



**REGIONAL CAPACITY DEVELOPMENT TECHNICAL ASSISTANCE
STRENGTHENING THE CAPACITY FOR ENVIRONMENTAL AND
CLIMATE CHANGE LAW IN ASIA AND THE PACIFIC DEVELOPING**



TRAIN-THE-TEACHERS PROGRAM

28 May - 1 June 2018

Colombo, Sri Lanka

SUMMARY OF TEACHING FORMATS & METHODOLOGIES

(For a fuller explanation, see IUCNAEL, “Explanation of Teaching Formats & Methodologies” in the program materials)

| FORMATS & METHODOLOGIES | SESSION (in which demonstrated or discussed) | SHORT DESCRIPTION |
|------------------------------------|---|--|
| TEACHING FORMATS | | |
| A. Lectures | 14 | Traditional teaching format, particularly for large classes. Passive learning experience for students |
| B. Tutorials | 5 | Small-group (5-10) discussion of a pre-set problem with tutor often posing questions to students |
| C. Seminars | 14 | Combination of lecture/tutorial formats with 20-30 students and some presentations also by students |
| D. Small-groups | Multiple (see methodologies 11 & 13) | Usually 5-10 students, to encourage students' articulation of ideas and increase their speaking confidence |
| E. Flipped classroom | 14 | Requires advanced technology to enable in-depth, shared examination of pre-set topics in class |
| TEACHING METHODOLOGIES | | |
| A. REFLECTIVE LEARNING | | |

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|---|----------------------|--|
| 1. Reflective journal | 1 | Similar to a diary. To record learning outcomes, issues needing clarification, etc. |
| 2. Field trips | 15 & 16 | To expand students' understanding and experience of the legal aspects of particular environmental issues |
| 3. Written feed-back on assignments | 17 | Can be summative (providing a course result) or formative (indicating where student has done well and where improvement is needed) |
| 4. Constructive verbal feed-back | 8 | In tutorials, seminars and small groups, to promote development of ideas and collective understanding of concepts |
| B. TEACHER-BASED | | |
| 5. Guest lecturers | 9 | To provide expertise that is additional to that of the lecturer (including from other disciplines than law) |
| 6. Case studies | 4 & 13 | To provide a practical and contextual approach to understanding how particular areas of environmental law operate |
| 7. Comparative law studies | 9 | To promote understanding of the different ways in which environmental law addresses similar issues across various jurisdictions |
| 8. Films/videos | 2A & 6 | To complement discussion within class of the law related to a particular environmental issue |
| 9. Electronic resources | 14 | To enhance lectures and seminars by displaying internet-sourced material (legislation etc.) during a class |
| C. STUDENT – CENTRED | | |
| 10. Small group drafting exercise | 3 | To improve students' understanding of basic concepts of environmental law (e.g., definition of "environment") |
| 11. Structured discussion 11A: small group + report-back | 2B, 3 – 7, 10 | To allow students to debate specific points or issues and report back on their discussions |

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| 11B: Full class | 2A & 20 | In lecture or seminar, to enable discussion of a particular point or issue (while also providing some relief from the lecture format). |
| 12. “Free form” discussion 12A: Small group 12B: Full class | 3 & 17 6 & 19 | Minimal teacher supervision. Allows students to impose their own discipline upon their interactions within a small group or the full class on a particular subject |
| 13. Guided brain-storming discussion | 8 | Similar to free form discussion, but focused on selected students leading discussion within a class to generate ideas or viewpoints on a particular subject. |
| D. RESEARCH SKILLS | | |
| 14. Guided research exercise | 8 & 11 | To promote both legal research and presentation skills, either for individual students or by working in small teams |
| 15. Role-play exercise | 7 & 12 | Particularly suited to mediation or negotiation processes. To allow students to develop presentational skills and to better understand the competing elements of environmental conflicts |
| 16. Mooting | 11 | To learn the formalities involved in presenting legal submissions to a court and to develop skills in legal research |
| 17. Legal clinics | 10 | To develop practical skills such as drafting or written arguments or policy submissions, interviewing and representing clients. To provide hands-on experience in real legal cases. |