LAWS5231
Human Trafficking and Migrant Smuggling Working Group
Student feedback 4th June 2015

This survey has been developed in response to the information you provided in the first student survey. It aims to address issues identified by you, the current student group, to further improve the quality of the structure and delivery of the course LAWS5231 for future students. Please complete the survey by circling the response you feel more/most appropriate at the end of each question, and write in detail your response to Q6.

**Getting started – developing a research outline**

1. Should students be required to submit a research outline of approximately 2-3 pages in length? [YES] [NO]

2. If yes, should the research outline be:
   A. submitted in entirety by set date (e.g. Week 3 or 4), or
   B. submitted in stages. Students develop their research outline week-by-week so one element has to be brought to class each week until the outline is completed (e.g. Week 1 statement of topic, Week 2 statement of significance, Week 3 statement of research goals, Week 4 literature review, …)? [A] [B]

3. If a research outline were required, should it be an assessable item? [YES] [NO]

4. If a research outline were required, should it be read/assessed by the discussant? [YES] [NO]

**Analysis and development of recommendations.**

5. How useful did you find the session on 7 May during which “what to do about migrant smuggling” was discussed and recommendations for law reform and policy change were developed? [NOT] [USEFUL] [VERY]

6. How could a session such as that one be improved?

7. If all students were required to read one piece of academic writing (e.g. a journal article) and critically discuss this piece together in class, this would serve to reflect on how to critically and constructively engage with the literature and with arguments made by other authors. Do you think this would be a worthwhile addition to the course? [YES] [NO]
Skills
8. Should a separate research training component be included into this course, i.e. training on databases, access to cases and legislation, writing a literature review, working with gaps and obstacles?  
YES  NO
9. Should the course include separate training on how to present to an academic audience?  
YES  NO

Delivery
10. Should this course be offered across the whole semester (as is), or should it be blocked so that it is delivered and completed in one week (e.g. 5 days @ 7 hours)?  
SEMESTER  BLOCKED
11. If the course continues to be spread across the whole semester, should student presentations commence in Week 2 (as is), or should the first four weeks of the course be used for background and skills training, and then have all oral presentations delivered in the following weeks?  
START IN WEEK 2  START IN WEEK 5

Thank you for your time and effort to complete this survey.