

REFLECTIVE JOURNAL

A reflective journal is a technique for 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 feedback to the teacher concerning the course. A teacher can also use it to reflect on their teaching practice.

As noted earlier, a reflective journal is similar to a diary. Students can prepare it at the end of each class to record the main learning outcomes they have discerned. It can also include any questions the student may have, which can be discussed in the next class. To encourage the use of a reflective journal, a lecturer can prepare and distribute an example of a reflective journal entry.

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

1. The main issues discussed today were:
2. I made the following comments in class:
3. I asked the following questions in class:
4. I answered the following questions from the lecturer:
5. I had difficulty understanding the following issues:
6. I will research the following issues before the next class:
7. I will discuss the following issues with my classmates before the next class:
8. I will ask the lecturer to clarify the following issues in the next class:

USING THE REFLECTIVE JOURNAL IN THE TTT

For this TTT course, a reflective journal is suggested to be used to make entries for each session. There is no need to hand your reflective journal to the trainers in this course. You can use it to note any further questions you might like to ask or to log any ideas or suggestions for your teaching practice.

The table below is one suggested framework, but you can use your notebook if you wish:

DAY 1

8.45 – 9:05

Keynote Speaker:

Reflections:

*Developing environmental
law education for a post-
pandemic world*

9.05 – 9.15

Overview

Reflections:

ADB's Technical Assistance:
Developing Environmental
Law Champions Program

Introduction of Participants

- Course purpose,
structure and
content

9:15 – 9:30

General introduction to
concepts in pedagogy

- Reflective Journal

ADB Environmental Law
Champions Video

MODEL ENVIRONMENTAL LAW CURRICULUM

10:00 – 10:30

Presentation on curriculum
development

Reflections:

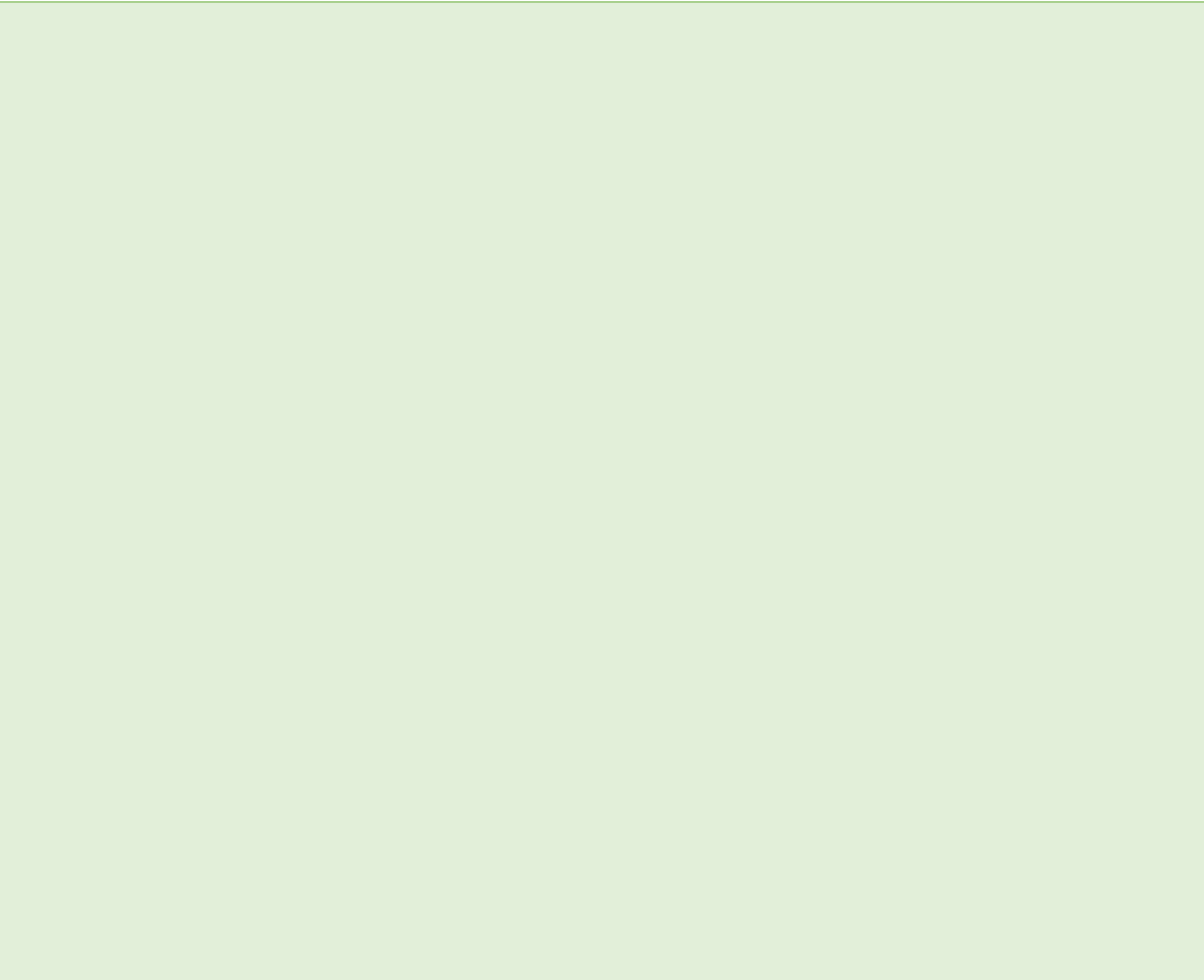
Overview: Introduction of the
draft Model Environmental
Law Curriculum for the
Greater Mekong Subregion
("Draft Model Environmental
Law Curriculum")

A short introduction to the
work on environmental law
capacity development in the
Philippines and the role of
the Legal Education Board

10:30 – 11:00

Discussion on curriculum
development in Cambodia
and types of curriculum and
content.

Reflections:



11:00 – 11:5

Group discussions on the development of an environmental law curriculum

Reflections:

11:50 – 12:30

Reporting back to a plenary session Reflections:

Each group will present their output - 5 minutes maximum for eight groups.

Plenary discussions and questions

RECENT DEVELOPMENTS IN ENVIRONMENTAL LAW

14:00 – 15:00

Each group will choose a subject to develop into a teaching module using the Modules from the Model Environmental Law Curriculum. Reflections:

Participants will develop a short teaching plan for the

modules, including any materials to use.

15:00 – 15:45

Reporting back to a plenary session

Reflections:

Plenary: Each participant will present their outputs; a maximum of 3 slides per module; 5 minutes maximum.

15:45 –16:15

The afternoon session will present updates on environmental law subjects that are included in the Model Environmental Law Curriculum:

Reflections:

- Climate Change
- Environmental Impact Assessment
- Environmental Rights, including Environmental Human Rights Defenders
- Environmental, Social and Governance Law and Practice
- Role of Environmental Courts and Tribunals

Plenary session with Q&A

DAY 2

RECENT DEVELOPMENTS IN ENVIRONMENTAL LAW TEACHING

9:00 – 9:45

Presentations on elements of Environmental Law pedagogy

Reflections:

Introduction to environmental law pedagogy and effective student engagement and student-centered learning.

9:45 – 10:30

Plenary Sharing of Examples of Teaching Experiences

Reflections:

DEVELOPING TEACHING PLAN AND METHODOLOGY

10:45 – 11:30

Each group will choose a subject to develop into a teaching module from Day 1.

Reflections:

Participants will develop a short teaching plan for the modules, including learning

content and teaching methodology, teaching activities and materials.

11:30 – 12:30

Reporting back to plenary session

Reflections:

Plenary:

Each participant will present their outputs; a maximum of 3 slides per module; 5 minutes maximum

Collection of materials and resources to upload onto Model Environmental Law Curriculum platform.

INNOVATIONS IN ENVIRONMENTAL LAW TEACHING

2:00 – 2:45

Presentations on innovations in
Environmental Law pedagogy (continued)

Reflections:

Sharing knowledge and strategies through stories and case studies to address issues, barriers, and challenges on the specific issues from first days.

2:45 – 3:15

Plenary discussions and questions.

Reflections:

REFLECTIONS AND LOOKING AHEAD

ENVIRONMENTAL LAW TEACHING IN CAMBODIA

3:30 – 4:00

Discussion on subject matter and ways to access online sources, including IUCN AEL, Informea and other sources for materials to be used in course preparation.

Reflections:

4:00 – 4:15

Review and comments from Day 1 and Day 2

Reflections:

Review of Environmental Law Syllabus and Module Notes developed on Day 1 and Day 2.

4:15 – 5:00

Looking Ahead: Commitments and Next Steps Increasing capacity and growing networks for environmental and climate change laws in Cambodia

Reflections:

Sharing of insights - Reflective Practice

