

COURSE REPORT – Summary of course evaluation

Background information (To be completed by the course administrator)

Course LADOK code: GP103L	Scope (hp): 15
Course title: European Law	
Course coordinator: Lena Karlbrink	Number of registered students: >70
Semester in which the course is conducted: VT25	
Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name. HGPSK Programme course term 2 + independent course	

Forms of evaluation and feedback (To be completed by the course coordinator)

Formative course evaluation, for example dialogue during the course (optional)	Approx. number of students who participated in formative course evaluation(s): 71
Summative course evaluation (obligatory) <input checked="" type="checkbox"/> Only via Canvas <input type="checkbox"/> Canvas and other form <input type="checkbox"/> Only other form (written and/or oral)	Number of students who participated in the summative course evaluation: 14

Student's perspective (To be completed by the course coordinator)

Summary of the students' oral and written feedback: Positive note: Course very straight forward; topic interesting and relevant; clear expectations of attendance; importance of seminars; real cases from int court systems Negative: lack of variation in seminar form; more feedback needed in seminars; variation of examination forms wanted (for example role plays), more instructions on reference handling at exams; lack of multidisciplinary aspects in the course; lack of optional courses - this course was compulsory within the HGPSK
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Teacher's perspective (To be completed by the course coordinator)

Summary of the teacher's views: The complexity in teaching for a variety of competence among students (programmes and freestanding students). This becomes challenge since we need to meet different academic backgrounds among students (with or with no prior law competence). The number of student who participated in seminars decreased during the course which is problematic and also highlighted in evaluations. The way of learning law is not always creative and/or inspirational, but it requires a lot of independent reading. However the course responsible will consider how to try to form better interaction between students during seminars and how to create incentives for active and inclusive learning process. Some of the students had a difficulty to socially interact with group fellows which affects the whole seminar climate. The discrepancy between course attendance requirements and factual admission to course is challenging since it demands a balanced level for teaching activities. Also, some students find the pre-set requirements confusing. During the course, the course responsible has had discussions with management of the programme and heads of department about changing admission procedure and/or to initiate the course separately for students from other GPS programmes than HGPSK. The management hold the power to make

any decisions of changes to the current situation. In terms of including multidisciplinary perspectives into the course contents - this is difficult since this is a course in law.

Action plan (To be completed by the course coordinator)

The credits for the modules will be changed in order to better adapt to the contextual content of the course, and the advancement of different fields of law, and to the level of studies required (changes: module 1 - 8 credits and module 2 - 7 credits). The course responsible has requested the course council at the department to make the formal adjustments in syllabus accordingly. The course council has confirmed that this change of credits will be enforced before next application period. The examination forms for both modules will also change in order to better evaluate students abilities to analyse the legal texts as referred to in learning outcomes. These changes of examination forms do not need adjustments in syllabus. Lastly, in general, it is difficult to rely too heavily on the course evaluations submitted. These are not proportionate or representative for the whole student group (about 20 %).