

STUDENT'S FEEDBACK AND INSTRUCTOR'S TEACHING PERFORMANCE ON SEAMANSHIP 2 COURSE: PERSPECTIVES ON THE NEW NORMAL ENVIRONMENT

* Edlyne Fabian-Perona

** CM Reymond R. Reyes

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Corresponding Author: Edlyne Fabian-Perona; Email: edlyne.perona@maap.edu.ph; doi:10.46360/globus.edu.220231005

Abstract

The study aimed to evaluate the utilization of the Seamanship 2 workbook. The study focused on the workbook's content. Specifically, it highlighted the alignment of its core aspects; like, learning objectives, coherence, concepts and processes and learning activities. The teachers' teaching performance and delivery of classroom instruction under the course were also covered in the study. Purposive sampling was used to gather responses that involved 127 fourth-class Deck cadets of both the International Maritime Employers Council (IMEC) and International Mariners Management Association of Japan (IMMAJ) Campuses. The academic year covered the second semester of Academic Year 2020-2021. Data were gathered from respondents using a survey questionnaire administered online. Furthermore, data were examined using descriptive statistics, frequency, and percentages. The findings revealed that most of the students asserted that the SEAM 2 workbook's content was aligned in terms of learning objectives, coherence, concepts and processes and learning activities. Furthermore, students agreed that the teacher was able to teach well and deliver classroom instructions with appropriate teaching techniques and methodologies. With the overall utilization of the materials, students remarked it as "good." Thus, it was recommended to explore on hybrid teaching or blended learning. It was evident that the online modality of teaching and learning may provide better results for students' success in education.

Keywords: Content Alignment, Online Modality, Teaching Performance, Classroom Delivery, Hybrid Teaching and Learning.

Introduction

The blue economy has attested that the rules of navigation and shipping are constantly changing. Deck officers are challenged to carry out the most crucial navigation and cargo handling tasks. Consequently, a new challenge arrived at present - the pandemic, COVID19. Teaching such courses has put maritime professionals to the test on how to deliver this course online.

With the present situation, the Maritime Academy of Asia and the Pacific has adapted to the new standard educational scheme. In congruence with CHED's guidelines on CMO No. 20 series of 2021, the academy has made all possible means to have learning continuity to cater to students' learning needs.

Equipped with their skills and experiences, maritime professionals also engaged themselves in teaching and course planning, development and creation of learning materials. One of these endeavors is the Workbook for SEAM 2. Seamanship is one of the famous and essential books for cadets and deck officers. It provides seamanship knowledge, collision avoidance regulations, GMDSS requirements, rescue operation and pollution control, and the like.

Thus, with the developed Workbook, the present study aims to analyze its content and evaluate the teaching delivery of the instructors using the media portal of Google Classroom.

The study is focused on analyzing the student's feedback on the SEAM2 Workbook and the instructor's teaching performance in the modern classroom. It also involves aspects of the Workbook's content in terms of the learning objectives, relevance, concept and process, and learning methods/activities: most interesting and least interesting, the instructor's teaching performance in terms of knowledge and delivery style and the evaluation of SEAM 2 workbook as a teaching-learning material.

The following works of literature were included to support the study's primary purpose and specific objectives for better understanding.

*-**Maritime Academy of Asia and the Pacific, Philippines.

Teachers have a critical role in boosting student learning and ensuring their future success in the educational system. Therefore, teacher performance directly impacts student learning, and student success should be used to evaluate teacher performance (Barbara C. Hunt, 2009). Teacher performance is a broad phrase that various researchers have defined, but the essential theme is the completion or execution of a job. Amin, et. al. (2013) describe teacher performance as their role in the school system throughout a certain period to achieve organizational goals.

In education, learning objectives are brief statements that describe what students will be expected to learn by the end of the school year, course, unit, lesson, project, or class period-education Reform, (2014). In many cases, learning objectives are the interim academic goals teachers establish for students working toward meeting more comprehensive learning standards. It describes what learners should know or be able to do at the end of the course that they could not do before Wengroff, (2019) [18].

Meanwhile, Nova Southeastern University, NSU (2019) [13] stressed the importance of learning objectives. Instead of focusing on what the teacher will teach, learning objectives should focus on what students will be able to perform. The alignment of activities and assessments enables learners to focus on abilities relevant to the learning objectives, reducing wasted time. (Kurt, S. 2020) [11]. Moreover, Johnson and Jones (2019) [3] stated that content relevance as pertinence material to topics, situations, needs, or interests must also be aligned to other aspects of the learning resources.

It may be noted that instead of focusing on what the teacher will teach, learning objectives should focus on what students will be able to perform. In addition, the learning objectives must be communicated accurately and unambiguously using explicit and quantifiable verbs.

Thus, the heart of effective teaching and learning is alignment. For this to occur, Carnegie Mellon University (2022) [4] emphasized that elements of instructional and learning materials like assessments, learning objectives, and instructional strategies must be closely aligned to reinforce one another.

Moreover, effective teaching also includes a proper selection of instructional materials. Relevance and appropriateness are essential to meet the needs of the students and fit the constraints of the teaching and learning environment, particularly online. The study by Terada (2019) [16] revealed that students prefer low-effort learning strategies like listening to lectures despite doing better with active learning.

Accordingly, instructional materials are categorized into two: student-centered and teacher-centered. In the student-centered model, instructional resources can be used for tutorials, problem-solving, discovery, and review. In the teacher-centered model, resources are used to present supplementary or primary material in the classroom. Thus, knowing when and to whom it will be utilized is another factor. Indeed, teachers must also have mastery of instructional competencies to successfully instruct students to optimize knowledge and skill acquisition. (The Wing Institute, 2022 [17]).

Pezaro (2016) [14] stated that a teacher's responsibility is to make decisions about how to best assist learners in learning under a given circumstance. Therefore, a teacher typically teaches with skill, intelligence, and appropriate caution, considering both their own and their students' ideas. Meanwhile, much of the instructor's impact on student learning occurs in the classroom. Although students bear co-responsibility for their learning, the instructor's effectiveness in motivating and guiding participants is often a critical determinant of success. The teacher's teaching delivery also plays a vital role in students' learning acquisition.

With these all being mentioned, the last critical step to assess success in teaching and learning using a workbook as material is through course evaluation. Moallemi (2017) [12] affirmed that materials evaluation is linked to the intended teaching and learning context of the course book and is "inevitably subjective and focuses on the users of materials" (Tomlinson 2012, p. 148).

Theoretical Framework

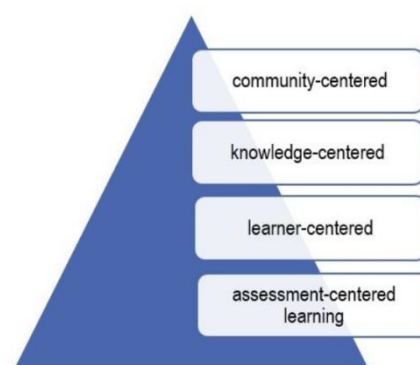


Figure 1: Terry Anderson's Theory of Online Learning

As a result, all aspects of teaching and learning, as well as the use of relevant material, must be subjected to a continual assessment and improvement process.

The study is guided by Terry Anderson's Theory of Online Learning, which explains that effective

learning should contain four overlapping components.

These four lenses are community-centered, knowledge-centered, learner-centered, and assessment-centered learning. Terry Anderson's Theory of Online Learning states that teaching online must cover these four lenses. This scope must be commensurate to the course and learning objectives, activities and assessment of community expectations and needs, learners' knowledge, and application to real-world settings, particularly the activities in seafaring profession.

Statement of the Problem

The general problem of the study is: Analyze the Content of SEAM 2 Workbook with Instructor's Teaching Performance via Google Classroom

Specifically, this study seeks to answer the following questions:

1. How may the workbook's content be described in terms of the:
 - 1.1. learning objectives;
 - 1.1.1. relevance;
 - 1.1.2. concept and process; and
 - 1.2. activities
 - 1.2.1. most interesting;
 - 1.2.2. least interesting?
2. How may the instructor's teaching performance be described in terms of:
 - 2.1. knowledge and;
 - 2.2. delivery and style?
3. What is the over-all evaluation of SEAM 2 workbook and the teacher's teaching performance?

Scope and Delimitation

The research focuses on the overall content evaluation of the SEAM2 instructional material as well as the instructor's teaching performance when using the workbook online.

On the other hand, it leaves out the workbook's validity and reliability because those topics are covered by other research studies.

Methodology

Research Design

The present study is descriptive quantitative research where it emphasizes on the development of an instructional material in maritime context. Furthermore, it has adopted the ADDIE model, which is meant to be completed in sequential order, from Analysis to Evaluation. However, ADDIE is designed to be a flexible, continuous process of improvements and iterations.

Addie is an acronym for the five stages of a development process: Analysis, Design, Development, Implementation, and Evaluation. The ADDIE model relies on each stage being done in the given order but with a focus on reflection and iteration. The model gives a streamlined, focused approach that provides feedback for continuous improvement. (Quigley, 2019 [8])

The sequence of "ADDIE," which stands for Analyze, Design, Develop, Implement, and Evaluate, does not impose a strictly linear progression through the steps. Nevertheless, educators, instructional designers and training developers find this approach very useful because clearly defined stages facilitate the implementation of practical training tools. (Kurt, 2018 [10]).

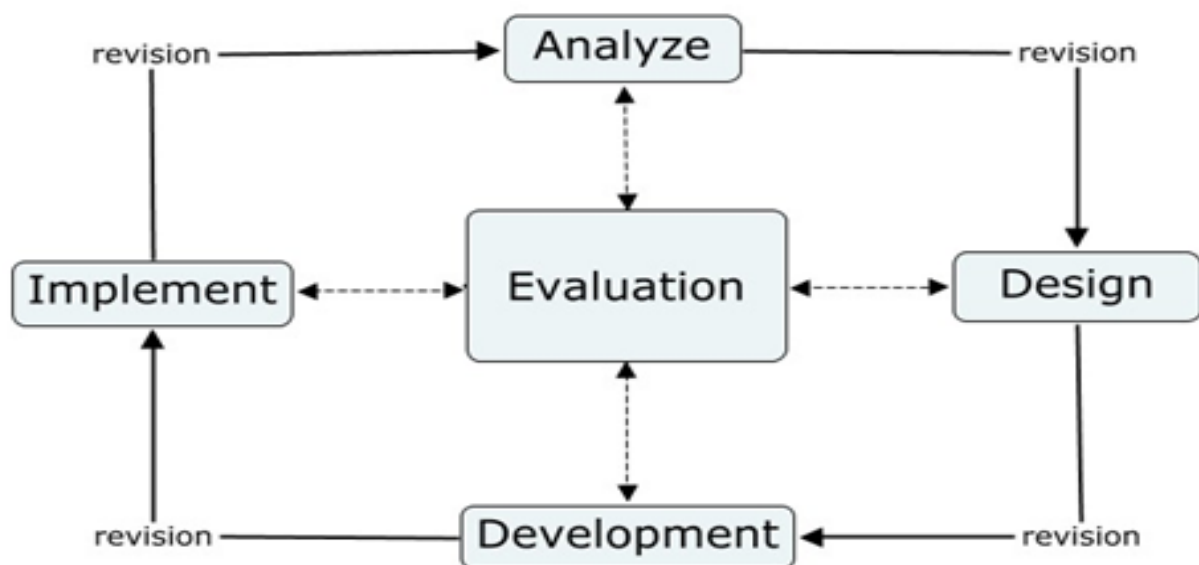


Figure 2: ADDIE Model of Instructional Design

It can be gleaned from Figure 2 that the ADDIE Model of Instructional Design (1975), as adopted on evaluation of the SEAM 2 workbook consists of the following components:

1. Analysis

The Analysis phase can be considered the “Goal-Setting Stage.” In this phase, researchers distinguish between what the students already know and what they should know before using the material for the course. This was accomplished by carefully examining the requirements and alignment for the Seamanship 2 course.

2. Design

This stage establishes all objectives, performance indicators, testing, subject matter analysis, planning, and resource allocation. In addition, learning objectives, content, subject matter analysis, exercise, lesson preparation, assessment tools employed, and media selection are all priorities throughout the design process

3. Development

The SEAM 2 workbook's development stage begins with the use of the selected approach. The researchers used the information gathered in the previous two stages to create the content that would reflect what is needed to be taught to the students. In this stage, problem-solving activities were incorporated on course topics like Displacement and Angle of Loll.

4. Implementation

The implementation stage represents the program's constant adjustment to ensure maximum efficiency and favorable outcomes. Here, the course content revisions were incorporated and delivered in classroom instructions. Users', both teachers' and students' feedback were recorded for future reference and material improvement. Based on the feedback provided by the respondent, the researchers will incorporate the revisions for the second phase implementation on the succeeding semester where the course may be offered again.

5. Evaluation

Evaluation is the final stage of the ADDIE process. This is the stage in which the Workbook is thoroughly tested to determine the what, how, why, and when of the contents that were completed (or not completed) during the implementation stage. The primary purpose of the evaluation stage is to see if the objectives have been reached and to figure out what needs to be done next to improve the learning material's efficiency and success rate.

Further, another series of this process will be rigorously conducted after the second phase of utilizing the said instructional material.

Description of the Participants Involved

The study involved fourth-class deck cadets taking Bachelor of Science in Marine Transportation who are purposively chosen. This is comprised of 10 deck sections from both IMEC and IMMAJ campuses with Mirfak (13), Nunki (17), Yamamoto (17), Yoshika (11), Alphard (10), Bellatrix (20), Fomalhaut (3), Hadar (9), Koga (14), Sukiyaki (13). The total population is comprised of 127 students who have taken up Seamanship 2 courses during the second semester, AY 2020-2021.

Data Gathering and Analysis Procedure

Convenience sampling was used for the respondents to gather responses from Google Forms. The answers were tabulated using descriptive statistics, i.e., frequencies and percentages.

The tool for gathering data was a survey questionnaire through Google Form. The questionnaire was developed based on a review of relevant literature and the researcher's observations during the course delivery. As a result, the researchers bracketed the data, making it possible to create a relatively simple questionnaire that used descriptive responses such as Good, Fair and Poor.

Results and Discussions

Table 1.1: Alignment of SEAM 2's Learning Objectives, Relevance, Concept and Process and Activities

	Aligned		Somehow Aligned		Not Aligned	
	(f)	(p)	(f)	(p)	(f)	(p)
Workbook Contents						
Learning objectives	108	85%	-	-	19	15%
Relevance of Content	120	94%	1	0.7%	6	5%
Concept and Process	123	96%	-	-	4	3%
Activities	125	98%	1	0.7%	1	0.7%
Total:	f=127					

Table 1.1 depicts students' feedback on the alignment of SEAM 2 with its learning objectives, relevance, concepts and process and activities. It is noted that all the given aspects of the Workbook's content were all aligned with a percentage of 85% on learning objectives, 94% on relevance, 96 % on concepts and process and 98% on activities.

The Nova Southeastern University, NSU (2019) [13] stressed the importance of learning objectives. Instead of focusing on what the teacher will teach, learning objectives should focus on what students will be able to perform. The alignment of activities and assessments enables learners to focus on abilities relevant to the learning objectives, reducing

wasted time. (Kurt, S. 2020) [11]. Moreover, Johnson and Jones (2019) [3] stated that content relevance as pertinence material to topics, situations, needs, or interests must also be aligned to other aspects of the learning resources.

Thus, the heart of effective teaching and learning is alignment. For this to occur, Carnegie Mellon University (2022) [4] emphasized that elements for instructional and learning materials like assessments, learning objectives, and instructional strategies must be closely aligned to reinforce one another.

Table 1.2: Students' Level of Interest Towards Learning Methods SEAM 2

Most Interesting	Methods in Learning SEAM2	Least Interesting
43.3%	lecture and discussion	12.6%
2.4%	watching movie clips (YouTube clips)	58.3%
25.2%	demonstrations and illustrations	6.3%
29.1%	problem solving	22.8%

Table 2: Students' Feedback on Teachers' Teaching Performance and Delivery

	Agree		Neutral		Disagree	
	(f)	(p)	(f)	(p)	(f)	(p)
Possess knowledge on the subject matter	109	86%	0		18	14%
Selects appropriate teaching technique/method appropriate to the accomplishment of the objective.	108	85%	1	0.7 %	18	14%
Adjusts teaching delivery (technique) to meet the student's needs.	107	84%	2	2%	18	14%
Monitors students' progress and understanding throughout the lesson/topic.	106	83%	2		19	15%
Total:	f=127					

Table 2 presents students' feedback on teachers' performance and delivery of classroom instructions. Students' agreed that SEAM 2 teachers possess knowledge about the course, deliver lessons using appropriate teaching techniques/methods and monitor their progress.

Pezaro (2016) [14] stated that a teacher's responsibility is to make decisions about how to best assist learners in learning under a given

circumstance. Therefore, a teacher typically teaches with skill, intelligence, and appropriate caution, considering both their own and their students' ideas. Teachers must recognize that any decisions made in the classroom may not work efficiently. Therefore, they should monitor the effects of these actions over time, analyze the results, and adapt to ensure that students' learning is not adversely affected.

Table 3: Students' Overall Evaluation on SEAM 2 Workbook

Good	85.8%
Fair	14.2%
Poor	-

Table 3 shows the students' overall evaluation of the SEAM 2 workbook. Students who have utilized the learning material evaluated and remarked well with 85.8%. Moallemi (2017) [12] affirmed that materials evaluation is linked to the intended

teaching and learning context of the course book and is "inevitably subjective and focuses on the users of materials" (Tomlinson 2012, p. 148). Thus, other aspects of the learning material may be subjected to inclusion and further evaluation.

Thereby, the following implications were observed in the study: First, alignment is the foundation and critical aspect of a learning material's success. If learning objectives and learning activities/assessments are not aligned, teachers and students will waste time on activities, assignments, and assessments that do not lead to the desired goals. Nevertheless, it is critical to understand one's role as a teacher. Mastery of the subject matter, as well as the use of appropriate teaching techniques and methodologies, are required for learning to be enjoyable and successful. Indeed, the hybrid teaching and learning modality enable teachers to reach a broader diversity of students while providing learners with a choice of alternatives and activities.

Conclusion

It was observed that all areas of the Workbook's content were rated as aligned with the learning objectives, relevance, concepts and processes and activities. Lectures and discussions were the most interesting among the types of learning methods. More so, students agreed that the SEAM 2 teacher was knowledgeable about the subject, taught courses using appropriate teaching techniques/methods, and kept track of their progress. Students who had used the learning material gave it a positive evaluation and a rating of "good."

Recommendations

In view of the conclusions made, the following measures were recommended. First is to enforce alignment from any of the maritime courses, a regular check and balance (revisions and the likes) of the detailed teaching syllabus (DTS), Workbook, and Instruction's Guide (IG) may be done. Meanwhile, maritime professionals may update their professional skills through attending relevant webinars, training workshops or programs related to the course. This may sharpen their skills and expose them to contemporary teaching practices. Finally, it monitors the user's (students/instructors) feedback on the learning materials. This may be a tool for the check and balancing, as mentioned previously. Hence, another evaluation may be conducted involving other users of the learning material.

Conflict of Interest

There is no conflict of interest between the authors in this manuscript.

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