



**REGIONAL CAPACITY DEVELOPMENT TECHNICAL ASSISTANCE  
STRENGTHENING CAPACITY FOR ENVIRONMENTAL LAW IN THE  
ASIA-PACIFIC: DEVELOPING ENVIRONMENTAL LAW CHAMPIONS  
TRAIN-THE-TRAINERS PROGRAM  
27 November – 1 December 2017  
Siem Reap, Cambodia**



## **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.

### **Using the reflective journal in the TTT course**

For this Training the Teachers (TTT) course, it is suggested that a reflective journal be used by making entries for each session shown in the Course Outline, 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 brief entries at the end of each session should address the content of that session and the teaching methodologies that were experienced. We also ask you to make notes of any ideas you may have arising from a particular session concerning how you would approach teaching differently from the way the trainers have done. Participants will be asked to share some of their reflections in session 15.

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.



DAY 1: MONDAY 27 November 2017

SESSION AND TIME	ACTIVITY	COMMENT
Session 1  8.30 - 10.30	Opening Ceremony + Introduction to the TTT Course	
Session 2A  11:00-11.20	Building environmental law champions	
Session 2B 11.20-12.30	Global, regional & national environmental issues	
Session 3 1.30-2.10	Drafting exercise on definition of "environment"?	
2.10-3.00	Introduction to Environmental Law  + small group free form discussion	

<p>Session 4</p> <p>3.30-4.45</p>	<p>Environmental (spatial) planning and EIA law</p> <p>+ small group discussion</p>	
<p>4.45 – 5.15</p>	<p>Case-study: Bakun dam, Malaysia</p>	

General reflections on Day 1:

Day 2: TUESDAY 28 November 2017

SESSION AND TIME	ACTIVITY	COMMENT
Session 5 9.00-10.05	Overview of environmental protection law + small group discussion	
10.05-10.45	Waste mangement tutorial	
Session 6 11.00-12.00	Overview of biodiversity / natural and cultural heritage law  + small group discussion	
12.00-12.15	Film on heritage	
12.15-12.30	Free form class discussion - What is worth protecting in your jurisdiction?	
Session 7 1.30-2.30	Overview of natural resources management law  + small group discussion	

2.30-3.15	Role play (part 1) : describe nature of role-play exercise and allocate groups	
Session 8 3.45-4.15	Climate change & clean energy law	
4.15-5.05	Guided brainstorming exercise	
5.05-5.15	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	
5.15-5.30	Distribution of MEA Research Exercise	

General reflections on Day 2:

DAY 3 WEDNESDAY 29<sup>th</sup> November 2017

Session 9 9.00 -9.50	Guest Lecturer Presentation: The role of the judiciary  + Q and A	
9.50 – 10.30	Presentation: Environmental litigation from a comparative perspective  + Q and A	
Session 10 11.10-11.40	Rights in Environmental Law  + Q and A	
11.40-12.30	Environmental clinics: presentation  + small group structured discussion	
Session 11 1.30 - 2.10	International Environmental Law	
2.10 - 2.30	Process for ratification of treaties in Cambodia/Thailand	

2.30 – 3.00	MEA Research exercise: presentation of written assignments on implementation of MEAs in Cambodia/Laos	
Session 12 3.30-4.30	Participants to engage in allocated roles for simulated mediation exercise	
4.30- 5.00	Class discussion: feedback on mediation process: critique of the value of mediation + Discussion on how participants can include a role play in an environmental law course.	

General reflections on Day 3:



DAY 4 THURSDAY 30 NOVEMBER 2017

SESSION AND TIME	ACTIVITY	COMMENT
Session 13 9.00 – 9.30	Regional environmental law  + Q & A	
9.30-10.00	Case-study: Timor Sea Montara Oil spill	
10.00 – 10.30	Case-study: Great Limpopo Transfrontier park	
Session 14 11.00 – 11.10	Designing an environmental law course – review of teaching methodologies	
11.10 – 11.40	Discussion of technology-based approaches	
11.40 – 12.30	Seminar on teaching methodologies	
Sessions 15 and 16 :Field Trip  1.15-1.30	Field trip presentation	

1.30-4.30	Conduct of field trip: Angkor Centre for Conservation of biodiversity	
4.30-5.30	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 1 DECEMBER 2017

SESSION AND TIME	ACTIVITY	COMMENT
Session 17 9.00 – 9.15	Role of Assessment	
9.15 - 9.30	Assessment options	
9.30- 10.30	Preferences for assessment options – free form, self-directed small group discussion	
Session 18 11.00 - 12.30	Design exercise: environmental law course outline	
Session 19 1.30 - 2.00	Presentation of outlines and feedback in small groups	
2.00- 2.30	Plenary free-form discussion on designing an environmental law course	
2.30 – 3.00	Presentation on IUCNAEL and IUCN WCEL	

Session 20  3.30- 3.45	Champions Session: Creation of Environmental Law Champions Networks	
3.45- 4.15	Class discussion of course outcomes	
4.15 – 4.30	Completion of course evaluation forms by participants	
4.30 - 5.00	Closing Ceremony	

General reflections on the course: