2026-06-17

To: The Education Committee
Faculty of Law

Course report: International Criminal Law, 15 HP, VT2026, course code JU440A and JU440B

Course evaluation results: response rate, number and percentage

Attached are the course evaluation results. A total of 9 students responded to the course evaluation, compared with 27 students who wrote the regular examination. Of the respondents, 55.6% answered that they "strongly agree" that they are satisfied with the course. If those who selected "partially agree" are also included, the figure rises to 66.7%. Meanwhile, 22,2% responded "partially disagree," and 11,1% responded "strongly disagree."

Course coordinator

Mark Klamberg and Hevi Dawody

Description of any changes and decisions made since the previous course offering

The structure of the course content, which was also reflected in the schedule, was changed compared with previous semesters. The ICL course in the Spring Semester 2026 was organized to focus first on the core international crimes, then on international criminal tribunals and courts, and subsequently on specific legal issues and principles within international criminal law and procedure.

Course strengths according to the students (summary based on quantitative results, free-text responses, and any other evaluations conducted during the course)

The lecturers were perceived as engaged and pedagogical, successfully teaching within the field while demonstrating a strong interest in the subject matter. The course structure and lectures were clear and well organized. Students appreciated the variety of assessment methods and the balance between theoretical and practical components. The course literature and other course materials were considered relevant to the course and its content.

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Course weaknesses according to the students (summary based on quantitative results, free-text responses, and any other evaluations conducted during the course)

Some repetition occurred across lectures. The course literature was perceived as difficult to read. Certain topics were covered only at a general level. Students found it difficult to know what to expect on the final examination. Some lectures and aspects of the course content were perceived as lacking in structure and substance.

Analysis of the course delivery and results by the course coordinator and other teaching staff

With regard to repeated content across lectures, some degree of repetition may be welcomed by students who see value in reinforcement and review. However, this aspect can be improved so that repetition is not perceived as unnecessary but instead contributes relevance and new perspectives. Students also requested a stronger connection between the course materials, seminars, and examination. This is an area that can be improved.

Conclusions, proposed changes, and decisions already made for future course development

During the introductory lecture, the course structure can be explained more clearly, along with a more in-depth discussion of the relevance of the course materials in relation to the various lectures and assessment components. Lectures could also be designed in a more problem-based format to achieve a more advanced level of the subject matter. A joint meeting will be organized between lecturers and seminar leaders to ensure that unnecessary repetition is avoided and that each lecture delivers more focused, problem-based content.

Other comments

None.

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