

The ADB logo consists of the letters 'ADB' in a white, serif font, centered within a dark blue square. This square is itself centered within a larger white square.

ADB

***STRENGTHENING CAPACITY FOR ENVIRONMENTAL LAW IN
THE ASIA-PACIFIC : DEVELOPING ENVIRONMENTAL LAW
CHAMPIONS***

Manila, June 1st – 5th, 2015

**SESSION 13: DESIGNING AN ENVIRONMENTAL LAW
COURSE - METHODOLOGY**

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How do we design an environmental law course?

- to achieve both content and skills through
 - effective teaching methodology
- how do we learn?
- auditory? visual? doing?
- learning can be improved through feedback; validation; practice; observation; reflection; critique
- Doing?
 - small group discussions
 - presentations
 - mooting; clinics; role plays; field trips

Teaching today is more than the teaching of content

- "teaching is the non-hierarchical facilitation of active student learning, anchored by thoughtful teaching strategies"

p.7 Australian Learning and Teaching Council
report on Learning Outcomes and Teaching
Development (2009)





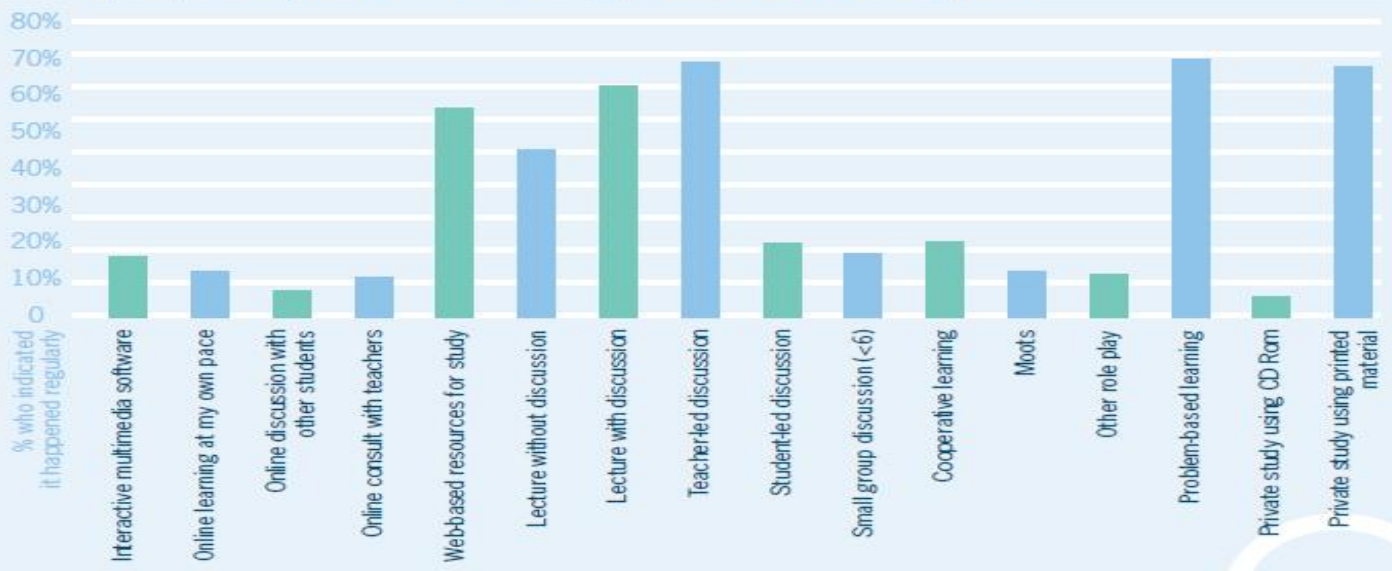
- smaller class sizes
- more pastoral care for law students
- more policies and guidelines for preparing teaching materials eg web templates
- clearer learning objectives, learning tasks aligned with assessment tasks and more feedback are generally evident
- some group assessment tasks are used although rare**
- greater variety of assessment tasks and clear criteria but examinations are predominant**
- changing style of teaching materials: key cases, introductory text, topic summaries, questions to guide reading, class discussion, hypothetical problems, simulations.

** (see Case Studies of 2009 Innovations).

there is a very strong traditionalist streak.' (p. 460)

'While some teachers are using the problem method and genuine problem-based learning methods, this is an area in which law teaching is lagging behind disciplines such as medicine.' (p. 463)

% Student views on regularity of specified teaching methodologies



What influences teaching and learning?

- Increased use of technology
- Intensive teaching – accelerated programs
- Greater administration for teachers
- Lack of adequate resources
- Poor class attendance
- Larger classes
- Teaching facilities
- Demands for content at the expense of skills etc
- Non-law school demands on students

Student v teacher centred learning

- Teacher – based
 - Traditional lecture format
 - Guest
 - Case-studies; comparative
 - Use of film
 - Electronic resources
 - Field trip

- Student – centred
 - Small group drafting and report back
 - Structured class discussion
 - ‘free form’ class discussion
 - Brainstorming and report back
 - Role-play - <http://www.iucnael.org/en/online-resources/climate-law-teaching-resources>
 - Mooting

The flipped classroom



How to flip sensibly

