



**REGIONAL CAPACITY DEVELOPMENT TECHNICAL ASSISTANCE
STRENGTHENING CAPACITY FOR ENVIRONMENTAL LAW IN THE
ASIA-PACIFIC: DEVELOPING ENVIRONMENTAL CHAMPIONS
TRAIN-THE-TEACHERS PROGRAM
23-26 November 2018
Kathmandu, Nepal**



**IUCN ACADEMY OF ENVIRONMENTAL LAW
TRAINING THE TEACHERS PROJECT**

SUMMARY OF EXPLANATION OF TEACHING METHODOLOGIES

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

FORMATS & METHODOLOGIES	SESSION (in which demonstrated or discussed)	SHORT DESCRIPTION
TEACHING FORMATS		
A. Lectures	3	Traditional teaching format, particularly for large classes. Passive learning experience for students
B. Tutorials	8	Small-group (5-10) discussion of a pre-set problem with tutor often posing questions to students
C. Seminars	10	Combination of lecture/tutorial formats with 20-30 students and some presentations also by students
D. Small-groups	Multiple (see methodologies 11 & 13 below)	Usually 5-10 students, to encourage students’ articulation of ideas and increase their speaking confidence
E. Flipped classroom	4, 6	Requires advanced technology to enable in-depth, shared examination of pre-set topics in class
TEACHING METHODOLOGIES		
A. REFLECTIVE LEARNING		

1. Reflective journal	1 & 4	Similar to a diary. To record learning outcomes, issues needing clarification, etc.
2. Field trips	8	To expand students' understanding and experience of the legal aspects of particular environmental issues
3. Written feed-back on assignments	10	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	5 and 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	6	To provide a practical and contextual approach to understanding how particular areas of environmental law operate
7. Comparative law studies	5	To promote understanding of the different ways in which environmental law addresses similar issues across various jurisdictions
8. Films/videos	4, 5	To complement discussion within class of the law related to a particular environmental issue
9. Electronic resources	10	To enhance lectures and seminars by displaying internet-sourced material (legislation etc.) during a class
C. STUDENT – CENTRED		
10. Small group drafting exercise	10	To improve students' understanding of basic concepts of environmental law (e.g., definition of "environment")
11. Structured discussion (small group + report-back)	2	To allow students to debate specific points or issues and report back on their discussions

12. Structured discussion (full class)	4, 6	In lecture or seminar, to enable discussion of a particular point or issue (while also providing some relief from the lecture format)
13. Unstructured (“free form”) discussion	3	Minimal teacher supervision. Allows students to impose their own discipline upon their interactions within a small group of the full class
14. Brain-storming discussion	5	Similar to free form discussion, but focused on generating specific ideas on a particular subject (often with follow-up comparison in full class)
D. RESEARCH SKILLS		
15. Guided research exercise	6	To promote both legal research and presentation skills, either for individual students or by working in small teams
16. Role-play exercise	7	Particularly suited to mediation or negotiation processes. To allow students to develop presentational skills and to better understand the competing elements of environmental conflicts
17. Mooting	10	To learn the formalities involved in presenting legal submissions to a court and to develop skills in legal research
18. 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.