

The Transit from Competences to Curriculum for Department of Shipping and Transportation Management in Technical Institute

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Abstract

The essence of technical education is to match social need and industrial development. But curriculum development of Shipping and Transportation and Management (STM) education in Taiwan doesn't focus on the needs of industry. As a result, STM students learn portion rather than integration of the field. This situation causes industries to complain about department of STM students of technical institute being not well prepared for their use. In order to solve this problem, curriculum development for department of STM should be practical oriented. The purpose of this paper is to find out a practical way to transfer competence to curriculum for department of STM in the technical institute.

There are eight stages of curriculum development for department of STM of technical institute. The first stage is to search those occupational titles for department of STM wants to cultivate; the second stage is to solicit representative occupations for competency analysis. The third stage is to analyze competencies needed. The fourth stage is to synthesize these competencies. These stages had mentioned in former research. The other four stages will discuss in this paper.

That is, to transfer competence to curriculum. The first stage is to transfer these competencies into courses design. The second stage is to decide which subject are selective course and which subjects are prescribed course. The third stage is to allocate credit for each subject. The final stage is to write down curriculum guideline for each subject. The process described above has been used in Department of STM of National Penghu Institute of Technology in Taiwan.