

Global Law
Magister JFT



NEWSLETTER

Magister JFT | Global Law

Created by and for Global Law students

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Dear reader,

The Newsletter Committee proudly presents the first Newsletter of the 2021-2022 Academic year!

This volume includes many different topics with which we cover various areas important to the Global Law student. Starting with hybrid education, thanks to the insight from prof. Morag Goodwin, we explore the prospects it creates for the future and students share how it has affected them. As a continuation of this topic, we share tips from the university psychologists on how to better handle online education. Further in the Newsletter, you will find captivating and informative articles from TLS professors and an article from the TLS independent faculty magazine SecJure. On the final pages, we introduce you to three Global Law alumni that share their stories and advice for those following the Global Law bachelor.

We live in changing and fast-paced times, new forms of education and organisation within society emerge and we are at the front of it all. During those extraordinary times, we all face uncertainty and struggle far from our friends, and sometimes, far from family as well. Despite all of this, I believe that the challenges each of us faces make us stronger and better equipped to tackle any problem the world presents us with.

The committee and I wish you a pleasant reading of the first edition of the Global Law Newsletter!

Yovana Pavlova
Chairman Magister JFT | Global Law



REFLECTING ON HYBRID EDUCATION

Prof. Morag Goodwin, the coordinator of the Global Law bachelor, shares her thoughts on the transition from online to hybrid education

In May this year, I invited GLB students to a town-hall meeting to discuss what we were expecting education to look like in this academic year. I informed those students that showed up that we would be part of a university-wide pilot on hybrid education that would give students a choice between campus and online education. When I asked students what choice they would make, every single person opted for on-campus education. This October, I organized two town-hall sessions to hear from students how they were experiencing our hybrid education experiment. When I asked the question this time, every student was in favour of continuing with hybrid education into the future; that is, they wanted the choice for online education to remain. This was despite many students in these sessions reporting that online education in a hybrid model was a disappointment. I am not sure what to make of this. This is important because, very soon, we will need to make a choice about whether to continue using hybrid education in the next academic year and possibly beyond as well. This is likely to be the most important decision for the GLB in recent times, as the implications are likely to be far-reaching.

Hybrid education as a term is used in two distinct ways: to refer to offering the possibility of both on-campus and online education. This approach basically offers two identical programmes in one, distinguished and separated by the method of education delivery. The second way in which hybrid education is used - the so-called true hybrid model - is where online and on-campus students

are taught together in a single classroom. We have been offering both models in the programme this semester.

The feedback from both lecturers and students during the October consultation was that pure hybrid did not work well. Online students felt that they were relegated to second-class participants, often forgotten and not well-integrated into class discussions. Lecturers expressed similar frustrations, noting that it was almost impossible to connect with students online whilst engaging with students in the room.

The difficulties that have been identified are partly technical - the lack of mics in classrooms - partly psychological - it is natural to focus on those physically in front of you - and partly expectation management. On the latter point, we took the decision to offer students a real choice between campus and online education. This was a subtle, but probably important, distinction to the other programmes within the pilot. Those programmes chose to prioritise campus education: while online education was possible, they made clear that it was a secondary form of education. This distinction might explain why online students in these programmes appear to be much happier with the hybrid education that they are receiving despite the same technical and psychological issues - although the smaller class sizes and the average age of these master students may also be important factors. We shall know more after the faculty's review of the pilot.

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REFLECTING ON HYBRID EDUCATION

Yet despite online GLB students not being happy with their hybrid experiences, the initial review of hybrid education found that they preferred it to being required to return (or come) to campus. The sample size was very small. Nonetheless, convenience or flexibility appears to weigh more heavily in the balance than equality of education. Put differently, the quality of education may not be the same, but the vote for continuing online education suggests that it is good enough.

Many GLB lecturers do not feel the same way. Some are strongly opposed to continuing to offer online education in any form. There are several reasons for this. They can be summed up as quality, community and manageability. Beginning with the latter, requiring students to come to the Netherlands may act as a break on the rapid growth that we are seeing in student numbers. This rapid growth has put enormous pressure on lecturers. If students can follow the programme without ever needing to come to the Netherlands, will we see 600 students in next year's intake?

The size of the programme relates to both of the other concerns. The GLB began as a small-scale, discussion-driven programme. It was, and still is, qualitatively different to other law programmes offered in the Netherlands.



Source: www.tilburguniversity.edu

However, the quality of education online is simply not the same as face-to-face interactions and the interactions themselves are less fulfilling. The GLB is arguably the success that it is because both lecturers and students put in so much effort. If our interactions around teaching are so much less fulfilling, will we all continue to put in the extra effort?

And then there is the question of community. While a few students in October's townhall meeting told me that they had managed to create an online GLB community, most reported that they did not really feel part of the bigger group. This worries me. I am aware of the danger of romanticizing the GLB of earlier years. Yet, there was something special about being part of a GLB community, for both students and lecturers - but, above all, for students. I am convinced that an education that involves being part of a university community expressed through studying, eating and playing together in a shared physical space is an altogether different experience to following a programme from the isolation of your room. I think that this is the case whether or not students realise that they are missing out, although I recognize the paternalism of such a statement.

To wrap up, the decision on whether to continue with hybrid education will be made in the coming months. It is a significant moment for the programme, both for its current students and for future students. It is important, therefore, that we make a clear choice, weighing up both the advantages and the costs. Whatever is decided, there is more at stake than individual convenience. ■

Prof. Morag Goodwin

REFLECTING ON HYBRID EDUCATION

Global Law students share how they feel about the hybrid education

What are the problems you have experienced with hybrid/online teaching?

The biggest problem I found with online education is the lack of interaction with other students. One of the reasons that I chose to study outside my country was to meet people from around the globe. Make international friends, have fun and so on. And because of the online education, I am not really fully capable of doing so. Sure, I use messenger apps to talk with some people but it's just not the same. As far as education goes, it's not as bad as I have imagined. When a course sucks I think it sucks because of its content, not because of the online format.

Maurycy Marmaj, first year student, online

Apart from the classic problems that every student faces - such as occasional stress and exhaustion - I did not experience any difficulties specifically because of the online education. In my experience, online education actually solved most of my problems rather than creating new ones!

Mitko Tatarov, second year student, online

How do you find the switch from fully online education to hybrid education?

Unfortunately, as a student following a program fully online, I don't see any difference whatsoever that the education is hybrid. Because of the fact that I am online, all of my courses are also carried out online, from home. I am not part of any courses that are carried out in a hybrid manner, so my professors are also sitting at home, talking to the camera for 1.5 hours. So basically, it still sucks.

Maurycy Marmaj, first year student, online

I did not notice any major changes. In the third semester, only two of the subjects were actually hybrid, and I feel that the lecturers did a wonderful job in ensuring that both online and on-campus students are involved in the lecture. It might be true that sometimes online students might get 'ignored' but those are, in my opinion, exceptional cases. And it is natural! After all, it is easier to get noticed when you raise your hand in real life than raising it virtually.

Mitko Tatarov, second year student, online

Sometimes there are internet issues or communication problems, however, these were solved pretty quickly and rarely disturbed the learning process.

Clara Janz, first year student, online

No clear communication between the lecturers and students. And often it was hard to understand what students said in class when we were online. A lot of information was lost because the information that was mentioned during the class was not communicated through to the people online.

Mina Nuri, third year student, on-campus

I think that one of the problems is that for the ones following the class online, maybe there are interactions On-campus or discussions that they won't be able to participate that spontaneously with teachers and fellow students. I am aware teachers do their best to avoid this from happening, but sometimes in a class with 100 people, it is harder for everyone to participate, engage or feel connected in the same way.

Isabella Giampietri, second year student, on-campus

I believe having both online and on-campus classes is a great way of including more students, especially international students. Being an online student I enjoy online studies, however, I still find it essential that the course is also offered on campus.

Clara Janz, first year student, online

The switch wasn't that bad as there wasn't such a big difference between online and hybrid education. But I do feel like hybrid education caused more problems along the way than where there was full online education.

Mina Nuri, third year student, on-campus

From my personal experience, fully online education was a lifesaver for me and I think for most international students. It allowed us to continue with the program and academic development regardless of the COVID crisis and restrictions. However, for me attending offline lectures allowed me to feel a bit more closer to "normality" and engage more with classmates and professors.

Isabella Giampietri, second year student, on-campus



REFLECTING ON HYBRID EDUCATION

Do you think the quality of education suffers from this model of education?

No, in the contrary. I believe it improves the quality of education via methods such as Knowledge clips as one can learn at one's own pace and go over topics and themes. I also think being perhaps in a familiar environment in one's own country can, at least at the beginning of the studies help to get familiar with the content of the course while not having to worry about being in a new environment. However this differs for everyone.

Clara Janz, first year student, online

Yes, since the beginning of 2019 I have been having online classes and I, and many others, have felt like we do not get educated anymore at all. I feel like I have been teaching myself for the past two years and the classes are just there for mandatory attendance and no further value.

Mina Nuri, third year student, on-campus

I think it does, yeah, because of the lack of true, human interaction. No matter how the professors or us students try to do our best online, nothing can't replace face to face courses.

Maurycy Marmaj, first year student, online

How does hybrid education affect your mental health?

I think having been able to start online and continue the first year online has taken the stress to find a place to live and settle in a new country which I was partly worried about. Being able to study in a familiar environment for the first semester (and prospectively the second) has helped me focus on the course itself without having to worry about living myself or settling in a new city. However I am definitely looking forward to coming to Tilburg since I want to get to know people and study on campus; Aspects which I've been missing since I chose online education.

Clara Janz, first year student, online

Personally, it has affected me quite a bit. The fact that I have been sitting at home for the past 2 years (because of the online lessons in high - school in my country), really made me miss a normal "student's life". I am a really outgoing person, I love meeting new people and going places. Sitting at home is just really boring and in some cases just sad, it makes you miss the pre-covid world even more. Not all the time but just from time to time I don't feel like myself.

Maurycy Marmaj, first year student, online

Not at all. I think that hybrid education has a very positive impact on the overall performance of the students. For example, the replacement of the 2-hour live lectures with short knowledge clips allowed me to make more detailed notes and re-play some lectures during my exam preparation. Also, the flexible nature of hybrid education allows students to gain more practical experience, for example, by finding an internship or a job outside of Tilburg. I believe that this is an extremely important thing due to the extremely limited internships and work opportunities for foreigners in the city. For example, thanks to online education, I managed to find a full-time job in Sofia, while also attending lectures and tutorials online.

Mitko Tatarov, second year student, online

I don't believe the quality suffers, instead, I consider that the quality has been the same most of the time, and teachers have provided a lot of support through this system. It is a great answer to what we are experiencing right now as a society with this current crisis.

Isabella Giampietri, second year student, on-campus

Despite having a lot of advantages, hybrid education can be a knife with two blades. As I stayed in my country - Bulgaria, at moments I felt upset that I cannot meet my colleagues. There is something unique about every Global Law student and it sucks when you cannot have a proper chat after the lecture, for example! Moreover, being both a student and a full-time worker is extremely exhausting, as sometimes I get to spend more than 14 hours in front of my computer, which can very easily burn you out. Therefore, it is crucial that we have a 'digital detoxication' from time to time. For instance, I manage to reduce my stress by having a walk around nature during my lunch break; I also have some very nice Spotify playlists with calming music - I definitely recommend that! People also underestimate the power of napping - for me, napping is the ultimate panacea. :)

Mitko Tatarov, second year student, online



SURVIVING ONLINE EDUCATION

Following online classes, it can be difficult to stay focused and motivated and to have a structure in life. Here is some advice from the TIU psychologists on how to handle this

Starting in time

attend e-lectures/e-classes and keep up with studying. And also, get out of bed even whilst working at home!

Structure your day

Set regular starting times, fixed study times and breaks. This creates habituation and plenty of possibilities for relaxation.

Weekly detailed planning

Note in this planning what you are planning on doing each hour and also report what you have actually done afterwards.

Regularly studying together

This works as an incentive to persevere, offers the possibility of co-operation and mutual assistance.

Regular Physical Exercise

Your mood, concentration & condition (physical & psychic) will be much better while being on the move.

Distinguish your study space from your relaxation area

Create a working space at home, where you only sit down to work; put aside all distractions.

Split up study time

Into equal blocks of one hour study each and then a 10 to 15-minute break.

Active and phased studying

Preparation of lectures and following lectures actively puts you in the right, proactive mindset!

Active involvement

Participation in activities from your Faculty and study associations, screen journals and professional trends.

Create an e-group

Together with 3 to 4 students start the day together (chat, Zoom), study together or close the working day together.



Source: pixabay.com



Omicron and The Planetary Impacts of Restricted Access to Vaccines

Dr. Phillip Paiement

An associate professor in jurisprudence at Tilburg Law School. Received a PhD from Tilburg Law School, completed an LLM in International Human Rights at Criminal Justice at Utrecht University and an MSt in Socio-Legal Research at Oxford University.

November 30th was supposed to mark the beginning of a week-long 12th Ministerial Council of the WTO, during which crucial discussions about how to innovate the international trade law regime to match developments in the global economy in the past decade. Perhaps the most significant topic of discussion slated for the meeting was the issue of intellectual property waivers or compulsory licensing for Covid-19 vaccines, which would allow for the generic manufacturing of vaccines around the world.

The widespread unavailability of Covid-19 vaccines in the Global South is a damning critique of international cooperation. While North American and European countries have vaccination rates of 70-90% of the eligible population, currently only 6% of Africa's population is vaccinated. Last month, the WHO Director General noted that each day 6 times as many booster shots are being administered (almost exclusively in the Global North) than primary vaccine doses in low-income countries. The disparity in access to life-saving vaccination technologies is illustrative of global capitalism's - and the international economic law framework that facilitates it - inability to resolve the most pressing crisis of a generation.

In his recent book titled *The Climate of History in a Planetary Age*, the Indian historian and political theorist Dipesh Chakrabarty posits that our political and legal institutions are quickly becoming paralyzed by the arrival of a new paradigm of political problems: the planetary. For all of modern history governance has followed a 'global' paradigm, whereby societies struggle over access to and distribution of material resources and wealth.

With the discovery of human-induced climate change, however, we are now aware of an alternative, 'planetary' paradigm of political struggle in which humanity acts as a species and questions of distribution and justice play out in relation to all other forms of life with which we share the planet.

In the Covid-19 pandemic, we see these two dimensions of politics intersecting. Our global political (and legal) institutions have provided barriers over the past year which have resulted in staunchly unequal access to vaccines. At the same time, the success of these global institutions of governance - limiting access to those willing to pay market prices is indeed what they are intended to do - have been brought to halt by the planetary nature of the pandemic. As the Omicron variant emerged in the past week, we should take it as a stark reminder that the only way to overcome the Covid-19 pandemic is as a species. Every country in the world where vaccine rates stagnate in the single digits provides a habitat for virus mutations to evolve. And those mutations in turn reignite lockdowns, travel bans and restrictions all around the world, including in the Global North.

Understanding and responding to the parallel dimensions of global and planetary politics will be the greatest challenge of the coming century. Unfortunately, the resolution of the two will not begin this week at the 12th Ministerial Council of the WTO. It was cancelled due to the Omicron variant and subsequent travel restrictions imposed by Switzerland. We continue, in vain, to prioritize the global over the planetary at our own risk. ■



Dr. Irene Kamara

Assistant Professor at the Tilburg Institute for Law, Technology, and Society. She is teaching algorithmic bias, equal treatment, and non-discrimination in the use of facial recognition systems, at the Global Law Bachelor program, and is the course coordinator and lecturer of the course on Cybercrime law at the Law & Technology LL.M. program.

Facebook recently announced its decision to shut down its Facial Recognition System. Facebook's Facial Recognition System was the program enabling the automatic recognition of people in photos on the social media platform. What led the tech giant to stop using their system? Upcoming regulation in the European Union on Artificial Intelligence and social pressure seem to have contributed to this decision. Facial recognition allows the automatic identification of an individual by matching two or more faces from digital images. It is often used for security purposes to access for example the premises of a building, or accessing a smartphone, but also law enforcement purposes. Border control and crime prevention are two examples where facial recognition might be used by the police for law enforcement.

However, facial recognition is far from unproblematic. The algorithms used by facial recognition programs are often trained with datasets that are not fit for purpose, not inclusive, and as a result, lead to biases and inaccuracies in their predictions. Those can have a real impact on individuals and society at large. When there is a false positive identification of a person for example in the context of a crime investigation, this can lead to a wrongful arrest of that person. In the framework of a social media platform, facial recognition systems allow for the vast collection of biometric templates of individuals, which are their personal data. Commercial companies have also shown to use facial (and emotional) recognition for manipulation of users and consumers.

Facebook Stops Its Facial Recognition System. An Early Impact of The Upcoming AI Regulation?

In the EU, the European Commission proposed earlier this year, a new legislative instrument; a draft Regulation on Artificial Intelligence. The proposed Regulation is an innovative initiative attempting to regulate the use and applications of artificial intelligence. The proposed Regulation defines AI as "software that is developed with one or more of the techniques and approaches listed in Annex I and can, for a given set of human-defined objectives, generate outputs such as content, predictions, recommendations, or decisions influencing the environments they interact with." In particular, emotion recognition systems and biometric categorization systems are regulated in the proposed draft. For example, the users of such systems will have some transparency obligations, such as informing natural persons that they are subjected to emotion or biometric recognition. This obligation however does not apply to AI systems that are legally allowed to be used to detect, prevent and investigate criminal offences.

Can and should a company be able to scrap images from the Internet, sell them, or use them to make profiles of people? Can regulations keep up with technological developments? Should we have specific laws regulating the use of artificial intelligence or would those become obsolete by the time they are adopted? Those are all interesting questions we discuss in the course Law, Technology and Society, during the 2nd year of the Global Law Bachelor program at TLS.

■



HOW FACEBOOK AND YOUTUBE ARE PROLONGING THE COVID-19 PANDEMIC

Over the years, many articles have been written about the influence social media has on our lives. There has long been a debate about whether or not these developments have been positive. Recent controversial examples can be found regarding the American election, the Black Lives Matter movement and the spread of fake news. There is, however, a different issue on the rise that I would like to discuss in this article: how social media is influencing the COVID-19 vaccine.

Let's start this discussion with a worrying fact: social media accounts held by anti-vaxxers have increased their following by at least 8 million people since 2019. There currently are about 31 million people who follow anti-vaccine groups on Facebook and about 17 million people who have subscribed to similar YouTube accounts. Now, this might not instantly ring an alarm bell if you remember that there are about 7.8 billion people on this earth. However, part of those people are children and elders who are unlikely to be very active on the Internet, and another part has little to no online access. On top of that, it is very likely that the people who do join anti-vaxx groups will influence their friends and family, thus raising the number of people who are affected by these beliefs. Public attitudes towards vaccines can be split into three categories: people who believe in being vaccinated, people who do not and people who are not sure what to believe. Although the anti-vaxx groups are smaller than the groups who do believe in vaccines, they are a whole lot better at communicating and at convincing people of their beliefs.

In a recent report, the Center for Countering Digital Hate (CCDH) warned that this growing movement could undermine the future of a corona vaccine.

Author: Anouk Oomen

Source: SecJure - the independent faculty magazine of Tilburg Law School.

www.secjure.nl

A survey in Britain found that one in six people were unlikely to get the vaccine, and a similar amount were still undecided. The research also showed that individuals who used social media as a primary source of information on the pandemic were more likely to be doubtful about the COVID-19 vaccine. The WHO has even called the spread of false information about the pandemic an 'infodemic'.

Furthermore, there is a lot of money circulating on social media. The CCDH calculated that the anti-vaccine movement could realize about 1 billion US dollars in revenue from online platforms alone. There are also people who profit off the anti-vaxxers, using their platforms to advertise and sell their dubious products, which are - for example - said to prevent corona. If these social media platforms continue to exist and keep gaining followers, it is very likely that they will start making more money. They could use this money to advertise their beliefs further, which could lead to some seriously scary situations. Imagine TikTok-star Charli D'Amelio telling her almost 100 million followers not to get the COVID-19 vaccine because an anti-vaxx group paid her to say so.

This leads me to my last, and arguably most important point: the misinformation needs to be stopped, but what is the correct way to do so? Fake news has become a much bigger problem since the COVID pandemic. Because of that, in 2019, several social media firms pledged to combat the misinformation problem. False information is now labeled or deleted and oftentimes links to official news sources or government sites are included. However, is this enough?

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The CCDH seems to think the answer is no. In a recent report they reviewed how out of 912 social media posts containing misinformation about COVID-19, less than 45 were dealt with by social media companies. However, keep in mind that social media platforms have huge algorithms and it costs them massive amounts of time and money to even try and make certain posts disappear. They might appear to help because governments want them to, but it is not in their best interest.

This is where the CCDH and I stop agreeing. They advocate for de-platforming individuals and completely deleting misinformation, calling anti-vaxxers malign actors and citing studies on antiterrorism. This raises a very ethical question: is it okay for social media companies to delete anti-vaccine movements off their platforms? Does this conflict with the freedom of speech? Everyone is entitled to have their own opinions, but does that still apply when we are talking about people's lives? Professor Viswanath from the Social and Behavioral Science Department at Harvard agrees: "Unless you have a situation where there is blatant misinformation that is directly causing harm, you have to ask 'where do you draw the line?'" By deleting the means that anti-vaxxers have, do you also delete their stage? Or will they simply find a different platform? If an anti-vaccine group starts their own website, prints their own newspaper or makes their own radio show, who is responsible for that? Instead of de-platforming, Viswanath recommends actively building pro-vaccine groups and fighting the misinformation with correct information. People assume that science can speak for itself, but it can't.

To summarize, anti-vaxx pages have gained an increased following since 2019 and are very likely to start making large sums of money because of that. This will enable them to continue spreading their message. Social media platforms have pledged to combat the spread of misinformation, however it seems like they are not doing their job very well. In addition, it might be a violation of the freedom of speech to simply delete anti-vaccine groups and pages and it could be a better strategy to fight the misinformation with scientifically proven, correct information.

Overall, it is very likely that social media is causing this pandemic to last longer than it really has to. The spread of misinformation leaves a lot of people confused on what the rules are and what to do in which situation. On top of that, the online spread of the anti-vaxx movement is likely to withhold many people from getting the COVID-vaccine once it is there. I am not saying that we should all accept the vaccine and move on, I am simply suggesting that the anti-vaccine groups should be balanced with equally as provocative pro-vaccine groups and that the misinformation should be fought with real information. All in all, it is time to recognize these issues and do something about it, before our social media platforms really do cause this pandemic to continue on for much longer than necessary. ■



Source: www.secjure.nl

ALUMNI STORIES

Three students that have already completed the Global Law bachelor share where they are now, and how the study has influenced their life



Silke van Gils, Class of 2019

"I am now working as a Bluebook trainee at an EU executive agency (EISMEA), where I am supporting the work of a financial unit from a legal side and from 1 March 2022, I'll be working as a (legal) trainee at the European Maritime Safety Agency.

The main advantage [of the Global Law degree] for me now is that the degree makes you very flexible. Most of my colleagues do not have a legal but a financial background and the global law degree helps you to work and communicate with colleagues that do not have the same background as you.

During my bachelor, I took some courses in Dutch law to obtain the 'civiel effect'. After my bachelor, I followed the masters European Law & Global Risk and International Law & Global Governance. I applied for my current traineeship while finishing the master track in international law and I got accepted shortly after defending my thesis. I was thus relatively lucky to find something that quickly after finishing my degree.

The traineeship I am doing now was my first choice but I also kept looking at other jobs. I also talked with my friends about our plans after our studies and they reminded me of options I had not considered before, which was good for me to stay open-minded." ■



**Jagoda Kusmierak
Class of 2020**

Global Law really helped me to get the international perspective on many issues. I want to specialise in sustainability, so having an interdisciplinary approach helped me to get a grip of different ideas and roads I can take to accomplish my goals. Actually, Global Law helped me to get into Malmo University, as they loved the legal/sustainable combination.

The best advice I would have is to start early. I know that student summers are the best, but at least a two months internship during the summer can really help you get a job after your master's degree. Also, networking is really really important. Try to say hello to everyone who specialises in your field.

But overall, I loved Global Law bachelor, I met great inspiring people, learnt a lot, especially how to manage my stress. ■



ALUMNI STORIES



Dennis Tjhie, Class of 2021

I am currently studying at the University of Edinburgh. I am following partaking in the LLM International Banking Law and Finance program. The major advantage of the Global Law degree is its unique structure. It is not the first or the last interdisciplinary program, but it really takes this element to heart. It is a great stepping stone to pursue careers in the legal field in virtually any direction. It definitely gives you an edge compared to those who study law in the traditional sense. My current Masters is also interdisciplinary focusing on Finance and Law. Most of my fellow students are either business students or law students. Meaning that they both have to touch on entirely new subjects. Whilst for me we already, in many aspects, touched on these subjects through the various Global Law courses giving me a solid foundation to work from.

So far I have not experienced too many struggles. That said the teaching method at the University of Edinburgh is different from Tilburg University as is their examination. I am not to sure whether that is due to my program being a Masters or due to it being another country with a different approach to teaching/examination. I am currently working on my first summative essays and see how well I will do. The first few graded assignments are always a bit scary in a new pogram where you are still unaware if you truly understand the subjects.

I am sadly unable to give any advice as to looking for jobs. Right now I myself am focused on the Masters rather than already pursuing job opportunities. That said, what I can gather from fellow students, depending in what jurisdiction you search it might take some time and a lot of applications. In the UK various law firms tend to offer a variety of opportunities to see if you match their standard. It is not uncommon for instance to have summer programs where you spend roughly 3 months with a large law firm and get to touch on various areas. This allows you to see what fields within law you like. Plus it is a great opportunity to impress your potential future employer. I guesse what I try to say is just try your best. Find our what internship opportunities there are, apply to firms and institutions that seem interesting to you and do not immediately lose hope if it does not bear results instantly. Good things take time. ■





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