

Course evaluation

JGSA01-03 European Business Law, 5-15 credits

Summer 2023

Course director: Henrik Norinder

Other teachers: Petra Müllerova

Registered students:

JGSA01: 56

JGSA02: 52

JGSA03: 50

Grades: fyll på när JGSA03 är avslutad

JGSA01: 20 VG, 17 G, 4 U

JGSA02: 16 VG, 16 G, 2 U

JGSA03: VG, G, U

Evaluation:

1. Summary of student survey

Replies: 27 out of ca. 80 (34%)

The following remarks are based on the survey results received on the courses in European Business Law (JGSA01-03). The great majority of the students have replied that the pace of the course has been just right. In general, the hours they have spent on studies each week have been at the center of the scale. Most of the students considered the video lectures to be very good or good. The same can be said for the material provided for the course. Regarding the quizzes, the replies concentrate at the higher end of the scale. One student expressed that they felt that they are not entirely essential, another that they were too easy, and a bigger bank of questions

would be beneficial. As for the thoughts of the written assignments, most of the students replied that they were good or very good. Concerning the administration of the course, the results varied from OK to very good. In general, the course has received a scattered result regarding the overall perception of the course, none of the answers were however lower than 5 points. When answering the question about what the students appreciated with the course, most replies concerned the lectures in different ways. When answering the question about what the students wanted to change about the course, students wanted more reading and to add some form of in-person element.

2. Comments from the programme meeting with student representatives:

Not available.

3. Comments from the course director and other teachers:

Attending: Henrik Norinder (course director), Petra Müllerova (course examiner) and Ida Danilo (course administrator)

Overall, the majority of the students seem to think that it was an interesting course. The scattered answers appear to be a result of whether or not the student has previous experience with law. This was particularly made clear in the questions about the work pace and hours spent on the course. From reading the feedback a conclusion can be drawn that the reason behind the various impressions of the course was based upon students thinking it was more of a business course and less of a law course. In general, the answers received were positive, especially considering the fact that this was the first time the courses were offered.

4. Evaluation of changes since the last time:

This was the first time that the courses were offered so therefore there are no changes to evaluate.

5. Suggested changes for next time:

The system regarding the make-up assignment and the additory try at the original assignment take up a lot of work. Before next summer we aim to look into a solution where the assignments only are visible for the students concerned. This way it won't be possible to follow the wrong instructions or hand in the wrong assignment, which is

favorable both for the students, teachers and administrators. To minimize confusion about the grading, the amanuensis will in the future report the grades both in Blackboard and Ladok. For the next course offering, the syllabus will also include a grading scale as well as the number of tries given for the assignment.

A general problem with reading articles, cases and referencing sources was discovered. A key to solving this could be to present more fundamental knowledge on the course website, perhaps in the form of a video lecture. A way of ensuring that the students take part in the provided material is to make the completion of the affiliated quizzes a prerequisite to begin writing on the assignment. The structure of the third assignment can also be assessed. In addition to this, the name of the course can also be reviewed regarding the term “business”, since it seemed to confuse a lot of students.

Another obstacle discovered was students using AI tools to form their arguments. A way of dealing with this can be to look into the routines when it comes to suspected cheating.