STRENGTHENING CAPACITY FOR ENVIRONMENTAL LAW IN THE ASIA-PACIFIC : DEVELOPING ENVIRONMENTAL LAW CHAMPIONS
Cebu, 22nd – 26th August, 2016

SESSION 14: DESIGNING AN ENVIRONMENTAL LAW COURSE – REVIEW OF TEACHING METHODOLOGIES
Presented by:
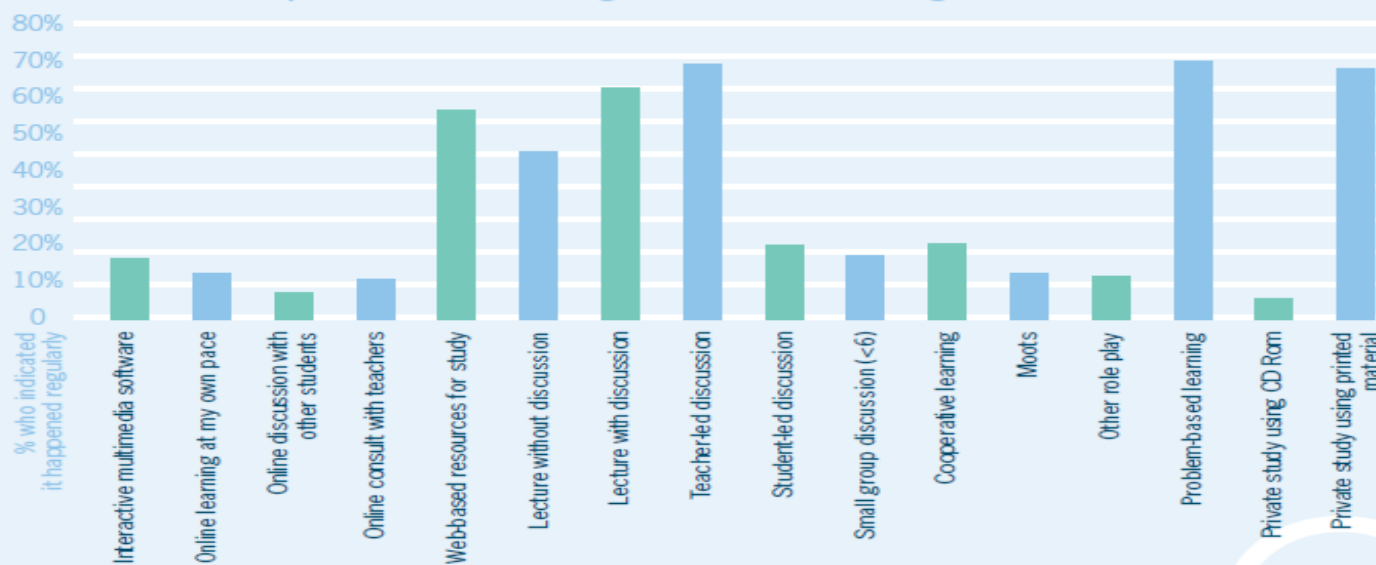**Gerthie Mayo-Anda**

- smaller class sizes
- more pastoral care for law students
- more policies and guidelines for preparing teaching materials eg web templates
- clearer learning objectives, learning tasks aligned with assessment tasks and more feedback are generally evident
- some group assessment tasks are used although rare**
- greater variety of assessment tasks and clear criteria but examinations are predominant**
- changing style of teaching materials: key cases, introductory text, topic summaries, questions to guide reading, class discussion, hypothetical problems, simulations.

**(see Case Studies of 2009 Innovations).

there is a very strong traditionalist streak.'
(p. 460)

'While some teachers are using the problem method and genuine problem-based learning methods, this is an area in which law teaching is lagging behind disciplines such as medicine.' (p. 463)

% Student views on regularity of specified teaching methodologies

Bar chart: % who indicated it happened regularly (y-axis 0 to 80%)

Teaching methodology	Approx %
Interactive multimedia software	17%
Online learning at my own pace	13%
Online discussion with other students	8%
Online consult with teachers	11%
Web-based resources for study	56%
Lecture without discussion	45%
Lecture with discussion	61%
Teacher-led discussion	69%
Student-led discussion	21%
Small group discussion (<6)	18%
Cooperative learning	21%
Moots	13%
Other role play	12%
Problem-based learning	69%
Private study using CD Rom	6%
Private study using printed material	67%

07

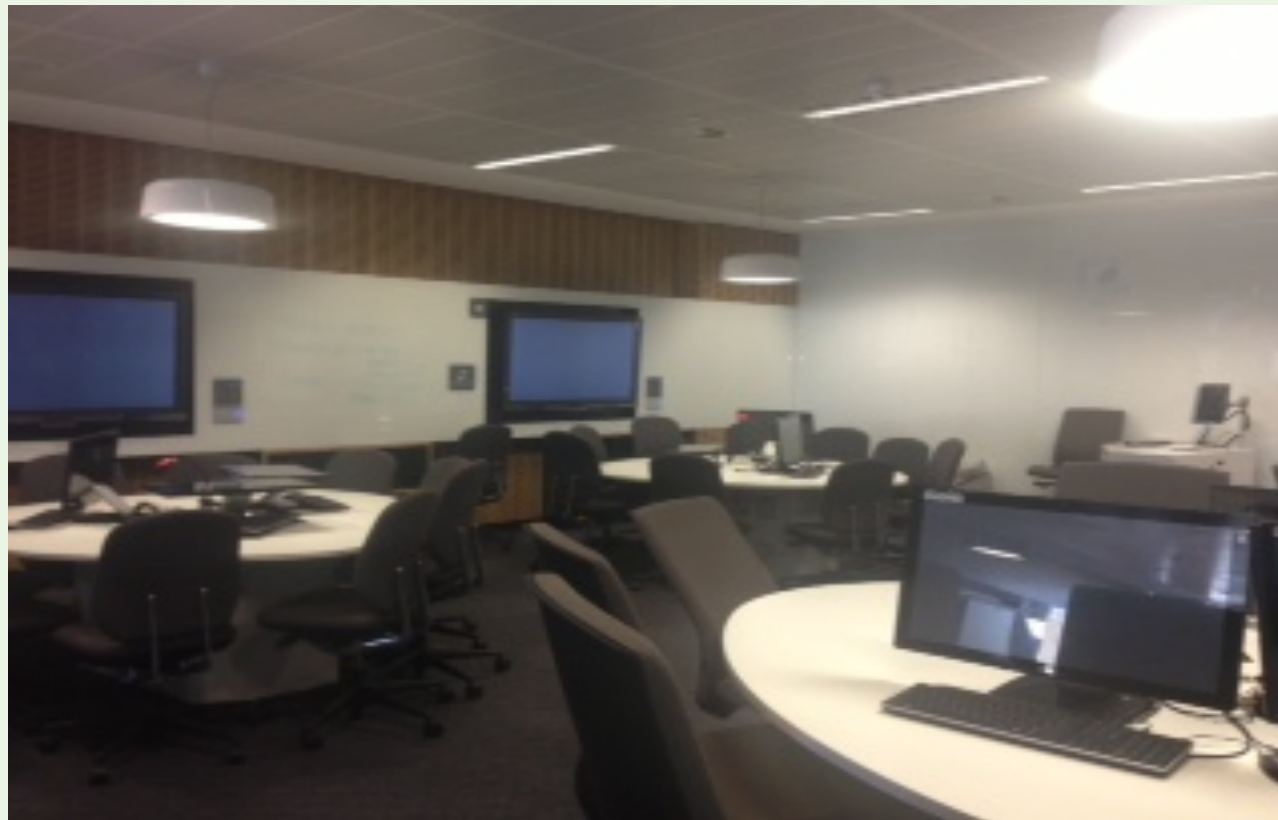# What influences teaching and learning?

- More use of technology

- Intensive teaching – accelerated programs

- Greater administration for teachers

- Lack of adequate resources

- Poor class attendance

- Larger classes

- Teaching facilities

- Demands for content at the expense of skills etc

- Non-law school demands on students

Student v teacher centred learning

- Teacher – based
  - Guest
  - Case-studies; comparative
  - Use of film
  - Electronic resources
  - Field trip

- Student – centred
  - Small group drafting and report back
  - Structured class discussion
  - 'free form' class discussion
  - Brainstorming and report back
  - Role-play
  - Mooting

The flipped classroom

How to flip sensibly

Class

Home