

Emnerapport- fylles ut etter endt evaluering #107

Emnekode	GOV 107
Emnetittel	European Union and International Organisations
Semester	Høst 2022
Institutt	Institutt for administrasjon og organisasjonsvitenskap
Emneansvarlig	Regine Paul
Sist evaluert (semester/år)	2018

Emnets undervisnings- og vurderingsform

Overview

The aim of this course is to give students an introduction to the European Union and international organisations (IOs). They get to know these, firstly, through lectures on key theories and concepts from international relations, global governance and regulation, and regional integration. Secondly, we conducted six selected case studies of global and transnational governance in class (lectures with focus on exercises/reflection questions) - from migration, food security and economic governance via artificial intelligence regulation and environmental policy all the way to Norway's relations with the EU and IOs. The case studies - following a "light" problem-based learning approach - were meant to illustrate the usefulness of alternative theories in explaining the functioning and performance of the EU and IOs in solving real world problems. As part of this project-based approach to learning, we also explored the structure and workings of selected organisations such as the WTO, OECD, or UN bodies and programs in depth.

To reflect the aims of this course, from week 36 onwards we ran "paired" lecture sessions: one session introduced a core concepts and theory and the following session considered a case study to apply our conceptual and theoretical tools to real world problems. This is why students had two lectures in some weeks, followed by a week without lecture in which students could catch up on the readings. Voluntary seminars accompanied the lectures to deepen student knowledge and analytical skills and prepare the exams.

Learning Outcomes

Knowledge

The student:

- can account for how international and supranational institutions are organized and operate in global governance processes

- knows different theoretical approaches to explain the emergence, function and influence of international organizations

- understands how these organizations affect Norwegian policies and political processes

Skills

The student:

- can explain the context and origins of these institutions,

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- discuss the development of these institutions at the international or supranational level through the lens of organisation and governance theories

- consider the effects of international organizations in the light of problem-solving, legitimacy, and power relations

General competence

The student:

- can assess national institutions and political processes in the light of international institutional developments

- can gather, critically assess, and convey new knowledge

December 2022, that this might need to change to structure students' readings and exam preparation more. See more details in the evaluating itself.

Oppfølging fra tidligere evalueringer

The last evaluation of the whole course is from 2018, but was not very extensive (did not reflect upon potential changes needed for the course or things that could be improved).

One of the main critiques in the previous evaluation of this course was that it was not organised well and somewhat messy, too theory-heavy, and involved too much reading. Together with Arild Farsund, who was course responsible in 2021, taking the course from Lars Blichner after their retirement, we wanted to make the course more structured as well as applied by a more focused discussion of specific cases of global governance (and cases we have expertise on in our dept - migration, food security, trade, climate change etc.). So we re-structured half of the lectures and the pensum (less theory, more reading on cases of global governance), created a module structure for the course on MittUiB to organise things better, and introduced a feedback channel on MittUiB with a clear discussion question on each of the "paired" lectures (theory+case study) to focus students' reading and reflection.

Evalueringemetode(er)

Seminar evaluation and student evaluation

Sammendrag av studentene sin evaluering

Evaluation of the whole course and lectures:

Only 20 students responded to the evaluation for the overall course - out of a potential 120 registered students, so the results need careful interpretation (e.g. negativity bias? in fact, I usually run anonymous student satisfaction surveys after each of my lectures and they showed higher satisfaction rates out of a crowd of 50-60 students). Of those responding, 12 claimed that they attended almost all lectures, and 50 per cent said these contributed to their learning - but 40 per cent also stated that they did not contribute to their learning, which is worrisome. The picture is similar for the readings, where almost 40 per cent say they contributed only weakly to their learning. When asked, in a lecture setting by anonymous poll, whether they did the readings, however, 51 per cent responded "no" and 47 per cent responded "some of them".

One explanation might be that more than 60 per cent of the students think the level of difficulty of this course is either extremely or very difficult, and that implied both too much to read and too much theoretical input. Indeed some of the qualitative feedback suggests that "I felt as if it was expected that the students already had good knowledge of the theories before the lectures, which was especially hard when the readings also lacked in explaining the theories"; "the reading was so hard to understand most of the time" and "there were just too much readings". There are specific demands for a smaller pensum in this course by several students: "90 pages is too much to expect from students that have other courses too", even though some acknowledge that they need to work a bit to receive 15 ECTS. Another difficulty of this class is that it runs in parallel with MET 102 which tends to focus students' efforts - so they might decide not to read for 107, and this shows in ability to follow lectures and exercises.

We asked students specifically, in the survey, whether introducing an obligatory assignment would be a good idea, and many responded positively, as long as the reading would be reduced and the tasks would be structured in a way that helps students grasp the concepts and theories in-depth. However, some feel nervous about answering questions in class or even on MittUiB discussion fora out of fear of being wrong.

Some also suggested that while the case studies are a good idea per se (several mentioned that they liked this part of the class best), they were still too theoretical and sometimes hard to grasp in relation to the many conceptual and theoretical debates going on in the course.

Evaluation of the seminars:

26 students replied to the seminar evaluation, more than half of which exchange students. Here too, students mostly report to have read less than half (7) or about half (10) of the pensum. Satisfaction with the seminars is in general a bit higher than with lectures and almost all students agree that seminars covered topics of high relevance for their understanding (24 of 26 give the two maximum scores). This is a good outcome and it shows that the deeper discussions of concepts and theories in seminar settings can help students grasp the complexity of the issues at stake

in this course. We thank the seminar leaders who seem to have done a great job here.

Emneansvarlig sin evaluering

Given the thought we had given to introducing the case studies in what was a theory heavy course, I am glad to see several students appreciate this effort. However, I can also relate that many still feel overwhelmed by the pensum and suggest reducing it. In fact, Arild and I discussed this before, but when I took the course, it was too late to change methods of assignment or reduce the pensum, so we were stuck a bit "in-between" making this more hands-on and the "old" design of the course. I can see now that this was a tension for some students and therefore not ideal. We tried to use in-class polls and discussion questions as a way to pin complex debates down for them (e.g. a poll and discussion in lecture 5 on whether students thought ideas can change the world - linking to a session on "constructivism"), but this did not seem to work for everyone. We also have to bear in mind that this course has about 50% exchange students from various disciplinary backgrounds and with variable prior knowledge - which makes it a bit hard to build from.

The feedback we received confirms our sense that we need to move further in the direction of active learning through introducing practice examples, small meaningful assignments, and a lighter/reduced pensum.

We would propose some specific further developments to this course:

1. Keep the case-study approach but make the cases align better with the theories and concepts by reducing the theoretical readings and focusing more on how we can apply these concepts and theories. Offer more policy resources in addition to academic readings to ground students' learning more.
2. Compress the reading list even more (down to 40-50 pages per week) and use the "free" ECTS for introducing 2 smaller assignments throughout course to "check" students understand the readings and to incentivise them to train writing critically for the exam. More writing practice in class with feedback will help both with the complaints about readings and with the complaints about feeling ill-prepared for the exams. We could use MittUiB for these assignments. E.g. the first could be a "student glossary/dictionary" with 30-40 key terms (3 per lecture) which students need to define in their own word but informed by the readings. We'd have 3-4 competing definitions each session and can read them out in class and discuss the best one. The second assignment could be a draft answer to a small discussion question (like in part A of the exam) where they need to link theory and case study and prepare exam writing.
3. Move attention away from pensum. Some students seem too obsessed with "pensum" and we think that we could do some communication work telling them that readings are there to create a sound knowledge foundation on concepts, theories, empirical phenomena and that this is the springboard from which they can jump and grow intellectually to analyse, discuss, compare, synthesize ideas. We should emphasise even more, also through assignment methods, that we do not want them to replicate knowledge from readings, but to encourage them to use what they read to question, argue, discuss...
4. Structure the lectures/teaching in a way that involves students even more and makes clear to them that they only can benefit from the lectures when they a) read and b) engage actively in discussions/questions/debates. Many of those complaining about "not getting enough out of the lecture" imply that this is a passive recipient position to be in. How can we make sure this changes?
5. Use MittUiB even more to involve students outside lectures - sharing material there, using the discussion fora etc. Since some students are worried about being wrong and therefore refrained from using the forum discussions
6. In the longer term, we could also discuss whether school exams are the most helpful way for student learning. Some of the students get so obsessed and anxious about the pensum and the exam, that they miss a chance to learn in the deeper way: questioning concepts, discussing ideas, applying knowledge... I am much in favour of using "learning diaries" as examination forms in introductory courses with much theory like this one. This also focuses on the knowledge gained, but asks students to reflect on where they came from, what knowledge they already had, what was new to them, what they want to know more about and why, what soft skills they acquired, and to also critically reflect on what helps them learn in this course.

**Last opp karakterfordeling her
(Du finner den i Inspera, alternativt kan**

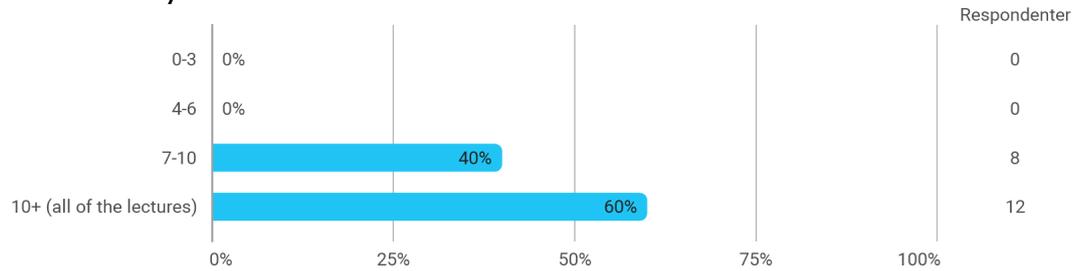
Evt. kommentar til karakterfordeling

Of 90 students who registered, 75 took the exam in December 2022. 51 of those identified as women and 24 men (if we assume that people identify in these binary terms). One student failed the exam. Of the rest, 5 got an A, 14 a B, 24 a C, 18 a D and 13 an E. The share of As and Bs is at around 25 per cent, showing that it was possible to succeed in this course, if one had done the reading and practiced writing in seminars and the online discussion fora [some of the writing on the forum was actually quite good, and students received individual feedback from me on how to improve their writing]. The share of Cs and Ds seems like quite normal a spread, but 13 Es might be considered a sign of some students struggling indeed. We have no way of knowing whether those students who did poorly took the seminars or used the voluntary opportunity for receiving feedback for their written work (MittUiB discussion forum) - but some of the changes we suggest towards obligatory assignments might enable more students to score at least a D or C in this course and reduce the number of Es.

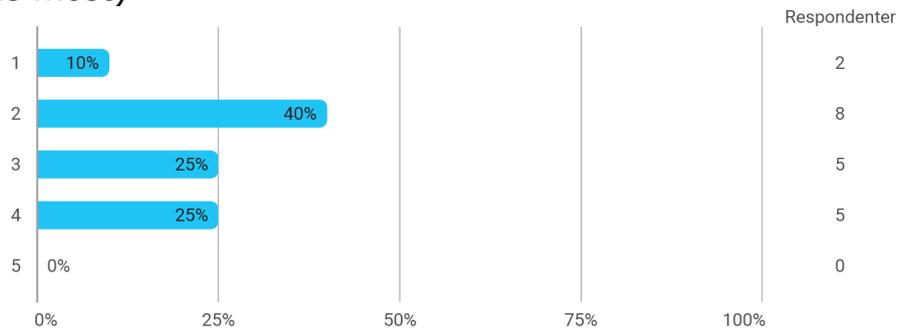
Mål for neste evalueringsperiode- Forbedringstiltak

See comments on the suggested changes. Arild and Regine agreed upon these suggestions, but were not sure about how formalised the new assignment should be (whether it could also be voluntary or whether it needs to be obligatory so that students actually read more and so that we can reduce the pensum to create points for the assignment).

How many lectures did you attend?



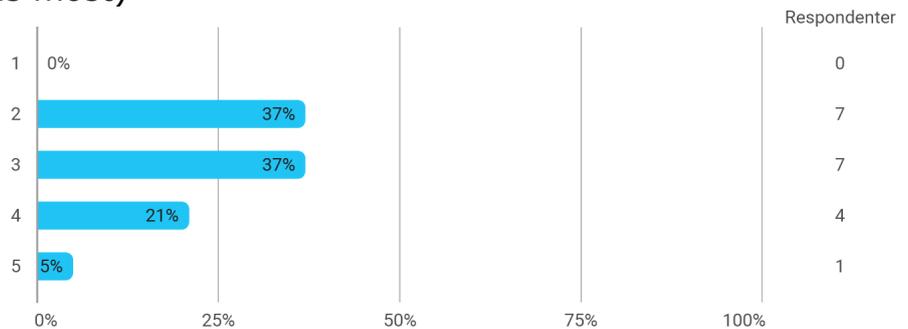
To what degree have the lectures contributed to your learning? (Where 1 is least and 5 is most)



How many hours per week did you spend on the readings?



To what degree have the readings contributed to your learning? (Where 1 is least and 5 is most)



Which weekly topic of the course did you find to be the MOST interesting and relevant? Please explain why this section was most interesting to you.

- The three logics of social actions
- the three logics of social action
- I enjoyed the case study of food security since it was more closer to our everyday life.
- Norway and the EU/EEA agreement
- The EU as a (global) Regulatory Power
- I like the case studies about food security and economy. I liked it because it made me feel i could use my knowledge in a specific topic and i also just found it interesting
- not sure
- The lectures about EU was most interesting

- The seventh class about the EU was fun. I liked how it illuminates the different perspectives on what the EU could be. It did a good job in contextualizing the varied perspectives from the syllabus.
- The three logics of social action
- The case studies were the most concrete lectures so it was in my opinion way more interesting
- Can't choose one, I enjoyed the classes about:
 - Global migration governance (6)
 - The EEA Agreement (8)
 - NPE (9)
 - AIT (10)
 - MPE (11)

During these sessions, I felt like learning something useful. They are not simply theories, they helped me define and understand my visions of the EU

Which weekly topic of the course did you find to be the LEAST interesting and relevant? Please explain why this section was least interesting to you.

- The EU as a regulatory state
Normative Power Europe? Concept and Critique
- artificial intelligence
- some topics were bit unclear and confusing but I would say all are interesting.
- all the theories
- Integration, functionalism. Just because it was hard to understand.
- I did not like the parts about different traditions like Realism.. because i felt like i didnt understand the different tradtions and there was a lot of different
- not sure
- the lecture on Transnational bureaucracies was very hard to follow, it was a lot of information and very back and forth. When its something that hard of a topic it should be better strucred and made easier to followe
- The case studies were incredibly hit or miss. For instance, we were often told to shortly go through a couple articles, but the course syllabus would often cover much more of what we read. Thus, it would often feel as if the case studies only covered small portions of what I think I need for the upcoming exam. The feedback from doing the case studies was helpful, but I'd rather be able to do something more in depth than work on something at a surface level.

Even though I have reviewed the case study papers we were asked to use during the classes, I would often not have reviewed the rest of the assigned chapters/articles prior to the case studies. This could be a mistake on my part but when we looked at these case studies, I'd feel as if I understood the gist of the concepts only to look at the assigned reading of them later to see that there's so much more to read. That left me feeling pretty demotivated to read more, because I'd just feel uncertain what is relevant or not for the exam when the case studies ask us to review something in the light of x, yet there are more papers to read about it that was not part of the case study we reviewed in class.

For example, case study 2 featured two specific chapters, yet the syllabus covers more chapters from the book. After doing the case study, I felt as if I understood the concepts because I had read the assigned reading during the class and done the work, but after the class when I saw there were even more chapters I would feel unsure about how they are applicable to the case when I have already looked at the specific chapters that were asked about during the class.

If the case study requires additional reading beyond what the case study asks of us in the classroom, then I feel as if the case study doesn't set up our expectations for what is required well enough.

- The EU and integration
- The lectures on the theories were confusing to me because they were too many theories tackled, it just did not make sense. In addition the theories were not really concrete enough to understand the relevance of studying that many of them and I struggled to find a link between all of them.
- - EU's climate policy
- Food security

I think I was expecting more.

Which book or article on the curriculum did you gain the MOST from reading?
Please explain why this reading was so useful.

- Let's argue
- lets argue
- Main textbook. It gives me important and basic ideas about all topics.
- I didn't really find any of the texts helpful as they were very hard to comprehend
- Weiss and Wilkinson
- Weiss and Wilkinson, quite easy to find different topics. But some of the chapters were better written than others...
- Ahrne and Brunsson and Risses articles were useful. I understood the topics well.
- international organization and global governance - Weiss & Wilkinson
- Constructivism and decolonialism I found to be the most interesting topics of the course. In particular, the WW book reading on decolonialism was written extremely well in a way that deconstructed many of the Eurocentric worldviews I thought of as implicit.
- Let's argue
- the main book of the course was clear material
- Most of them

Which book or article on the curriculum did you gain the LEAST from reading?
Please explain why this reading was least useful.

- International Organization and Global Governance (book)
- the rest
- sometimes words used in articles were even confusing, so I would say if there are few more simply stated ones (such as main textbook) that would be better. But all of them are full of information.
- All of them
- don't know, didn't read it
- I don't know
- I think "international organization and global governance" was a quite difficult book to understand. I did not find many concrete definitions/explanations of the different theories, and the language used in the book is more advanced than necessary.
- generally the articles, a lot of them were very hard to read / follow. the language in almost all of them were really hard and not fit for someone that is just learning about the topics
- I'd like to explain a general problem I have with the WW book first. It uses incredibly academic speech that often ends up being too complicated.

"For instance, in the International Telecommunication Union, negotiations take place on the allocation of wavebands for electronic communication - the artery system of the Internet and the mobile telephone."

I have still no idea what this means. I asked friends what they thought it means, but the response from them (including friends that literally work with astrophysics and waveband frequencies) has been varied. It was suggested that the UN is criticized because this allocation is worldwide and thus results in a lack of available wavebands. But this is just not obvious to a student like me who does not study anything related to engineering.

There are several instances of this occurring in the book. Overly complicated academic speech which feels more like the author is stroking their ego rather than trying to get a point across. At the risk of sounding like I'm just lacking the knowledge to understand this type of rhetoric, I really doubt most students studying social science at a bachelor's level understand this, and so I view it more as a problem with the book and not the reader.

I read this sentence in chapter 44: "Six key challenges-cum-changes stand out". I think this talks about challenges that cumulate changes, but here the author sacrifices clarity for academic speech. I don't think a lot of people understand what this sentence means. It may seem small, but this interrupts the flow of reading quite a bit - I found myself stopping my reading, feeling confused and stupid because I've read something I have no idea what is. This happens multiple times in the book - small interruptions in delivering the overall intent of the chapter.

What this book in general lacks, is clarity. Many of the chapters abandon simplicity because they attempt to create narratives that build knowledge. With some chapters this works excellently, like

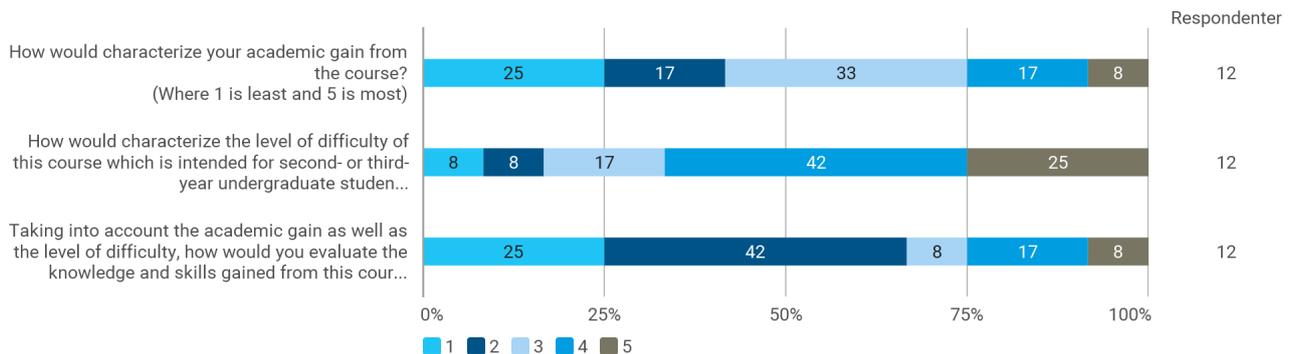
the chapter on decolonialism, but only because it goes out of its way to describe the more nuanced terminology it uses. In other cases it goes out of its way to not describe something simply and memorably - probably to make the reader read more closely, but this makes it needlessly hard to understand many of the concepts.

If the book used a mixture between what it already does (write contextually to build up the foundations of different concepts) together with immediately understandable, simple definitions of theories, I believe it would be a lot more informative.

The chapter on liberal institutionalism makes it really difficult to understand what it actually is. Even as I read it now, I understand it to be harmonious to concepts of realism, classical liberalism and Marxism, yet I don't understand to what degree or what it even aims to accomplish. I think the theory is that state centric realist pursuit of unipolarity creates opportunities to cooperate and grow together and in the process, disincentivizes war, though this takes a lot of reading between the lines to understand.

When I review the powerpoint from the third class, it says "It is a revised version of classical liberal internationalism and often contrasted with realism". I feel confused. Is it contrasted to (rejecting? compared to? the opposite of?), or does it agree with realism and attempts to overcome it? Perhaps it does both - but this is not something I feel confident about after reading the course material. I try to understand the concepts I read in depth, but when things are obtuse, I end up finding YouTube videos that describe many of the concepts much more clearly and concisely.

- The book
- .
- Some didn't bring any new information or were too complicated



Is there any part of the course that you are especially satisfied with?

- I enjoyed the case studies!
- No
- no
- I think the its relevant for anyone to know
- I really enjoyed the seminars. I had XXX and was very pleased with how he did the seminars.
- The seminars was the best part. it was the only way i felt like i could really graps what the lectures were talking about
- The topics presented in AORG107 are all incredibly interesting. Overall, I find myself really loving the field that this study is about. It's engaging, tackles interesting global scale issues, discusses the nature of IOs and presents it all in a cohesive historical frame. I feel enlightened from what I have learned, which is a really good feeling. The classes were also very informative and cohesive!
- no
- .
- The seminar leader

Is there any part of the course that you are especially dissatisfied with?

- regines lections
- I would say it would have been better if we could talk more about cases and talk more about examples that relates to our society/ everyday life.

- The readings and the seminars
- yes, I think a lot of the lectures and the readings was difficult to understand
- I felt like it was not quite as i expected..
- i did not enjoy XXX lectures because i never quite got a good grip on what the different theories was. I felt as if it was expected that the students already had good knowledge of the theories before the lectures, which was especially hard when the readings also lacked in explaining the theories.
- The reading material. As a course that is only 15p, 90 pages a week was way to much, especially since i also had another courses with this one. it was impossible to get through everything especially since the reading was so hard to understand most of the time.
- The WW book can be too complicated.
Case studies make it uncertain what is required knowledge or not (what we are asked to do in class vs. what the syllabus wants us to read)
- the lecturers
- The readings were really too consistant but not clear enough. I know that this class is 15 ECTS so it is normal that it requires a lot of work. But there were just too much readings (not even all of them were helpful). In parallel the lectures were not really helpful, not deep enough. So it started to feel like it would be useless to attend the lectures because the readings provided more information and took too much of my time anyway
- The case studies are still too theoretical.

In your opinion, how could this course be improved?

- describe the theories in depth before all of the exaples
- As mentioned above, more examples that is closer to our life would make it easier to understand and also would be great practice.
- Get more comprehensive texts, hire seminar leaders who actually has knowledge about the course and spend more time explaining the theories
- I think it would help a lot, if the professors tried to explain and conceptualize the theories in an easier way. We have not been to Harvard, as you have, so we are obviously on a different level when it comes to understanding the academic language.
- Maybe have some tasks or assignments. And the seminars could have been improved. Felt like i didnt Get anything from the seminars
- more understandable readings(that explaines more in depth), better
- If its going to continue to be this big it HAS to be worth more points then just 15p. If not it should be better stucured with a lot less reading material. 90 pages is too much to expect from students that have other courses too. The lectures were often not very informative and hard to follow.
- If the scope of the case studies was decreased or the case studies utilized all of the related syllabus, I think many students would feel more confident that what they're doing is useful. If I do a case study, then I want to feel as if I have mastered the knowledge. When I later learn that I have only read and worked on ~40% of the overall material, I start to question how I've gained anything of value from it.
- Get new lecturers who focus on pensum and making it understandable for the students with a clear structure
- Maybe less readings and a mid semester assessment to replace it
- Schedule the exam later, we had the last class less than one week before the exam. Considering we still have other classes and readings, the revisions are not as efficient.

The course combined sessions on theory with case studies of selected global governance problems. Can you comment on whether and how this approach helped your learning?

- This approach was helpful to understand the concepts we studied through the course.
- I would prefer if you spent more time explaining each theory and then explain how they could be applied in case studies
- I think it was helpful with the case studies, so that we have empirical examples for the exam.
- It helped my learning a lot
- I did like the case study approach
- It was very hard to follow. It felt like just two theory sessions most of the time and at the end just "use this now" and i felt like i didnt even understand what i just was supposed to learn.
- As stated earlier, I do not think the current case study approach is particularly good. I did understand the material I was assigned after doing the case studies, but it was just demotivating when what we did in class was such a small portion of the required reading for it. Will the exam use

the same case studies but for the rest of the material? If so, then what was the purpose of doing the case study if that specific material is much less than what will be on the exam? I don't think I'll have enough practice in that case.

- It did not
- The case study were the most concrete part of the course but it did not compensate the amount of theory material that was just really confusing.
- I don't know if it helped me, but it was nice to focus on different topics

The course also used a blended learning approach with online forum discussions and feedback in addition to physical lectures and seminars. How would you evaluate this approach?

- not great
- It is really helpful.
- In one way it is a good way to check if you have understood the curriculum, but for students who's not comfortable writing in these forums it's not really a good option.
- I did not use this forum.
- Not good
- i personally didnt attend the online forum discussion because we didnt get very much information on how it worked from the beginning, i also felt quite intimidated by answering because everyone could see who wrote what and i was scared of judgement if i answered badly
- I didnt take juse of it. For a lot of people it puts them in a positions of being very wrong and that is not something most are comfertable with putting themselves up for.
- I didn't care for the online forum discussions. I think they can be useful, but I just didn't find myself using it.
- It's good
- The seminars were a good way to complement the readings but I felt like the lectures did not really have their place is this combined approach because it did not make me learn anything more from the readings or the seminar.
- I would have liked to discuss on the forum, but I always finished the readings after the lectures. Therefore, I didn't have the sufficient knowledge to engage in a discussion. And the discussions threads were locked after the lectures.

We are thinking about introducing small obligatory assignments throughout the course for 2023 – like answering to 3-4 discussion forum questions over the whole term – to structure students' reading and exam revision work better.

What is your view on such a pending change?

- no
- I think it would be nice to have exercises to help understand better.
- Obligatory assignments would be very good in my opinion. But NOT answering 3-4 discussion forums. I only think that would lead to a bigger drop-out rate. Obligatory assignments such as small essays, answering some questions or multiple choice tests is a better option.
- I think that would be helpful.
- I think it would have been a great idea, because mandatory work makes Me understand things better and What is important
- it depends on how this is followed up. i would have enjoyed it if we were able to get feedback during the writing process from the seminar leaders for example.
- If you are going to do this there cant be this much reading. It shoulde definivitly be used as i personally feel like i learn a lot from working on the obligatory assignments in other courses.
- I think 3-4 discussion forum questions is not a difficult task, meaning students might not engage with the material in depth. It might help students read actively as opposed to cramming before the exam. Something like a quiz or even a paper might be better for making students work with the course material.

Personally, obligatory seminars would be preferable. Coming together to work, read and present the course material as opposed to submitting questions online is much more engaging.

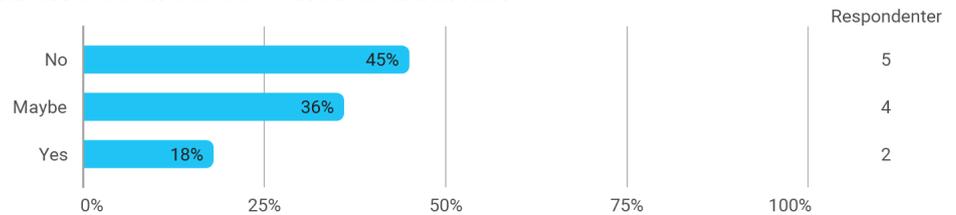
The course material is very large already. To get a good grade in this course, you would be required to read and work with a lot of material - especially with school exams. Since you're utilizing school exams, then I actually don't think obligatory work is as important as when the evaluation is through

home exams. Home exams let you read from the book - nothing is stopping students from this. School exams force students to read thoroughly in order to absorb all the material.

More preparation for an exam is always a good thing, I just don't think compulsory work is as beneficial with school exams as it might have been under the pandemic.

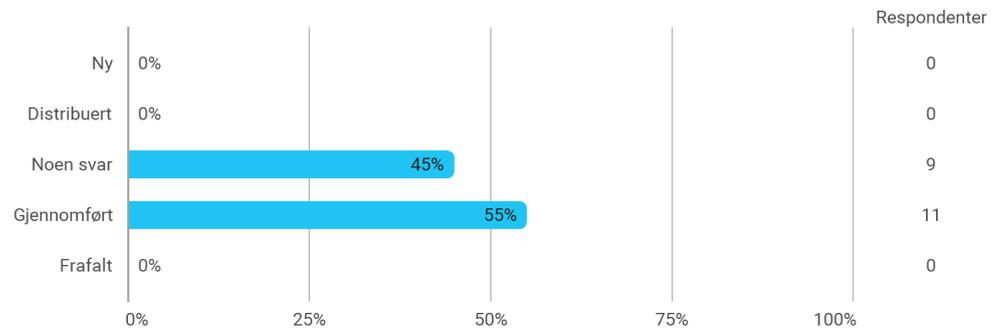
- I like it
- I think it could be a good idea ONLY if the reading list is made smaller.
- If the discussion questions stay opened why not.

Would you recommend the course to other students?



E-post

Samlet status



**FS580.001 Resultatfordeling**

Eksamen: AORG107 0 S 2022 HØST

EU og internasjonale organisasjoner - Skoleeksamen

Karakterregel: Bokstavkarakterer

15,0sp

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	Totalt	Kvinner	Menn
Antall kandidater (oppmeldt):	90	59	31
Antall møtt til eksamen:	75	51	24
Antall bestått (B):	74	50	24
Antall stryk (S):	1 1%	1 2%	0 0%
Antall avbrutt (A):	0	0	0
Gjennomsnittskarakter:	C	C	C
Antall med legeattest (L):	5	4	1
Antall trekk før eksamen (T):	0	0	0

Karakter	Antall	Kvinner	Menn
E	13	8	5
D	17	11	6
C	25	19	6
B	14	10	4
A	5	2	3

