



Wood Science and Technology SG0213, 30025.2021

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Geoffrey Daniel, Nasko Terziev

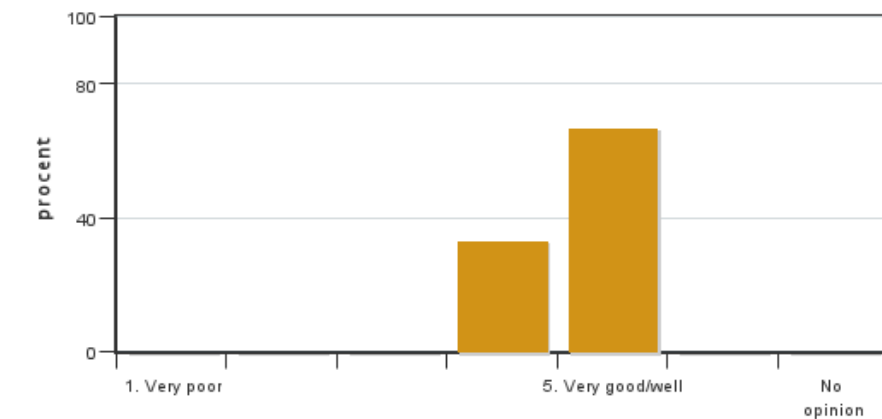
Evaluation report

Evaluation period: 2021-03-16 - 2021-04-06

Answers 6
Number of students 9
Answer frequency 66 %

Mandatory standard questions

1. My overall impression of the course is:

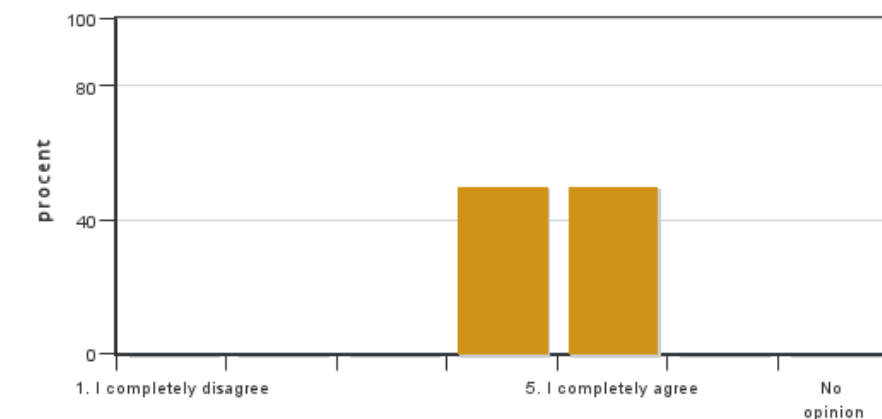


Answers: 6
Medel: 4,7
Median: 5

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

No opinion: 0

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

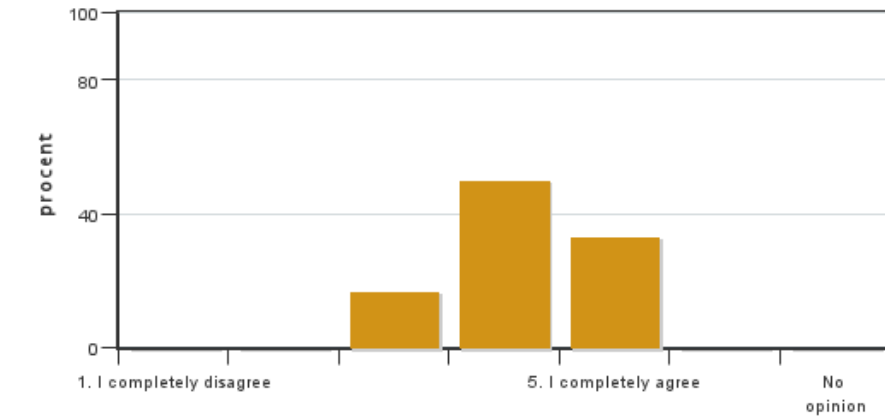


Answers: 6
Medel: 4,5
Median: 4

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

No opinion: 0

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

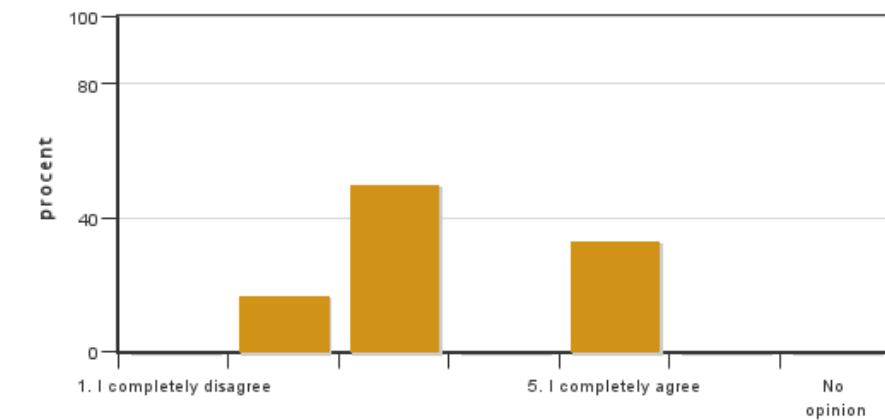


Answers: 6
 Medel: 4,2
 Median: 4

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

No opinion: 0

4. The information about the course was easily accessible.

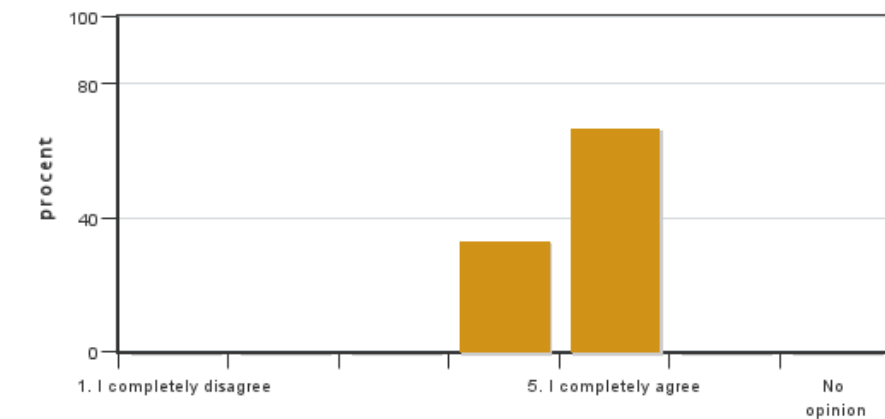


Answers: 6
 Medel: 3,5
 Median: 3

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

No opinion: 0

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



Answers: 6
 Medel: 4,7
 Median: 5

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

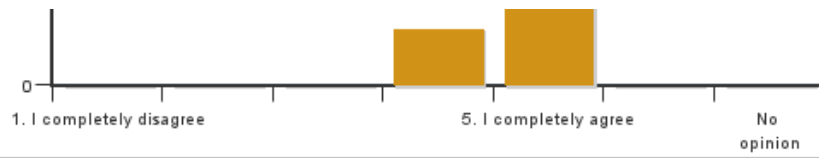
No opinion: 0

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



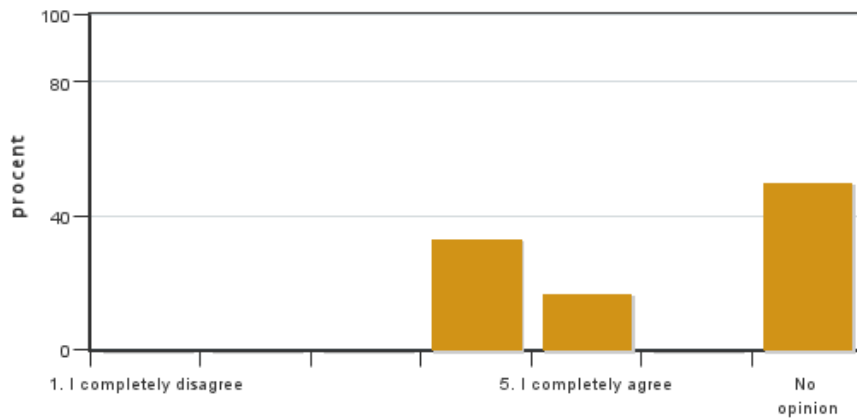
Answers: 6
 Medel: 4,8
 Median: 5

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



No opinion: 0

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



Answers: 6

Medel: 4,3

Median: 4

1: 0

2: 0

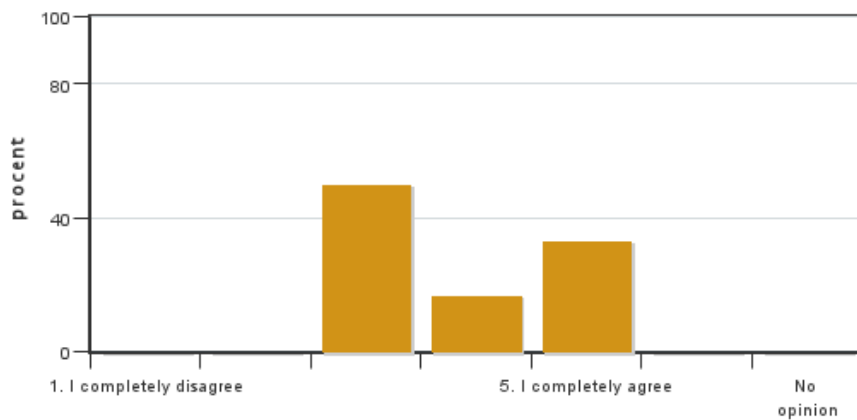
3: 0

4: 2

5: 1

No opinion: 3

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



Answers: 6

Medel: 3,8

Median: 3

1: 0

2: 0

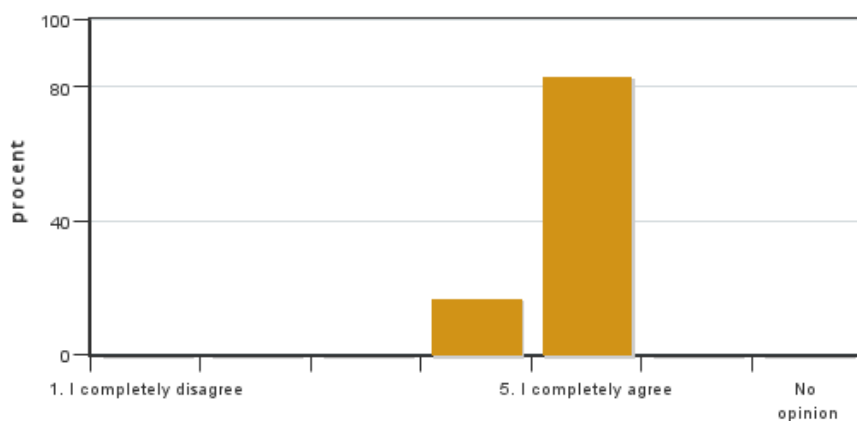
3: 3

4: 1

5: 2

No opinion: 0

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



Answers: 6

Medel: 4,8

Median: 5

1: 0

2: 0

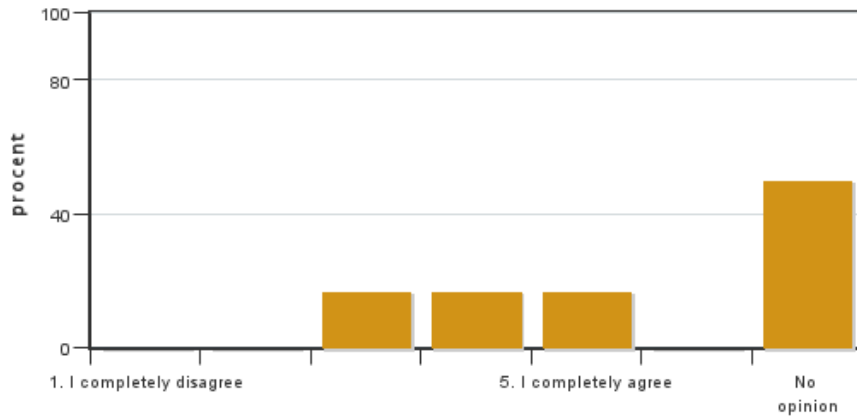
3: 0

4: 1

5: 5

No opinion: 0

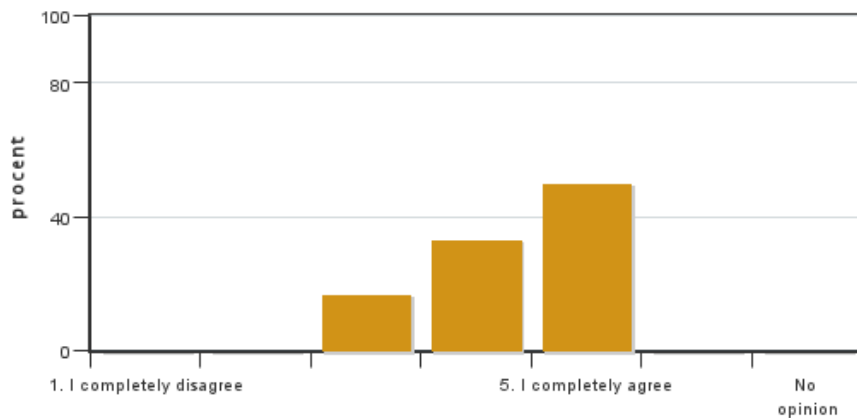
10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).



Answers: 6
 Medel: 4,0
 Median: 4

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

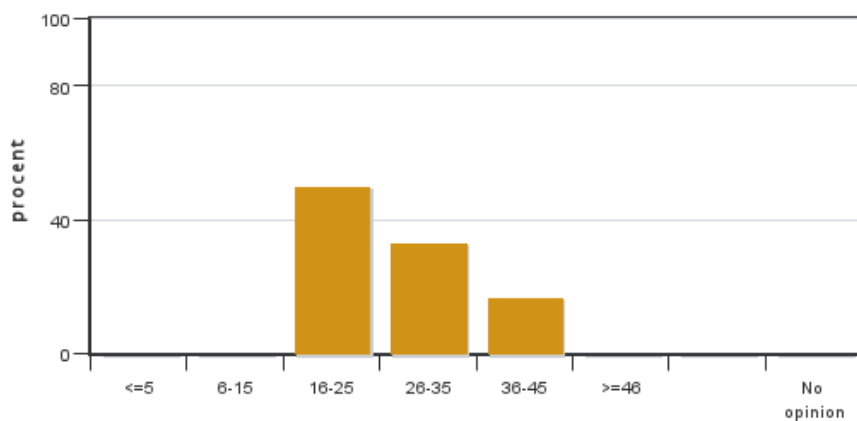
11. The course covered international perspectives.



Answers: 6
 Medel: 4,3
 Median: 4

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

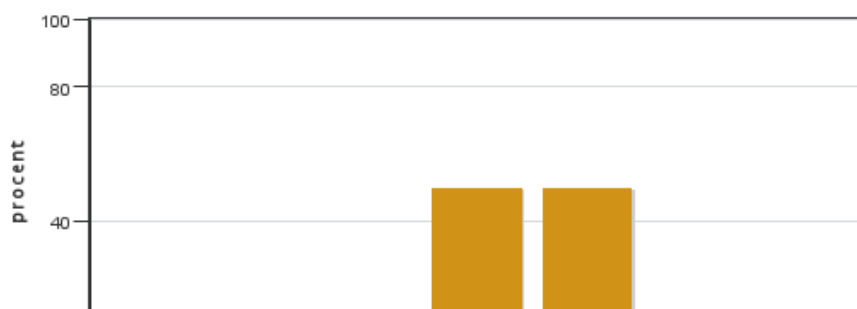
12. On average, I have spent ... hours/week on the course (including timetabled hours).



Answers: 6
 Medel: 26,7
 Median: 16-25

≤5: 0
 6-15: 0
 16-25: 3
 26-35: 2
 36-45: 1
 ≥46: 0
 No opinion: 0

13. If relevant, what is your overall experience of participating in all or part of your course online?



Answers: 6
 Medel: 4,5
 Median: 4

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



14. If relevant, please share what worked well when participating in teaching on distance

15. If relevant, please share what worked less well when participating in teaching on distance

Course leaders comments

appreciate the good reviews from the students –an average of 4.7/5 is very good under the circumstances. Like the students, this was a particularly challenging course for us as not only was it our first totally online masters' course, but also we add to substitute all our practicals and industrial visits. A course in wood science and technology requires laboratory practice, demonstrations and visits to industry, so for us, we felt displeased with that allowed because of the pandemic. We do not believe we can substitute the “hands on” practical learning by data and zoom learning. Further, the fact that we could not have daily contact and discussions with the students, much of the “indirect learning” from simple discussions with students and between the students themselves was lost. Daily physical contact during our course has shown to be very good previously especially for students attending without a background in the subject area. Perhaps a positive aspect of distant learning was the participation of students from afar that would not have otherwise been possible.

Apart from the group seminars where all students participated, we also introduced lecturer/student days after each teaching block where students could have direct contact via zoom with the lecturers to discuss aspects that they did not understand or wanted more information. This was in some way to compensate for the loss of the practical parts of the course. We believe this was very positive at least by the numbers of students joining.

Regarding a Canvas site, this is something for us to discuss again. Some of us already use this with other courses at UU, but some have negative experiences. We discussed it again before the course but the consensus was not to use it. Without Canvas, it does require the students have “good data homemaking” regarding files and e-mails which is not all negative.

Concerning the oral examination, this is the second time around we have adopted it (i.e. covid 2020 as well) and we feel 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. After Corvid, we will probably reinstate written exams or at least have a combination of oral/written assessment. However, we take on-board the comment regarding nervousity, and time to think regarding the oral exam. Last year some of the students thought an oral examination was good since they could elaborate in a better way. i.e. spoken and written language tends to be different, the former quicker allowing for greater elaboration.

Regarding the comment on the possibility for “follow-up” courses in the subject area. This is not something we are able to control but naturally, we are interested and have a similar viewpoint.

In finishing, from all the lecturers we would like to thank the students for their good participation (all lectures were almost fully attended!) and interactions and their interest in the wood science and technology subject area.

Student representatives comments

The course recieved great reviews from the students, in spite of the fact that the students were from different academic backgrounds and could be expected to have experienced the course quite differently. One student even pointed out that the biggest downfall with the course was that there is no other course in the same subject to follow up with - *more* of the same thing that is.

The students mainly claim that their prior knowledge was sufficient, although the reply wasn't completely in unison.

The means of communication got rather intense critique, a canvas-page (almost everyone claimed) would have helped out and made the handouts more easily accessible. We would like to press this our only actual complaint for next year.

As for the content of the course and the way it was presented, the students were very pleased. We got the impression that the course leaders made an actual effort to make the content interesting and interact with us students despite the pandemic. One student, however, came up with the recommendation of having only one Zoom-room for lectures in order to avoid misunderstandings.

An oral exam was pretty new to most students and some had troubles showing what they'd learned, namely from experienced pressure or not getting time to think.

To summarise, the students thought that the lectures and teaching held high quality and appreciated the course. On the downside can be mentioned: Lack of canvas-page/flood of emails and distance education in general.

Big thanks to the course leaders!

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