



Developing Environmental
Law Champions
Strengthening the Capacity For Environmental and
Climate Change Laws in Asia and the Pacific

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Developing Environmental Law Education for a Post-Pandemic World

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Setting the Scene... *What We Teach*



- **Environmental law** – gradually moving from ‘marginal’ to ‘mainstream’ in the undergraduate curriculum
 - Increasing examples of the subject being taught as a part of the core law degree
 - Calls to ‘embed sustainability’ also increases the demand for environmental perspectives in law
 - Associating sustainability with legal imperatives
- But teaching environmental law poses **distinct challenges** for legal educators
 - Broad scope, difficult to delineate boundaries for teaching
 - Interdisciplinarity
 - Law changes rapidly
 - Tension between statute and ‘soft law’

Setting the Scene... *How We Teach*



- **Online learning** is in the mainstream – but law has lagged other disciplines
 - Nonetheless, there is evidence of e-learning adoption and innovation in law
- **BUT** - COVID-19 forced an abrupt transition to e-learning
 - ‘Emergency online pedagogy’ and ‘emergency remote teaching’ resulted in mixed reviews from staff and students alike

The Post-Covid Landscape...

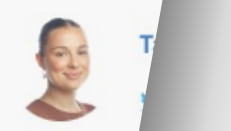
**University orders all of its students
BACK to campus after haunting image
exposed the reality of student life in
2022**

**How the pandemic sucked the life out of uni campus
culture**

Peter Black and University of Technology - Zoom lecture class. Picture: Twitter / @peterjblack

Sydney University's sad admission as confronting picture emerges

An Australian life could be



An Australian on Monday campus

A former Monday to

The original post retweeted 275 times

In a statement responding to the tweet, a Sydney University spokesperson made a sad admission, revealing even prior to the pandemic

"We do still offer so much more than just lecture-style classes both online and on campus, but have been moving away from this format – where it's mainly a teacher talking – for some time," said the spokesperson


What is lost when academics teach to empty lecture halls?

Higher education needs to 'find the right balance' between online and in-person learning, says Sydney professor, after confronting empty lecture hall for the second time

September 21, 2022

John Ross

Talk to the chair: It's lonely being a university lecturer, post-pandemic



Prof Jan Slapeta
@JanSlapeta · Follow

...one! I lectured early for 2pm lecture showed up (completely unrelated subject different degree). We had a great discussion and I had one keen student learning. Where from now? Help @Sydney_Uni

2.3K

Reply

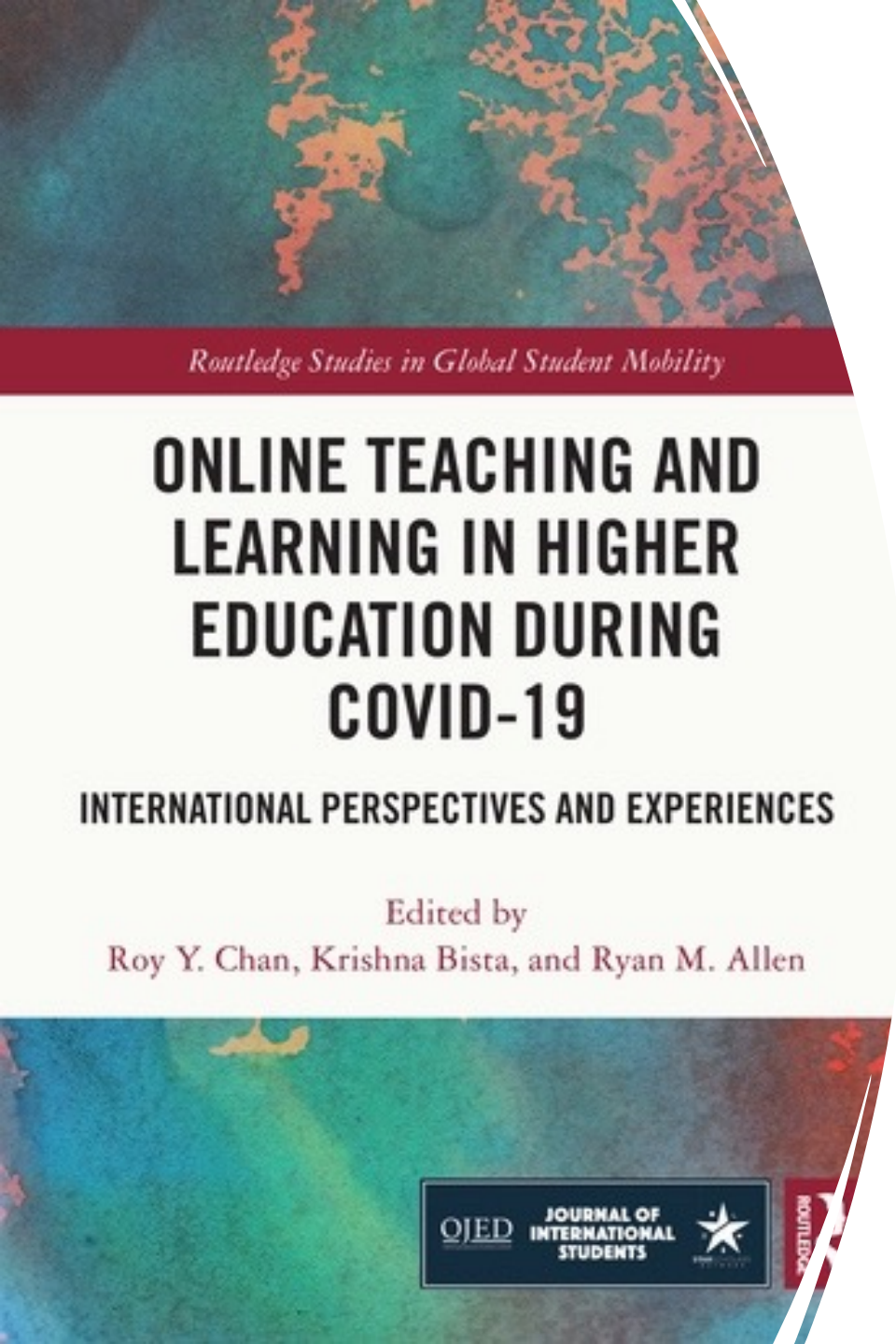
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**“Higher education
is confronting
an existential
crisis, and law
schools are its
poster child”**

– Forbes, August 13, 2020



Why Online Teaching During the Pandemic was NOT (generally) well-received...

- The speed at which online instruction was activated can be considered 'emergency online pedagogy'
 - Students were online by force of circumstance, and the teaching was not designed for the medium
 - Many tried to replicate conventional classrooms (e.g. via Zoom), with little regard as to how to teach effectively online – synchronous participation fatigue
- It was implemented abruptly, involuntarily, and with variable access to appropriate technological infrastructure, staff training and support

See, e.g., recent book 'Online Teaching and Learning in Higher Education during COVID-19: International Perspectives and Experiences', Edited By Roy Y. Chan, Krishna Bista and Ryan M. Allen

Electronic media is a ‘vehicle’ for delivering instruction, and is not responsible for influencing student learning outcomes ‘any more than the truck that delivers our groceries causes changes in our nutrition’

Clark, R. E. (1983). Reconsidering research on learning from media.
Review of Educational Research, 53, 445–9, 445.

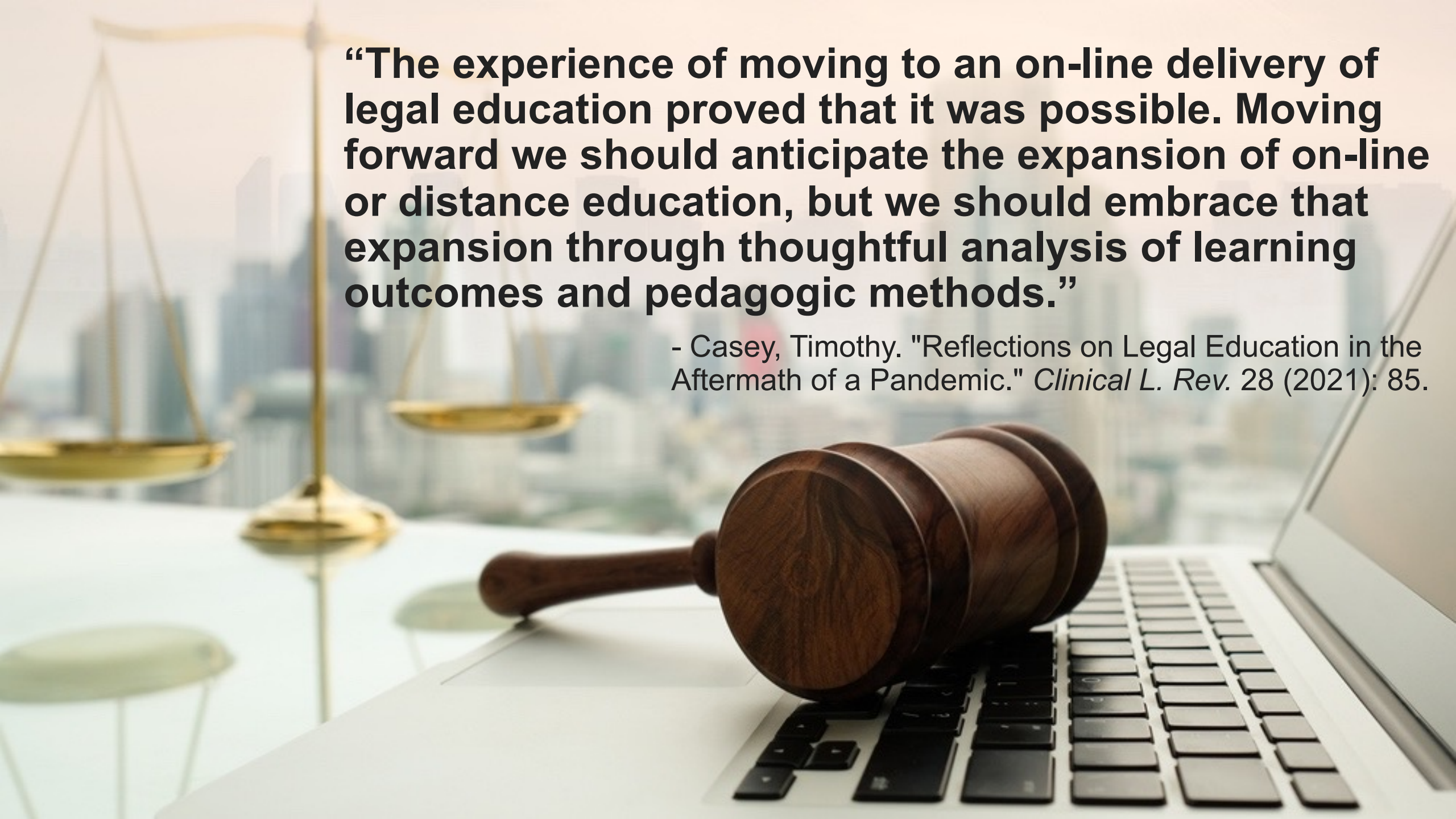


Five Pillars of Effective Online Pedagogy



- Incorporate active learning
- Building relationships and community
- Leverage learner agency
- Embrace mastery learning
- Personalise the learning process

(from Archambault, L., Leary, H., & Rice, K. (2022). Pillars of online pedagogy: A framework for teaching in online learning environments. *Educational Psychologist*, 57(3), 178-191).

A wooden gavel with a dark wood handle and head is positioned diagonally across the keyboard of a silver laptop. In the background, a pair of brass scales of justice is visible, slightly out of focus. The entire scene is set against a blurred cityscape with tall buildings under a bright sky.

“The experience of moving to an on-line delivery of legal education proved that it was possible. Moving forward we should anticipate the expansion of on-line or distance education, but we should embrace that expansion through thoughtful analysis of learning outcomes and pedagogic methods.”

- Casey, Timothy. "Reflections on Legal Education in the Aftermath of a Pandemic." *Clinical L. Rev.* 28 (2021): 85.

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Teaching and Learning in Environmental Law

Pedagogy, Methodology and Best Practice



The IUCN Academy of
Environmental Law Series



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*See Chapter 17: 'Never Mind the Platform, Here's the Pedagogy:
E-learning in Environmental Law' by Amanda Kennedy and Amy Cosby*