

Report on Students Feedback
Department of Private and Comparative law
Faculty of Law
Academic years – 2019/2020/2021

Dept. of Private and Comparative Law is conducting 12 subjects for all four years as follows:

Year I – Roman Law

Legal System

Legal Method

Year II – Family Law

Law of Contract

Land Law

Equity and Trusts Law

Year III – Law of Delict

Interpretation of Statues and Documents

Evidence and Procedure

Year IV – Jurisprudence

Labour Law

Report on Students' Feedback

Academic Year 2018/2019

Collecting of Student feedback is twofold. Teachers are usually doing this for the maintenance and uplifting of their own teaching and assessing skills. The department conducts student feedback once in a year to reflect on the practices of the teachers in a few aspects of teaching and evaluation and to look forward as a whole. The department successfully collected student feedback forms for all the subjects. All the students submitted dully filled feedback forms at the end of their final examination.

Almost all the lecturers were received positive comments from the students however very few subjects were given average feedback. The lecturers were given the opportunity to reflect upon the comments for their improvements. Head of the department advised all the teachers to look forward through their drawbacks if any.

A few of significant positive comments were about stimulating students to think independently and encouraging students to raise questions during or at the end of the lecture. Students were happy about the punctuality and the reliability (no cancelation of lectures) of their teachers.

There were no significant allegations for teachers from the students.

Report Based on Students' Feedback

Academic Year 2019/2020

Generally, Dept. of Private and Comparative Law receives the student feedback at the end of the final examination. Due to the Covid-19 pandemic only the Year IV examination was conducted physically. Therefore, Dept. was able to collect the feedback forms only for two subjects namely: Jurisprudence and Labour Law. But Quality Assurance Coordinator conducted

feedback for the entire faculty. Moreover, all the lecturers received informal feedback for their subjects from students for further improvements.

Year IV:

Jurisprudence

This is the only compulsory subject for the final year students. Positive feedback has been received for this subject. Lecturers have received for good comments for delivering the lecture in a clear and understandable presentation. Also, lecturers were able to get students involved to the class discussions. Moreover, lecturers presented materials in a well-organized way and stressed important points. All three medium lecturers have received positive feedback.

There are 250 students in the batch and department received the feedback forms from almost all the students.

Attached herewith the summary of the feedback forms and a bar chart for reference.

Labour Law

This is an elective subject in the final year. Lecturers have received positive feedback for this subject as well. Lecturers covered the syllabus using different technics delivering lectures, uploading audio clips, PowerPoint presentations slides, reading materials to the LMS pages. Students were happy about the continuation of teaching due to the lockdown in the country. Therefore, students shared their positive views with regard to makes good use of handouts, examples, problem-situation, reading materials and teaching aids.

There are 250 students in the batch and department received the feedback forms from almost all the students.

Due to the Covid- 19 pandemic considerable number of lecturers was delivered via online for all four years. Some students from the rural areas had difficulties of attending online lecturers due to various reasons such as lack of electronic devices, internet facilities and etc. Most of the students' difficulties were addressed by the department in a very flexible manner with the help of Faculty. All the teaching materials were uploaded to the LMS pages of each subject for student's convenience. Some teachers sent the recorded audios and videos via post.

YEAR II:

Second year students raised their concerns with regard to delivery of lectures in one subject in the English medium. The Head of the Department tried to sort out the matter with the teacher concerned.

Since it was not in effect, the Head discussed the issue at the departmental meeting and decided to help out the students in possible ways. Several options were put forwarded and finally the members unanimously agreed and adopted the following as interim measures,:

- a) To request the English medium students to attend either Sinhala or Tamil medium online lectures for the above-mentioned subjects.
- b) To allow English medium students to access Sinhala and Tamil medium LMS pages of the above-mentioned subjects.
- c) To conduct series of guest lectures in English for the above-mentioned subjects. The staff members were asked to forward their suggestions with regard to resource persons to the department.
- d) To obtain student feedback on the above outlined interim measures after three weeks and take corrective measures, if needed.

The Department has successfully implemented all the suggested solutions in order to address the issue and at the end of the academic year students were very happy and grateful to the department for taking special measures address the issue.

Report Based on Students' Feedback Academic Year 2020/2021

In the academic year 2020/2021 all the lectures and examinations have been conducted virtually. Therefore, students have been asked to fill the feedback forms online. Department has uploaded the feedback forms and advised students to fill them in the LMS. Unfortunately, most

of the students did not submit their feedback forms yet and still the department is waiting for their responses. In some subjects none of them have submitted feedback forms because still online examination is going on. This report is prepared only using the limited number of feedback forms which have been received up to date.

Many students raise their views with regard to the Time Table. Generally, for onsite lectures all the staff members follow the Time Table, but in some instances, online lectures could not be held as scheduled due to internet connection problems in peak hours and difficulty in receiving signals. Head of the department advised all the lecturers to follow the time table as much as possible and if needed reschedule them in consultation with students.

Furthermore, the Department of Private and Comparative Law was able to conduct a peer review very successfully. All the lecturers completed their **peer reviews** and the feedbacks were dully submitted to the department. It was evident that all the lecturers maintaining very high quality of teaching methods and doing their maximum effort to complete their tasks.

Please see the attachments of the sample feedback form and peer review forms.

Moreover, the Department is conducting a **mentoring programme** for all the probationary lecturers. Junior lecturers have been asked to nominate their mentors, whom they are comfortable with to have a dialogue for the better improvement of their future carrier.

Peer Evaluation Form 2021

**Department of Private and Comparative Law,
Faculty of Law,
University of Colombo**

Name of the peer: *****

Name of the lecturer: *****

Subject: Labour Law

Date: 13.07.2021

Time: 8.00 a.m. – 9.00 a.m.

Preparation and planning	Comment on choice and level of learning outcomes Learning outcomes and objectives were well planned as to explain the concept in depth	Comment on selection and organization of content Contents were well organized. Clear and simple for the students to easily grasp the core contents.	Comment on choice of learning activity The Learning Activity was a lecture that was conducted in Q&A form.
Class management, teaching and communication techniques	Comment on the ability to establish lecturer/student relationships for learning There was a very comfortable relationship with the teacher and students	Comment on the organization of large and small groups It was a lecture conducted for a small group. Lecturer managed to gain attention by asking questions.	Comment on use of voice, clarity of delivery and gesture Voice variations and gestures used effectively to communicate the content.

	and that contributed to an effective learning environment.		
Organisation	<p>Comment on how well the lecturer was organised</p> <p>Lecturer was well prepared and organized for the lesson.</p>		
Use of resources	<p>Comment on the knowledge of the topic used</p> <p>Students were introduced to references at the beginning of the lecture</p>	<p>Comment on the use of teaching/learning materials</p> <p>Well detailed power points presentation slides were used.</p>	<p>Comment on the guidance provided for students on accessing resources</p> <p>Students were advised by the lecturer to refer the uploaded reading materials in the LMS. The students were guided to read a selected number of books from further reading in the syllabus.</p>
Monitoring effectiveness of teaching	<p>Mention the teaching methods used by the lecturer</p> <p>Question and Answer Method</p> <p>Power point presentation</p> <p>Comment on how well the teaching methods were used by the lecturer</p> <p>Teaching methods were monitored by</p>	<p>Comment on how well students' progress and understanding was monitored</p> <p>By asking questions from the students the understanding was well monitored. Moreover, the progress and understanding of students are was to be measured at the next tutorial class.</p>	<p>Comment on what responsive action was taken by the lecturer to make learning environment more effective</p> <p>Brief explanations were given to clear doubts. Discussion classes and common lecture will be arranged for further clarifications.</p>

	observations when the lecture was happening.		
Responsibility	<p>Comment on whether the lecture was teacher centered or student centered</p> <p>The lecturer took charge at first and the Q & A was lead by students.</p>	<p>Comment on the strategies used by the lecturer to make the teaching student centered</p> <p>Talking was done by the lecturer as well as students who asked questions from lecturer. Lecturer asked questions based on important points and paid attention to each answer provided by each student whether the answers were right or wrong.</p>	
<p>Sensitivity to learner's needs</p> <p>Please mention the mode of teaching (Online / Onsite)</p>	<p>Comment on how far the lecturer appeared to be aware of and responsive to learners' needs. Give examples</p> <p>Teacher was very flexible and approachable and it made the students comfortable in their learning environment.</p> <p>Ex: Since the lecture is going on via online lecturer was well understand about the difficulties of loin to LMS and Zoom lectures in some instances. Further, if a students could not hear the lecturer properly due to connection errors, the lecturer explained the point again.</p> <p>Mode of teaching is Online</p>		
Learning Strategies	<p>Comment on whether the learners showed any particular strategies in going about learning. E.g. passivity, methodical, wanting information, demanding explanations, taking charge</p> <p>The students were strategic in asking questions, may be to complete their lecture notes and study materials. The lecturer provided clear explanations with examples for them.</p>		
Overall comments for improvements, if any	It was a well-organized and very interesting session.		

Peer Evaluation Form 2021

**Department of Private and Comparative Law,
Faculty of Law,
University of Colombo**

Name of the peer: *****

Name of the lecturer: *****

Subject: Delict Law

Date: 20th July 2021

Time:

<p>Preparation and planning</p>	<p>Comment on choice and level of learning outcomes</p> <p>The lecturer introduced the learning outcomes to the students at the beginning of the lecture.</p>	<p>Comment on selection and organization of content</p> <p>The content of the lecture is on 'Medical Negligence'. The lecturer has introduced the content prior to the lecture. It's well organized.</p>	<p>Comment on choice of learning activity</p> <p>Learning activity has been planned well. It comprises a lecture, Q&A and PPT.</p>
<p>Class management, teaching and communication techniques</p>	<p>Comment on the ability to establish lecturer/student relationships for learning</p> <p>The lecturer has established an effective rapport with students by posing questions,</p>	<p>Comment on the organization of large and small groups</p> <p>The lecturer has managed a large class effectively.</p>	<p>Comment on use of voice, clarity of delivery and gesture</p> <p>The lecturer has delivered the lecture in a clear manner. Vocal delivery in</p>

	addressing them and being sensitive to the students' needs.		term of rate, volume, pitch, articulation, pronunciation, and fluency is excellent.
Organisation	<p>Comment on how well the lecturer was organized</p> <p>This is a well-organised lecture. The lecturer has taken 5-10 minutes to introduce the organization of the lesson and the lesson-plan of the day to the student. She has then followed the plan.</p>		
Use of resources	<p>Comment on the knowledge of the topic used</p> <p>The lecturer has a sound knowledge on the topic. This is evident by the delivery of the lecture and the manner that the lecturer clarified doubts of students.</p>	<p>Comment on the use of teaching/learning materials used</p> <p>The lecturer used PPT as a learning material.</p>	<p>Comment on the guidance provided for students on accessing resources</p> <p>She has guided students for further reading.</p>
Monitoring effectiveness of teaching	<p>Mention the teaching methods used by the lecturer</p> <p>Comment on how well the teaching methods were used by the lecturer</p> <p>The lecturer has delivered the lecture based on a problem and an activity. Then discussion has been created based on the problem/activity on medical negligence. This helps the lecturer effectively to explain the content.</p>	<p>Comment on how well students' progress and understanding was monitored</p> <p>It was noticed that students has gradually developed their understanding based on the activity/discussion. This was evident by the questions posed and answers given by the students.</p>	<p>Comment on what responsive action was taken by the lecturer to make learning environment more effective</p> <p>She has been sensitive to the concerns of the students.</p>

Responsibility	<p>Comment on whether the lecture was teacher centered or student centered</p> <p>The lecturer attempted to maintain a student-centered approach by posing questions and allowing students to answer them vis-à-vis.</p>	<p>Comment on the strategies used by the lecturer to make the teaching student centered</p> <p>Lecturer has posed questions and allowed students to lead the discussion. Also, lecturer requested students to ask question and then lead for a discussion.</p>	
<p>Sensitivity to learner's needs</p> <p>Please mention the mode of teaching</p> <p>(Online / Onsite)</p>	<p>Comment on how far the lecturer appeared to be aware of and responsive to learners' needs. Give examples</p> <p>She was sensitive to the needs of the learner. Eg: Connecting the topic with previous topic and future topics Repeat some contents</p>		
Learning Strategies	<p>Comment on whether the learners showed any particular strategies in going about learning. E.g. passivity, methodical, wanting information, demanding explanations, taking charge</p> <p>It seems to me that learners were inquisitive about the lecture, wanting to ask more questions and connect this lesson with other lessons. Learners led some discussions.</p>		
Overall comments for improvements, if any	<p>The lecturer delivered the lecture very effectively by developing the lecture based on a problem on medical negligence. She has chosen an interesting and practical method to explain law relating to medical negligence to students. She connected with students' acquired knowledge and directed students to learn more. During the latter part of the lecture, the lecturer has guided students to explore the developments of other jurisdictions such as the USA- right to self-determination. The lecturer has overcome the challenge of delivering this online in a successful way.</p>		

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Signature of the peer

*This form was developed based on the Peer Evaluation form designed for Certificate in Teaching in Higher Education course offered by the Staff Development Center, University of Colombo.

Connected to the previous topic

PPT

Pose questions and keep the interaction

Judicial precedent – guide students at the beginning – what to do – where to go -