

The logo for the Asian Development Bank (ADB), consisting of the letters 'ADB' in a white serif font on a dark blue square background.

ADB

**STRENGTHENING CAPACITY FOR ENVIRONMENTAL LAW IN THE  
ASIA-PACIFIC: DEVELOPING ENVIRONMENTAL LAW CHAMPIONS**  
*Siem Reap, Cambodia, 27 November – 1 December 2017*

**SESSION 14: DESIGNING AN ENVIRONMENTAL LAW COURSE –  
TECHNOLOGY BASED APPROACHES**



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# Technology Based Approaches

- Student demand for technology based approaches is increasing – need for increased flexibility
- Universities also consider online teaching as having considerable benefits – particularly economic
- Legal professional bodies are increasingly recognising digital literacy as a core competency

‘Technological tools are no different than, for example, cars: Their value depends on what we do with them and why’

(Smith, C. T. (2002). Technology and legal education: negotiating the shoals of technocentrism, technophobia, and indifference.(Erasing Lines: Integrating the Law School Curriculum). *Journal of the Association of Legal Writing Directors*, 1(1), 247-257, p. 247)

# Technology Based Approaches (cont'd)

- Technology based approaches can include electronic resources as a teaching tool – e.g. support activities for face-to-face teaching
- It can also refer to a whole-of-course pedagogical\* approach – e.g. use of videoconferencing to deliver an entire course

\*Pedagogy = the method and practice of teaching



# Technology as a Supplementary Tool

- Support for face-to-face learning
  - Refer to list of ‘Environmental Law Electronic Databases’
  - Key online resources that can supplement teaching
- Can technology be ‘more than a tool’?
  - See Caron, Paul L, and Gely, Rafael. ‘Taking Back the Law School Classroom: Using Technology to Foster Active Student Learning’ *Journal of Legal Education* 54.4 (2004): 551-569 and Perlin, Michael L. ‘Online, distance legal education as an agent of social change.’ *Pac. McGeorge Global Bus. & Dev. LJ* 24 (2011): 95.



# Technology as a Pedagogical Approach

- Using technology to connect instructors and students outside the conventional classroom
  - In particular, those who may be separated by distance or time
- Important to think about whether changes in the way the law is taught are necessary
  - Learning theory should guide the decision of what technologies are used – rather than using technology ‘for technology’s sake’

“Just as in face-to face teaching when you change the layout of the classroom and organization of the desks you need to teach in different ways and students will interact in different ways. The same occurs in an online space.”

(Redmond, D. P. (2011). *From face-to-face teaching to online teaching: Pedagogical transitions*. Paper presented at the Changing Demands, Changing Directions. Proceedings ascilite, Hobart.

<http://www.ascilite.org/conferences/hobart11/downloads/papers/Redmond-full.pdf>, p. 1057).



# Technology as a Pedagogical Approach (cont'd)

## Learning Theories and Suggested Technologies

- Behaviourism

A learning theory that views knowledge as a commodity to be transferred from teacher to student

- Use of Learning Management System
- Concise video lectures
- Online games / quizzes to reinforce content – e.g. Law School Dojo (<https://lawdojo.co/>)
- Online tutorials / webinars (e.g. Adobe Connect, Zoom)



# Technology as a Pedagogical Approach (cont'd)

## Learning Theories and Suggested Technologies

- **Cognitivism**

A learning theory that sees value in the environmental conditions that facilitate learning; emphasises the role of practice and feedback

- Webinar-based facilitation is ideal – enables students to take a cognitive approach
  - Free mind-mapping software such as Popplet or MindMeister can be used to articulate key concepts or processes
- Hypothetical scenarios – can be built into the Learning Management System in ways that enable students to progress through an activity in an adaptive manner
- Reflective activities – ePortfolios, blogs, private discussion forums



# Technology as a Pedagogical Approach (cont'd)

## Learning Theories and Suggested Technologies

- **Constructivism**

Learning theory that sees learning as individual – different for each person, the learner should thus control their learning

- Interactive lectures / seminars (with live feedback / poll tools)
- Student led online-discussion forums
- Filming or animating analysis of unit content – documentary creation using video on mobile devices
- Reflective blogs / ePortfolio
- Simulations and role play – videoconferencing can create client-based scenarios for students to participate in authentic learning environment (e.g. moot)





# Technology as a Pedagogical Approach (cont'd)

## Demonstration – Learning Management System

The screenshot displays a Moodle LMS interface. At the top left, the Moodle logo is visible. The top right corner shows 'SCHOOL OF Law'. The breadcrumb trail reads: Dashboard > Courses and units > School of Law > 2017 T3 > 2017 TRIMESTER 3 LAW345/LLM545 > Topic 1: The Ethics, Science and Law behind Animals > Week 1 Topic Notes and Readings.

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**Week 1 Topic Notes and Readings**

### 3 The Moral Status of Animals

As we move through the content over the next two weeks, it will become apparent to you that there are a variety of approaches which reflect on the moral status of animals. Do animals have 'moral agency' – insofar as they should possess the same rights as humans? Certainly, the dominant discourse in the field – and historical underpinnings – demonstrates that there is a difference between human and non-human animals. As we will come to see, animals have long been regarded as 'property', and distinct from humans in ways that have enabled differential treatment.

Until recently, moral *anthropocentrism* has dominated much Western philosophical thought on the status of animals. Humans were viewed as central and to the exclusion of all other beings, on the basis that non-human animals were seen to lack sentience or rationality. Increasingly, however, these ideas have been challenged through the recognition that animals are sentient – that they can perceive and feel things – and are thus moral agents with certain rights. Australian philosopher Peter Singer (who we will hear more from throughout this topic) articulates his view on this in this brief video:

**Peter Singer: Animal Equality**

The video player shows Peter Singer speaking at a Carnegie Council event. The video title is 'Peter Singer: Animal Equality' and the player includes standard controls like play, pause, and volume.

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