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



# Environmental Law Teachers Online Training Program

## Teaching Environmental Law: Pedagogy and Practice

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Queensland University of Technology (AUS)

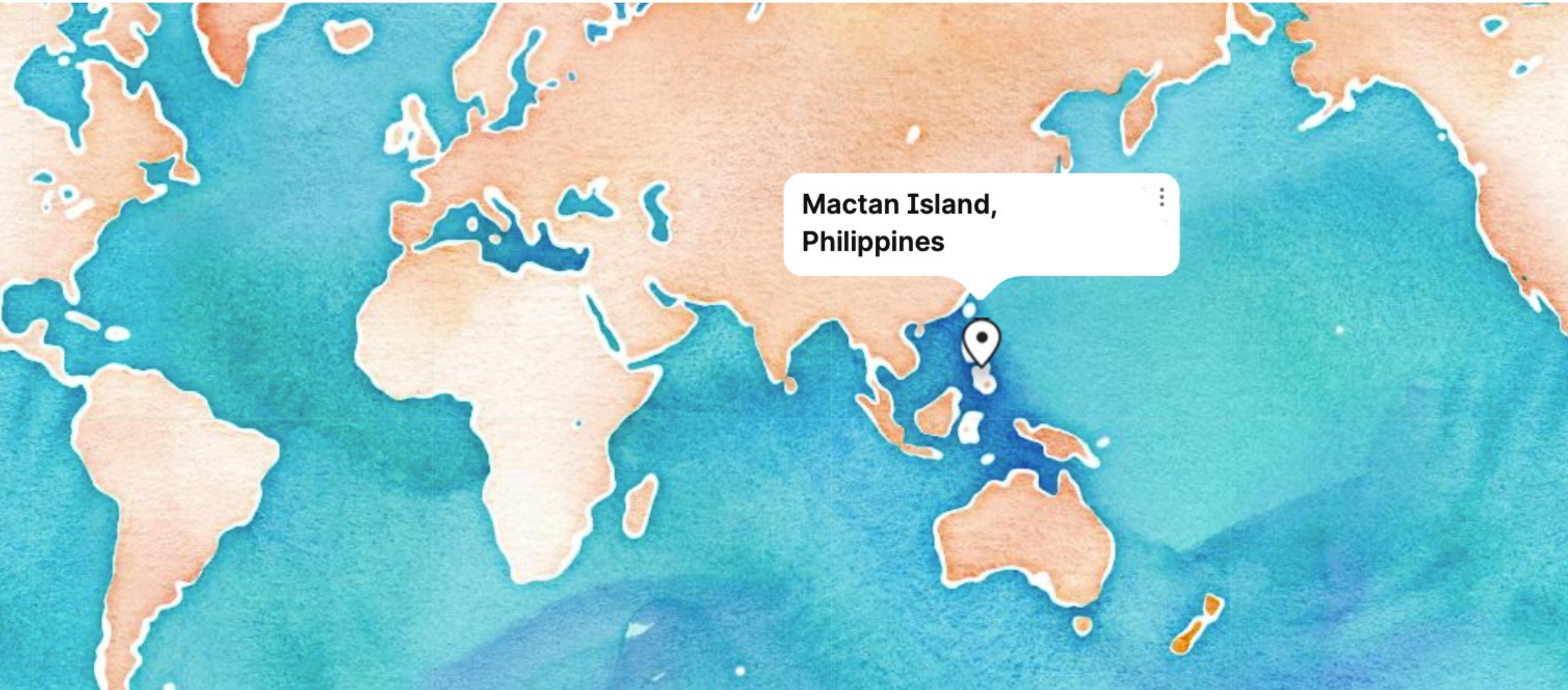
Senior Fellow, Higher Education Academy (UK)

 Amanda Kennedy • 1m

# If I could be anywhere in the world right now...

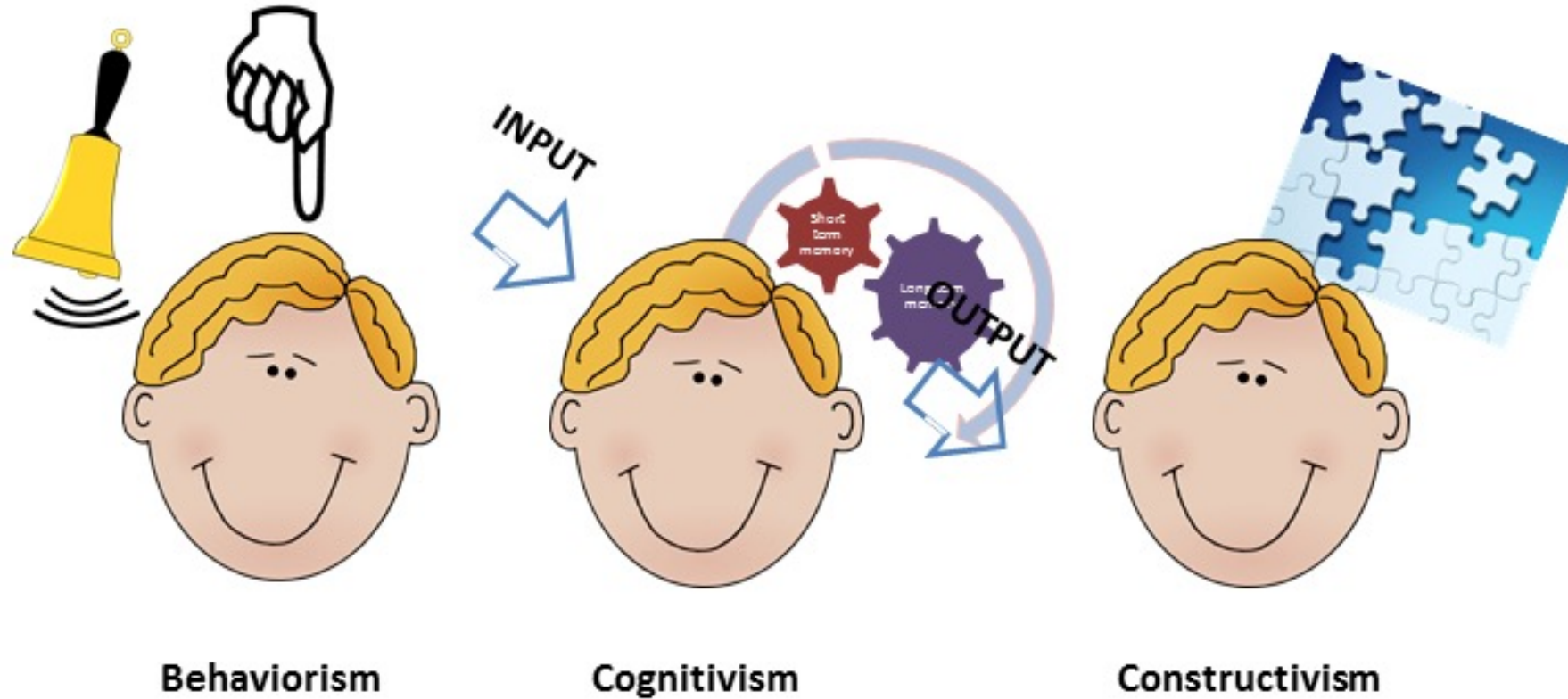
Where would you like to travel to next?

Visit: <https://tinyurl.com/>





# Theories of Learning



- **Behaviourism:** views knowledge as a commodity to be transferred from teacher to student
- **Cognitivism:** views knowledge as more actively constructed by learners as they are required to process what they know, with the teacher acting more as a facilitator guiding student discovery
- **Constructivism:** views learning as individual – different for each person, controlled by the learner

# Pop Quiz!

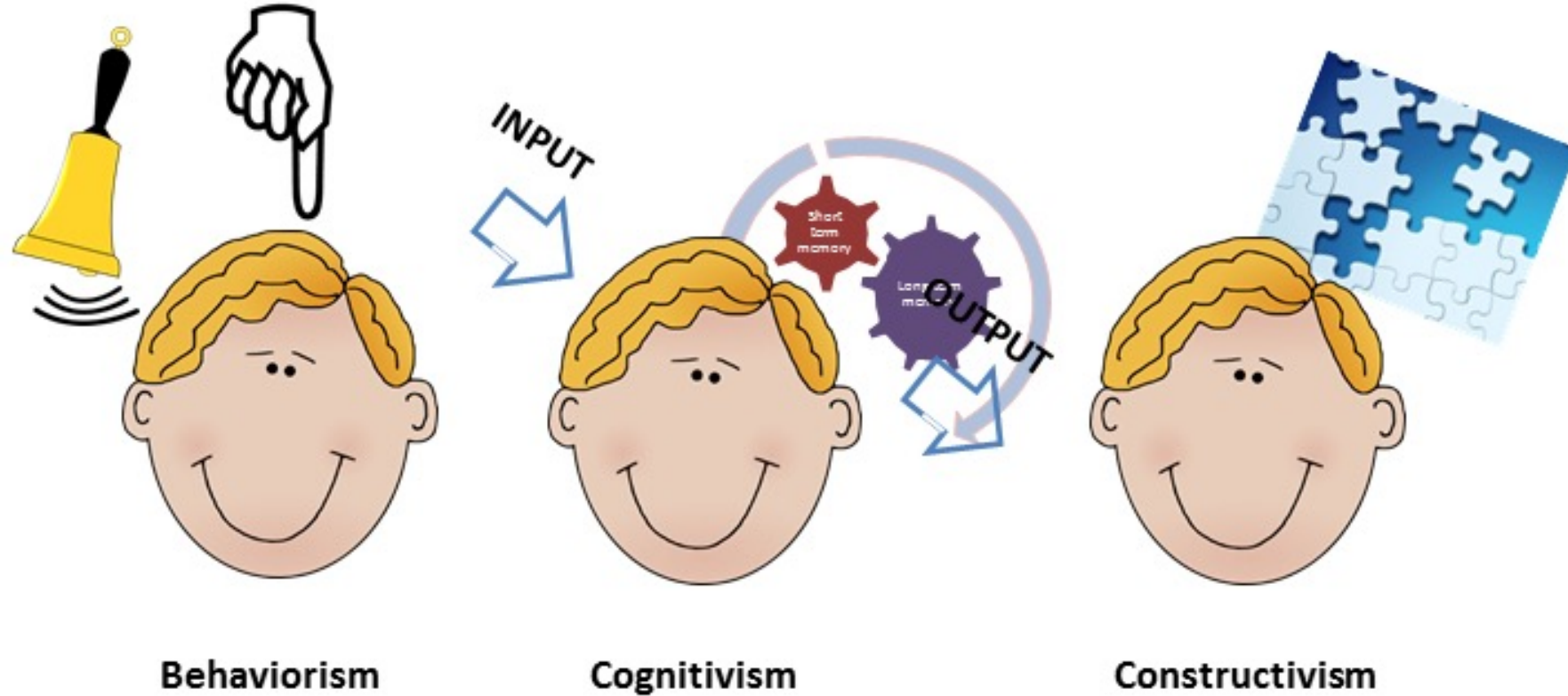
- Visit [www.kahoot.it](http://www.kahoot.it) and enter the Game Pin – 920 7408
- You can join via your computer or a mobile device

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Game PIN:

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# Theories of Learning



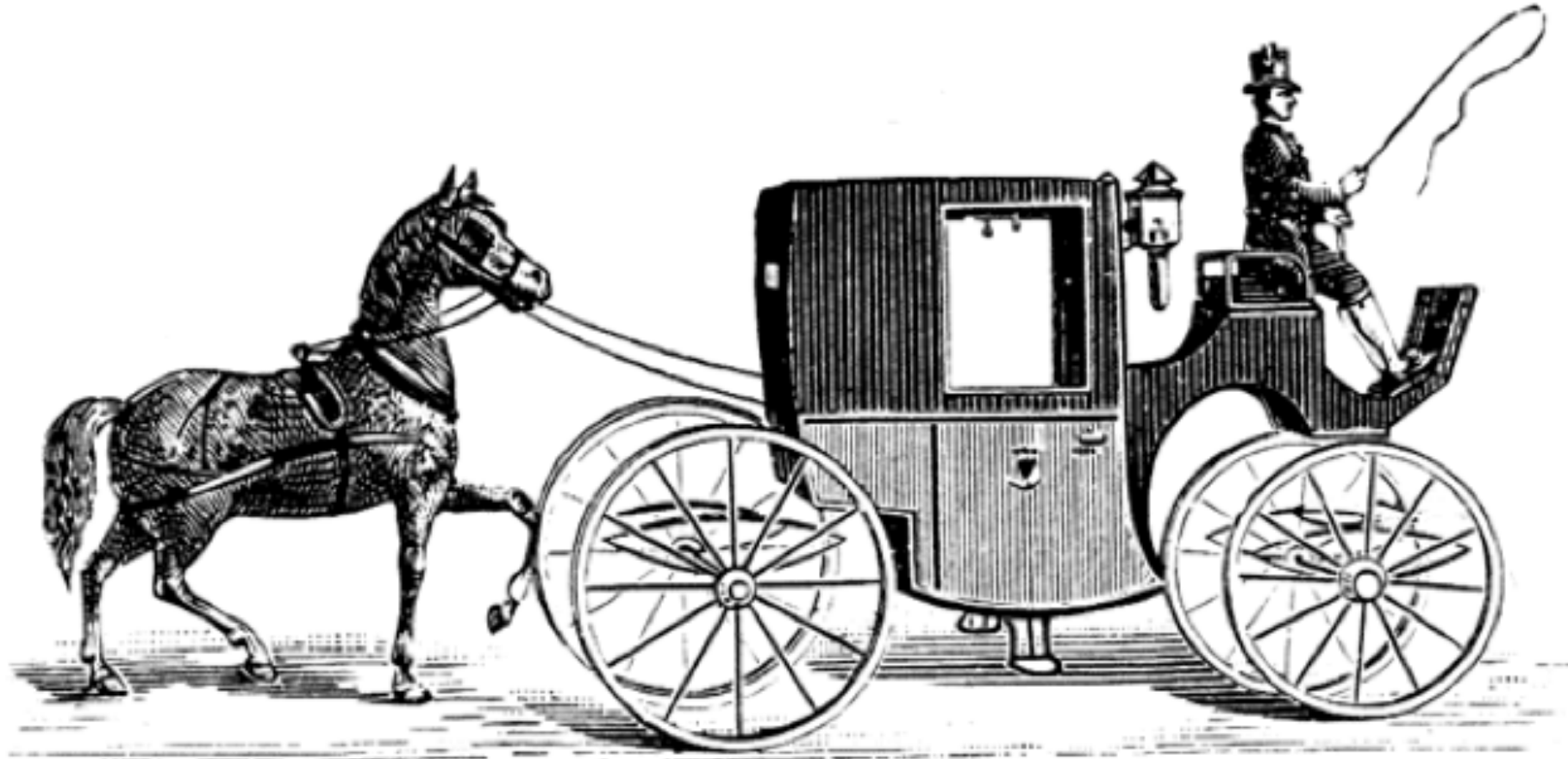
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# Constructive Alignment

“Constructive alignment is a design for teaching in which what it is intended students should learn and how they should express their learning is clearly stated before teaching takes place. Teaching is then designed to engage students in learning activities that optimise their chances of achieving those outcomes, and assessment tasks are designed to enable clear judgments as to how well those outcomes have been attained”

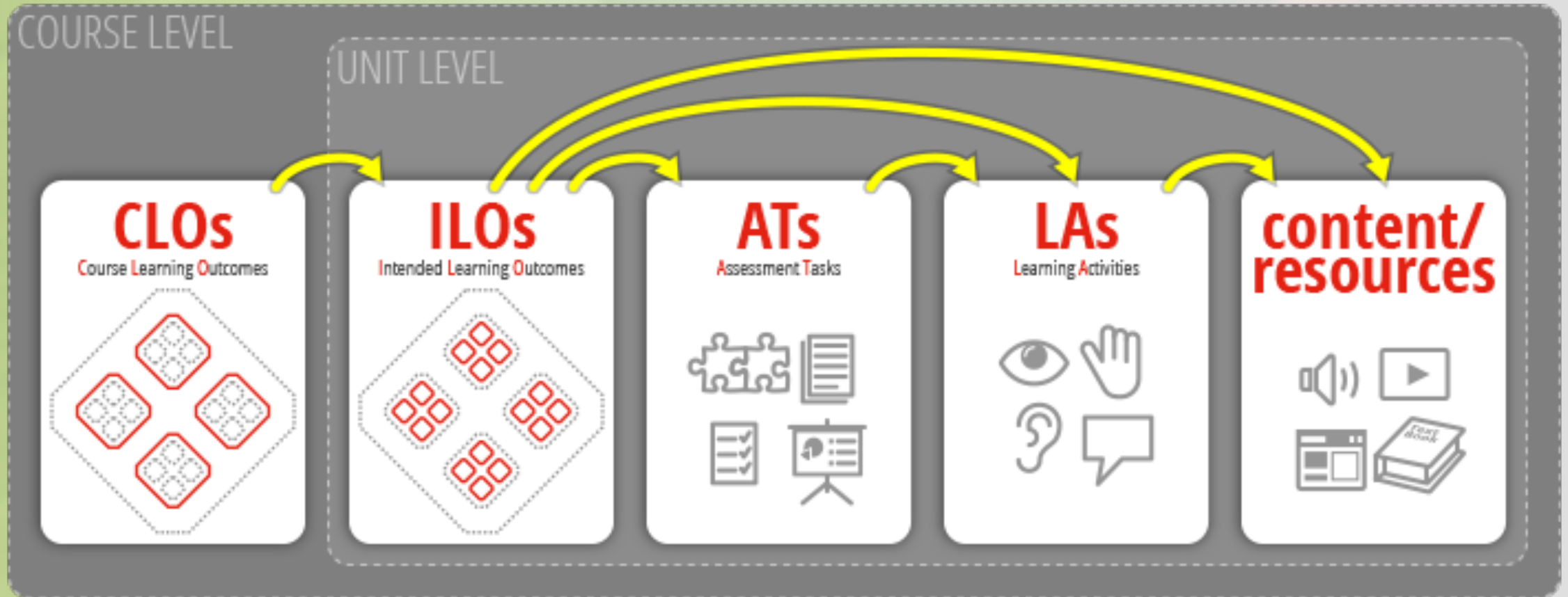
Biggs, J. (2014). Constructive alignment in university teaching.  
*HERDSA Review of Higher Education, 1, 5-22.*

*This isn't working at all... I should warn others not to put their cart before the horse.*





# Constructive Alignment

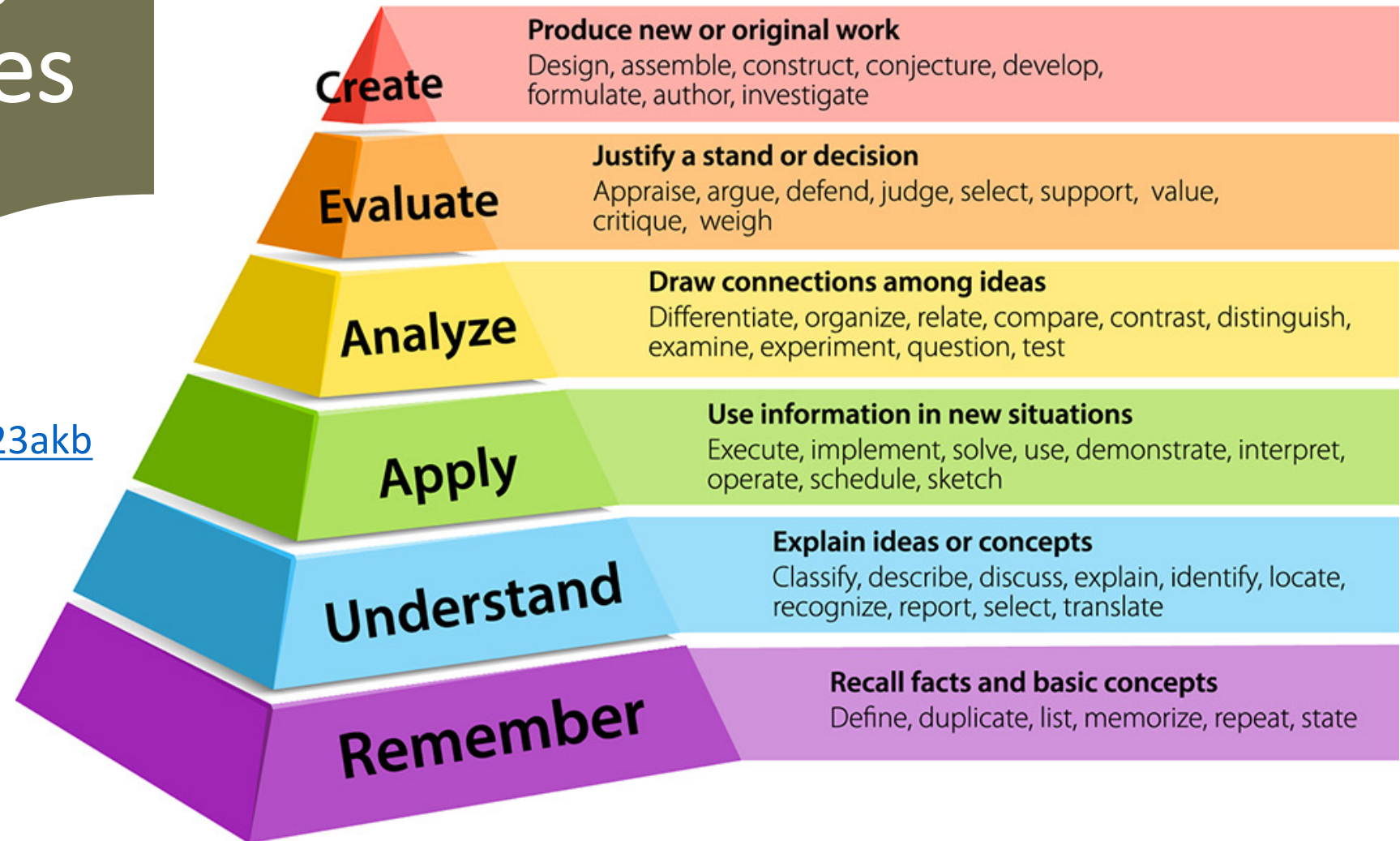


# Learning Outcomes

- Statements of what a learner is expected to know, understand, and/or be able to demonstrate after completion of a process of learning
- Reflects a student-centred, rather than teacher-centred, approach
- Can improve course design – provides greater clarity and transparency
- What do learners need to do (rather than what the teachers will do)
- Learning taxonomies can assist to design good learning outcomes...

# Designing Learning Outcomes

## Bloom's Taxonomy



Try for yourself:

<https://tinyurl.com/wd223akb>

# Assessment

- Provides opportunities for students to demonstrate how well they have achieved learning outcomes
- Criterion referenced assessment makes clear the standards of achievement, and allows for clear and transparent judgment
  - Provides students with information about the qualities or characteristics that will be used to measure their attainment of learning outcomes – what will be taken into account in judging their performance?
- Some considerations in designing assessment (adapted from Boud, below)
  - Is the task authentic and situated in the real world?
  - Would it stand in its own right as a worthwhile learning activity
  - Does it prompt the student to develop their own sense of judgment they can draw upon in the future?

For further information – see Boud, D. (1998). Assessment and learning– unlearning bad habits of assessment. *Presentation to the Effective Assessment at University Conference*, University of Queensland. Online at: [http://damianeducationresearchlinks.wikispaces.com/file/view/unlearningassessment\\_Boud.pdf](http://damianeducationresearchlinks.wikispaces.com/file/view/unlearningassessment_Boud.pdf)

# Examples of Assessment in Law...

- **Summative** – assign grades at the end of semester to indicate the extent to which students have achieved outcomes
- **Formative** – provides feedback to aid learning, not directly used to grade students (but also can be)
- Types of assessment
  - 100% exam with no feedback (the ‘do or die’ exam), or...
  - ... many, many other types that might better demonstrate achievement of your specific learning outcomes – use a mix of formative and summative (primarily formative)

For further information – Lasso, R. A. (2010). Is our students learning-using assessments to measure and improve law school learning and performance. *Barry Law Review*, 15, 73. Available online at:

<https://core.ac.uk/download/229020336.pdf>

# Learning Activities

- There is no 'correct' learning activity in law – use a combination of strategies that suits your teaching style, and the learning needs of your learners
  - What will help them to develop the skills to demonstrate achievement of the learning outcomes?
- Tendency towards lengthier lectures and tutorials in law – what are some other methods?
- Go to <https://tinyurl.com/8hc8ps75> and share your examples!

# Learning Environments

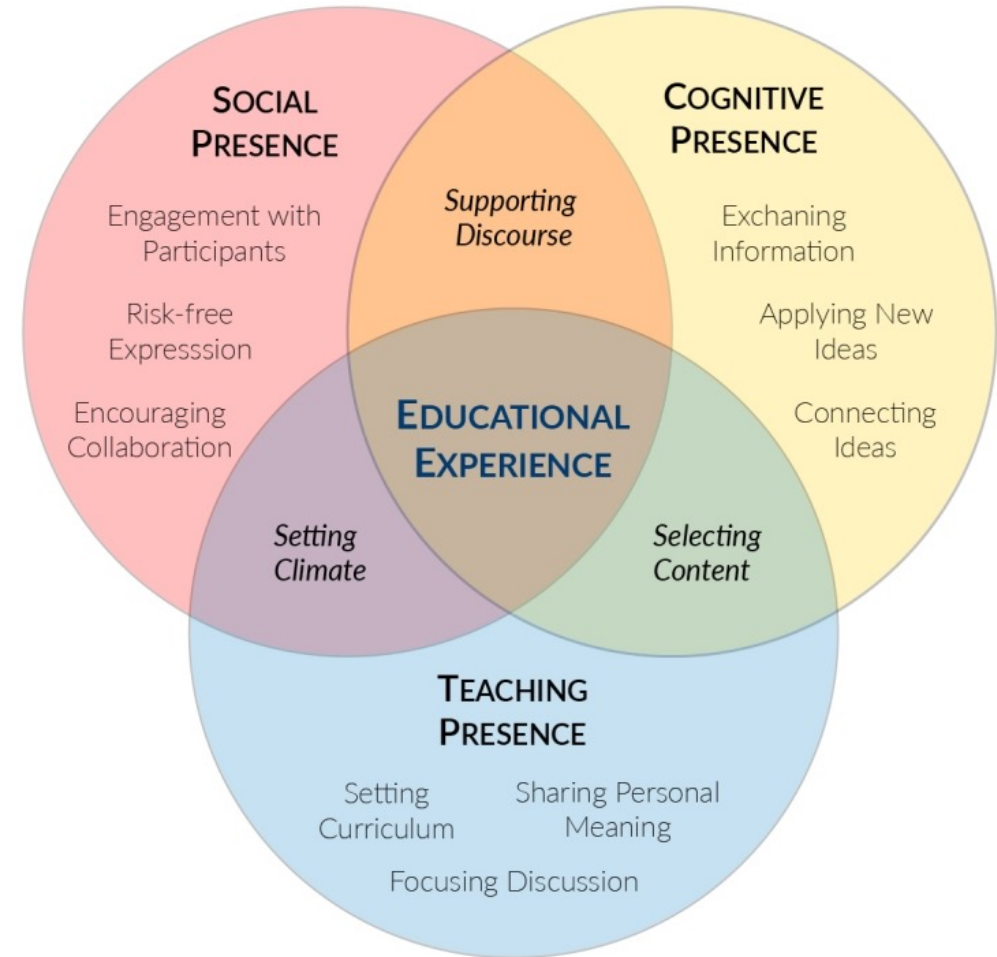
- The overall learning environment incorporates the educational approach (student or teacher centred?), student characteristics (freshmen? final year students?), cultural context, physical or virtual presence
- **There is no single way of creating an effective learning environment in law**
- Learning environments can extend beyond the classroom – think of blended approaches which draw on the expertise of the teacher and other experts; or on their own experiences in workplace / industry settings; or through peers

# Student Engagement

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- **Cognitive presence**
  - Communication which facilitates the critical thinking from which students construct and confirm meaning
- **Social presence**
  - The extent to which participants identify with their community and develop interpersonal relationships, their ability to ‘project themselves socially and emotionally as “real” people’
- **Teacher presence**
  - The design and management of cognitive and social processes to realise learning outcomes

## The Community of Inquiry Model



Adapted from Garrison, D.R., Anderson, T., Archer, W. (1999) Critical inquiry in a text-based environment: Computer conferencing in higher education. *The Internet and Higher Education* 2(2), 87-105



# Reflective Practice

- How do we learn from our teaching experience in order to develop pedagogic skills and professional practice?
- Turning our experience into learning
  - ‘...those intellectual and affective activities in which individuals engage to explore their experiences in order to lead to new understandings and appreciations’ (Boud, D., Keogh, R. & Walker, D. (eds.) Reflection: Turning Experience into Learning, New York: Nichols, 18-40, 1985)
- Can be informal or structured
  - Peer review
  - Teaching portfolio / journal
- Can be focused on a range of experiences and activities

# Models of Reflection



Adapted from Schön, D. A., 'The Reflective Practitioner: How Professionals Think in Action'. New York: Basic Books, 1983.

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# Teaching and Learning in Environmental Law

Pedagogy, Methodology and Best Practice



The IUCN Academy of  
Environmental Law Series



**Professor Amanda Kennedy**



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*See Chapter 17: 'Never Mind the Platform, Here's the Pedagogy:  
E-learning in Environmental Law' by Amanda Kennedy and Amy Cosby*