

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.

[www.globalmet.org](http://www.globalmet.org)

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# Editorial

In Manila in the middle of November GlobalMET held a Board meeting and an Annual General Meeting. We visited the Asian Development Bank and we participated in the Crew Connect Global Conference.

The Board meeting reaffirmed that Pradeep Chawla would take over the chairmanship from Tim Wilson at the meeting next April and that Richard Teo would replace me as the Executive Secretary until a suitable person was identified. Peter Whitley would replace John Lloyd as director for the Australian Maritime College, as the latter has moved to Nautical Institute in London.

Richard Teo conducted the final sessions of the two workshops he had run with Angelica Baylon of the Maritime Academy of Asia and the Pacific and reported on the success of the GlobalMET workshops in the Philippines funded by the TK Fund. He spoke about the possibilities of further training in outcome and competency based education, training and assessment.

At the Asian Development Bank an official recommended that GlobalMET approach the proposed project 'Human Resource Development in the Maritime Sector in Asia and the Pacific' by suggesting a project that would assist MET in Philippines, which is being followed up.

Richard Teo was on the panel "Managing the Learning Environment", with Paul Russell, Senior Marine Training Consultant – Viking Recruitment Limited and Glenys Jackson – Merchant Navy Training Board. Richard explained that for the industry to have "Competent" Officers and Crew the most robust way is to embrace the principles and methods of Outcome and Competency Based Education, Training and Assessment.

Upon arrival in Mumbai I was driven for three hours to the fine Tolani Maritime Institute outside Pune where I delivered a paper "A Way Ahead" at the 29<sup>th</sup> National Convention of Marine Engineers and a Tolani-GlobalMET seminar on "Challenges in Maritime Education and Training – Way Forward". The former Director of GlobalMET Member, the International Maritime Training Centre, Capt Y Sharma, was facilitated as an Eminent Maritime Faculty.

I then came down to Mumbai to address cadets at the Shipping Corporation of India's Maritime Training Institute and to join senior faculty for lunch. The next day I participated in the two-day Anglo-Eastern seminar "Taking Responsibility for Your Actions". We spent a third day visiting their fine academy at Karjat.

The visit to Mumbai concluded with a meeting of the India Chapter of GlobalMET members, at which, among other plans for the future of the Chapter, it was decided to survey young recruits to ascertain their thoughts on how maritime education and training could be improved.

As this will be last newsletter for the year, I would like to express my heartfelt thanks for the support you have provided during the year and I look forward to a healthy GlobalMET going into the future. I wish you all the compliments of the season and best wishes for the New Year.



By

**Rod Short**  
Executive Secretary



# Human Factor Competencies for the Future Mariner

Captain Pradeep Chawla from Anglo-Eastern Univan on skillsets needed for 21<sup>st</sup> century seafarers.

Continued from Newsletter Issue 51

So what competencies should our future super-mariners need? In my opinion the most critical human factor competencies that are needed in the future are:

## 1. Ability to process large amounts of data from various man-machine interfaces

Standardized and well thought of user interfaces will be a critical part in the design of future shipboard equipment. Insufficient research or attention to this could endanger the progress of adoption of new equipment and systems.

Accident case studies show that the majority of 'situational awareness' errors were due to a failure to monitor or observe data from the various equipment due to either overload of information or distractions.

## 2. Ability to focus on critical issues

Overload of information can cause the danger of missing out on the critical issues. This issue is already being experienced on the modern day bridge. The plethora of alarms, and displays sometimes distracts the navigator from keeping a proper lookout by sight and other available means.

## 3. Ability to work with remote teams

Teamwork on board is well understood at sea. However with the closer integration of ship and shore systems, a large number of tasks will be done by people ashore. Vessel traffic services will have a larger role to play. Teams ashore will analyze engine data and advise the shipboard teams.

The large mix of shipboard crew nationalities and multi-national shore teams will bring about new challenges in communications and teamwork.

## 4. Ability to be assertive

The interaction with a larger number of shore based teams will require a clear emphasis on Masters over-riding authority enshrined in the ISM code.

With the lower costs of communications and e-mail systems, Masters are already reporting a feeling of being 'controlled' too closely by shore staff.

While the laws make the Master responsible for all accidents, the reality is that Masters feel that their authority (w.r.t. day to day running of the vessel) is being 'taken away'.

## 5. Ability to understand the limitations and recognize dangers of automation

Significant improvements are expected in automation of shipboard systems. Other industries have recognized that automation leads to complacency, thereby resulting in slower response in case of emergencies related to failure of automation. Other industries already talk of 'Automation Complacency' and 'Automation Traps'.

## 6. Ability to manage change

The pace of change of technology and regulations in all industries has never been faster. We see the challenges in adopting change in our daily lives. 'Instagram' and 'Snapchat' are not needed by the people in their 50's, however for a teenager they are basic necessities of daily life.

A significant number of seafarers and managers ashore are experiencing challenges with adapting to ECDIS or accepting the inevitable irrelevance of celestial navigation to a young officer.

## 7. Ability to learn continuously

The human race is discovering new knowledge faster than ever before. It is no longer possible for any professional to be considered 'competent'



without constantly keeping abreast and subsequently adapting to these changes.

## 8. Ability to cope with increased stress

The shorter turnaround in ports, faster speeds of transit, larger sizes of vessels, stricter financial constraints, extremely low manning levels, criminalization of seafarers and various other factors have changed life on board to a high-stress job.

Social media is a wonderful way of keeping touch with the family but it also has an effect on rest hours and it brings the problems of the family closer on board.

The high stress levels amongst seafarers and the effects on their health is not being fully recognized and appreciated by regulators and industry leaders. A lot more research is needed on the topic of stress affecting seafarers.

## 9. Ability to communicate effectively

The ship-shore and ship-port interface is becoming more complex due to various factors like port security (without the port taking any moral or financial responsibility for a stowaway boarding a vessel), terminal regulations and increased pressure on profits in all parts of the industry.

The role of the Master to effectively deal with charterers, terminals, port state officials, oil major inspectors and the multitude of agencies that now come on board the ship has become more critical than ever before.

## 10. Ability to be a leader

In addition to the Master and Chief Engineer of the future retaining their traditional skills of managing their shipboard teams, He/she will also need to learn and adapt to various new skills of organizing, motivating, negotiating, running meetings, public relations and time management.

The seafarer of the future will need to be tech-savvy, adaptable, analytical and rational manager, who will be able to do a lot more with better technology and shore based support;

Or perhaps, he will be sitting ashore monitoring drone ships.

Various companies are already tackling these issues through their recruitment and training programs. Psychometric testing in some form has been adopted by many companies to try and identify the behavioral competencies needed for the future mariner.

Training requirements can only keep on increasing with the increased regulations. Blended learning, Outcome Based Education and 'On the job training' will take on a greater significance in the future.

Our industry, like others, is going through a transition and debate between the believers of the traditional 'good old ways' and the futurists who are looking at technology and modern human performance management theories to get ready for the future.

But, there is no doubt that focusing on the human factor competencies is critical for progress in our industry. The maritime industry has only recently started looking at the human factor competencies. One of the most significant amendments of the Manila Convention (STCW 2010) was to incorporate competencies for leadership, teamwork and managerial skills.

Even the name of the IMO's sub-committee on Standards of Training and Watchkeeping (STW) has changed to Human Element, Training and Watchkeeping (HTW) in 2014.

By

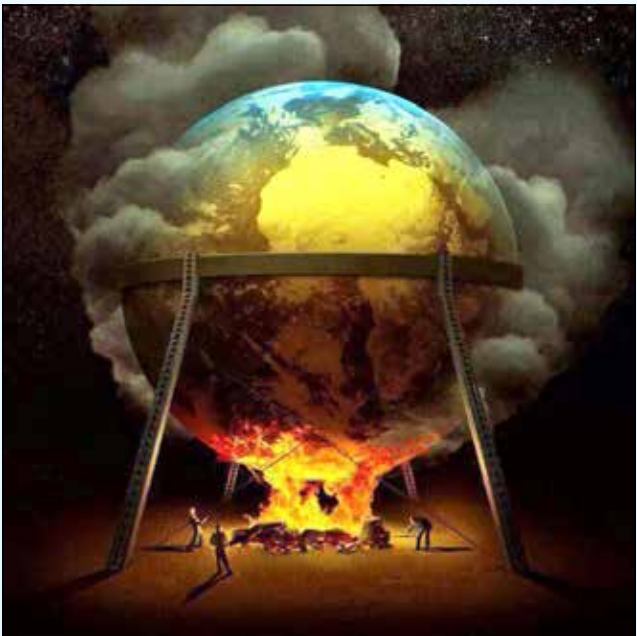
**Capt Pradeep Chawla**  
Immediate Past Chairman, GlobalMET



# GlobalMET and The Living Blue Planet 2015



“Courage is the most important of all virtues because without courage, you can’t practice any other virtue consistently”  
– Maya Angelou



Bon Fire of Earth, courtesy of Global Warming Digital Image, Facebook

At the World Climate Change Conference 2015 in Paris on 30 November 2015, Prince Charles was quoted as saying that world leaders at the conference “...will not only decide the fate of those alive today, but those of generations yet unborn” (Vaughan, 2015).

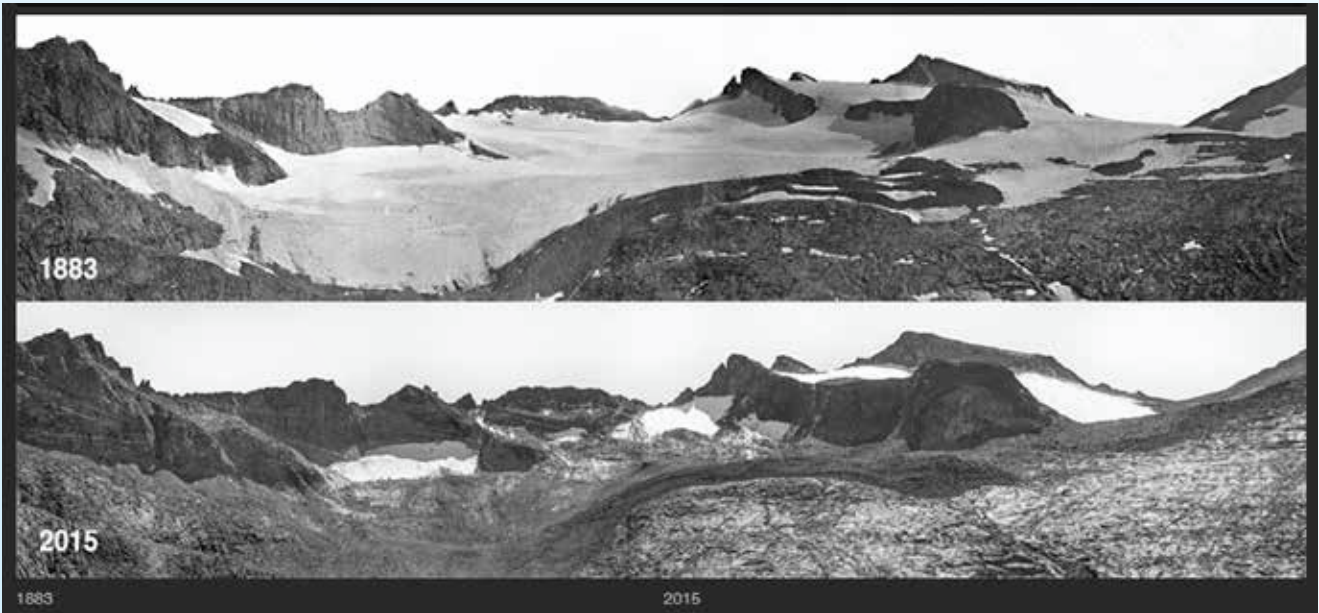
Over the past couple of years, the GlobalMet Newsletter has highlighted any number of important issues concerning “The Living Blue Planet,” a phrase coined to describe the planet we

now live on; everything from Global Warming (GW) and Climate Change (CC), Marine Pollution (MP), Ship Energy Efficiency Management Planning (SEEMP), to issues and concerns dealing with the Polar Regions. Even so, probably no other organizations than the World Wildlife Federation (WWF) and the Zoological Society of London (ZSL) have done more to help understand climate change; put in print, words, graphics and pictures. They put numbers behind the massive amounts of data and theory in a format all can understand more than any other - save the IMO.

Accordingly, WWF’s report, “The Living Blue Planet Report 2015” (LPR) is a leading scientific-based analysis on the health of our planet and the impact of human activity upon it” (LPR, preface). The report goes on to definitively suggest that the state of the Living Blue Planet is in exceptionally grave danger and unsustainable! I commend it for your reading.

As much, in this particular issue, I’d like to not only highlight several back issues of the GlobalMET Newsletter in the hopes of providing another resource, and suggest that we indeed care and understand the issues as they relate to our environment. We have an obligation to make a positive difference and leave a lasting legacy for which our children can be proud of; primarily, however, in this issue of the newsletter I would like to spend most of the time discussing what we may be able to do to help reverse current unsustainable trends and practices regarding CC.

As much, GMET newsletters (NL) NL 21-22, NL 24-32, NL 35, NL 38- NL 41 all discuss different aspects of the aforementioned on the environment and can be gotten directly from the globalmet.org website archives linked here, [http://www.globalmet.org/Services/view\\_news\\_letter.aspx](http://www.globalmet.org/Services/view_news_letter.aspx).



Shrinking Lyell Glacier, Yosemite National Park  
Source: U.S. National Park Service. 1883 photo: USGS/Israel Russell. 2015 photo: NPS/Keenan Takahashi



The reason for pointing out the GMET Newsletter back issues is to emphasize that as mariners we must continue to be actively engaged in the conversations, actions and solutions for saving our Living Blue Planet, if not for us, for our children?

As a matter of record, the number and volume of contributors to the GlobalMet newsletter (articles) could be much better! Appreciating of course those who have contributed or have given of their time in the way of interviews, knowledge, or reading. In keeping with the goals aspired by the IMO (safety, security, energy-efficiency, cleaner oceans), CC, GW, WWF and ZSL -- positive change seems bleak and elusive.

Maya Angelou, Presidential Medal of Freedom Poet, basically said it best, we do what we know how to do and when we know better, we do better! Civil Rights Activist and late great Dr. Martin Luther King Jr., once said that a man who doesn't believe in something enough worth dying for isn't worth living himself. As harsh as that may sound, our children and children's children may depend on these facts.

Back on point about the state of the planet, the global population is expected to increase by more than 2 billion come 2050, more than half the world's coral and one-third of its seagrass have been lost; shipping traffic has more than quadrupled over the past two decades; billions of subsidies encourage over fishing and irresponsible behavior, Figure 1 shows some consequences of pollution.



**Figure 1 - Oil Soaked Bird from Ocean Under Pressure, Living Blue Planet Report 2015**

Deforestation of the planets mangroves by man-- mangroves by the way, are responsible for more than an abundance of life and ecosystems-- has hastened their spiralling demise by some

3-5 times the expected rate; the LPR 2015 states that more than 8 million tons of plastics are dumped in the oceans per year; and that more than 80% of all tourism is based near the sea. Surprisingly, also according to the LPR 2015, a moderate-sized cruise ship on a week's voyage generates about 795,000 liters of sewage, 3.8 million liters of grey water (not black water or sewage), more than 500 liters of hazardous waste, approximately 95,000 liters of oily bilge water and 8 tons of garbage. Multiply the aforementioned by what you can only imagine; all this and seemingly we can go about our daily lives as if nothing is happening to our Living Blue Planet (LBP). As a consequence, future generation's fate seems sealed and destined for certain doom. Seems "the children" may have to lead us to the "Promised Land of a sustainable future"?

In conclusion, as Prince Charles stated, the fate of all mankind is at stake, sounds a bit melodramatic, but no need to "sugar coat" it. The conference was from 30 November thru 11 December, the schedule is full as well as the agenda for Paris. You might see this conference referred to as COP 21/CMP11, this stands for Conference of the Parties 21 which is specifically being held in Paris. Previous conferences, like COP 15 occurred in Copenhagen and COP 1 in Berlin. Along with COP is the acronym CMP which stands for COP serving as the meeting of Parties to the Kyoto Protocol (a 1992 International Treaty committing parties to greenhouse emission standards).

And finally, what kind of work holds mankind's fate in the balance?

- Status of the ratification of the Doha Amendment to the Kyoto Protocols
- Finance and budgeting audits and programs
- Reports on national greenhouse gas inventories
- The international assessment and review process
- Loss and damages associated with Climate Change
- Capacity building
- The development and transfer of technologies
- Frameworks for various approaches.

This, to name a few. Thanks for reading and don't forget to check out [globalmetblog.imanfiqrie.com](http://globalmetblog.imanfiqrie.com) and leave a comment!

### References

"Living Blue Planet Report 2015." WorldWildlife.org. World Wildlife Fund, 15 Sept. 2015. Web. 6 Dec. 2015. <<http://www.worldwildlife.org/publications/living-blue-planet-report-2015>>.

Vaughan, Adam. "Prince Charles Opens Paris Climate Talks and Calls on World Leaders to Act Now." <http://www.theguardian.com/environment/2015/nov/30/prince-charles-opens-paris-climate-talks-calls-on-world-leaders-to-act-now>. <http://www.theguardian.com/>, 30 Nov. 2015. Web. 5 Dec. 2015.

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





# Crew Connect Global - Conference and Exhibition

Formally the Manning and Training conference held in Manila



## Report on the workshop titled “Managing the Learning Environment”

The discussion panel was made up of:

- Paul Russell – Viking Recruitment Ltd – UK
- Glenys Jackson – Merchant Navy Training Board – UK
- Capt. Richard Teo – Director GlobalMET – Australia

The event attracted an audience/discussion group of about 50 which included several people at the very top of the Maritime Industry.

The introduction from me set the scene and projected the message that people learn in all different settings and under all circumstance they don't only learn when enrolled on a training course and are sitting in a classroom.

Therefore, the challenge for the industry is ensure that the personnel progressing toward a qualification or competence level are learning the correct information and skills in the most appropriate place. This does not happen by accident it must be managed hence the name of the workshop.

Following the introduction Capt. Richard Teo explained that for the industry to have “Competent” Officers and Crew then the most robust way is to embrace the principles and methods of “Outcome based education and Competency based training” (OBE and CBETA). Rigorous rubrics for assessments must satisfy the rules of evidence in OBE and CBETA.

Richard explained that for this to happen the learning programmes need to be structured and designed to specific performance criteria within a quality training framework that leads to the learners being able to demonstrate their knowledge, skills, attitude and ability to perform to the required dimensions of the tasks that satisfy the competences described in the STCW convention.

I then followed Richard with an explanation about the important role of the employer, owner's representative or training management company. Here there is an overall view of the structure that a student or trainee is following. The employer has an overview of the College/University phase as well as the sea going phase and any ancillary training in between. Therefore, the employer is a key component in the whole process.

Glenys Jackson completed the line up with an explanation about how the UK had embraced the ideals of Competency

Based Education and Training with their system of National Vocational Qualifications (NVQ)s and although they have been forced back from an ideal system, due to practical considerations, the aim of Educating and Training ship's staff by assessing their ability to carry out an assigned job role is still very much at the heart of the UK system of Maritime Education and Training.

The Merchant Navy Training Board is central to this process and provides the focal point of design and structure for the learning framework.

Having set the scene, it was important to find out, from the audience, the “practical” problems related to the management of such quality “competency based systems”. The first two subjects that were raised reflected the issues that are being found in some parts of the industry.

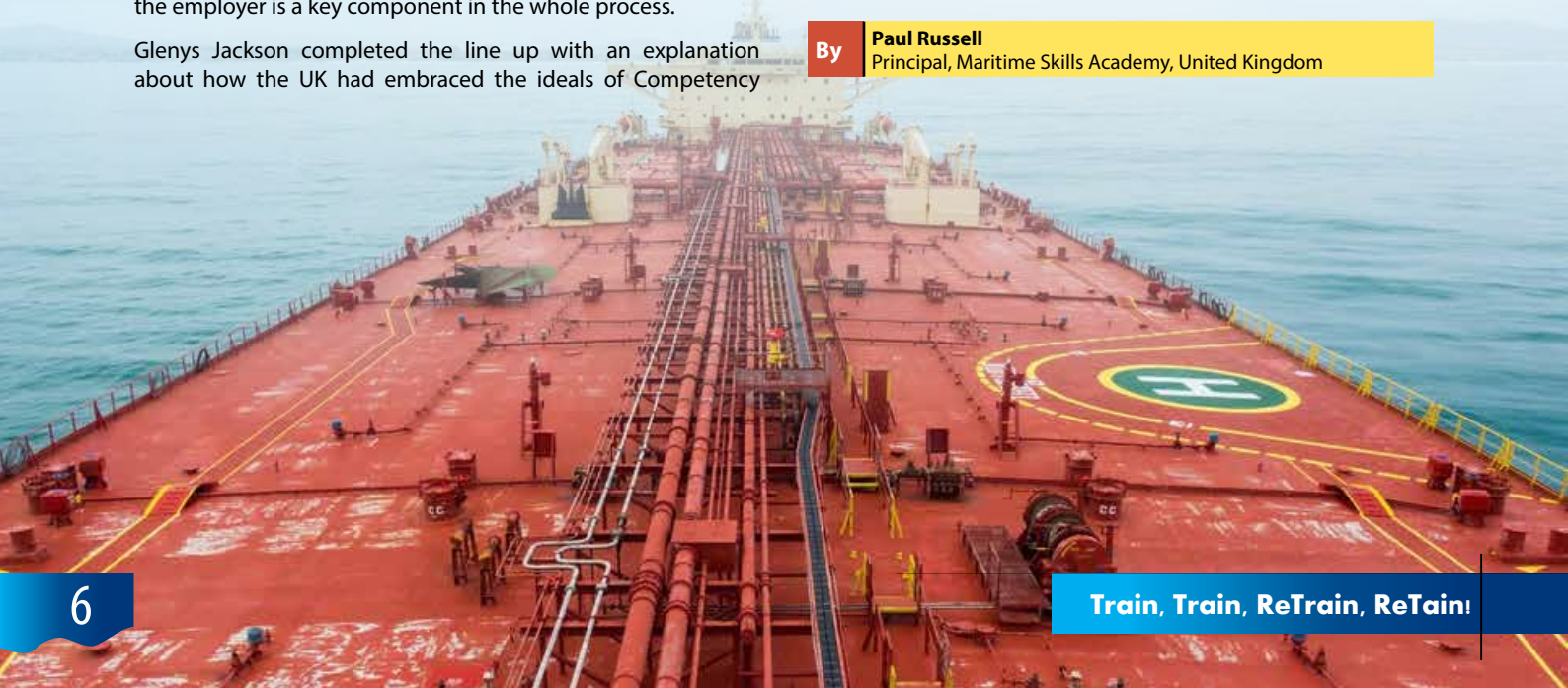
The first was that the “Officers did not have time for mentoring” and the second was that the “cultural divide was an obstacle to the on-board phase of MET”. However other members of the audience felt that it was always part of the Officer's job role to provide “help and guidance” to more junior staff. Another point raised voiced the opinion that the industry was “reluctant to change” and therefore an outcomes based system would be difficult to adopt.

Other points mentioned from the floor were;

- Students should be made aware of their own “learning style”
- Evaluation systems should focus on “is learning taking place” and not “Is teaching happening”
- Student motivation is not always as high as it should be.

The summation of the workshop was completed by Paul Russell and stated that – if, on the way to success, learning takes place throughout that period of time then who undertakes the practical task of managing the process. The role of the employer is vital. Appropriate learning frameworks must be in-place with input from people who know the job role required. These frameworks must guide students and managers to where and when the most appropriate learning tasks are completed and assessed.

**By Paul Russell**  
Principal, Maritime Skills Academy, United Kingdom





## The Key to Success for Engineers – Part 2



*Continued from Newsletter Issue 51*

**W**e also need to look after the steering gear, windlass, mooring winches, the hatch hydraulics and deck air compressor. Keeping hydraulic system oil in good condition is the key. Clean filters regularly and see that the chief engineer will send oil samples for analysis once in six months. When the reports come, you should also study and understand them. At every bunkering, you will participate in taking samples of the fuel oil and give them to senior engineer for sending to laboratory. One sample, the MARPOL sample, you will preserve on board safely and learn about this more from your watch in-charge.

When I came to sea there were hardly any marine colleges but we learnt from seniors, the fitters and the Bosun and I will advise you to do the same. Fuel oil bunkering is a subject in itself. I have written separately on it and you can read it.

Together with the Bosun, you will learn how to receive and store the provisions, stores, lubricating oil drums and how and into which tanks to empty them. As your capabilities get recognised, you will be entrusted with operating the provision crane. Quite a few accidents have happened involving handling the steel pipes (when they swing while lifting) so guide and control them using ropes. Do not put your fingers into the ends of the pipes in trying to adjust them. Good suppliers cap both ends.

You must keep away from DRUGS - totally. This stuff is addictive and very harmful to health. Also, if you are caught by customs or health officers, your seamen's identity document will be cancelled. Alcohol is not that bad provided restraint and discipline is maintained and enjoyed only occasionally. Do not get habituated to alcohol. Avoid drinking too much cold water. A multivitamin tablet a day will help a lot. Drink two to three litres of water every day and avoid too much oily and spicy food.

Your career graph will steadily go upward if you keep your conduct and behaviour good and have a helping attitude on board. Keep your normal and working clothes clean and follow best practices involving use of laundry and the drying room.

These days there is lot of material available on the internet and you can learn from there, in addition to the CBT provided by your company. There are a lot of drawings and instruction manuals on board. Develop a habit of reading them and discussing with your seniors, subjects like how to remove and fit an exhaust valve, the fuel injectors, etc. There are work sheets with the applicable tools indicated on them.

The correct use of correct tools and wearing PP equipment while using or assisting in use of hydraulic tools is something that will remain important throughout our career. There will be improvements in tools and systems and we will keep on learning; for example ultrasonic device for cleaning of multidisc type

filters (fuel filters) etc. Earlier we used to slacken and tighten cylinder head nuts manually, then came pneumatic tools and then hydraulic. Therefore, we must adapt accordingly. Tool box meetings are held before taking up any major job and it is here that the account of tools to be used is taken. What are the fastening devices; what lifting tools will be used; the engine room crane and the length of slings to be used.

The engineers are always mindful of getting the slings, shackles and hydraulic tool pipes tested but your contribution in this matter will be valuable. Calibration of torque spanners and their correct use is important. Taking safety measures while using a drilling machine, grinding machine and lathe machine and efficiency of their emergency stops are vital for safety, especially of your eyes. All these are not to be learnt in a few days or one voyage but we now know the path to follow.

These days with reduced manning and short port stays, tracing of pipe lines is being neglected but even then it's importance is vital to understand the engine room properly. On many ships we now have a vacuum toilet system and we must take utmost care not to throw tooth picks or any such extraneous item into them. In case of malfunction, it will only inconvenience us.

There are different types of ships, general cargo, containers, bulk carriers, oil tankers, chemical tankers and gas carriers, etc. Many more different types and improved versions will inevitably come. There are basic and specialised courses which are run by shipping companies and marine training centres and you will be sent there by your company for further and onward training. But again the warning, don't think that you have become an expert merely by attending a course.

There are some very simple precautions. While going ashore, you may take a shower and your hair may be wet and, in cold countries if you move out bare headed, in all probability you may catch cold so carry a woollen cap with you. Seek advice of your seniors on board. When I came to sea, there were no computers, no colleges and no CBTs. Everything learnt on board, so the same for you.

Safe working practices are always emphasised and insurance companies have come out with very good posters, so you see, everyone contributes towards safety. Situational awareness and alertness is very much desirable. Don't get worried thinking how I will learn all this, learning is a life long process. As I write this for you, I am myself still not aware of quite a few things. It will take time but effort must be maintained. Bon Voyage.

**By Mahendra Singh**  
Chief Engineer





# Common Classroom Problems when Teaching Maritime Subjects, Including Maritime English



I am a lecturer at Malaysian Maritime Academy Sdn. Bhd. (Academy Laut Malaysia) and teach Meteorology, Cargo Work, Seamanship and Collision Regulations at Sea. This article suggests that all lecturers have experienced some classroom or other problematic situation before in class.

All professions have their ups and downs, the challenges a lecturer faces are equally numerous. Therefore, a lecturer's frame of mind must be ready psychologically and spiritually to handle many frustrating moments created by students that can affect the lecturer's well-being and teacher-student relationship, Figure 1 refers.



Figure 1 - Frustrations teachers experience

In order to make the classroom more conducive to learning, try to address these problems as effectively as possible by employing psychological techniques that involve motivation, encouragement and scaffolding instructions to reinforce the weaker students. Try to change the negative mindset of disinterested students by emphasizing the importance of education. Classroom problems encountered vary in extent and are sometimes heart-breaking, frustrating and demoralizing, but the steadfast belief is that these students can still be "rescued" if the appropriate "treatment" is conscientiously administered.

Highlighting some common classroom problems associated with teaching, it is believed problems can be overcome with controlled patience, understanding and commitment. A ranked ordered list of these classroom problems follow:

## 1. Students become overly dependent on the lecturer

This is a fairly common situation. Students who lack confidence in learning the subject will become overly dependent on the lecturer. It is necessary to identify these weak students and plan for them to progress gradually in their understanding of the topic. It is also important not to over-correct them when they are delivering a weak answer in the classroom as it will adversely affect their confidence level and discourage them in future.

One of the more effective methods of avoiding student's over-dependence is to go through a series of short questions that will allow the students to arrive at the correct answers easily based on their prior knowledge, past lessons and experiences. This will undoubtedly help to reinforce their confidence for future learning and avoid seeking lecturer's assistance endlessly

without first pondering over the issue themselves.

## 2. Student is defiant, rowdy or distracting of others

There will always be one or two rowdy and defiant students in the classroom, the bane of the teacher. Analysing the situation carefully, rowdy students may actually suffer from some form of attention deficit and the only way for them to get attention is to be disruptive in the classroom.

On a few unfortunate occasions, I became the victim of their ploys and gave them the "air time" that they had been clamouring for. In retrospective, it was actually not a wise move to be tolerant towards such defiant acts, and a stern warning should have been given the very instance the rowdy student started to misbehave. It should be clear that the school has zero tolerance for such unacceptable behaviour and the resultant consequences for any disruptive or distracting behaviour would entail consequences, such as being sent out of the classroom or reprimanded by the school director, Figures 2 and 3 refer. Rowdy students affect teaching, scheme of work and class time.



Figure 2 - First year teachers

Figure 3 - Behave

## 3. Personalities between students clash

On occasion, students from different nationalities actually wait for an opportunity to show their dislike for one another due to cultural differences and practices. In such a classroom, it becomes evident that little teamwork, communication between different groups and collaborative learning will exist. Students sometimes form different groups in order to antagonize each other instead of taking interest in learning the subject. They spend more time learning how to hate, hurt one another and create disruptive and volatile environments.

Such students can become very unruly in the classroom if left unchecked and must be counseled immediately as a group in order to get to the bottom of the issue. Bringing them together, helps them to verbalise their problems and talk out their differences face to face in a gentlemanly manner with all parties shaking hands and a promising not to allow their differences to disrupt the peace and harmony of the classroom.

## 4. Students are bored, inattentive or unmotivated

Experience suggests students normally feel bored or exhausted in the late afternoon and become inattentive; become unmotivated because of their fear for the subject. The Holy month of Ramadan presents its own special issues with student energy levels. Their lacklustre performance in the classroom is not actually their fault and the cause is probably due to the low energy levels in their bodies causing inattentiveness. Although





it is difficult to always keep the students captivated 100 per cent of the time, endeavour to keep lessons lively by employing a variety of tasks and learning activities such as:

- The direct lecture method, followed by silent reading so that students can do self-reflection.
- A question and answer session to stimulate students' interest.
- Arrange students into teams for group work and class presentations.
- Introduce paragraph recitation, scavenger hunts, video clips and language games to enhance the lesson.
- Role play and drama can also enrich the lesson and keep the students excited to learn and indirectly promote collaboration in learning.

## 5. Students are unprepared

Some students have a bad habit of coming to the classroom unprepared, giving a variety of reasons and excuses. My philosophy is that, for the weaker students who are not able to catch up with the rest, they should not be allowed to suffer in silence. As a lecturer, I should be sensitive to the situation and provide professional assistance in meeting their needs, such as using scaffolding instructions (to guide them) them or provide tuition on a free evening. In very severe cases, these weak students should be recommended to seek foundation courses.

And, for those students who are perpetually unprepared, or defiant in learning, arrange to meet and give them one-on-one attention, this is very useful as they feel that someone is willing to listen to their problems and difficulties. There have also been occasions where all methods fail and the student does not show any improvement, as a last alternative, students are sent to the DTE's office where the DTE, together with the school's counsellor, successfully determine the root causes and recommend a series of stern remedial actions.

## 6. Tardiness

Sad to say, tardiness has been allowed to fester in our society and creeping into the colleges. Our Management Team has rejected such behaviour, practices and norms with zero tolerance for those who turn up late for classes, late for meetings and late submitting assignments and homework.

As a lecturer, one needs to deal effectively with this issue, set good examples and show seriousness so that students will

learn very quickly that tardiness will not be condoned and may result in negative consequences. I normally address the problem immediately when non-abidance to class rules and ethics are detected. It must be very clear to all of the students that tardiness is not acceptable and may result in disciplinary action that would have unpleasant consequences. So far, such "threats" of stern punitive actions have successfully kept them in check.

In my opinion, the two most common and dominant problems are "**defiant and rowdy students**" and "**students with personalities that clash**". In my institution, the students are predominantly male and they come from countries such as Bangladesh, China, India, Maldives Islands, Nigeria, Oman, Pakistan, Philippines, and Yemen. They come from different cultural backgrounds and have different learning expectations. Handling them also requires tact, skill, emotional patience and strategy.

As for the "**defiant and rowdy students**" that make the teacher's life miserable, the only recourse is to refer them to school counsellors for professional help. In such instances, the problem may be much deeper than what the eye can see and the situation has to be handled delicately.

In conclusion, many classroom problems have been encountered, some problems are easily resolved while some require a longer duration and probably intervention or assistance from the CEO, the Director of Training and Education, the college counsellor, the scholarship sponsors or even parents.

No matter how difficult the classroom problems appear to be, with dedication, benevolence and a sense of commitment, the lecturer should be able to make the wayward students understand that society cannot accept such irresponsible behaviour and there are laws that can be used to reprimand people who commit criminal acts.

Lecturers these days do face colossal tasks in overcoming classroom problems, but then this journey of educating and guiding young minds, is not at all impossible or unachievable; we must do, as these students will hopefully someday mature into Captains and Senior Engineers who command ships that will traverse the mighty and treacherous oceans. Thanks for reading!

By **Capt. Ng Yew Hong**  
Lecturer, Malaysian Maritime Academy





## Loss of Ship El Faro – Time Line



**E**l Faro was a Roll on Roll off ship (a ship designed to carry vehicles or wheel base cargo) built 40 years ago flying USA flag and maintained under the classification rules of American Bureau of Shipping (ABS). Although the ship was 40years old she has maintained in class in accordance with class rules. She had on board total of 33 crew members 28 of them were American and the others were Polish. Unfortunately no one survived to give evidence as to what happed but some of the previous crew has described the vessel as a “rusty bucket”.

**The Passage Plan:** She departed Port Jacksonville of Florida USA at about 0100 GMT on Wednesday the 30<sup>th</sup> September 2015 in a loaded condition with cargos of containers and vehicles her destination was San Juan Porto Rico located on the South Eastern side of Jacksonville Florida.



According to the weather reports and whether maps (above) during the period shows hurricane Jacqueline a category 4 hurricane was in the region South of Port Jacksonville on that day

and it was heading north. Therefore it was clear at the time of departure from Port Jacksonville it was known to El Faro navigators and master she will have to encounter the cyclone during her current passage.

**The distress call:** On Thursday, October 1, 2015, about 07:15 a.m. eastern daylight time, (0315GMT) the U.S. Coast Guard received a distress alerts from the ship. It reported breach of hull, ingress of water, loss of main propulsion and ship listing to about 15 degrees. From the information contained in the distress call it could well be interpreted that the ship is sinking and on the verge of capsizing as well.

Although US coast Guards initiated immediate rescue affords by helicopters and search vessels they were hampered by bad weather for few more days however, almost three days after the distress call (on the 4<sup>th</sup> October) during the search operation a damaged lifeboat, life rafts and a body of crew member wearing an immersion suit was found and on the following day in the same area an oil slick and some debris of the ship found but the ship and the rest of missing crew were not found. The search and rescue continued for several more days and on 7<sup>th</sup> October US Coast Guard suspended the unsuccessful search for survivors, as everyone on board is presumed dead.

**As the mystery continued** on Tuesday, October 6, US the National Transportation Safety Board(NTSB) launched a full team to Jacksonville to lead the federal investigation in cooperation together with the Coast Guard, the American Bureau of Shipping (the *El Faro's* classification society), and TOTE Maritime (ship owners) as parties. The U.S. Navy Salvage and Diving division of the Naval Seas Systems Command was contracted to locate the sunken ship, assist in the sea floor documentation of the wreckage and recover the voyage data recorder.

**The breakthrough** came on the last week of October when further ship debris were sighted off the coast of Bahamas as the search teams were certain at least that they were looking at the right place and finally, on the 1<sup>st</sup> November 2015 at about 0930 GMT the USNS Apache crew using sonar equipment located the wreckage believed to be El Faro lying at the bottom of the sea 4900 meters depth.

**The time line for next phase** of recovery still unknown as the depth at which she is resting is not shallow and preparation for such recovery will be long, costly and painful. There are many **unanswered questions** to the investigators one such question could be master’s decision to depart from the port with knowledge that a category 4 cyclone is approaching into ships intended path, the other difficult question could be whether the existing classification rules are of sufficient strength to justify the integrity of the hull for 40 years old ships.

**By** **Capt. Francis Lansakara FNI**  
Director – JMC Nautical Pte Ltd. Singapore  
Master Mariner. LLM (London) specialist in shipping law



## Comment from Dr Swapan Das Sarma, GlobalMET Director



- Your views on current Maritime HR challenges:** This will differ from one country to other. For India, the challenge is in the areas of recruitment where the quality standards vary widely across the MET institutions. The other area is the need for timely communication with onboard crew from the shore-based office; the crew must feel as part of the organization and feel that the company cares about his contribution and are in touch with his family, as needed.
- Your views on current technologies such as Electronic Navigation, the advantages, and the pitfalls:** The advantages are related to improved navigation, reduction of fatigue and stress on watchkeeper and maintaining an on-board record of navigation which can be investigated as necessary. This also allows ships to be monitored from ashore. The particular advantage will be in restricted and congested waters with traffic separation where a surveillance is active from shore based facilities. Reduction of shipboard manpower will also be a benefit.

Disadvantage is on over-reliance on automation and encouraging lack of attention, and detachment

from situational awareness while on watch. However, this cannot stop more automation coming

on bridge, the advance of technology can never be stopped; how do we make automation more human centered will be the question to result in less mistakes.

- Behavioral Science skills for seafarers:** Working with small and multi-cultural crew with variant language skills presents many problems; IMO has introduced some teaching modules to encourage thinking in this direction. However, more structured courses are necessary at the undergraduate levels which should be a mix of ethics, understanding individuals and working as a team with some leadership keys.

Thanks,

Learning without boundaries

By

**Swapan Das Sarma, Ph.D.**  
President, American Digital University Inc.

## Highlight



By

**Chief Engineer Mahendra Singh**

The attached show main engine safety devices being taught to a cadet: ie cylinder relief valve, crankcase relief valve, oil mist detector, overspeed trip, bursting disc on starting air line, etc.



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