



Forest biomaterial SV0010, 40143.2526

7.5 Hp
Pace of study = 100%
Education cycle = Basic
Course leader = David Arthur Agar

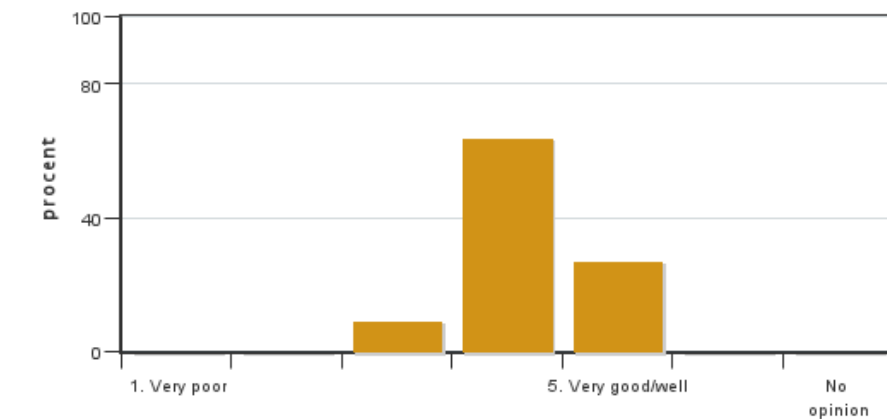
Evaluation report

Evaluation period: 2026-04-26 - 2026-05-17

Answers 11
Number of students 17
Answer frequency 64 %

Mandatory standard questions

1. My overall impression of the course is:

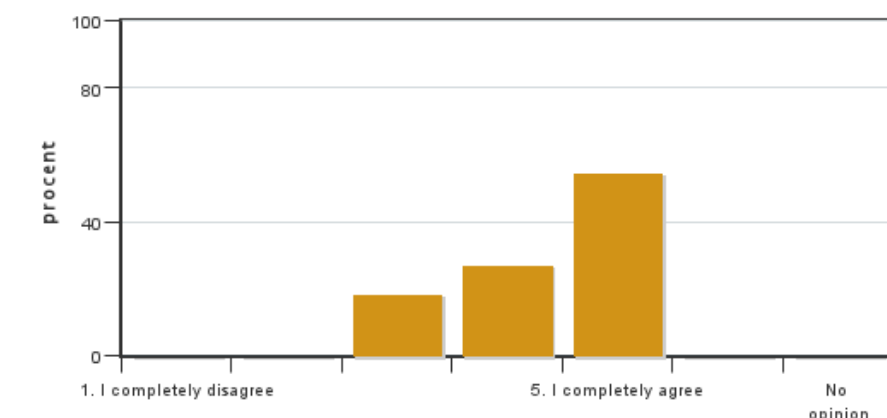


Answers: 11
Medel: 4,2
Median: 4

1: 0
2: 0
3: 1
4: 7
5: 3

No opinion: 0

2. I found the course content to have clear links to the learning objectives of the course.

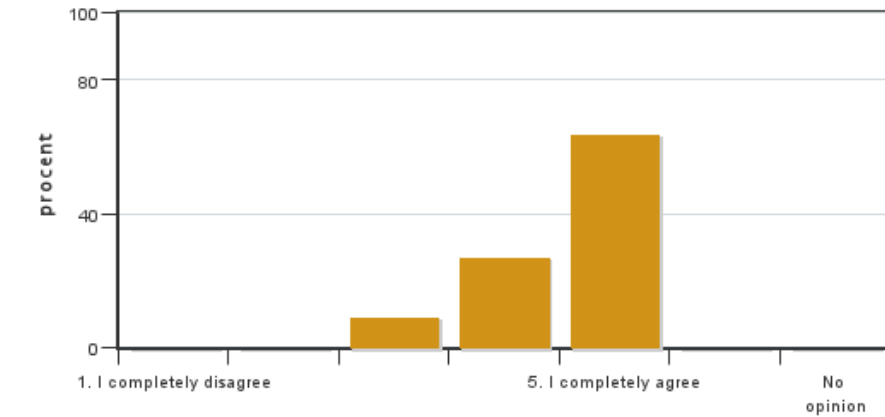


Answers: 11
Medel: 4,4
Median: 5

1: 0
2: 0
3: 2
4: 3
5: 6

No opinion: 0

3. My prior knowledge was sufficient for me to benefit from the course.

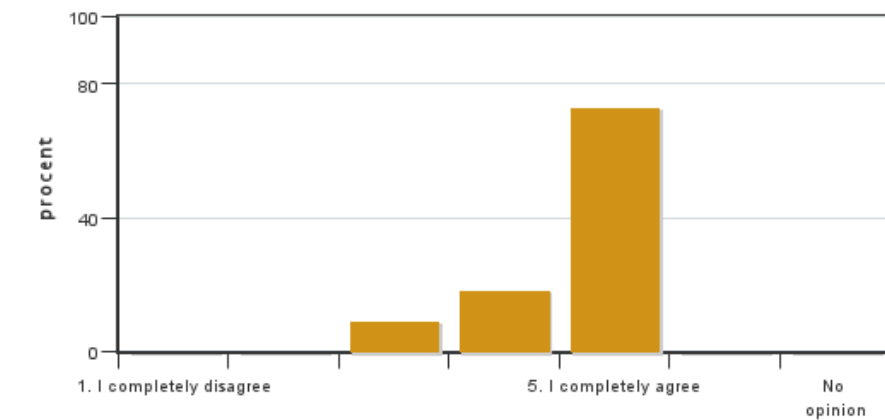


Answers: 11
Medel: 4,5
Median: 5

1: 0
2: 0
3: 1
4: 3
5: 7

No opinion: 0

4. The information about the course was easily accessible.

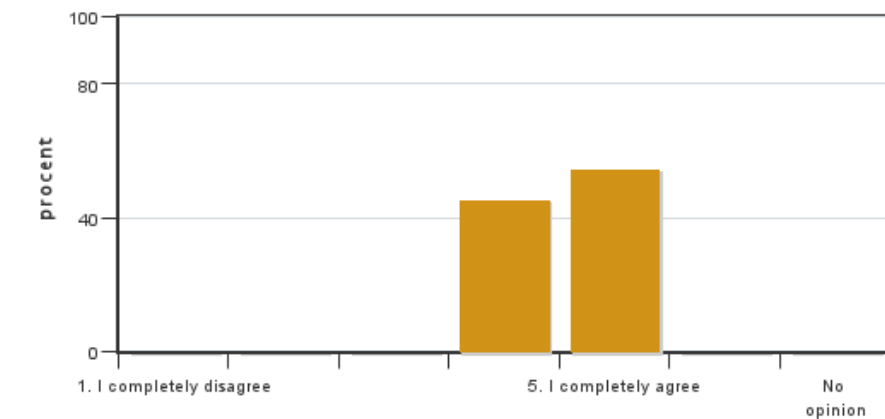


Answers: 11
Medel: 4,6
Median: 5

1: 0
2: 0
3: 1
4: 2
5: 8

No opinion: 0

5. The various course components (lectures, course literature, exercises etc.) have supported my learning.



Answers: 11
Medel: 4,5
Median: 5

1: 0
2: 0
3: 0
4: 5
5: 6

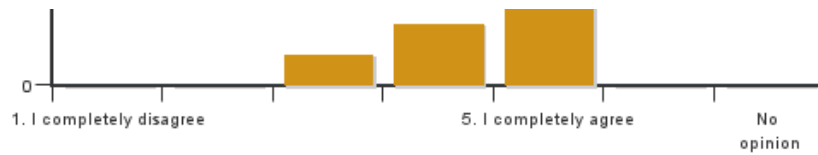
No opinion: 0

6. The social learning environment has been inclusive, respecting differences of opinion.



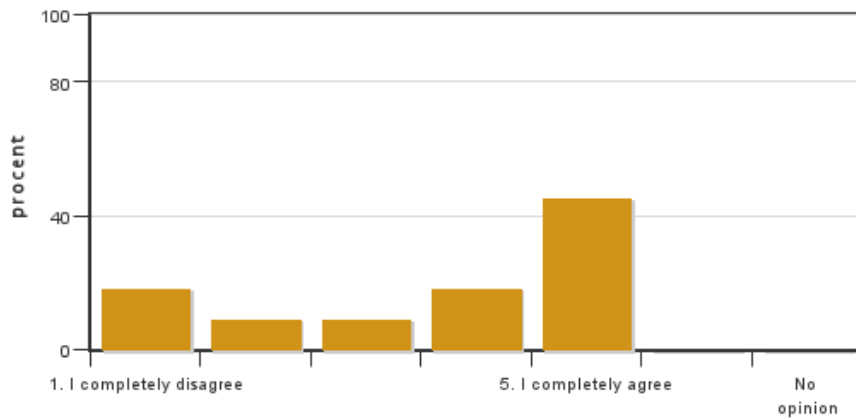
Answers: 11
Medel: 4,6
Median: 5

1: 0
2: 0
3: 1
4: 2
5: 8



No opinion: 0

7. The physical learning environment (facilities, equipment etc.) has been satisfactory.



Answers: 11

Medel: 3,6

Median: 4

1: 2

2: 1

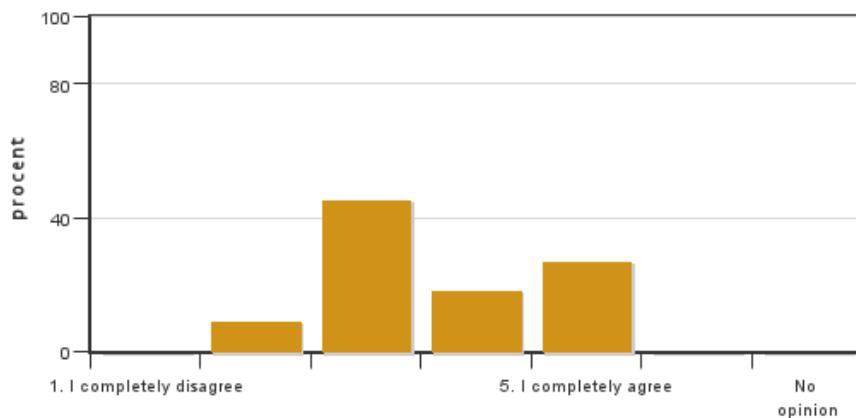
3: 1

4: 2

5: 5

No opinion: 0

8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).



Answers: 11

Medel: 3,6

Median: 3

1: 0

2: 1

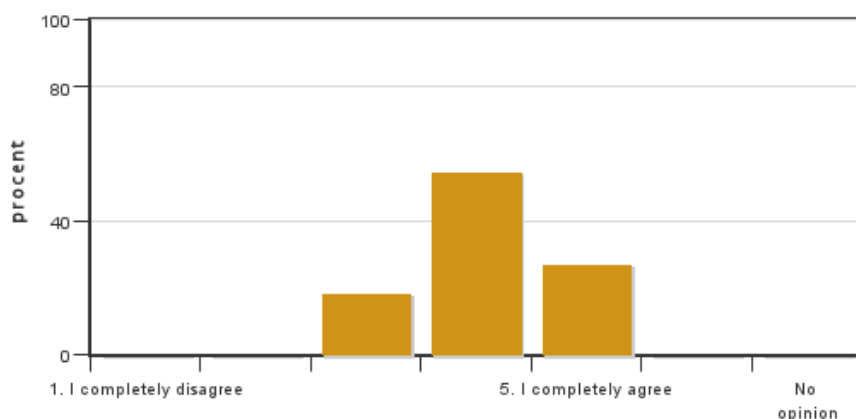
3: 5

4: 2

5: 3

No opinion: 0

9. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).



Answers: 11

Medel: 4,1

Median: 4

1: 0

2: 0

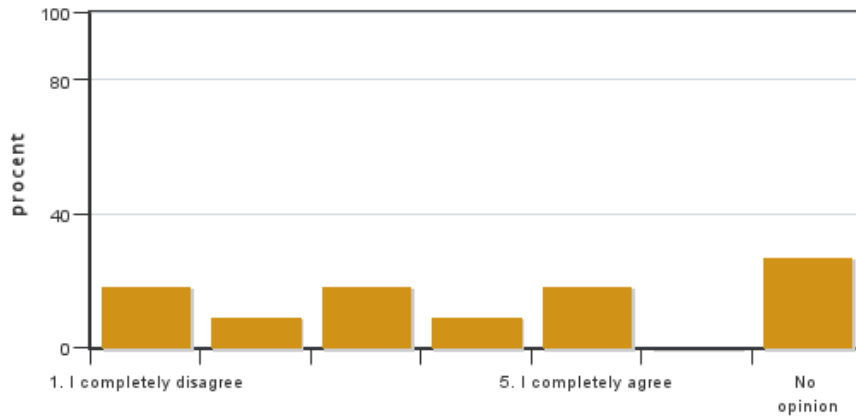
3: 2

4: 6

5: 3

No opinion: 0

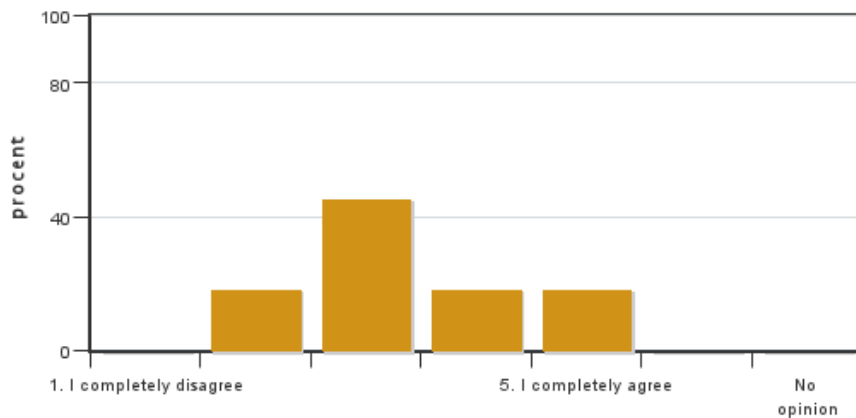
10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).



Answers: 11
 Medel: 3,0
 Median: 3

1: 2
 2: 1
 3: 2
 4: 1
 5: 2
 No opinion: 3

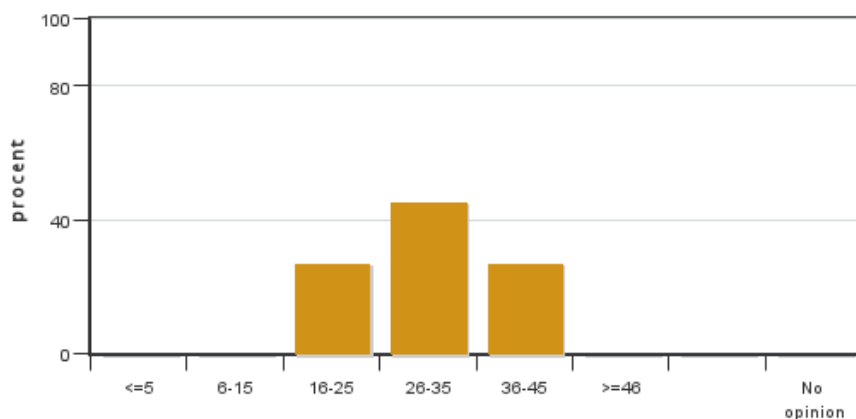
11. The course covered international perspectives.



Answers: 11
 Medel: 3,4
 Median: 3

1: 0
 2: 2
 3: 5
 4: 2
 5: 2
 No opinion: 0

12. On average, I have spent ... hours/week on the course (including timetabled hours).



Answers: 11
 Medel: 30,0
 Median: 26-35

≤5: 0
 6-15: 0
 16-25: 3
 26-35: 5
 36-45: 3
 ≥46: 0
 No opinion: 0

Course leaders comments

From the comments on the 2025 course evaluation and meetings with the student representative, a clear picture emerged of what worked well and less well in the course last year.

The 2026 course was developed and improved in the following ways:

- Provide an introduction (short lecture) to what a model is and how to design models using spreadsheet software (Excel), with working example that the students could use as a starting point for their group work
- Provide clear information and documentation in Canvas about how the students will be graded and assessed, for group work (reports and presentation), assignments and the final examination
- Reduce the number of obligatory assignments (from 16 to 8 assignments) and reach a "lagom" workload spread out evenly over the course duration
- Rework some of the obligatory assignments from individual to group work

- Achieve better agreement with Biometria personnel regarding the on-site exercise on sawlog measurements during the study visit to Sävar sawmill (it needed to be a hands-on exercise and not just a demonstration)
- Have the study visit to the sawmill later in the course (during 4th week) rather than earlier (during 2nd week) as last year's students thought it would be more useful

Based on the evaluation of this year's course, the students held a positive view of the course. They seemed to enjoy the sawmill modelling group work both from a learning perspective and as an activity in itself. The study visit to the sawmill continues to be a valued part of the course but this year there was one suggestion to have the visit earlier in the course. However, last year (when the visit was during the 2nd week) there were several students that thought it should be later in the course. Due to the Easter week in the middle of the course and the availability of Biometria and Norra (Sävar sawmill), there are limited options for me as course leader (i.e. I need to book the visit when it is possible for the companies).

In the group work, the students learnt a lot about sawmill operations but this knowledge was not evaluated in the work itself. The group work was evaluated based on; communication skills, presentation skills, report clarity, excel-model clarity and time keeping skills etc. Therefore, the exam questions based on sawmill operations (which are the core part of the course) were needed and they formed 33% of the exam points. The remaining 67% of the exam was indeed on different course topics.

I want to emphasise that there was a lot of time to study for the final exam; the group presentations ended Friday afternoon and the exam was held on the following Wednesday afternoon (i.e. five days later) and there were no lectures nor other assignments during this period so that students could focus 100% on studying for the exam.

Regarding the students (three in total) who missed the presentation of the group work due to personal reasons. They had an extra supplementary task (they had to record themselves presenting the entire group work) and they did not escape from responsibility, as some students have written in the comments. This was not communicated by myself to the other students so that is my fault. Next year I will be sure to inform everyone (not only the students that missed). The constructive comments from the students and the student representative in the evaluation are appreciated. The course will continue to be developed and improved.

Student representatives comments

Kursutvärdering från kursrepresentant

Svarsfrekvensen för årets kursutvärdering var 64 %.

Helhetsintrycket av kursen var överlag positivt. En stor majoritet gav kursen betyget 4, vilket resulterade i ett genomsnitt på 4,2.

Kursen upplevdes som rolig och väl upplagd, med särskilt uppskattade inslag som sågverksuppgiften, studiebesöket i Sävar och gästföreläsare. Upplägget med en vecka utan föreläsningar vid påsk var också positivt. En kritik som lyftes var att betygsättning av grupparbeten kan upplevas orättvis när vissa bidrar lite men ändå får samma betyg, och att ett U/G-system för grupparbetet hade kunnat vara mer rimligt. Generellt beskrivs kursen som mycket lärorik och välplanerad.

Lärandemålen fick ett medelbetyg på 4,4, utan några särskilda kommentarer. Detta visar att kursens syfte och mål uppfattades som tydliga och relevanta.

Studenternas förkunskaper verkade även vara anpassade till kursens nivå och fick ett medelbetyg 4,5.

Kursinformationens lättillgänglighet fick medelbetyget 4,6 där kursdeltagarna tyckte det var tydliga instruktioner på vilka sidor som behövde läsas + att litteraturen var tillgänglig digitalt.

Kursens lärandemoment bedömdes i snitt till 4,5. I utvärderingen påpekades dock att själva upplägget hade kunnat förbättras. Studiebesöket i Sävar hade gärna fått ligga tidigare i kursen för att ge en bättre helhetsbild av sågverkets arbete och skapa en grund för sågverksuppgiften. Det upplevdes också som att sågverksuppgiften tog oproportionerligt mycket tid i förhållande till dess vikt i betyget, vilket skapade stress när presentationen låg nära tentan och ledde till att övriga delar fick snabbpluggas under de sista dagarna.

Sociala lärmiljön fick medelbetyg på 4,6 utan några kommentarer.

Den fysiska lärmiljön fick 3,6 där det framkom viss kritik mot lokalen Aspen och att den skulle behöva en upprustning.

Examinationerna fick ett medelbetyg på 3,6. Det upplevdes som att tentan hade ett alltför stort fokus på sågverksprocesser, trots att detta område redan examinerats genom gruppuppgiften. Flera ansåg att tentan istället borde ge större möjlighet att visa kunskap inom andra delar av kursen, exempelvis massabruk och övrigt kursinnehåll. Det framfördes även kritik mot att bedömningen vid presentationen delvis påverkades av gruppkamraters insatser.

Hållbar utveckling medelbetyg 4,1

Genus och jämställdhetsperspektiv medelbetyg 3

Internationella perspektiv medelbetyg 3,4

Slutligen uppgav studenterna att de i genomsnitt lade 30 timmar per vecka på kursen.

Kontakta support: support@slu.se - 018-67 6600