



Performance, Outcomes and Results
The MET Network with NGO Observer Status at IMO

GlobalMET NEWSLETTER



To promote, develop and support in the spirit of cooperation, the common interests of its members in all matters concerning the development and quality of maritime education and training.

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Inside this Issue

Editorial	2
Why do I Need a Great Mission and Vision Statement in Maritime Education and Training Anyway?	3
Short Story: Burying the Chief Engineer.....	4
Ratings Forming Part of an Engineering Watch	5
Is Training Normal?	6
The Importance of Sound Instructional Design in eLearning	6
Executive Summary: GlobalMET Continuing Professional Development Programme - CPD for MET Practitioners.....	7
Blended Learning Meets Artificial Intelligence: Digital Brain in the Classroom.....	9
Sailor Couple: A Match Made at Sea.....	10

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Editorial Board:	Iman Fiqrie Malaysia	Chris Haughton United Kingdom	Richard Teo Australia	Rod Short New Zealand
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Editorial

With this, the first newsletter of 2017, let me take this opportunity to wish you all a safe and a prosperous New Year. Although shipping is only slowly climbing out of recession, the demand for seafarers is as strong as ever, and the need for well trained and motivated staff remains a significant industry need. The future looks good for Maritime Education and Training.

The GlobalMET AGM was held at the same time as the Crew Connect Conference in Manila back in November last year. I had a number of interesting conversations with attendees at the Conference both regarding membership, and the general state of training. One of the overall impressions that I take away from these conversations is how much computer based technology is used in learning. From Simulators, to streaming lectures, to on-line classrooms and assessments and so on, the modern MET trainer needs to have significant computer skills, far more so than the computer skills necessary at sea. A question to ponder then is how do we provide the training necessary for new entrant teachers to become proficient in the use of this technology? I do not have a simple answer, but with the new IMO model course for training for instructors (Model course 6.09) coming up for review, perhaps this is a time to consider how you will implement this in your institution.

In this month's issue, Iman Fiqrie looks at the link between mission statement and instructional design, and what we should be considering in the design of courses. In a second article Iman looks at developments in blended learning, and what the classroom of the future might look like. Rod Short tells a sad tale from the days before the routine repatriation of deceased crew-members. Mahendra Singh provides advice for new joining Engineerroom watch ratings, including ship familiarisation and assisting with routine tasks. We also reprint a letter from Dr Chris Haughton originally published in Seaways magazine, where he questions whether training is a normal function on board. Finally, Richard Teo provides a summary of the CPD programme developed by GlobalMET and delivered in The Philippines.

My thanks to all our contributors, maybe this is your year to have an article published in the Newsletter?

By **Capt. Richard Dunham**
PGDip Cert Ed



Members and their staff members are encouraged to submit their thoughts through authoring articles for publishing in our Newsletter. Articles should reach the Secretariat by the 1st Friday of each month. Publication usually will be in the 3rd week of each month. GlobalMET reserves the right to reject any article that may be deemed inappropriate for the promotion and well-being of MET.

Why do I Need a Great Mission and Vision Statement in Maritime Education and Training Anyway?



My original idea for an article this month was to write about e-Learning, instructional design (ID) models, strategies and solutions. The reason was because many times when I discuss and have forums about Learning Management Systems (LMS) and eLearning projects—people say that they don't understand a lot of the technology or terms that I'm using. The forums may usually demonstrate a medium to advanced eLearning solution of which the lecturers should most likely already have been vaguely or somewhat familiar with? As a learning professional, lecturer or instructor – they should be more than familiar with the topic of ID. For example, whereas an ID Model might speak to guidelines, frameworks and structures—an ID Strategy would speak to "...a high level approach of how to teach a subject to an audience in a learning environment" (Instructional Design Strategies: Design Learner-centric E-learning Courses, CommLab India, Global Learning Solutions, accessed 5/12/2016). So I thought ID would be a great topic to write about— but again, enough lecturers might not have a good understanding of ID.

Moreover, when discussing ID topics, many don't understand on a basic level why they might need an LMS in the first place. This then leads me to believe that they must not have or know the connection to what they are doing or should be doing as learning professionals in the organization with reference to the organization's own mission, vision, strategies and goals; i.e., the purpose for the organization being in business in the first place, what that organization should look like in the long term (say ten years from now) and finally, the strategies and goals to achieve this. Or maybe even worse, they really don't understand the business they're in, should be in or KPIs. Either way, it's a problem on too many levels; a subject for Human Performance Improvement (HPI), gap analysis and root cause analysis and solutions.

And so, I believe there are many topics to speak to for an article this week, e.g., the topic could be about mission and vision statements and if enough time is left—strategies and goals. All too often the supposed yearly corporate strategic retreats turn into tactical retreats. Updating and reviewing the mission, vision, SWOT, balanced scorecard, Porter's 5 forces models, etc., doesn't really occur on a deep level. Real long-term planning and looking at threats and opportunities with reference to an updated mission and vision doesn't really happen—staying "laser-like focused". This then brings me back to HPI, gap analysis and root cause analysis! There's as good a place to start writing as any!

In a case like this, the first thing might be to determine if a problem exists at all. Initially, the problem was that lecturers, instructors and staff didn't understand what eLearning in an ID context really was, encompasses or is used for in the organization (especially training organization). Or maybe the problem is more than that and goes to how not knowing how ID effects to business results as articulated in the reason for being or mission statement and vision? The suggestion here is that "learning professionals" should not speculate on what the problem is and use a more professional method like suggested in the HPI Model like possibly bench marking, comparison, research or thorough needs analysis. After which, having determined that a problem does indeed exist, go about determining the performance gap and begin the process of root cause analysis. My own experience is that people are not willing to put in the work to do this professionally (actual actions and behaviors demonstrated by the learning professional) because they "already know what the problem is"; the internet connectivity or cost involved to purchase the system is outside their budget. An analogy suggested by one executive, people expect the organization to purchase a car (i.e., LMS) without the staff knowing how to drive it (i.e., how to use the LMS) or invested in it. It reminds me of the chicken and egg comparison — which came first, the chicken or the egg? Does it really matter which one came first?

If one can get to the root cause analysis using a professional process as described, the process has a reasonable chance of success — to include change management and its champions. In root cause analysis, such

aids as the "Fishbone Diagram" or Ishikawa Cause and Effect Diagram are extremely useful, see Figure 1 below. The Ishikawa Diagram has application in Six Sigma as well.

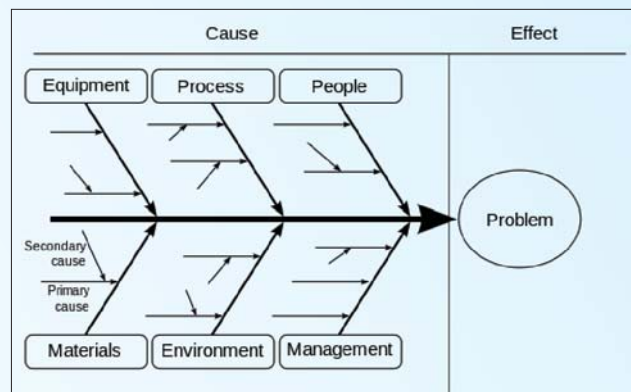


Figure 1 - Ishikawa or Fishbone Diagram.

https://en.wikipedia.org/wiki/File:Ishikawa_Fishbone_Diagram.svg

The six causes already shown in the Ishikawa diagram are pretty much standard—i.e., in a thorough research effort, one would most likely end up with these categories anyway. In Six Sigma, a Black Belt Team might have been used to come up with these valuable causes and from there—Green and other belt Six Sigma teams taking it from there. At this point, one could do focus groups, surveys, research, brain storm, observation, etc., along with the "5 whys" or who, what, where and why to fill out the diagram to understand why the six categories are a problem. From there it has been said that 20 percent of the issues cause more than 80 percent of the problem and a process of prioritization based on business or financial priorities would take place, e.g., mission and vision, ROI. One may quickly find out that training is the least of the problems and such things as badly formed mission and vision statements, process, leadership, information resources and other issues top the list of possibly causes and subsequent solutions.

This brings me back full circle to ask the question and make the point as to why the mission and vision statement, by extension a business plan, are really that important in the first place. It is our reason for being in business and how we envision that business for the next ten years or so—we build it together! This is also why it is important to review these assumptions at the annual strategic meetings—that outlook may have changed for any number of reasons. For example, the point was made that originally, Microsoft had a mission that stated its mission was to put a computer on every desktop. Having pretty much achieved that, the mission subsequently changed.

In conclusion, the business of running a company, being a leader, manager or even staff is not an easy or passive task, and if one becomes complacent, the consequences could be dire. Just ask Nokia about that. This also doesn't mean if the results are not as expected—hear a bunch of requirements on the staff in a shotgun kind of way hoping one hits the target or something sticks—instead, maybe one destroys the target altogether. Remember root causes also include lack of information, incentives, reward systems, leadership and bunch of other causes too broad for this article. And, unless we do a thorough HPI analysis, any solutions are just guesses and not the way a real learning professional—at least a Certified or Competent Professional in Learning Performance would approach the problem.

Let me know what you think in your next article to the newsletter or blog post on the [globalmetblog](http://globalmetblog.com). See ya there!

By **Iman Fiqrie Bin Muhammad** (LCDR, USN ret), CPLP®, MBA
Lecturer, Malaysian Maritime Academy



Burying the Chief Engineer



Naticina



Hinnites

In 1960 I was Third Mate of the 'Naticina'. We were heading for Surabaya when the Master received a radio message from Shell to the effect that the Chief Engineer on an 'H Boat' in the port had been found dead in the engine room. The vessel was ready to sail with the Second Engineer serving as Chief. The body was now in the hospital morgue. We were asked if we would assist the Dutch doctor who had responsibility for the body. It was indicated that it was the body of a large, heavy man and that the doctor had needed assistance to get the body into the morgue at the hospital. It had to be taken out of the morgue, as the Muslim staff wouldn't do it, placed in a coffin and buried in the Christian cemetery. The Master agreed to help.

When we arrived in Surabaya the 'H Boat' had sailed. There were over 30 'H Boats' under the British flag, almost identical ships with a deadweight of approximately 19,000 tonnes, which were commissioned by Shell from British, Dutch and Danish builders between 1953 and 1958. There were more under the Dutch flag, with names beginning with 'K'. They were fine ships, mostly trading world-wide and Shell was well served by the fleet for over 20 years. All the British ships had the name of a shell beginning with 'H' and on board each there was sample shell. There were many jokes about a ship called 'Hinnites'!

We berthed and had started working cargo when the mate told an engineer and myself to go to the hospital and provide whatever assistance we could to the Dutch doctor. Surabaya was

a bustling, crowded city, full of people walking, riding bicycles, motorcycles and, for the fortunate, driving cars. We hired a three-wheeled taxi and told him to take us to address provided.

On arrival at the hospital we asked at the reception counter for the Dutch doctor and were taken through to the area in which he worked. He greeted us warmly, we waited while he finished what he was doing and then he took us to the morgue.

There he took the sheet off the body of a very large man, obviously overweight and out of condition. He was a single man in his forties and the only son of a woman in England. It wasn't surprising that he had suffered a fatal heart attack.

With some difficulty we assisted the doctor to lift the body off the morgue table, through the door of the morgue into a wooden coffin that was outside. The lid was then placed on the top of the coffin, but not fastened as a Shell official was to come from the office in Jakarta. We were told by the doctor to be prepared to return later that afternoon when the funeral was likely to be held, to assist him to get the coffin in a hearse, to be transported to the Christian cemetery where there would be a short service and the coffin lowered into the grave.

Upon returning to the ship we reported to the Master who said he and several other officers would be attending the funeral, but that we two were to go earlier to assist the doctor and travel with him to the cemetery. We did.

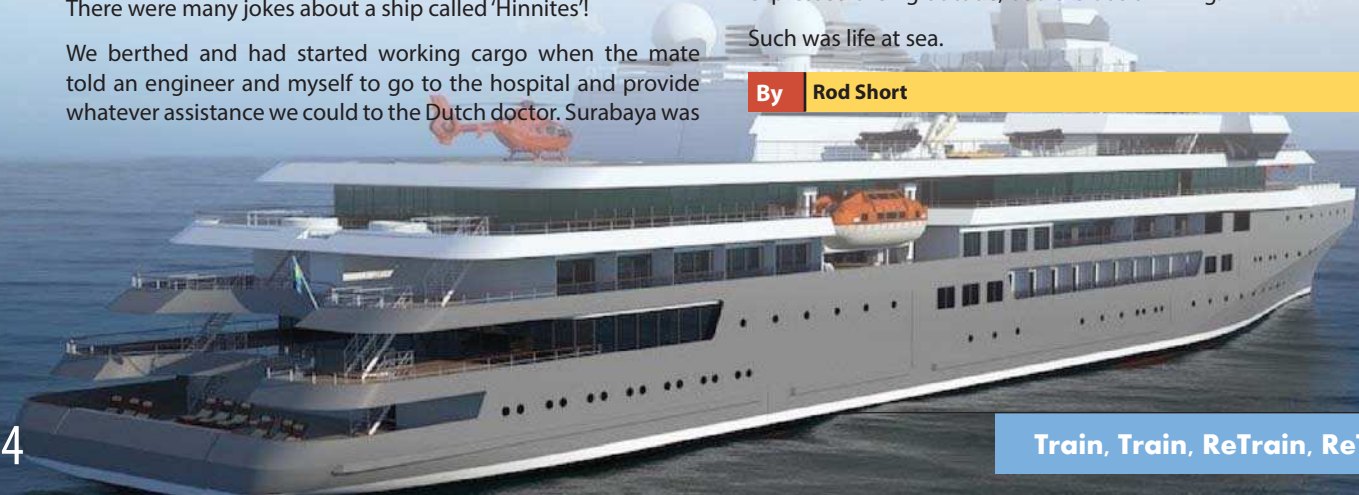
Again, with some difficulty, we lifted the coffin with its top now fixed in place into the hearse. The doctor mentioned having completed formalities, a Christian minister would hold a brief funeral service which the Shell executive from Jakarta and several from the ship would attend. At the cemetery we lifted the heavy coffin from the hearse and placed it on two ropes extending across the freshly dug grave.

When everyone had assembled the service was read by the Christian minister, the coffin was lowered into the grave and we each threw a handful of earth onto the coffin. And that was it. Two Indonesian graveyard workers began to fill the grave with earth and we went back to the ship.

One couldn't help but think of the man's poor mother, being told that her only son had died suddenly aboard his Shell tanker in Indonesia and that his body was to be taken ashore in Surabaya and buried at a local cemetery. One also thought about the Christian doctor and Shell having to get help from the next Shell tanker to visit Surabaya, as the Muslim staff could not handle the body. We did the best we could and Shell and the Dutch doctor expressed their gratitude, but it left us thinking.

Such was life at sea.

By Rod Short



Ratings Forming Part of an Engineering Watch



Engine room ratings are very important workers in the engine room, as well as on deck machinery. When joining a ship for the first time they have been given basic training in an approved college and are then properly familiarised by a senior engineer on board the ship, mainly in regard to emergency duties and equipment. These days, with short port stays, the senior familiarising the new joiner may not be able to show all that is on the familiarisation check list in detail, so he/she does so on the next day or on the Saturday when carrying out the drills. The senior imparting the familiarisation briefing will introduce the new joiner to the muster list and card and explain about the emergency signals, muster station and duties in an emergency. The new joiner must familiarise with the starting of the emergency generator, emergency fire pump and the lifeboat engine with his/her own hands, to the satisfaction of the senior.

Please do not operate any equipment unless you have at least done it once in the presence of a senior and to his satisfaction. It will be preferable to write down the points in a notebook, or identify them carefully on the displayed starting procedure.

It is important to learn the various alarms and be able to distinguish between the sound of the engine room equipment alarm (like low lubricating oil pressure), the telephone, the fire alarm and the CO₂ alarm, with the help of a senior. You should find out how to stop the alarm sounding and how to read the monitor, what alarm it is and what action to take. As long as you are new you will have done your duty if you promptly inform your senior watch keeper about the incoming alarm. Slowly, with him/her, you will learn how to deal with it correctly.

Learn to read the boiler water level correctly from the gauge glasses and from the remote gauge in the engine control room. Find out the phone numbers of your immediate seniors, the bridge and mess rooms (where you can expect to find someone) and the engineers call alarm. Learn and at least once practice how to make an announcement, for example by dialling zero on the phone. You should be swift to attract attention when you are not sure and in need of help.

Recognise the escape routes and actually escape to safety to judge yourself if nothing is obstructing and you can actually escape safely. Learn the use of EEBD. Check the emergency escape is well lit and marked by retro-reflective tapes to guide you in smoke. With the passage of time, familiarise by actually going into various spaces on board, such as the bow thruster rooms and the domestic fridge rooms. Here you need to be cautious about the presence of harmful gases so you must inform your senior and obtain a permit for entering enclosed spaces.

I have written a separate write up on this and you need to read it, or read appropriate instructions by your shipping company. These days all companies provide CBT (computer based training) ashore and on board and you are strongly encouraged to read these and tell the Master and Chief Engineer that you have done so. They will be happy and send your score to the owners if a test option is available on CBT.



While in domestic fridge rooms, be careful about slips and trips and wear a warm coat and cap and check the alarm (in case you

get locked inside). Inform the Chief Cook. These rooms may have leaked refrigerant and for this a notice is affixed to the door. There is no harm in repeating again and again the please do not operate anything about which you are not fully familiar and do not go into enclosed spaces uninformed (like the duct keel). Communication is very important on board.

Familiarise with the portable fire extinguishers and their location in the engine room, engine control room and nearest to your cabin. Also, what extinguishers and fire fighting equipment is available in the galley and near the boiler furnace front. During drills you will be taught about the emergency teams and support teams and donning the SCBA, the SOPEP room, where it is located, what equipment is contained in it (try out the wilden pump), try out how to fit and remove scupper plugs.

As you become senior on board (for which one must strive and gain approval of the watch in-charge), you will have to take soundings of small tanks in the engine room. In name these are called small tanks but these are very important. Sludge tank, scavenge drain tank, fuel oil drain tank, lub oil drain tank, bilge tank, etc. These are also fault indicators, eg if the sludge tank rises by 4 cm every day and today the rise is 8 cm then we need to find out why. Similarly for the bilge tank. When it becomes high you will need to transfer it to the primary tank. You will take pride in doing this. However do not pump anything out. The Chief Engineer or an engineer deputed by him/her will operate the oily water separator and it is at this time that you will learn.

You are not an ordinary person and you will need to do many things which will surely include collection, segregation and disposal of garbage. The incinerator is equipment with which you will become accustomed. How to burn the oily rags. How to collect them in bins with positively closing lids and how dispose of the ash and how to and where to write up such an operation, which will introduce you to the Oily Record Book and Garbage Record Book.



Draining moisture from the air bottles will be another routine job. You should open the drain valve slowly with only about a quarter/half turn and see that all the water is drained off. Draining moisture from the bottom drain of the main engine air starting line is also essential. The watch in-charge will ask you to open air to the main engine so we should know it is also control air and exhaust valve sealing air. When the engine is running normally in the open sea the engineers may have some spare time and you should utilise the time to learn from them. The best way to learn a job from a senior is to help him/her. If you simply ask questions and don't help (bringing tools, fetching water, etc) he/she may get annoyed and ignore you.

To learn work you must assist. There is no better job than learning the ship's work and doing it faithfully and happily.

To be continued

By **Mahendra Singh**
Chief Engineer



Is Training Normal?



While researching material for the edit of the late Len Holder's book 'Training and Assessment Onboard' I re-read a small paragraph in the STCW (2010) Convention which set me thinking about the power of language. It's worth reproducing in full:

*'Persons conducting in-service training or assessment on board ship **shall only do so when such training or assessment will not adversely affect the normal operations of the ship** and they can dedicate their time and attention to training or assessment.'* (A-I/6 Para 2. STCW 2010, p.84) (Added emphasis).

Now there's no quibble with the last part of the sentence. It seems admirably sensible to make sure you've got enough time to do whatever you're doing. No, it's the first bit that's concerning and, in particular, the contentious use of the words 'normal operations'. Because what the phrase is in effect saying, is that training is not a 'normal operation'. Logically therefore, training must be 'abnormal' and not allowed to interfere with what we deem 'normal'.

Let's consider a typical ship type, say, a trading tanker. Its purpose is to make a profit and carry cargo safely from A to B. So presumably, connecting cargo hoses and monitoring the ship's position would be considered 'normal'. But what about inspections, audits, paper-work, emails, engine maintenance, cleaning, taking stores or bunkers or galley operations? Pretty normal – but actually they're *supporting* the safe carriage of cargo rather than doing it.

So the boundary between what's normal and abnormal is not as clear as it may appear. The words are open to interpretation

and provide a wonderful get-out when it comes to squeezing in the inconvenient burden of training. That is, until a Port State Control Inspector demands to observe lifeboat training. All of a sudden, what was impossible (abnormal) before, becomes the most important (normal) thing on the ship to get right.

The argument I'm putting forward, of course, is that we **should** think of training as normal. It's as normal as connecting a cargo hose or sticking a position on the chart (which reveals my age) and, in the event of an emergency, that becomes apparent. If the ship or its personnel haven't had the time or opportunity to effectively complete the requisite training then, contrary to the STCW Convention, it **should** affect the operations of the ship. Training **is** an operation and as much a part of the job as taking soundings.

It's not until we normalise training, and treat it as part of the job rather than a desirable add-on, that we will ever hope to give it its rightful place. All a bit of a shame, given what the ST in STCW stands for.

The seemingly innocuous language of the Convention transmits the wrong message. And why does it say what it says? Could that be connected with our tanker's first purpose in the sentence above?...but that's for another day.

By

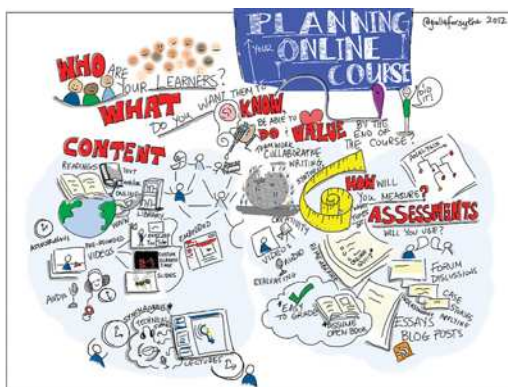
Dr Chris Haughton

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The Importance of Sound Instructional Design in eLearning

Highlight

by
Iman Fiqrie, CPLP®



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It is even more important and relevant for course designers of eLearning content to not only be familiar with, but know sound Instructional Design (ID) models and strategies. According to *Instructional Design Strategies: Design Learner-centric E-learning Courses*,

designers must be expected to give up control of the material in the online format (CommLab India, Global Learning Solutions, accessed 5/12/2016). No longer can they solely hold on to the knowledge and information. And in fact, they must structure the content in such a way as to make it very easy to follow as they may not be available nor expected to be available online to explain the content, media, assessments and certificate issuance process.

The article, goes on to suggest that Instructors must give up their traditional roles in front of the class as the keepers and distributors of knowledge and now also be collaborators of the knowledge. Participants also have something to contribute in this online format!

One thing is for sure, all the ID models and strategies will be required to be used in the online eLearning format in order to be successful; ADDIE, Gagnes, SAM, Guided Learning, Game Based Learning, Experiential Learning, Simulation, Adult Learning, Scenario Based Learning and more.

Executive Summary: GlobalMET Continuing Professional Development Programme - CPD for MET Practitioners



Preamble

The TK Foundation generously provided funding for the above programme in 2015-2016. This programme was designed to provide MET practitioners the required knowledge and performance skills set to deliver effectively,

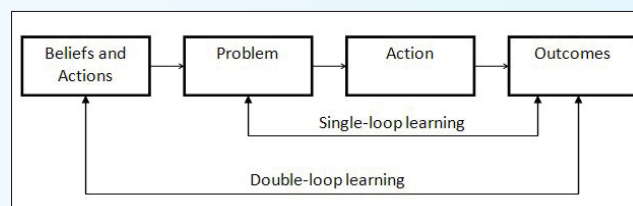
- Outcomes based education, OBE to ensure compliance with the competency based approach in education, training and assessment methodology, CBETA in accordance with the STCW Convention 1978 as amended. This critical gap was identified in the ADB (Fisher) report 2013 on HRD in the maritime industry.
 - An initial workshop in 2013 was funded by TKF and held in Manila. It identified gaps in the delivery of MET that verified the lack of competency based approach to learning, teaching, practice, assessments and the certification of seafarers.
 - The complexity of OBE and CBETA was not fully realised and implemented by MET practitioners and the marine administration personnel who attended the workshop.

The STCW is an internationally agreed framework for training and certification of seafarers. It is published, monitored, upheld and maintained by the UN-International Maritime Organization. Seafarers are trained and certified in accordance with the mandatory minimum performance standards as described in the code by the member maritime flag states party to this convention. Performance standards or standards of competence/competency are the required outcomes of learning, training and doing that each seafarer is required to fulfil satisfactorily and sufficiently at the work place, that is, on board ships and the environment in which the seafarer must carry out/perform correctly and consistently his/her duties, in a responsible and accountable manner. It is not about non adult pedagogy that applied rote, and the regurgitation of information received during didactic, teacher centred class room lectures at onerous examinations. It is however, about demonstrable performance outcomes to the standards of competence stated in the STCW or equivalent national standards, learnt and practised through adult educational (andragogy) methods based on evidence collected from progressive assessments performed with rigour and consistency.

Note: It was surprising how many mariners and institutional staff members were not au fait with the details of the STCW convention. In recent times the author conducted several job recruitment pre-assessments and interviews for maritime teaching staff. He found that more than half of applicants/interviewees from reputable countries, companies and institutions had no inkling and of the remainder who have heard of it had little to do with it, despite holding Certificates of Competence from reputable flag states. The author is in personal contact and via blog sites, with many institutional members and serving mariners in ship and shore appointments who profess to be conversant with the competency based approach to learning but continue to practice by traditional didactic delivery, rote and regurgitation of information at onerous examinations that do not produce demonstrable competences or performance/standards as outcomes.

The CPD –An Action Reflection Learning & Action Research workshop (ARL~AR)

Capt Richard Teo, Director GlobalMET and the Executive Secretary Capt Rod Short, designed the three (3) x three (3) phased, Continuous Professional Development programme. The programme is based on the standards for training and assessment for teaching staff in Competency based training and assessments in the Australian vocational education and training (VET) regulatory standards framework. The workshops enabled the Delivery and Certification of Quality Maritime Education and Training Programmes for Maritime Teachers and administrators (regulatory) in the Philippines. Each programme was conducted as a competency based learning workshop for adult participants to attain the learning outcomes. The learner-centred workshops applied action reflection learning/action research activities, participative enquiry and collaborative learning methodology. Learning was through double loop learning principles. Participants were empowered to act upon their findings, provide solutions and put into practise on return to their work places and report back in the next phase.



Double-loop learning (Source: Eberle & Childress 2005)

The first was facilitated by Capt Richard Teo of Australia, a Director of GlobalMET and Dr Chris Haughton of the United Kingdom, a Member of GlobalMET Advisory Panel. Both facilitators are highly qualified professional experts in Education embracing OBE/CBETA, the competency based learning approach.

The second and third workshops were facilitated by Capt Teo and Professor, Dr Angelica Baylon, a leading scientist and educationist in the Philippines, from the Maritime Academy of Asia and the Pacific (MAAP).

VADM Eduardo Santos, President of MAAP and Vice Chairman of GlobalMET, hosted the workshops.

The first programme involved 16 participants from 5 MET academies and in the second there were 20 from 9 academies, including two academies which sent participants to the first. The third workshop had 12 participants from 5 academies.

The CPD programme is not a rigid, one size fits all typical course(s) that so many other organisations offer. This programme is a live, work in progress learning event that responds to the participants' needs. It is intended to develop and improve personnel in the industry, not only in teaching and learning but to accept the empowerment and associated leadership and management roles, for various job roles in the work places of the maritime industry.

To accommodate flexible and challenging feedback the CPD programme underwent change and improvements with



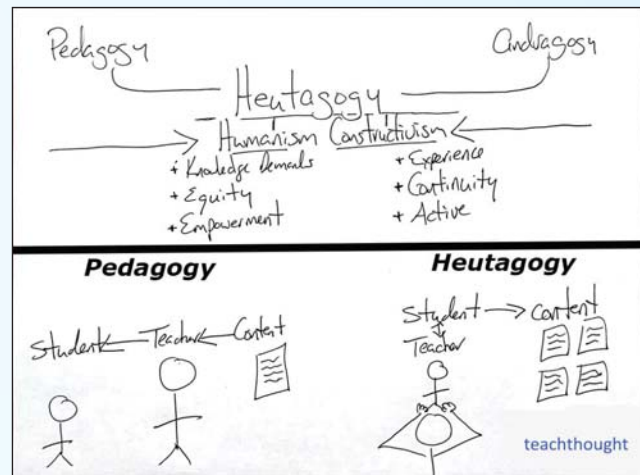
each event. This meant identifying and resolving participants' different learning styles influenced by nationalities, tribes, different organisational culture traits, barriers, quirks and so on affecting communications, behaviour and psychological spaces. The participants' student population also faced diverse learning environments, learning spaces, digital innovations and cultural profiles reflecting the diversity of the institutions. All these added new dimensions not discussed in other learning events. One size certainly did not fit all and their delivery would need to step away from traditional teacher centred approaches to learner centred events in diverse and changing environments that would continually change the espoused theory. Participants challenged each other to form best agreed learning and assessment strategies to form the grounded theory. This grounded theory will serve as the platform from which participants will return to their work places to trial their curriculum development and learning and assessment strategies to fulfil competency based learning and OBE.

The CPD series successfully uncovered several issues and problems. Whenever applicable these became case studies (in-situ) to resolve within the learning scope. Some are mentioned below:

1. Resistance was very strong from MET personnel who had been brought up the traditional way (pre-adult knowledge based pedagogy in a school environment). They would effectively have to adopt adult educational methodology (andragogy) for delivering training in better or more conducive learning environments and spaces (includes digital innovations in training and education) that resembled the actual workplace and its work practices. The "irksome" changes involved;
 - a. Departure from solely teacher-centred delivery (knowledge and information in a box or package) culminating in secret examinations, to learner (student)-centred learning (flexibility and out of the box thinking, practicum and doing), demonstrable task oriented activities and performance that attained exemplar competences. The assessees are treated as responsible adults who have collaborated with the trainers/assessors to learn and practise the tasks through rigorous progressive assessments. These assessments addressed the principle domains of learning and doing, i.e. cognitive (knowledge & understanding), psychomotor (skills) and affective (attitudes), in accordance with Blooms Taxonomy practised in OBE/CBETA.
 - b. Departure from authoritative didactic lectures to participative and interactive volume of learning with

appropriate activities that encourage and inculcate self-management, self-determination and self-accountability attributes in practice/performance, demonstrable by skills/competence, that are backed by sufficient cognition (learned outcomes) by learners as follows,

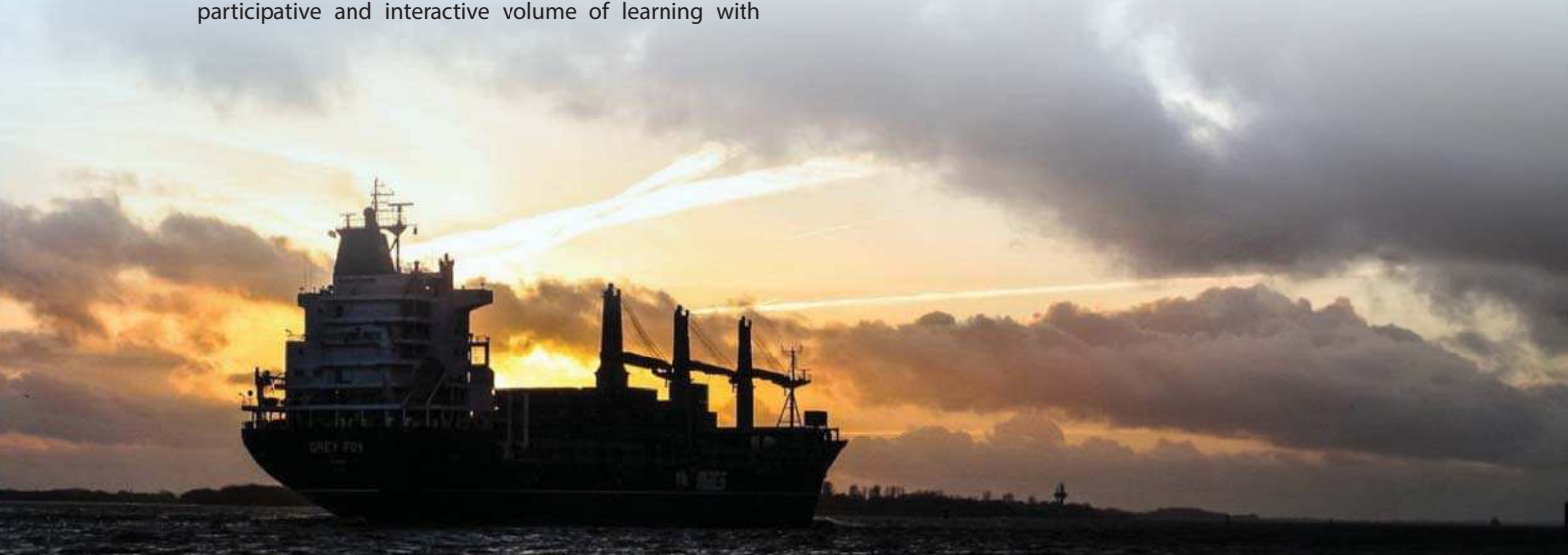
- i. Evidence based assessments - all competences must be criterion referenced (performance) to ensure psychomotor and affective domains (skills and attitudes) have been correctly attained, supported by normative and summative methods that verify the cognition. Measurements are made with purpose built/designed tools that measure standards (rubrics) of competence, i.e. performance standards in the various conditions of work expected at the workplace (ship and maritime environment). This takes priority and supersedes written examinations based on information learnt through rote and regurgitated at onerous and lengthy examinations in a sterile room.
- ii. Sufficient knowledge (+ understanding), skills that are acceptable for the execution of tasks/work competence and attitude or behaviour that are contextualised and meaningful in the performance of the competences or skills set that make up the agreed competencies.



Source: Teachthought – Shifting from Pedagogy to Andragogy + Heutagogy

To be continued.....

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Blended Learning Meets Artificial Intelligence: Digital Brain in the Classroom



The classroom of the future probably won't be led by a robot with arms and legs, but it may be guided by a digital brain¹.

Seems we all know technology advances are moving extremely fast and also where we stand with digital technology these days. The longer we wait to get started learning about what we need to know—the farther behind we'll be and the longer it's going to take to catch up. The pain threshold will keep getting bigger and bigger!

There has been a huge paradigm shift in digital technology and many just aren't getting on board with these changes—business as usual. Maybe they never heard the saying that when a paradigm shift comes and you don't get on—you'll be left behind? It may not be for lack of want, but either way we must take the first steps and initiatives ourselves if we expect significant change; perhaps we don't take the initiative because there are no perceived or real consequences if we don't change?

Just the same, in many schools across the country in the U.S., figure 1 refers, in a program called Teach One, the classrooms of the future are here now—that's right.

These classrooms of the future could have as many as 100 students and 15 teacher-assistants in them. The room is cordoned-off by white boards and sections; each given a name or area, e.g., Botanical Gardens, Rose Garden, etc. In the morning when the students come in—they either go to their assigned new section and start work on their laptops or refer to the monitor up front as to where to go. Students are either doing individual work (virtual instruction or virtual reinforcement) or group work as directed by the Digital Brain (Brain) and supported by the teacher-assistants (TA).

Sometimes the Brain, i.e., voice of the brain, initiates instruction by asking the students a few questions and applying the answers to an algorithm and determining the next activities, seat arrangements and student assignments. The TAs also support this process and may give supplemental instruction or actions as appropriate.

There are mixed reviews about the Teach One program and like every good thing, someone must say something negative about change. As these programs are costly, someone does have to answer for the return on investment and actual progress.

The bottom line is that many leaders, adults and politicians talk about change, leveraging technology and doing the right things—but seem to be gripped themselves by no appetite for technology. Reality check—our children, staff and colleagues see what we do and not just what we say. If we really want the kind of technology change that's going to make a difference—then we must lead that change by example and demonstrate its core principals, beliefs and actions. That's my opinion, tell me what you think?



Figure 1 - 2016-2017 School Partnerships
(<http://www.newclassrooms.org/>)

References

Huntsberry, W., Some Benefits and Drawbacks of Blended Learning, KQED News, 12 January, 2015, accessed 23 December, 2016.

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Figure 2 - A blended learning classroom at David Boody Jr. High School in New York City. (Courtesy of New Classrooms)



Sailor Couple: A Match Made at Sea

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What is love? A question that has plagued humans since the dawn of time. Philosophers, thinkers, writers, travellers have all pondered over this complex emotion with myriad explanations yet no single definitive answer. Here's what the iPhone, with all the modern permutations and combinations at its disposal, had to say:

Love is not tangible, yet it's the strongest emotion there is. It's fleeting, yet it can hold the ground under you rock solid. Love transcends boundaries, distances and in some uncanny way, even time and space.

There is something about the sea that we all feel. It's a place we all relate to, confide in and make memories with. The sea always makes a great story and such is the story of Minakshi and Arun, reaffirming our belief in the strength of relationships and the beauty of our merchant navy profession.



Minakshi Kumar was born into a Hindu family to Mr. Sunil Kumar and Mrs. Manju Devi. Being brought up with the discipline and culture of an army environment, she romanticised the merchant navy from an early age. Upon completing her XIIth from the Army School, she went on to do her Bachelors in Nautical Science from the Haldia Institute of Maritime Studies and Research. Currently serving as a Second Mate with the reputed Wallem Shipmanagement, it has been 6 years since she started sailing and like the rest of us; she proudly proclaims that it continues to be an absolute pleasure!



Arun Roberts, hailing from a Christian family in the south of India, completed his engineering from the highly sought after BITS Pilani and is serving as a second engineer with the same shipping company. Again, as most of us like to take pride in, he loves sailing and always wanted to be a marine engineer.

Destiny brought these two together on MT Hafnia Phoenix (formerly known as Freja Phoenix), which was her second ship with Wallem. Roberts was a second engineer on the same vessel and these two had an instant connection; one that is felt strongly enough to know that it would lead to something special. As time passed, the fondness between them grew stronger and before they would realise it, it turned into love! Time was short and he had to sign off a week after she joined, but like we already know, love knows no concept of time. This connection resulted in them dating for a year and half, and as with all matters of the heart that cannot keep two people apart, they got engaged on the



31st of May, 2015. At this point, the story of love triumphs over our sensibilities but it gets better; the both of them got married recently on the 16th of May, 2016.



The couple credit their togetherness and the strength of their relationship to the profession of merchant navy. She is vocal in saying that this being a global industry, they dared to step across the barriers of religion and the stereotypes associated with regard to the opinions in India with the help of their respective, supportive families. So far, so good, they say; evidently enough, they have a great time together with mutual support in understanding each other's situations while spending time apart at sea. Being in the same profession renders them the mental faculty to handle each other with the due love, respect and strength. Minakshi is also visibly joyous and honest in her love for her in laws; she says that they give her immense freedom when it comes to pursuing her dreams in life.



As with everything in life, the show must go on. Time comes when they have to bid adieu to each other for their stint at sea, leaving the couple with unflinching sadness. With both individuals at sea, connectivity is an issue and any seafarer will vouch for the pain in not being able to see, touch or talk to a loved one. It's a gutting feeling that cannot be explained, only to provide each and every mariner with more strength to make it through their time alone. Minakshi is almost childlike in her sheer excitement in speaking about the vacation when they can spend uninterrupted time together, without a care in the world (again, something we are all well familiar with). Obviously, they long for the time when they can be together on one ship, as I'm sure all of us would be for them both.

So is it easy to claim that shippies have no substantial personal life owing to their profession? With this heartwarming tale of love, it is rather acceptable to say that if the love is strong enough, it can endure anything thrown at it. Naturally, being away from a loved one isn't easy but nothing good in life comes easy anyway. One must truly believe in the positivity that encompasses our profession, the ability it gives us with regard to financial security, travel and most of all, the realisation that human relations must be valued; a realisation that comes from staying away from the ones that mean the most.

To quote the great Bob Marley "Only once in your life, I truly believe, you find someone who can completely turn your world around. You tell them things that you've never shared with another soul and they absorb everything you say and actually want to hear more. You share hopes for the future, dreams that will never come true, goals that were never achieved and the many disappointments life has thrown at you. When something wonderful happens, you can't wait to tell them about it, knowing they will share in your excitement. They are not embarrassed to cry with you when you are hurting or laugh with you when you make a fool of yourself. Never do they hurt your feelings or make you feel like you are not good enough, but rather they build you up and show you the things about yourself that make you special and even beautiful. There is never any pressure, jealousy or competition but only a quiet calmness when they are around. You can be yourself and not worry about what they will think of you because they love you for who you are. The things that seem insignificant to most people such as a note, song or walk become invaluable treasures kept safe in your heart to cherish forever. Memories of your childhood come back and are so clear and vivid it's like being young again. Colours seem brighter and more brilliant. Laughter seems part of daily life where before it was infrequent or didn't exist at all. A phone call or two during the day helps to get you through a long day's work and always brings a smile to your face. In their presence, there's no need for continuous conversation, but you find you're quite content in



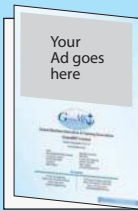
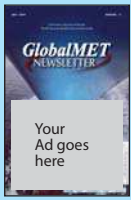
just having them nearby. Things that never interested you before become fascinating because you know they are important to this person who is so special to you. You think of this person on every occasion and in everything you do. Simple things bring them to mind like a pale blue sky, gentle wind or even a storm cloud on the horizon. You open your heart knowing that there's a chance it may be broken one day and in opening your heart, you experience a love and joy that you never dreamed possible. You find that being vulnerable is the only way to allow your heart to feel true pleasure that's so real it scares you. You find strength in knowing you have a true friend and possibly a soul mate who will remain loyal to the end. Life seems completely different, exciting and worthwhile. Your only hope and security is in knowing that they are a part of your life"



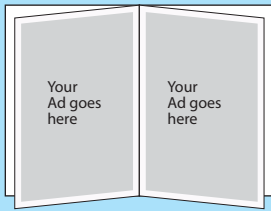
All of the world's happiness to this fantastic couple. Let's hope it's smooth sailing for both of them round the year, personally as well as professionally!



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