



Wood Science and Technology SV0046, 30190.2526

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Nasko Terziev

Evaluation report

Evaluation period: 2026-03-16 - 2026-04-06

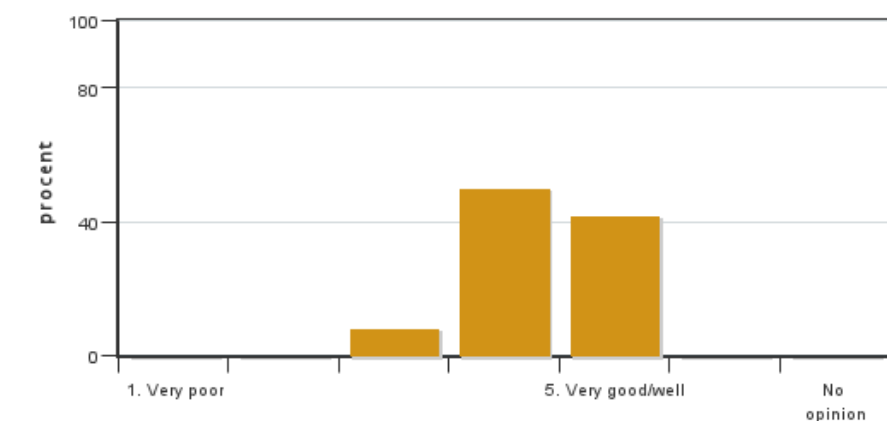
Answers 12

Number of students 16

Answer frequency 75 %

Mandatory standard questions

1. My overall impression of the course is:

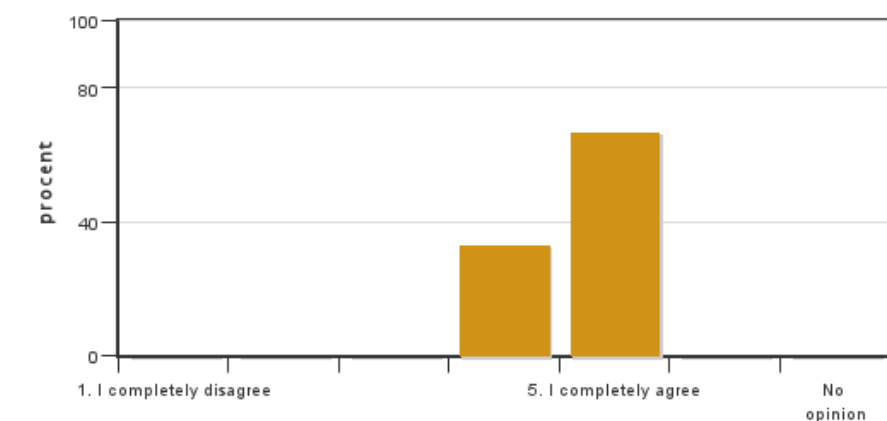


Answers: 12
Medel: 4,3
Median: 4

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

No opinion: 0

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

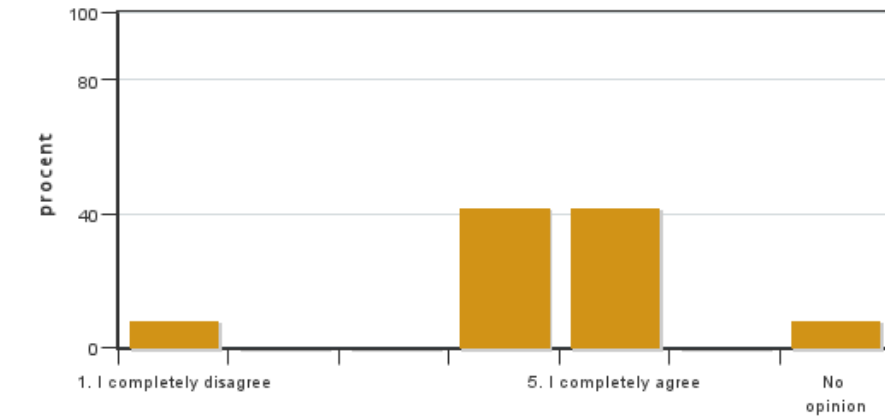


Answers: 12
Medel: 4,7
Median: 5

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

No opinion: 0

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

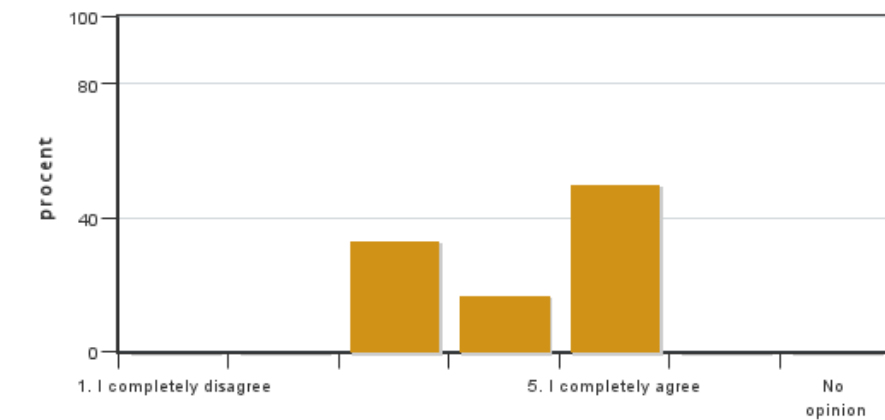


Answers: 12
 Medel: 4,2
 Median: 4

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

No opinion: 1

4. The information about the course was easily accessible.

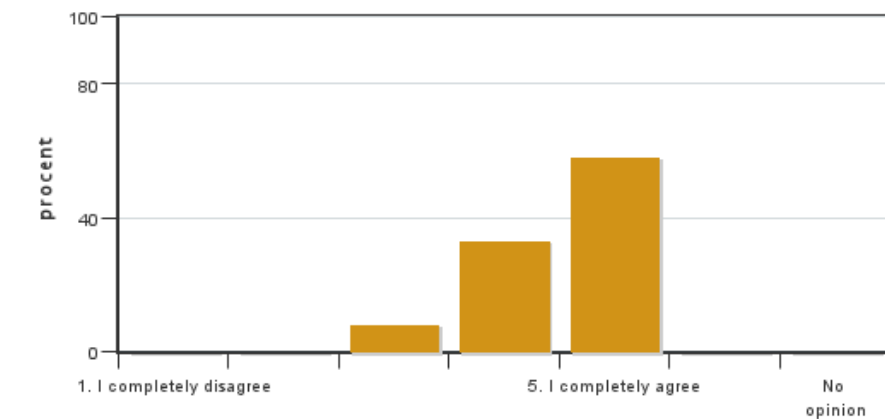


Answers: 12
 Medel: 4,2
 Median: 4

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

No opinion: 0

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

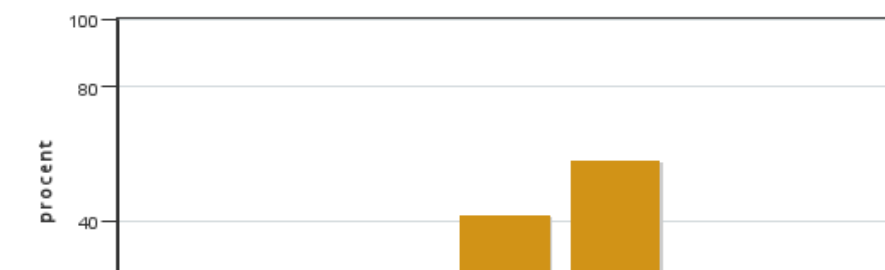


Answers: 12
 Medel: 4,5
 Median: 5

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

No opinion: 0

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



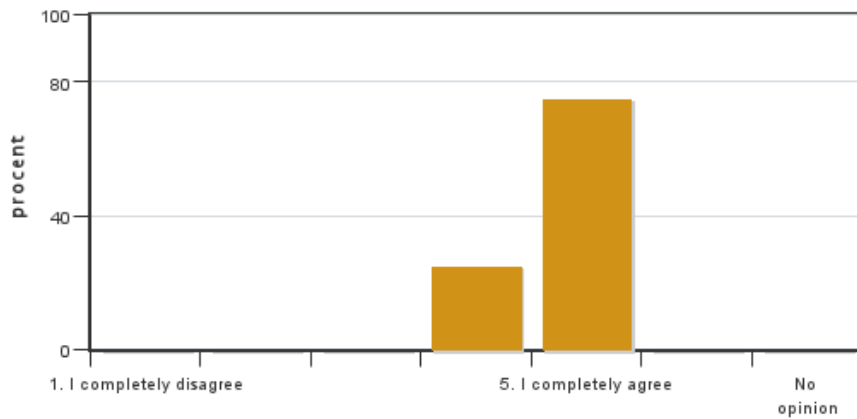
Answers: 12
 Medel: 4,6
 Median: 5

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



No opinion: 0

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



Answers: 12

Medel: 4,8

Median: 5

1: 0

2: 0

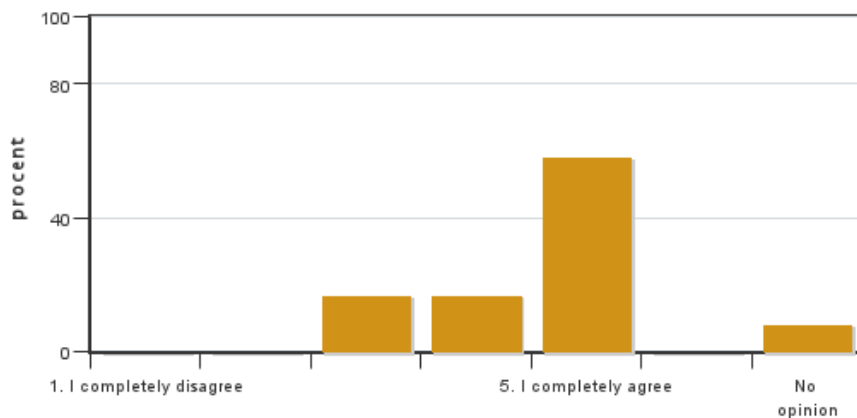
3: 0

4: 3

5: 9

No opinion: 0

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



Answers: 12

Medel: 4,5

Median: 5

1: 0

2: 0

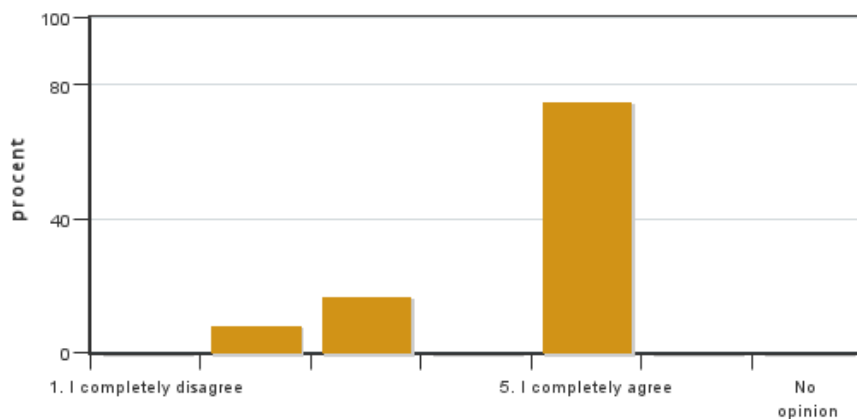
3: 2

4: 2

5: 7

No opinion: 1

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



Answers: 12

Medel: 4,4

Median: 5

1: 0

2: 1

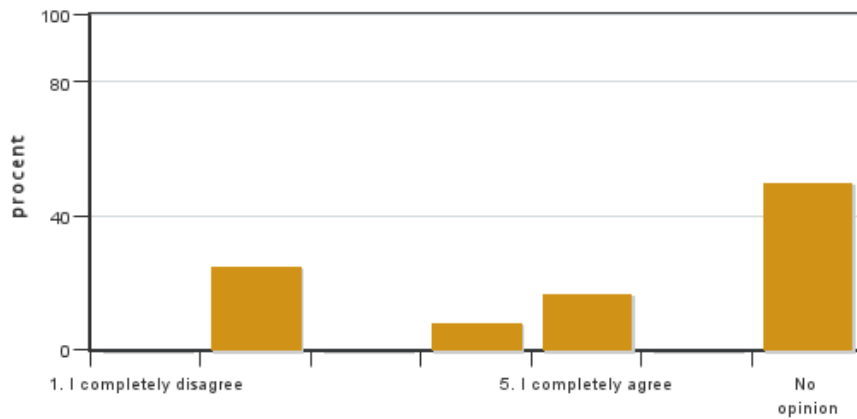
3: 2

4: 0

5: 9

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).

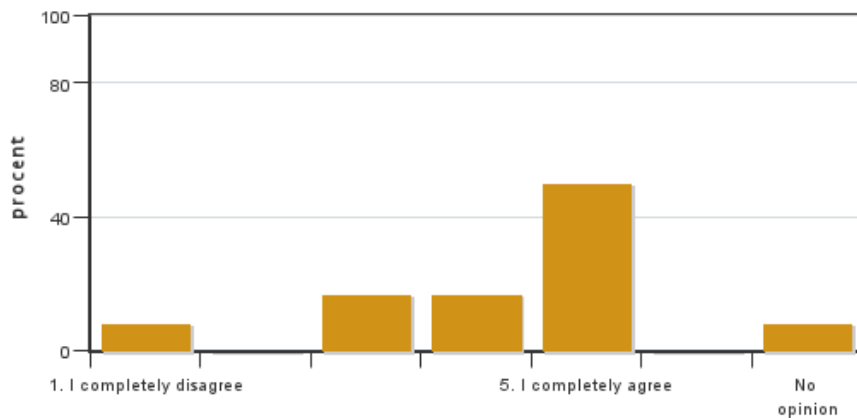


Answers: 12
 Medel: 3,3
 Median: 2

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

No opinion: 6

11. The course covered international perspectives.

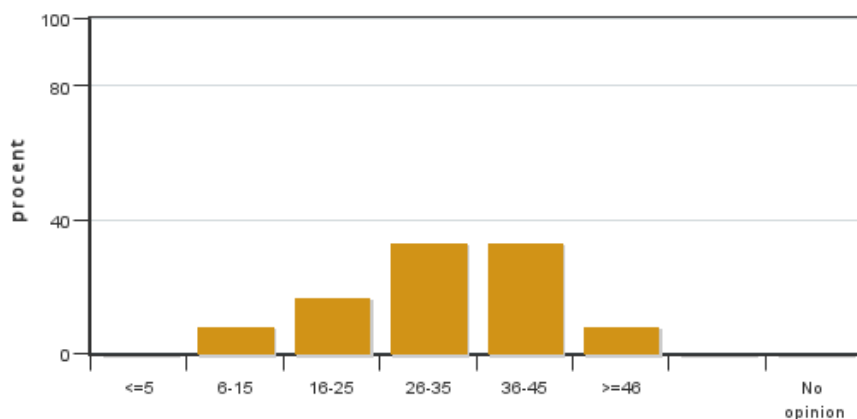


Answers: 12
 Medel: 4,1
 Median: 5

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

No opinion: 1

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



Answers: 12
 Medel: 31,3
 Median: 26-35

≤5: 0
 6-15: 1
 16-25: 2
 26-35: 4
 36-45: 4
 ≥46: 1

No opinion: 0

Course leaders comments

Course “Wood Science and Technology”, 15 credits (SV0046)

The course “Wood Science and Technology” took place between 19th of January and 23d of March 2026 and was attended by sixteen (16) students. The students had diverse study backgrounds and prior knowledge on the subject area. Five foreign students from Germany, Bangladesh, China and Czech Republic with varying backgrounds in wood technology, marketing, environmental and material sciences attended the course as well. We always introduce the subject areas in simple terms leading on to aspects that were more complex to ensure that everyone follows. The evaluation of the course was very positive! We were delighted to read the good course reflections from the students and assume that an average of 4.3 out of 5.0 is a very good result. According to the student's evaluation, “the general structure, from anatomy to the bigger concept, and that it had the connection to practice with the excursions” was appreciated. As in previous years, we employed conventional lectures (83 h), seminars (16 h),

excursions (4) and demonstrations (16 h) to convey our knowledge and demonstrate the research and industrial achievements. The students appreciated this. On behalf of the lecturers, I express our opinion about the course and some reflections on the student's perception of the course.

Overall impression

1) We performed the 15-week course with *only one* external online contribution on specialized aspects (Lidia Proykina, architect). This was appreciated by the students and allowed establishment of a good working relationship and avoided unnecessary repetition. The course was additionally improved by including some aspects of wood as a biofuel and supported by lectures of Michael Finell from our Department in Umeå.

2) We used a program of seminars after each subject block where the students studied specific questions in four groups of 4 students. Each group and individual then gave presentations to the entire class. These 4-hour-long seminar classes were much appreciated.

3) The study trips organized to a sawmill (Såtra, Nyby sawmill), pulp and paper mill (Billerud, Gävle), wood protection plant (Valbo Trä, Skutskär) and secondary product manufacturer (Craton AB, Söderhamn) were highly appreciated by the students.

4) We were pleased to see the enthusiasm/dedication of the students and increased standard of their presentations during the seminars. The seminars and excursions were fully attended to provide a good teaching atmosphere for the course and the entire group functioned very well. However, the lectures are the main and most important part of the teaching and should have got more attention from the students; some students were not consistent in attending the lectures.

5) At the end of the course, we discussed again the experience and level which the students had achieved. All students considered they had improved considerably even those who had previous experience in the subject area.

6) Considering the oral examination, most of the students and we are convinced it is a good way for communicating and determining the student knowledge in the subject area. We also apply the continuous assessment principle of the group seminars. We will continue with oral examinations since they have proven to be a correct approach to cover the broad area of wood science and technology.

7) Critical opinions on the course are welcomed; however, the critics must be based on facts. Examples in the course evaluation where this is not a case are: "only one female lecturer" when we had 3 female lecturers (S. Bibbo, L. Proykina and Y. Cho); "some of the course literature was only in Swedish" when we have recommended in the literature list 2 comprehensive classic books on wood science and technology in English. We cannot understand why there is a comment that the "environmental problems during forest management were not mentioned" when the course is not about forest management; it is a course about the wood material and its processing. What is disappointing for us is that "Canvas...could be used better. It was sometimes chaotic because of several timetables." The timetable was only one, it was announced in December 2025 and followed strictly with no changes or deviations and thus, "chaotic" does not refer at all to the situation.

Another issue is the visit to the wood protection company. The critic is that "excursion to a wood impregnation facility and wood impregnation lectures that went maybe 2 weeks after the excursion", we explained in advance that this is necessary because pulp and paper company (Billerud) and wood impregnation site (Valbo Trä) are just 5 km from each other's and it is correct to save time and finances combining the visit to the two industries. Pedagogically there is nothing wrong with demonstrating the process and deepening later by the lectures.

The most challenging moment in the course for us is to satisfy the knowledge level of the students – for some of them it is very low or no initial knowledge at all while some students (predominantly these coming from abroad) have high initial level of knowledge.

On behalf of the lecturers, I would like to thank the students for their good participation in lectures, excursions and seminars, for their interest in the wood science and technology subject area.

Prof. Nasko Terziev, 20 April 2026, Uppsala

Student representatives comments

This year, we were 16 people reading the course, 12 people were participating in this survey. Many people have a good or very good impression of the course. One student noted that the course had a basic level. Several students noted, that there are remarkable teachers in the course which lead to a good review for the course. The general structure, starting from the anatomy of wood and finishing with wood usage, leads to an easy to follow content. The excursions are an important part of the course, which was noted by several students.

The course covered the learning objectives of the course. All objectives are clear, however the syllabus was quite filled for such a short time. This made it sometimes a little bit hectic. However, the learning objectives were fitting to each other and well chosen.

The prior knowledge regarding wood science was largely spread. This was a big challenge for the teachers. Students found the course is well made for beginners and intermediate, many noted that they learned a lot during the course. It was nice that there was repetitions and reinforcements through the course, which made the course material easy to understand. All students mentioned that they learned new things during the course.

Several students had problems with accessing important information. Canvas is a strong tool with a lot of opportunities. The different pages from Canvas could be used better, with a uniform design from all teachers. Times for field trips were published a few days before, it would be nice to give information earlier since students have extracurricular commitments.

The course contained different components, like lectures, seminars, field trips and demonstrations. Many teachers were engaged in the lectures, bringing material for a visual understanding. The slides contained a lot of pictures which supported the understanding during the lectures, but made it difficult afterwards to understand the message of the slide. Regarding the seminars, Students mentioned that the level of the them was too low. For the field trips, it would be great to have the lectures about the topic in advance. Several students mentioned that this was not always the case, which made it not that easy to follow and participate in the discussions during the trip. However, the field trips were great for understanding.

Both the social and the physical learning environment has been great for this course.

For the course, there was one big, oral examination (45min) at the end of the course. Before, it was not clear what level is expected. The choice for an oral examination was liked by the students, since it gave the opportunity for more interaction during the examination. However, students noted that the examination covered only a few parts of the course, and was sometimes quite deep. There is a wish to split up the examination in several, smaller examinations.

The course covered quite well the promised topics as written on the website. Many students enjoyed the discussions, which provided the opportunity to understand different perspectives. However, there was a wish to cover as well sustainability aspects like the usage of PFAS during paper production.

Students wrote that wood technology is quite male dominated, which became visible during the course. There was only one female teacher, and no female literature.

Students wrote that the course had a focus on Sweden, but took as well a focus on international industries and progressions. Students like the perspective the course took, because of the focus on Sweden and local trees.