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ADB

**STRENGTHENING THE CAPACITY FOR ENVIRONMENTAL AND  
CLIMATE CHANGE LAW IN ASIA AND THE PACIFIC  
Colombo, Sri Lanka, 28<sup>th</sup> May – 1<sup>st</sup> June 2018**

**SESSION 14: DESIGNING A CLIMATE CHANGE LAW COURSE  
(PART 1) – 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 electronic teaching resources
- Understanding the nature of online teaching platforms

## Teaching Methodology

- Seminar Format



# 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, electronic resources)
- 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 / historical influence
- Mode of delivery – online v face to face

# 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:



# TEACHING FORMATS

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



# METHODOLOGIES 1

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



# METHODOLOGIES 2

- Teacher-based learning
  - Primarily depends on lecture/tutorial/seminar formats
  - Innovative methodologies include:
    - Guest lecturers – Sessions 3, 4, 9 & 10
    - Case studies (including comparative) – Sessions 4 and 13
    - Comparative law studies – Session 9
    - Films/video – Sessions 2A and 6
    - Flipped classroom and electronic resources – Session 14

# METHODOLOGIES 3

- 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) – Session 17
  - Brain-storming discussion (full class) – Session 8



# METHODOLOGIES 4

- Research Skills
  - Guided research exercises – Session 11
  - Role-play exercises – Sessions 7 and 12
  - Field Trip – Sessions 15 & 16
  - Mooting (discussed in Session 11)
  - Environmental law clinics – Session 10



# CORE IDEAS

- For environmental law teaching, formats emphasizing ‘active learning’ serve to enrich environmental law teaching
- Even within a ‘teacher-based’ lecturing format, innovation and variation is possible
- Use technology as an aid to teaching, 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, and to be willing to be adaptable so as to make adjustments to fit the class and setting

