

# COURSE REPORT

## Background information (To be completed by course administrator)

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|---|--------------------------------------|
| Course LADOK code: GP101L   | Scope (hp): 7,5                      |
| Course title: Public International Law  |                                      |
| Course coordinator:<br>Lena Karlbrink   | Number of registered students:<br>39 |
| Semester in which the course is conducted: HT22   |                                      |
| Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name |                                      |

## Administration's perspective (To be completed by course administrator)

The administration's views:

## Forms of evaluation and feedback (To be completed by the course coordinator)

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|---|---|
| <b>Formative course evaluation:</b> (Describe the form of course evaluation and when it was completed) last session         | <b>Number of students who participated in the course evaluation:</b>      |
| <b>Summative course evaluation:</b> (Describe the form of course evaluation and when it was completed) at the end of course | <b>Number of students who participated in the course evaluation:</b><br>7 |
| <b>Feedback to students:</b> (Describe how and when the feedback was given to the current student group) last session       |   |

## Student's perspective (To be completed by the course coordinator)

**Summary of the students' course evaluations:** (The five university-wide questions should be included. Compilation from digital questionnaires can be appended.) Most students were content with the general course content and the structure. A general desire to have a longer course than 7,5 credits. To some it was good with half time studies, b/c it made it possible to combine this course with other studies. Some had opinions about the literature (Crawford too difficult) and that the books were expensive, but good availability (all are e-books). Blackstone's compilation of instruments – good and useful (all instruments in one place). Some thought there were too little lectures. Overall useful and good with fullday seminars - nice to interact with others during this time and relevant cases. More teaching needed. Good with real cases.

## Teacher's perspective (To be completed by the course coordinator)

**Summary of the teacher's views/Results:** (The comments on the course's implementation and the results based on an assessment of the students' actual learning outcomes in relation to the

intended learning outcomes, are summarised here. Both success factors and problems are identified). The majority of the students registered at the course did not answer to the summative evaluation which means that any detailed analysis needs to be carefully dealt with, and no exact or firmed conclusions can be drawn. Most students that participated in class and participated in the exam passed the course. They were all active and contributed well to the joint discussions. However, there is a large portion of students have not been examined and were not active in the course. Therefore, no real conclusive assessments of the comments in the evaluations can be made.

### **Analysis and action plan (To be completed by the course coordinator)**

**Analysis:** (The course coordinator is responsible for ensuring that the analysis is based on a summary of the students' individual course evaluations, views from relevant teachers and course administrators, knowledge development in the field of research and that this analysis is done in collaboration with the teaching team.) Fall 2022 was first time the course was run. To some extent, the variation of background and former knowledge among the participating students was reflected in the course discussions and seminar interactions. Most student thought the balance betw lecture and seminars was good but overall more teaching was requested. Fewer persons participated in the fullday seminars but on the other hand, these indicated that students were able to work with and also understand quite complex legal issues.

**Action plan:** (The changes planned to be made in the short and long term are stated here, as well as the timetable for when the actions are planned be carried out and who is responsible for the implementation. If identified problems are left without action, this should be justified. The follow-up of proposed measures according to the previous course report(s) is presented here.) Develop the literature list and maybe also get other cases into the full day seminars. The fullday seminars might get examinatory (obligatory), but this then also requires more grading and that would affect the hours in class even more. A discussion on whether the course should continue on half time or go on full time studies needs to be held, also regards to the credits. To some it was good with half time studies, b/c it made it possible to combine this course with other studies, but on the other hand, fulltime studies would be positive for newcomers at Uni and for those who need more intensity and structure in order to participate consistently. Also, in terms of student interaction and inclusiveness, a more intense course might attract more students to the actual sessions.

**Publishing and archiving (To be handled by the course administrator)**

- The course report is published, and the students have been informed about the publication,
- The course report is archived according to the university's archiving rules,
- The course report is shared with the programme coordinator (if applicable),
- The course report is saved according to any additional requests on behalf of the department.