

## 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:

For this TTT2 course, it is suggested that a reflective journal be used in a focussed way, following the outline of this programme, 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 idea is to make brief entries at the end of each session on the content of that session and the teaching methodologies that they experienced.

In order to facilitate this process, one page per day has been allocated in this document. We ask you to briefly record your impressions for each session.

We also ask you to make notes of how you would teach any particular session differently from the way the trainers have done. Participants will be asked to share some of their reflections in session 15.

DAY 1: MONDAY June 1, 2015

SESSION AND TIME	ACTIVITY	COMMENT
Session 1 8.30-10.30	Introductions, course aims, learning outcomes and teaching methodologies	
Session 2 11:00-11.45	Identifying inspirational leaders in environmental law	
11.45-12.30	Identification of important global /regional/ national environmental issues	
Session 3 1.30-2.10	What is 'environment'? How to define 'environment'	
2.10-3.00	Introduction to Environmental Law  + Q and A	
Session 4 3.30-4.30	Overview of environmental planning and EIA law  + Q and A	

4.30 – 5.00	Bakun Dam case-study – use of case study methodology	
5.00 - 5.15	ADB’s environmental safeguards	
5.15- 5.30	Case-study on integrated urban and environmental planning	

General reflections on Day 1:

Day 2: TUESDAY June 2, 2015

SESSION AND TIME	ACTIVITY	COMMENT
Session 5 9.00-9.40	Overview of environmental protection law, including pollution, site contamination, waste management, risk assessment  + Q and A	
9. 40-10.30	Air pollution tutorial	
Session 6 11.00-11.45	Overview of biodiversity / natural and cultural heritage law  + Q and A	
11.45-12.00	Film on iconic heritage sites	
12.00-12.30	Free form class discussion - What is worth protecting in your jurisdiction?	
Session 7	Overview of natural	

1.30-2.15	resources management law  + Q and A	
2.15-3.00	Role play (part 1) : describe nature of role-play exercise and allocate groups	
Session 8 3.30-4.00	Science of climate change, international law and policy measures, REDD	
4.00-4.40	Guided brainstorming exercise	
4.10-5.00	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	

General reflections on Day 2:

DAY 3 WEDNESDAY June 3, 2015

Session 9  9.00 - 9.45	Presentation: role of the judiciary  + Q and A	
9.45-10.00	Overview of environmental litigation from a comparative perspective. Administrative and legal merits appeals.	
10.00-10.30	The use of environmental law clinics and mootings in an environmental law course.	
Session 10  11.00-11.45	Overview of International Environmental Law and environmental rights  + Q and A	
11.45-12.30	Research exercise on National implementation of MEA's; written "assignment" presented in class	
Session 11  1.30-2.15	Presentation on ASEAN region, Mekong regional arrangements and other regional systems  + Q and A	
2.15-3.00	3 regional case-studies	

Session 12 3.30-4.30	Participants to engage in allocated roles for simulated mediation exercise	
4.30-4.50	Class discussion: feedback on mediation process: critique of the value of mediation	
4.50-5.00	Discussion on how participants can include a role play in an environmental law course.	

General reflections on Day 3:

DAY 4 THURSDAY JUNE 4, 2015

SESSION AND TIME	ACTIVITY	COMMENT
Session 13 9.00-9.15	Designing an environmental law course – methodology	
9.15-10.15	Seminar - Review and discussion of teaching methodologies;	
10.15-10.30	Discussion of video-based teaching	
Session 14 11.00-11.15	Role of Assessment	
11.15-11.30	Assessment options	
11.30-12.15	Preferences for assessment options – free form, self-directed discussion	
12.15-12.30	Report back from groups	
Sessions 15 and 16	Rationale for field trips; how field trip has been designed;	



2.00 – 2.30	explanation of environmental issues involved	
2.30- 4.00	Conduct of field trip (with video film of key elements of field trip)	
5.00- 6.00	De-briefing session: discussion of legal issues arising from field trip; discussion of field trip as a teaching methodology	

General reflections on Day 4:

DAY 5 FRIDAY JUNE 5, 2015

SESSION		COMMENT
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AND TIME	ACTIVITY	
Session 17 9.00 – 9.30	Demonstration of Online Resources	
9.30 – 10.00	Class discussion on developing student research skills	
10.00-10.30	Presentation on IUCNAEL and IUCN WCEL	
Session 18 11.00-12.00	Drafting environmental law course outline	
12.00 – 12.30	Presentation of outlines	
Session 19 1.30–1.45	Presentations on design of and approach to the delivery of a TTT course in the future	
1.45 – 2.00	Q and A session on opportunities and challenges for delivering a TTT course	
2.00 – 2.15	Organisational aspects	
2.15 –	Participants to get into country groups	

2.40	to discuss the practicalities of delivering a TTT course in their country	
2.40 – 3.00	Report back by groups on their discussions	
Session 20 3.30 – 4.00	Class discussion of course outcomes and future plans	
4.00 – 4.30	Completion of course evaluation forms by participants	
4.30 - 5.00	Closing Ceremony	

General reflections on the course: