

WOMAR Project Report

Place: Kobe University Brussels European Centre (KUBEC)

http://www.office.kobe-u.ac.jp/ipiep/kubec/index_en.html

5F Pleinlaan 5 1040 Elsene, Brussel

Date: 17-18 August 2015

Participant List:

Workshop Organizers (Kobe University, Graduate School of Maritime Sciences)

- ✧ Masao FURUSHO
- ✧ Junzo KAMAHARA
- ✧ Matthew ROOKS

Workshop Secretary

- ✧ Serdar KUM, Istanbul Technical University (Maritime Faculty), Turkey

Workshop Consultant

- ✧ Adam WEINTRIT, Gdynia Maritime University, Poland
- ✧ Paul SZWED, Massachusetts Maritime Faculty, USA
- ✧ Bouzaher ABDELHAKIM, ENSM, Algeria

Agenda:

First day (17th of August 2015)

- 10:00 Opening remarks and introduction to the workshop
- 10:30 Introduction of the teaching materials in ITUMF
- 11:30 Student Micro-Exchanges
- 12:30 Lunch
- 14:00 Discussion-1: How to enhance the method of MET
- 15:30 Coffee break
- 16:00 Discussion-2: The relationship between MET and Maritime Society

Second day (18th of August 2015)

- 09:30 Discussion-3:
- 11:00 Coffee break
- 11:30 Discussion-4:
- 12:30 Lunch
- 14:00 Future work
- 15:00 Closing remarks

1. Opening Remarks FURUSHO

- Objectives
 - Introduce & utilize methods for MET & research
 - Collaborate MARD to promote seafarer competence
 - Improve sophistication of MET & research
- Introductions
 - Hakim – Africa – ENSM, Capt. Tankers, working PhD
 - Serdar & Adam – Europe – A: Dean Faculty Navigation, S: Vice Rector in Cyprus (maritime)
 - Paul – North & South America – professor MMA

- Masao & Matt & Junzo – Asia – J: IT database, M: linguist & educationalist & native speaker
- Review Schedule – today concentrate, tomorrow conclude

2. Enhancing Maritime Education & Training Method KUM

- Questions
 - Is this new project or continuation? Not creation but coordination
 - What are expectations? Frameworks? Describe curriculum design, development, and assessment
- Structure in ITU
 - 3 departments (maritime transportation engineering, maritime sciences, basic sciences – which does not have students but supports others)
- Curriculum Duration & Composition
 - 4+1: +1 is for English language proficiency if necessary (depending upon levels 1-5)
 - Irregular students (10%) enter midyear
 - Regular students enter beginning (40% +1 and 50% direct)
- Curriculum Content
 - Depends upon target role upon graduation (e.g., deck or engine)
 - STCW certificates (issued by government maritime affairs)
 - Degree issues by educational ministry
 - All delivered in English
 - Year 1 = Math, Physics, Chemistry, Drawing, Maritime Safety
 - Year 2 = Marine Engineering, Maritime English, Electronics, Safety at Sea, Law
 - See Serdar's notes and web curriculum
 - Also dual degree with SUNY
 - Credit System (theory/practical/lab) – e.g., celestial nav = 2+1+0 the later two count half for 2.5 credits (unless counted in European Credit Transfer System calls it 3 credits)
 - ECTS is contact hours per week (30) which adds up to 250 per year?
- Challenges
 - Midyear students
 - Transfers among system
 - Enrollment by other programs
 - STCW training not visible in degree (extra)
 - Alignment with ECTS
 - Certification (e.g., EMSA equivalent to AMSA, USCG, etc.)
- Method
 - Changed method? In theory yes, but in practice no
 - T/S does not move, tug moves a bit – new ship <500GT under construction for Turkey universities
 - Q: How much international exposure – they can study abroad through reciprocity
 - Simulation – e.g., engine room, bridge simulator (90% schools have these)
Instructors of simulation must be certified by maritime ministry (not enough have this) – Model course 6.10
 - Extended discussion about certification and preparation
- Conclusion
 - Standardization
 - Accreditation
 - Training System on Maritime – does not generalize globally
 - How might we create harmonious programs worldwide such that students can easily transfer and exchange?

3. Cross-Cultural Exchange ROOKS

- Presentation of MIX
 - MIX background
 - MIX process
 - CAT results
 - Beta test of process

DETAILS:

Matthew Rooks gave a presentation on “Student Micro-Exchanges”. Firstly he explained the background of study programs, then he discussed the methods to increase student collaborations. He pointed out that language learning is one of the ways to improve motivation on cultural communication. MIX Framework (Maritime Exchange) needs careful analysis based on individual organizations based on local and/or international elements such as regulations, practical applications, and so on. He explained about CAT (Cultural Awareness Test) carried out in Kobe University and Massachusetts Maritime Academy. Student responses on the test related to Motivation was positive. Chinese and American students have overall positive notions of their cultural knowledge, while Japanese students have mixed ideas on Knowledge (b). The responses on Strategy (c) were similar as Knowledge, indicating that responses might be based on cultural perspectives. Communication (d) and Needs (e) for cultural awareness were agreed on by all students. The project took four weeks. All participants reported increased cultural awareness, many of them reported learning new aspects not only of other cultures, but even more so about their own. Finally, participating in MIX Project will help to develop student programs. Dr. Adam commented that if the student program is the same/similar in all institutes, it is not a problem. The main problem if there are differences among the programs (in METs), that is the main and real trouble especially after they return to their origin MET. Dr. Adam gives an advice to make a trial/demonstration in IAMU General Assembly while students from different METs attended for a test object.

- Q&A
 - Adam: This is not of interest to Deans because they are program focused (worrying about alignment and quality issues) – “this is important, but not most important”
 - Focus on content, background, and capability
 - Serdar: Change the subject (make it implicit rather than explicit) – e.g., teach maritime English or stability (but definitely something required within the program) using MIX model
 - Consider political, social aspects
 - Paul: Perhaps this is a higher order competency (to be taught at graduate level)
 - Hakim: Apply using short courses (like 40-hour mandated STCW courses)
 - Junzo: Q: How do you measure effectiveness? Perhaps consider control and experimental groups

LUNCH break

4. Discussion 1 – How to Enhance MET Situation ABDELHAKIM

- Two group Program – Maritime (30 deck and 30 engine after national exam) + Port
- 2 years in program > basics with at sea with passenger after first year (helps cadets determine if they picked right program)
- Then 12 months in maritime program and then final year
- STCW certification woven throughout
- Secondary to deck officer = 7-8 years
- 2 to 4 women per 40 in class in Algeria (Poland now at 40%, but back down to 5%) – Discussion about the ladies
- Discussion about licensing and exams > progression to Master

- Comparison among (pre-EU Poland 5 years including 1 year at sea, now 8 semesters + second level in management = management and operations)
- System is worse according to Bologna agreement (too compressed)
- 10-20% English
- Deck or Engine or Both – how many passports can you have?
- Got into discussion about how videos could be shared using MARD
- Talked about working group to harmonize acronyms that could not after three years (broke down because English could not agree with American)

DETAILS:

We started to discuss about how to enhance the method of METs, what is the different tools that used by institutions and also can we use the same materials/tools for research aims. Abdelhakim explained Algeria's maritime education system, and made a comparison to other institutes in Algeria and also in other countries. Dr. Adam also explained Polish Maritime sea service, on board training. Almost Turkey, Algeria and Poland have similar maritime education system (this might be the effect of EU). The students have trained within 4 years (not included foreign language education) both operational and management levels. We also discussed the situation of female cadets, and their future employment onboard as seafarer. In Turkey and Algeria the number of female students increase, but in Poland the number of female students decreased (at the beginning the number increased and after reach the top level (as 40% of total) than decreased dramatically, and nowadays their percentage is 5%). Kobe 15%. Dr. Furusho introduced some teaching materials used in Kobe University, voice, video, 3D animations and so on.

5. Wrap-up

- Standardization of language and terminology
- Common course content (e.g., educational materials)
- Means to share these materials
- Rating systems for materials to help users identify what to download
- Should MARD be the platform for sharing or should it be web-based?
- Network
- Standardization
- Women

DETAILS:

We concluded the first day with below final comments;

- Standardization.
- Educational materials; we should define common educational materials and how we can share these.
- Networking

18 August 2015 0900 ~ 1500

1. Opening Remarks FURUSHO

- Objectives

2. Paul Szwed (MMA) Workshop

- Discussion on defining and measuring cultural development
- Intercultural Development Index (IDI) as a tool for measurement
- Design thinking for educators
 - Inspiration, ideation, creation, implementation, evaluation
- Nominal group technique: How might we focus our effort to improve MET network?
- Adam Weintrit discusses developing academic curricula in concert with STCW requirements

- Differing programs, sequences, etc
- Potential value in IMO model course
- The best solution is collaboration, exchange of staff then students
- Creating a work plan (Plan, Do, Check, Action)
- Choosing a theme or focus for work/action plan
- Individual plan submissions from members before next year's workshop

DETAILS:

Paul Szwed gave a presentation about the Cross-Cultural Learning for Seafarers and Maritime Students. He mentioned Cultural Intelligence (Thomas and Inkson, 2009), a concept that consists of Knowledge, Mindfulness and Competence. Massachusetts Maritime Academy has a new educational module, and the students spend 3-4 weeks abroad with having cultural affects, some experience about different cultures. He also pointed Developmental Model of Intercultural Sensitivity (DMIS) that has 6 steps; Denial, Defense, Minimization, Acceptance, Adaptation and Integration (Bennet, 1993). Finally, he explained Intercultural Development Inventory (IDI). The IDI is a developmental and evaluative instrument of intercultural competence that allows individuals and groups to focus on developing their intercultural competence more effectively with people different than themselves (Hammer et al., 2003). This instrument has been developed by using psychometric protocols with over 5000 respondents from a wide range of cultures, and IDI is currently in 17 languages.

Adam commented to considering STCW (78/95/2010) for improving METs and we started to IAMU, MARD and it will continue. In addition, we should consider different programs and we can learn each other. We should find proper and best program for education and training by using maritime network with collaboration. MET needs to be proactive for the chances of national, regional and/or global elements. We discussed in all aspect of how to learn/teach maritime students.

Dr. Adam made a presentation for giving information about education system in Poland, and Gdynia Maritime Academy in detail. Dr. Furusho also gave summary information about maritime education and training system in Japan. Finally, Bouzaher made a presentation about maritime programs in the ENSM.

3. Discussion on development of Gdynia Educational history and future directions

- Student and faculty information
- Course design
- Departmental breakdown

4. Discussion on Japanese maritime education system led by Prof. Furusho

- Educational system overview
- systems should be evolved, nor subject to revolution

5. Discussion on Algerian maritime education system led by Capt. Bouzaher

- different requirements and regulations
- good students do not always make good seafarers
- teaching students about real safety issues is important

6. Wrap-up

- Closing comments by Prof. Furusho
- Continue communications on future workshop themes heading into 2016
- Mid-August 2016 workshop depends on Kobe University funding

7. Group photo

