Part C
Course Syllabus

The course syllabus has been written in learning outcomes format in which the outcome describes what the trainee must do to demonstrate that the specified knowledge or skill has been acquired and the proper attitude has been developed. All the outcomes are understood to be prefixed by the words, “At the end of the lesson, the trainees should be able to …”

Topics / Learning Outcomes	Reference/ Bibliography	Teaching Aid
1. Course Introduction **1.1 Course Overview** .1 explain the need to attend the course as stipulated in Regulation I/6 and Section A-I/6 of STCW Convention 1978, as amended .2 relate personal objectives in attending the course with the course training outcomes .3 recommend a learning contract for the duration of the course to enhance learning **1.2 Instructor’s Attributes** .1 identify attributes of an ideal instructor and explain each .2 justify the need to possess the attributes of an ideal instructor .3 develop an action plan for the continuing professional development	R1, R2, R3	A1, A7.1, A7.2 A1, A7.3
2. The International Maritime Organization and the STCW Convention **2.1 The Role of International Maritime Organization** .1 explain the reasons for the establishment of the International Maritime Organization .2 describe the structure of IMO .3 explain the mission and vision of IMO and its role in the international maritime industry **2.2 The Purpose and Use of STCW Convention, Code and its Amendments** .1 explain the purpose and use of the STCW Convention and its amendments	R1, R2, R3	

Topics / Learning Outcomes	Reference/ Bibliography	Teaching Aid
.2 describe the structure of the STCW Convention .3 explain the process of establishing standards of training for seafarers .4 map out competences from a given STCW Table of Competence		A1, A7.4
2.3 Role of the Maritime Administration in the Implementation of STCW Convention .1 explain the role of the Maritime Administration in the Implementation of STCW Convention .2 explain the development process of training standards of the maritime administration		
3. Educational Theories **3.1 Outcomes–based Education and Training** .1 explain basic principles of outcomes-based teaching and learning .2 apply outcomes-based teaching-learning approach in instructional planning, teaching and assessment of student learning **3.2 Competency–based Training and Assessment** .1 explain basic principles of competency-based education and training .2 apply competency-based education and training approach into practical action in instructional planning, teaching and assessment of student learning **3.3 Constructive Alignment Theory** .1 explain basic principles of the theory of constructive alignment .2 apply constructive alignment theory into practical action in instructional planning, teaching and assessment of student learning	B1, B2, B3, B8, B10, B14, B15	A1
4. Principles of Teaching and Learning **4.1 21st Century Skills** .1 explain the 21st century skills categories	B8, B14, B15, W1, W3, W4	A1, A4

Topics / Learning Outcomes	Reference/ Bibliography	Teaching Aid
.2 explain the skills under each category .3 explain the importance of acquiring 21st century skills .4 explain the strategies in teaching 21st century learners **4.2 Principles of learning** .1 differentiate the following approaches to learning: • pedagogy • andragogy • heutagogy, and • cybergogy .2 explain the principles of adult learning .3 identify the various factors to be considered in preparing and conducting a lesson for adult learners **4.3 Learning Styles and Barriers to Learning** .1 discover one's learning style using the learning style inventory .2 explain the different learning styles and barriers to learning .3 identify the factors in preparing instructional activities based on the learning styles and barriers encountered by the learners **4.4 Classroom Management** .1 explain the principles and strategies of classroom management .2 identify instructors' challenges commonly encountered in a given classroom situation .3 identify ways in dealing with challenges commonly encountered in the classroom through a role play		A7.5
5. Curriculum Development Process .1 explain the process of curriculum development .2 explain the concepts and foundations of curriculum development	B9, W5	A1

Topics / Learning Outcomes	Reference/ Bibliography	Teaching Aid
.3 explain the ADDIE curriculum development model		
6. Formulation of Learning Outcomes .1 explain the components of learning outcomes .2 explain the three (3) domains of learning .3 explain the two (2) dimensions of revised Bloom's taxonomy .4 describe the characteristics of SMART learning outcomes .5 formulate SMART intended learning outcome in a given topic .6 explain the importance of a clearly stated learning outcome in the design and delivery of instruction and assessment of students' performance .7 relate the different levels of learning vis-à-vis depth of learning using a diagram	B9, B16, B17	A3, A6 A 7.6
7. Teaching Methods and Strategies **7.1 In-person Teaching** .1 explain the different teaching methods and strategies in in-person learning .2 determine the teaching method and strategies appropriate to the given learning outcome .3 demonstate a range of teaching methods and strategies strategies appropriate to the given learning outcome .4 identify the criteria in evaluating different teaching and learning activities .5 evaluate the appropriateness of the teaching and learning activities given a sample lesson plan **7.2 Open Distance e-Learning (ODeL)** .1 explain the various concepts related to distance education: - open learning - distance education - eLearning	B5, B9, B11, B16, B17	A2, A5

Topics / Learning Outcomes	Reference/ Bibliography	Teaching Aid
- online learning - blended learning .2 compare and contrast the features of different learning management systems typically used in distance learning .3 navigate different learning management systems used in distance learning based on a given checklist		A7.7
8. Development of Instructional Materials .1 explain the different types of instructional materials .2 explain the factors to be considered in developing instructional materials .3 explain the relevance of educational technology in the development of instructional materials .4 identify the different educational technology needed to enhance learning .5 identify the criteria in determining the suitability of the instructional materials .6 explain the quality assurance process in the design and development of instructional materials .7 develop instructional material using the appropriate educational technology for a given set of intended learning outcomes	B9, B10, B14, B15, B16, B17	A1 A 7.8
9. Facilitation Skills .1 explain the role of an instructor in facilitating learning .2 outline the skills that an effective facilitator must possess .3 identify the basic components in facilitating group learning	B12	A1
10. Lesson Planning and Presentation .1 explain the different types of lesson plan - brief	B9, B16, B17	A1, A7.9, A7.10, A7.11

Topics / Learning Outcomes	Reference/ Bibliography	Teaching Aid
- semi-detailed - detailed .2 prepare a lesson plan on the chosen topic from the Table of Competence of the STCW Code .3 present a 10-minute validated lesson based on the prescribed criteria .4 evaluate a presentation based on a given criteria .5 execute the art of questioning in the delivery of the lesson		
11. Assessing Learner's Performance **11.1 Methods of Assessment** .1 explain the purpose of assessment .2 explain the uses of assessment in learning .3 explain the different types of assessment methods .4 identify appropriate assessment methods based on the given intended learning outcomes .5 differentiate the objective type from the subjective type of test .6 construct assessment items considering the guidelines for each type of test **11.2 Assessment Plan and Table of Specification** .1 prepare an assessment plan based on a given course .2 prepare a Table of Specifications using the given format .3 prepare a competence mapping for practical assessment .4 evaluate the alignment of assessment methods and assessment items with the learning outcomes	B4, B6, B8, B16 B17	A1, A7.12 A7.13, A7.14
12. Course Evaluation **12.1 Levels of Evaluation** .1 explain the purpose of course evaluation .2 explain the different models in course evaluation	B6, B16, B17, W2	A1, A7.15

Topics / Learning Outcomes	Reference/ Bibliography	Teaching Aid
.3 explain the levels of course evaluation according to Donald Kirkpatrick Model **12.2 Course Evaluation Planning** .1 identify the roles of quality management in maintaining a high standard of course delivery .2 develop a course evaluation plan using Donald Kirkpatrick Model		
13. Course Planning, Organization and Conduct .1 summarize the issues to be considered in planning a course .2 identify various planning tools for course organization and conduct .3 develop a plan for course organization and conduct using Gantt Chart, Flowchart and Checklist	B16, B17, W4	A1, A7.16