e-learning platform Moodle as e-learning tool.

Other tools, as distributions lists, web pages, Excel files, PowerPoint presentations and own developed resources have been also used.

The Universities Bahcesehir and Zaragoza provided support for the technological tools. The experience of the Bahcesehir University comes from the participation in different European projects of technical character on-line teaching. Consequently this University has been responsible of the technical support to the network, establishing the adequate “bridge” between the adopted technical solutions. More specifically, the Bahcesehir University has been the responsible of the technological infrastructure
management advice and the University of Zaragoza has coordinated and implemented the technical solution.
3. Project Outcomes & Results

This section describes the major Outcomes & Results related with each objective of the project.

The Objectives of the project were settled in:

- The development of courses
- The creation of a Shared Virtual Campus on Law&ICT
- The identification of good practice, and
- The creation of a network of experts in Law&ICT

The Outcomes & Results by Objective are expressed in summary form in the next subsections.

The development of courses

1. Creation, development and test of Law&ICT courses (www.lawict.eu) in this form:

- 58 basic courses to teach Law&ICT topics in on site format and absolute and blended e-learning format procuring the professional transversal competences “Internationalization” and “use of Information and Communication Technologies in the teaching” have been created with these characteristic notes:
  - 18 courses are in English, 17 in Portuguese, 10 in Spanish, 5 in Finnish, 3 in Swedish, 2 in Lithuanian, 2 in Polish, 1 in German.
  - 52 courses are part of the teaching in graduate diplomas in this form:
    - 23 courses are part of Law Studies.
    - 21 courses are part of Business and Management Studies.
    - 8 courses are part of Engineering Studies.
    - 2 courses are part of Social Studies.
    - 1 course is part of Civil Protection Studies.
    - 1 course is part of Documentation Studies.
    - 1 course is part of Environmental Law Studies.
    - 1 course is an introduction to learn by e-learning for all participants.
  - 6 postgraduate courses are part of teaching on:
    - Engineering and Management of Knowledge,
    - Electronic Democracy and
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- Management of Information and Documentation Units and Services.
  - The total workload of the courses in ECTS format is: 260 in Graduate studies and 18 in Postgraduate studies.
  - The courses are part of the ordinary teaching of the participant Universities.

2. Creation of a joint offer on Legal framework for the Information Society studies (www.lawict.eu):
   • The LEFIS Master (LEFIS is the acronym for “Legal Framework for the Information Society”) is offered as joint interdisciplinary degree of the group with a workload of 60 ECTS. The courses are offered in English and in the language of the respective participant country.
   • 6 LEFIS Specialization certificates are offered. Each Certificate has 30 ECTS of workload. These are the proposed Specializations:
     - Judicial office
     - Other juridical offices (lawyers, notaries, prosecutor…)
     - Electronic Administration and Government
     - Government
     - E-Commerce: Juridical Framework
     - Ethics and legislation for engineers
   • 50 LEFIS Courses of professional specialization are offered. Each course has 6 ECTS of workload.
   • LEFIS Specialization certificates and LEFIS Courses of professional specialization are the offer for continuing education.
   • The LEFIS offer is offered in on site format and blended and absolute e-leaning format by the University of Zaragoza, according with the content of the courses offered by the other partners.

3. Elaboration of learning material
   • Creation of the multilingual International Law&ICT Library LEFIS. Its content is stored in
     - The greenstone digital library http://rivest.unizar.es/gSDL/cgi-bin/library/
     - The Digital Repository of the University of Zaragoza http://zaguan.unizar.es/?ln=en
     - The content of the web page www.lawict.eu,
   • Creation of the On-line Law&ICT Encyclopaedia/Wikipedia “LEFISpedia”
     - LEFISpedia is a teaching instrument that lets to create collaborative activities between teachers and students on a selection of the most
relevant concepts and facets related with Law and Information and Communication Technologies

- The initial prototype that has developments in Spanish and German is located in http://www.lefis.org/wiki/index.php5/Concepts
- It is foreseen for the next courses the fulfilment of definitions in each language of the participant partners

4. Elaboration and application of quality criteria

- Establishment of the Course Approval and Quality Assurance Committee (QAA committee)
  - The QAA committee contains representatives of the teaching partners.
  - There are 5 full members of the QAA committee. These members have voting rights. The composition of the QAA is 3 senior members and 2 members representing junior academic and teaching staff.
  - The initial elected members of the Law&ICT Shared Virtual Campus QAA Committee are: P. Leith (Queen’s University), A. Adamsky (Torun University), M. Masseno (Beja Polytechnic), M. Kärkkäinen (Vaasa University) and D. Hötte (Münster University)

- Establishment by the QAA committee of rules on:
  - Course Approval and Quality Assurance
  - Indicators on courses Quality

- Application of Quality criteria to the offered courses
  - An initial table on general results of the characteristics and tests of the offered courses is located in
  - Presentations on results of fulfilled questionnaires on indicators related with concrete courses are located in:

The creation of a Shared Virtual Campus on Law&ICT

1. The Law&ICT Shared Virtual Campus has been created using the personal and technical resources of the participant Universities. The state of the art of the European process of the Higher Education reform in the respective participant University, in implantation in this moment, has delimited the initial framework for the creation and implantation of the Campus from these perspectives:

- Technical resources
  - The basic infrastructure for the teaching and management of the Virtual Campus is responsibility of the University of Zaragoza, coordinator of the Campus.
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- The Universities of Bahcesehir, Beja, La Laguna, Torun, Vaasa, Vilnius have the own e learning resources to offer their respective teaching offer in coordination with the University of Zaragoza. The University of Santa Catarina in Brasil has the own learning resources to participate in the activities.

- Learning agreements
  - Bilateral Erasmus and Americampus agreements exist between the University of Zaragoza and the other Universities to recruit students and teacher interchanges.
  - The contents of the graduate offer of the Virtual Campus can be taken by the students of the University of Zaragoza and be recognized in their Diploma Supplement by approval of the Learning Commission of the Faculty of Law.
  - The contents of the joint offer related with the LEFIS Master and the LEFIS Specializations and Courses Certificates can be carried out by all interested persons by authorization of the University of Zaragoza.
  - The general new graduate offer of the University of Zaragoza according to the Bologna process is in phase of verification during the course 2009-10. It delays the establishment of adequate agreements in relation with the contents of the learning teaching of the Law&ICT Shared Virtual Campus until 2010-11, academic year of the establishment of the new graduate offer and the correspondent organization.

- Juridical consequences
  - An agreement between the participant Universities on the creation and administration of the Law&ICT Shared Virtual Campus must be established during the year 2009-10 to articulate the organization and functioning of the Campus according with the contents of the Bologna reforms.

2. The Law&ICT Shared Virtual Campus develops the publication of new studies and initiatives by:

- The edition by the University of Zaragoza of the LEFIS Series as new studies and material for the Law&ICT Digital Library:
  - The content of the six volumes of the LEFIS Series is part of the content of the Digital Library. They are 59 files.
  - Vol. 7 (Derecho, gobernanza y tecnologías de la información en la sociedad del conocimiento, 13 files) and vol. 8 (Electronic Government, a monography) are in press,
  - Vol. 9 (History of Legal Informatics), the vol. 10 (Governo Eletrônico e Inclusão Digital II) and vol. 11 (Electronic Democracy) are in preparation,

- The edition by the Queen’s University of the European Journal of Law and Technology (EJLT)
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- http://ejlt.org
- EJLT was previously published as The Journal of Law, Information and Technology (JILT). JILT has been published between 1996 and 2009, containing 36 Issues (http://www2.warwick.ac.uk/fac/soc/law/elj/jilt/)

3. The promotion by the Law&ICT Shared Virtual Campus of investigation, research, innovation and dissemination of results is exemplified by:
   - The promotion of the activities of the LEFIS network
     - The LEFIS web page (www.lefis.org) received 476.872 visits coming from 198 countries, from 1-12-2004 until 30-9-2009
   - The promotion of the activities of EGOVS: the International Observatory of Electronic Government
     - The EGOVS web page (www.egovs.org) received 92.129 visits coming from 135 countries, from 1-1-2006 until 30-9-2009
   - The support and promotion of the activities of the Virtual Campus
     - The initial web page of the Law&ICT Shared Virtual Campus (courses.lefis.unizar.es) received 27.556 visits coming from 114 countries, from 1-4-2008 until 22-6-2009
     - The new web page of the Law&ICT Shared Virtual Campus (www.lawict.eu) received 11.885 visits coming from 72 countries, from 24-6-2009 until 1-10-2009

4. A monthly Newsletter is distributed to 348 LEFIS interested persons that work in 126 institutions located in 44 countries.
   - 23 Newsletters have been sent between November 2007 and September 2009.
   - The content of the Newsletters are settled in:
     - News on the learning offer of the Law&ICT Shared Virtual Campus
     - News on Meetings, Conferences and Seminars on Law&ICT
     - News of the partners
     - News on publications

Identification of good practice on Learning on Law&ICT

The page http://www.lawict.eu/Events/syllabus_revisado.htm summarizes the Syllabus and Contents in English of the developed courses by the partners in relation to:
   - Law Studies
   - Business and Management Studies
• Engineering Studies

The Law&ICT Shared Virtual Campus Course Approval and Quality Assurance Committee established the rules on Course Approval and Quality Assurance and the Indicators on Courses Quality exposed in the section on approach. These rules have, as a partial objective, to expound good practice in the Learning content.

Creation of a network of experts in Law&ICT

The activities of the Virtual Campus let to share the knowledge and disseminate the results and experiences by the presented tools.

The developed mechanisms allowed the network to become bigger and to be periodically updated and improved, with respect to the usual learning of the participant and interested institutions.

The Law&ICT Shared Virtual Campus partners are also the motor of the LEFIS Network (www.lefis.org) as the numbers of visits, countries origin of the visits and visits from the own participant countries to the different web pages indicate.

![Number of visits: 475,857](http://unstats.un.org/unsd/methods/m49/m49regin.htm)

<table>
<thead>
<tr>
<th>Order by number of visits</th>
<th>Continent (United Nations classification)</th>
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<td>2</td>
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<td>Africa</td>
<td>1,977</td>
</tr>
</tbody>
</table>

Total visits: 475,857
4. Partnerships

The participant organizations in the project and their location are:

- University of Zaragoza (coord.) Research group “Personal data protection and electronic signature” (Spain),
- Queen’s University (Belfast, United Kingdom),
- Mykolas Romeris University (Vilnius, Lithuania),
- University of Münster, Institut für Informations-Telekommunikations- und Medienrecht (Germany),
- University of Lapland, Institute for Law and Informatics (Rovaniemi, Finland),
- University of La Laguna (Spain),
- Nicolas Copernicus University (Torun, Poland),
- Polytechnic Institute of Beja (Portugal),
- University of Vaasa (Finnland),
- Bahcesehir University (Turkey) and
- FASE, S.L. (Spain)

The different location of the participants guarantees the geographical equilibrium of the offer. The Universities of Spain and Finland guarantee the representation of different kind of regions in the respective country by the participation in the project of two Universities that are located in different areas (La Laguna: island area, Zaragoza: continental area; Rovaniemi: located in Laponia in the Polar Artic Circle, and Vaasa in the south, coast country, near of Sweden).

It is clear that there exists common learning courses in English, but there are offers in the languages of the respective participating countries. This allows the complementarities of the studies for all the interested students of the respective Universities.

The teaching offer can be taken in the language of the participant Universities (English, Finnish, German, Lithuanian, Polish, Portuguese and Spanish) and each non-English speaking University offers, at least, a learning module in English. The Turkish offer will come in the future when the participant’s studies in Turkey come from different studies to Engineering: the case today.

Another interesting reference is the fact that the teaching is provided to different kind of Studies and level of Degrees that form different competences and professions.

To evaluate the functions and activities of the network, it is important to consider also the different stages of introduction of the Bologna process in the participant Universities, which gives to the project another added value as now outlined.
The fact that Beja, Rovaniemi, Vaasa and Vilnius have introduced the reform process some time ago, gives the possibility to have a reference for the other Universities, specially Münster and Torun where the process has some delays. The reference is interesting for Zaragoza where the process will finish, in the first step, during the course 2010-11. The experience of an UK University as Belfast lets to have another solid good reference. The experience of Bahcesehir in Tukey lets to have as reference a University that works attending to the Bologna process from a non European Union country.

Another important point is that course offers from non European Universities have been undertaken as part of the Campus network, this is the case in relation with Brazil: the Federal University of Santa Catarina and the Pontificia Universidad del Paraná.

It is a relevant added value of the project the fact that all participant Universities are traditional Universities. This is that they are not “open” Universities or “only distance learning” Universities. It makes of the experience an interesting point of reference for other traditional Universities.

It is interesting to note also that the fact that the offer of the different Universities is part of the offer of old degrees as Law, Engineering or Business and Management. The created courses can be seen as an example in a broader context than the context of a special discipline as Law&ICT only. It is with independence that the offer includes also a Law&ICT specialized offer by the LEFIS Studies to propose to especially interested persons.

The LAW&ICT Shared Virtual Campus promotes access to existing studies in several of the participant Universities, by participation in the learning programmes and studies adjunct to the lectures and seminars, and/or by participation in the on line offer of the members of the LAW&ICT consortium. The level of the obtainable diplomas is graduate, postgraduate and continuous learning. The recognition of the diploma is to be made by the University where the student is registered, including in the Diploma Supplement the certificate of the realization of the studies in another University. It would be possible one student to obtain a Diploma including the acquisition of their competences in two, or more, different Universities. The agreements to put into practice this rule are being prepared at present. Their actual content depends of the evolution of the Higher Education reform in each country.

The firm FASE, expert in e-learning teaching, helps to the commercialization management: dissemination and exploitation activities. According to the international dissemination plans during the whole period of the project approximately 5000 people and more than 400 organisations have been reached using the proactive dissemination proposed by the firm.
5. Plans for the Future

The legal aspects of ICT are a vital part of knowledge of those employed in government, commerce and other fields. It is clear that basic knowledge of these topics must be available to many professions and workers – those in the cultural industries must know about copyrights, those in software industries must know about patents, and those involved in on-line commerce must know about basic consumer rights. It is clear that this knowledge of the legal basis of the Information Society is not part of the general European public’s knowledge, and that this is holding up the implementation of the Information Society programme. It is unfortunately the case that this knowledge is yet rarely part of a law graduate’s knowledge either. There is thus a clear long term need for a programme which provides training and access to expertise in the various elements of Law and ICT. This is the more important guarantee of the maintenance of the project.

Further, the sustainability of the project can be expected due to the fact it is found an existing and long felt need. The common reference is that the partners are in similar positions. They are in their law schools (since Law and ICT is not a major part of the traditional law curriculum) and in Engineering and Business and Management Schools. The virtual campus project can overcome this substantial problem and allow teachers in the field to support others using their own particular elements of expertise (for example, a law school where the expertise is on e-commerce can call upon expertise in digital IPRs).

Another very relevant point relating to sustainability is the fact that the proposals of the Virtual Campus are inserted in the daily functioning and life of the participant Universities. For this reason the proposals are good example for interested teachers who want to integrate into their activities the methods that the use of the ICT resources allows.

The Partners see the project, also, as a means to commercialise their teaching and produce a teaching programme which is economically sound. This is important as a means to ensure sustainability since each University will require funding to be on at least a self supporting basis.
6. Contribution to EU policies

Several European Union policies are concerned with the project. We make here a short reference to:

- The Bologna process and the Leuven Declaration of Education Ministers of April 2009
- On Law&ICT contents related European policies
- Knowledge dissemination policy
- New Skills for New Jobs policy

1. The Leuven Declaration of Education Ministers of April 2009

The policies established in the Leuven Declaration of Education Ministers signatories of the Bologna process of April 2009 are a relevant reference for the Law&ICT Virtual Campus. The reason is that if, as it is known, the end of the initial implantation of the Bologna procedure is foreseen around 2010, the Leuven Declaration of Education Ministers of April 2009 has established the road until 2020. The Title of the Declaration is: “The Bologna Process 2020 - The European Higher Education Area in the new decade”. We make reference here to the content of the Declaration and to several examples of fulfilment of this Declaration by the activities of the Virtual Campus Law&ICT.

The Preamble of the Leuven Declaration (http://www.ond.vlaanderen.be/hogeronderwijs/bologna/conference/documents/Leuven_Louvain-la-Neuve_Communique%C3%A9_April_2009.pdf) establishes: “In the decade up to 2020 European higher education has a vital contribution to make in realising a Europe of knowledge ... Europe can only succeed in this endeavour if it maximises the talents and capacities of all its citizens and fully engages in lifelong learning as well as in widening participation in higher education.- European higher education also faces the major challenge and the ensuing opportunities of globalisation and accelerated technological developments with new providers, new learners and new types of learning. Student-centred learning and mobility will help students develop the competences they need in a changing labour market and will empower them to become active and responsible citizens.- Our societies currently face the consequences of a global financial and economic crisis. In order to bring about sustainable economic recovery and development, a dynamic and flexible European higher education will strive for innovation on the basis of the integration between education and research at all levels. We recognise that higher education has a key role to play if we are to successfully meet the challenges we face and if we are to promote the cultural and social development of our societies. Therefore, we consider public investment in higher education of utmost priority.- We pledge our full commitment to the goals of the European Higher Education Area, which is an area where higher education is a public responsibility, and where all higher education institutions are responsive to the wider needs of society through the diversity of their missions. The aim is to ensure that higher education institutions have the necessary
resources to continue to fulfill their full range of purposes such as preparing students for life as active citizens in a democratic society; preparing students for their future careers and enabling their personal development; creating and maintaining a broad, advanced knowledge base and stimulating research and innovation. The necessary ongoing reform of higher education systems and policies will continue to be firmly embedded in the European values of institutional autonomy, academic freedom and social equity and will require full participation of students and staff.”

These wills and wishes are concreted by the Declaration by the establishment of the higher education priorities for the decade to come as form to solve the “challenges of the new era”.

The priorities for the decade are expressed by the Declaration in the following facets:

- Social dimension: promotion of equitable access to university education and social inclusion.
- Promotion of training/lifelong learning through all the life.
- Employability: connection between teaching and needs of the labour market.
- Teaching focused on student learning as the primary mission of higher education.
- Linking education, research and innovation international openness mobility of students and teachers.
- Information gathering purposes to have methods by which the measurement of progress: appropriate indicators.
- Tools capable of expressing the transparency multidimensional reform: allowing the participation of all involved, ie all stakeholders in higher education.
- Plurality of sources of funding, allowing access equitable and maintaining the autonomy of the public institutions of higher education.

The Declaration also maintains that quality has to be one of the most significant objectives for the next decade, included in the same considering the maintenance of the diversity and plurality of the education systems. This maintenance must be made by public policies that fully recognize the various purposes of the higher education as distinct from teaching and research to the community service, and involvement in social cohesion and cultural development. “Forcing that all students and staff of institutions higher education are adequately equipped to respond to the changing demands of society” concludes the Declaration.

The Law&ICT Shared Virtual Campus puts into practice these priorities for the next decade in this form:

**Social Inclusion**

The fact that the group of countries of the participant Universities has different geographic locations, level of development, history, culture and language, and use resources to facilitate the Distance learning, allows the teachers to enhance their proposals’ social inclusion, in ways to promote participation of people and students
who do not have funds or enough time to spend periods in other countries. It is known that the Virtual Campus participants can obtain ECTS credits in another language, making courses responsible of other Universities. Their acknowledgement can be recorded in the Diploma Supplement to the academic degree obtained after completion of studies. These activities, in the future, when the reform process of the European Higher Education Area (EHEA) is sufficiently implemented, may originate double degrees. These facts are undoubtedly initiatives aimed at promoting social inclusion.

Another circumstance that facilitates the promotion of social inclusion is the use in the language teaching of a common English offer and another offer in the languages of the participants Universities in the initiative. We must remember here that the campus teaching offer takes place in: English, Finnish, German, Lithuanian, Polish, Portuguese, Spanish and Swedish.

The "on line" resources allows also the students to participate in the offered courses combining the realization of their studies with the performance of professional occupations.

**Continuing Education**

The content of the learning offer of the Law & ICT Virtual Campus is composed of materials that are part of subjects included in regular Graduate and Postgraduate Studies and in continuing education also. The last content is made by the joint offer of the LEFIS Specializations Certificates and Courses. The offer is broad: it is in the legal and social field (Law, Documentation and Business) and in the scientific and technical field (Engineering and Mathematics). In any case, competences and skills are taken into account in the respective courses and subjects. The teaching staff responsible for the subjects are required to submit their materials in the format of teaching indicated by the reform of the EHEA. These practices are characteristic of lifelong learning.

It is awaiting the approval of national and European developments of the network of higher education qualifications (the European is scheduled for 2012) and continuing education for accommodate to such qualifications the contents of the offer of Law & ICT Virtual Campus. By the time the competences and abilities taken into account are especially those established since 2003 by the thematic network LEFIS www.lefis.org.

**Employability**

The organization and implementation of the Law & ICT Virtual Campus is comparable with the support received by the participation in calls of several institutions. Specifically, the European Union (Erasmus Thematic Networks and Virtual Campus programme), the Spanish Agency for International Cooperation, Development and Teaching Innovation (AECID), and other responsible institutions of each participant country. A company, FASE, aims to aid to the dissemination and exploitation of the Campus.

All these circumstances point to the Virtual Campus to develop proposals for learning close to social needs, ensuring continuous updating of content.
The fact that the offered teaching is part of the teaching provided by the participant Universities also provided a sufficient contrast with what happens with other subjects and even reform initiatives that are in development by the Universities that take part in Campus. It provides the content of the courses with a strong degree of linkage to specified needs for employment explicated in the labour market.

**Learner-centred teaching**

The teaching given by the subjects that integrate the Law&ICT Shared Virtual Campus is focused on the acquisition of the competences, skills and knowledge needed to the practice that the Degrees train. In fact all subjects that are taught in the Virtual Campus, satisfy the requirements set out to those subjects by the reform of EHEA since it is a prerequisite to participate in the Virtual Campus the formulation of the subjects in these formats.

**Education, Research and Innovation**

Regardless of the teachers responsible for Virtual Campus teaching involved in research R & D financed by different institutions, it is usual that common object of some of the courses is the completion of theses. In addition, part of teaching in Masters Degrees is focused on introducing students to own research activities.

**International openness**

The Law&ICT Shared Virtual Campus headquarters are located in the different countries of their own members, where their activities and subjects are explained. It should be remembered that subjects are taught in eight different languages, there are nine countries in which participating universities are located with nine legal systems that are the object of the courses and subjects taught. The English language becomes the common teaching language conducted at other Universities from which students are enrolled. The Digital Library contains books, articles, presentations and videos, mainly in English.

**Mobility**

If the Law&ICT Shared Virtual Campus is able to conduct courses in other countries by distance learning, since it is a form to promote the principle of equal opportunities in reference to the possible realization of studies in other countries by people who can not travel, it gives also promotion of mobility to students and teachers who are integrated into the participant universities.

It is common for teachers to undertake Erasmus mobility stays for the purposes of teaching in other Universities that take part of the Campus. Furthermore there is no doubt that the mobility increases if there is knowledge of what the other institutions offer through the realization of distance learning courses.
Indicators
As it was indicated in the section Project Approach, the Law&ICT Shared Virtual Campus has developed methodologies, questionnaires and procedures to obtain and use several teaching and learning indicators.

Participation
As it has been expressed in the section Project Approach, the data collected through surveys done by both teachers and students are public. The results are published on websites (www.egobs.org), being accessible to anyone interested who can know and say about the experience.

Sources of funding
The courses are taught in base to the resources of the own institutions obtained by the enrolment of students and the funding obtained from the institutions responsible for higher education in the respective countries in which the Virtual Campus is implemented. The registration in the LEFIS Specialization certificates and courses is open to anyone interested.

Quality
Central to the Virtual Campus is the quality control of their offer. The basic mechanism consists of assessment learning outcomes, the views of students, self-evaluation of teachers and the activities of the Committee Quality Virtual Campus.

The Committee is integrated by three senior and two junior teachers from Queen’s University of Belfast, Nicolaus Copernicus of Torun, Beja Polytechnic, Vaasa and Münster.

The Virtual Campus has also developed a methodology to analyze these results and present standard format using spreadsheets and presentations to various bodies seeking evaluators Campus information on achievements. A website (www.egobs.org) allows making public the results of the assessments made for each subject.

On Law&ICT contents related European policies
E-commerce, e-Government, digital signatures and intellectual property of ICT products are a vital reality in our society, where the importance is developing at a faster rate in commerce than in public administration. This situation is creating differences between countries, causing problems for citizens and consumers, especially in the cross border operations. Public administrations, on the other hand, are organized along pre-digital rules of governance with the new public management appended as an extra requirement.

In the EU there exist a number of directives and common practices knowledge of which should be shared between the countries using a common platform, and the knowledge of each country and the diversity of cultures should be incorporated in the development of this dissemination platform, where it will be possible to include
contributions from the different stakeholders and the personnel involved in the definition and use of the Law referring to the technologies.

To satisfy these needs, unlike many other areas of formal education, in the LAW&ICT field there exist previous attempts of harmonization at European level, Council of Europe. The most significant rules in this respect are:

1. RESOLUTION (73) 23 on harmonization measures in the field of legal data processing in the member states of the Council of Europe;
2. RECOMMENDATION No. R (80) 3 of the Committee of Ministers to member states concerning teaching, research and training in the field of "computers and law";
3. RECOMMENDATION No. R (92) 15 of the Committee of Ministers to member states concerning teaching, research and training in the field of law and information technology;
4. RECOMMENDATION No. R (95) 13 of the Committee of Ministers to member states on problems of criminal procedural law connected with information technology

Since 1999 a several Universities, belonging to ten European member states, have been attempting to implement these Resolutions through working together in teaching and researching in Law & ICT. The results are today the content of the Legal Framework for the Information Society (LEFIS) studies (www.lefis.org). The resultant outputs have been study programs and courses in the field. Most of these courses are currently offered to graduate and postgraduate students and continuing education in different subjects. The studies are systematized also from professional competences according to the TUNING methodology (www.lefis.org/outcomes/t_template/lefis_tuning.pdf).

The LAW&ICT Shared Virtual Campus project takes this initial development work and extend it further, including to Lifelong Learning. The Virtual Campus uses the resources that the mixture of old and new methodologies and technologies offers, and the possibilities that development in the European process of reform of the Higher Education Area has brought to University structure and interaction.

The approach: 1) to teach the topics in a broad perspective (at all university levels of teaching), using the possibilities offered by the Virtual Campus, 2) to create an interdisciplinary team of both technological and law specialists, and 3) to train a number of students to research and to develop the knowledge about these matters in their own country and share that information with other students of other countries, developing a common framework and using that knowledge to create courses and resources to be followed using on site and e-Learning for citizens interested in this matter. This helps the Community to achieve one of the goals focused upon in Lisbon: making the EU the most competitive knowledge-based economy.

3. Knowledge dissemination policy

Also, an initiative like the Virtual Campus reinforces the role of Universities in facilitating access to “knowledge for all” by creating and disseminating knowledge and innovation to follow up the discussion by the European Heads of State at Hampton Court in October 2005. In this case this will be reinforced with a close
collaboration between public and private institutions and universities and firms after the initial period where the basic content, organization and functioning of the Law&ICT Shared Virtual Campus has been established.

4. New Skills for New Jobs policy

Another added value of the Law&ICT Shared Virtual Campus focus is the practical research and learning on competences related with the internationalization in the learning process in the professional and knowledge areas of reference, and the uses by these future professionals of the Information and Communication Technologies, as it is foreseen in the "New Skills for New Jobs" initiative.

The initiative stresses, specifically, the need for more effective education and training policies and modernization of labor markets through flexicurity policies. It proposes a concerted effort towards a comprehensive assessment of future skills and labour market needs, in partnership with Universities, public institutions of European, national, regional and local level, companies and other stakeholders. The New Skills for New Jobs initiative says that this kind of activities will contribute to economic recovery and the Growth and Jobs strategy, to attenuate the impact of the current crisis in terms of jobs and skills, and enhance long-term competitiveness and equity (see in this sense the New Skills for New Jobs Anticipating and matching labour market and skills needs (SEC(2008) 3058): Brussels, 16.12.2008 COM(2008) 868 final).

These general objectives are fulfilled by the Virtual Campus in the different foreseen next activities coherent with the basic infrastructure established by its activities ordered to:

- The **public exchange of experiences and good practice** on the development of the Law&ICT Shared Virtual Campus jointly with European, national, regional and local authorities of the participant institutions.

- The **joint testing of the results of the learning modules** that integrate the Law&ICT Shared Virtual Campus initiative, according with the proposal of the Commission to develop indicators and explore with Member States the feasibility of developing a benchmark to address how education systems promote innovation and creativity, including entrepreneurship” (Brussels, 16.12.2008, COM(2008) 865 final Communication, An updated strategic framework for European cooperation in education and training. Chapter 4.4.4. Enhancing innovation and creativity, including entrepreneurship, at all levels of education and training)

- The **development and maintenance of the coherent infrastructure** created by the activities of the Law&ICT Shared Virtual Campus attending to the fact that “by improving accessibility and building trust and consensus between the three communities, educational policy and practice could become more responsive to the needs of the educational system as a whole, and its users”.

The active forms of mediation, such as the content of the proposed application may have a greater innovative potential, particularly as the decentralization of European education and training systems matures. This is because “there is a great need to ensure that all forms of communication networks, partnerships, and brokerage agencies are designed with their future sustainability taken into consideration” and “the benefits of these forms of
collaboration will only become visible over time, and so it is imperative that these networks are designed to be durable” (Brussels, 28.08.2007 SEC(2007) 1098 Commission Staff Working Document Towards more knowledge-based policy and practice in education and training).

- The development of the Law&ICT Shared Virtual Campus as a permanent framework for assessing research quality and for formulating policy and practical recommendations based on sound evidence, attending to the fact that by developing more efficient and effective mediation of educational knowledge via partnerships, communication networks and brokerage agencies, policy and practice could become better informed (Brussels, 28.08.2007 SEC(2007) 1098 Commission Staff Working Document Towards more knowledge-based policy and practice in education and training).

- The creation and dissemination of tools to share and disseminate knowledge (website, leaflets, conferences and seminars) in the respective participant country as it is planned in future activities of the Law&ICT Shared Virtual Campus.