

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

***Chiang Mai, Thailand 16-23 June 2017***

**SESSION 13: DESIGNING AN ENVIRONMENTAL LAW  
COURSE – REVIEW OF TEACHING METHODOLOGIES**

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# LEARNING OUTCOMES

## Session Topic

- Evaluating the suitability and effectiveness of different teaching methodologies available for environmental law
- Understanding how to work with the electronic teaching resources
- Understanding the nature of the video-conference teaching format

## Teaching Methodology

- Seminar Formats



# What influences teaching and learning?

- Teaching facilities (including availability of technology)
- Class size
- University policies on teaching methodology (e,g, large lecture classes)
- Lack of adequate resources (e.g., library)
- Administrative demands on teachers
- Poor class attendance
- Demands for content at the expense of skills etc.
- Other demands on students
- Student and teacher experiences to date



**Starting Point: your own unconscious biases about teaching methodologies**

The best class I have ever experienced:



The worst class/teaching or learning experience I have ever experienced:



# FORMATS for TEACHING

- Lectures- all sessions
- Tutorials – Session 5
- Seminars- Session 14
- Small discussion groups – Sessions 2B, 3-7, 10 and 17

## METHODOLOGIES 1

- Teacher-based learning
  - Lectures – all sessions
  - Guest lecturers – Sessions 9 & 10
  - Case studies (including comparative) – Sessions 4 and 13
  - Films/video – Sessions 2A and 6
  - Electronic resources – Session 14

## METHODOLOGIES 2

- Student-based (participatory/active) learning
  - Drafting exercise – Session 3
  - Role play – Sessions 7 and 12
  - Structured discussion
    - Small groups – Sessions 2B, 4-7 and 10 (also tutorials)
    - Full class – Session 14 (seminar)
  - Free form discussion (small groups) – Sessions 3 and 17
  - Brain-storming discussion (full class) – Session 8



## METHODOLOGIES 3

- Reflective learning
  - Reflective journal – Session 1
  - Field trips – Sessions 15 & 16
  - Assessment feed-back: see Session 17
    - Written
    - Constructive criticism re oral presentations (Session 8, following brainstorming exercise with full class)



## RESEARCH-BASED LEARNING

- Guided research exercises – Session 11
- Role-play exercises – Sessions 7 and 12
- Field Trip – Sessions 15 & 16
- Environmental law clinics- Session 10



## CORE IDEAS

- For environmental law teaching, formats emphasizing 'active learning' enrich environmental law teaching
- Even within 'teacher-based' lecturing format, innovation and variation is possible
- Use technology as an aid rather than fighting its distractive potential
- Research-based learning should also be utilised wherever possible (e.g., research exercises in class and role-plays)
- Challenge for EL teachers is to think innovatively in designing an EL course, to use a number of teaching methodologies, & to be willing to be reflexive and make adjustments to fit the class and setting

