

The ADB logo consists of the letters 'ADB' in a white, serif font, centered within a dark blue square. This square is itself centered within a larger white square.

***STRENGTHENING CAPACITY FOR ENVIRONMENTAL LAW IN THE ASIA-  
PACIFIC : DEVELOPING ENVIRONMENTAL LAW CHAMPIONS***  
*Cebu, 22nd - 26<sup>th</sup> August , 2016*

**SESSION ONE: INTRODUCTION TO THE COURSE**

**Professor Rob Fowler**  
**University of South Australia**



## COURSE ORGANISERS/PRESENTERS

- The IUCN Academy of Environmental Law (IUCNAEL, or “the Academy”)) is responsible for the delivery of this training course);
- The Asian Development Bank has provided financial and logistical assistance to enable the course to be delivered in Cebu;
- The University of Cebu College of Law is the host institution and has provided in-kind assistance to the program.
- The course is being presented by four international trainers and four local trainers selected by the Academy and ADB;
- The Course Programme (see Course Outline) has been developed by the Academy and approved by the ADB.

## THE PURPOSE OF THE COURSE

- The Course Programme is based upon a Training the Teachers (TTT) course developed by the Academy to promote the teaching of environmental law around the world.
- The core purpose of this course is **to increase the teaching of environmental law in Law Schools in countries within the Asian region;**
- The course is therefore **not about the substance of environmental law, but rather about how best to design and teach an environmental law course;**
- As a result, it will have a heavy emphasis upon the demonstration of various teaching methodologies that can contribute to more effective teaching of environmental law

## EXPECTATIONS OF THE COURSE PARTICIPANTS

- Participants have been selected for this course because they are considered to be potential environmental law “champions” who will **develop or improve their own environmental law course within their own institution.**



## CONTENT OF THE TTT COURSE

- Days 1 and 2: Overview of the scope and content of environmental law
- Day 3: Environmental dispute resolution, environmental rights, regional environmental law and conduct of a role-play ADR exercise
- Day 4: International environmental law, review of teaching methodologies and IT options and half-day field-trip /course dinner
- Day 5: Assessment theories and options, course design exercise, review of course outcomes and discussion of activities by participants in the future

# INTRODUCTION TO IMPORTANT CONCEPTS

## 1. LEARNING OUTCOMES

- A statement of what is expected to be learned by students .
- May apply to the overall course, or to particular components of the course.
- May extend beyond gaining a substantive knowledge of particular subject-matter to include an understanding of how the relevant law is implemented, its effectiveness and its interaction with other, non-legal measures .
- In this course, learning outcomes are expressed for each session (in relation to both the session topic and the relevant teaching methodology demonstrated - see section 4 of each Session Plan).

# INTRODUCTION TO IMPORTANT CONCEPTS

## 2. TEACHING METHODOLOGIES

- For details, see “Explanation of Teaching Methodologies” document in Course Materials
- Teaching formats
  - Lectures, seminars, tutorials
  - Small-group activities
  - Flipped classroom
- Teaching Methodologies
  - Reflective
  - Teacher-based
  - Student-centred: participatory
  - Research- based



THANK YOU – and ENJOY!

<https://www.youtube.com/watch?v=Ja9zl0dSIJA&feature=youtu.be>





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**REFLECTIVE JOURNAL EXERCISE**



# What is a reflective journal

- 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.



## Possible Content

- 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:
- How I felt about what I have read:
- I will ask the lecturer to clarify the following issues in the next class



## Use of the reflective journal in this TTT course

- The idea of a reflective journal is to make brief entries at the end of each session on the various learning outcomes and teaching methodologies that you have experienced.
- There is no need to show your reflective journal to the trainers or to the other participants, but you should feel free to do so if you wish.
- In order to facilitate this process, we have designed a template. We ask you to briefly record your impressions of each session.
- Participants should also record some general reflections at the end of each day. These may help in completing the evaluation form on the final day.

