Wood Science and Technology
SV0046, 30282.2425

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

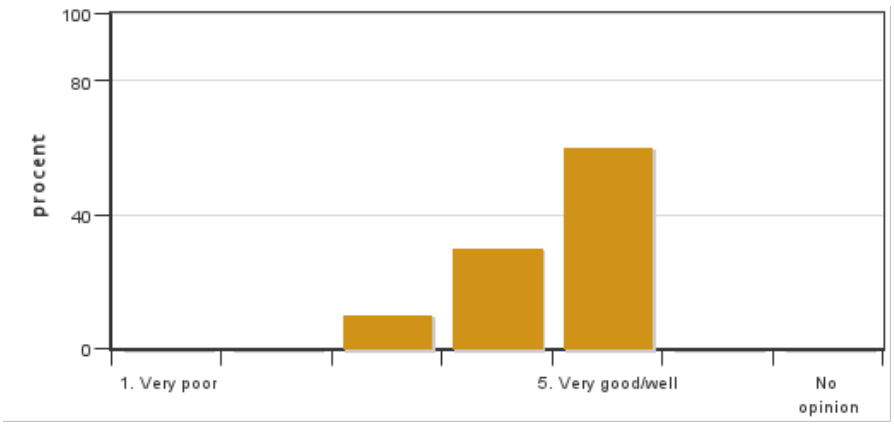
Evaluation report

Evaluation period: 2025-03-17 - 2025-04-07

Answers	10
Number of students	13
Answer frequency	76 %

Mandatory standard questions

1. My overall impression of the course is:

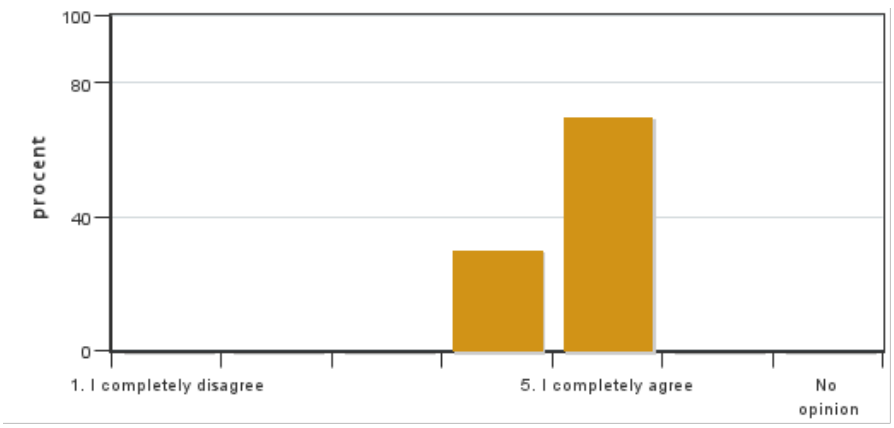


Answers: 10
Medel: 4,5
Median: 5

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

No opinion: 0

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

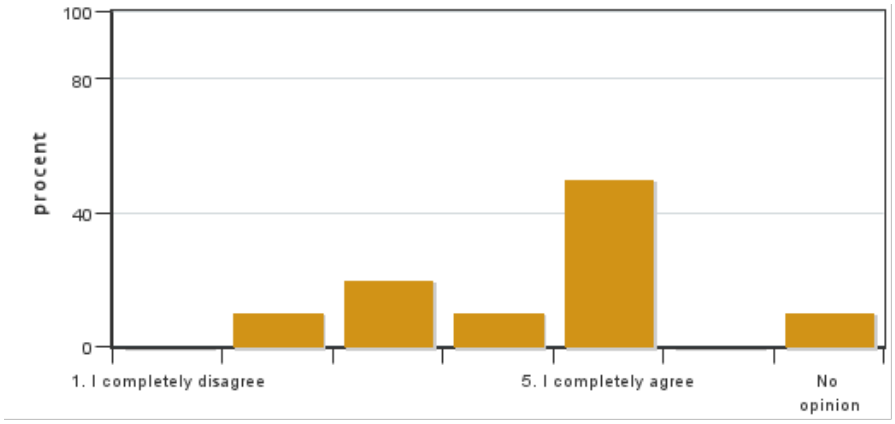


Answers: 10
Medel: 4,7
Median: 5

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

No opinion: 0

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

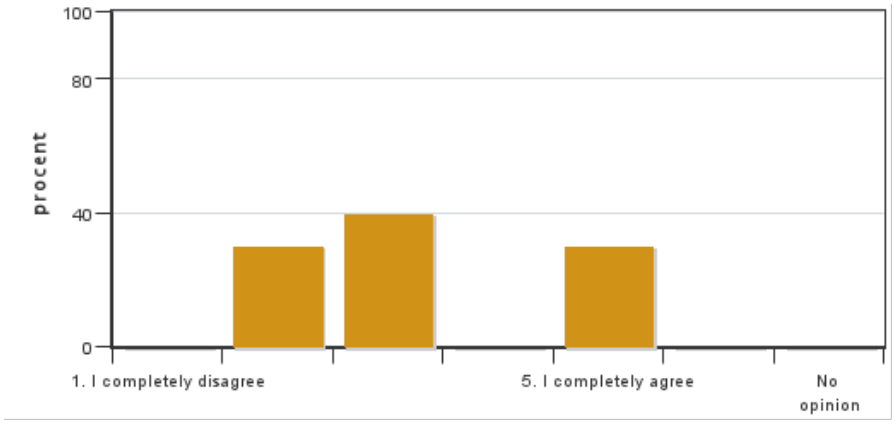


Answers: 10
Medel: 4,1
Median: 5

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

No opinion: 1

4. The information about the course was easily accessible.

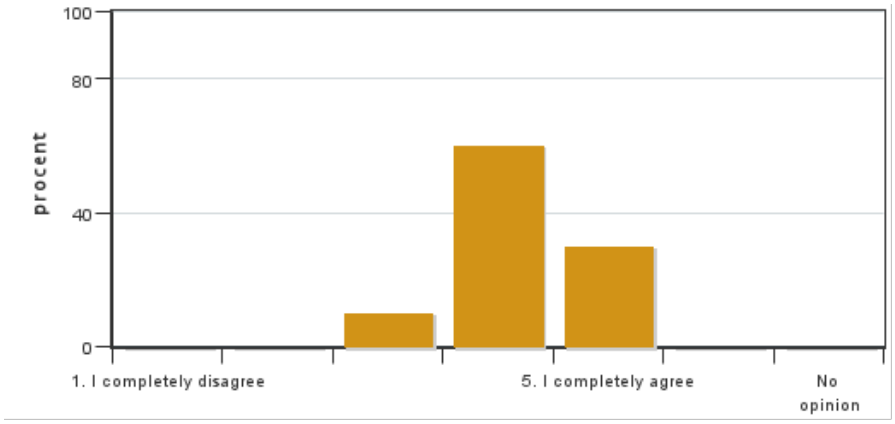


Answers: 10
Medel: 3,3
Median: 3

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

No opinion: 0

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

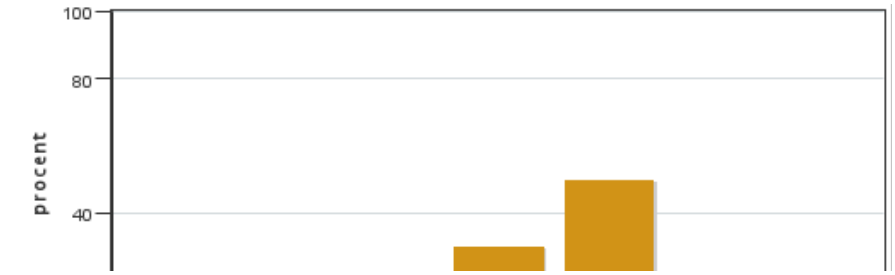


Answers: 10
Medel: 4,2
Median: 4

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

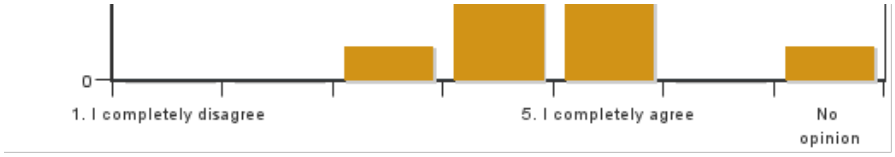
No opinion: 0

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



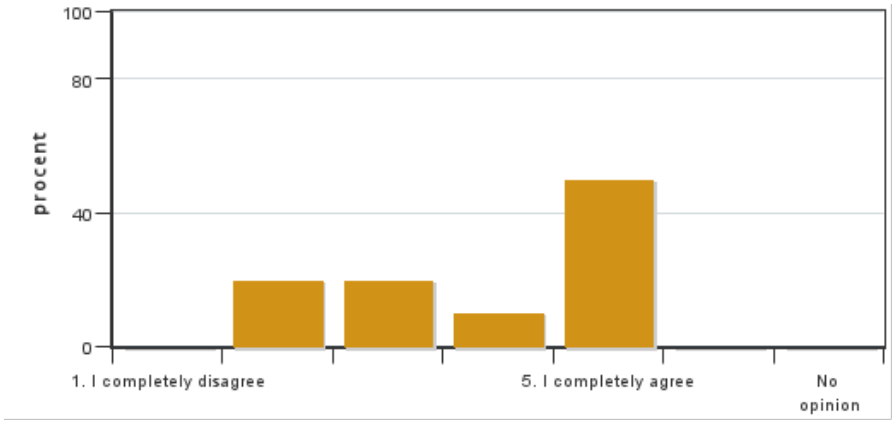
Answers: 10
Medel: 4,4
Median: 5

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



No opinion: 1

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

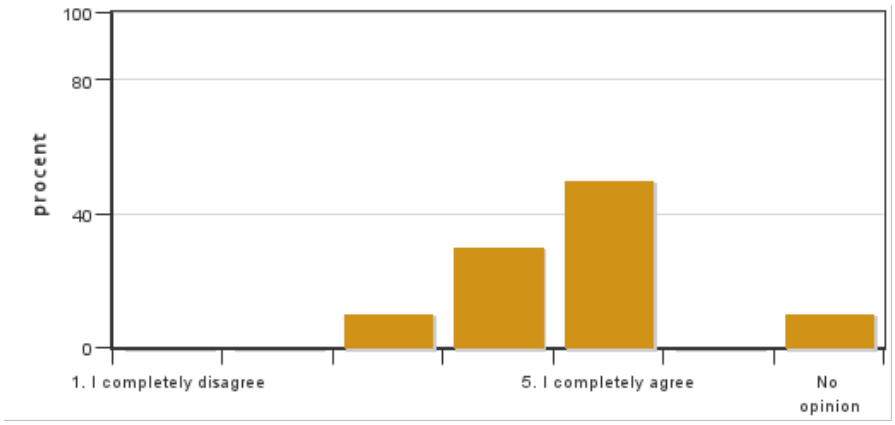


Answers: 10
Medel: 3,9
Median: 4

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

No opinion: 0

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

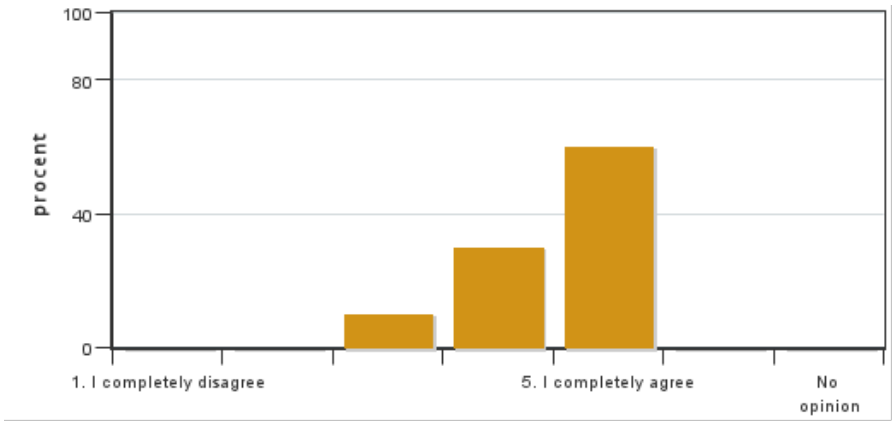


Answers: 10
Medel: 4,4
Median: 5

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

No opinion: 1

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

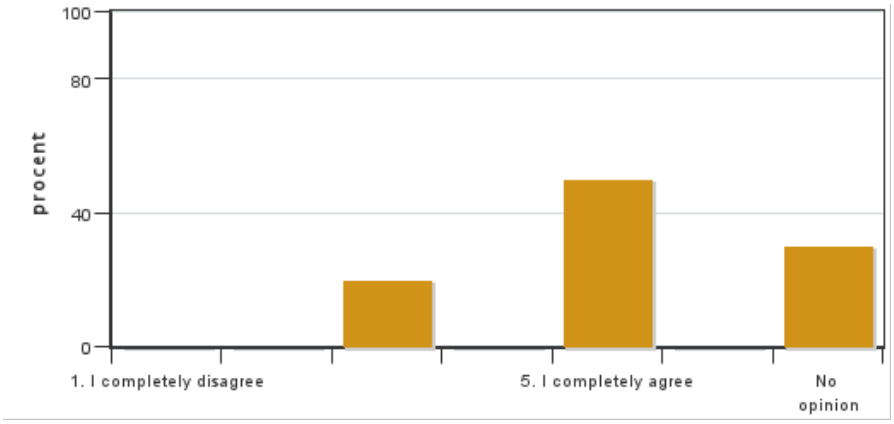


Answers: 10
Medel: 4,5
Median: 5

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

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).

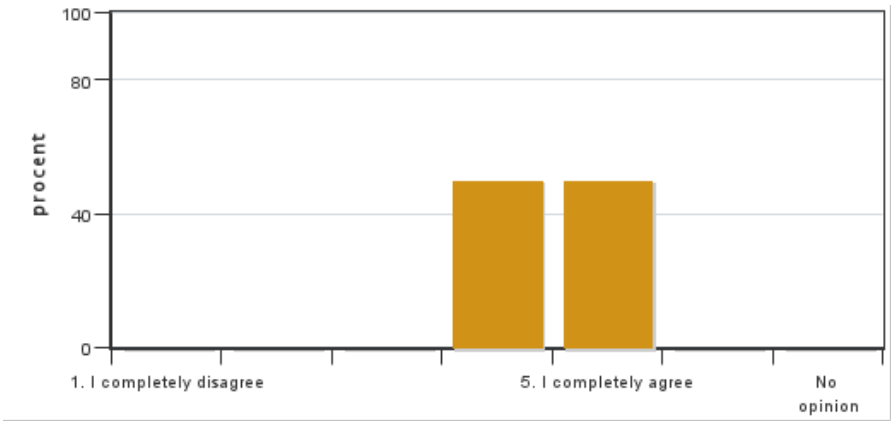


Answers: 10
Medel: 4,4
Median: 5

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

No opinion: 3

11. The course covered international perspectives.

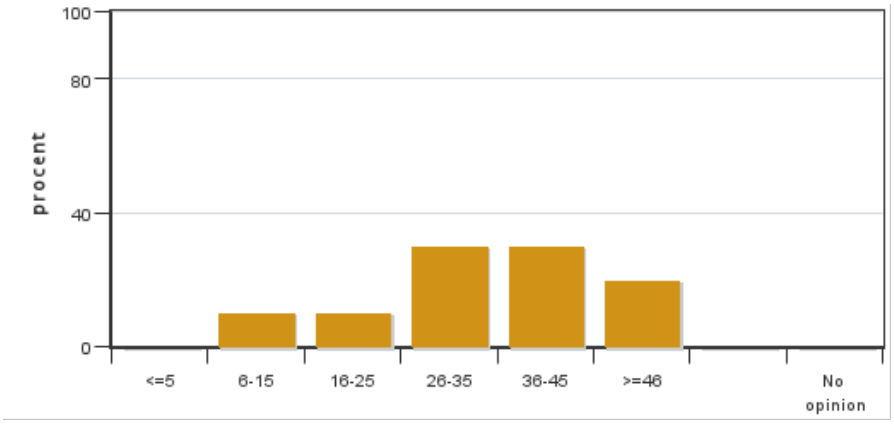


Answers: 10
Medel: 4,5
Median: 4

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

No opinion: 0

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



Answers: 10
Medel: 33,2
Median: 26-35

≤5: 0
6-15: 1
16-25: 1
26-35: 3
36-45: 3
≥46: 2

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 21st of March 2025 and was attended by fourteen (*14*) students. Some students had identical study background in forestry and prior knowledge on the subject area coming from SLU, Umeå. Five foreign students from Netherlands, Nigeria, Greece, Italy and Czech Republic with varying backgrounds in marketing, environmental and material sciences attended the course. 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 *4.5* out of 5.0 is a very good result. According to the students “the course had great potential and appreciated the solid mix of scientific depth, practical learning, and teacher engagement”. As in previous years, we employed conventional lectures (83 h), seminars (12 h), excursions

(4) and demonstrations (16 h) 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 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 3-4 students. Each group and individual then gave presentations to the entire class. These 3-hour-long seminar classes were much appreciated.

3) The study trips organized to a sawmill (Sätra, Nyby sawmill), pulp and paper mill (Stora Enso, 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 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.

Issues to be considered for the course in 2026

1. The students had some critic about the OH projector (too old) and the lecture hall at the Division of wood Science and Technology. This is the only lecture hall we have; following the students' recommendations, we can run the next course in the lecture halls in Ulls Hus.
2. Canvas as a tool for 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. However, the students recommended that the teaching materials in Canvas must be better organized in modules and arranged chronologically. We accept the critic and will improve this technical part in the next course.
3. Some students felt unclear about expectations at the exam and suggested including more guidance beforehand. This will be considered in the next course.

On behalf of all 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 17 April 2025, Uppsala

Student representatives comments

Students found the course to be one of the most unique and engaging in their studies at SLU. They praised the strong scientific foundation, the progression from basics to advanced concepts, and the opportunity to learn directly from highly knowledgeable and passionate professors.The nine-week deep-dive structure was highlighted as a major strength, allowing for a comprehensive understanding of wood science—from chemical structure to anatomy and real-world applications. Excursions, demonstrations, and seminars were particularly appreciated for their ability to connect theory with practice and enhance student participation. Students also valued the interactive teaching style and felt that they had space to engage and present their knowledge, they esspecially praised the seminars for this. The physical learning environment was generally considered satisfactory, with well-equipped facilities. However, the projector was seen as a weak point, and some students felt that having lectures in a more open or central location, such as a main lecture hall at Ulls hus, would improve the atmosphere. On the downside, several students mentioned that lecture structure and communication could be improved. Some lectures felt overwhelming or disorganized, and the PowerPoint slides used by some teachers were described as difficult to follow. Many also found the Canvas structure confusing, with a strong preference for using modules instead of a long list of files. Better organization—such as naming files with lectures by date or numbers—was suggested to support easier review. The students would also like to see the teachers communicate changes of times and dates better, through annoncements and revising of the schedual so that every student gets the information needed to participate. While the oral examination format gave students a chance to demonstrate their understanding, some felt unclear about expectations and suggested including more guidance beforehand. Despite these issues, students agreed the course had great potential and appreciated the solid mix of scientific depth, practical learning, and teacher engagement.