

Fra: [MachForm](#)
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Emne: Extended evaluation of elective courses (treårig emneevaluering) [#18]
Dato: tirsdag 27. september 2022 13:44:12

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|---|---|
| Course supervisor I Name | Henriette Aasen |
| Email | henriette.aasen@uib.no |
| This course has more than one course supervisor | - No |
| The course was taught during the following semester | Spring 2022 |
| The evaluation applies to the following course: | JUS250-2-C Health and Human Rights in the Welfare State |
| Have changes been made to the course since the last time it was taught? If so, please elaborate? | no |

Course structure

The course is based on lectures highlighting key themes, and writing of an individual paper within the frame of the course. The paper writing is especially motivated to stimulate students to better/deeper understanding of themes covered in lectures, and to improve their ability to apply knowledge on particular issues, which is an important aspect of the learning outcomes. Students are invited to present their papers in class, and receive feedback. The paper counts 50 % of the final grade. A school exam at the end of the semester is provided to test student 's knowledge and level of understanding of key themes.

Digital elements of course completion

no

Literature

yes, sufficient material is available. However, one of the books will be changed next semester due to the publication of a new and updated version

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

I think the work load is fine, have not received information to the contrary

Lectures

Lectures provide overview and understanding, and supplements the course literature, to make it easier to understand the themes covered in the course literature, and also to provide updated information, case law, new developments, other examples, etc,
In the spring 2022, lectures were recorded and published. My impression is that recording and publication of lectures imply that many students choose not to attend the lectures.
Since there may be more than 60 students in the auditorium, student activity during lectures is limited. However, it is possible to achieve some response, if general questions are raised for discussion. But lectures are clearly not the best way to ensure student activity. Still, my impression is that students learn from attending lectures, and they become aware of what are important and essential, and also of the additional information provided during lectures, e g on paper writing, selection of topics, how to structure a paper, etc

Group meetings

We have paper sessions, open to all students. It is elective to present their individual paper, however, sufficient number of students want this opportunity, and the paper sessions function well as a way to learn in more detail about current issues in different countries in the field of health and human rights. Thereby these sessions also serve as examples to illustrate the general themes covered in lectures, and students are trained to use human rights instruments in concrete analysis of human rights in the context of health protection, service distribution, confidentiality, discrimination, etc. This is also a way of engaging students to more activity, as they listen to each other and give each other comments

Written assignments

Students must write an individual paper. They are free to chose their own topic, but it must be confirmed as suitable for the course. This aspect of the course is valuable and works well. Many students need guidance as for how to choose and delimit their topic to make it appropriate for the 2000 word limit. The paper is a good training in academic writing skills

Mandatory assignment

yes, it works as intended. Students sometimes ask for more words, but they are guided so that it is possible to write a text within the word limit. If they choose too broad topics, they are told, and I often suggest a particular title to make sure their topic is not too broad

Examination question paper and guidance for external examiner

At the end of the semester there is a written exam (4 hours), aiming at testing the level of knowledge and understanding of key issues. I usually make the exam assignment, which could be a theoretical topic (most common) or a more practical topic where students are asked to apply human rights knowledge on a particular case. External sensors are used, and they are provided with a guidance for the particular exam as for how to evaluate the performance of students according to the A-F scale

External examiner group

yes, we use a quite permanent group of examiners. We did not use new ones this year. Deadlines were met. Examiners are followed up by the examiner guidance and may also contact me if needed

Grade distribution, fail percentage and dropout rate

The average grade was B this year. No one failed (39 students finished the course)
Last 5 years: 19 A, 59 B, 49 C, 13 D, 1 E, 4 F (average grad B)

Reassessment of examination grade and any control commissions

Two students complained
One of them went to a control commission

This year's digital feedback from students

No feedback that suggest adjustments. Students like the paper assignment, and find the course content interesting, is my overall impression

Internationalisation

This course is visited mostly by international students, from all of Europe, some from China. Many students from Spain, Germany, France, Italy, Poland. All reading material is in English, and international sources of law has a natural and dominant place in the course. The paper assignment encourages students to analyze domestic law in light of international human rights law

Overall evaluation of the course, and any proposed measures for next year's course

No proposed measures, think it is fine. As mentioned, the course literature will be updated next year.

We changed a couple of years ago from obligatory to elective paper presentations. All students can still participate in the seminars, but not everyone has to present their paper. I think this was a good change, especially in light of the great number of students. Many students still want to present, which is good for the course

Facilities and teaching equipment

good