



## Wood Science and Technology SG0213, 30228.2324

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Nasko Terziev

### Evaluation report

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**Evaluation period: 2024-03-12 - 2024-04-02**

Answers 9

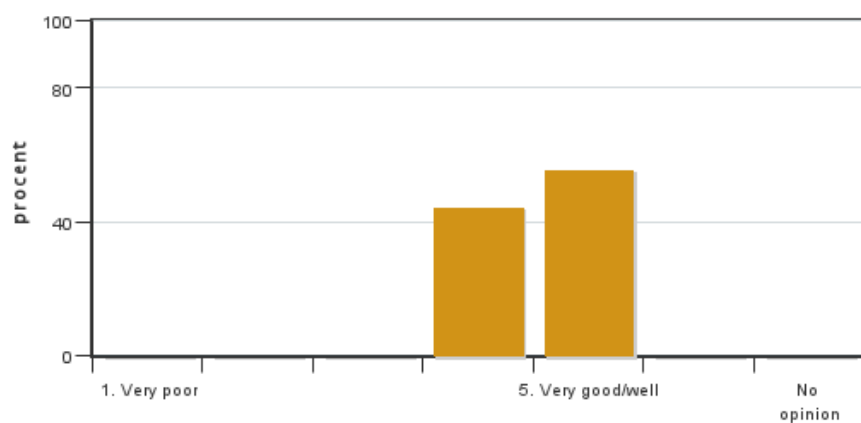
Number of students 9

Answer frequency 100 %

### Mandatory standard questions

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#### 1. My overall impression of the course is:



Answers: 9

Medel: 4,6

Median: 5

1: 0

2: 0

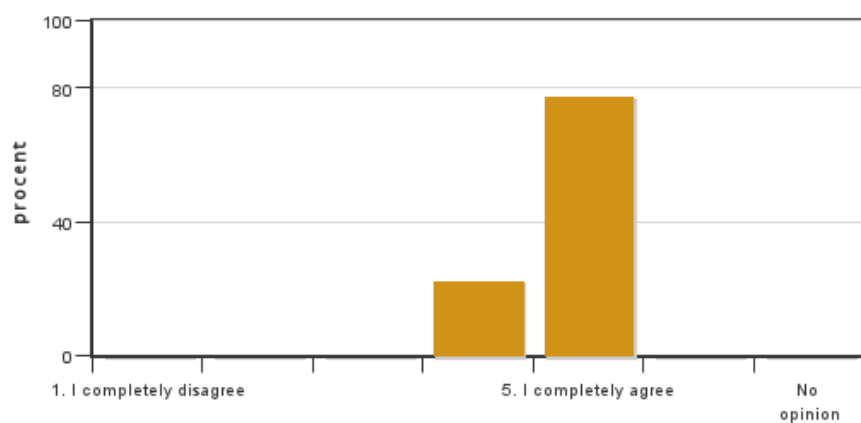
3: 0

4: 4

5: 5

No opinion: 0

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



Answers: 9

Medel: 4,8

Median: 5

1: 0

2: 0

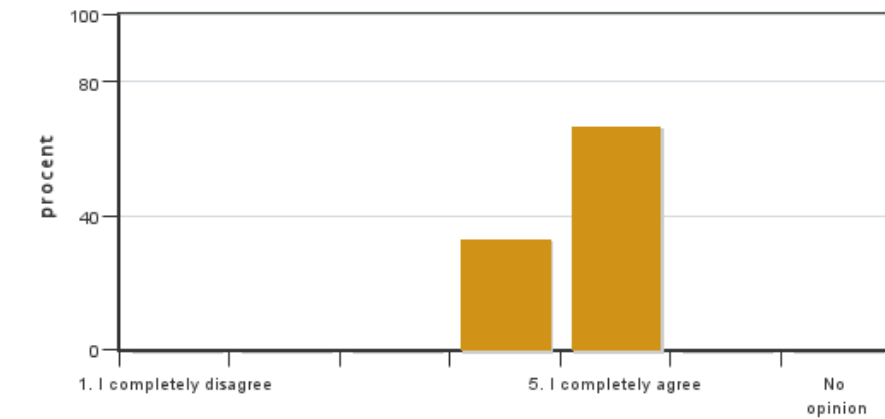
3: 0

4: 2

5: 7

No opinion: 0

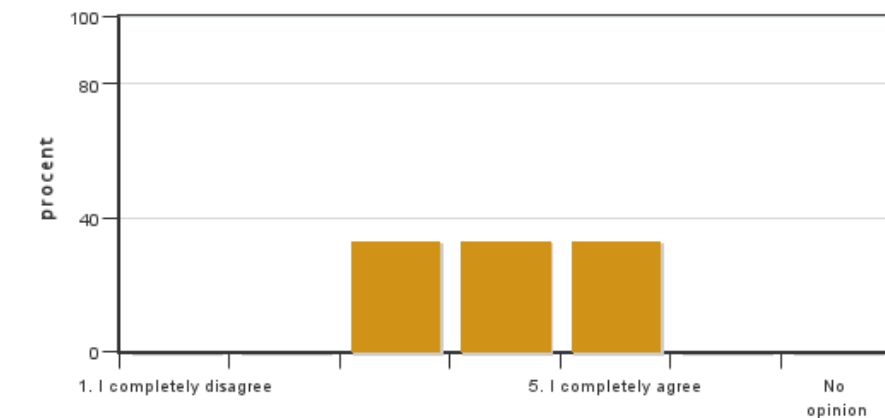
**3. My prior knowledge was sufficient for me to benefit from the course.**



Answers: 9  
Medel: 4,7  
Median: 5

1: 0  
2: 0  
3: 0  
4: 3  
5: 6  
No opinion: 0

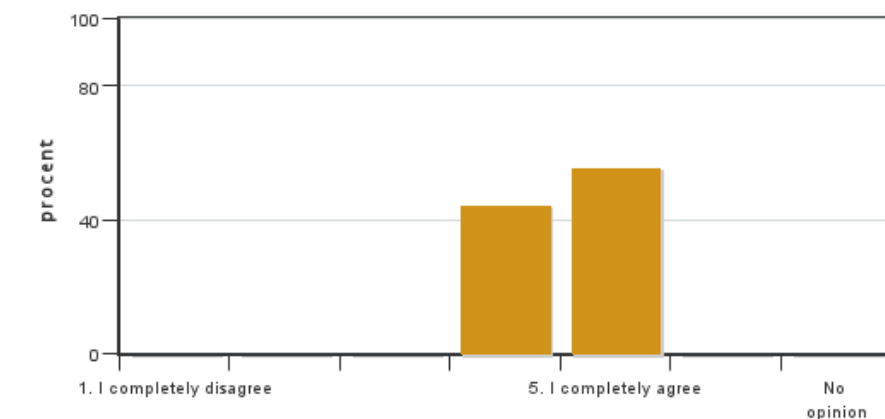
**4. The information about the course was easily accessible.**



Answers: 9  
Medel: 4,0  
Median: 4

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

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



Answers: 9  
Medel: 4,6  
Median: 5

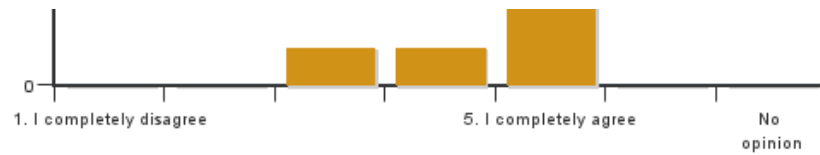
1: 0  
2: 0  
3: 0  
4: 4  
5: 5  
No opinion: 0

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



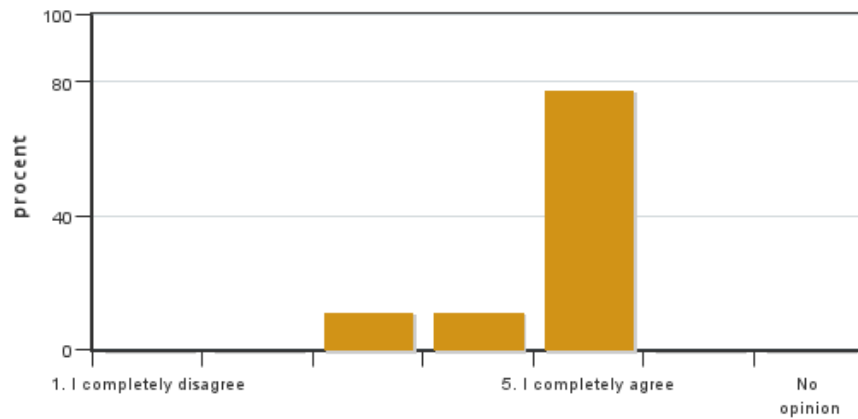
Answers: 9  
Medel: 4,7  
Median: 5

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



No opinion: 0

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



Answers: 9

Medel: 4,7

Median: 5

1: 0

2: 0

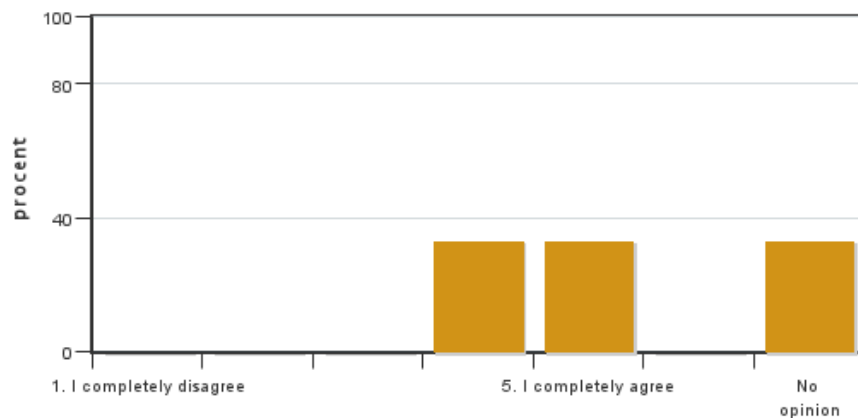
3: 1

4: 1

5: 7

No opinion: 0

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



Answers: 9

Medel: 4,5

Median: 4

1: 0

2: 0

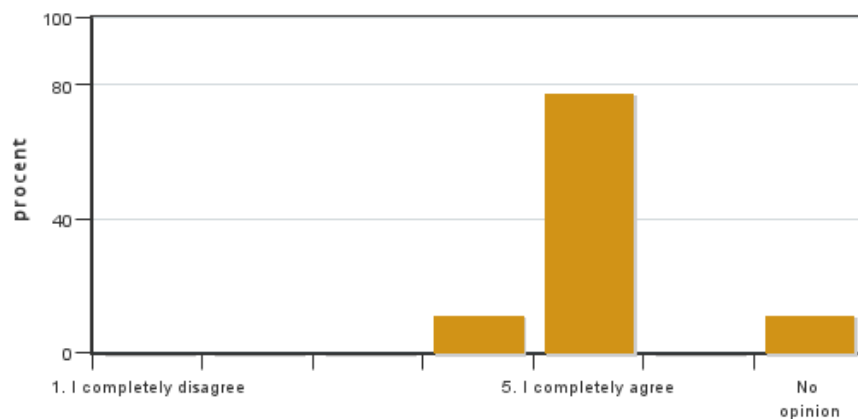
3: 0

4: 3

5: 3

No opinion: 3

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



Answers: 9

Medel: 4,9

Median: 5

1: 0

2: 0

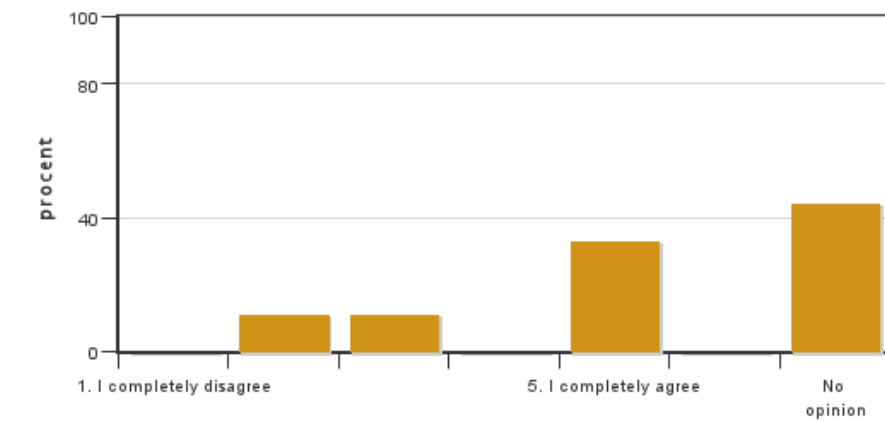
3: 0

4: 1

5: 7

No opinion: 1

**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).**

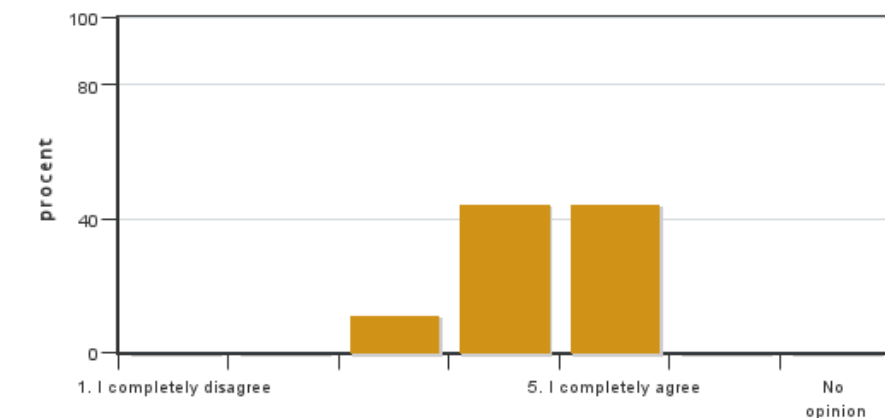


Answers: 9  
Medel: 4,0  
Median: 5

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

No opinion: 4

#### 11. The course covered international perspectives.

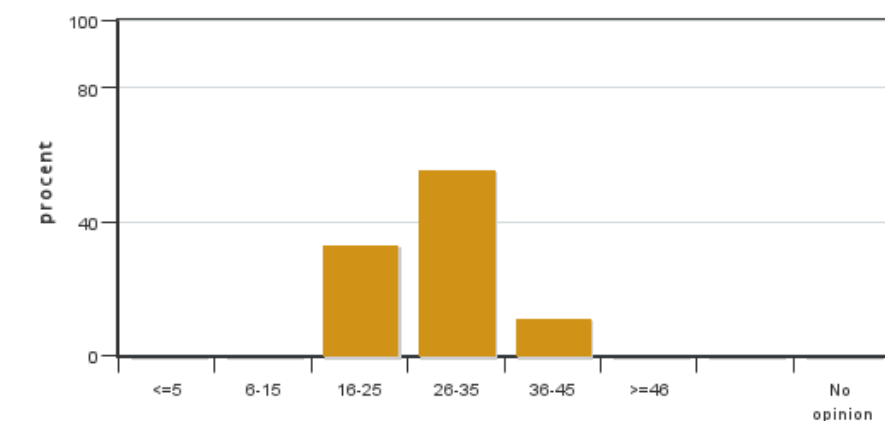


Answers: 9  
Medel: 4,3  
Median: 4

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

No opinion: 0

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



Answers: 9  
Medel: 27,8  
Median: 26-35

≤5: 0  
6-15: 0  
16-25: 3  
26-35: 5  
36-45: 1  
≥46: 0

No opinion: 0

## Course leaders comments

The course "Wood Science and Technology" ran between 15th of January and 19th of March 2024 and was attended by nine (9) students. Seven of the students had identical study background in forestry and prior knowledge on the subject area coming from SLU, Umeå. The two other students were from Germany and France with background in biology and environmental studies respectively. 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 is very positive! We were delighted to read the good course reflections from the students and assume that an average of 4.6 out of 5.0 is a very good result. No assessment issue was marked lower than 4! As in previous years, we employed conventional lectures (83 h), seminars (12 h), excursions (4) and demonstrations (16 h) in systematic in order to convey our knowledge and demonstrate the research and industrial achievements. The students appreciated this.

## Overall impression

- 1) We performed the 15-week course with “in-house” lecturers 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 Erik Anerud and 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 three small groups of 3-4 students. Each group and individual then gave presentations to the entire class. These 3-hour-long seminar classes were much appreciated.
- 3) Four study trips was organized to a sawmill (Sätra, Nyby sawmill), pulp and paper mill (Stora Enso, Skutskär) and secondary product manufacturer (Craton AB, Söderhamn) which was highly appreciated by the students.
- 4) We were pleased to see the enthusiasm/dedication of the students and standard of their English. All moments of the course (lectures, seminars, and excursions) fully attended and only rarely some student was absent through illness. This provided a good teaching atmosphere to the course and the entire group functioned very well.
- 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, 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.
- 7) Canvas as a tool for information spreading of course materials was improved compared to the previous course. The link was well organized and easily available for the students. We will continue in the same way next year. The use of Canvas can be improved further because, according to the students, not all of the lecturers set the OHs on time.

## Issues to be consider for the course in 2025

- 1) The study trips play important role for the student's learning and are very much appreciated. We plan to diversify the industry visits to either a glulam and/or biotech facility in the 2025 course.

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

Prof. Nasko Terziev 10 April 2024, Uppsala

## Student representatives comments

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The course wood science and technology offered a thorough and engaging learning environment. It was comprehensible even to those students with little to no prior experience within the subjects. The inclusion of well-planned excursions that combined the theoretical knowledge with practical applications gave a deeper understanding of the subject matter.

The students were provided with several opportunities to look at practical examples in a lab environment furthering their understanding for how research is incorporated in the course subject and the lectures.

Regarding the lectures some students felt that the powerpoint slides could have gone further and focused on emphasizing key points better due to it being difficult to interpret some of the material.

The canvas page was well structured and accessible. The sectioning of modules was highly appreciated. Relevant material such as literature and lectures were provided.

Some students felt the implementation of “reverse academic quarter” was confusing and would have preferred beginning lectures with an academic quarter instead of starting on the hour.

The seminars were a valuable learning opportunity to discuss, recap previous information from lectures while giving the students a chance to improve their presentations skills.

The excursions were very appreciated by the students. Incorporating the excursions into the learning material contributed to a better understanding of the lectures. Many of the students considered the excursions to be an important part of their education due to them being able to apply theoretical knowledge to real-life examples.

The students liked the structure of the oral exam and regarded it to being an opportunity to further understanding and knowledge of the course material since the students were able to discuss the subjects with the examiners. The students valued being able to delve into specific areas of the course they might have found particular interest in.

Overall, the course made learning complex topics easy to understand by engaging lectures, diversifying the learning material, implementing theoretical and practical applications combined. While there are some minor areas for improvement, such as powerpoint presentations and scheduling logistics, the course succeeded in giving the students a deep understanding of the course material and content.

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Kontakta support: [support@slu.se](mailto:support@slu.se) - 018-67 6600