One of the most striking findings of TRILA 2018 was that teachers of international law find their students uninterested in the subject. Participants suggested that this was largely because international law was seen as an alien subject, and that this impression was reinforced by the Western-oriented materials used to teach the subject. This point was also made by Judge Raul Pangalangan in his opening address at TRILA 2018.
In my experience, the common challenges in teaching international law in Myanmar are the lack of translation from English to local language, and the difficulties of students in remote areas, such as Panglon and Dawei, in adapting to that translation. In other words, English language proficiency has to be enhanced. Other challenges include limited human resources and teaching aids.

Through TRILA Myanmar workshop, I realised the need to focus on history and politics of Asia in teaching international law. We have to trace our own history in international law. With regard to research writing, the participants learned the different stages from preliminary research to submitting a paper for publication. For capacity development, the participants understand that reading is essential. TRILA has definitely given us a roadmap for teaching and researching international law in Myanmar.
PLANNING FOR A BETTER LEGAL EDUCATION

Mr U Moe Myint Aung
Assistant Lecturer, Department of Law, Taunggyi University

The agenda of the workshop was very good and useful for our legal education here in Myanmar. We learned how to teach using a critical-thinking approach. We shared different ideas in the activity on developing a course syllabus on international law. In the future, we have to do a training programme on international law. We will invite students and teachers from other universities in Myanmar to discuss teaching and researching methodologies, and create an international law syllabus to be presented to the Board of Legal Studies. In this way, we can make our syllabus better than before.

Through this workshop, we also learned about our weaknesses: our Myanmar teachers and students should read more. We will apply the knowledge learned from this workshop to overcome the difficulties in teaching and researching international law. We are thankful to the NUS Centre for International Law and Dr Yin Yin Win for this valuable experience.

APPLYING RESEARCH TO THE CLASSROOM

Nang Kalyar Woon
Assistant Lecturer and PhD student, Department of Law, Taunggyi University

During this workshop I learned about different teaching methodologies, and the importance of setting learning objectives for the students. I got ideas on how to draw the interest of students and how to connect international law and its history with the history of Myanmar.

I am researching on plastic waste management. The session on research was particularly useful because now I understand better the process from writing an abstract to how to conduct the research, finding materials online, and searching for information. I plan to share all the techniques and methods discussed here with other faculty members in Myanmar universities.
Participants showed the most interest in building a course syllabus. In this session, they discussed the following questions:

- What topics would you like to cover?
- What would you add or subtract from the sample syllabus?
- How would you draft the learning objectives for your syllabus?
- Would you involve case studies (e.g., from Abass)?
- What skills are you trying to test in your assessment?

Participants suggested a range of ideas, such as having a course syllabus for introductory public international law, and one specifically for the Law of Treaties. Some of them noted the importance of stating clearly the learning objectives for every topic. Several of them agreed that the use of case studies could help the students to better understand and appreciate the concepts of international law. On textbooks to be prescribed in class, several participants preferred Abass, Dixon and McCorquodale, and Khin Maung Sein (Abdul Ghafur Hamid). When it comes to assessment of students, closed-book examination was the most prevalent method.