



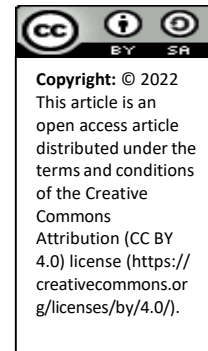
Carnelian Journal of LAW & POLITICS

Vol. 3 No. 2, 2022

<https://carnelianjournal.com>

Towards a Responsive Approach to Teaching International Law in Nigerian Universities

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Abstract

Since attaining independence in 1960, Nigeria has been a key player in international affairs. It has contributed to conflict management, and supported other developing countries and international institutions in many ways. In the context of current global realities and challenges, knowledge of international law has become very important and its increasing importance makes it a foundational element of any legal system. Notably, international law has always been a source of law in Nigeria; yet in terms of scholarship, it appears not to be given the level of attention it deserves. This paper adopts a mixed research method through qualitative analyses of available literature on the research subject, and interviews conducted with seven teachers of international law across different Nigerian universities, to consider the role of pedagogical methods in providing robust learning experience and enhancing better understanding of international law. Specifically, the study analyzes the traditional methods and materials used to teach international law with a view to assessing their efficacy against the background of current global affairs. The study finds that traditional teaching methods are beneficial and therefore remain relevant. However, the complex nature of international law coupled with globalization and emerging trends in the international arena demands for more innovative and effective teaching methods. The study therefore concludes by making a case for complementing the traditional methods currently in use with modern teaching tools and techniques in line with global best practices.

Keywords: Responsive, Teaching, International Law, Pedagogy, Universities, Nigeria

1. INTRODUCTION

The devastating effect of World War II necessitated the creation of an organization to maintain global peace and order. Thus, the United Nations which was established on the principles of justice and cooperation powered the formation and development of International Law. At the regional level in Africa, international Law has over the years played a major role in addressing the specific problems that Arica has faced such as decolonization; use of sanctions to achieve racial equality; incorporation of international human rights norms into African constitutions; and the growing acceptance and use of "intervention" in countries where there is a total breakdown of law and order.¹

Besides these longstanding challenges which still persist to an extent, the world has developed to a point where national laws are not enough to tackle the realities of present times. For instance, the global economy is more interconnected, fluid, and much more complex than ever before. Issues bordering on the environment, development, human rights, commerce, education, security, technology, conflict, etc. have become so interlinked that action or inaction in one country can have profound repercussions in many other countries². In the context of present global realities and challenges, the increasing importance of international law makes it a fundamental element of any legal system. Accordingly, knowledge of international law has become imperative. This is even more so as the scope of international law has expanded beyond mere regulation or conduct amongst states to recognize individuals and institutions as actors of international law.

Nigeria has been a key player in the international community since attaining independence in 1960. Successive leaders have attached even greater importance to this role because being the most populous nation in Africa,³ Nigeria has felt a special responsibility to act as an unofficial spokesperson for Africa and for all black people in international congregations.⁴ To this end, Nigeria has always played a key role in managing conflict in the continent (through peace-keeping missions) and providing legal support to other developing countries as well as international organizations including lawmaking and adjudicatory institutions⁵. Yet in terms of scholarship, it appears that international law is not given the kind of

¹ Peter Mutharika, *The Role of International Law in The Twenty First Century; An African Perspective*, Fordham International Law Journal, Vol.18 iss 5 1994.

² Peter Meurer, ICRC (8 October 2017) *The Critical Challenges of Migration and Displacement* <icrc.org> accessed 18/10/21; UNFPA Meeting the Challenges of Migration: Progress Since the ICPD <https://www.unfpa.org/sites/default/files/pub-pdf/migration_icpd.pdf> accessed 18 October 2021.

³ National Population Commission, Nigeria <population.gov.ng> accessed 11 October 2021.

⁴ International Peace Academy, Oxford University (2013), *'Nigeria's Foreign Policy After the Cold War: Domestic, Regional and External influences'* <ipisnt.org> accessed 10 October 2021.

⁵ Several Nigerian jurists have served as judges in sister African or Caribbean Countries ; as legal advisers and prosecutors in several commissions or courts; as heads of international Organizations; as judges of international courts, etc. Notably however, many of these Nigerian scholars or experts studied (either fully or partly) in foreign universities.

attention it deserves in Nigeria. Within the curriculum for undergraduate law studies which maintains a uniform minimum benchmark in all law faculties as approved by the National Universities Commission (NUC) and Council of Legal Education (CLE) respectively, international law is not given the same priority as other domestic subjects. International law subjects are offered as elective courses in almost all Nigerian Universities at the undergraduate level, and consequently, many students graduate from the university with minimal knowledge of international law and no conceptual understanding of how its application differs from national law. Interestingly, at the postgraduate level, students are suddenly presented with a wide array of international law courses ranging from general public international law to space law.

The requirement for teaching law is to build contemporary techniques suitable to the subject and which would enhance the teaching and learning process. Therefore, the goal of a law teacher is to use the teaching methods that most effectively and efficiently achieve desired educational objectives, employ context-based instruction throughout the program of instruction and employ best practices when using any instructional methodology.⁶ In view of the complex and multidisciplinary nature of international law, the speed at which new legal issues arise, and the trust deficit that is common in developing countries regarding the purpose and relevance of international law, this study considers the role of pedagogy and methodology in enhancing a better understanding of international law within the context of legal scholarship in Nigeria.

2. HISTORY OF LEGAL EDUCATION IN NIGERIA

i. Pre-Colonial Nigeria

The history of legal education as we know it today in Nigeria can be traced back to the British colonialists.⁷ Before colonialization of Nigeria, indigenous communities had different ways of maintaining law and order was. For instance, the southerners had a collective legal system which geared towards ensuring the maintenance of peace and social equilibrium. The obligation of fostering justice in the south was placed on the ruler and his council of advisers who had the role of resolving disputes and ensuring peace in the community based on customs of the people. The Yorubas⁸ used reparatory justice and peacemaking system but where there is a doubt in the facts of a criminal case brought to the rulers, ordeals were used to find out the truth. For instance, accused persons could be asked to swim pass a creek full of crocodiles to prove that their innocence. The Igbo⁹ judicial system was not absolutely different from that of Yoruba. In the Igbo system, an accused was presumed guilty until he is proved to be innocent; and in proving his innocence, the accused person must survive an ordeal. Other indigenous tribes too had a similar arrangement, except the predominantly northern parts of the country, that had the Shariah/Islamic law system in place.

⁶ Bajpai, GS, and Kapoor, Neha, *Innovative Teaching Pedagogies in Law: A Critical Analysis of Methods and Tools* (March 31,2018)Contemporary Law Review, Vol.2, 2018: <<https://ssrn.com>> accessed 3 October 2021

⁷ Tobi N. *Sources of Nigerian Law* (Lagos: MIJ Professional Publishers Ltd, 1996).

⁸ One of the three largest ethnic groups in Nigeria, concentrated in the South-Western part of the country.

⁹ One of the three largest ethnic groups in Nigeria, concentrated in the South-Eastern part of the country.

ii. Colonial Period

Upon the arrival of the British to Nigeria in 1861, there was a great need for the establishment of the legal profession in Nigeria due to the fact that there were many ethnic groups in the country and no trained lawyers. The British therefore had to put in place a standard and universal legal system that could accommodate British mercantilism and customs of the indigenous people to ease commercial activities and governance.¹⁰

The legal profession in its modern form comprising practitioners of the English type of law came into the scene in 1863, for in that year English law was introduced into the Colony of Lagos and courts were established there¹¹. Before then, every community had a means of settling disputes, but there were no regular courts until the 19th century when courts were finally established. Yet there were no trained legal personnel. To fill the vacuum, at some point, soldiers, merchants, and clerks were used in the administration of justice.¹² Notably, in 1871, Charles Foresythe the first local attorney, was the only person in Lagos qualified to perform the functions of a Notary Public. Nigeria's first indigenous lawyer was Mr. Sapara Williams who was called to bar in 1879/1886. From 1900, a few Africans were admitted to practice law as local attorneys. However, to be qualified for that position, a person must have attained a certain level of education and familiarity with English law. Under this arrangement this, court clerks who had acquired knowledge of the rudiments of English law were appointed attorneys and granted license to practice for six months. This continued until people began to protest against the appointment of unqualified local attorneys. After much protest, it was decided that a person had to be trained abroad to be called to bar.¹³

ii. From Independence (1960) to Date

Prior to independence in 1960, a need had already been recognized in the United Kingdom for a system of legal education of Africans within Africa to provide manpower for its system of administration of justice and also as administrators and legislators¹⁴. Consequently, in 1959, the Federal Government of Nigeria set up a committee on the future of legal profession headed by the then Attorney-General of the Federation, Mr. E.I.G. Unsworth. The Committee was mandated to, among other things, consider and make recommendations for the future of the legal profession in Nigeria with specific concern for legal education, admission to practice, right of audience before the courts, reciprocal arrangements with other countries, conduct, control and discipline of members of the Bar¹⁵. The Unsworth Committee Report recommended, inter alia, that:

¹⁰ Baikie, W.B. Narrative of an Exploring Voyage up the Rivers Kwara and Benue in 1854 p.35 quoted in Asein, John Ohireime, Introduction to Nigerian Legal System (Ibadan: Sam Bookman Publishers, 1998) 150-151.

¹¹ The Supreme Court Ordinance 1876 as well as Order XVI, rule I of the Supreme Court (Civil Procedure) Rules are instrumental to this.

¹² See Asein, John Ohireime, Introduction to Nigerian Legal System (Ibadan: Sam Bookman Publishers, 1998).

¹³ Ibid.

¹⁴ A. Obi Okoye, Law and Practice in Nigeria: Professional Ethics and Skills (2nd edition, Snap Press Ltd) 1-5.

¹⁵ "The London Conference on the Future of Law in Africa." *Journal of African Law*, vol. 4, no. 1, 1960, pp. 1-3. *JSTOR*, <<http://www.jstor.org/stable/745311>>. Accessed 3 March 2022 ; also see generally Section 2- 4 Legal Practitioners Act 1962.

1. Legal education should be provided locally and adapted to the needs of Nigeria.
2. Law faculties should be established at University of Ibadan and any other subsequent universities to offer degrees in law.
3. A law School should be established in Lagos to provide practical training for law graduates.
4. A law degree should be a requirement for practice of law in Nigeria.
5. Any person graduating in law from a university which has not accepted the syllabus recommended by the Council of Legal Education should be required to take such further examinations as the Council prescribes; and

6. A Council of Legal Education should be established.

The recommendations and follow-up legislation put in place a modified two-tier system of legal education and training which like, in the United Kingdom separated the academic from vocational stages¹⁶. Unlike in the United Kingdom, however, a law degree became the basis for qualification. The Council established the Nigerian Law School in Lagos in 1962 to run a one-year course of practical law degrees of approved Universities or who had passed the English, Irish or Scottish Bar examinations or the school examination of Great Britain or Ireland. Unfortunately, the recommendation of the Unsworth Committee for the establishment of a Faculty of Law on the University College, Ibadan did not materialize. It was however in 1961 that the University of Nigeria, Nsukka established the premier Faculty of Law in Nigeria.¹⁷

Thus, Legal Education in Nigeria is divided into two - the academic and professional aspects. The academic aspect of legal education is obtained in the Universities (LL.B Hons); while the professional aspect is acquired at the Nigerian Law School (BL). Universities in Nigeria are regulated and supervised by the NUC, while the Law School is under the supervision of the Federal Ministry of Justice through the CLE. The general mandate of admitting persons to the Nigerian Bar is the responsibility of the Body of Benchers¹⁸. Since the establishment of the first Nigerian law faculty and first law school campus respectively in 1961 to date, there has been a phenomenal increase in the number of law faculties in Nigeria with a corresponding growth in student population. Presently, Nigeria has over one hundred Universities and Law programme is offered in about seventy universities¹⁹; however, there is still only one law school which operates through six campuses, though efforts are being made to increase the number of campuses to twelve²⁰.

3. CURRENT POSITION OF LAW TEACHING IN NIGERIA

¹⁶ The Federal government accepted the recommendations and captured them into two Acts of the National Assembly, namely: the Legal Education Act 1962 and the Legal Practitioners Act 1962 now replaced by the Legal Education (Consolidated, etc.) Act. While the former regulates legal education, the latter regulates the practice of law in Nigeria.

¹⁷ Adewoye, O. *The Legal Profession in Nigeria 1865-1977* (Lagos: Longman, 1977).

¹⁸ see section 3 Legal Practitioners Act 1962.

¹⁹ *The Punch* (7 October 2021), Senate Seeks Nigerian Law School Increment to Twelve Campuses<<https://punchng.com/senate-seeks-nigerian-law-school-increment-to-12-campuses/>>accessed 181021; see also Nigerian Universities Commission Website<www.nigeriauniversitiescommission.org>accessed 19 October 2021.

²⁰Ibid.

In recent years, there has been concerns about the standard of legal education in Nigeria. Many lawyers lack the intellectual skills to deal with simple legal tasks they are briefed to handle; some lack the rudimentary knowledge of basic legal principles and some dabble into unethical conduct²¹. In response, efforts are being made across board to harmonize the teaching and learning methods at the Law School and the Law Faculties in such a way that the law faculties would teach both substantive and procedural law. Generally, law is taught through theories, principles, practices and applications. Hence, the major methods of teaching law in Nigerian Universities are the Socratic Method and the Lecture Method²².

2.1 Socratic Method

The Socratic method was derived from the Greek philosopher, Socrates. In order to delve into his students' views, he would ask them questions until any contradictions were exposed. Socrates also used this method of questioning to encourage people to question the things they were told and to look beyond the obvious²³. This method is often used in order to encourage students to delve into more difficult concepts and/or principles. For example, a teacher might pick a student at random and question them for the entire duration of the class. The ultimate goal is to promote critical thinking skills in students. By picking holes in their argument, students will learn how to examine issues in-depth and how to respond when challenged.

Typically, a Socratic lesson begins when the teacher calls a student (or group of students) at random and asks for a summary of the case from a previously assigned reading. The student(s) will be required to recite a brief summary covering the facts of the case, the issues involved in the case, and the court's holding and rationale on the case. Based on the answers the teacher gets, he or she may ask follow-up questions. The goal of these questions is to reveal some of the possible arguments that can be made against the students' argument.²⁴ The teacher may also ask questions in order to reveal the different ways that an argument can be framed. Next, the students could be asked whether they agree or disagree with the court's holding. Typically, they will also be asked to explain why. Through the course of dialogue, the questions will become less straightforward and will often require students to analyze the current case against others they may have studied earlier. In another variation, the teacher could also choose a group of students and discuss legal principles based on previously assigned reading.²⁵

2.2 Lecture Method

²¹ NJ Madubuike-Ekwe, Challenges and Prospects of Legal Education in Nigeria : An Overview, Nnamdi Azikiwe University Journal Of International Law And Jurisprudence, Vol.8 No.1(2017).

²² Olanrewaju Fagbohun, 'The Future of Legal Education in Nigeria', being a paper delivered at the Annual Conference of the Nigerian Bar Association in Abuja on 25 August 2015.

²³ Abraham Lincoln University Editor, Understanding the Socratic Method of Teaching <alu.edu> accessed 5 October 2021.

²⁴ Stanford University Centre for Teaching and Learning (CTL) (2013), The Socratic Method, Speaking or Teaching Newsletter, Fall 3003, Vol.13. No.1 <<https://teachingcommons.stanford.edu/resources/teaching.resources/speaking-newsletter-archive>>

²⁵ Dr. Elijah Okebukola, who teaches several International Law courses in Nasarawa State University explained that this method is particularly effective in teaching the principles of International Law and also enforcement of International Law through decisions of international courts and tribunals.

The lecture method is a continuing oral presentation of information and ideas by the teacher. It is presumably a compendium of his own reading, research and experiences, interpreted in light of his own insights. This method is economical and can be used among large number of students. It saves time as it allows the teacher to cover a wide syllabus within limited time. Theoretically, in the true lecture, little or no active student participation is involved. In practice however, there could be a varying degree of use of the blackboard, slide projector, assignments to be done outside of class and question and answer sessions, but all of these variants involve the lecturer as the primary agent in the instruction.²⁶

A good lecture keeps students focused and engaged; makes them willing to learn more about the topics discussed; provides new insight, and stimulates thinking. All the teachers who shared their experiences for the purpose of this paper agree that the lecture method is very effective. However, lectures must be planned in a way that students can participate by asking questions or randomly calling on students to comment on certain issues.

2.3 Are These Two Methods Effective in Teaching International Law?

Generally, Law teachers undertake the obligation to produce lawyers with sound knowledge and professional competence. Although both the Lecture and the Socratic methods have primarily been able to help in the development of legal education in Nigeria, there is no doubt that these methods are somewhat old-fashioned, and the demands for modern society require some ingenious methods which can further lead to innovation in legal education to withstand global standards. Hence, there is a clamor for reforms in legal education through the combination of a rich curriculum, innovative delivery of instruction and assessment of student learning as a regular practice.²⁷

Much has been reported about the challenges of legal education generally such as: inadequate funding, proliferation of law faculties, explosion in student population, and conservative curriculum among others. However, there has been no study solely dedicated to the challenges of international law scholarship in Nigeria, which come with its own peculiarity. Hence, the following challenges are based on my personal experience and the experiences shared by seven colleagues who also teach international law in various universities across Nigeria.

i. Challenge of Prioritizing Domestic Courses Over International Law Courses

In most Nigerian Universities,²⁸ international law courses are offered on elective or optional basis at undergraduate level. Even at the postgraduate level where a variety of International Law courses are readily available, teachers are expected to cover the respective course syllabus within limited time (usually in less than one year). This requires dedicating time to ensure that students understand the basics of international law²⁹ before

²⁶ Meenu Sharma, *Lecture Method*, Biyani Group of Colleges<biyanicolleges.org>accessed 5 October 2021.

²⁷ Many lawyers lack the intellectual skills to deal with simple legal tasks they are briefed to handle; some lack the rudimentary knowledge of basic legal principles and some engage in unethical conduct.

²⁸ With the exception of few schools like University of Calabar and Anambra State University.

²⁹ definition, sources and scope of international law, treaty formation, UN System, etc.

going into the main course. In this case, covering large volumes of material within a short period can be very tasking, especially when you are dealing with students who know little about international law aside for it being a 'source of law in Nigeria'.³⁰

Many teachers try to deal with this particular challenge by using personal notes (developed over years of teaching) in order to confine useful course contents to manageable degree while still trying to cover the syllabus, which usually incorporates a general introduction to International Law³¹. Another method of covering the syllabus is to assign seminar topics to students from the course outline. Furthermore, to present the material in a stimulating and challenging manner, guest lecturers are invited to make presentations based on expertise in specific areas of international law. In the course of such presentations, extensive or complex topics can easily be explained by the expert guest lecturer.³²

ii. Bringing Students to Understand the Relationship Between International Law and Domestic Law

The concept of law being made outside of local, state and federal bodies is quite foreign to many students. It is thus very difficult for students who do not have a basic knowledge of international law to understand the context of how its law-making process, scope of operation, effectiveness and enforcement differ from national law.

Since many international law teachers also teach domestic law courses, we try to handle this challenge by making efforts to explain the 'international law context or dimensions' of the subject matter being discussed. For example, in the course of teaching Nigerian Legal System, where international law forms part of the discussion on sources of law, we go beyond the course content to include as much as possible, the general principles of international law. Many lecturers also key in applicable aspects of international law into the syllabi of domestic law courses.³³

iii. Keeping up with Current Developments

The field of international law changes so quickly, and the issues that spark the interests of students are not incorporated into texts until years after the events. It is therefore left to the teacher to keep up to date with current developments in the field. While this might ordinarily not seem like a challenge to teachers in other countries with access to grants and funding; it is not that easy for teachers in institutions with limited funding to attend international conferences and other academic meetings where topical developments are shared and debated.³⁴

³⁰ Prof. Chinwe Okoli, teaches Public International Law, IHL and Refugee Law at University of Jos.

³¹ Dr. Wiseman Ubochioma, teaches International Trade and Investment in BAZE University, Abuja.

³² Recently, Her Excellency the Deputy Secretary General of the United Nations, Mrs. Amina Mohammed was invited by the IHL Class at BAZE University to present a paper on 'Use of Ceasefire Agreements in Avoiding the Escalation of Armed Conflict' on 24 June 2021.

³³ Dr. Bridget Anigbogu, teaches Intellectual Property Law at BAZE University, Abuja; Prof. Abdulkarim Ibrahim teaches Environmental Law at ABU Zaria; Saifudeen Coomassie teaches Commercial Law at BAZE University; and Prof. Zakari Yaro teaches Mineral and Mining Law, Sports Law, and Law of Contract at Nasarawa State University, Keffi.

³⁴ Vanguard News (19 October 2021) 'Why Nigerian Universities not among world best— NUC' <<https://www.vanguardngr.com/2021/10/why-nigerian-varsities-not-among-world-best-nuc/>>accessed 19/10/21.

To keep abreast with international current affairs, most teachers of International Law are steady viewers of world news programmes and debates on contemporary international issues through cable network³⁵. Furthermore, opportunities for capacity development are usually presented by international institutions such as the ICRC,³⁶ World Intellectual Property Organisation (WIPO), African Union (AU), United Nations (UN), etc. through wide reaching capacity building programmes for law teachers. Similarly, webinars are now quite common and many can be joined for free. Besides sharing such opportunities with colleagues, lecturers encourage students (especially those at postgraduate level) to join.

iv. Multidisciplinary Nature of International Law

It is clear from the breadth of subjects covered under international law that it is a complex and multidisciplinary area of scholarship. Notably also, due to the transformed nature of global governance, there is an interdisciplinary perspective to a range of contemporary issues involving legal, social, economic and political aspects. This could be challenging if one person has to teach all of the international law courses available as is the practice in many Nigerian universities. Here, the teacher would have to be well grounded with the ability to critically analyze issues involving aspects of political science, international relations, security studies, economics, geography, gender, human rights, and almost everything else these days.

Notably, some Universities now have multidisciplinary centres where scholars are selected from different departments to teach different components of specific courses. In the absence of such arrangement, a teacher can either settle for the course within his expertise, or make arrangements to co-teach with colleagues from relevant departments.

v. Getting Students to View International Law Issues Objectively

In many situations, students tend to view international law solely through the perspective of their own country, region, or religion. They would challenge the lecturer regarding the purpose and relevance of international law, particularly relating to issues such as: impunity of states without sanctions; the “sole superpower” issue; questions about Iraq, Israel and Palestine; gay rights; the war on terror; the International Criminal Court and its perceived unfair targeting of Africa leaders; and finally, ‘is international law really law?’

Keeping up with students’ doubts and skepticism is a common challenge shared by almost all teachers of international law. Accordingly, teachers try to respond to these situations by ensuring that local materials are included and utilized in teaching. For a wider appreciation of international law, we encourage students to follow blogs such as the ICC blog; ICRC blog; Third World Approach to International Law (TWAAIL) blog; UN Audiovisual Library of International Law, and many others. We also encourage students to share their views and recommendations in seminar papers, and have them published in peer reviewed journals.

³⁵ such as CNN, BBC, Aljazeera, etc.

³⁶ ICRC organizes an annual training workshop for teachers of IHL in Nigeria where research is shared, and current developments in IHL are discussed.

3. MODERN METHODS OF TEACHING INTERNATIONAL LAW

The following methods as agreed by colleagues, have been beneficial in easing the task of teachers and enhancing students understanding of International Law particularly in view of the challenges discussed above.

3.1 Case Method

The study of cases on every subject helps student in deciphering the rationale of judgments. It makes them read, analyze, and interpret cases themselves. By this method law students are able to learn better as they are asked to reach their own conclusions about the implications of the court's judgment. Students are expected to be prepared for class in advance by reading the assigned materials like case opinions, notes, law review articles, etc. and by familiarizing themselves with the general outlines of the subject matter. The student has to review the cases analyzed in class, and usually, vibrant discussions follow.

3.2 Problem Method

The problem method of teaching is often used as a major alternative to the case method teaching. It can be defined as a method which uses hypothetical fact situations as the centre piece for student analysis and discussions. The problems typically present plausible situations of varying detail and complexity. Students then select a course of conduct or predict a court's decision based on a variety of legal and non-legal materials either provided to the students or readily available to them such as court opinions, statutory materials, administrative regulations, legal documents, articles and other materials relevant to solving the problem. Requiring students to present their solutions to the class and then to discuss those solutions in class is an integral part of the method. The merit of the problem method is that it more effectively forces the law students to critically think and reflect on the application of pertinent materials to new situations and accustoms them to appreciate cases and statutory laws as something to be used, rather than as something merely to be assimilated for its own sake.

3.3 Collaborative Method

Collaborative method of teaching requires students to actively participate in the learning process by interacting with each other and listening to other's point of view. It establishes a personal connection between students and the topic of study and helps them to think objectively. Group projects and discussions are examples of this teaching method. Teachers may employ collaboration to assess a student's ability to work as a team, leadership skills, or presentation abilities.

In a collaborative project, group members negotiate tasks, roles, and responsibilities. In essence, the goal of collaborative learning is a group project in which the group process will produce a better final product through the students' discourse. By the collaborative teaching method, students learn better indirectly from teachers through constructed group work and directly from other students in the discourse directly associated with that group work. Learning in group helps the students to understand, retain, and apply concepts. Well-run small group activities increase students' motivation and lead to positive attitudes towards

the subject matter. In addition, collaboration among students helps them develop skills such as listening, expression, conflict resolution, negotiation, and consensus building.

Mock trials provide a platform for students to discuss and depict the role of a counsel, accused, judge, witness and a victim. Panel discussions are also useful-where students are given a topic to form a panel and discuss issues. It gives an insight view and practical training on case discussion from the perspectives of prosecution and defence. We also encourage students to participate in intra faculty and inter faculty moot competitions.

3.4 Field Action Project

Law is an instrument of social control and constitutes as an important variable in any social investigation. Law and society are not divisible in water-tight compartments. The quantitative research method is often used to inquire the efficacy and implementation of a statute and measure its impact on the society. Field action projects can be used as a method to investigate and inquire issues affecting the society and suggest remedial measures to solve them. In this method, the law students are associated with the members of social work group to conduct an inquiry on social issues. For instance, as part of IHL class, students were made to visit IDP camps, interview the IDPs, social workers, guards, etc., and report back to the class. For some other courses, it is common to find students visiting prisons, police stations, and other relevant institutions.

3.5 Other Methods

Other teaching methods include expert guest lectures; screening of movies and plays depicting contemporary issues in covering diverse areas of International Law (IHL, Environmental Law; Human Rights, etc); and encouraging students to participate in free online courses and webinars.

4. RELEVANT TEACHING TOOLS

The following tools are applied in the law classroom: Visual Tools; Computers/ ICT; Writing exercises; Flip Class technique, etc.

i. Visual Tools

Visual tools are devices that allow teachers to engage students through their sense of sight. They include handouts, chalkboards, flipcharts, overhead transparencies, slides, videos, and computers. Visual tools can be divided into two categories according to their primary uses. The first category-handouts, chalkboards, flipcharts, overhead transparencies, and slides-is most useful for presenting graphics.

ii. Computers or Information and Communication Technology

Presently, the most effective and promising applications of computers in legal education are: the computer as a visual tool in the classroom; electronic lessons; electronic discussion and supplements; the Internet, and electronic casebooks.

In the midst of increasing knowledge and abilities through technological resources it should

not be ignored that human interactions between teacher and student have a profound impact on students' learning experiences. Whereas computers and learning applications and the Internet can enhance teaching and help the teacher to individualize students' education and monitor their progress, they cannot replace the human presence, intelligence, and emotion that teachers to the educational process.

iii. Writing exercises

Writing exercises, whether done in or out of class, whether graded or not, whether formal or informal, help to develop thinking skills. As students explain or explore an idea in writing, their understanding (and misunderstanding) of concepts become clearer. For example, when students draft legal documents such as a will or a complaint, they discover the limits of their knowledge and they develop a deeper understanding as they apply abstract principles to a life-like situation.

Writing exercises also helps to generate thoughtful class discussions. By writing on a topic for several minutes, students tend to develop their thoughts much more thoroughly than when responding immediately to teachers' questions in class. Writing not only helps the students to learn content and skills, but also act as an excellent vehicle for students to explore and articulate their values.

iv. Flip Class Technique

The flipped classroom is a pedagogical model in which the typical lecture and homework elements of various courses are revised. Short video lectures, are viewed by students at home before the class session, while in-class time is devoted to exercises, projects, or discussions. The video lecture is often considered as the key ingredient in the flipped approach, such lectures being either created by the instructor and posted online or selected from an online repository.

The flipped classroom model enhances time management of the class by providing advanced knowledge about the content or topics taught by use of technology and Laptops. This improves student's interest and keeps them engaged.

5. CONCLUSION

In light of the above discussion about responsive pedagogies, materials and techniques in teaching international law in Nigeria, it is clear that one common method cannot achieve the desired goal. Therefore, diversified methods of delivering instruction and suitable evaluation methods to assess intended outcomes should be considered as top priority in any academic programme. To effectively teach international law, teachers must blend doctrine and practice; explain goals and methods to students; choose teaching methods that will achieve desired outcomes; use different methods of teaching and context-based instructions; and use suitable evaluation methods to assess intended outcomes. To this end, a lot can be achieved by improving academic preparation, professional exposures and technological familiarity.

The following recommendations are therefore warranted:

1. International law teachers must keep abreast with recent developments in the field.

2. International law courses should be given the same status like other domestic courses in all Nigerian Universities and other institutions of higher learning.
3. Research into various aspects of international law should be encouraged. Hence, there is need to create more research sponsorships and opportunities for Nigerian academics to attend and present research papers in local and international fora.
4. Provision of access to information technology, and adequate modern teaching tools for the purpose of teaching international law is also necessary.
5. International law teachers can achieve a lot by sharing experiences and teaching materials both within and outside the country with a view to updating approach.

