

LOUIS in Comparative Constitutional Law

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Starting point

- Course on Comparative Constitutional Law for Erasmus Exchange students
- Final written assignment – short essay using comparative methodology
- Significant differences in expectations and I&A + Writing competences
- Difficulties in assessment, differences in quality of outputs
- Mostly general explanation and description of I&A + Writing competences expected performance

Implementing LOUIS

- Explicitly defining **learning outcomes** including I&A + Writing
- Including in final assignment **assessment** criteria
 - Progressive descriptors, 4 areas: identification of problem; research; comparative analysis; arguments and conclusions
 - Example – quality of research:
 - *Insufficient*: Student presents information from irrelevant sources representing limited points of view/ approaches.
 - *Acceptable*: Student presents information from relevant sources representing limited points of view/ approaches.
 - *Excellent*: Student presents in-depth information from relevant sources representing various points of view/ approaches.
- Including in **T&L activities** throughout the course

Results

- Clear expectations -> more focused student participation and motivation
- More transparent assessment (and more efficient)
- Better feedback, including peer feedback
- More focus of T&L activities on competences – not by adding new content, but by shifting focus of existing content
- Better outcomes of student work

Challenges

- Time: balancing substantive content and transversal competences
 - Less is more
 - Improved connection of substance and method/competence
- Comparative elements: no specific comparative competences in LOUIS
 - Adjustment
- Diverse student body: different styles of writing/citing among students
 - Using general language and descriptions for competences