Operational Management of Industrial Wood Supply
SV0049, 30195.2526

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Thomas Kronholm

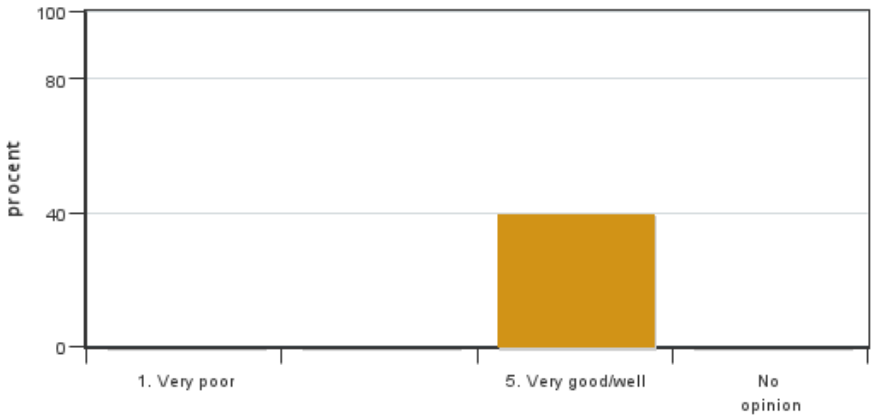
Evaluation report

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

Answers	5
Number of students	8
Answer frequency	62 %

Mandatory standard questions

1. My overall impression of the course is:

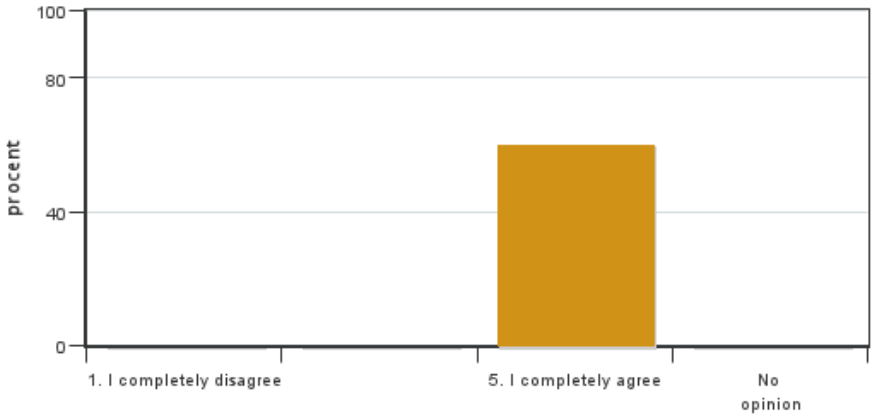


Answers: 5
Medel: 4,2
Median: 4

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

No opinion: 0

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

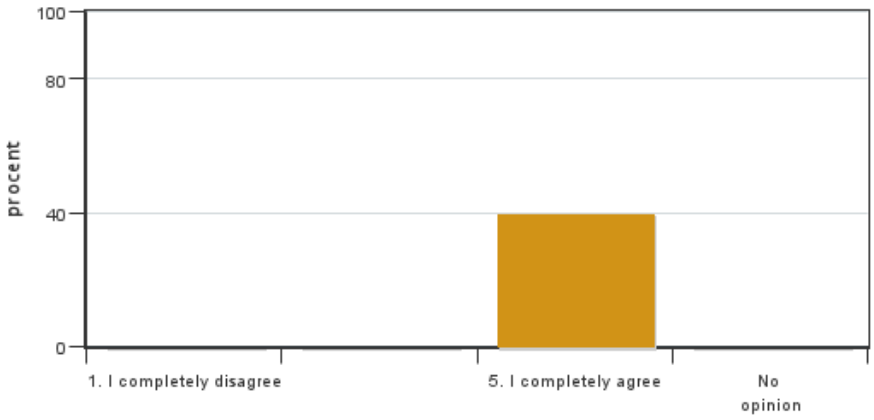


Answers: 5
Medel: 4,6
Median: 5

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

No opinion: 0

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

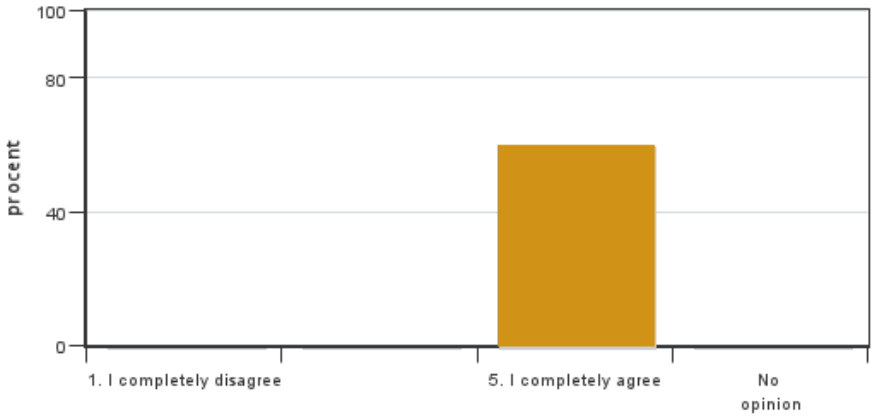


Answers: 5
Medel: 4,4
Median: 4

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

No opinion: 0

4. The information about the course was easily accessible.

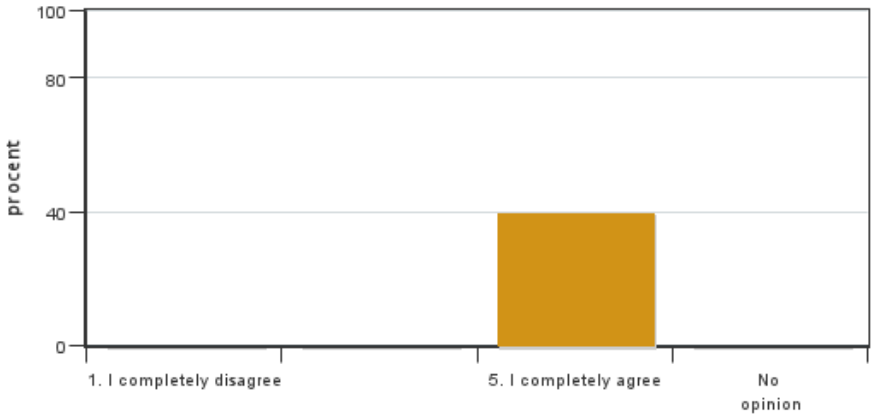


Answers: 5
Medel: 4,6
Median: 5

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

No opinion: 0

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

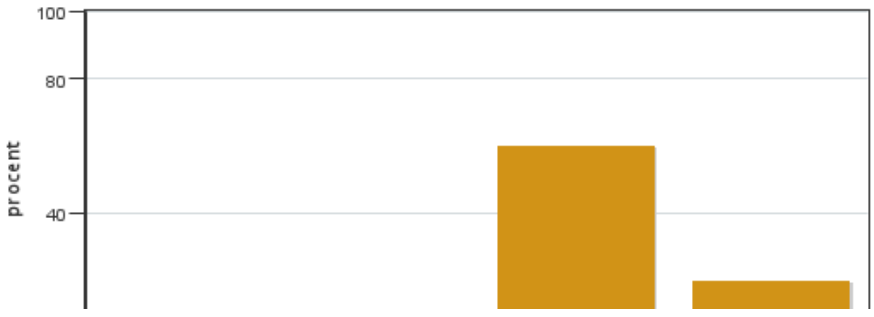


Answers: 5
Medel: 4,0
Median: 4

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

No opinion: 0

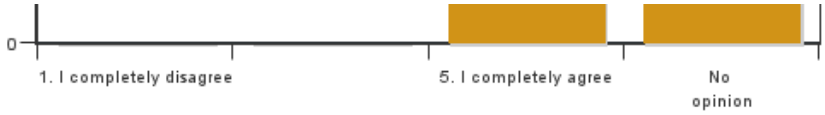
6. The social learning environment has been inclusive, respecting differences of opinion.



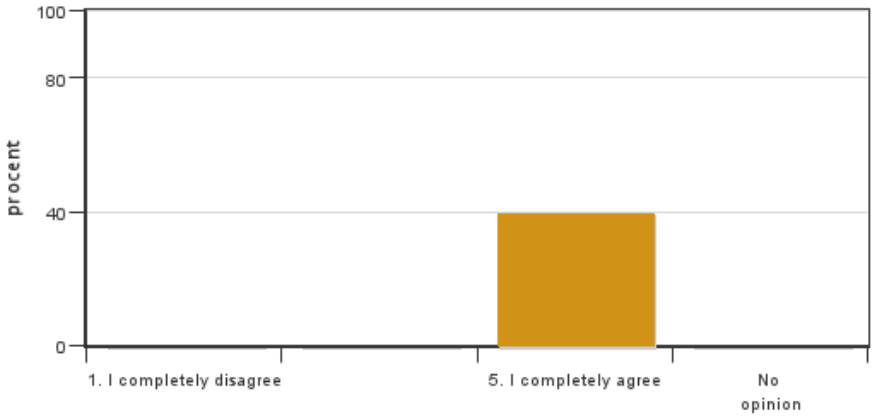
Answers: 5
Medel: 4,8
Median: 5

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

No opinion: 1



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

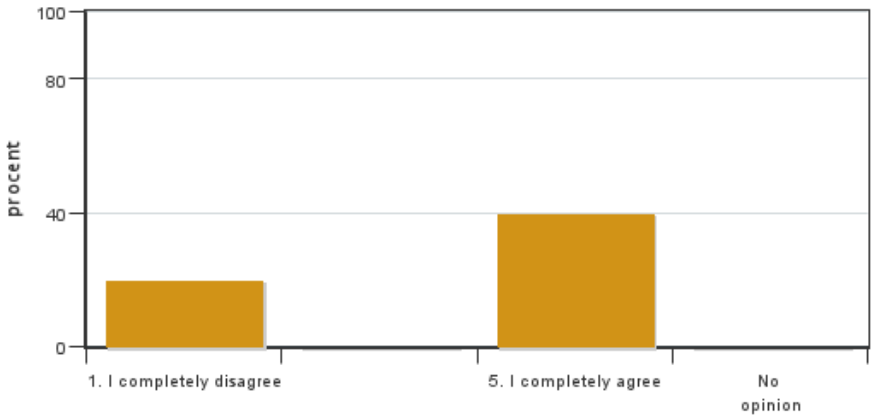


Answers: 5
Medel: 4,0
Median: 4

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

No opinion: 0

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

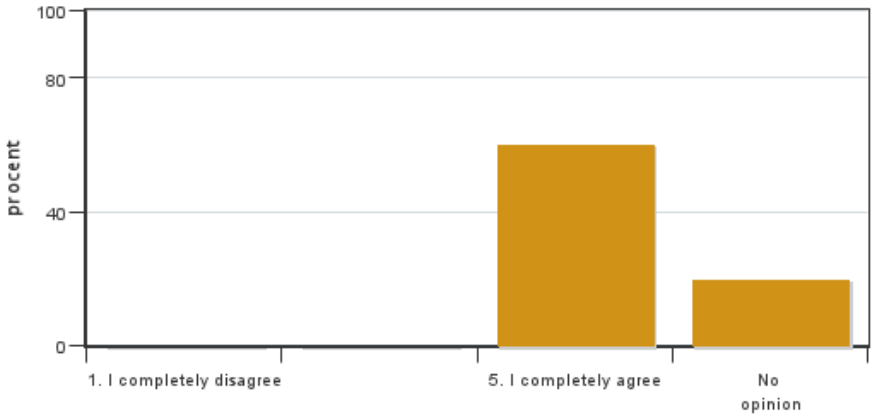


Answers: 5
Medel: 3,4
Median: 3

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

No opinion: 0

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

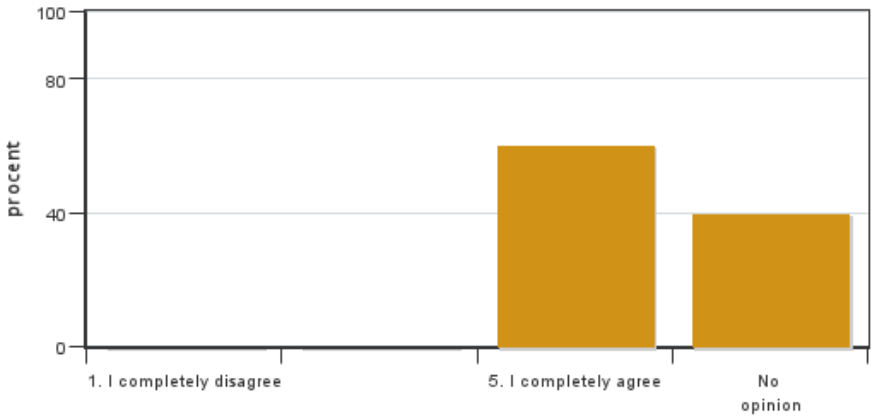


Answers: 5
Medel: 4,8
Median: 5

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

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).

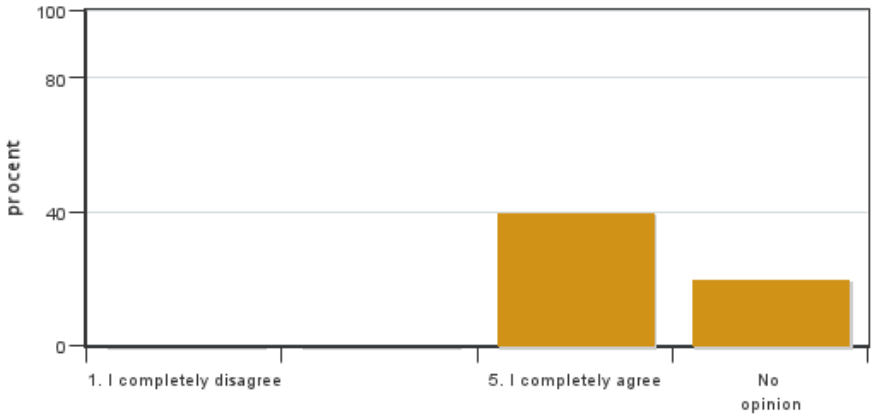


Answers: 5
Medel: 5,0
Median: 5

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

No opinion: 2

11. The course covered international perspectives.

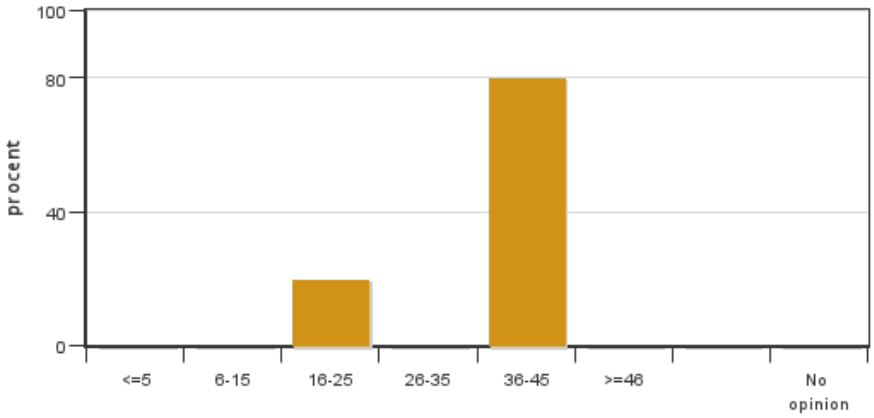


Answers: 5
Medel: 4,3
Median: 4

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

No opinion: 1

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

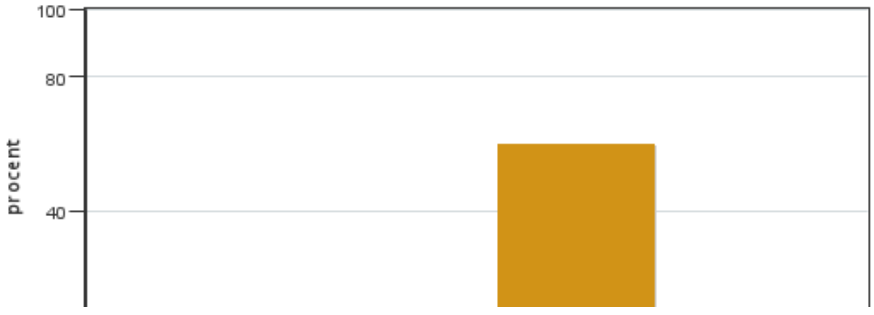


Answers: 5
Medel: 36,0
Median: 36-45

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

No opinion: 0

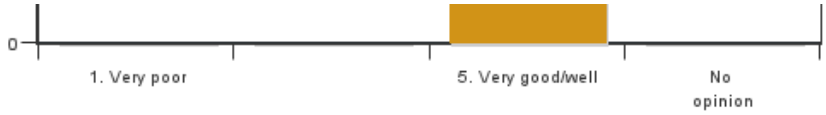
13. If relevant, what is your overall experience of participating in all or part of your course online?



Answers: 5
Medel: 4,6
Median: 5

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

This was the second time the course was offered in its hybrid format with both campus and distance students. Campus and distance students complete separate course evaluations but will be commented on jointly for the course unless otherwise stated.

The teachers and the structure of the course were roughly the same as previous years, but with a different course leader this year. Only minor changes to course assignments were made for this year and the course continues to receive good reviews from students. The number of students was much larger this year than before, which was positive, but it also meant more work for the teachers with examinations. One thing that simplified the teaching, especially for guest lecturers, was that all students on the course knew Swedish.

The average working hours that students put into the course were in line with last year and were overall at a good level. However, some students found it stressful at times and suggested that some assignments could have had a slightly longer deadline for the written reports. According to students, this would provide more time to reflect on the completed tasks before finalizing the report. The students also requested templates for, for example, calculating KPIs, which would also give them more time for analysis. Clearer instructions about expectations for reports were also requested. For example, what does “a short text” mean and what should be included in it to get full points?

Regarding examinations, campus students were more satisfied than distance learning students. The fact that campus students were more satisfied may be partly due to the fact that they had a better opportunity to support each other in their tasks when several groups were sitting together in the computer room. A clearer call to distance students to log into the Zoom classroom when working on the assignments could even out this difference.

Furthermore, some students felt that the assignments were too focused on the result and that more space could be given to reflect on how the tasks were solved and why the results were the way they were. The students suggested that at the end of the module, a day should be set aside to write a module reflection/synthesis, and that the examinations should focus more on the module as a whole instead of each sub-area being examined separately. This is also to increase the element of individual assessment of examination tasks. Overall, however, the group work worked well during the course.

International perspectives and gender aspects could have been considered somewhat more during the course, as these areas received mixed reviews from the students.

During the course, there were occasional problems with the sound in Sälgen, with poor microphones and poor sound via Zoom. This was resolved by changing the venue during the last lectures of the course. However, the problem with the sound in Sälgen had not been resolved by the end of the course and it is a good idea to follow up on the situation before booking rooms for the next course.

Overall, no major changes are needed in terms of content for the next course, but it is more about fine-tuning the examination tasks and the schedule to achieve a good balance of working time between tasks and weeks.

Student representatives comments

The course has educative and interesting learning activities, foremost the literature seminars and the excercises. Guest lectures were good to get different perspectives and learn from how things work at the companies.

The criticism to the course are the examination system and the amount of group assigments that you can get higher grades than pass/fail. It is not a fair systems because many students have now gotten higher/lower grades than they would have individually because everyone has different ambitions for their studies. The argument that there is not enough time to correct all the examinations does not hold up, then the examination system has to change.

A suggestion is to instead of having approx. 3 examinations a week for all different course assignments instead have

a module examination, individually. Then all the learning assignments from the module can be incorporated in one larger examination and synergies between excercises and literature can be discussed. The time from writing all the reflections could be used for the excercises to do them more thoroughly.

It works well to do the course online.