

***Interactive comment on* “Training hydrologists to be ecohydrologists and play a leading role in environmental problem solving” by M. E. McClain et al.**

J. Seibert (Editor)

jan.seibert@geo.uzh.ch

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This is a valuable contribution to the special issue on education in hydrology. I also appreciate the constructive comments by the two referees. Both referee found the manuscript interesting and provided a number of comments to further improve the manuscript. Please address all these important points in your revision. Below I summarize the major issues.

Please define ‘ecohydrology’ in the introduction. While ecohydrology certainly can be interpreted quite widely, the definition has to be such that the differences between

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hydrology and ecohydrology are clear. I agree with Tom Meixner, that the three currently probably most important research areas of ecohydrology ('spheres'), should be discussed as examples rather than as THE research areas. I read the section on professional competencies with great interest. Nevertheless I tend to agree with referee #1 that this part is too generic and would without hardly any change apply to almost any study subject. Instead, I would rather like to see a more specific discussion including the issue of necessary education in policy making as suggested by Tom Meixner.

Minor comment: The summary in Table 1 is interesting, but I would like the authors to do some more research for a more complete coverage. A quick google-search indicated that there are more ecohydrology centers and programmes than listed here (e.g., Ecohydrology Msc at the University of Kiel).

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