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|  | **REGIONAL CAPACITY DEVELOPMENT TECHNICAL ASSISTANCE**  **STRENGHTENING THE CAPACITY FOR ENVIRONMENTAL AND CLIMATE CHANGE LAW IN ASIA AND THE PACIFIC**  **TRAIN-THE-TRAINERS PROGRAM**  **28th May – 1st June 2018**  **Colombo, Sri Lanka** | **D:\Rob\Photos\IUCN Academy\TCB Meeting, Bonn, Sept 07\VAIO - 1420136176\IUCN Color Eng.JPG** |

**REFLECTIVE JOURNAL**

**Introduction**

The use of a Reflective Journal is a technique for both undergraduate and postgraduate students to record their impressions of the course subject-matter class by class. It can be used at the end of a course for students to provide feed-back to the teacher concerning the course. It can also be used by the teacher to reflect on their teaching and on the course.

A reflective journal is similar to a diary, which can be prepared by students in order to record the main learning outcomes at the end of a teaching session. It can also include any questions that the student may have which can be discussed at the next class. There is no need for the reflective journal to be handed in to the trainers. In order to encourage the use of a reflective journal, the lecturer can prepare and distribute an example of a reflective journal entry at the beginning of the course.

Depending on the particular class and how it was conducted by the lecturer, the reflective journal headings could include headings such as these:

The main issues discussed today were:

I made the following comments in class:

I asked the following questions in class:

I answered the following questions from the lecturer

I had difficulty understanding the following issues:

I will research the following issues before the next class:

I will discuss the following issues with my classmates before the next class:

I will ask the lecturer to clarify the following issues in the next class.

**Using the reflective journal in the TTT course**

For this Training the Teachers (TTT) course, it is suggested that a reflective journal be used by making entries for each session shown in the Course Outline, so that all participants are encouraged to reflect on the same issues. It can then be used for feedback and evaluation at the end of each day, as well as the preparation of the written evaluation and discussion in the closing session.

The brief entries at the end of each session should address the content of that session and the teaching methodologies that were experienced. We also ask you to make notes of any ideas you may have arising from a particular session concerning how you would approach teaching differently from the way the trainers have done. Participants will be asked to share some of their reflections in session 15.

In order to facilitate this process, this document provides a reflective journal that you can maintain during this week’s program. We ask you to briefly record your impressions for each session.

DAY 1: MONDAY 28th May 2018

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| SESSION AND TIME | ACTIVITY | COMMENT |
| Session 1 | Opening Ceremony + Introduction to the TTT Course |  |
| Session 2A | Building environmental and climate change law champions |  |
| Session 2B | Global, regional & national environmental and climate change issues |  |
| Session 3 | Drafting exercise on definition of “environment’? |  |
|  | Introduction to Environmental and Climate change Law  + small group free form discussion |  |
| Session 4 | Spatial Planning and EIA law  + small group discussion |  |
|  | Case-study: Port City project, Colombo |  |

General reflections on Day 1:

Day 2: TUESDAY 29th May

2018

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| SESSION AND TIME | ACTIVITY | COMMENT |
| Session 5 | Overview of environmental protection law  +  small group discussion |  |
|  | Tutorial: Industrial Water Pollution |  |
| Session 6 | Overview of biodiversity / natural and cultural heritage law  + small group discussion |  |
|  | Film on heritage |  |
|  | Free form class discussion - What is worth protecting in your jurisdiction? |  |
| Session 7 | Overview of natural resources management law  + small group discussion |  |
|  | Role play (part 1) : describe nature of role-play exercise, allocate groups and preparation of submissions |  |
| Session 8 | Climate change & clean energy law |  |
|  | Guided brainstorming exercise |  |
|  | Feed-back session:  participant facilitators to reflect on their efforts  class to give constructive feed-back to facilitators  feedback by trainer to class and facilitators |  |
|  | Distribution of MEA Research Exercise |  |

General reflections on Day 2:

DAY 3 WEDNESDAY 30 the May 2018

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| Session 9 | Presentation: Environmental litigation from a comparative perspective  + Q and A |  |
|  | Short presentation: the Indian experience with the National green tribunal |  |
|  | Guest Presentation: The role of the judiciary  + Q and A |  |
|  | Guest Presentation: A Practitioner’s perspective on Public Interest environmental Litigation  + Q & A |  |
| Session 10 | Rights in Environmental and Climate Change Law  + Q and A |  |
|  | Environmental clinics: presentation  + small group structured discussion |  |
| Session 11 | International Environmental Law |  |
|  | Process for ratification of treaties in Sri Lanka |  |
|  | Process for ratification of treaties in India |  |
|  | MEA Research exercise: presentation of written assignments on implementation of MEAs in Myanmar |  |
| Session 12 | Participants to engage in allocated roles for simulated mediation exercise |  |
|  | Class discussion: feedback on mediation process: critique of the value of mediation  +  Discussion on how participants can include a role play in an environmental law course. |  |

General reflections on Day 3:

# DAY 4 thursday 31st May 2018

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| SESSION AND TIME | ACTIVITY | COMMENT |
| Session 13 | Regional environmental law  + Q & A |  |
|  | Case-study: guest presenter : Fisheries dispute between India and Sri Lanka |  |
|  | Case-study: Sethusamundram project |  |
| Session 14 | Designing an environmental and climate change law course (Part 1) – review of teaching methodologies |  |
|  | Discussion of technology-based approaches:   * Educating millennials * Online resources * Online teaching platforms |  |
|  | Seminar on teaching methodologies |  |
| Sessions 15 and 16 (Field Trip) | Field trip presentation |  |
|  | Conduct of field trip:  Bellanwilla-Attidiya Sanctuary |  |
|  | De-briefing session:  discussion of legal issues arising from field trip; discussion of field trip as a teaching methodology |  |
|  | Course dinner |  |

General reflections on Day 4:

# DAY 5 Friday 1st JUNE 2018

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| SESSION AND TIME | ACTIVITY | COMMENT |
| Session 17 | Role of Assessment |  |
|  | Assessment options |  |
|  | Free form, self- directed small group discussion on preferences for assessment options |  |
| Session 18 | Design exercise: environmental and climate change law course syllabus |  |
| Session 19 | Presentation of Course Syllabus Designs |  |
|  | Plenary free-form discussion on the syllabus presentations |  |
|  | Presentation on IUCNAEL and IUCN WCEL |  |
| Session 20 | Class discussion: Course Outcomes and Creation of Environmental Law Champions Network in Sri Lanka and India |  |
|  | Completion of course evaluation forms by participants |  |
|  | Closing Ceremony |  |

General reflections on the TTT Program: