

## ENVIRONMENTAL LAW IN ADMINISTRATIVE LAW: THE 2 IN 1 APPROACH

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### ABSTRACT

*The Administrative Law is a body of law that runs across various activities of all administrative agencies of the government. The implementation of its principles within administrative bodies is important to ensure that powers are exercised within limits and that the limitation of power is legal. The teaching of Administrative Law requires the instructor to assist learners see the operation of the principles in diverse settings and encourage them to foster lifelong learning. The requirement has led to the application of problem based method for learning Administrative Law that allows student to explore numerous possibilities of solutions and different dimensions for any given problem and encourage them to be independent researcher. This research aims to look at the process of applying problem-based learning (PBL) in Administrative Law course with Environmental Law infused, in the wake of the environmental protection and enforcement problems in Malaysia. It first explains the purpose of legal education and the reasons for promoting PBL in the curriculum. Then, the reason for adopting environmental law issues in the course is discussed. Next, is the explanation on the real process involved in PBL and activities that students underwent throughout the PBL sessions. The highlight of this paper is the discovery made by the learners when researching on the problem. This study shows that some of the major challenges in the application of PBL involve making learners realise their potential to master various legal skills while grasping the rudiment content of the law.*

**Keywords:** Problem based learning, legal skill, legal education.

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### 1. INTRODUCTION

Legal education is aimed at making students familiar with the theoretical and practical aspect of the law and legal system (Britannica, 2012). By law, we mean various classification and types of law, be it public or private, national or international, written or unwritten or either enacted by the legislature or administrative bodies and the law operate in real life. However, the definition of law does not stop there, it over arches to include the jurisprudence and other components. Meanwhile, the term legal system refers to civil law, common law or religious law. In legal education, all law students are expected to master a sound legal knowledge; legal reasoning; legal research; problem solving ability; lawyering and advocacy skills, and other generic legal and nontrial skills including communication, negotiation and ethics, which can only be acquired through multiple method of teaching and learning (Christensen & Kift 2001: 207).

In the current job market, the industry has high expectation of law graduates and law school is trying to respond to the demand by designing curriculum based on the concept of outcome-based education (OBE). In Malaysia, the Malaysian Qualification Agency (MQA) requires local universities to ensure that all programmes offered at the faculties/ school correspond to principles of outcome-based education in order to achieve MQA accreditation (MQA, 2008: 13-15).

OBE, a student- centred learning method requires students to be empirically assessed in which their performance are assessed based on measurable outcome. This means that students must show that they know what to do and able to do the intended outcomes (Spady 1993). Thus, a student is expected to know what skills they should have and able to demonstrate those skills. Applying the principles of OBE, an OBE curriculum for legal education requires the characteristics of law graduates to be defined and then the means to achieve the attributes shall be listed and explained. In other words, as Harden et al put it, the product defines the process (1999: 7). Some of the common outcomes of law programmes are acquisition of legal knowledge; application of legal principles; and continuous self development and improvement. The assessment of the cognitive outcome can be carried out in formal exam but for self development and improvement, a different assessment exercise is needed. This assessment can be carried out for instance, when we adopt Problem-based learning (PBL).

While we aspire to produce law graduates who are competent in the court as well as in the office, the question that we need to ask ourselves is the suitability and adequacy of our teaching and learning (Janofsky 1979: 1510). One of the critics of the current practice for student assessment is that the assessment is exam based which only assess one type of intelligence while law school should find ways to evaluate wide-ranging of intelligence and promote and inspire students to master various intelligence to become successful lawyers (Lustbader, 1999: 455; Dauphinais, 2005: 2). In earlier study, Gardner identifies nine types of intelligence and how the multi intelligence can help create a good lawyer. Gardner argues that lawyers use logical-mathematical intelligence to apply straight forward law and have high linguistic intelligence. Spatial intelligence is important for an advocate to explain complex evidence, discern similarities, perceive patterns, verify witnesses, understand technologies and support legal practice in intellectual property area (Gardner, 1983: 5; Dauphinais, 2005: 2).

In a recent study, Slocum (2012) maintained the disconnection between legal education and the reality in the legal profession where unhappiness, constant criticism of the public, ineffective services, unethical conduct and worn-out legal practitioner continue to affect the legal fraternity. The disconnection according to Slocum, is partly contributed by the way lawyers are educated where emotions are put aside when we train students to be analytical and to think like lawyers (2012: 828) while there are evidence showing that the emotional brain works in partner with the thinking brain when we value the meaning of the information we appraise and determines its significance (Siegel 1999: 158-159).

PBL is considered as one of the method that should be used to help students achieve the outcome of a legal education such as self development and lifelong learning while harnessing various skills. One example of such attribute is student ability to conduct independent research on various topics/ issues to enable them to discharge their duty such as to advise their clients on multiple legal issues. The use of PBL is believed to encourage the practical side of the skills. Problem based learning (PBL) is a non-traditional method of teaching and learning that puts students at the centre of the learning process and encouraged them to become active learner is also adopted in legal education. This method requires students to be more responsible for their own learning while applying various skills in the process.

At the same time, there are also expectations for better learning, and better learning is associated to good teaching (Ramsden, 2005: 15). Commentators realise that in enabling students to learn, it takes two, the teacher and the learner. Both are important elements in creating active learners and effective learning environment. Thus, a teacher is expected to deliver quality teaching and the student to learn passionately. Alaka (2010, 138- 139) in discussing the different learning style theories and their implication on legal education suggested that quality teaching and effective learning in legal education is related to learning style of and learners .

The quest for better teaching and learning need exploration and experiment and there is no such thing as ‘the method’ of teaching and learning. Student’s ability to acquire necessary legal skills is said to have been restricted when relying on the Socratic dialogue method (Alaka, 2010: 136; DeGroff & McKee, 2006: 536) even though the method is still considered as “the best means for teaching law students to analyze effectively, think independently, and express themselves verbally” (Stropus, 1996: 450).

So far, many positive responds are garnered from the application of PBL in legal education. Douglas 2012; Flagg 2002; Admiraal, Wubbels, & Pilot 1999; and Macfarlane & Manwaring 1998 all reported encouraging response from students including in getting student’s engagement. That is why this study is relevant as it looks at how to encourage student to conduct independent research without putting a limit and how PBL could help to enhance student knowledge of the law and look at the law in action. It also describes the Final Report to show the width and breadth of student research in Environmental Law through Administrative Law course.

It must be noted that these students have never experienced PBL in any of the course offered and the instructor decided to implement the method at this stage as it is believed that the students are already familiar with legal research; and have better mastery of English that will ease the process to some extent.

This paper describes the implementation of PBL method in the teaching and learning of Administrative Law for fourth year student at the Faculty of Syariah and Law (FSU), Universiti Sains Islam Malaysia (USIM) by highlighting measures taken by the instructor to facilitate research of Environmental Law and encourage wider study.

## **2. WHAT IS PROBLEM –BASED LEARNING?**

PBL is student-oriented learning method which puts a problem first, and in which further learning is conducted in the context of that problem. This method is widely used to promote self development by encouraging learners to conduct. PBL reverses the transmissive approach of learning by placing students at the start of the process. Students become the master and attempt to solve issues identified while the lecturers become a guide, or a facilitator. In PBL the discussion and analysis of the problem kick starts the process of learning not as the end point as the problem sets out a factual scenario that raises various legal issues, which the students have not yet studied. The rationale of such idea is to encourage effective learning as students learn on the ‘need to know’ and ‘discovery’ basis. The key role of the problem is to trigger student’s interests and stimulate their thinking and awareness that issues presented in the problem do exist. The problem provides students with a context for the student to identify what they need to learn to in order to understand the problem and address the issues. PBL uses actual problem to enable students explore and experience real situation in working life. PBL is a good tool to train students to think critically, creatively and problem solving (Macfarlane & Manwaring, 1998).

Understanding theories and principles are different than the ability to apply the theories in real situation and it is more challenging to identify real issues in any given situation. Students may be able to recall and memorise legal principles but will they be able to analyse a legal problem? Are they able to apply legal theories to real circumstances? Typical lectures and tutorial will reinforce memory, knowledge and understanding but not overall analysis and synthesis. PBL gives student the opportunity to determine their own problem solving (York Law School: 8) as compared to ordinary problem and question that require students to answer in a way that their lecturer wants them to answer.

In PBL students are trained to independently identify issues as the ‘problem’ does not pose direct question. To become a good legal practitioner, a person must have the skill to point out real issues in a situation and propose numerous solutions, not limited

to one specific answer. The 'problem' does not test a person's legal knowledge or skills, rather, it helps students to acquire the skills. Throughout the process, students see themselves as active learners who acquire knowledge through independent research and have control over their own work and achievement.

### 3. ADMINISTRATIVE LAW IN SYARIAH AND LAW PROGRAMME

The degree programme of Syariah and Law at FSU, USIM imposes on students to take up 199 credit hours through out its five-year duration. Administrative Law is offered as an elective course for fourth year student and it carries 3 credit hours. The total contact hours of this course is 120 of which 50% is independent learning. Assessment for this course is includes formative and summative assessment. PBL constitutes 20 percent of the formative and 20 percent summative assessment. There is a two-hour lecture and two-hour tutorial every week for 14 weeks and traditional method of lecturing was applied during the first 7 weeks and the tutorial sessions are full of problem solving activities.

### 4. PROBLEM BASED LEARNING IN ADMINISTRATIVE LAW

The PBL method is implemented in the Administrative Law course offered to fourth year student of Bachelor of Syariah and Law programmed. The semester under study is the second semester of the 2012/2013 session. It is introduced at the 8<sup>th</sup> week and implemented until the 14<sup>th</sup> week. Commentators call this the hybrid method whereby PBL is not fully adopted for the whole course but merely embedded at the second half of the course. The main motivation to implement this method is based on the assumption that university student are preparing themselves for the job market. They are adults who become more mature and "become increasingly more self-directed; accumulate experience useful as a learning resource; their motivation to learn becomes more job-oriented; and they expect educational material to have immediate application" (Knowles, 1980 in Werth, 2009: 22).

#### 4.1. THE BRIEFING

The process begins with an introduction to PBL, the most fundamental part that enlighten students on why PBL is relevant so as to avoid misunderstanding and misconception. The extensive briefing was conducted to inform student of the PBL process especially the nature, steps and activities involved, assessment method and what is expected of the student/ group. Brief notes are also disseminated. Correct and clear understanding is important to make sure that students are aware of the lecturer's expectation so that they are able to work with clear objective.

One of the most important things highlighted to students is the distinction between PBL and problem solving or also simulations, which are commonly used in legal education. It is vital to ensure that students can comprehend the difference between PBL and problem solving activities normally carried out in tutorials. Both methods may use either real or fictionalised problem but the process is different.

The first most significant is that in PBL, the problem is presented at the beginning of a learning process. Which means, students are exposed to the problem before any formal learning instruction relating to the course/ subject/ topic is given. Whereas in problem solving method, students are first exposed to legal principles and the application of the rules. Thereafter, students are given a problem or simulation in which they are required to apply the rules or how the principle would fit in a situation. Students are not presented with problems until they have sufficient knowledge. The main role of the problem is to test on how much knowledge student have acquired and how well he/ she can apply it.

Secondly, PBL problems are multifaceted. They are purposely designed to contain several issues involving multiple legal doctrines. No direct questions are given, only description of a problematic situation. Thus, we do not expect specific outcome or dogmatic resolution as the problem can garner as much solution as possible depending on how students perceive the problem, the amount of time to be spent, and the depth of research. In contrast, for problem solving, student is given an express direction on what should be done or considered.

Another important aspect discussed during the briefing is the change in the role of lecturer and students. In PBL a lecturer becomes a facilitator, leader, guide or mentor and is no longer a fountain of knowledge. The lecturer's role is to facilitate the process by encouraging students to do more research, responding to their questions but not to give answers. Guidance are given to enable student to approach and reassess the problem (Winsor, 1989: 6).

#### 4.2. GROUP FORMATION AND ACTIVITIES

At law school where PBL is widely implemented, the vehicle to run the PBL is the Student Law Firms (SLF). The SLF is an essential part of the learning as students are assigned to specific law firms where they are attached for the whole academic year and no change is allowed. An SLF will have about 8-10 students/ members. A PBL tutor who acts as the facilitator for PBL sessions is also assigned to each firm (York Law School: 12).

In our present PBL session, there are only 20 students and they are randomly divided into a group of 5 people. We adopt the same approach by asking students to form law firms where they act as partners. Students are informed that the formation of the PBL group and their membership is similar to the challenges of real working environment where people have limited choice of colleagues and sometimes required to work closely with unfamiliar and new people instantly to achieve various objectives.

Upon the formation of group, they discuss their plan including decide on meeting dates and datelines for assignment/ tasks. Students are told to bear in mind that they need to make a lot of research and reading in order to deal with the problem. Weekly discussion with the facilitator is carried out once a week and they are welcome to request a facilitation session and these discussion sessions have helped student to increase their ability to use their skills and knowledge. Weekly discussions among groups were conducted in the form of forum, interactive lecture, and seminar. At the end of the process, each group submits a final report on their research and their proposed solution to the problem.

#### 4.3. THE PROBLEM

In creating a 'problem' the instructor ensures that the following criteria is adopted: it must cover specific curriculum content; contains catalyst factor that encourage student to investigate identified area; difficult and requires a long time to resolve; a mix, and has no specific structure and complex; subject to change; and requires investigation, data collection and review.

Four (4) different 'problems' or 'trigger' on new topics are divided among the groups. These topics are not yet covered in previous lectures and they are: natural justice, government liabilities and judicial review. In choosing which legal issues to be included in the problem/ trigger, the instructor considers many factors including the significance of the problem/ issue in Administrative Law.

The problems designed and composed are complicated and based on real life situation involving various legal issues. Upon receiving the trigger students are asked to discuss to set the group objective based on the problem in front of them. Then they are encouraged to discuss and plan their strategy on how to embark on an effective research and data collection so that they will achieve their objective within stipulated time. Each group will identify learning issues from the given 'problem' and decide each member's assignment. The use of libraries and online research database is strongly encouraged.

Students present the development of their research every week and this involves discussion, question and answer session and sharing. Students are told that there is no right or wrong answer as there are various possibilities. Sharing of triggers also allow easy monitoring and help students see the meaning of 'possibilities' as groups display different and interesting discussion of legal issues they identified/ discover in the same trigger/ problem during weekly presentations.

#### 4.4 ACTIVITIES IN PBL

Various model is available for adoption in PBL depending on the needs of the learners or to accommodate the instructor plans. Steps and activities involved in the PBL process for this course can be summarised as follows:

- a. Briefing on 'What is PBL?'
- b. Formation of group: election of a leader and group branding including devising basic principles of the group.
- c. Introduction of the Problem/ Trigger for each group.
- d. Group meeting to identify what student know and what they do not know so group can plan a strategy to achieve group objective including schedule for meetings and research activities.
- e. Regular independent group meetings to discuss collected data, gather and share information among group members, progress of research and to plan.
- f. Weekly group meeting with facilitator for presentation of progress.
- g. Daily 'Reflective Journal' writing of 200-250 words for 7 weeks. Students need to record their daily activities regarding PBL, their contribution and their own reflection of their own progress.
- h. Final group written report of about 20-30 pages.

#### 4.5 ASSESSMENT

PBL commentators suggest that assessment in PBL is important to evaluate student achievement of the objective of PBL method and its outcome (Elizondo- Montemayor, 2004: 9). Student assessment should include how student go through the PBL process and acquire the skills and knowledge (Elizondo- Montemayor, 2004: 9). From the very beginning students are made to understand that there is a three-tier assessment involved: instructor assessment; peer assessment; and self- assessment. The instructor conducts group assessment, which is based on weekly presentation and final report. For individual assessment, the instructor assesses individual student during 'group PBL session/ meeting' using specific criteria sheet and based on their Reflective Journal. This will partly depend on how well the student write their journal based on the requirement of the course.

'Peer Assessment' is carried out among group members at the end of the PBL process, also using rubric and criteria determined in advanced when the instructor is planning the application of PBL. This part is critical as it encourages everyone to actively participate and give full contribution to group assignment/ work. Peer assessment gives recognition to various contributions that each individual make to the group. More than half of the students received good marks for their individual assessment.

The purpose of self- assessment is to let students reflect on their abilities, competencies, performance and attitude based on chosen criteria. This assessment is formally carried out only once. Other than the formal assessment, student also reflect on their daily and weekly performance and progress in their Reflective Journal. However, no mark is given for self- assessment. From the present exercise, the instructor is of the opinion that the assessment is highly essential, inalienable but time- consuming.

## 5. ENVIRONMENTAL LAW INFUSED

### 5.1 WHY ENVIRONMENTAL LAW?

In the wake of the environmental protection and enforcement problems in Malaysia (Maidin, 2005; Saleem, 2005; Rahman, 2010; and Muhammad, 2011) the instructor is of the view that it is vital to promote learners awareness of the issues. Environmental law issue is chosen for its contemporary value and the interests of the instructor to nurture environmental awareness among the learners. The instructor believes that human interests in protecting the environment only increase when they have the knowledge and understanding of environmental issues in the country and the problems they posed to the people and to the world.

### 5.2 ENVIRONMENTAL LAW PROBLEM FOR PBL

Provided below is a sample of PBL problems relating to Environmental Law. Note that the problem is just a description of a scenario. No instruction or indication of solution is present in the problem. Students are required to assess the scenario, then to identify facts and the relevant issues, and propose a solution to it. This process demands student to make some research to provide them with basic knowledge on the area. The instructor guides them by suggesting for instance, relevant books, websites and other materials. Also note the difference between a PBL problem and a problem solving question below where specific direction for a solution is provided in problem solving question. The directions or the instructions will limit learner's research to that particular solution only where as in PBL the problem is set with less certainties to allow learners to explore and experiment with the issues including non-legal issues.

In a traditional legal problem the incident, the parties and their actions are described, together with the relevant area(s) of law. Students are asked to apply the law to the facts of the problem and advise one of the parties on the outcome of any legal action. Problems are used to test students understanding of legal principles. However, because of their weakness in understanding the legal problem solving process many students have difficulties in solving the problems appropriately because they lack the appropriate analytical and critical thinking skills. This hampers them in demonstrating their understanding of legal principles. They are in a position of knowing 'what' but not knowing 'how to use' their knowledge to solve problems effectively.

In PBL, learners are told that there is no right or wrong answer. They are required to identify legal and non- legal issues, find out the cause of the problems or the underlying issues and suggest workable solutions. This way, learners are encourage to dismiss the worry of not being right, instead to concentrate on executing their plan of research in proper manner.

#### **PBL Problem**

*Small and medium industries in Bandar Baru Nilai have been letting oils and other prohibited substance into drains and caused open burning. Open burning is also carried out by local residents. These have been continuing for so long causing some residence to move out .*

#### **Problem Solving**

*Small and medium industries in Bandar Baru Nilai have been letting oils and other prohibited substance into drains and caused open burning. Open burning is also carried out by local residents. These are contrary to the law and have been continuing since 2010 but no action has ever been taken by the local authority or the Department of Environment.*

*Discuss whether or not any party has a locus standi to compel the authority to discharge their statutory duty to carry out enforcement action against the offenders?*

## 5.2 OBSERVATION OF ENVIRONMENTAL LAW TOPICS RESEARCHED BY LEARNERS.

The instructor make a continuous observation and assessment to identify how learners develop the skills and knowledge on Environmental Law through group facilitation, seminar presentations and the final report. Throughout the 7 week duration, the group assigned with this problem has demonstrate the ability to explore on environmental issues in general and research on specific problem of pollution. The following list is the issues/ problem covered, researched and discussed by the group including Environmental Law topics. Note that the learners covered many areas of Environmental Law in their study which account more than 50 percent of the topics.

- *What is small and medium industries, and which laws regulate their conduct?*
- *What is open burning, prohibited substance and pollution?*
- *What is the effect of open burning and letting prohibited substance into drains?*
- *What laws regulate/ govern open burning, environment, and pollution?*
- *What laws regulate/ govern the drains and residential area?*
- *Who is responsible to protect the environment?*
- *Who is the enforcement body and what is its power and responsibility?*
- *What are the challenges in protecting the environment?*
- *Does Malaysia has adequate law and policies to protect the environment?*
- *What can the public do in relation to environmental pollution?*
- *What is the duty of the small and medium industries?*
- *What is the duty of the public community?*
- *Why is there nobody bothers to stop the perpetrator?*
- *Are Malaysians aware of the importance to protect the environment?*
- *What can be done to make the public aware of environmental protection?*
- *Who will affected by pollution?*
- *What is the cost of pollution?*
- *Can the aggrieved persons recover damages?*
- *What is the role of Administrative law in this problem?*
- *What action can be taken against the perpetrator?*
- *If there is no action by the responsible party, what can the public do, and who shall act on behalf of the public?*
- *What is judicial review?*
- *What is the procedure to be followed by the enforcement body when taking actions against the perpetrator?*
- *Can the local authority seal the property of the SME offender?*
- *What procedures they need to follow?*
- *How to remedy the situation of non- enforcement?*



- *What action can be taken against the enforcement agency?*

## 6. ANALYSIS AND RECOMMENDATION

### 6.1 INDEPENDENT RESEARCH

The learners have displayed good capability to carry out independent research on Environmental Law issues and problems. They conducted library research and field work such as interviewing relevant authorities and have gone beyond what is dictated in the written problem on their own initiatives. The instructor's role is merely to question them with more related issues to stimulate their thinking and motivate learners to research further.

The percentage of Environmental Law topics covered during the PBL process indicates the kind of interests that were sparked among the learners. From the student's activities: research, discussion, presentations, and reports we found that they are eager to embark on PBL though there were difficulties in having to change from conventional method of learning to a PBL exercise. It is a normal custom that our Malaysian students who attended public school to receive a one way communication type of education since the beginning of primary school to secondary school. Even majority of the subjects in higher learning institutes are still been taught via the conventional lecture method. For the students, exam based oriented is still vital as that was what been instilled in their blueprint since they started learning ABC.

### 6.2 COMMUNICATION SKILL

Learners have displayed the ability to write consistently everyday in their reflective journal and the result is admirable as I compare the writing at the beginning and the end. They are also able to communicate actively and effectively in group discussion and in weekly presentations. Their final report also displays a good writing skill.

### 6.3 CLASS MANAGEMENT

For PBL to succeed, organization and structure in managing the class is important. Time management must be observed and the personal organization of the instructor must be made precise and clear either with verbal communication and non-verbal communication during the briefing session. Structured and organised PBL can be done by clear instruction and explanation on the PBL rules, process assessment and expectations before first PBL activities is crucial.

It is also necessary to have a conducive, preferably to have a room with tables and moveable chair. It is important for the instructor to have easy access to all groups and prepare for extra stationaries and other relevant teaching or PBL activities material for each PBL activity. Instructor must anticipate problems and must be ready to handle them smoothly. The instructor may require the help of few facilitators to assist in assessment that needed to be conducted at regular intervals. Interruption by the instructor to group work to correct misconception and bring them at par with other group is also necessary. The instructor also need to allow for ample time for class discussion at the end of PBL session or at the beginning of the next class period to maintain cohesiveness among learners in a group.

### 6.4 PROBLEMS AND CHALLENGES IN IMPLEMENTING PBL IN ADMINISTRATIVE LAW COURSE

- a. The biggest challenge and problem in implementing the PBL is to change the mindsets and the resistance to change (Aldred, Aldred, Walsh & Dick, 1997). It is difficult to change the long practiced culture in teaching and learning. While students have become comfortable with the traditional lecture method, the instructor is so used to expect students to come up with the predetermined solution. Both experience culture shock to a certain degree: for the learners, that may result in rejection and refusal to cooperate and as for the instructor: it is difficult to hold back what is the mind. Learners are reluctant to take up a more active role and the instructor tried very hard not to behave like a fountain of knowledge, instead, to keep learners discussion alive and buzzing; and to continuously motivating the learners to engage in research and collect data. At times, when learners are stuck, the instructor inclines to provide data thinking that it could help learners to keep up with the schedule/ time.
- b. Too many assessment works and additional workload. In fact PBL demands 22% more time than the traditional lecture method (Albanese & Mitchell, 1993). The assessment is all rounded, covering individual and groups involving different criteria that need to be carefully determined. The burden of the instructor/ lecturer increases as the assessment domain adds up. As shown above, there are various assessment involved to make sure that student are getting what is drawn in the learning outcome. These exercise is cumbersome and time- consuming but indispensable. Furthermore, there are factors that could affect the assessments as they are partly subjective.
- c. The need for a team of instructors and facilitators/ tutors who are familiar with PBL. Of course, we have to start somewhere and our experience will grow. Nevertheless, problems of management, handling and facilitation can influence student experience from the very beginning. In the present experiment, there is only one instructor who is familiar with PBL method, thus monitoring of group discussion and student progress may have been affected.

## CONCLUSION

This article has shown that the call for a student centred learning method is for good cause but not without challenge. On one hand students are aware that the working environment are far more challenging than their study years and one of the attribute that a legal practitioner should possess is the passion for knowledge and to make learning a lifelong process. On the other hand learners seems to forget that the traditional method of lecturing and the typical learning approach may not be able to equip them with all the critical skills. PBL requires student to work harder and smarter, they need to strategise and plan well in order to complete a particular task. For the learners, working independently is their biggest challenge and for the instructor, continuously encouraging the learners; monitoring their progress in PBL; and holding back are the toughest undertaking.

Without doubt, knowledge or information is needed to solve problems but advocates or anyone working in the legal arena always need to update themselves with the current information and the training to do that can come from PBL. PBL provides the opportunity to learn and research with personal academic purpose and internal motivation as learners are made aware that they are responsible for their own learning and advancement, just like the real challenge in working world.

Despite the setbacks, instructors must bear in mind that, PBL is just another method, not the only or best method. Whilst the traditional method may help certain learners to really learn, the same applies to PBL, it works for some learners but not as good on the others. It is important to note that when choosing, applying and implementing learning styles in a law programme, instructor should empower the learner by assisting them to know their learning style their ability to function in various cognitive activities and then to make adjustment to their learning behaviour (Fleming & Colleen Mills, 1992). That is why, exposing various types of methods of teaching and learning to learners is beneficial as it harness different learning style in different setting so that learners are able to accommodate themselves and learn to be flexible.

The fundamental pillar in the implementation of PBL is the instructor. The instructor's knowledge, experience, and undying commitment are the key to successful PBL without which, planning and execution can go wrong; students could misunderstand the concept of PBL and become demotivated. Hence, regular training, and support from the management are highly recommended. Students feedback in the present study do not indicate the whole experience of the students as there are areas that not covered.

Above all, law teachers must keep in mind that their ultimate goal is not to direct the way learners and future lawyers should think but to help and facilitate learners build their capacity in legal reasoning, an integral skill of legal practitioners. It is very clear from the preceding discussion that the implementation and application of PBL method requires full effort and commitment from the academic staff, students and the management.

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