



Northern Maritime University
North Sea Region

The Interreg IVB
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Programme



Northern Maritime University (NMU)

DELIVERABLE D5.5.1

EVALUATION OF NMU PILOT COURSES

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1 INTRODUCTION

This deliverable summarizes and evaluates the NMU pilot courses run between September 2009 and May 2012. Facts about the pilot runs are presented, and a summary of the feedback given from coordinators, teachers and students is included. Finally we have tried to evaluate the feedback and focus on lessons learnt from these trials.

In the NMU project, 7 full modules (7.5 ECTS) have been developed. Each of the modules has been divided into 5 module elements, constituting 1.5 ECTS each. The NMU pilots represent a subset of the modules and module elements developed under the NMU project. The full modules developed are:

- Module A “Applied Maritime Transport Management”
- Module B “Applied Maritime Economics”
- Module C “Maritime Transport and the Environment”
- Module D “Logistics and Global Supply Chain Management”
- Module E “International Maritime Human Resource Management”
- Module F “Intermodal Freight Transport”
- Module G “Ship Technology”
- Module H “Offshore industry and shipping related renewables”
- Module I “Bunkering – operations, management, and technology”
- Module J “Cruise shipping, ferries, MoS - operations, management, strategies”
- Module K “Cross-Cultural Management and Corporate Social Responsibility”
- Module L “Hinterland management related to port management”

The development and full description of the content of the modules and module elements belongs to WP3. This is a WP5 document and will address the module elements nominated as pilots, and the experiences from the pilot runs.



More information about the concept for the pilot runs and evaluation could be found in NMU Deliverable 5.1.2. The concept was simplified a bit in NMU-2, mainly through dropping the “ex-ante” evaluation forms, and replacing these with a simplified fact sheet.

2 OVERVIEW OF THE NMU PILOTS

A total of 21 NMU pilots have been run between August 2009 and May 2012 (Table 1). These pilots represent a wide variety of teaching methods and target audiences, thus providing a valuable background for evaluating the alternative concepts to include in the final NMU offering.

Table 1 Overview of NMU pilots run between August 2009 and May 2012

Module Element	Module Element Name	Responsible partner(s)	Info Contact	Teaching method	Pilot venue	Target group	Pilot Run Timeframe
ME A.1	Maritime Transport Business Environment	TRI	Alf Baird	Face2Face	Molde	HiMolde Master's students	Aug-Sep 10
ME A.3	Strategic Management in Maritime Transport	TRI	Alf Baird	Face2Face	Molde	HiMolde Master's students	Aug-Sep ¹ 10 Nov 11 Nov 12
ME A.3	Strategic Management in Maritime Transport	TRI	Alf Baird	Face2Face	University Centre of the Westfjords, Iceland	MSc Marine Management students	March 12
ME B.1	International Trade and Maritime Geography	TRI	Gordon Wilmsmeier	Blended	GU	GU Students	March-May 10 March 11 ²

¹ ME A.3 has been further developed under NMU-2 and re-run in Molde twice. Only student numbers are added to the statistics. No extra evaluation has been performed for the last two re-runs. Evaluation results from the Iceland run in March 12 has been included in the results.

² ME B.1 has been further developed under NMU-2 and re-run in Gothenburg once. Evaluation results of this re-run has been added to the database.



Module Element	Module Element Name	Responsible partner(s)	Info Contact	Teaching method	Pilot venue	Target group	Pilot Run Timeframe
ME B.1	International Trade and Maritime Geography	TRI	Gordon Wilmsmeier	Face2Face	Bremen	Bremen students	November 11
ME B.3	Bulk shipping Economics	TRI	Kevin Cullinane	Blended	GU	GU Students	May 10
ME B.4	Applied Maritime Economics	TRI	Kevin Cullinane	Blended	GU	GU MSc students	May 12
ME C.3	Emissions to air from maritime transport and emissions cleaning	IVL	Susanne Neumann	Blended	Kiel	Industry – Satori & Berger	March 10
ME C.3	Emissions to air from maritime transport and emissions cleaning	IVL	Susanne Neumann	Blended	Bremen	Industry	Nov 10
ME D.2	Maritime Value Chains	HiMolde/TRI	Harald M. Hjelle	Blended	HiMolde	HiMolde Master's students	April 10 April 11 March/April 12 ³

³ The ME D2 Element has been further developed under NMU-2 and has been re-run twice in updated versions. Evaluations of the last run has been added to the evaluation database in NMU-2.



Module Element	Module Element Name	Responsible partner(s)	Info Contact	Teaching method	Pilot venue	Target group	Pilot Run Timeframe
ME D.3	Analysing cases of maritime value chains	HiMolde	Harald M. Hjelle	Face2Face	Ålesund	Industry – coldstore operators	Dec 09-Apr 10
ME D.3	Analysing cases of maritime value chains	HiMolde	Harald M. Hjelle	Face2Face	Sortland	Industry – reefer and coldstore operators	Jan-May 10
ME E.1	Shore-based HRM	SDU	Elin Kragesand	Face2Face	Svenborg	SDU students	Oct-Nov 10
ME F.1	Introduction to intermodal transport	GU	Bergqvist	Face2Face	GU	Mainly students	Sep-Oct 09 Sep-Oct 10 Sep-Oct 11 Sep-Oct 12 ⁴
ME F.2	Intermodal transport technologies	Jacobs	Bergqvist	Mainly e-learning ⁵	GU + e-learning	Mainly students	Sep-Oct 09 Sep-Oct 10 Sep-Oct 11 Sep-Oct 12 ⁶
ME F.3	Intermodal system management and economics	GU	Bergqvist	Face2Face	GU	Mainly students	Sep-Oct 09 Sep-Oct 10 Sep-Oct 11 Sep-Oct 12 ⁷

⁴ The ME F1, F2, F3, F4 and F5 has been re-run in NMU-1 and NMU-2, but only evaluated in NMU-1 since GU is not a full partner in NMU-2.

⁵ The ME F2 was run as e-learning in the first run (2009), but as blended learning in the subsequent runs.

⁶ The ME F1, F2, F3, F4 and F5 has been re-run in NMU-1 and NMU-2, but only evaluated in NMU-1 since GU is not a full partner in NMU-2.



Module Element	Module Element Name	Responsible partner(s)	Info Contact	Teaching method	Pilot venue	Target group	Pilot Run Timeframe
ME F.4	Analytical frameworks for strategic intermodal system design	GU	Bergqvist	Face2Face	GU	Mainly students	Sep-Oct 09 Sep-Oct 10 Sep-Oct 11 Sep-Oct 12 ⁸
ME F.5	Intermodal legal and security frameworks	GU	Bergqvist	Face2Face	GU	Mainly students	Sep-Oct 09 Sep-Oct 10 Sep-Oct 11 Sep-Oct 12 ⁹
ME G.1	Ship Knowledge	JacobsUni	Indah R. Lengkong	E-learning	JacobsUni	Students also from Kiel and Molde	March-April 10
ME H.2	A primer of the offshore wind market	Bremen	Ulrich Malchow	Face2Face	Bremen	Students from Bremen UAS	June 12 ¹⁰

⁷ The ME F1, F2, F3, F4 and F5 has been re-run in NMU-1 and NMU-2, but only evaluated in NMU-1 since GU is not a full partner in NMU-2.

⁸ The ME F1, F2, F3, F4 and F5 has been re-run in NMU-1 and NMU-2, but only evaluated in NMU-1 since GU is not a full partner in NMU-2.

⁹ The ME F1, F2, F3, F4 and F5 has been re-run in NMU-1 and NMU-2, but only evaluated in NMU-1 since GU is not a full partner in NMU-2.

¹⁰ The ME H2 pilot was run too late to be included in this deliverable of evaluations.

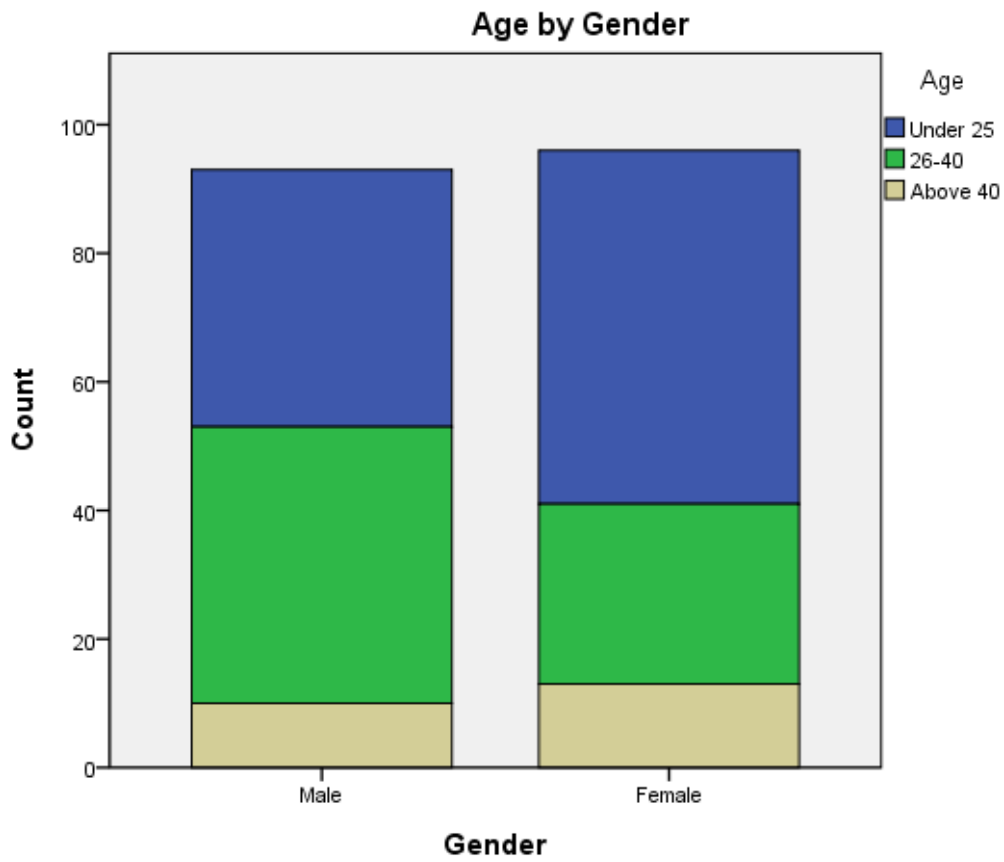


Module Element	Module Element Name	Responsible partner(s)	Info Contact	Teaching method	Pilot venue	Target group	Pilot Run Timeframe
ME L.2	Terminal Management	Jacobs	Indah Lengkong	Blended	Bremen	MSc International Logistics Management and Engineering	Mar 12

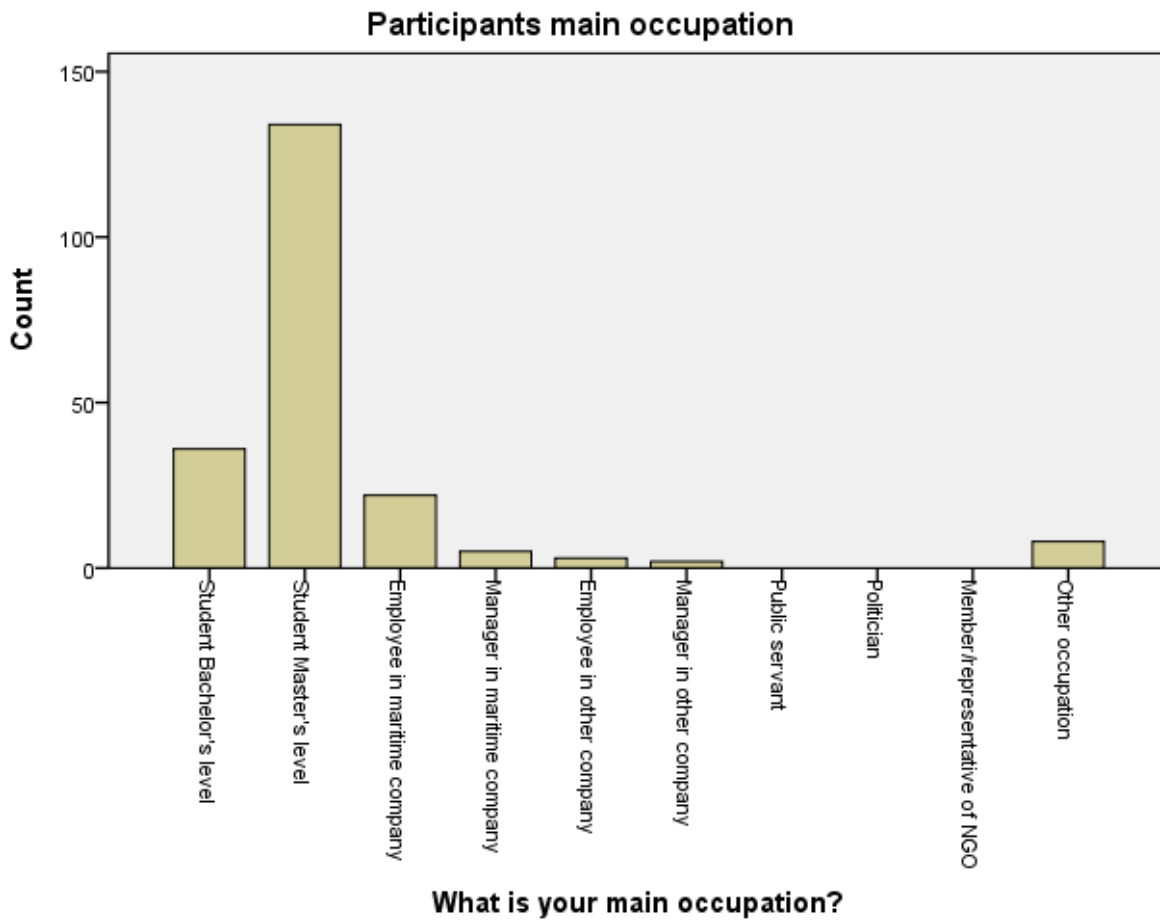
2.1 Target audiences for the pilots

Some pilots have been aimed at traditional students at partner universities, either at Bachelor’s or at Master’s level. Some pilots have been aimed at various stakeholder groups (industry), including agents, shippers, cold-store operators, ship operators and other actors from maritime industries. A few pilots have been open both to students and industry representatives. The total number of participants under the first phase of the project was almost 200, in the second phase of the project some 150 additional participants have either taken part in a re-developed re-run of previously developed module elements, or in new ones. In the first report on pilot evaluations (NMU Deliverable 5.4.1) we reported figures based on ex. Ante forms. These forms were dropped in the second phase, so the figures presented in this report is based on completed ex.post forms. Since not all participants have submitted ex. Post forms, the total number is lower than in the first report. The database contains 212 ex. Post forms filled in by pilot participants.

The gender distribution seems to be more equal after NMU2 has been completed. In NMU2 we have had more Master’s students participating in the pilots and fewer representatives of the maritime industry.

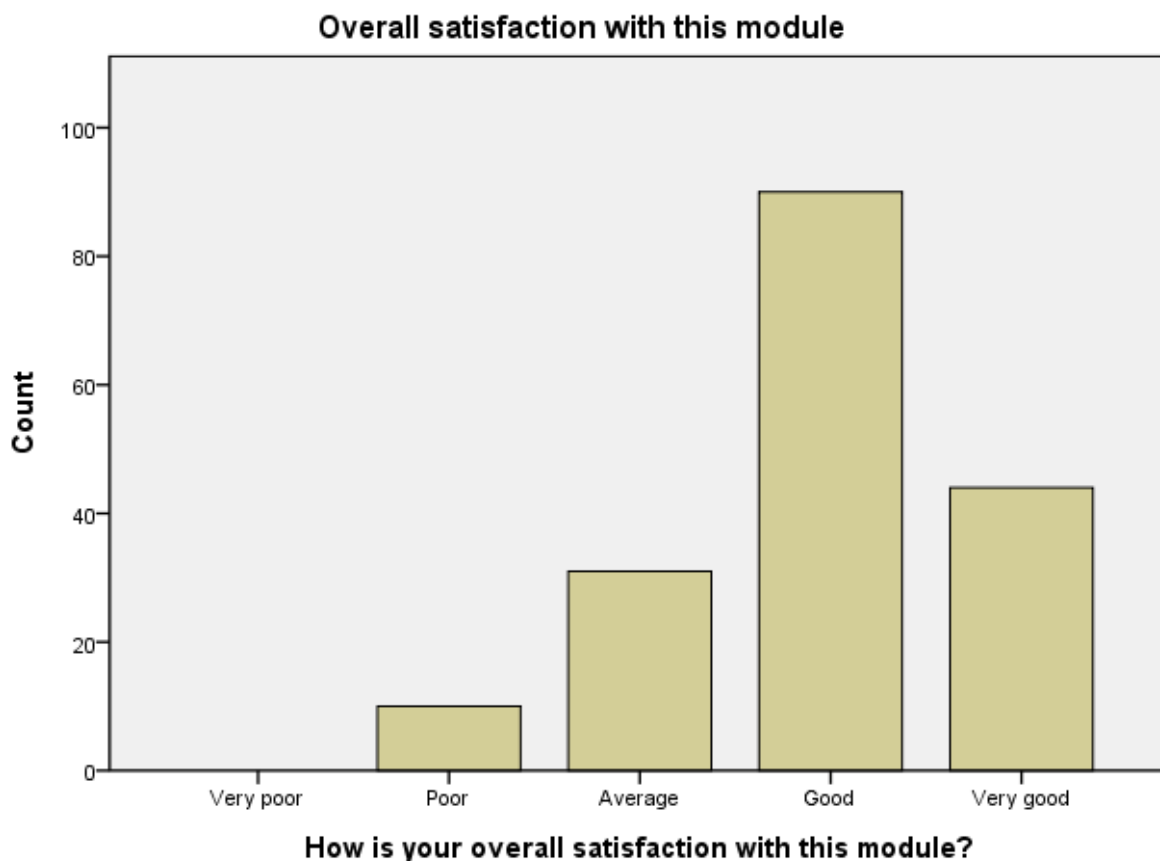


Participants who completed Ex Ante evaluation form



3 OVERALL RESULTS FROM THE FEEDBACK ON NMU PILOT RUNS

The combined satisfaction with all the NMU pilots is reflected in the following graph, which is based on 150 individual feedback forms received:



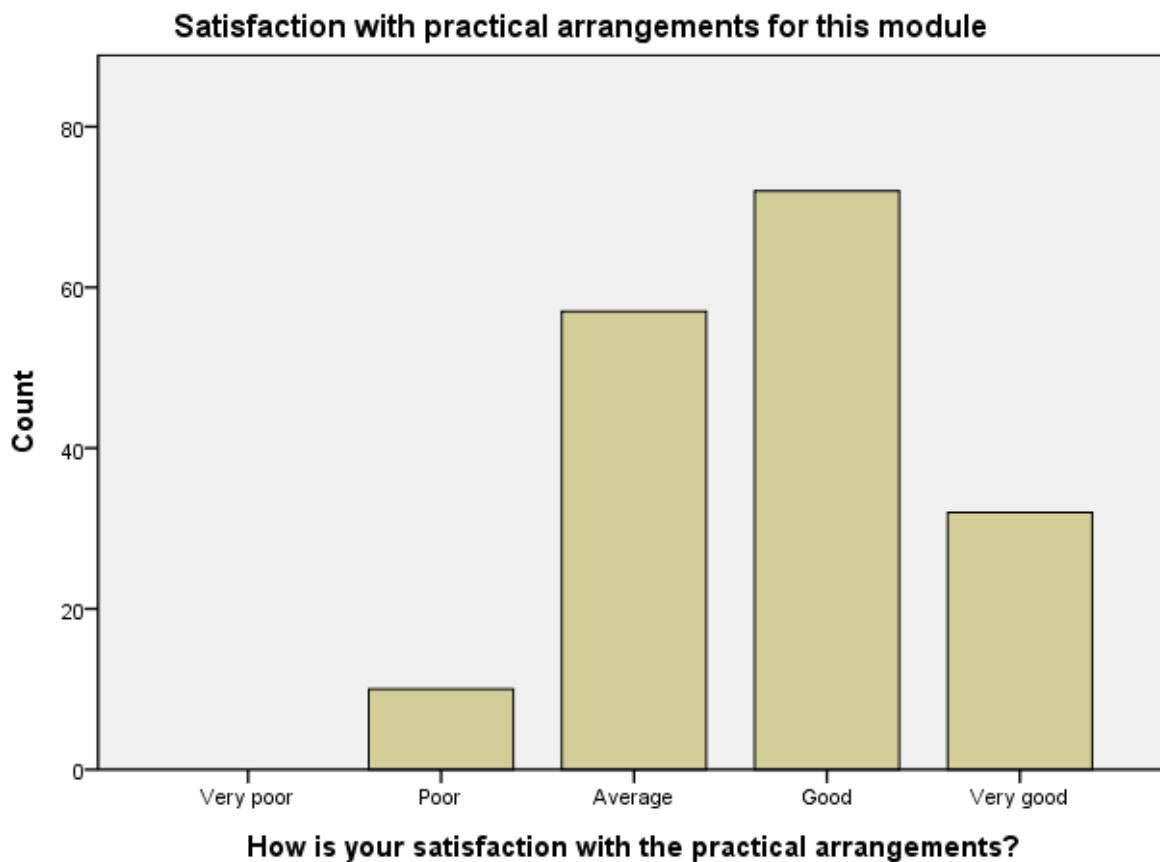
Participants who completed Ex Post evaluation form

The general picture is that the overall satisfaction is good, with only 10 respondents giving a negative score.



Participants who completed Ex Post evaluation form

The distribution of the feedback on learning outcomes shows a similar picture, where the majority of the participants are on the positive side of the scale.



Participants who completed Ex Post evaluation form

The feedback is somewhat more mixed when it comes to the practical arrangements related to the modules offered. The negative qualitative feedback given on these issues range from problems with IT-solutions to arrangements around assignments, the fact that lessons were scheduled on a Saturday etc. Still there seems to be a fairly good average satisfaction with the practical arrangements as well.

4 LESSONS FROM THE NMU PILOT PROGRAMME

We have conducted a very thorough evaluation of the pilots. The statistics presented in this report is based on a SPSS database containing 440 forms, partly ex ante and partly ex post. The database also contains much more detail e.g. related to textual comments given by the participants and teachers, and the database is available to members of the consortium for further analysis (contact: harald.hjelle@himolde.no). It is also possible to extract more detailed information regarding the individual pilots, and also cross-tabulations of various kinds by running queries against this database.

MODULE MARKETING

A few module leaders have also responded to our request to report on the kind of marketing efforts that were made related to the pilots. It seems that these fall into two categories: Modules offered to stakeholder groups are usually marketed through direct contacts between the academic institution or individual professor and the companies affected. It seems that the content of the modules have, to a large degree, been adjusted to the needs of a specific audience of stakeholders, and that participation of the employees has been more or less mandatory or heavily promoted by the management of the companies.

Modules offered to students are marketed through ordinary information channels within the academic institutions, or they are simply included in the study programmes as obligatory elements. We have not received any reports indicating that any of the modules have been advertised to the general public or a wider audience.

The only exception may be the 2nd run of the C3 module element (maritime environment) offered in Bremen in November 2010. Here the module element was marketed through personal contacts in maritime companies who in turn forwarded e-mails within their company. Here participants suggested that one asked local shipowner's associations to further spread such information, because they felt more participants would have registered if they were informed.



The last phase of the NMU-project has contained re-runs of further developments of the first NMU module elements and some testing out of newly developed module elements. The evaluation of the pilots is generally very positive and many participants have also expressed a wish that this should be further developed into complete programmes, e.g. at master's level. The pilots have covered a wide variety of participants, both with respect to gender, age-groups and main occupation. However, we have had very few politicians (a few are hidden in the 'other' category, since they had a mix of occupations), and no NGO participants.

The pilots also represent a variety of pedagogical approaches, but It seems that we have had a smaller degree of (pure) e-learning based material than what we anticipated. Probably this is due to time-constraints related to the scheduled pilots. This is in particular true for the second phase of the project, where lead-times proved to be very challenging with respect to the development of e-content. It is difficult to develop new contents, and to have this ready for adaption to the e-learning platform early enough to make it available at the start of the pilot. The added complexity of entering students with the right credentials into the e-learning platform makes module leaders revert to 'local solutions' in some cases.