

## Collaboration and transparency in teaching on in the field of Cybercrime

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### Abstract

As teachers in the field of Cybercrime we would like to find out whether international collaboration in a wiki-environment can be effective for students. The aim of the collaboration is to make a representation of 'the law' in a broad sense and allow students to learn about the relevant issues via scholarly communication at the same time. At the outset, the collaboration will be in a closed wiki-environment but eventually it also comprises the publishing process in an open wiki-environment. The project aims to translate insights and approaches for active learning into a new infrastructure. Given the transnational character of this field of law the reasons for international collaboration are self evident.

Initially, the project starts with students of the University of Groningen and Glasgow Caledonian during March 2007. For the following semester, a collaboration of students from Tilburg and Edinburgh is envisioned. As a starting point, a flexible case scenario is developed which, in its variations, can make the students acquainted with a range of relevant issues regarding legislation, prevention, prosecution and jurisdiction of ICT related misbehaviour. We situated the scenario in a university environment as we believe it is easier for students to engage in problems within their own local setting. Furthermore, students can engage in fact finding on information security within their own institution.

The responsibility for the collaboration lies mainly with the students. Earlier experience has shown that this generation of students can collaborate within a wiki-environment. Educationalists are interested to enhance the collaboration with the scripting of roles in a way that maximises the learning effect of the collaboration. The student contribution follows two paths. First, they individually choose and further develop their roles related to the problem of a virtual client. This approach can cover the roles of the traditional parties in litigation but also other roles with other interests. For example, a student might have as a client the Dean who wants policy guidelines for handling confidential email. At the end of the course they will give a presentation based on their representation of advice for their particular client. The other path is in their negotiation to contribute to the collaborative effort of making a representation of the relevant aspects of the law. For this, tools will be available to plan and organise the collaborative tasks, to validate information, to give feedback on the work of others and to structure the wiki-environment. By placing the events of the case scenario in more than one jurisdiction, a meaningful collaboration and exchange with foreign students can be developed.

This paper reports on the work in progress on this project with some initial reflections on the process of collaboration.

### Bibliography:

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