



**DIGITAL IN LAW**



UNIVERSITÀ DEGLI STUDI  
DI MILANO  
DIPARTIMENTO DI  
STUDI INTERNAZIONALI,  
GIURIDICI E STORICO-POLITICI



# Time to Become Digital in Law

Prof. dr. sc. Mirela Župan

Osijek, 8. ožujka 2023.



# O DIGINLAW PROJEKTU

**Izvor financiranja:** Erasmus+, Ključna aktivnost 2 – Suradnja za inovacije i razmjena dobre prakse

**Iznos financiranja:** 286.283,00 €

**Trajanje provedbe:** 1.4.2021. – 31.3.2023.

**Nositelj:** Sveučilište J. J. Strossmayera u Osijeku,  
Pravni fakultet Osijek

**Partneri:**

- Sveučilište u Aberdeenu (Škotska/UK),
- Sveučilište u Milanu (Italija),
- Sveučilište u Zagrebu – Sveučilišni računski centar (SRCE) (Hrvatska).

# CILJEVI

## DIGITALNE KOMPETENCIJE

Unapređivanje  
korištenja digitalnih  
tehnologija u VO u  
polju prava

1

### NASTAVNICI

*Visokokvalitetni treninzi  
Digitalizacija obrazovnog procesa*

### STUDENTI

*Visokokvalitetni treninzi  
PhD Book Club za doktorande  
Ljetna škola*

### MOOCs

*12 online tečajeva na temu digitalizacije  
prava -> uključivo i otvoreno obrazovanje*

2

### OTVORENA ZNANOST

*Znanstveno – istraživački rad u području  
digitalizacije prava i obrazovanja ->  
znanstvena javnost*



# Projekte aktivnosti Digitalne kompetencije nastavnika u VO za inovativne načine poučavanja

- Nastavnici upoznati s važnošću digitalnih kompetencija te s tehnologijama e-učenja
- SRCE razvio *online* tečaj
- SRCE održalo trodnevnu radionicu
- Cilj: stjecanje adekvatnih digitalnih kompetencija radi što bolje izrade MOOC-ova
- Sudionici:  
nastavnici partnerskih sveučilišta



# I Digitalne kompetencije za cjeloživotno učenje studenata prava (O2)

- Studenti upoznati s konceptom cjeloživotnog učenja, digitalnim kompetencijama te konceptom *e-portfolio*
- SRCE razvio *online* tečaj
- Ljetna škola Zagreb, 11.-15.7.2022.
- Sudjelovalo 30 studenata prava iz Aberdeena, Milana, Osijeka i Zagreba
- SRCE dobivene povratne informacije studenata



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# Modul o znanjima, vještinama i kompetencijama za tehnološki osviještene pravnike MOOCs

01

Masivni otvoreni  
online tečajevi  
*(eng. massive open  
online course,  
MOOC)*

02

UNIOS, UNIABD &  
UNIMI nastavnici  
pripremili 12  
otvorenih online  
tečajeva

03

MOOC-ovi tematski  
usmjereni na  
digitalizaciju prava

04

11 MOOC-ova razina  
7 EQF  
1 MOOC za  
doktorande razine 8  
EQF

05

Tehnička podrška  
SRCA u razvoju  
MOOC-ova  
Dostupni na  
platformi MoD



# DIGinLaw ljetna škola Zagreb, srpanj 2022.

## testiranje MOOC-ova!



# Dodatni benefiti za studente



Uspješnim polaganjem određenog MOOC-a stječe se potvrda i digitalni bedž

UNIMI će dodjeljivati ECTS bodove

Senat UNIOS-a odobrio Elaborat programa cjeloživotnog učenja

PRAVOS otvorio mogućnost stjecanja ECTS bodova kroz program cjeloživotnog učenja „*Informacijsko-komunikacijske tehnologije u pravu*“

**UPIS  
POLAZNIKA  
USKORO!**



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Data Protection and Cybersecurity in the EU  
DIGinLaw



Algorithmic discrimination: A Blueprint for a ...  
DIGinLaw



Artificial Intelligence and Criminal Justice  
DIGinLaw



International Family Law in the Age of Modern ...  
DIGinLaw



Cross-border Disputes Resolution in a Digital ...  
DIGinLaw



Consumer Protection in a Digital Age  
DIGinLaw

# Razvijeni MOOC-ovi



## Nacionalni događaji usmjereni na podizanje svijesti o potencijalu digitalizacije za VO



UNIMI, 25.11.2022.

- Jednodnevni događaj na partnerskim sveučilištima UNIMI, UNIOS & UNIABD
- Članovi nacionalnih timova sa zainteresiranom javnošću dijele iskustva o stečenim digitalnim kompetencijama i razvoju MOOC-ova



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# Digitalizacija visokog obrazovanja – neiskorišteni potencijal?

Izv. prof. dr. sc. Paula Poretti

Pravni fakultet Osijek  
DiGinLaw, 8. ožujka 2023., Osijek



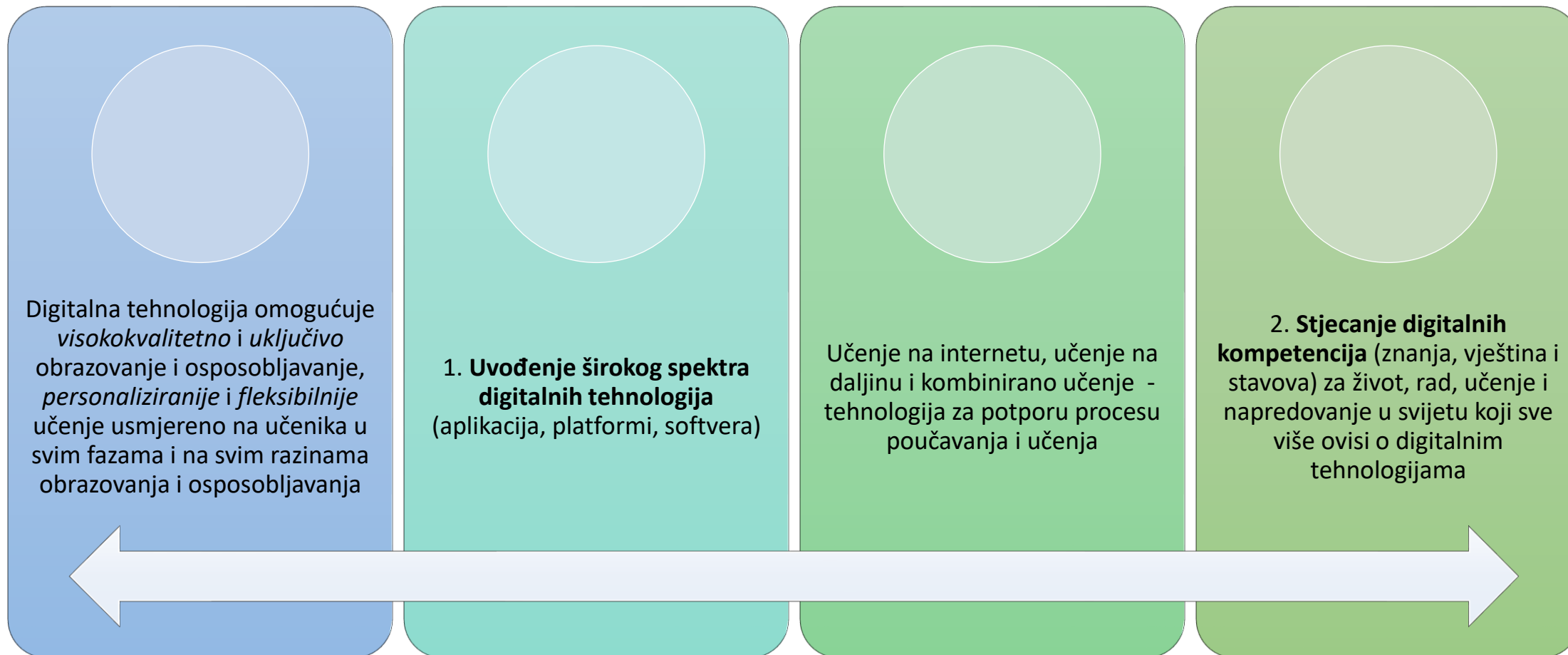
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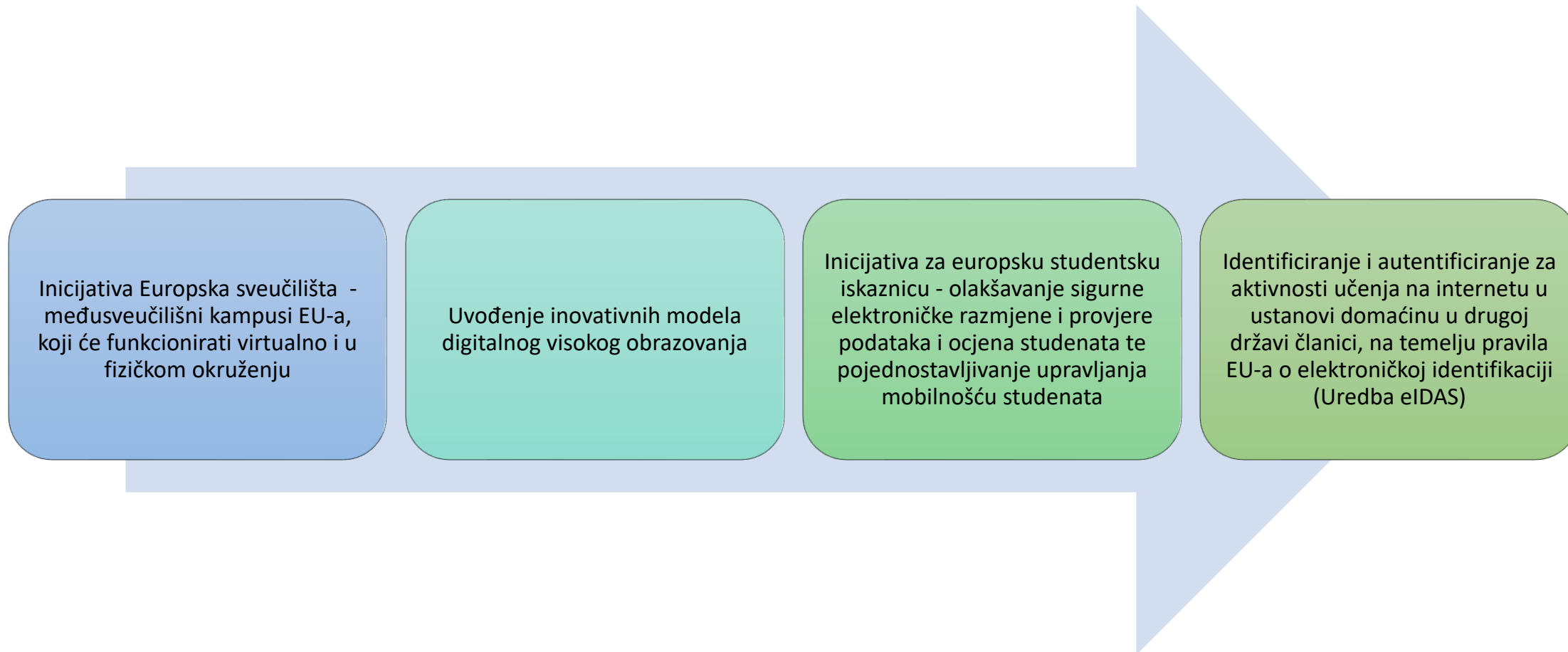
# Strateški ciljevi digitalnog obrazovanja u EU i RH

Akcijski plan za digitalno obrazovanje za razdoblje 2021.-2027. redefinira obrazovanje i osposobljavanje za digitalno doba

Razvoj visokoučinkovitog ekosustava digitalnog obrazovanja te jačanju digitalnih vještina i kompetencija s ciljem digitalne transformacije (Plan komplementaran Programu vještina za Europu)









## Republika Hrvatska



Modernizacija visokog obrazovanja planira se provesti... kroz sveobuhvatnu digitalnu preobrazbu visokog obrazovanja i uz infrastrukturna ulaganja usmjerena prema unaprjeđenju materijalnih uvjeta studiranja.



- Unaprjeđena kvaliteta ponude programa obrazovanja odraslih što pridonosi povećanju udjela odraslih osoba uključenih u cjeloživotno učenje.
- Povećan udio osoba s kvalifikacijom visokog obrazovanja te njihova zapošljivost.
- Unaprjeđena digitalna zrelost visokih učilišta.
- **Zakon o visokom obrazovanju i znanstvenoj djelatnosti, NN 119/22**
- **Zakon o osiguravanju kvalitete u visokom obrazovanju i znanosti**
- **Inicijalna akreditacija STUDIJSKOG PROGRAMA prema dokumentima u izradi**

# Nacionalni plan oporavka i otpornosti 2021.-2026.

Unaprjeđenje dostupnosti i učinkovitosti kvalitetnog i relevantnog obrazovanja, jačanje znanstvene izvrsnosti i poticanje otvorene znanosti i suradnje s poslovnim sektorom.



## Digitalna preobrazba visokog obrazovanja

- Udio osoba u dobi od 30 do 34 godine s kvalifikacijom visokog obrazovanja je 33,1% u 2019. (cilj EU: 45%).
- Udio odraslih osoba u dobi od 25 do 64 godine uključenih u cjeloživotno učenje je 3,5% u 2019. (cilj EU: 47%).



# Digitalna transformacija pravne profesije

## I. stadij – kasne 70-te 20 st.

- elektronička obrada podataka i računarstva, uporaba računalnih rješenja za izradu i obradu teksta te medija za pohranu podataka

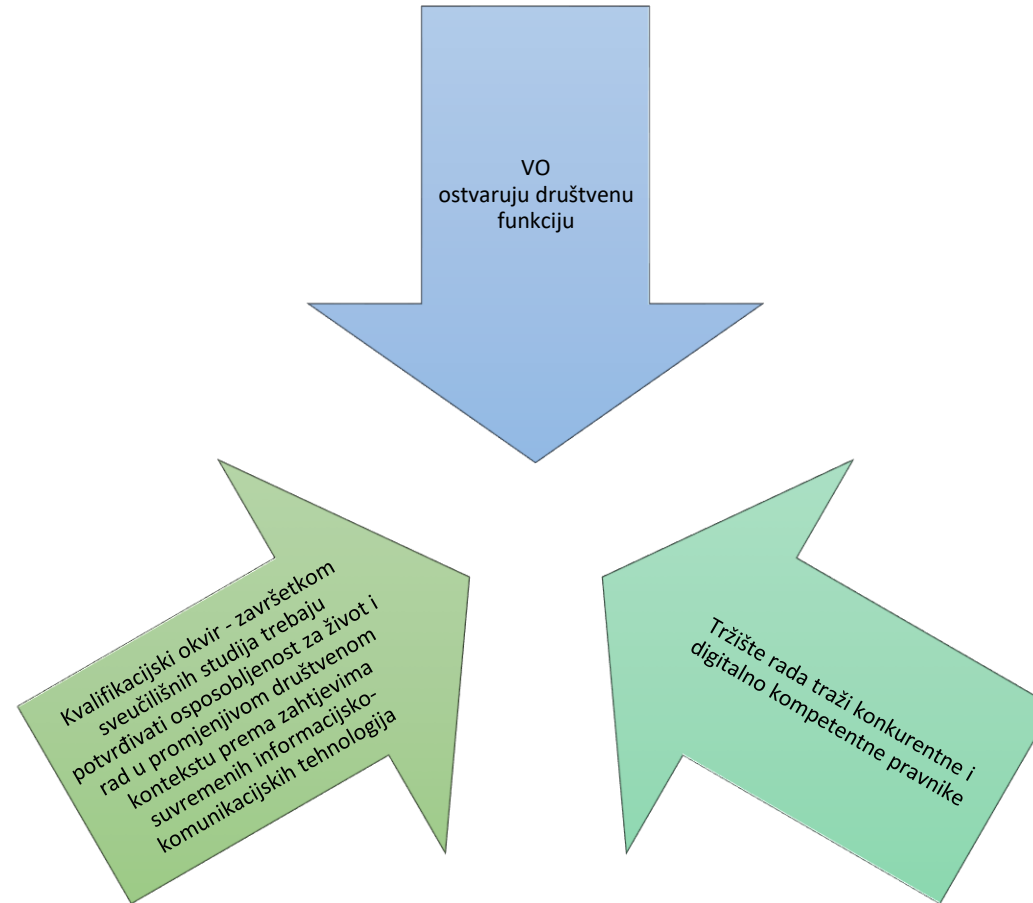
## II. stadij - prijelaz milenija

- uporaba velikih podataka (eng. Big data) i modernih telekomunikacija
- akumulacija i obrada veće količine pravnih materijala kroz pohranu i decentralizaciju podataka u „oblaku“, uporaba elektroničke pošte, ali i videokonferencijskih sustava koji omogućuju neposredniju virtualnu komunikaciju u stvarnom vremenu

## III. stadij – od 2015

- uporaba umjetne inteligencije, algoritama te sustava za automatizirano donošenje odluka
- globalni disparitet u stupnju razvoja trećeg stadija digitalne transformacije pravne profesije

# Digitalna transformacija VO u polju prava





# E-učenje za VO u pravu

Razvoj IKT ima niz implikacija na sadržaj pravnih pravila i pravne prakse - što se mora odraziti na pravno obrazovanje kroz reforme kurikuluma

Utjecaj umjetne inteligencije i blockchain tehnologije dotiče se gotovo svih grana prava

Digitalizacija poslovanja široko je prihvaćena

Digitalna imovina otvara nove pravne nedoumice u okviru privatnog prava

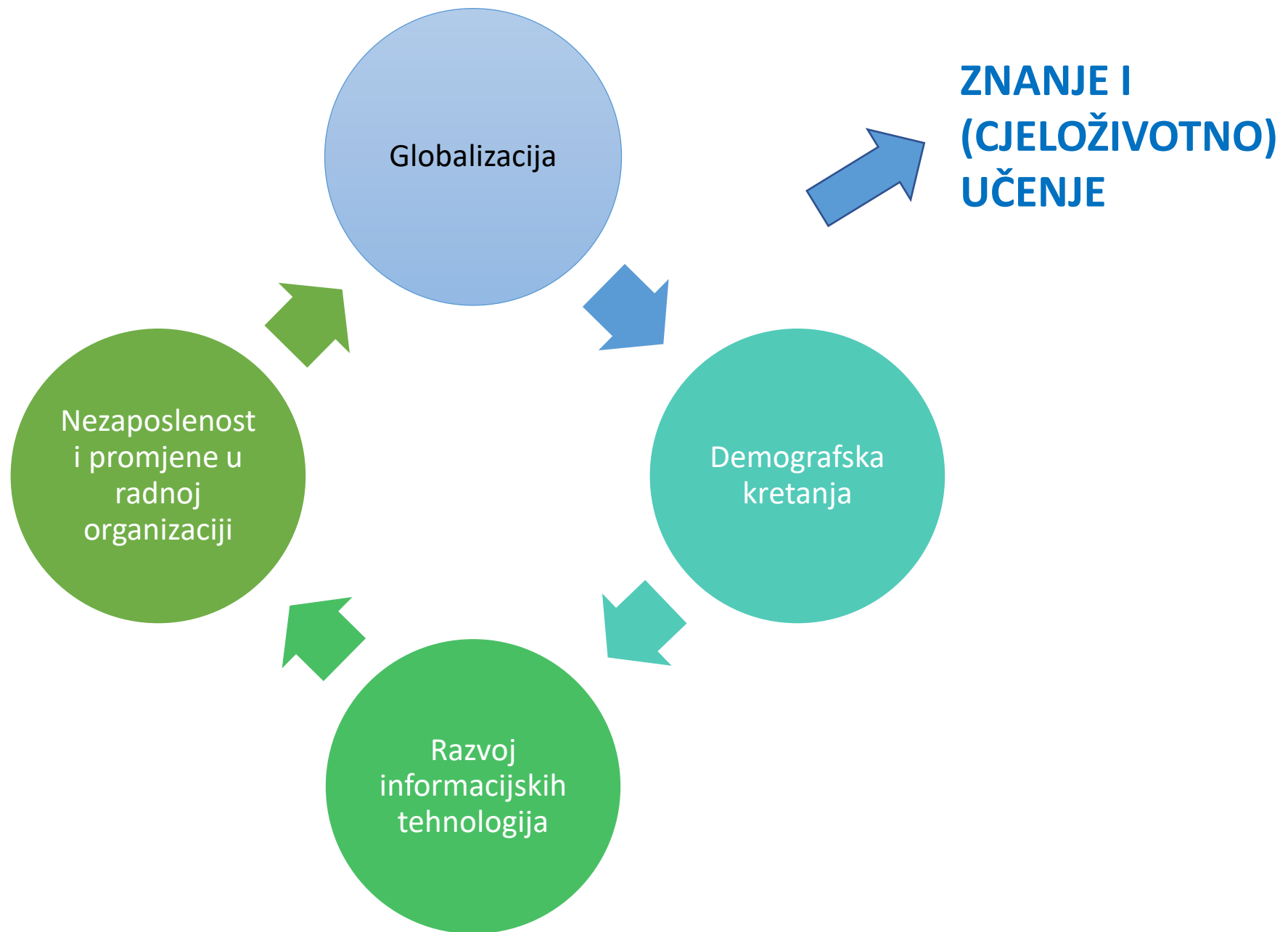
U porastu su i novi načini rješavanja sporova, kao što su alati za online rješavanje sporova, pametni sudovi te različita tehnološka rješenja koja se koriste u digitaliziranom upravljanju pravosuđem



# Cjeloživotno učenje i obrazovanje

*cjeloživotno obrazovanje* (eng. lifelong education) ili *cjeloživotno učenje* (eng. lifelong learning), Engleska, oko 1920. godine

Tematika cjeloživotnog obrazovanja i učenja – prisutna od 1960-ih godina u službenim publikacijama međunarodnih organizacija (UNESCO, OECD i EK)



Obrazovne smjernice EU-a (Lisabon) - važnost cjeloživotnog učenja u izgradnji najdinamičnijeg i najkonkurentnijeg svjetskog gospodarskog prostora

Temeljni obrazovni ciljevi EU-a

1. Ekonomska dimenzija (konkurentnost i inovativnost u gospodarstvu, stvaranje novih radnih mjesta)

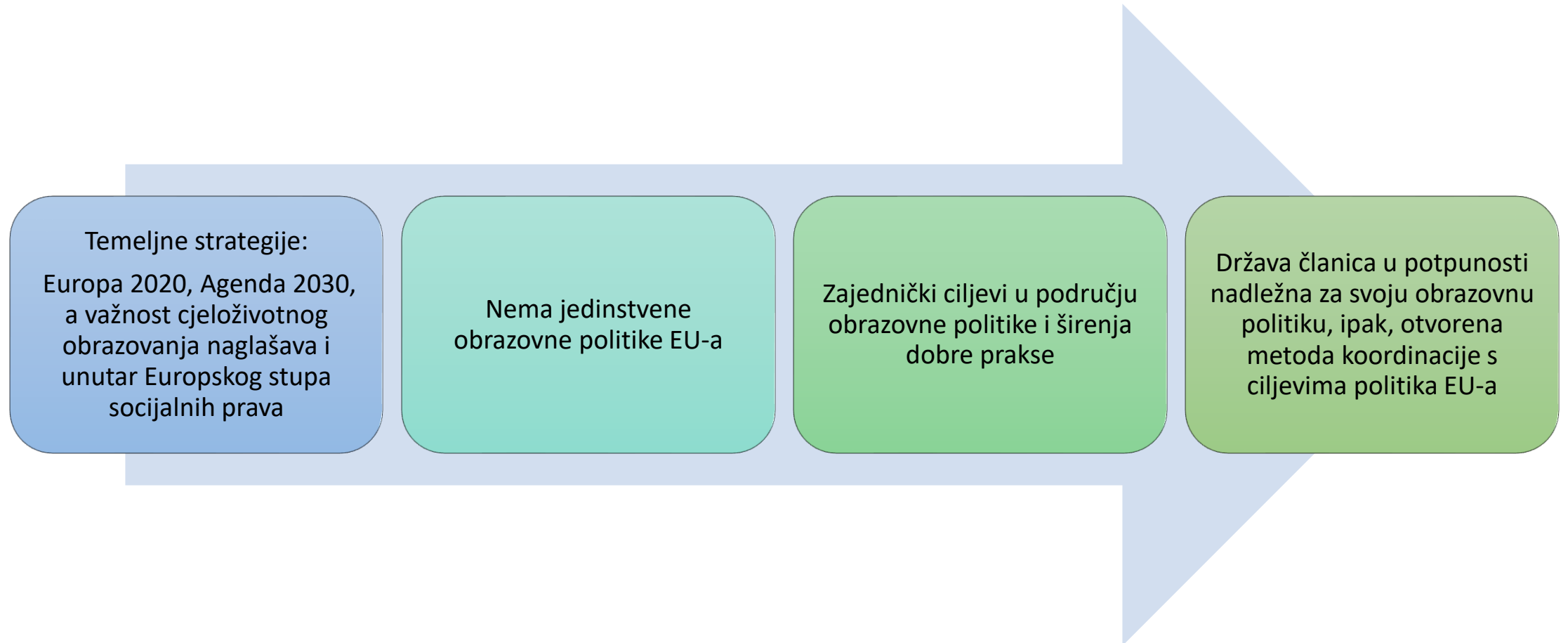
2. Socijalna i politička dimenzija (osnaživanje aktivnog građanstva i socijalne kohezije)

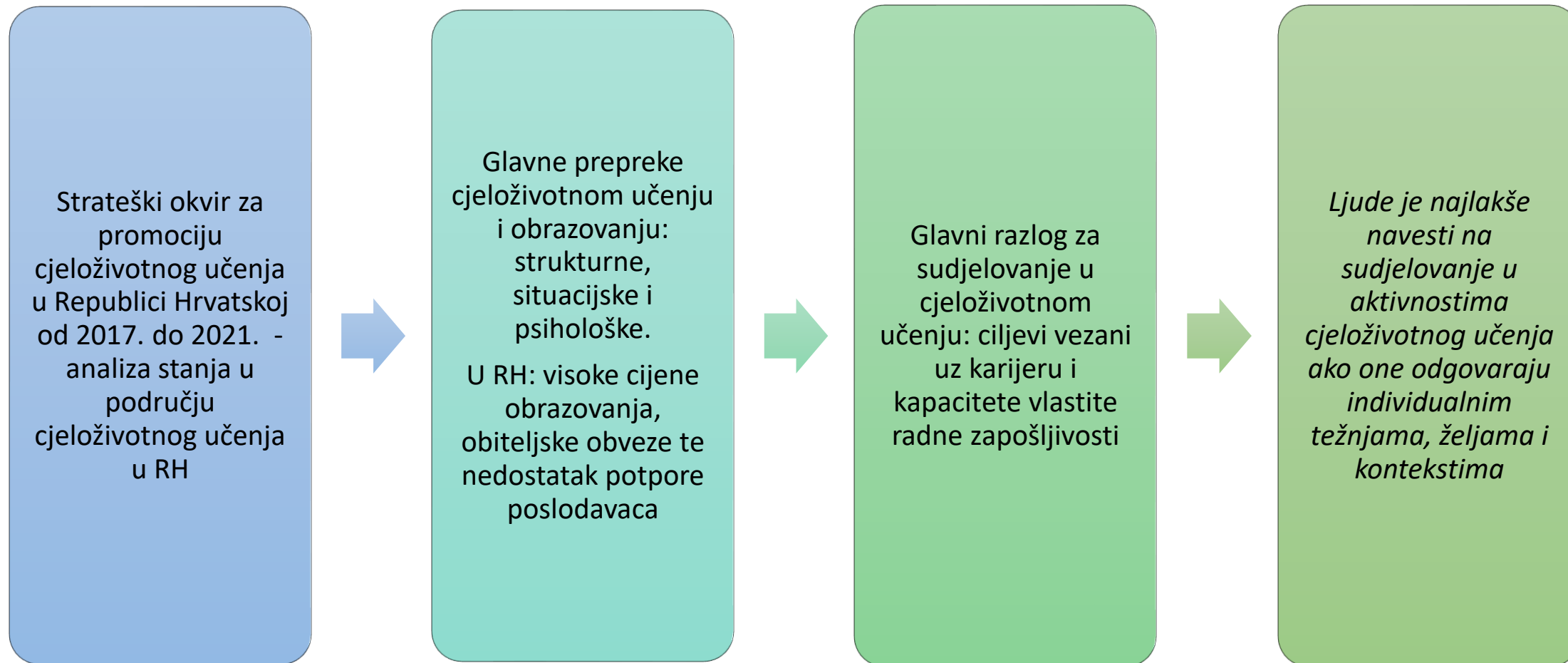
3. Osobna razina (osobno ispunjenje, jačanje građanskih kompetencija, kao i kompetencija koje povećavaju zapošljivost)

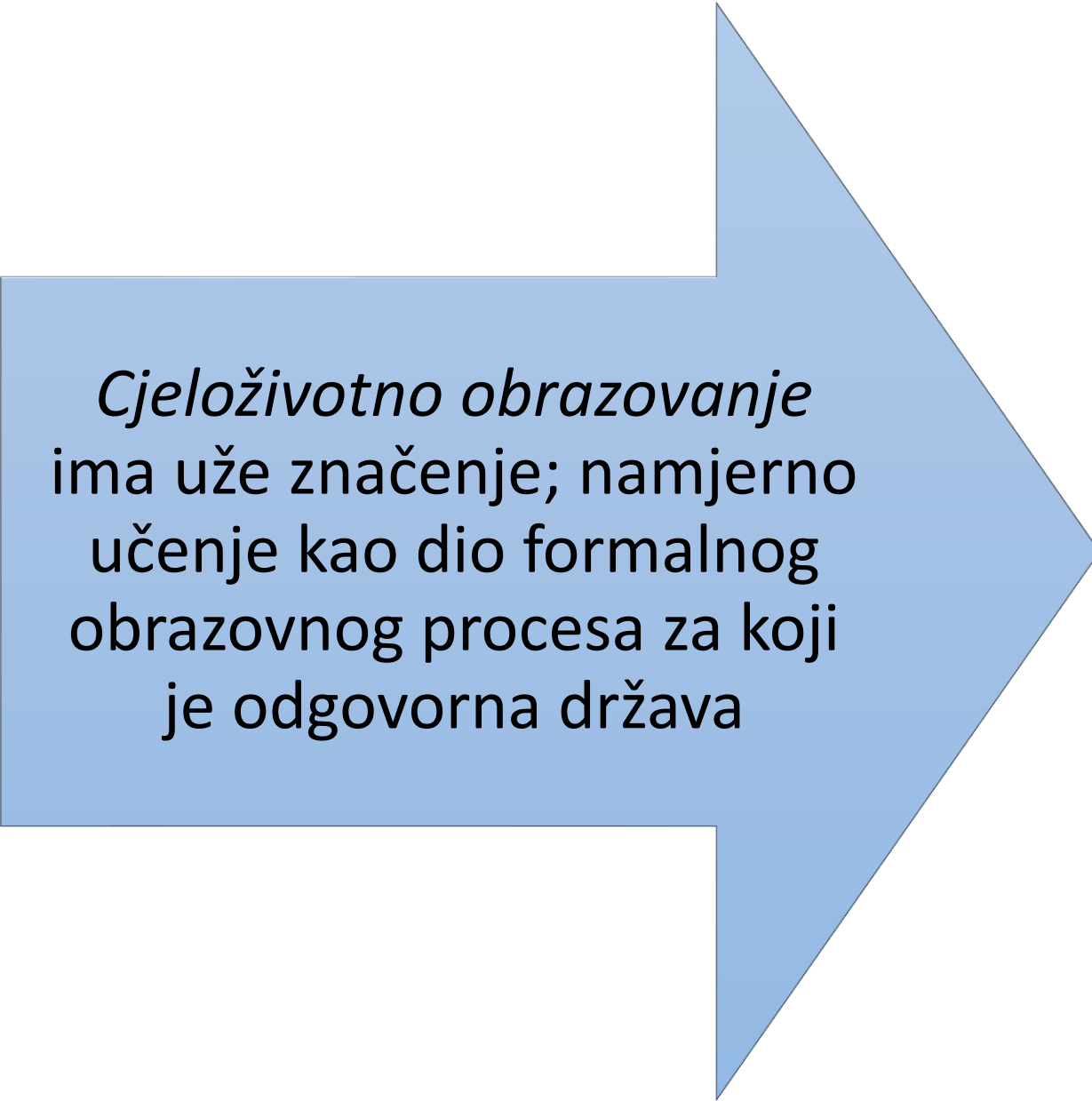
„Program za cjeloživotno učenje“ jedan od najznačajnijih integriranih pristupa cjeloživotnom učenju, sačinjen od 4 sektorska programa



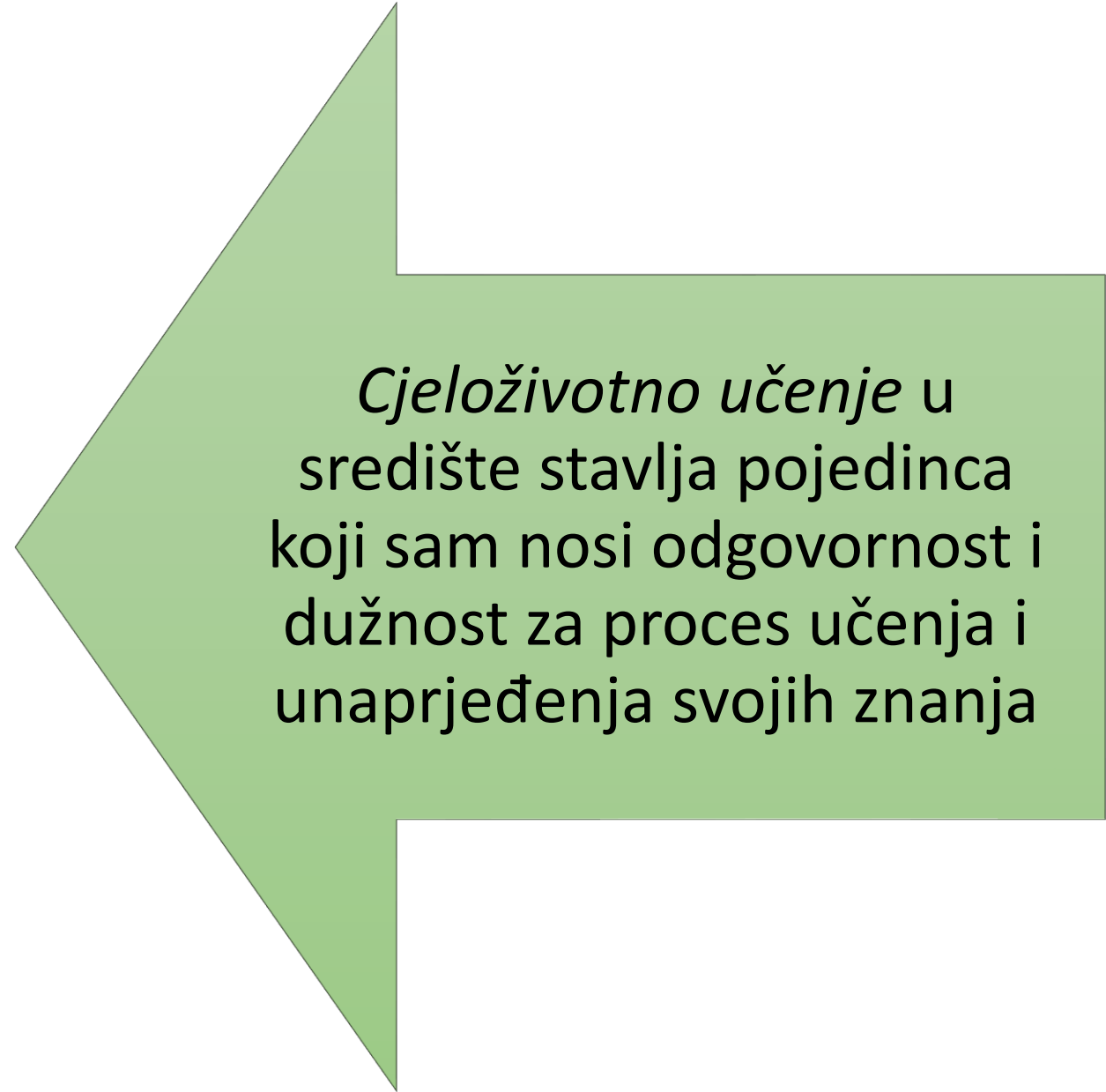
# Strateški ciljevi za cjeloživotno učenje i obrazovanje u EU i RH





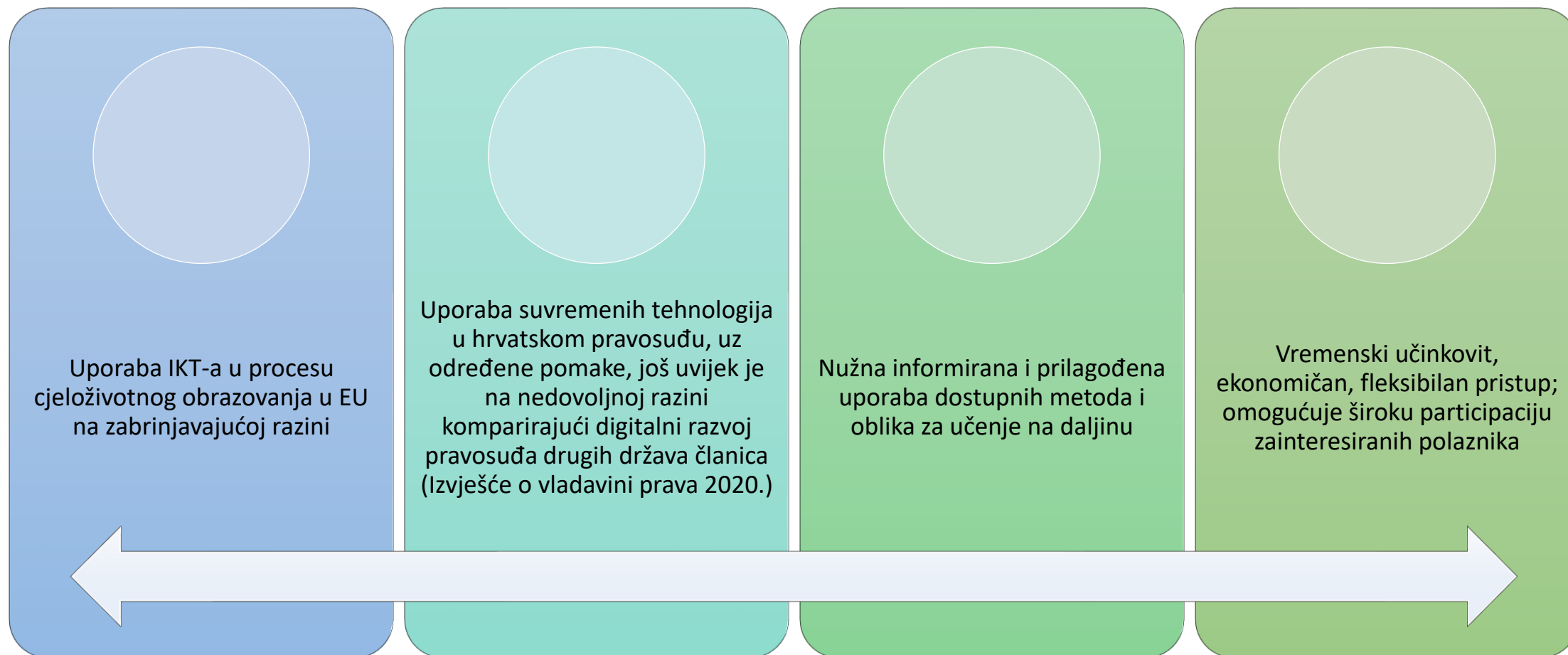


*Cjeloživotno obrazovanje*  
ima uže značenje; namjerno  
učenje kao dio formalnog  
obrazovnog procesa za koji  
je odgovorna država



*Cjeloživotno učenje u*  
središte stavlja pojedinca  
koji sam nosi odgovornost i  
dužnost za proces učenja i  
unaprjeđenja svojih znanja

# Potencijal e-cjeloživotnog učenja





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# Metodologija MOOC-ova

Jura Golub, mag. iur.



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# Sadržaj

Preliminarna  
metodologija

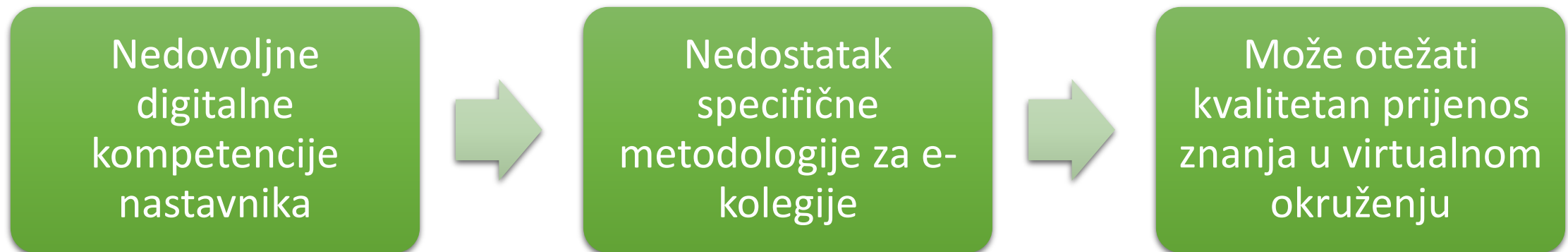
Naknadno  
determinirana  
metodologija

Metodološki  
izazovi



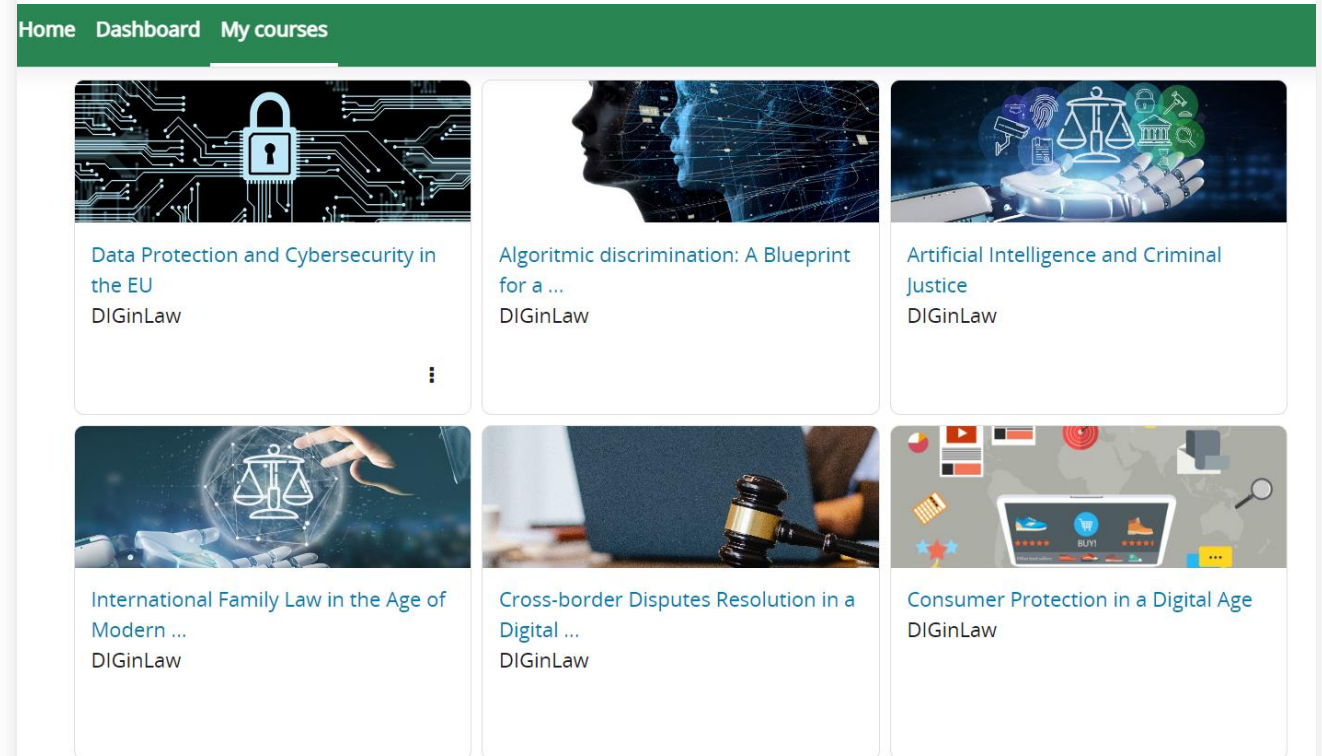
# Preliminarna metodologija (1)

- Okvirna metodologija zadana projektnim prijedlogom
- Specifičan cilj Projekta: **kreiranje i unaprjeđenje *online* nastave u visokom obrazovanju u polju prava**
- Preduvjet za konkretizaciju metodologije -> **edukacija nastavnika (SRCE)**



# Preliminarna metodologija (2)

- Platforma MoD
- Ciljana skupina studenti razine 7 i 8 EQF-a
- Tematska definiranost 12 MOOC-ova pravnog sadržaja (7 i 8 EQF-a)
- Barem jedan element procjene znanja / samovrednovanja + završna provjera znanja
- *Open access; CC BY-NC-SA*



The screenshot displays a user interface for a MOOC platform. At the top, there is a green navigation bar with the text "Home Dashboard My courses". Below this, there is a grid of six course cards, each with a distinct image and text:

- Card 1:** Image of a padlock on a circuit board. Text: "Data Protection and Cybersecurity in the EU DIGinLaw".
- Card 2:** Image of a human profile with digital connections. Text: "Algorithmic discrimination: A Blueprint for a ... DIGinLaw".
- Card 3:** Image of a hand holding a scale of justice with various icons. Text: "Artificial Intelligence and Criminal Justice DIGinLaw".
- Card 4:** Image of a hand holding a scale of justice with a globe. Text: "International Family Law in the Age of Modern ... DIGinLaw".
- Card 5:** Image of a gavel on a laptop. Text: "Cross-border Disputes Resolution in a Digital ... DIGinLaw".
- Card 6:** Image of a laptop displaying a website with various icons. Text: "Consumer Protection in a Digital Age DIGinLaw".

# Stadiji razvoja MOOC-ova

1. Osmišljavanje sadržaja - > syllabus

2. Transpozicija sadržaja na MoD

3. Korekcije i modifikacije e-kolegija

# Opisi e-kolegija

- Syllabus specifičan za e-kolegije
- Formalno konkretiziran sadržaj svakog e-kolegija
- Nužan odraz u konkretnom e-kolegiju
- Ishodi učenja sukladno Bloomovoj taksonomiji
- Metodološka recenzija SRCA

<b>Title of the online course</b>				
<b>Education field in which course belong</b>	i.e. science, art, humanities, education, technology...			
<b>Education institution/ department, faculty</b>				
<b>Author/ Teacher/ Trainer</b>	The name, title, field of expertise and affiliation of author			
<b>Information about the teacher/ trainer</b>	Introduce yourselves briefly (your areas of interests, courses taught, membership in other organizations, link to your blog or website) – 100 words maximum			
<b>The scope of the learning programme by academic hours and ECTS</b>	Duration of learning and scope e.g. 1 ECTS or 26,67 academic hours, which includes 10 ac. hours group learning and rest 16,67 is independent learning			
<b>The aim of the learning program (course objectives)</b>	Based on need analyses and competences (e.g. defined in formal learning program). This is the business card of your course! Present the key question(s) that are addressed in the course, relate the questions and topics with the latest news, society discussions, media and other.			
<b>Target group</b>	Identify main target group			
<b>Course language</b>				
<b>Course level/year</b>	Beginner, intermediate, advanced, if applicable			
<b>Course status</b>	compulsory/elective			
<b>Formal entry requirements (pre-requisites for enrolment)</b>	Describe entry requirements, if applicable			
<b>Course delivery</b>	Mentored and/ or self-learning			
<b>Course duration</b>	In weeks			
<b>Competences/ learning outcomes</b>	Choose appropriate learning outcomes (e.g. from formal curriculum in relation with competences), having in mind target group need analyses and expected, scope of non-formal learning program. Look at the <a href="#">Blooms Level.pdf (fresnostate.edu)</a>			
<b>Main topics (content)</b>	Shortly present topics			
<b>Pedagogical approach and interactivity</b>	Describe main learning activities, learning methods, and the level and form of interactivity used in the course.			
<b>Distribution of learning hours</b>	<b>Learning hours</b>	<b>Face to face</b>	<b>Online</b>	
	Contact hours with the teacher			
	Group work			
	Individual work			
	Total			
<b>Communication with students</b>	<b>Asynchronous</b>		<b>Synchronous</b>	
	Forum for notifications on course		Chats	
	Forum (s) within the course module/topics		Consultations	
	E-mail		Discussions	
<b>Assessment strategy</b>	How you assess student performance (knowledge, skills, competences). What are requirements? Describe formative and summative approach during learning. Decide on number and type of assignments. Choose appropriate criteria for different types of assignments			
<b>Method of monitoring the quality which enables acquisition of knowledge, skills and competence</b>				
<b>Certification</b>	Requirements for general certification in case of completion of learning program.			
<b>Credentialisation</b>	Describe if recognition of intermediate achievements is implemented in the course (e.g. by digital badges).			
<b>Link of the course with the formal curricular</b>	Describe the links with existing formal curricular in VET (or links with vocational standards) or HE (or links with EQF or NQF).			
<b>Type of Creative Commons license for the course</b>				

# Naknadno determinirana metodologija (1)



# Naknadno determinirana metodologija (2)

Svaka cjelina unutar MOOC-a sastoji se barem od:

- videa/PPT-a/drugog digitalnog sadržaja (15-30 min po cjelini),
- zadatka za čitanje,
- provjere znanja/samoprovjere

Studenti rješavaju cjeline zadanim redoslijedom, bez mogućnosti „preskakanja“

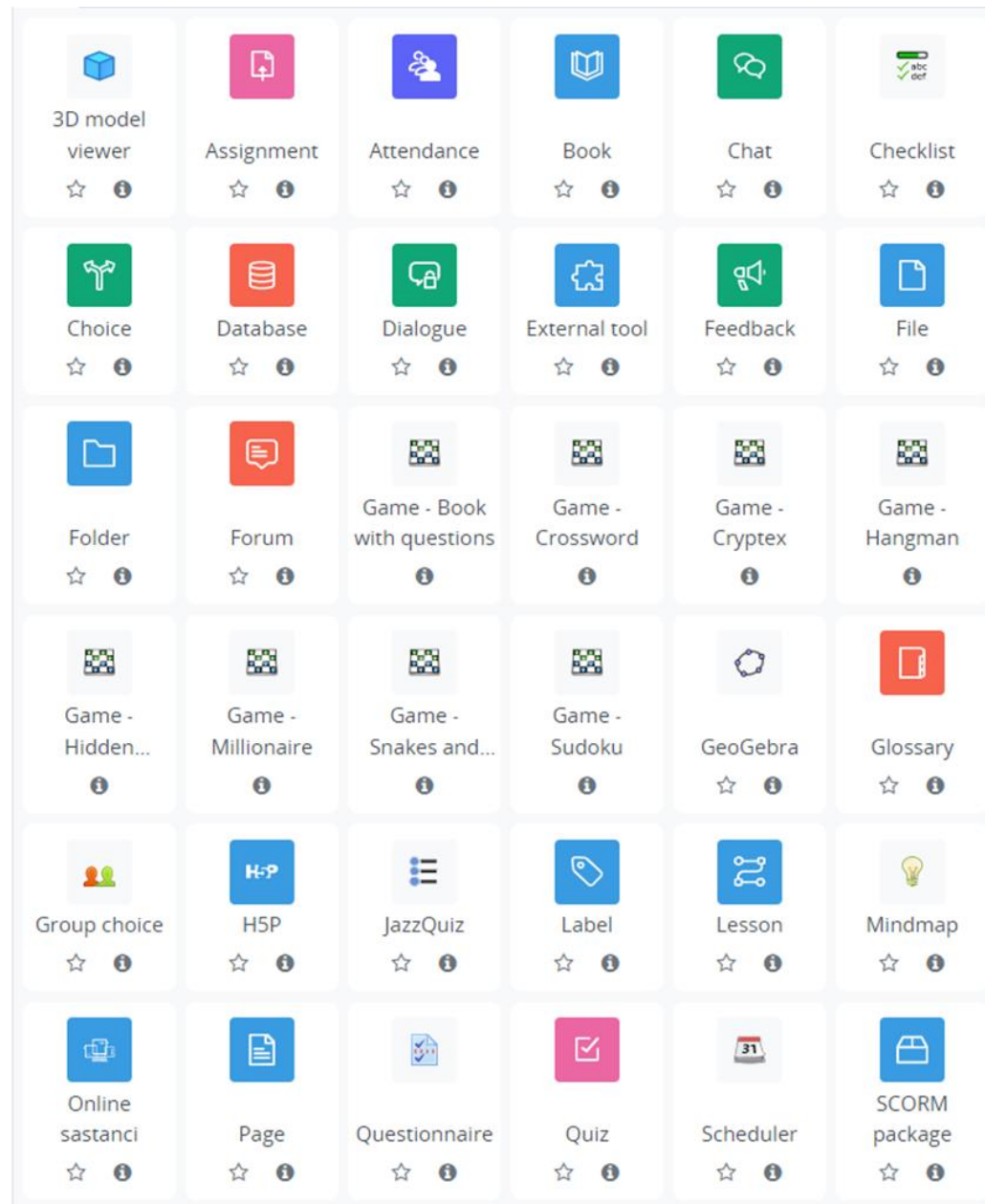
- Pristup sljedećoj cjelini uvjetovan uspješnim polaganjem provjere znanja u prethodnoj cjelini
- Neograničen broj pokušaja polaganja provjere znanja
- Završni ispit na kraju e-kolegija
- Prag prolaznosti završnog ispita: 60 – 80%

Materijali za čitanje

- U otvorenom pristupu ili autorski materijali nastavnika!
- Literatura složenošću korespondira razini 7 i 8 EQF-a

# Metodološki izazovi (1)

- Konvencionalan izbor resursa u okviru e-kolegija
- Orijentiranost nastavnika prema PPT-u, ali postoje i video prezentacije / video snimke
- Usmjerenost na ustaljene oblike provjere znanja u digitalnom okruženju





# Metodološki izazovi (2):

Averzija studenata prema zadacima esejiškog tipa

Potencijalni uzroci: engleski jezik; povećani angažman; navike studenata usmjerene „instant“ zadacima / odgovorima

Trebaju li nas takve navike zabrinuti?

Penalizacija pogrešnih odgovora nije primjerena e-učenju



ASSIGNMENT

Write an essay

# Metodološki izazovi (3)

Promjena načina  
razmišljanja  
nastavnika

E-učenje  
vs  
*ex cathedra*

E-kolegij ne može  
biti samo repozitorij  
materijala za učenje

Pravna materija u  
razvoju – nedostatak  
literature u  
otvorenom pristupu



ASSIGNMENT  
Write an essay

Make a submission

Go through the [PPT](#) enclosed to this topic. Then, find one verdict of the European Court of Human Rights that is connected with the issue of the right to a fair trial and write a 1000 words essay explaining why is that particular verdict (in your opinion) important for this topic. Send an essay to your teacher for grading.



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# MOOC

## Cross-border Dispute Resolution in a Digital World

Dr. sc. Martina Drventić Barišin

[Društveno-humanističko područje](#) / [DIGinLaw](#) / [Cross-border Disputes Resolution in a Digital World](#)

## Cross-border Disputes Resolution in a Digital World

[E-kolegij](#) [Postavke](#) [Sudionici](#) [Ocjene](#) [Izveštaji](#) [Opširnije](#) ▾

### ▾ Cross-border Dispute Resolution in a Digital World

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Josip Juraj Strossmayer University of Osijek, Faculty of Law Osijek, Stjepana Radića 13, 31000 Osijek

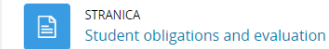
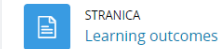
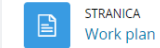
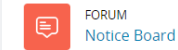


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# STRUKTURA

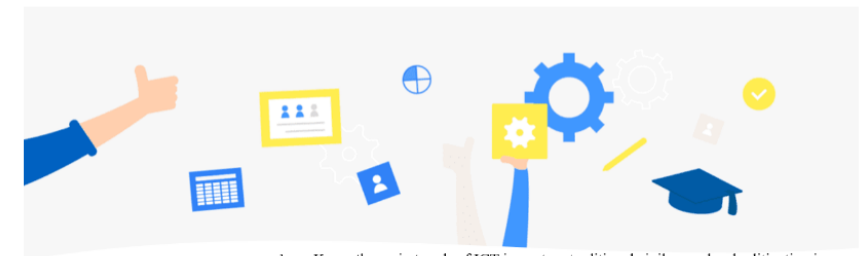
- Osnovne informacije o MOOC-u
  - Obavijesti
  - Radni plan
  - Ishodi učenja
  - Obaveze studenata i procjena znanja

## ▼ Main Information on the Course



## STRANICA Learning outcomes

### Learning outcomes



### Competences / legal outcomes

1. Know the main trends of ICT impact on traditional civil cross-border litigation in EU.
2. Understand the role of particular EU instruments implementing digital technologies.
3. Understand the cooperation pathways in digital environment.
4. Know the main features of the blockchain litigation.
5. Describe the concepts of smart courts.
6. Critically evaluate ongoing developments in ICT affected cross-border dispute resolution.
7. Display and understanding of how these developments relate to one another.



# STRUKTURA

Uvodni video

Naslovnica Moja naslovnica Moji e-kolegiji

## Video



Get introduced with the MOOC by watching the 10-minutes video!



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# STRUKTURA

- GLAVNI DIO
  - 5 TEMATSKIH CJELINA
  - Različiti resursi i procjene znanja

---

**Prilagođenost sadržaju cjeline**

## ▼ 1. Cross-border Civil Litigation and ICT - Global ✎

After processing this unit, the student will be able to:

- Know the main trends of ICT impact on traditional civil cross-border litigation
- Get acquainted with main trends and good practices on global level



STRANICA

ICT in Cross-border Civil Proceedings - Introductory Remarks ✎

Označi kao dovršeno

Read the text within the page, explore the webpages links and get introduced with the ICT impact on cross-border civil litigation.

(duration: 2 h)



POVEZNICA

Kramer, Xandra; Guillaume, Florence; Teitz Louise Ellen, The Text of Tomorrow, HCCH a|Bridged: Innovation in Cross-Border Litigation and Civil Procedure Edition 2019 ✎

Označi kao dovršeno

Watch the video and acquire the knowledge on main trends and good practices on global level.

(duration: 45 min)



FORUM

Cross-border Civil Litigation and ICT - Share your opinion ✎

Objaviti poruke na forumu: 1

Write what are your main findings on what digitalisation of cross-border litigation means, in comparison to your knowledge prior to taking this lesson.

The authors will be reviewing the forum every first Monday of the month.




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# SADRŽAJ TEMATSKIH CJELINA

- Uz naslov cjeline → Ishodi učenja
- Uz svaki resurs → Ishod resursa i obaveze studenata

## 3. Digital Cooperation (Administrative and Judicial)

 Nije dostupno dok nisu ispunjeni svi ovi uvjeti: Prethodna aktivnost s praćenjem dovršenosti je označena kao završena

After completion of this section student will be able to

- understand ratio of on networking and cooperation in cross-border civil matters
- compare models of cross-border cooperation in digital environment
- explain main trends of impact of ICT to the above



DATOTEKA

Kramer, Xandra, Digitising Access to Justice: The Next Steps

Read the article. After reading the article you will be able to explain the main trend

Kramer, Xandra, Digitising Access to Justice: The Next Steps in the Digitalisation of J  
[https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=4034962](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4034962))

(duration: 2,30 h)



# SADRŽAJ TEMATSKIH CJELINA

## • RESURSI ZA USVAJANJE ZNANJA

- Uvodni tekst (Stranica ili Knjige) – svaka cjelina!

- 
- Literatura (znanstveni radovi ili poglavlja) u otvorenom pristupu
  - Rječnik
  - Video snimka
  - Vođena prezentacija

KNJIGA  
Digital Cooperation (Administrative and Judicial) ✎

Označi kao dovršeno

Read the content and explore the links. You will gain the knowledge which will help you to understand the *ration* of the networking and cooperation in cross-border civil matters. Also, you will be able to compare the models of cross-border cooperation in digital environment.

Navigate the chapters (1-3) on the button "Next".

(duration: 1,30 h)

## 2. European Union



In the EU cornerstone of the internal EU free movement of goods, services, capital and people across borders is constantly on the increase. In civil matters, the European Union is developing judicial cooperation, thus building bridges between the different legal systems. Its main objectives are legal certainty and easy and effective access to justice, implying identification of the competent jurisdiction, clear designation of the applicable law and speedy and effective recognition and enforcement procedures. Its rules cover subject matters of civil and commercial law, which includes a wide range of fields varying from family law to sales law. It also covers aspects of procedural law, in particular in taking evidence abroad, possibility for using videoconferencing systems in crossborder proceedings, size an account in another state.

EU has shown its determination for simplifying judicial cooperation in civil matters by the use of information and communication technologies in the administration of justice in June 2007, with European e-Justice Strategy. The **e-Justice tools** cover:

- the [European e-Justice portal](#), which aims to facilitate access by citizens and enterprises to justice in Europe;
- better use of [videoconferencing](#) during judicial proceedings;
- innovative translation tools such as automated translation (e.g. [EU presidency Translator](#); [N-Lex](#));
- [dynamic online forms](#).

Recent EU initiatives aim to make digital communication channels the **default channel in cross-border judicial cases**.

## Towards full smart court system

smart court development BY STAGES

Initial stage



Digitalization stage



Automatization stage



## GLOBAL PERSPECTIVE

- Around the globe judiciaries are going ahead with digitalization – but it's a multispeed process
- Advances stages in some countries, such as Singapore, China, Canada and others
  - [Take task 1 in this section map](#)
- Innovations on smart court come from different jurisdictions
  - [Take task 2 in this section map](#)

Pregled rječnika korištenjem ovog indeksa

Posebno | [A](#) | [B](#) | [C](#) | [Č](#) | [Ć](#) | [D](#) | [Dž](#) | [Đ](#) | [E](#) | [F](#) | [G](#) | [H](#) | [I](#) | [J](#) | [K](#) | [L](#) | [Lj](#) | [M](#) | [N](#) | [Nj](#) | [O](#) | [P](#) | [Q](#) | [R](#) | [S](#)

B

### Blockchain

encrypted databases in which peer-to-peer transactions are recorded in a ledger “shared” among .

Ključne riječi:

F

### Fiat currency

type of currency that is declared legal tender by a government but has no intrinsic or fixed value a

Ključne riječi:

M

### Mining

the process of creating new cryptocurrency units by solving complex mathematical problems, whi receive a reward for their work in the form of these coins they mine.

Ključne riječi:

# SADRŽAJ TEMATSKIH CJELINA

Društveno-humanističko područje / DiGinLaw / Cross-border Disputes Resolution in a Digital World / Test what you have learnt about

## QUIZ Test what you have learnt about smart courts!

Quiz Settings Questions Results Question bank More ▾

Back

Question 1

Not yet answered

Marked out of 1.00

Flag question

Edit question

One of the smart court features is entirety. It means:

- a. Smart court has transformed entire process on line.
- b. Smart court is developed entirely by one state.
- c. Smart court is developed entirely by international organizations.



FORUM

Share your opinion ✎

Objaviti poruke na forumu: 1 ⋮

*Uniform rules of private international law can coordinate relationships between different private law systems. This helps to avoid fragmentation and legal uncertainty that can undermine innovation and good business practices.*

Do you agree with this thesis? After reading the prof Guillaume's article, write your short review (300 - 500 words) on the advantages and disadvantages of the unification of private international law rules on blockchain transactions.

The authors will be reviewing the forum every first Monday of the month.

(duration: 1 h)

- **RESURSI ZA PROCJENU ZNANJA**
  - Forum – podijeli svoje mišljenje! (ispravlja nastavnik)
  - Kviz
    - Kratka pitanja / prepoznavanje (automatsko ispravljanje)
    - Esejska pitanja – kratki odgovori (ispravlja nastavnik)
    - Rješavanje hipotetskog slučaja – kratki odgovori (ispravlja nastavnik)
- Provjera znanja na kraju svake cjeline – **uvjetovani nastavak** (provjera mora biti riješena)!



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# ISPUNJAVANJE SVIH OBAVEZA

Automatski generirana  
potvrda

## ▼ Certificate ✎



SIMPLE CERTIFICATE

Certificate ✎



Not available unless:

- The activity [Cross-border Civil Litigation and ICT - Share your opinion](#) is marked complete
- The activity [Selfevaluation](#) is marked complete
- The activity [Practical Assignment](#) is marked complete
- The activity [Share your opinion](#) is marked complete
- The activity [Test what you have learnt about smart courts!](#) is marked complete



## Completion Certificate

Martina Drventić Barišin

has completed "**Cross-border Disputes Resolution in a Digital World**" e-course within the project "Time to Become Digital in Law - DIGinLaw (project no. 2020-1-HR01-KA226-HE-094693) organized by J.J.Strossmayer University of Osijek.

**Learning Outcomes:** Know the main trends of ICT impact on traditional civil cross-border litigation in EU. Understand the role of particular EU instruments implementing digital technologies. Understand the cooperation pathways in digital environment. Know the main features of the blockchain litigation. Describe the concepts of smart courts. Critically evaluate ongoing developments in ICT affected cross-border dispute resolution. Display and understanding of how these developments relate to one another.



**DIGITAL IN LAW**



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DIPARTIMENTO DI  
STUDI INTERNAZIONALI,  
GIURIDICI E STORICO-POLITICI



**Zahvaljujem na pažnji!**

[mdrventic@pravos.hr](mailto:mdrventic@pravos.hr)



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