



Developing Environmental Law Champions

Strengthening the Capacity For Environmental and Climate Change Laws
in Asia and the Pacific



Session 4: Environmental Law Enforcement

Professor Rose-Liza Eisma-Osorio
University of Cebu

Cebu City, Philippines
14-16 August 2019



What this Session is About

Session Topic:

- Learn about the Pillars of Justice in Environmental Law Enforcement
- Understand the roles and trends of each stakeholder: citizen, law enforcer, and courts in law enforcement, case handling and adjudication in the Philippines

Teaching Methodology:

- Understand how you can incorporate guest lectures and/or discussion panel learning activities in your courses for the benefit of students
- Illustrate how the classroom experience can be enhanced through dialogue and discussions to create connections and engagements



Learning Outcomes





Citizen –
Venerando
Carbon,
President –
Tañon Strait
Fisherfolk
Federation



Louie
Rebamonte –
Bantay Dagat,
Municipality of
Sta. Fe,
Bantayan
Island, Cebu



Court of Appeals, Cebu
Justice Marilyn
Lagura-Yap





Teaching Methodology: Creating a Dialogue



Traditional Legal Education Narrative



Socratic Method – “Thinking Like a Lawyer”



Case Reports



Linear education approaches





'Socratic' Teaching Is a Thing of the Past



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Most law professors still teach through questions and answers, call on students randomly, press students for increasingly refined answers to a series of puzzling questions. Almost no American law professors, in contrast to their European, Asian and Central American counterparts, simply lecture in front of a large class. Classes still proceed through dialogue. This is much appreciated by students, who year after year report extraordinarily high levels of satisfaction with the pedagogical dimension of their law school experience. Comparatively few, however, use what law schools traditionally called with some pride the "Socratic method."

Socratic law professors from early 20th century to the three quarter mark challenged students with a series of hypothetical scenarios, changing some facts while holding others constant, with the goal of eliciting increasingly refined statements of a legal principle that might cover the core cases and

What we once called Socratic teaching was based on two assumptions that most law professors no

"I cannot teach anybody anything, I can only make them think."

~Socrates

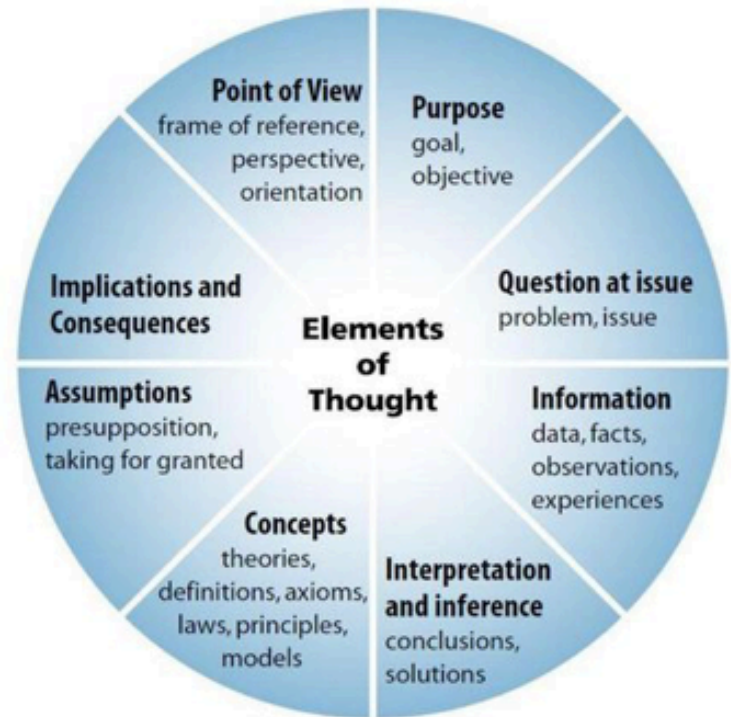


Universal Intellectual Standards

Clarity → Accuracy → Depth → Breadth → Logic → Significance → Fairness

Precision
Relevance

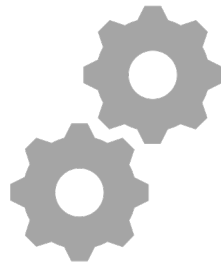
- Clarity**
 - Could you elaborate?
 - Could you give an example?
 - Could you illustrate what you mean?
- Accuracy**
 - How do we check on that?
 - How could we find out if that is true?
 - How could we verify or test that?
- Precision**
 - Could you be more specific?
 - Could you give me more details?
 - Could you be more exact?
- Relevance**
 - How does that relate to the problem?
 - How does that bear on the question?
 - How does that help us with the issue?
- Depth**
 - What factors make this a difficult problem?
 - What are some of the complexities of this question?
 - What are some of the difficulties we need to deal with?



What do we teach?



Substance



Processes



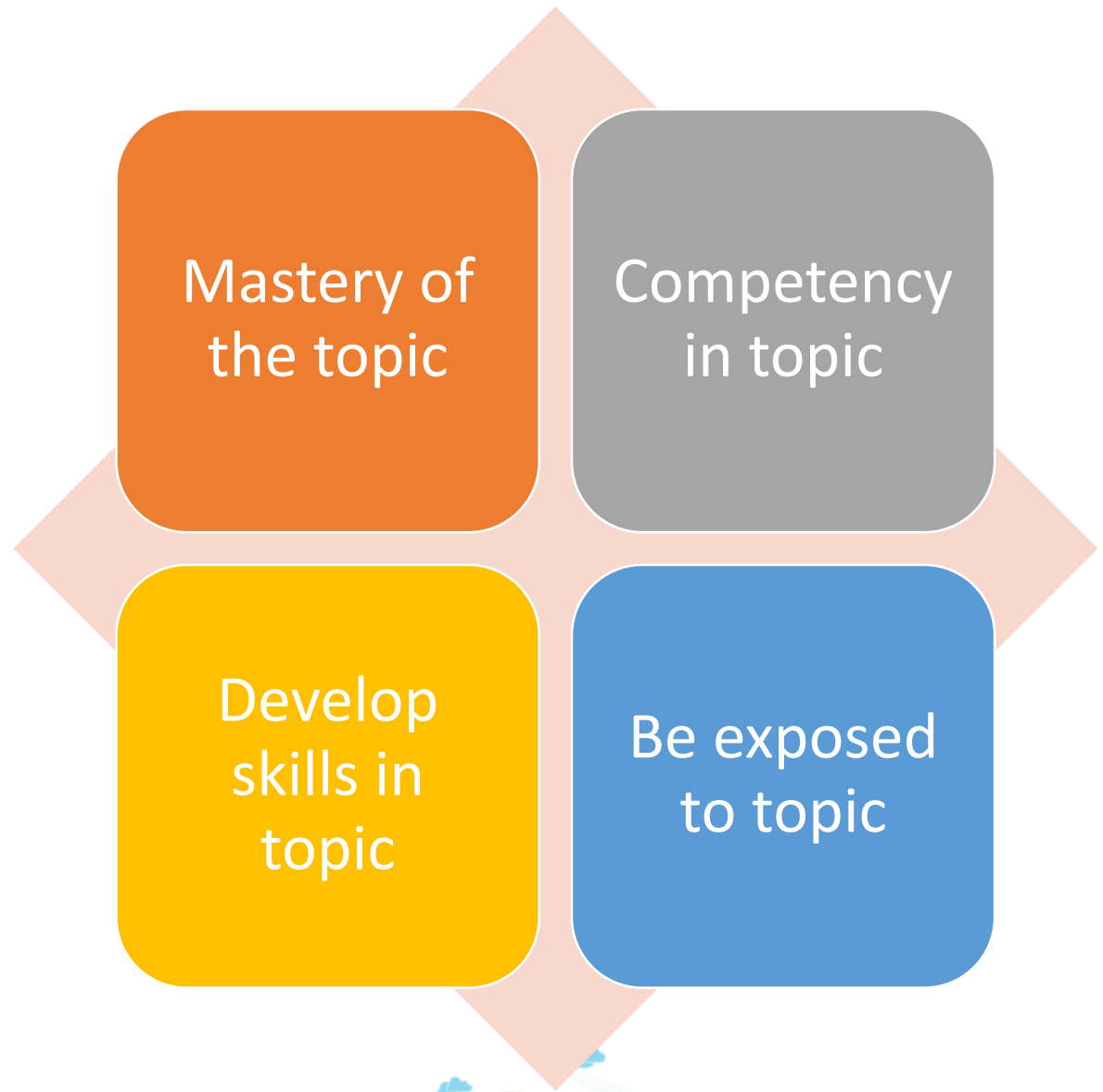
Skills

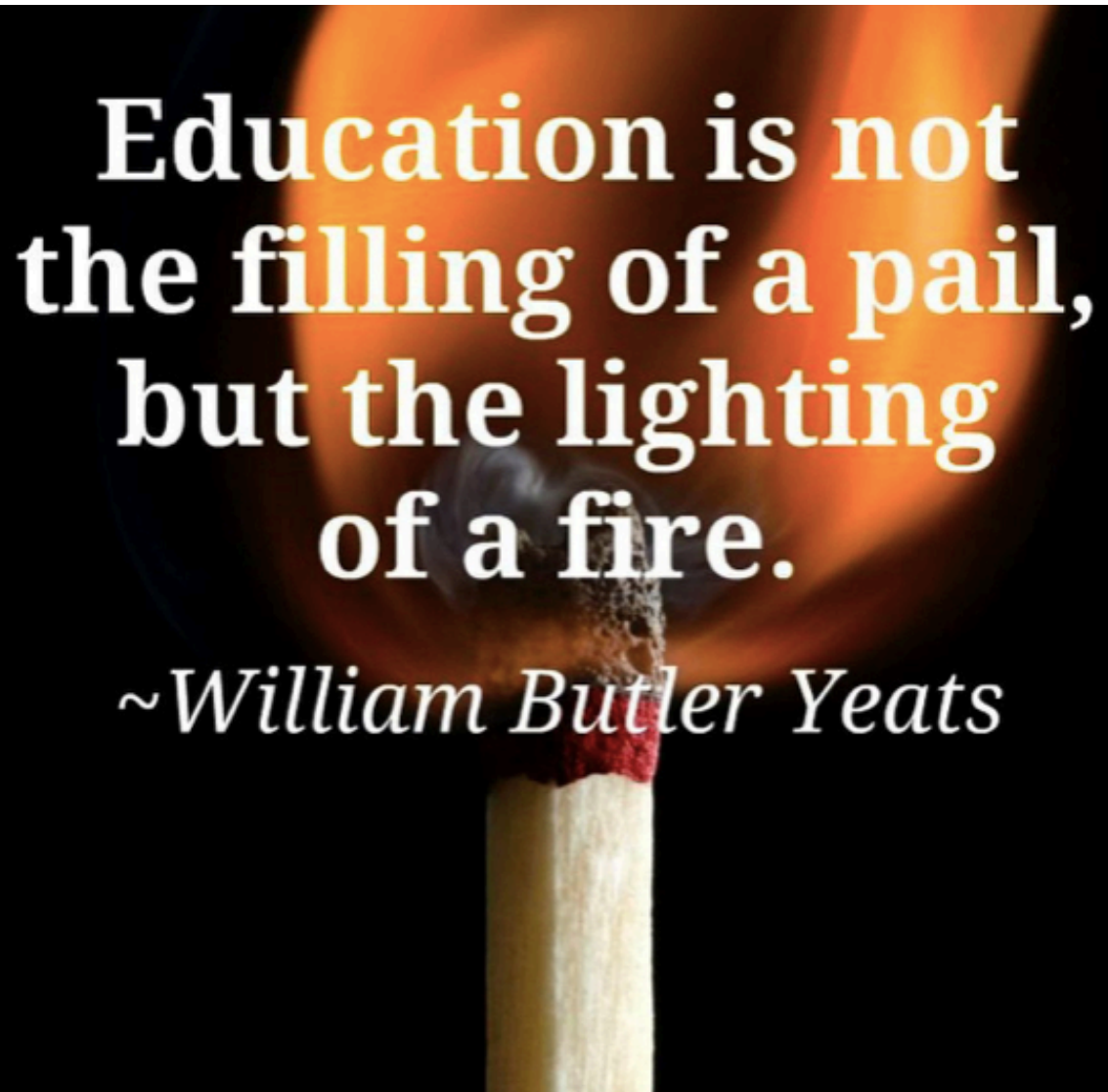


Values



Rubrics – Measuring Learning Outcomes





Education is not
the filling of a pail,
but the lighting
of a fire.

~William Butler Yeats



ADB

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