



REGIONAL CAPACITY DEVELOPMENT TECHNICAL ASSISTANCE  
STRENGTHENING THE CAPACITY FOR ENVIRONMENTAL AND  
CLIMATE CHANGE LAW IN ASIA AND THE PACIFIC DEVELOPING



TRAIN-THE-TEACHERS PROGRAM

28 May - 1 June 2018

Colombo, Sri Lanka

**SUMMARY OF TEACHING FORMATS & METHODOLOGIES**

(For a fuller explanation, see IUCNAEL, “Explanation of Teaching Formats & Methodologies” in the program materials)

FORMATS & METHODOLOGIES	SESSION (in which demonstrated or discussed)	SHORT DESCRIPTION
<b>TEACHING FORMATS</b>		
<b>A. Lectures</b>	<b>14</b>	Traditional teaching format, particularly for large classes. Passive learning experience for students
<b>B. Tutorials</b>	<b>5</b>	Small-group (5-10) discussion of a pre-set problem with tutor often posing questions to students
<b>C. Seminars</b>	<b>14</b>	Combination of lecture/tutorial formats with 20-30 students and some presentations also by students
<b>D. Small-groups</b>	<b>Multiple (see methodologies 11 &amp; 13)</b>	Usually 5-10 students, to encourage students’ articulation of ideas and increase their speaking confidence
<b>E. Flipped classroom</b>	<b>14</b>	Requires advanced technology to enable in-depth, shared examination of pre-set topics in class
<b>TEACHING METHODOLOGIES</b>		
<b>A. REFLECTIVE LEARNING</b>		

<b>1. Reflective journal</b>	<b>1</b>	Similar to a diary. To record learning outcomes, issues needing clarification, etc.
<b>2. Field trips</b>	<b>15 &amp; 16</b>	To expand students' understanding and experience of the legal aspects of particular environmental issues
<b>3. Written feed-back on assignments</b>	<b>17</b>	Can be summative (providing a course result) or formative (indicating where student has done well and where improvement is needed)
<b>4. Constructive verbal feed-back</b>	<b>8</b>	In tutorials, seminars and small groups, to promote development of ideas and collective understanding of concepts
<b>B. TEACHER-BASED</b>		
<b>5. Guest lecturers</b>	<b>9</b>	To provide expertise that is additional to that of the lecturer (including from other disciplines than law)
<b>6. Case studies</b>	<b>4 &amp; 13</b>	To provide a practical and contextual approach to understanding how particular areas of environmental law operate
<b>7. Comparative law studies</b>	<b>9</b>	To promote understanding of the different ways in which environmental law addresses similar issues across various jurisdictions
<b>8. Films/videos</b>	<b>2A &amp; 6</b>	To complement discussion within class of the law related to a particular environmental issue
<b>9. Electronic resources</b>	<b>14</b>	To enhance lectures and seminars by displaying internet-sourced material (legislation etc.) during a class
<b>C. STUDENT – CENTRED</b>		
<b>10. Small group drafting exercise</b>	<b>3</b>	To improve students' understanding of basic concepts of environmental law (e.g., definition of "environment")
<b>11. Structured discussion 11A: small group + report-back</b>	<b>2B, 3 – 7, 10</b>	To allow students to debate specific points or issues and report back on their discussions

<b>11B: Full class</b>	<b>2A &amp; 20</b>	In lecture or seminar, to enable discussion of a particular point or issue (while also providing some relief from the lecture format).
<b>12. “Free form” discussion</b>  <b>12A: Small group</b> <b>12B: Full class</b>	<b>3 &amp; 17</b> <b>6 &amp; 19</b>	Minimal teacher supervision. Allows students to impose their own discipline upon their interactions within a small group or the full class on a particular subject
<b>13. Guided brain-storming discussion</b>	<b>8</b>	Similar to free form discussion, but focused on selected students leading discussion within a class to generate ideas or viewpoints on a particular subject.
<b>D. RESEARCH SKILLS</b>		
<b>14. Guided research exercise</b>	<b>8 &amp; 11</b>	To promote both legal research and presentation skills, either for individual students or by working in small teams
<b>15. Role-play exercise</b>	<b>7 &amp; 12</b>	Particularly suited to mediation or negotiation processes. To allow students to develop presentational skills and to better understand the competing elements of environmental conflicts
<b>16. Mooting</b>	<b>11</b>	To learn the formalities involved in presenting legal submissions to a court and to develop skills in legal research
<b>17. Legal clinics</b>	<b>10</b>	To develop practical skills such as drafting or written arguments or policy submissions, interviewing and representing clients. To provide hands-on experience in real legal cases.