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:** 51
Semester in which the course is conducted: VT26	
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):**
Summative course evaluation (obligatory) ☒ Only via Canvas ☐ Canvas and other form ☐ Only other form (written and/or oral)	**Number of students who participated in the summative course evaluation: 13**

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, expectations met; good teaching activities; important part of the programme; valuable with knowledge about EU law and system;
  Negative: lack of variation in seminar form; more feedback needed in seminars and guidance to course literature; seminars should be mandatory and could be more thematic; lack of attendance and poor interaction based on absent students; no previous exams were available; difficult grading system in the exam; lack of opportunity to attend as optional courses - this course is compulsory within the HGPSK

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

Summary of the teacher's views:

The grading system of the exam is part of how the examinators can best evaluate students knowledge and skills. The students who have read and attending everything are most likely also successful in the exam. That has also been demonstrated. There were no previous tests available since this was the first time the examinations were sit-in exams. However, the structure of the exam may vary so old exams do not necessarily correspond to new once. There is guidance to reading on Canvas and the seminars (at least on module 2 are already thematic). The complexity in teaching for a variety of competence among students is problematic. Particularly in a law course for students without any previous knowledge in law. The number of student who participated in seminars decreased during the course which is also problematic and may affect interactions between students. However, the seminars are relevant for the exam which means that students who have attended were also more successful in the exam. The way of learning law is not always

creative and/or inspirational, but law requires a lot of independent reading which is also emphasised during the course. The seminars will not be mandatory only based on this evaluation since it requires more work on organising make up assignments. 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. Course reposnisble would like to open the course also for other program students. The management hold the power to make any decisions of changes to the current situation.

Action plan **(To be completed by the course coordinator)**

The underlaying analysis and the action plan should be based on a summary of the students' individual course evaluations, views from teachers in the course and the knowledge development in the research field. If identified problems are left without action, this should be motivated.

The following changes are planned in the short and long term:
No particular changes with regards to the results based on this review. It is not proportionate or representative for the whole student group (about 25 %). Changes as to requirements and/or admission to the course to better adapt to education quality and wishes from students has been handed over from course responsible to management.

Remember to orally feedback the results of the course evaluation to
- the students who have completed the course evaluation
- the students of the next course round, i.e. the next time the course is given