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2023-08-18

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To the Committee on Education
Department of law

Program rapport: master in Public International Law, 60 university credits, 2022-2023

Result from the program evaluation, response rate, number and percentage

The number of respondents to the course evaluation is 6 students, compared to 12 students who completed the program. 0 % have answered "strongly agree" that they are satisfied with the program, if you also include "agree, partially" the figure is 16,7%. Four students (66,7%) have answered "strongly disagree" or "disagree, partially".

These are quite concerning statistics. In comparison, the course evaluation for the batch 2021-2022 gave the following information based on 4 students responding, compared to 13 who completed the program. 0 % answered "strongly agree" that they are satisfied with the program, if you also include "agree, partially" the figure was 25%. One student (25%) answered "strongly disagree" or "disagree, partially".

Program directors

Mark Klamberg, Pål Wrangé and Jarna Petman

Description of any changes and any decisions made since the last course

The master seminar series had more of its seminars early in the program since many of the students in the previous batch had complained that it was too much during the Spring. We also had more study visits (4) this year compared to the previous year (1).

The strengths of the course according to the students (summary based on quantitative results, free text answers and any other evaluation during the course)

This is what the students replied:

- The best is that the professors are very knowledgeable about their subjects and I feel that they're easy to reach out to.
- Program coordinator is also super helpful!

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- Lecturers
- The option to choose my own topics for each of the essays was great, as it allowed me to investigate issues that are of personal interest to me.
- International environment due to students from all around the world. Also I liked lectures with Jarna.
- Master seminar series
- meeting people from all over the world

The weaknesses of the course according to the students (summary based on quantitative results, free text answers and any other evaluation during the course)

There were several students who thought that the early phase of the program was too basic, one suggesting skipping the ACPIL course for the master students and having one track (HRGP, ICL, ILE, thesis course) without any optional courses. There was also criticism relating to planning, coordination among teachers and feedback.

Program director/ equivalent and possibly other teaching teachers' analysis of the implementation and results of the course

The criticism from the students is serious but still grounded, thus we need to take due account of this evaluation. Part of the problems were due to illness among one of the teacher during the Autumn which to some part explain the student's perception of the courses and program being ill-organised. However, some criticism goes beyond that, several students thought that the courses are too basic when we try to accommodate Erasmus students. Our idea and strategy have been to give the master students extra by having the exclusive master seminar series in addition to the course but that does not seem too please the master students in the way we hoped.

Conclusions and any proposals for changes and any decisions already made to develop the course for future course occasions

We have compared the course evaluations from the present year (2022/23) with the previous year (2021/22) to see if there is a structural problem with the program or if it is due to unique circumstances during the present year.

The comments in relation to the two years are very different, but the challenge with having students with different backgrounds and commitment (Erasmus

students compared with master students) is a real one and needs to be addressed. The first course of the program (ACPIL) was introduced especially for the program and as a bonus we also offered it to Swedish program students and Erasmus students. We might need to reconsider if this is the best way to start the program, maybe the master students should have an even more tailormade course available exclusively to them. The downside would obviously be that we would have less to offer to other students than the master students.

Another option would be to change the master seminar series, it is possible that our idea and strategy of the series giving the master students an extra challenge is good, but that the implementation (i.e. the content) of the series need to change. Maybe, we should do more current events, less theory and method?

Some of the students have had difficulties to connect the utility of the seminar series with writing the thesis. We need to explain to the students that the main purpose of the thesis is not to write the thesis itself, but to learn how to write a thesis which means they have to learn more than what is of immediate relevance for their thesis.

The study visits need to come earlier in the program, they were too late for the 2022/2023-batch, all in the second half when the students were busy with their thesis.

A separate matter relates to planning, coordination, feedback and general communication with the students, this must under all circumstance improve for the next time. Moreover, there was probably a greater understanding and acceptance for having zoom lectures Autumn 2021 when the COVID-19-pandemic still was a thing. One year later, the expectation from the students as well as it is required from the department is that the teaching should be on campus.

Other comments

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Mark Klamberg, Jarna Petman and Pål Wrangé

Master programme HT22 och VT23

Answer Count: 6

1. Overall, I am satisfied with the programme.

Overall, I am satisfied with the programme.	Number of responses
Disagree	0 (0,0%)
	4 (66,7%)
	1 (16,7%)
	1 (16,7%)
Totally agree	0 (0,0%)
Total	6 (100,0%)



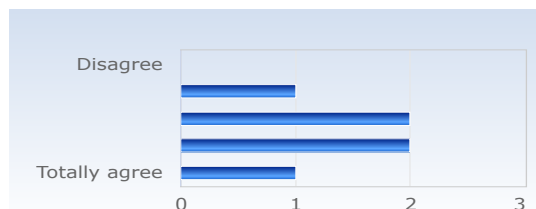
2. The content of the programme was relevant to me for achieving the intended learning outcomes.

The content of the programme was relevant to me for achieving the intended learning outcomes.	Number of responses
Disagree	0 (0,0%)
	2 (33,3%)
	1 (16,7%)
	2 (33,3%)
Totally agree	1 (16,7%)
Total	6 (100,0%)



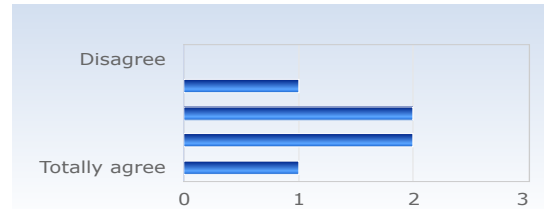
3. The teaching gave me good conditions to achieve the intended learning outcomes.

The teaching gave me good conditions to achieve the intended learning outcomes.	Number of responses
Disagree	0 (0,0%)
	1 (16,7%)
	2 (33,3%)
	2 (33,3%)
Totally agree	1 (16,7%)
Total	6 (100,0%)



4. The examination/assessment tested how well I achieved the intended learning outcomes.

The examination /assessment tested how well I achieved the intended learning outcomes.	Number of responses
Disagree	0 (0,0%)
	1 (16,7%)
	2 (33,3%)
	2 (33,3%)
Totally agree	1 (16,7%)
Total	6 (100,0%)



5. On average, I have spent approximately the following number of hours per week on the programme, total time, including self-study.

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40
15-20
25
40
35-40
10-15

6. What was the best about the programme?

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The best is that the professors are very knowledgeable about their subjects and I feel that they're easy to reach out to. Program coordinator is also super helpful!
Lecturers
The option to choose my own topics for each of the essays was great, as it allowed me to investigate issues that are of personal interest to me.
International environment due to students from all around the world. Also I liked lectures with Jarna.
Master seminar series
meeting people from all over the world

7. What improvements would you suggest?

What improvements would you suggest?

I think it would be great if instead of giving public international law course in the beginning, students can just start learning about Human Rights Law, followed by Criminal Law, and then Economic Law. After all, having knowledge about PIL is one of the requirements of the program, so everyone has learned it, no need to repeat it. That way, all students can learn both criminal and economic laws, not just one track.

Better planning

The courses felt disorganised - for instance, in the Advance PIL Course, we received the immunities lecture 3 times from different teachers. While [...] were unavoidable, having more than half the LL.M. online was disappointing, as it detracted from the university experience. The content of the Advanced PIL and Human Rights courses was rudimentary and surface level - given that all students are required to have a background in PIL as an entry requirement to the LL.M. programme, rehashing these basic concepts felt like a waste of time. This is especially so given that the LL.M. contains only 3 substantive courses. While I understand that educational standards vary between countries, the depth of content of all substantive courses in the LL.M. fell far short of that of my LL.B. studies. Accordingly, I feel as though I have left the LL.M. having gained only somewhat of a deeper understanding of ICL, as well as the various topics I chose for my essays and thesis. The combining of LL.M. and Erasmus students during group assessments led to a great deal of disharmony and stress in the groups, as Erasmus students had a very different work ethic. This resulted in LL.M. students working disproportionately hard, and also suffering in their grades due to poor performance of Erasmus students.

1. To publish the results of exams, assignments on time. Without monthly delays. 2. Change the content of master's seminar series, because only 1-2 of them were useful for the thesis. 3. The examination of the thesis. I think 2 or more examiners might give a more objective grading, rather than one person. 4. Maybe to organise more inner events for "team-building", to somehow unite the course (but this is of course optional).

Focusing more on in-depth discussions and giving actual feedback. The whole point of doing the Master degree is to specialise on already existing knowledge. Everyone had to prove knowledge in PIL for the application of the Master, so the first course was completely irrelevant and gave no new learnings but felt like a summary of general PIL knowledge. If someone doesn't have PIL knowledge, they should do this course ahead of the programme. But for others, who already have knowledge in the field, waste their time with such a summary course. For the human rights course, I wish the substantive law would be analysed more. We only did this for two aspects of the right to life (abortion and euthanasia) in the course. Other important rights, such as asylum were either not mentioned or once again discussed in a way that was very Surface-level for a master course. Furthermore, we almost exclusively talked about ECHR, but often only mentioned ICCPR, which is much more relevant for a "global perspective" (the apparent aim of the course). On top, we never got any substantive feedback from [...] , merely the grades. However we did the master in order to improve research skills, and personalised feedback was the thing I was looking forward to but did not receive from her. As she held half of the courses in the program, this led to a disappointing experience. Even the cases for the moot court were given to us only 2-3 days in advance and her messing up by allocating the same role twice for one of the moot courts. These aspects really made it seem like she does not care about teaching. In any case, in her current performance, she is unfit to teach and the program would be better off allocating her role to more enthusiastic lecturers. Mark & Pål we're great lecturers and I wish we could have enjoyed their teaching more.

It could be a really good programme, but you need to improve some things. The following list of my points are not systematic. (1) More communication between the professors /administrators and widely uniform standards regarding the grades and course structure --> more comparability (2) The best thing about such a programme are the international people --> talk more to and with them (3) More organised group activities --> there were enough time; it is not surprising that people don't have time at the end of the programme and during the thesis (4) I would suggest to have a course where we discuss different specific problems of the world (war/climate change/ Chinese sea..). By doing this we would get a deeper knowledge and would actually benefit from the internationality of the programme. (5) You should not mix master and Erasmus students in a course; i understand that we should meet more people, but especially regarding the grading it's nonsense to have mixed groups. Most of the Erasmus students don't care about their grades and just want to pass, so Master students are doing the work and getting annoyed. (6) Don't start with the master programme with a course via zoom. (7) For me, the ongoing master seminar was not necessary or maybe just some parts of it.