Comparative Law (Autumn 2021) Course Evaluation Report

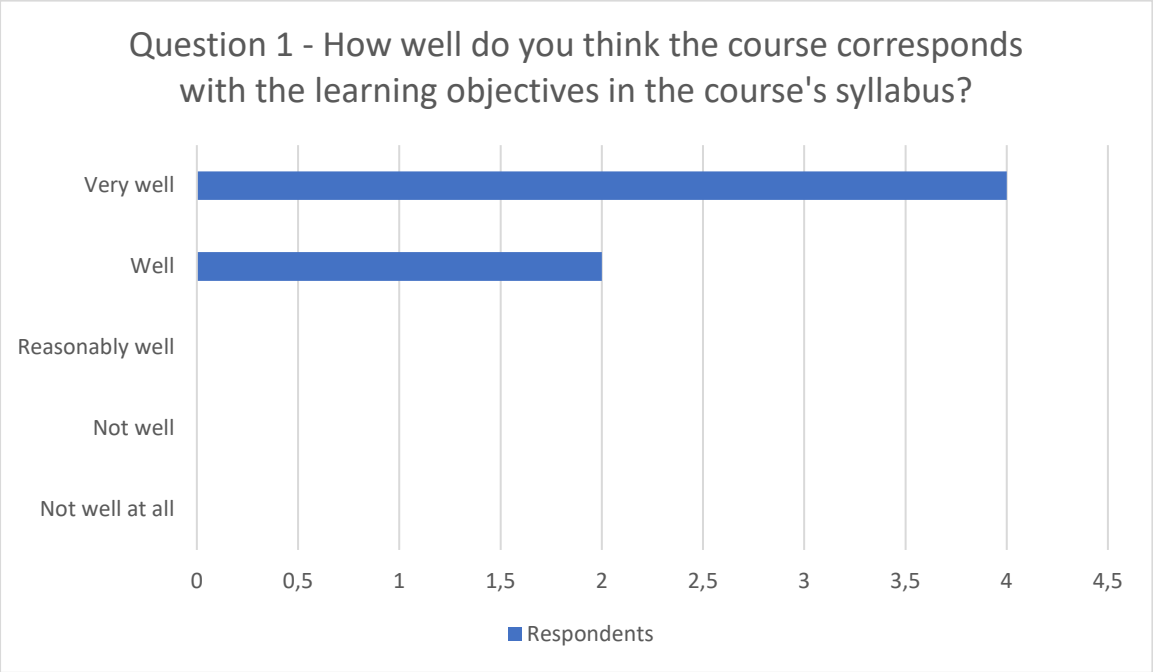
After the delivery of the paper, students were asked to fill out a course evaluation form in Athena. The answer rate was, contrary to other years, less then satisfying (only 20%). The course evaluation was carried out anonymously. The evaluation confirms a gratifying trend of students liking the course and finding it both instructive and capable of refining their analytical skills.

Filippo Valguarnera

Course Director

Question 1

How well do you think the course corresponds with the learning objectives in the course's syllabus?
Responses: 6



Question 2

What did you like best about the course?
Responses: 6

- I liked the topics and content covered in the course. Each one was unique and interesting.

- The first couple of seminars discussing the theoretical and methodological basis for comparative law. The articles by Ewald on Watson and by Legrand and Sacco were all great and deserved even more time in my opinion. Also the clarifying mini-lectures Filippo would do summarizing the important take-aways from the student lectures were great to get a clearer picture of what was important about each topic, especially when the student wasn't great at lecturing themselves.
- It was so nice to meet so many exchange students. I liked it a lot so it was fun. The essay also prepares us for ''examensarbetet'' which is very good. The teachers are extremely good.
- The first methodological seminars and the writing process of the essay
- The methodology is really good and encourages student participation all throughout the course.
- The seminars in and the opportunity to discuss and exchange about our domestic legal system. The redaction of the essay about a topic we could decided as well.

Question 3

What changes in the course would you suggest?
Responses: 5

- I would suggest the course have less student presentations and more lecture style from the professor. Each student creating a presentation made it difficult to have a cohesive theme throughout the course. Additionally, the "negotiation" should be renamed to a case study because that is more reflective of the activity.
- It's a bit intimidating and stressful that the essay is the only task during the course that isn't pass/fail. Make the student lecture and/or the mock negotiations an opportunity to score points towards the final grade. More comprehensive information in the beginning of the course as to what the different tasks during the course entail. Practical information. This time, a lot of this information came a bit ad hoc, making planning difficult. Not so many student lectures, the quality varied wildly and some were not educational at all.
- Nothing.
- No suggestions, overall satisfied.
- On this course we focused on civil law and common law, especially on US, France and Germany I would say, so it would be great to discover a little more legal systems. Maybe reorganize the distribution of the legal systems's overview in a more equal manner.

Question 4

Was the mock negotiation a useful tool to improve your understanding of the course?
Responses: 6

- No
- In principle, definitely! In practice, I think a more distinctive legal issue with clearer differences not contingent on linguistics would be better.
- Yes.
- Yes.
- Yes it was.
- I would say it does, because it was more concrete and we understand how comparative law is useful or essential in our future career, especially in an international ground.

Question 5

Is writing a paper an adequate way of testing and applying the knowledge acquired during the course?
Responses: 6

- Yes, the paper allowed me to delve deeper into a subject that interested me.
- No, I wish the mock negotiation was a bit bigger of an assignment and scored, not just pass/fail.
- YES! Much better than a written exam because in a written exam one can have a bad day and then the whole course grade gets bad whereas an written exam is done gradually throughout the course and thus is a better representation for what a student actually know.
- Absolutely.
- It is a good way.
- Definitely it does.

Question 6

Are there areas of the law that you would have liked to explore more deeply?
Responses: 6

- Nothing in particular.
- The theory and method from the first couple of seminars. And less student lectures instead.

- Not really, I think it was great.
- Yes, criminal law and the criminal codes of different countries
- In my opinion and taking into account the time available to complete the course, I consider that all areas are well explored according to their relevance.
- No

Question 7

Would you recommend this course to other students? Why or why not?
Responses: 6

- I would recommend this course! Studying law from a comparative perspective is both interesting and useful. It is also not offered at many schools.
- Yes, because of its usefulness, the quality of (non-student) lectures and the materials.
- YES!!!!!!!! It was the best course on the whole juristprogrammet. The best teachers.
- Yes.
- Yes, I would, this course is very interesting because you get to know the different law systems all over the world, especially if you never studied something similar before.
- I'm willing to recommend this course because it's was a perfect balance between theoretical approach and practice. I have learned a lot in this course. This course, in addition to teaching us comparative law itself, it permits us to develop our critical analysis, to adopt a different point of view or to lead a seminar.