

Erfaringer fra TULSA høsten 2016

Høsten 2016 ble det gjort pilotforsøk med TULSA-undervisning i fire valgemner:

- JUS5310 - EU Competition Law
- JUS5520 - International Environmental Law
- JUS5710 - International Human Rights Law: Institutions and Procedures
- JUS5540 - Public International Law

I ettertid har jeg og Elisabeth Reien snakket med faglærere på alle de fire valgemnene. Vi holdt også et møte med de som hadde holdt TULSA-undervisning.

Her kom det frem en del konkrete erfaringer fra pilotrunden som kan være til nytte for våren 2017.

Dette knyttet seg i stor grad til hvordan det nærmere opplegget for hver samling ble utarbeidet og gjennomført. På bakgrunn av dette er det laget en «veiledning» som sendes de som planlegger TULSA på sine fag våren 2017, se vedlagt.

Av mer administrativ natur kan nevnes:

- Flere av faglærerne opplevde at det ble mer «administrativt» arbeid enn de hadde ventet, f.eks. for å avtale undervisningstider, men særlig knyttet til det å finne personer som kunne undervise. Men i fravær av en løpende oppdatert oversikt over stipendiater og postdoktorer som kan undervise (og i hvilke fag), er det trolig likevel best at faglærerne selv beholder ansvaret for å finne frem til personer som har riktig kompetanse. Evt kan man kontakte instituttledelsen eller andre i fagmiljøet. Stipendiater/postdoktorer som ønsker å undervise kan her, som ellers, også selv ta kontakt.
- Påmelding gjennom fronter virket å fungere greit. Påmelding via studentweb er likevel enklere administrativt, så vi vil prøve ut dette mer våren 2017.
- Ikke alle påmeldte møtte opp. Våren 2017 legger vi opp til litt overbooking. I forbindelse med påmeldingen vil vi legge inn en ekstra påminnelse om at ettersom det her er nokså små grupper, forventes det at man kun melder seg på dersom man faktisk kommer til å delta.

Det overordnede inntrykket var at både faglærere og tutorer var positive, til dels svært entusiastiske, til TULSA som et supplement til forelesningsformen. De fortalte også om positive tilbakemeldinger fra studentene.

Arbeidet med å planlegge vårens undervisning er i gang, og vi vil samle erfaringer på samme måte også etter dette.

Ingunn Ik Dahl, desember 2016

Date: 26 April 2017

Dear all TULSA tutors autumn 2016

I'm so excited to see the first pilots of TULSA (tutor-led student activities) starting this autumn, and very grateful that you are willing to be part of this!

In addition to the general information about the idea (found in the TULSA proposal, also attached), I thought I'd highlight the following:

The very essence of the TULSA idea is that this should not be lectures, but instead offer students the possibility of an academic arena where they train their abilities in oral presentation, discussion, critical analysis – or even how to write or structure a legal text. They shall be active! And for this to work, it requires that the students are prepared for each session. So please do give the students clear advice on what to prepare for your session(s)!

The sessions can be done in several ways, e.g. by focusing on one or two cases, recommendations or soft law documents, or academic articles.

You can thus e.g. ask the students to present a case, to represent one of the parties' arguments (think mock trial), to present what they see as the main weaknesses of an argument, to identify three points where they disagree with the decision (or the article), to explain how a case fits with general theory or other case law in a specific field, or something else.

These are my ideas at the current stage – there are of course many other possibilities I have not thought of. While the choice of topic etc shall be done in cooperation with the person responsible for the specific course, you are more than welcome to contact me with any more general suggestions, ideas, questions or concerns you may have. I will be glad to hear from you, both now and after the teaching has taken place!

Sincerely,
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Guidelines for TULSA, spring term 2017

The idea

- The TULSA sessions are intended to allow the students to go more in depth on topics that are also dealt with (although more briefly or generally) in the lectures.
- They are a voluntary supplement to lectures, and should not be used to cover *additional* topics. Instead, they shall help the students to gain a deeper understanding of specific cases, articles, concepts or themes.
- The students shall be active and do most of the talking! TULSA is intended to allow the students to improve their academic skills: analysis, structuring arguments, critical discussion, and reading primary materials such as case law, contracts etc.

Planning

- Research fellows and postdoctors can be used as tutors. The “ansvarlig faglærer” (AF) is responsible for identifying and contacting them.
- The AF decides on the number of sessions (up to four) and chooses the themes to be covered on each session.
- The more specific content of each session:
 - o In some courses, the AF has also decided on the specific details: materials, questions etc.
 - o In other courses, the tutors themselves have made suggestions for specific cases etc. If so, it is still important that the AF is involved. Experience suggests that the tutors have a tendency to be overambitious, both in terms of reading materials and how much can be covered in a two-hour session.
- The sessions should come AFTER lectures relating to the theme – to avoid that the tutor spends time lecturing or explaining the basics.
- TULSA is carried out in parallel groups. Each tutor(s) shall lead the sessions on his/her topic for ALL groups. This means that all groups meet the same tutor on the same topic. TULSA thus differs from other types of teaching, where the teacher follows one group through all themes. (But of course, one tutor can do more than one theme if time and competence etc allows.)

Contents of each session - experiences from autumn 2016

- TULSA is about depth, not overview! If focusing on case law, one or two cases is normally sufficient for one session.
- Giving the group a practical case to solve (“praktikumsoppgave”), e.g. one that relates to case law, can work well – sometimes an earlier exam question can be appropriate.
- Following one case through the documents from various stages can help students understand procedures and dispute-solution mechanisms

- Even if the students have received the reading material in advance, they can be allowed time to work with the texts during the sessions – e.g. by dividing them in pairs or smaller groups that discuss different aspects of the same case, before then presenting it to the others.
- Before the sessions, the students should receive information about reading materials and at least a hint about the questions that will be discussed.
- When students ask questions, “returning” them to the group or focusing on *how* to find the answers is often a better way to make students participate actively and improve their academic skills, than simply giving an answer.
- Frequently mentioned lessons from autumn 2016:
 - o Avoid too long reading lists.
 - o Don’t try to cover too many themes in one session.
 - o Avoid “lectures” or long introductions by the tutor.

Ingunn Ikdahl, Dec 2016

