

Interactive comment on “Understanding groundwater – students’ pre-conceptions and conceptual change by a theory-guided multimedia learning program” by U. Unterbruner et al.

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ulrike.unterbruner@sbg.ac.at

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Response to the Short Comment on our manuscript “Understanding groundwater – students’ pre-conceptions and conceptual change by a theory-guided multimedia learning program”

Dear Sameer Memon, We want to thank you for your valuable comments on our manuscript. Your suggestions are helpful for improving the quality of our paper.

The selection of the tested groups was guided by the following intention: 12 to 14 year old pupils are the target group of our learning program while the university student

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group represents their future teachers. Because of the Austrian school curriculum and the fact, that the university students did not have instructions in the fields of hydrogeology before, we did not expect substantial differences regarding pre-conceptions and knowledge about groundwater between the two target groups and as you can see (e.g. table 2, 11720) we were right. And interestingly, the university students assessed the multimedia learning program as good as the pupils did (see results of the formative evaluation: table 3, 11721). They did not at all judge it as “childlike”. By the way: We were told that two Austrian universities are using our multimedia learning program within the scientific training of their geology students.

As you mentioned below, the translation of “Lehramtsstudenten” is indeed not easy. In Austria, the “teacher training students” we worked together with are university students. They will become teachers for biology & environmental education in high school.

Thank you for the detailed minor revisions. We will check the manuscript with special attention to the mentioned points.

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