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Exploring Best Practices for New Climate Change Policy and Law Program

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Abstract. Climate change law is seldom taught formally as a program at institutions of higher education. Hence, it is unclear as to how climate change law lessons should be delivered. This paper focuses on the exploration of best practices for new climate change policy and law program. The study engaged in purely qualitative methodology, involving interviews with 10 experts in environmental law and climate change from academia and industry partners, as well as environmental law alumni. The collected data was analysed in ATLAS.ti software version 22 using thematic analysis approach. The study found that among the recommended best practices of teaching delivery methods for the program are service learning (SL), global learning, article contributions to newspapers and project-based learning (PBL). SL involves the implementation of credited projects by the students for the benefit of a targeted community focusing on climate change issues. Meanwhile, global learning involves collaborative events with member institutions within Malaysia or abroad, in which experts, academia and industry practitioners can join and participate for sharing of experiences, skills and knowledge on climate change current issues and challenges. Students can also be encouraged to write their articles to be submitted to newspaper portals, either printed or online sites. Additionally, lecturers can prompt specific PBL projects to the students, in which students are to "carry out" climate change-related projects in this innovative and inspiring learning strategy. The final strategy is to encourage students to implement roleplay in classes, aiming at giving simulation experiences in solving climate change issues. Hopefully, this paper will become a catalyst for future studies on climate change curriculum development, particularly on teaching delivery practices. The findings are highly pertinent to United Nation's Sustainable Development Goal SDG13 on climate action. In the broader context, the findings of the study will be a great contribution towards the attainment of sustainability efforts on climate action, particularly in capacity building of the people on teaching delivery methods of climate change policy and law.

1. Introduction

Climate change is a worldwide issue that must be addressed and mitigated at all levels in order to ensure the planet's sustainability for future generations. Aside from government awareness and laws, formal education is also vital in generating professionals in the field of climate change. It is also of importance to highlight the seriousness of pollution and the need for legal sanctions [1]. Incorporating climate change education into formal education systems on a global scale can emerge as an important and influential way for developing the essential skills and knowledge to address the problems posed by the climate catastrophe [2]. Based on the above, it could be seen that the problem is low to moderate awareness and knowledge levels on climate change, albeit it is imperative for higher education institutions (HEIs) to incorporate comprehensive climate change-related programs into their curricula in order to equip students to actively contribute to the mitigation of climate change impacts.

According to [3], climate change education is difficult to teach due to various factors such as the necessity for fact collection and dissemination, as well as comprehension of climate science. Accordingly, climate change education should tap into the latent ability of children and young people to collaboratively envisage a better future and empower them to actively strive towards it. However, this needs the development of novel ways to climate change education that include bold and imaginative future options. Environmental activism, social and political involvement, digital innovation, citizen science, and the creative arts should all be incorporated into such initiatives. By doing so, we can cultivate practical visionaries capable of effectively addressing climate change and its implications.

Nevertheless, literature on climate change education which focuses particularly on policy and law issues is scarce. Save and except for limited literature that discusses climate change policy and law issues, such as the studies by [4] – [7], none actually focused specifically on teaching delivery methods for climate change policy and law within the context of higher education.

It is on this premise that this paper is attempting to address, particularly in introducing a new program in climate change law and policy as part of requirements for research grants, researchers need to explore and decide what are the most appropriate methods and approaches to be adopted in teaching and learning process for this program. Accordingly, this paper aims at exploring the best practices for new climate change policy and law program.

This paper is divided into three sections, beginning with review of literature on the key concepts engaged in this study, followed by the methodology undertaken in completing the study, and the findings of the study. The study concludes by highlighting the key findings of the study, while recommending a few directions for future research stemming from the current findings.

2. Literature Reviews

Climate change is one of the world's most significant challenges, affecting the environment, society, and economy. Extreme weather, sea level rise, and biodiversity loss are all consequences of climate change. To realise the urgency and interdependence of climate action, people must understand the global extent of the problem. Thorough education is becoming increasingly important as the repercussions of climate change become evident [2]. Climate change education enhances awareness, promotes informed decision-making, and inspires people to take action. It teaches individuals about the causes, impacts, and cures of climate change, as well as how to critically evaluate material, identify scientific truth from fabrication, and understand complicated climate issues [3]. As a result, educated citizens can cut greenhouse gas emissions and adapt to changing environmental conditions, empowering individuals to combat the negative effects of climate change by campaigning for sustainable practises, renewable energy, and responsible consumerism [8].

Climate change education should start in primary school and continue through secondary school and beyond [9]. Students learn about climate change and acquire a lifetime love of nature. Climate change is sometimes integrated into science, geography, and social studies in primary and secondary schools, as well as higher education, exposing students to its multidisciplinary nature [10]. Climate change courses, particularly in higher education, can provide in-depth research on environmental law and policy, sustainable development, and climate change adaptation and mitigation [11]. SL, fieldwork,

internships, and research projects are examples of experiential learning activities that can help students develop their critical thinking, problem-solving abilities, and ingenuity.

As to the teaching and learning methods for climate change education, literatures have suggested a number of strategies, such as animation [12], visualisation-based geography [13], storytelling and experiential learning [14], community-based education [15] and few other methods. Nevertheless, literature is lacking in the context of teaching and learning particularly for climate change policy and law education programs. This is the area that this paper is attempting to highlight.This section provides a review of the literature on the key concepts engaged in this study, being teaching and learning climate change studies, service learning (SL), global learning, article contributions to newspapers, project-based learning (PBL) and roleplay.

2.1 Service Learning (SL)

Service learning (SL) is a form of experiential education that promotes students' development as socially responsible and engaged individuals who collaborate with and contribute to the local community [16]. Also, SL bridges the gap between theory and practice by allowing students to engage in meaningful community service that addresses local needs. Through this experience, students have the opportunity to reflect on their service in the classroom, enabling them to develop a more profound comprehension of the course material and cultivate a stronger commitment to civic engagement [17].

In implementing SL in climate change related course or any courses; [18] suggests four main implementation stages including: 1) Preparation (preparing course syllabus and contents, and SL requirements); 2) Implementation (performing the service); 3) Reflection (feedback, satisfaction by students and lecturers); and 4) Celebration (Presentation and dissemination of the results), as described in **Figure 1**.

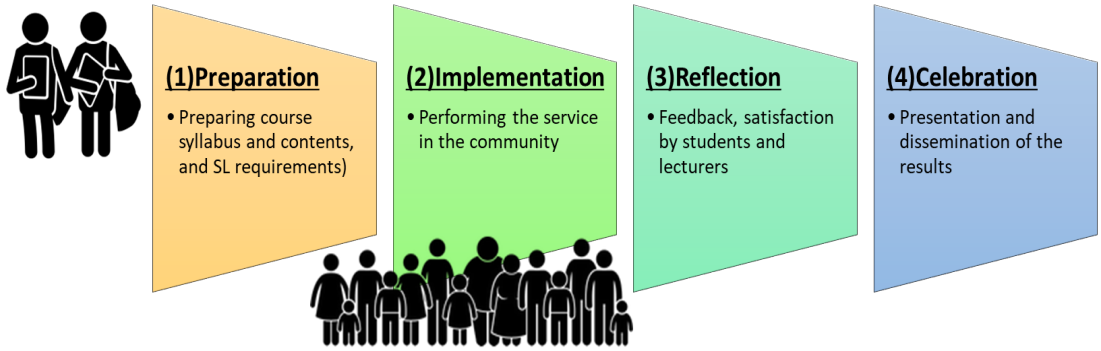

Figure 1. Description of SL as a teaching and learning method

Reference [19] has researched on how the use of SL projects can be a tool to teach sustainability concepts that focus on climate change. The findings indicate that students enrolled in these classes developed a deeper comprehension of climate change and its implications within their specific fields of study. Furthermore, students gained a greater sense of individual responsibility and empowerment as a result of taking action to combat climate change. Using SL in climate change education bridges the theoretical and practical aspects of climate change mitigation in the community [19]. Recognising the benefits of SL, reference [20] propose it as an active engagement technique for teaching concepts connected to global climate change and environmental pollution. Furthermore, they argue that SL should be used to promote dialogue on divisive issues like global climate change.

Nevertheless, within the context of climate change policy and law for higher education, past studies on SL do not provide empirical evidence of how it can be implemented and the impact of its implementation to improve teaching and learning.

2.2 Global Learning

Global learning (GL) involves a comprehensive examination and active involvement with intricate and interconnected global systems and legacies. These encompass various aspects such as the natural environment, physical structures, social dynamics, cultural expressions, economic factors, and political influences [21]. By critically analysing these elements, global learning explores the profound impact they have on people's lives and the long-term sustainability of our planet. The use of GL may be a suitable approach for climate change education as climate change is a global issue that affect everyone in the world. Moreover, GL make use of globally competent individuals who possess the skills to address equity and inclusion challenges stemming from diverse workplaces and communities, and they embrace a receptive attitude towards varying perspectives and experiences while engaging in collaborative problem-solving [21].

Now with the Transformative Global Learning (TGL), an individual's cognitive, socioemotional, and behavioral perspectives on global citizenship and leadership can be reshaped. TGL emphasizes the significance of global issues, diversity, inclusion, collaboration, and reflection. These fundamental elements create an environment that fosters personal growth and allows individuals to cultivate global competencies. By comprehending the political, economic, and social factors that influence their communities and lives, individuals can develop a deeper understanding of the world, including the climate change issues [21].

According to the United Nations Educational, Scientific, and Cultural Organisation (UNESCO), higher education (HE) bears the societal responsibility of advancing our understanding of complex issues that include social, economic, scientific, and cultural aspects, as well as our capacity to address them. HE must take the lead in encouraging global knowledge creation in order to address a variety of global concerns such as food security, climate change, water management, intercultural communication, renewable energy, and public health [22].

Notwithstanding the foregoing, global learning can also be used to refer to a certain method of teaching and learning, which is to engage international speakers from industrial experts to teach certain topics of interest to local students as well as getting students to engage in projects supervised by international industrial experts [23]. Accordingly, such method would entail numerous advantages to the enrich the learning experiences of the students as well as traditional instructional approach, such as exposure to international approaches and practices on climate change issues and challenges, as well as the ability to share local customs and practices to the international community [24].

On this note, past studies on global learning centralise on general applications of global learning, expert industrial lessons or sharing of international experiences, not particularly within the context of climate change policy and law for higher education. This makes it crucial for a study be conducted to look into the potential of incorporating global learning as one of the teaching delivery methods particularly for climate change policy and law program.

2.3 Article Contributions to Newspapers

Reference [25] highlighted that incorporating creative expression, authentic materials and communication, contextualising writing tasks, providing explicit strategy instruction, encouraging regular journaling and personal writing are essential elements that should be included in classrooms because it can enhance learning process. There is no doubt that as a postgraduate students, students needs to do a lot of reading in order to acquire knowledge. Reference [26] argued that reading and writing have mutual relationship where it can affect each other. Based on rhetorical relations theory, reading and writing encompass the abilities to communicate, where individuals who engage in these skills acquire knowledge and understanding to effectively exchange words through reception and transmission or knowledge sharing [26].

As climate change is a global issue, sharing students' knowledge and experience with the world through writing (newspapers, journals, bulletin, etc.) will not only improve the students' skills but also add knowledge to the readers. The ability of journalists to gather information from credible sources is one of the key factors that determines the effectiveness of newspapers in sharing crucial information

about climate change to their intended readership. By fulfilling this role, newspapers greatly contribute to their readers' capacity to adapt, cope with, and mitigate the impacts of climate change [27]. However, reliant on formal journalists may not be enough as they have limited sources of information. Therefore, the postgraduate writing contribution in this area would help newspapers to gain more articles for their publication.

In the current situation, where social media has become one of the main communication mediums, students are more exposed to abbreviations, emojis, and simple sentences in their writings. Elements such as punctuation, capitalisation, spelling, organisation, and flow may inadvertently be overlooked, overshadowed by the prominence of bits and bytes [28]. Thus, the motivation for students (especially post graduate students) to do academic writing such as writing newspaper articles will encourage them to use a proper language. This practice will prepare them for real work world. In addition, the writing practice was also proven to increase students critical thinking skill [29].

Accordingly, within the context of climate change policy and law for higher education, past studies on students contributing articles to newspapers is near to non-existence. The literature basically covers the importance of academic writing practice among postgraduate students and how writing impacts reading (and vice-versa) and learning.

2.4 Project-Based Learning

Project-Based Learning (PBL) is a modern and creative method of education that imparts a diverse range of strategies essential for thriving in the current century. In PBL, students take charge of their learning by engaging in inquiry and collaborate to investigate and construct projects that demonstrate their understanding [30]. Reference [31] learning in PBL is influenced by the specific context in which it occurs, with learners actively engaged in the process and achieving their objectives through social interactions and the exchange of knowledge and understanding.

Applying PBL in music course, Reference [32] found positives impacts on the students as expressed by the lecturers such as the creating favourable conditions for initiative; enhancing motivation to learn, students are open to new ideas and experienced; enables students to experience freedom of creation; helps students to identify their responsibility; and strengthening self-dependency of students. In addition, [33] discovered that PBL encourages students to actively participate in decision-making and time management, as well as confidently manage their team's shared accountability and develop quality products and performances within deadlines.

However, there are few literatures available in the context of climate change education. [34] evaluated the PBL approach to solve real-world challenges in the city related to climate change, land development, and water. The finding shows that the approach is obviously beneficial as it gives opportunity for the students to deal with real problems and personal competencies are developed. Other PBL studies that relate to climate change education (such as [35] and [36]) reported similar advantages of PBL approach as gained by students in other areas.

Meanwhile, implementing PBL is quite challenging to the lecturers as they need to change from being directors of learning to facilitators. This shift involves embracing ambiguity and being open to increased noise and movement within the classroom. In addition, lecturers are required to acquire new classroom management skills and understand how to effectively support students in their learning process, including incorporating technology when necessary [37].

To summarise, past studies do not specifically cover the application of PBL in climate change policy and law for higher education. Instead, most of the studies were done in other areas such as climate change (but not climate change law), engineering, management, music, and other fields. Nonetheless, past literatures assert that PBL can be applied in any area of study.

2.5 Roleplay

Roleplay is an interactive teaching and learning approach involving acting in the classroom. [38] define educational roleplay as an “instructional method that involves some form of simulation where reality is represented with a reproduction of its elements within frame of play” (page 5). Scholars consider

roleplay to be a highly effective strategy for active learning, as it fosters engagement among students who may otherwise be passive, injects vitality into the classroom, and contributes to better retention of the material [39]. According to [40] roleplayers are not necessarily students; but can also the lecturers; because it can be a useful experience for both.

Literatures show that roleplay has been used in many areas of education including language [41] - [42], merging technology [43], history [39] and medical [44]. Interestingly, roleplay was also used as a pre-practicum preparatory activity for university students. For instance, study by [45] Fulton, et.al (2019) proved roleplay is a successful approach in addressing students' pre-practicum anxiety and helped alleviate their concerns about the practicum experience. Furthermore, the roleplays encouraged frank discussions regarding power dynamics in the student-field instructor relationship, emphasising the importance of effective communication between students and their supervisors. In addition, incorporating roleplay into the pre-practicum orientation for university students facilitated communication among students, field education faculty, and staff about a variety of topics such as roles, responsibilities, terminology, expectations, accountability, ethics, and the learning agreement.

Some advantages of roleplay and teaching and learning process includes raising students' interest to the topics learnt [46], encouraging students' engagement [39], interesting and fun [43], improve understanding of the subject content [47], encourage interaction and communication [47] and teaches empathy and understanding of different perspectives as in roleplaying, the student is representing and experiencing a character in the scenario [46]. In addition to that, a study by [48] found that roleplaying simulation activities help their students to achieve better final marks and have better pass rates compared to students taught using traditional methods.

In this regard, within the context of climate change policy and law for higher education, past studies on roleplay have reported that this learning strategy can be implemented in various fields of study, to the inclusion of climate change education. Henceforth, it is a viable strategy to be adopted by lecturers teaching climate change at higher education institutions.

3. Methodology

This study engaged in pure qualitative methodology, given that the objective of the study could only be achieved through thorough investigation of the understanding, experiences and thoughts of the persons engaged in the area of environmental law and climate change [49]. This approach allowed for deeper understanding of the phenomenon and context [50] of teaching and learning approaches in climate change issues and lessons, something that cannot be generalized by identifying numbers to understand human experiences.

The data collection approach adopted was focus group discussion (FGD) as it was the most appropriate, the researchers being able to look beyond facts and numbers, that might be obtained via survey instrument [51]. The researchers could generalize the feedbacks from the stakeholders of information in sharing their experiential moments in delivering lessons on environmental law and climate change issues. The FGD questions explored into their experiences, thoughts and suggestions [52] as to the best practices of teaching and learning methods for climate change courses.

With regards to the stakeholders of information of the FGD, the study adopted purposive sampling based on the occupational roles of the respondents [53] - [54], being persons closely engaged with higher education teaching and learning. For the purpose of the FGD, five respondents were from the academia, two from legal industry, and three from alumni of environmental law courses. In total, 10 respondents participated in the FGD for the study. The FGD was carried out using homogenous style, where persons having the same background and occupational role were grouped together in a single discussion [55]. In total three FGD sessions were carried out, one each for the academia, the legal industry and the alumni, as described in **Table 1**.

Table 1. FGD participants

Background/Occupational role	Number of participants
Academia	5
Legal industry	2
Alumni of environmental law courses	3
TOTAL	**10**

The data obtained from the FGD was loaded into ATLAS.ti version 22 for the purpose of analysis and generating themes according to the thematic analysis process [56]. The researchers engaged in reading through the data and looking for patterns in the meaning through thematic analysis. The findings from the analysis are reported in the following section.

4. Results and Discussion

This section deliberates on the findings of the study, particularly on the five identified best practices for new climate change policy and law program: SL, global learning, article contributions to newspapers, PBL and roleplay, as shown in Figure 2.

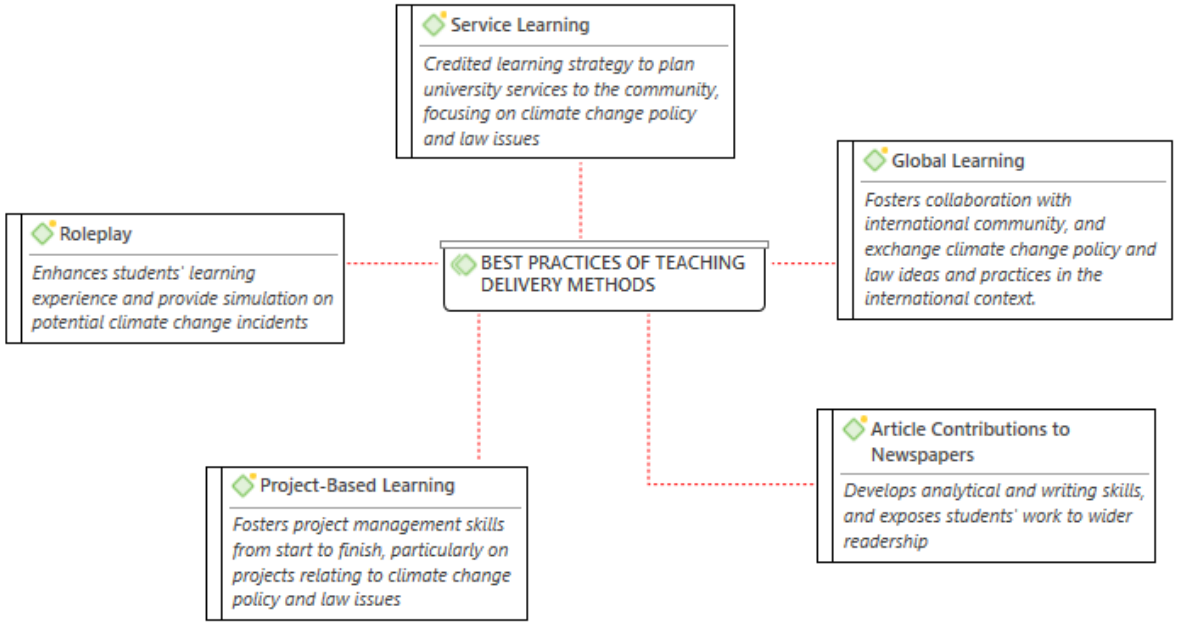

Figure 2. Best Practices for New Climate Change Policy and Law Program

The study found five top teaching delivery methods which are recommended to be incorporated into the new climate change policy and law program, each of the methods are presented in this section.

4.1. Service Learning (SL).

As highlighted by literature, particularly on the positive impacts of SL as a credited assessment method for higher learning institutions, the respondents also highlighted their thoughts on the importance of implementing SL as one of the best practices for teaching and learning programs on climate change policy and law [17]. One respondent emphasized the takeaways of SL that they had implemented for their own students:

> *"In SL, students focused on it and involved with people of the community to understand about climate change, especially the scientific parts such as green technology, even though they are law students."* (Academia)

Admittedly that SL may be implemented for any program and any course, the potential of implementing this strategy as best practice for climate change policy and law is also possible. Vast amount of literature had suggested the huge positive impacts of various higher learning programs [19] – [20], accordingly, the respondents have pointed it out as a best practice for teaching and learning.

In addition, SL projects may also be instructed to be carried out to investigate the real problems in the community pertaining to climate change, the projects would also encourage the students to appreciate various climate change policy and law issues, including the adequacy of the laws as well as the implementation and enforcement of such laws and policies. This was pointed out by one of the respondents:

> *"We need evidence-based policy, we need to know the science behind the problem (in the community), how to tackle the problem and also instill among the students from the aspects of social innovation/community engagement."* (Academia)

A conclusion that can be drawn from the preceding paragraphs is that using SL as a delivery method for instruction is regarded as a best practice for teaching and learning climate change policy and law in programs. The body of research backs up the benefits of SL as a recognised form of assessment in institutions of higher learning. The significance of SL and its applicability to climate change policy and legal education were stressed by respondents.

Even if they are studying law, SL enables students to interact with the community and get a deeper grasp of climate change challenges. It gives students the chance to concentrate on scientific topics like green technology, allowing them to link their theoretical learning to real-world applications. SL is seen as an effective strategy that may be used in a variety of programs and courses, including those dealing with climate change policy and law. Students are encouraged to research actual community issues related to climate change by including SL projects into the curriculum. This enables them to evaluate the suitability of current laws and policies, as well as their implementation and enforcement, in addition to aiding them in understanding the complexity of climate change policy and legislation.

Therefore, it can be seen that SL stands out as an efficient teaching delivery technique that blends academic learning with real-world experiences in the context of teaching climate change policy and law. It provides students with the information, abilities, and frame of mind necessary to confront climate change concerns in the real world and to help formulate and put into practice sensible laws and policies.

4.2. Global Learning

Another best practise highlighted by the respondents is global learning. This learning strategy involves either the students or the lecturers to gain exposure and learn from the experiences of experts from other jurisdictions [23]. Admittedly, different countries have different practises and nonetheless, in climate change policy and law matters as well. The respondents have shared their teaching and learning experiences having engaged in this global learning strategy. One of the respondents highlighted that lecturers from other countries would be invited to deliver guest lectures on environmental law issues:

> *"We invite lecturers from other countries to give input/lecture in class and invite them as panel and they discuss on climate change particularly on different approaches implemented in their country or region."* (Academia)

Another respondent went on to explain the positive impacts of global learning, highlighting the significance of international collaboration:

> *"International collaboration is very significant, from partner universities or non-governmental institutions can give impact to our students. They can give input to our students, to add value to the learning outcomes and give global learning experiences. This way, students will appreciate and gain more experience.*"(Academia)

In this regard, one respondent even shared her experience in assigning the task of organising global learning program. Not only the students would benefit from project management, they would also learn on the experiences of other jurisdictions in completing such projects:

> *"We can allow the students to organise and learn about other countries, engage with other countries and leverage their skills in the class."* (Academia)

Similarly, respondents from the legal industry as well as alumni from environmental law courses have also agreed that global learning experiences would provide the necessary exposure on climate change policy and law for the students:

> *"International collaboration would be significant to better understand other initiatives and learning from their experiences – different social challenges, building that confidence aspect."* (Legal industry)

> *"We would also appreciate invited speakers from industry/experts from other countries."* (Alumni)

Accordingly, based on the above discussion, it can be seen that teaching climate change policy and law through global learning is a best practice. The responders stress the significance of becoming acquainted with specialists and experiences in other jurisdictions, as well as learning from them. Global learning entails bringing in guest lecturers from other nations to share their various methods and viewpoints on climate change law and policy. The learning results are improved and students gain a deeper comprehension of the subject thanks to this multinational collaboration. It enables pupils to understand the various social difficulties and acquire experiences with other cultures.

Students can gain useful project management skills and the chance to learn from the experiences of other jurisdictions by participating in global learning programs, such as planning international collaborations and projects. Students can interact with practitioners and experts from various nations, learning from their perspectives and knowledge of climate change legislation and policy.

The legal profession and graduates of environmental law programs also stress the value of cross-cultural learning opportunities. They acknowledge that exposure to experts and projects from other nations as well as international collaboration help people to comprehend climate change law and policy. The learning process is enriched and significant insights into various ideas and practices are provided by inviting industry speakers and professionals from other nations.

4.3. Article Contributions to Newspapers

Students can improve their writing and outlining skills by using newspapers as a suitable training tool. This is understandable considering that each type of newspaper, whether it be published locally or internationally, in a particular language, or even a high-end journal or one that caters to the broad public reading, has its own readership section [27]. Some of the respondents from academia have made it a point to teach their students how to compose and submit articles to newspaper publishers in light of this knowledge. As being mentioned by one of the respondents from the academia, students are encouraged to write articles for newspaper publication:

> *"I encourage my students to write articles for newspaper publication."* (Academia)

Similarly, another respondent from the academia admitted that she assigns to the students throughout the entire semester, which spans for a period of 14 weeks.

> *"(I provide) guided article writing from 1st week until 13th week."* (Academia)

Based on this finding, it can be concluded that using newspapers as a teaching material can be a beneficial strategy to enhance students' writing and outlining skills. Students have the chance to specifically target local or global, specialised or broad audiences with their writing thanks to the varied readership sections of various newspapers. The value of teaching students how to write and submit newspaper pieces was acknowledged by academic responders, underscoring the skill's practical importance. Students are given a systematic opportunity to improve their writing skills by being given guided article writing assignments throughout the semester.

This means that introducing newspaper writing into the curriculum can have a big impact on how climate change policy and law are taught. Effective communication is necessary to engage and inform the public about the complicated and varied topic of climate change. Lecturers can give their students the tools to effectively convey climate change policy and law to various readerships by teaching them how to write newspaper stories. Students can examine the complexities of climate change issues using this method, participate in current discussions, and present their viewpoints to a larger audience. Students can participate in the public conversation about climate change and actively work to increase awareness and comprehension of the issue by using this experiential learning approach.

4.4. Project-Based Learning

Knowing from the literature research that PBL focuses learning through the accomplishment of projects or tasks that are significant, genuine, and applicable to real-world contexts [30]. Studies on climate change policy and law would be one such instance. In PBL, students investigate a challenging question, issue, or challenge and collaborate to come up with a solution or end product.

As highlighted by one of the respondents, PBL encourages problem identification and analysis, in which students are tasked with identifying and analysing complex problems or challenges, carrying out legal research and applying the rules and regulations to the project at hand.

> *"In terms of skills, students would learn critical and analytical skills in implementing project management. They should conduct the project by themselves, rather than focusing on exams."* (Alumni)

PBL can also involve teaming up with businesses and non-governmental organisations (NGOs) to improve the projects at hand's authenticity and applicability to the real world [31]. Industry experts or subject matter specialists from NGOs could provide students with real-world issues or problems to solve while also providing mentorship and collaboration support. Students build knowledge of the subject matter and abilities that are immediately useful in professional settings by working on real-world issues. This is highlighted by one of the respondents:

> *"In completing projects, students would be involved with NGOs, international agencies. As adult students, we can do projects involving local people, e.g. deforestation, or anything related to climate change policy and law."* (Alumni)

Other advantages of PBL also revolves around project management, negotiation soft skills and brainstorming capabilities. This is remarked by one of the respondents:

> *"Students need to be able to handle (projects) so that they can negotiate work deadlines, this and that. This would also lead to stimulation of the young minds."* (Industry expert)

Accordingly, based on the above discussion, it can be seen that incorporating industry experts and non-governmental organisations into PBL projects increases their validity and real-world relevance. Students can work on real-world issues, gain mentorship, and collaborate with subject matter experts by partnering with corporations and non-governmental organisations. This experience helps students to learn subject matter knowledge and build skills that are instantly applicable in professional contexts. They can collaborate with NGOs, international organisations, and local communities to address climate change-related concerns such as deforestation and other areas of climate change policy and law.

PBL provides an interesting and practical way to teaching climate change policy and law. It provides students with the skills needed to address complex climate change concerns, stimulates collaboration with business and non-governmental organisations, and prepares them for real-world challenges and professional situations. Students gain critical thinking, problem-solving, and project management skills by immersing themselves in PBL projects, which are vital for addressing the various issues of climate change policy and law.

4.5. Roleplay

The respondents' last best practice recommendation for teaching courses on climate change policy and law is roleplay. Various educational contexts, including language learning, history, social studies, ethics, psychology, and professional training programs, including postgraduate programs focusing on environmental law issues like climate change policy and law, can benefit from the use of roleplay, as highlighted in the literature. Lecturers can guide roleplay using pre-written scenarios, or students can develop their own roleplay scenarios depending on their learning goals [39] [43] and [46].

In this context, one of the respondents shared her experience in implementing roleplay among her environmental law students for the topic of alternative dispute resolution (ADR):

> *"One of the ways is to design a subject that models after ADR that would include methods to negotiate or mediation and to have a roleplay based on selected cases where they would need to highlight judgments and basis for those decisions. Another method is for the students to record themselves to present a reported case (on climate change).*" (Academia)

What could be gathered from the above discussion is that roleplaying in environmental law classes can increase student involvement and understanding. Students are taught to analyse judgements, make decisions, and justify their positions by constructing subjects that replicate ADR procedures such as bargaining or mediation and adding roleplay situations based on selected instances. Students can also participate in roleplaying by presenting documented situations relevant to climate change, allowing them to actively participate in and contribute to the learning process.

As can be seen, roleplaying is a dynamic and engaging way for teaching climate change policy and law that allows students to immerse themselves in real-world events, explore alternative perspectives, and apply legal principles to practical problems. It improves critical thinking, communication, and decision-making abilities, all of which are necessary for negotiating complicated climate change challenges and developing successful policies and regulations.

As a result, educators engage students with a hands-on and interactive learning experience that increases their grasp of climate change policy and law by adding roleplay into the curriculum. It promotes active involvement, encourages critical thinking, and prepares students to face real-world environmental law concerns.

5. Conclusion

This study was carried out primarily to explore best practices for a new climate change policy and law program. The study found several excellent teaching methodologies for climate change policy and law in programs. SL is identified as a recommended practice that helps students to interact with the community, understand climate change problems, and combine academic knowledge with practical

applications. By incorporating SL projects, students can examine existing laws and regulations while also grasping the complexities of climate change policy and legislation.

Global learning programs are underlined as another valuable strategy since they expose students to experts and projects from many jurisdictions as well as cross-cultural learning possibilities. This creates a broader understanding of climate change legislation and policy through worldwide collaboration and diverse opinions. Newspapers can also be harnessed to assist students develop their writing and outlining skills. By targeting specific audiences, students can effectively communicate climate change policy and law to the public, engage in conversations, and raise awareness about the issue.

Involvement of industry specialists and non-governmental groups in PBL initiatives also improves their authenticity and relevance in the actual world. Students collaborate with these stakeholders to address real-world problems while gaining subject matter knowledge and skills that may be utilised in the workplace. Finally, roleplaying is underlined as a dynamic and exciting method of teaching climate change policy and law while also developing critical thinking, communication, and decision-making abilities. By immersing themselves in real-world situations, students develop practical problem-solving skills and prepare for environmental law challenges.

SL, global learning, newspaper writing, PBL with business and NGO participation, and roleplaying are all effective approaches for boosting students' understanding of climate change policy and law. By integrating academic knowledge with practical application and engaging students in experiential learning, educators enable students to grasp the issues of climate change and contribute to meaningful solutions.

Accordingly, there are at least three potential future study topics in higher education degrees related to climate change policy and law. First, more research may look into the distinctive impacts and results of SL in climate change policy and law programs. This may entail evaluating the influence of SL on students' understanding of climate change issues, their ability to evaluate laws and policies, and their overall community engagement. Furthermore, researching the long-term effects of SL on students' professional development and career paths may provide important insights into the usefulness of this pedagogical strategy.

In addition, comparative studies in climate change policy and law education could investigate different models and approaches to global learning. In this study, the effectiveness of various strategies such as international cooperation, guest lectures by experts from various jurisdictions, and cooperative research projects with partner universities can be studied. By comparing the outcomes and experiences of students participating in diverse global learning activities, researchers can uncover the most effective strategies and best practices for incorporating global perspectives into climate change teaching.

Finally, further research may be done to determine the effectiveness of roleplaying as a teaching technique in climate change policy and law programs. One example is evaluating the impact of roleplaying on students' critical thinking, communication skills, and understanding of legal principles in the context of climate change concerns. Furthermore, analysing students' and instructors' perspectives on the benefits and limitations of roleplaying may provide insights into the optimal design and execution of roleplay activities in this subject.

Hopefully, the findings would contribute to the body of literature and knowledge on teaching delivery methods for environmental law programs, particularly on climate change policy and law. The identified best practices for teaching delivery methods of SL, global learning, newspaper writeups, PBL and roleplay all would be considered and incorporated into the teaching curriculum for the new program for climate change policy and law which is being developed at the moment.

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