



The Benefits and Challenges of Online Teaching as a Pedagogical Approach

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The Challenges of Online Teaching



Why?



What are your concerns about transitioning to online teaching?

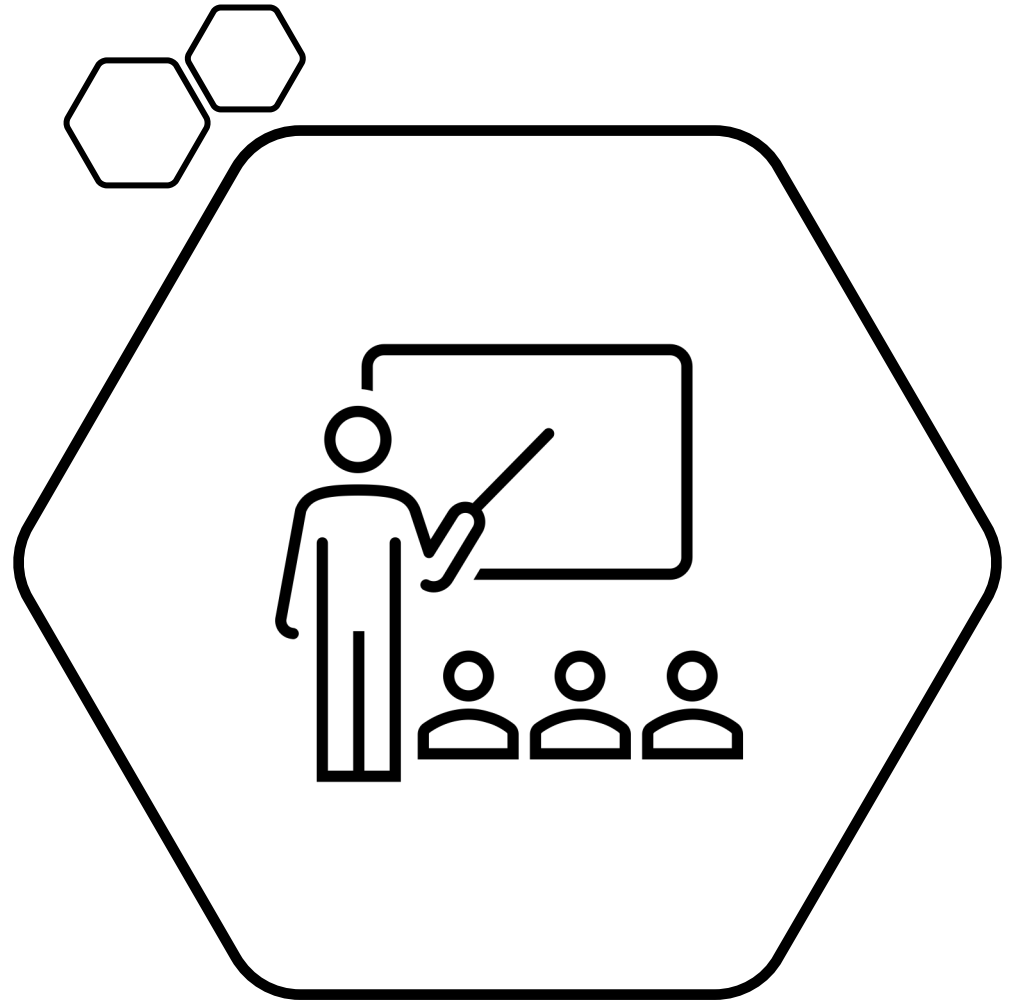
What is Pedagogy?



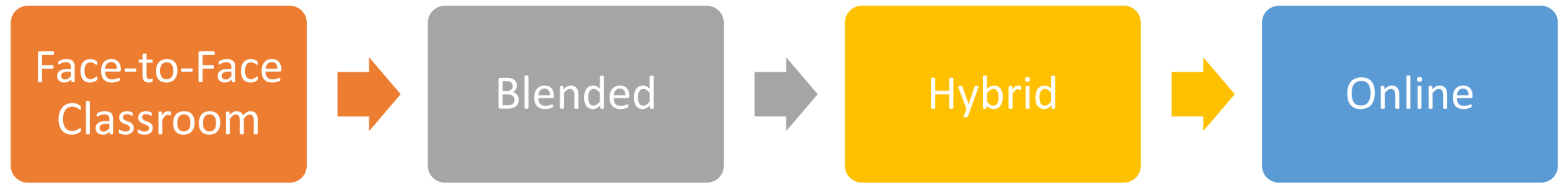
Pedagogy is the art and science of how something is taught and how students learn it.



It includes how the teaching occurs, the approach to teaching and learning, the way the content is delivered and what the students learn as a result of the process.

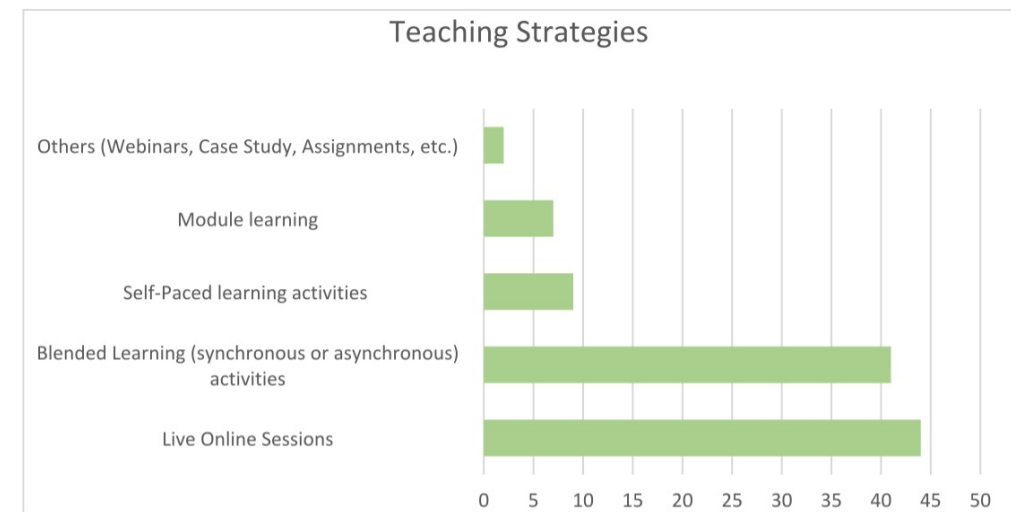


Methods of Delivery



Challenges of environmental law professors in the time of covid-19

- In a survey conducted among law professors teaching environmental law in the Philippines by the Legal Education Board (October 2020), the challenges identified were:
 - Majority of the respondents identify Internet Connection (which includes unstable and or poor internet connections); recitations are hard to conduct due to intermittent internet connections of both sides.
 - Difficulty in assessment of students' performance
 - Lack of personal interactions
 - Lack of outdoor activities



Multiple Phases of Higher Education Response to COVID-19

Online Learning Adoptior

Phase 1:

Rapid Transition to Remote Teaching & Learning

North America and many other regions transition to fully-remote teaching and learning in just 3 - 4 weeks, with huge reliance on synchronous video (e.g. Zoom, MS Teams, Google Meet)

Phase 2:

(Re) Adding Basics

Institutions must (re) add basics into emergency course transitions: course navigation, equitable access including lack of reliable computer and broadband, support for students with disabilities, academic integrity

Phase 3:

Extended Transition During Continued Turmoil

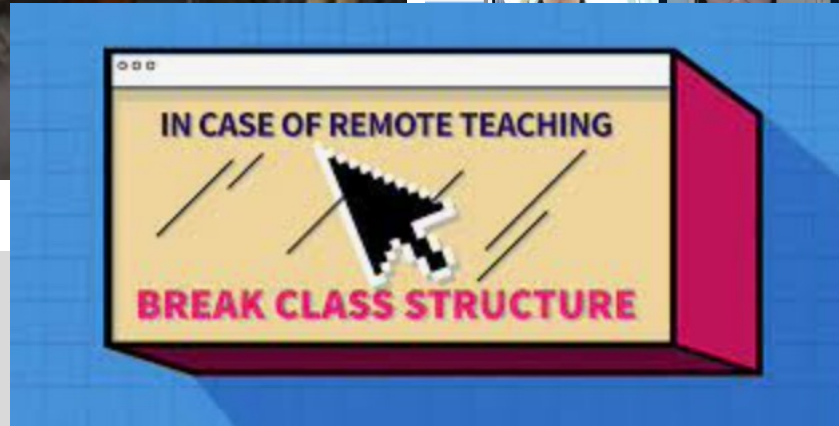
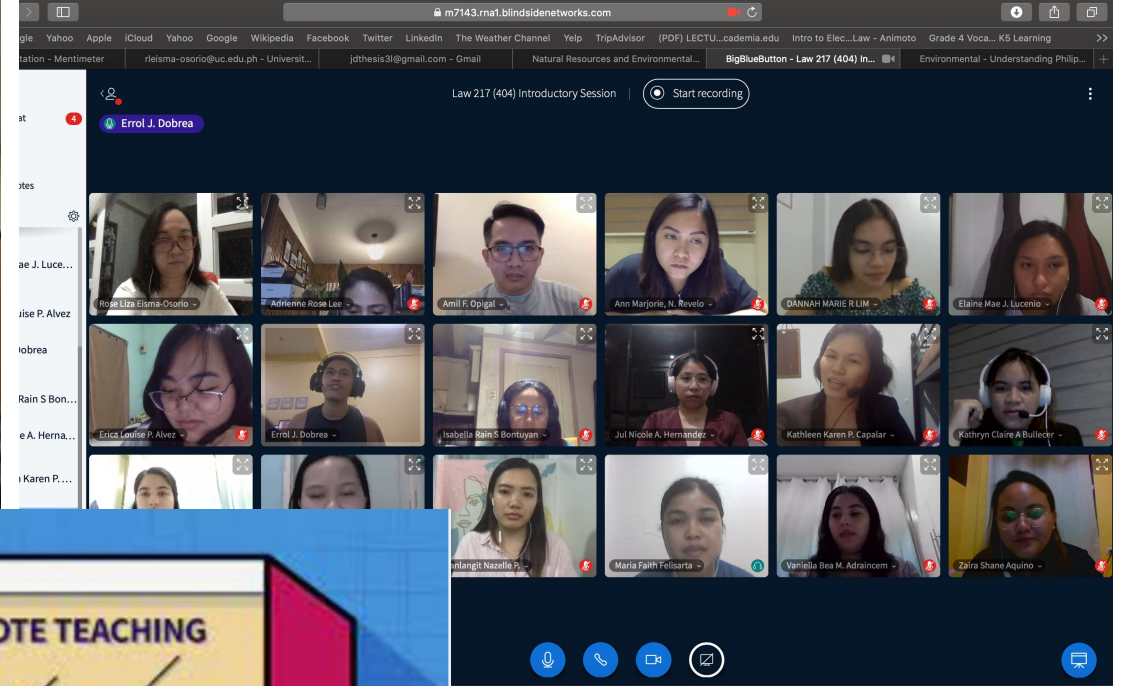
Institutions must be prepared to fully support students for a full term, and be prepared for online delivery - even if starting as face-to-face

Phase 4:

Emerging New Normal

Unknown levels of online learning adoption in new normal, but likely higher than pre-2020

Institutions must have new levels of eLearning infrastructure - technology and support - to reliably support students



Our Pre- and post-pandemic classrooms: Can we use Socratic teaching and learning methods in both?

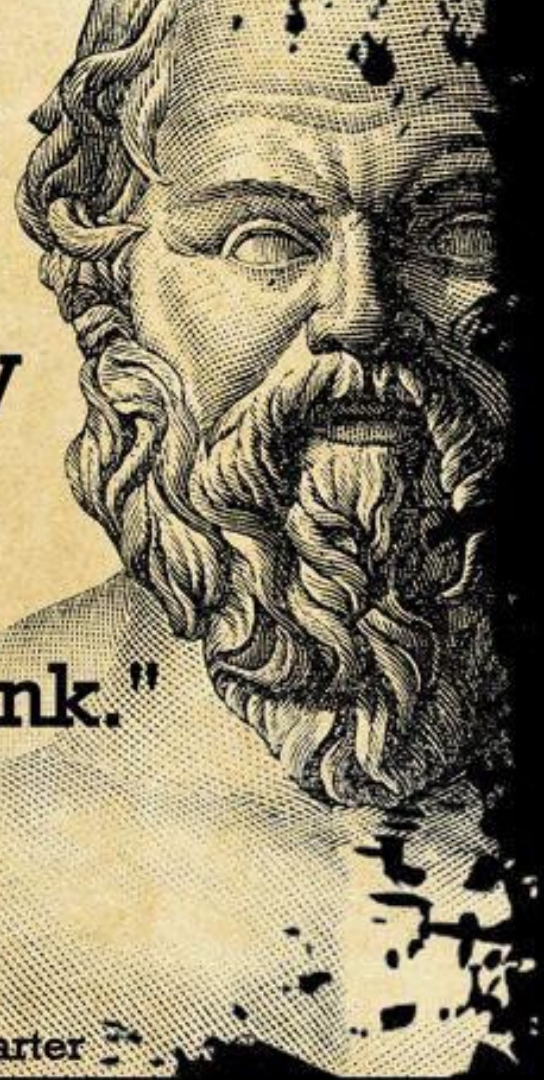


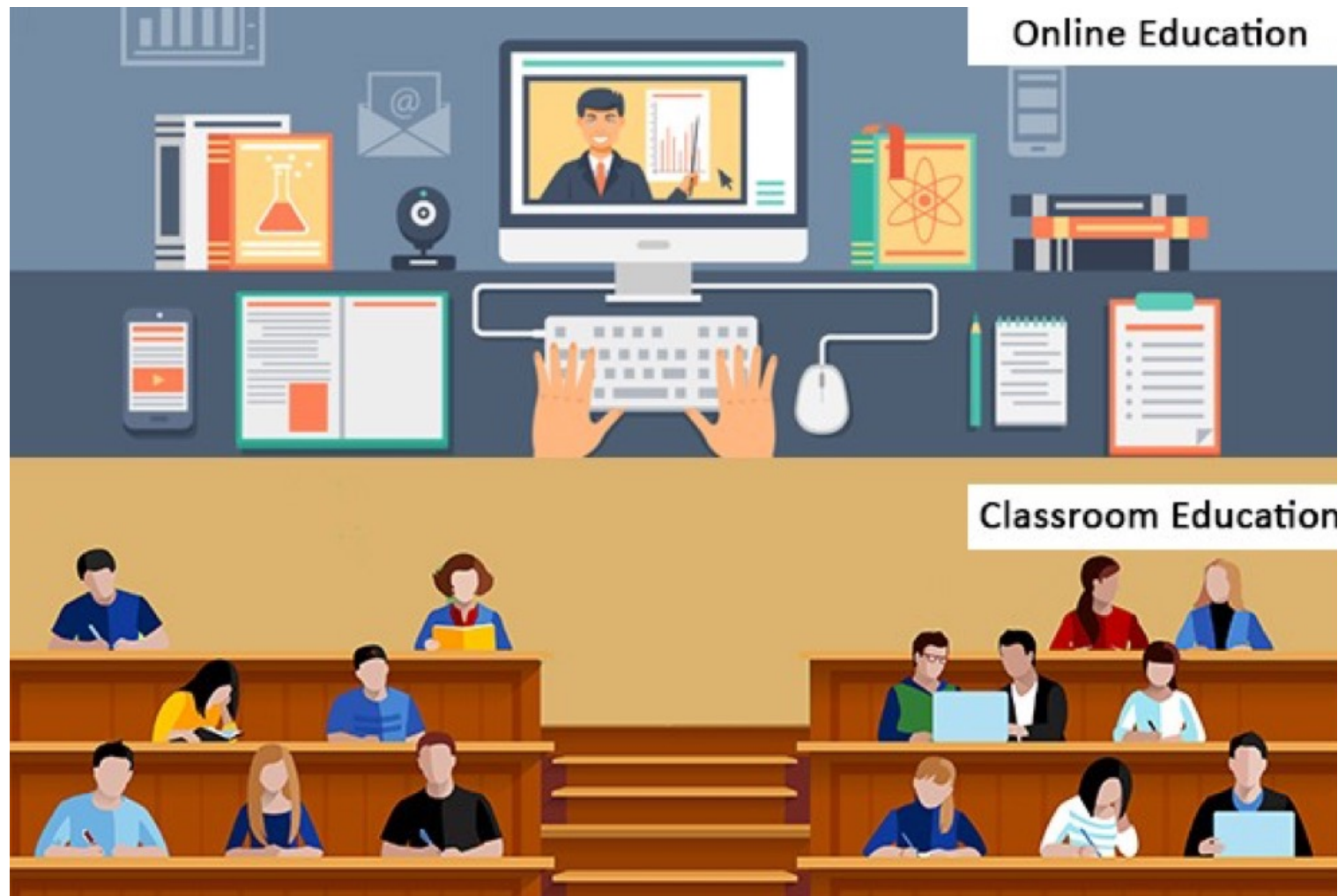
THE SOCRATIC METHOD

■ The **Socratic method**, also known as **method of Elenchus**, **elenctic method**, or **Socratic debate**, is a form of cooperative argumentative dialogue between individuals, based on asking and answering questions to stimulate critical thinking and to draw out ideas and underlying presuppositions.

"I cannot
teach anybody
anything,
I can only
make them think."
~Socrates

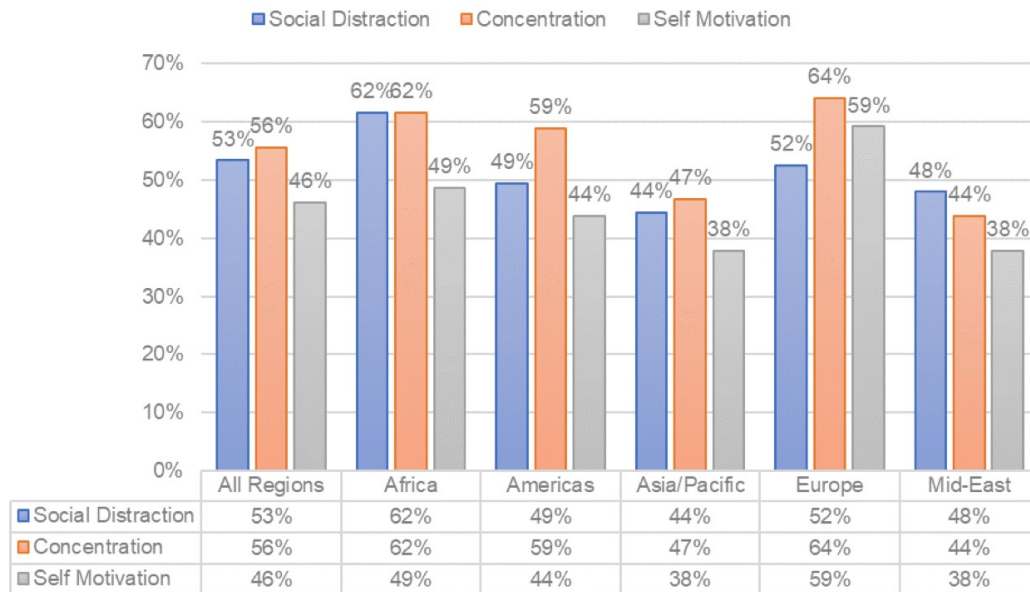
@JasonHarter





Transitioning
to Online
Legal
Education –
The Student
Voice (IALS,
August
2020)

Student Challenges by Region



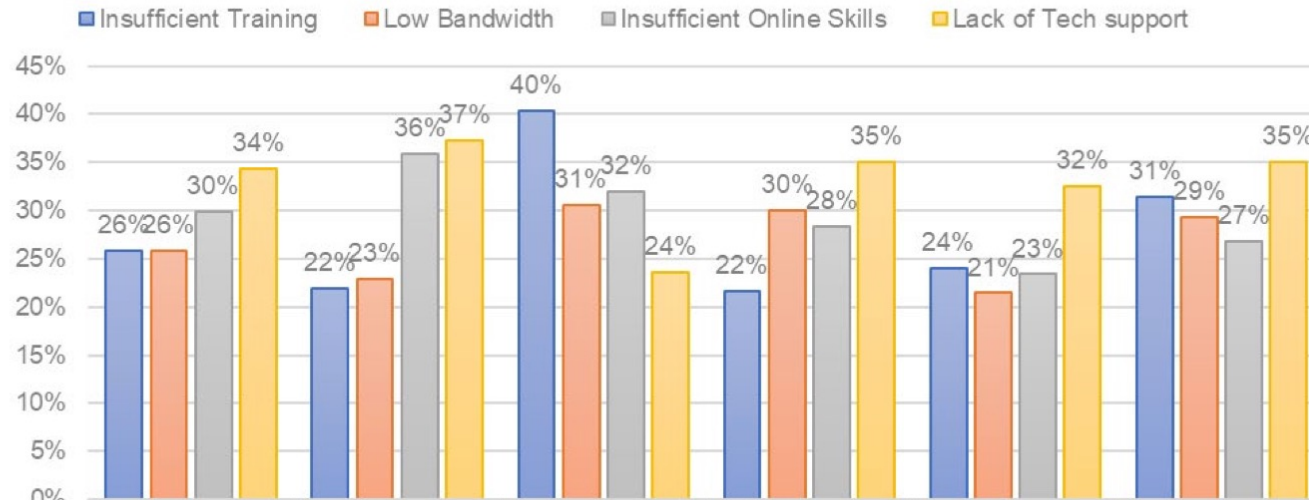
“I am in college of law, so studying online regarding the law topics is the worst experience in my life, nothing is understandable, yet we are able to pass but without understanding.”
 – 1st year student, United Arab Emirates

“Due to many distractions around a student, it become less effective. It is not easy to sit in front of a virtual screen for hours.”
 – 1st year, Turkey

Transitioning to Online Legal Education – The Student Voice (IALS, August 2020)

Transitioning to Online Legal Education – The Student Voice (IALS, August 2020)

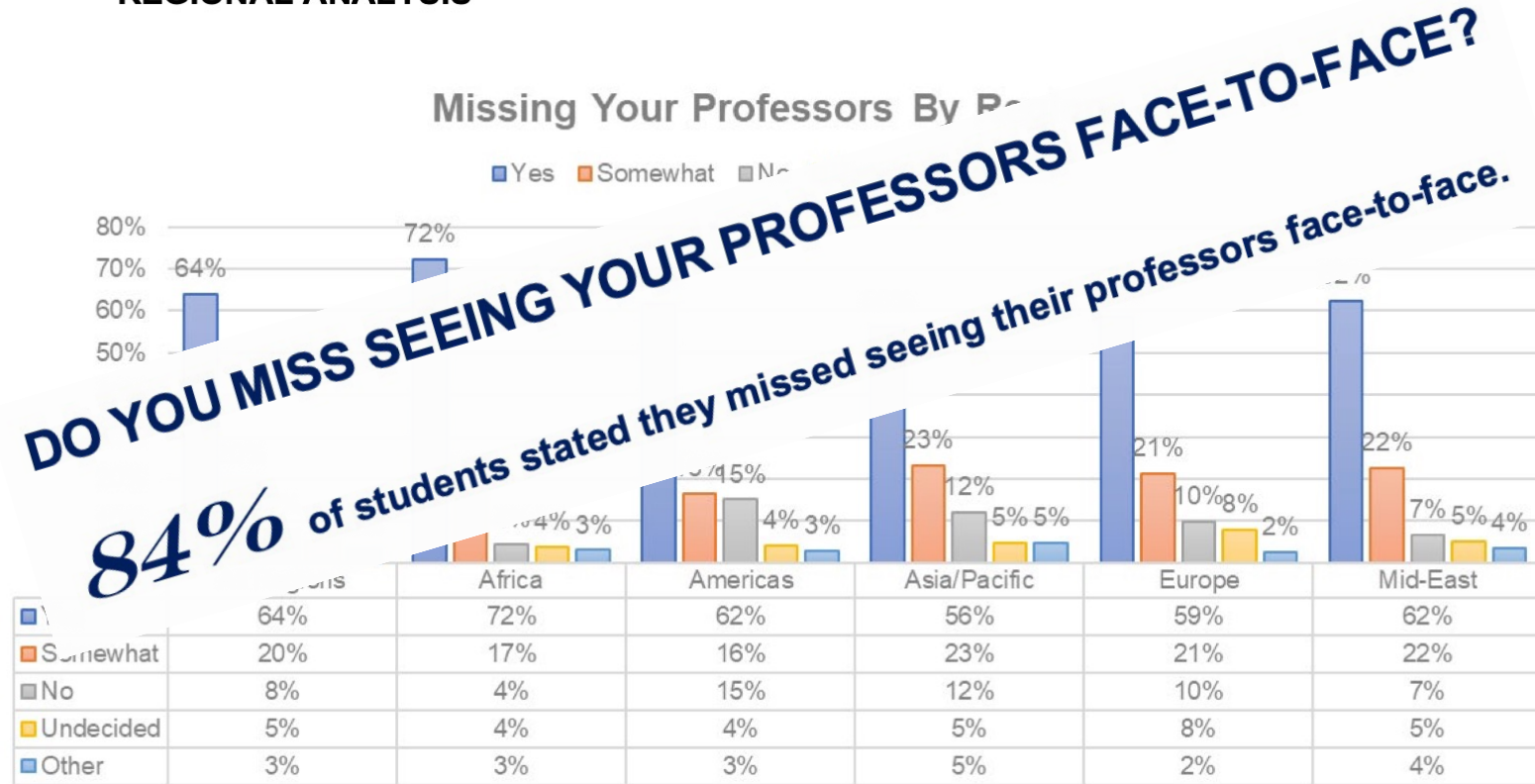
Technical Challenges by Region



	Average	Africa	Americas	Asia/Pacific	Europe	Mid-East
Insufficient Training	26%	22%	40%	22%	24%	31%
Low Bandwidth	26%	23%	31%	30%	21%	29%
Insufficient Online Skills	30%	36%	32%	28%	23%	27%
Lack of Tech support	34%	37%	24%	35%	32%	35%

*“Lecturers do not know how to use the technology themselves.”
– 2nd year student, Australia*

REGIONAL ANALYSIS



SO HOW DO WE BRIDGE THE GAP?

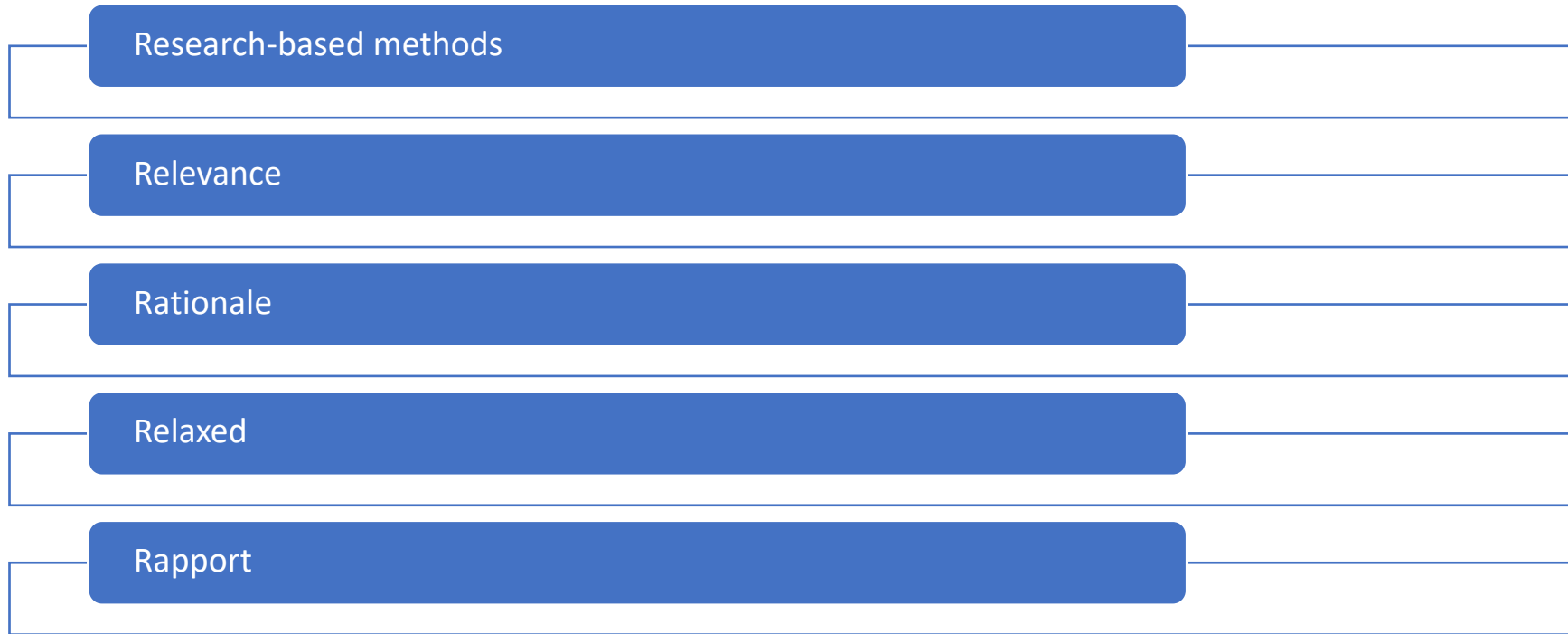


Image credit: Shutterstock



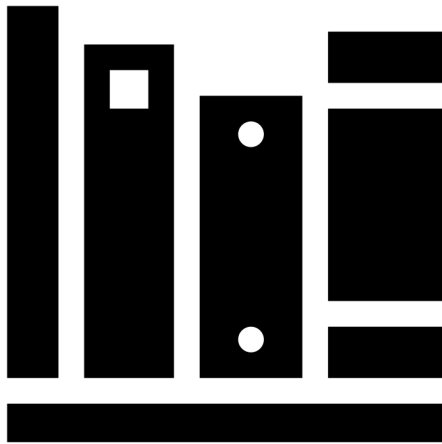
A need to adopt a new mindset. We can't replicate traditional classroom experience online.

FIVE STRATEGIES TO ENGAGE TODAY'S STUDENTS



SOURCE: Price, C. (2009). Why Don't My Students Think I'm Groovy? *The Teaching Professor*, 23 (1), 7; BART, M. (2011). The Five R's of engaging millennial students

Activities for transitioning to online teaching



- Incorporate Online Activities, such as:
 - Case studies
 - Tutorials
 - Simulations
 - Article Reviews
 - Discussion of Current Events
 - Group problem solving/reports
 - Discussion Questions



Trail Smelter in 1929

TRIAL SMELTER ARBITRATION

(‘US V CANADA’), 3 RIAA (1941) 1905

Facts



Northport is a town in Stevens County in Washington, United States.
Trail is a town in British Columbia

In 1896, a smelter was built in Trail and owned by the very powerful parent corporation, Canadian Pacific Railroad. In 1905, the smelter was incorporated as the Consolidated Mining and Smelting Company.

The USA filed complaints with the Government of Canada.

ALLEGED DAMAGES:
Sulphur dioxide emissions from the Trail smelter had damaged the Columbia River Valley.

Smoke from the smelter caused damage to forests and crops in the surrounding area and also across the Canada-US border in Washington.

The ‘Tribunal’

In 1931, the International Joint Commission obliged the government of Canada to compensate the US with US\$350,000.
The US refused to accept.

The Ottawa Convention
In 1935, the IJC established a ‘Tribunal.’
The Tribunal was to consist of three members, one Canadian, one American, and one Belgium, including two scientists to make decisions on the key questions of the case.

- Creation of a Tribunal to address the following questions:
1. Whether damage caused by the Trail Smelter in the State of Washington has occurred since the first day of January, 1932, and if so, what indemnity should be paid therefor?
 2. Whether the Trail Smelter should be required to refrain from causing damage in the State of Washington in the future and, if so, to what extent?
 3. What measures or regime, if any, should be adopted or maintained by the Trail Smelter?
 4. What indemnity or compensation, if any, should be paid on account of any decision or decisions rendered by the Tribunal?

Tribunal Award: April 16, 1938

The major decisions were:
The government of the Dominion of Canada was obliged to pay US\$78,000 compensation to the United States of America.
The smelter had to refrain from causing further damages in the State of Washington at least until the final decision.
The Tribunal required further observation at the smelter involving Technical Consultants.

Tribunal Award: March 11, 1941

The major decisions were:
The Tribunal claimed that the smelter had caused no damage since 1937 and would not need to pay the farmers any more compensation.
They also found that only uncleared forest and cleared farmland was harmed.
The Trail Smelter was obliged to refrain from causing future damages to the State of Washington.
The Tribunal also decided that the smelter must keep the sulphur dioxide concentration under a determined level.

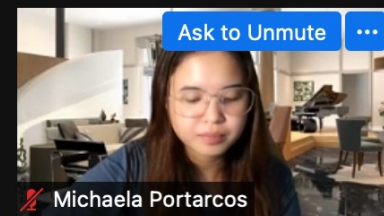
Applicable Principle and Decision’s Analysis

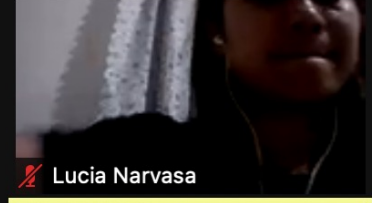
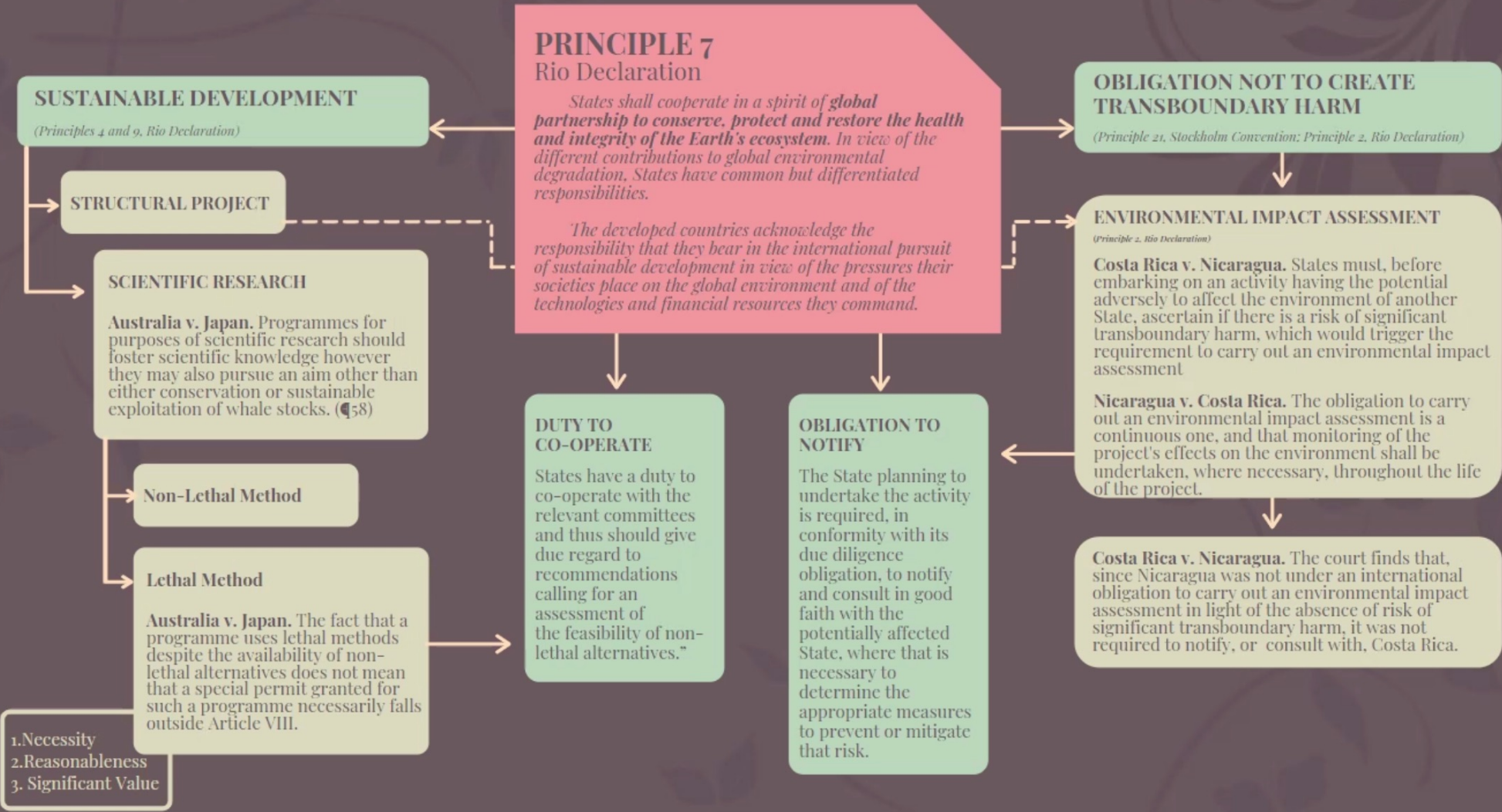
A state has an obligation to prevent transboundary harm.
A state can pollute its own land as much as it wants as long as it abides by law. Once that pollution crosses an international boundary though, and is of serious consequence, the state has violated the sovereignty principle of international law.

Polluter pays principle
Those who produce pollution should bear the costs of managing it to prevent damage to human health or the environment.

The Tribunal focused on the extent of the economic loss due to the noxious smoke in order to identify whether or not it was of ‘serious consequence.’
The injury to cleared and uncleared lands was serious enough to warrant compensation. However, it did not find that the damage on livestock and the property in the town of Northport was serious enough to be compensated for.

The Tribunal decided that the relief that must be provided came in the form of monetary compensation. In order to establish justice for the farmers, Consolidated was made to pay for the serious damage it had done to the farmers land.
The Tribunal never considered shutting the Trail smelter. Shutting it down would supposedly have detrimental effects on Canada’s economy due to the enormous revenue the smelter provided.





Take Note:

Teachers must learn to update their skills in order to become effective.

A virtual classroom is not the same as a real classroom. You cannot simply replicate face-to-face instruction online!

Technology has its limitations.



Lesson #1: Engaging students at the onset



Learn new tricks! Work with technology by using effective online learning tools. Integrate gaming elements to enhance student engagement and motivation.



The question is....

What does the term
'environment'
mean?

Go to www.menti.com
and use the code 90 58 45

Go to www.menti.com and use the code 90 58 45



What does the term 'environment' mean?



2016

The Gamification of Legal Education: Why Games Transcend the Langdellian Model and How They Can Revolutionize Law School

Daniel M. Ferguson

Chapman University, Fowler School of Law

II. Legal education today (Ferguson, 2016)

A. Limited Engagement and Applied Learning

The primary pedagogical tool in legal education is the case method, whereby students extract legal principals through analysis of court decisions. The case method is generally accompanied by Socratic dialogue in which professors induce students to learn the legal principles involved on their own. The case method is important because it teaches students how to think like a lawyer. The Socratic method is important because it “motivate[s] students to reason rather than recite.” **In combination, these methods prepare students for the analysis of court decisions in legal practice. But they teach only a fraction of the skills required for successful legal practice, and their use as the primary pedagogical tool for legal education is hardly defensible.**

II. Legal education today (Ferguson, 2016)

C. Nominal Personalization

Another issue facing students in law school classrooms is **one-size-fits-all teaching**. Professors cannot teach to each and every student. They can teach to the top of the class, to the bottom of the class, or, more likely, to somewhere in the middle. At any given time, therefore, the class is either too fast or too slow for most students. x x x

The worst consequence of the lack of personalization is what Salman Khan, founder of the Khan Academy, calls “Swiss cheese learning.” Swiss cheese learning is the idea that students almost always pass courses with holes in their knowledge, and yet they are forced to move on. x x x

The problem of Swiss cheese learning is further compounded because concepts in law school build on one another. If a student does not understand the foundational material, he or she stands no chance of mastering the secondary or tertiary material that flows from it.

The Gamification of Legal Education:
Why Games Transcend the
Langdellian Model and How They
Can Revolutionize Law
School(Ferguson, 2016)

A. Solution #1: More, Better Games Inside and Outside the Classroom

In most law school classrooms today, professors teach through some variation of the case method with Socratic dialogue. With this system, each student rarely engages with the professor, and students receive minimal feedback. By supplementing the traditional classroom experience with game thinking and game mechanics, professors could immediately increase student involvement and motivation, provide more opportunities for applied learning, and give students an accurate portrait of their understanding.

The Proposal: <ul style="list-style-type: none">- Audience response systems- Engagement with each student- Applied learning- Low-risk testing- Public or anonymous scoring- Games in the classroom- Applied learning- Contextual learning	Gaming Elements: <ul style="list-style-type: none">- Leaderboards- Competition- Collaboration- Progress tracking- Feedback- Replay
	Benefits: <ul style="list-style-type: none">- Engagement- Motivation- Performance indicators

- The Gamification of Legal Education: Why Games Transcend the Langdellian Model and How They Can Revolutionize Law School(Ferguson, 2016)

B. Solution #2: Games in a Flipped Classroom

Law school classrooms today suffer from a lack of personalized learning and a lack of choice for students. Even in a classroom designed like Solution #1—with increased engagement and feedback with ARS and other games—students are forced to learn at a pace decided by their professor. Further, students can choose only from the courses offered by their school, taught by the professors employed by their school. But, if the bulk of basic learning were conducted outside the classroom with online lectures and interactive games, learning could be personalized for students, professors could focus on active learning inside the classroom, and schools could offer more courses to students.

The Proposal:

- Flipped classroom
- No in-class lecturing
- Focus on applied learning
- Online course supplement created by teams of collaborators
- Video lectures from professors around the country
- Online activities and assessment
- Personalized programs

Gaming Elements:

- Leaderboards
- Competition
- Collaboration
- Progress tracking
- Feedback
- Replay
- Extra challenges
- Rewards/Badges
- Game levels

Benefits:

- Personalized learning
- More courses to offer

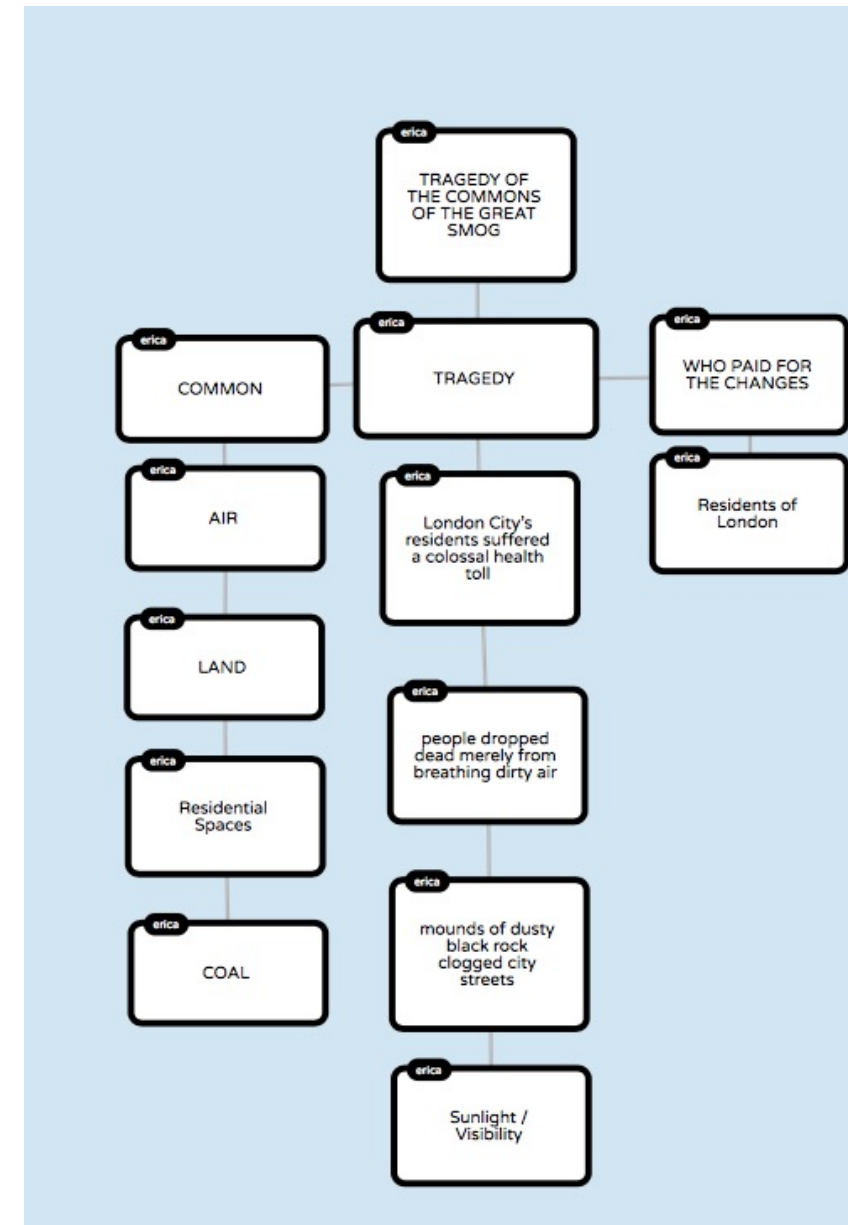
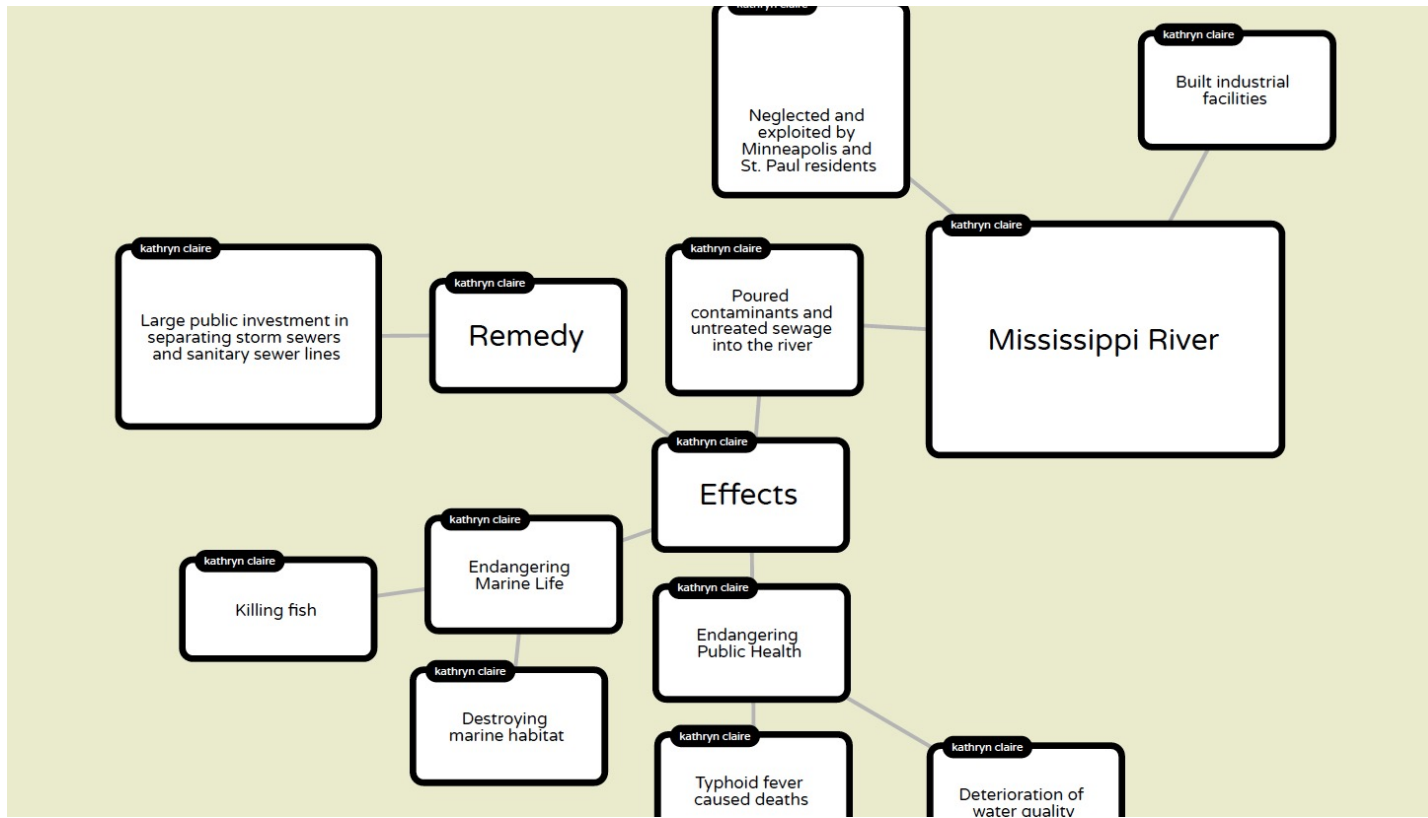
Lesson #2: Making learning outcomes and activities relevant



Plan out synchronous learning activities throughout the term or semester to focus on active learning inside the virtual classroom.

Groupwork

- Using Hardin's ToC article, create a 'mind map' of the short article using succinct text to note keywords and ideas in the article (use Popplet to create a digital mind map)
- Each group should answer these questions:
 - 1. What is the "commons" in this example?
 - 2. What is the "tragedy" in this example?
 - 3. Who likely paid for these changes?
- Each group should report back to the larger group.



Through Break-out rooms in zoom, students are able to produce case study outputs using digital mind-map tools like Popplet

Lesson #3: “flipping” the classroom



Move basic learning outside the classroom. Post lectures online so students can watch and listen at their own pace. At the same time, professors can use class time more efficiently with interactive discussion, engagement, motivation and applied learning.

What is Flipped Classroom?



- The flipped classroom is a pedagogical model in which the **typical lecture and homework elements of a course are reversed**. The notion of a flipped classroom draws on such concepts as active learning, student engagement, hybrid course design, and course podcasting.
- The value of a flipped class is in the repurposing of class time into a workshop where students can inquire about lecture content, test their skills in applying knowledge, and interact with one another in hands-on activities.
- During class sessions, instructors function as coaches or advisors, encouraging students in individual inquiry and collaborative effort.

#1 Create Context



An **offline** activity designed to pique interest, drive inquiry, or assess prior knowledge

#2 Flip & Engage



An **online** video lesson with engagement activity (e.g., online discussion, comprehension questions, note taking)

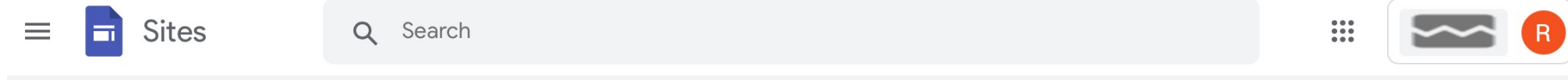
#3 Apply & Extend



A student-centered **offline** application activity designed to encourage collaboration and social learning



Using Google [Sites](#) to create content for flipped classroom



Recent sites

Owned by me



Module 12. Air Pollution & ...
Opened 10:35 AM

Module 14. Oceans and Fi...
Opened Jun 11, 2021

Module 11. Mining & Strict...
Opened Jan 16, 2021

AMENDED Fisheries Cod...
Opened Dec 10, 2020

Criminal Procedure - RPEC
Opened Dec 10, 2020

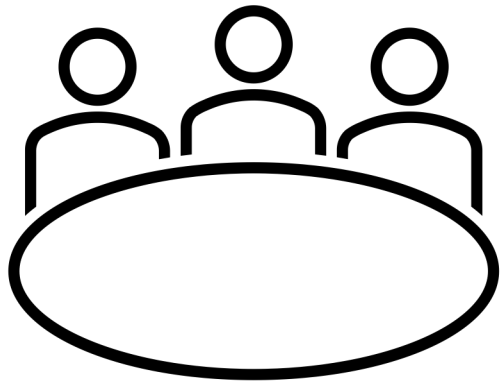
Module 15: Environmental...
Opened Dec 8, 2020

Module 13: Water and Wa...
Opened Dec 8, 2020

Crafting your Course Syllabus

COURSE SUMMARY

WEEK/DATE	TOPICS AND MODULES	READINGS AND RESOURCES
1 – Aug 10/11/15	Introduction: Course overview, objectives and requirements (30 minutes)	Course Textbook: Law on Natural Resources and Environmental Law Developments by Oswaldo D. <u>Agcaoili</u>
	Reading Assignment on Modules 1 (See below)	
2 – Aug 17/18/22	<p>Module 1: Understanding the Concept of Environment (90 minutes)</p> <p>Objectives & Learning Outcomes: This module is designed to promote an understanding of the concept of environment. Specifically, the module seeks to: (1) clarify the learner’s understanding of the concept; (2) identify how these concepts are understood in various pieces of legislation.</p> <p>Structure & Duration of Module: This module is structured into the following major components:</p> <ul style="list-style-type: none"> • Survey of the concept using <u>mentimeter</u> word cloud activity (15 minutes) • Lecture, Class Discussion and Recitation on the Right to a Balanced and Healthful Ecology (40 minutes) • Recap, Announcements, Assign Readings for Module 2 (5 minutes) <p>Learning Activities: <i>Survey Tool <u>Mentimeter</u>:</i> Students will be asked to answer prepared questions on the topic. The output on <u>mentimeter</u> will be discussed with the students.</p>	<p>Reading Assignment:</p> <ol style="list-style-type: none"> 1. Philippine Environment Policy and Philippine Environment Code (PD 1151 & 1152) 2. Cases: <ol style="list-style-type: none"> (1) <u>Oposa vs. Factoran</u>, G.R. No. 101083, 30 July 1993 (2) <u>MMDA, et al v. Residents of Manila Bay</u>, G.R. Nos. 171947-48, 18 Dec 2008 (3) <u>Mammals of Tanon Strait v. Reyes</u>, GR 180771, 21 April 2015 <p>Resources:</p> <ul style="list-style-type: none"> - <u>Mentimeter</u> - <u>Powerpoint</u> slides



Timely assignments and projects based on the topics covered is another facet to be carefully planned and executed by teachers. This is needed not only to ensure attendance in classes but also to enable effective learning.

Source: <https://www.deccanherald.com/opinion/in-perspective/teachers-step-up-to-the-challenge-of-online-teaching-845761.html>

Gauging
Performance:
Ways of
making
student
assessments
fun!

app.schoology.com


Google Bing Apple iCloud Yahoo Google Wikipedia Facebook Twitter LinkedIn The Weather Channel Yelp TripAdvisor

MPPROL... Thesis Pr... Inbox (5)... Google S... https://c... Global Pr... Quiz 5... Law gam...

👁 This is a preview. Your answers won't be saved or shown to students. ✕

Identify the following: (1) name of easement; and type of easement according to: (2) manner of exercise, (3) as to the indication of its existence, and (4) by the object or obligation imposed.

This is a/an (1) _____ easement, which is (2) _____, (3) _____, and (4) _____.



B *I* U | ☰ ☷

Gauging Your Performance (using Padlet)

The image shows a Padlet board titled "NREL (402)" with a background of a sunset over a field. The board contains several sticky notes with student feedback. The browser's address bar shows "padlet.com" and the page title is "NREL (402)". The browser's tab bar shows several open tabs, including "Google", "Bing", "Apple", "iCloud", "Yahoo", "Google", "Wikipedia", "Facebook", "Twitter", "LinkedIn", "The Weather Channel", "Yelp", "TripAdvisor", "(PDF) LECTU...cademia.edu", "Intro to Elec...Law - Animoto", "Grade 4 Voca... K5 Learning", and "Dashboard".

NREL (402)

"let the single blue marble in the milky way breathe, before its too late"

It broaden my perspectives. It made me appreciate the law more. I love how diverse the teaching methods are. I'm really blessed to be a part of this class.

May you continue to bless others Atty. Os with you're passion, as you have been a blessing to us

It was an adventure Atty and it made me see things outside of my comfort zone. Thank you so much. The environment needs to be the priority as well.

Motivates us to not sleep on our rights to a balanced and healthful environment. Truly a pleasure and honor to be part of this class! <3

Despite the frequent internet connection problems, I have learned a lot about this subject honestly. Thank you, atty. I am so blessed to be under you.

Inspirational

Our Earth Needs Us

This class made me realize the gravity of the environmental problems. Although it was challenging to understand some of the legal concepts, the discussions were comprehensive and relatable. It's hard to not love Environmental law with you as our Professor. Thank you, Atty. Os!

NREL 101

It was a learning-filled semester with you, Atty. and classmates. I had a lot of firsts in this course, such as first pleading, first mooted experience, etc.

You guys are a blessing to me in spite of the pandemic

I have learned a lot about this subject.

Inspirational

Never though you make friends online :D

I love you all <3

INFORMATIVE

This subject tells us how interesting the work of environmental lawyers are.

NREL made me realize how valuable life is.

We have evolved as humans and unfortunately part of it is the destruction of the environment. I hope we all apply what we've learned from this class and share the knowledge to everyone else.

Regards ko sa mga Advocates <3

Feedback

Fun

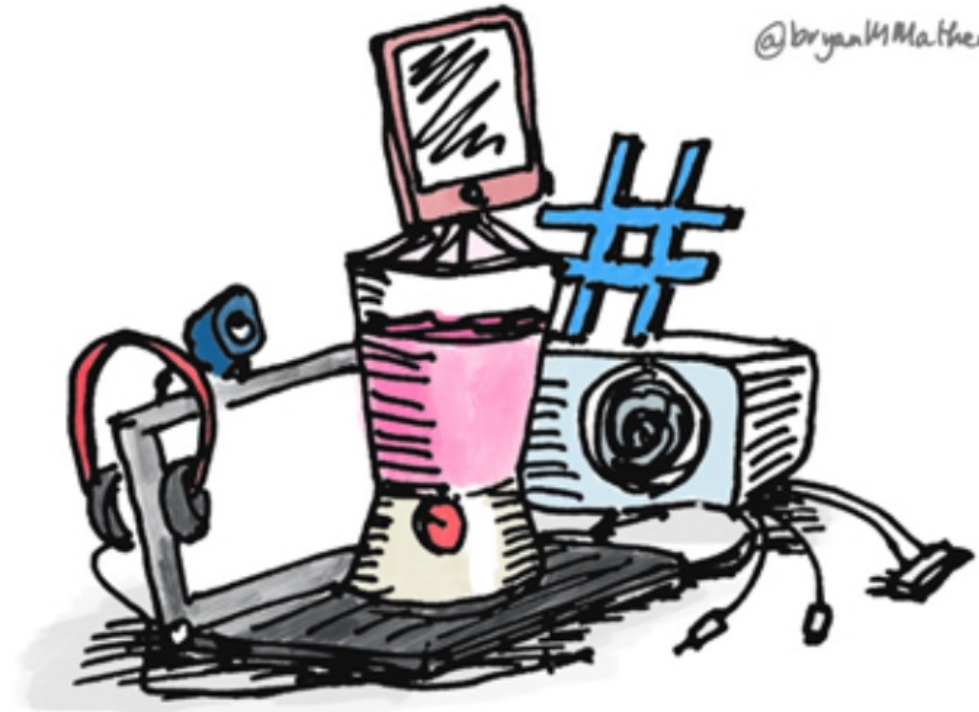
Sad that the pandemic has prevented us from exploring more real-life application of the laws we talk about but was still a fun subject because we were able to

Broadens your perspectives

Immersive and Humbling



SAME
TEACHER



@bryanMMathers

DIFFERENT
TOOLS

Thank you!

