

# Course evaluation

## JUS278-2-A 21H / Comparative Private Law

Teacher (Visiting) Prof. Dr. Gianmaria Ajani

<https://www.unito.it/persone/gajani>

### Course structure

Have changes been made to the course since the last time it was held? If so: which ones?

*While the structure of the course has remained as from last year, some updates, as requested by the nature of the program ("legal reforms in a changing world"), as well as some interesting students' notes, have been introduced*

Course structure

*-Does the course have a balanced teaching composition?*

*I believe it does*

*-Is the course structure suitable based on the learning outcome description?*

*Yes, it is*

*-How are the different elements from the learning outcome description found in the teaching?*

*Through a set of questions offered to the audience during the development of the program*

Digital elements in the course

*How does this work? Has anything new been tried during the course?*

*The traditional reading materials, offered to the students and published on the course page in the UiB website, have been in the last year backed by a set of video-interviews to actors of the move towards global legal reforms, watched and then discussed by the students with the teacher.*

Literature

*Is there sufficient material for the course? Is there a need for updates or changes?*

*Materials are updated every year*

How do you assess the students' workload in your course?

*One-to-one meetings at distance have been held to support students' preparation for the final exam*

# Teaching

## Lectures

- *What do students get from the lectures that they do not get by reading the main literature?*

*Students (on average a group varying between 60 and 80 attendants) are asked to comment, pose questions as they feel needed; also, the very multicultural dimension of the audience, where, on average, more than 20 different nationalities are present, makes the experience in the classroom a real test-exercise on comparative law. Moving from the analysis of a specific national institute (for example, the qualification of damages in the law in tortious liability under German Law), the teacher opens the general discussion to make evident the amplitude of different legal solutions in the different nation-states. T*

- *Are recordings of the lectures published? If yes; when? And what are your experiences with this solution?*

*So far, they have not been published*

- *Are the students actively participating (if possible)?*

*Yes, quite extensively, this is requested by the teacher and pretty much welcome by the students.*

- *Have you made any special arrangements for the lectures, and has this been successful?*

*No particular arrangements, simply the use of a power point presentation, recourse to the blackboard, the calling of students to the chair in case they are willing to expose to the audience some traits of their own legal systems*

## Group meetings

- *Do the students have to present something in the groups? If so, does this work well?*

*No, they have not.*

- *Are the students prepared for and active in the group meetings?*

*Students proved to be quite active, if not in group meetings, surely during the classroom lectures*

## Written assignments (Skip this field if there are no written assignments in your course)

- *Are the tasks "recycled"?*

- *Did they work well, and how were they received by the students?*

## Compulsory assignment (Skip this field if there is no compulsory course assignment in your course)

- *N/A*

## Exam

### Exam paper and examiner supervision

- *Did anyone other than course coordinator participate in writing the assignment?*

*No.*

- *What type of assignment was given?*

*A set of open questions, based on the course reading assignments and the course materials*

- *The examiner guide: did it give the examiner what they needed?*

*I believe it did, as no students complained about this*

The examiner corps

- *Does the subject have a more or less fixed examiner corps?*

*N/A*

Grade distribution, failure rate and dropout rate

- *Comment on the grade distribution on the course. In addition, state the grade distribution in percent, and over a longer period of time (at least 5 years). If you have not been sent the distribution of results for this year's exams - contact the person responsible in the administration.*

*The grade distribution curb is sound; on average we find about 18/20% -A- grades, 48/50% - B- grades and then, scaling down, 18/20% -C- grades less than 16% -D- and -F- grades.*

Complaints and control commissions

- *If there have been no grade complaints in the subject, write it down.*

*No grade complaints, so far.*

Other elements related to the exam that should be pointed out

*None*

## Other relevant matters

This year's digital feedback from the students

*Comment on the feedback from the students. Do they contain anything that makes you consider adjusting elements of the course?*

*Yes, as every year, some students would like to have a larger program, to be able to deepen some subjects; it seems to me that they learn quite a lot from the comparative-law short exercises made in class during the course, as they appreciate to be able to grasp how much legal systems can be different among themselves.*

*Feel free to also include positive input!*

*I have found quite positive the increase, over the years, of the number of national Norwegian students, so that the course is not any more an "only for international students" training.*

Internationalization

- *Do international legal sources have a natural place in the subject?*

*Yes, it could not be different, in consideration of the nature of the course (Comparative Law and Legal Reforms)*

- *Can or should the international focus be strengthened?*

*It could, but not within the allotted time (20 hours)*

*- Is English-language legal source material or literature included?*

*All source materials are in English*

Overall assessment of the course, and possibly. proposals for measures for next year's course

*In my understanding the course is well received by the students; my personal experience as international advisor for some International Agencies on legal reforms in different countries, such as the Russian Federation, PR of China and so forth, encourages their attentiveness, as they can grasp from the country cases I can report also a quite concrete aspect of studying and practicing comparative law.*

Premises and teaching equipment

*Nothing to report; during the year of at distance teaching due to pandemic emergency the technical aspects (connections and the like) was effective and well managed.*

Other matters that should be commented on

*No other matters*

Tilbake til sakslisten.