

## ***Interactive comment on “Water management simulation games and the construction of knowledge” by M. Rusca et al.***

**Anonymous Referee #1**

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Rusca et al. provide valuable explanation, information and advice on setting up and carrying out a simulation game as part of an education programme in water resources. They place their description within the existing theoretical framework of education and knowledge development which gives the reader an opportunity to understand and consider how knowledge is developed. This provides a strong argument for the use of simulation games in water education. This paper offers a valuable resource to water resource educators involved in, or considering applying simulation games as part of their education programme. The description of the Ravilla Simulation game illustrates very clearly how a game is structured and takes place.

The role, aims and areas for careful consideration when setting up or running a simula-

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tion game are presented clearly and concisely. Some important challenges are raised. I would be interested to hear a little more about how the process is brought to a close. Literature on role playing games has emphasised the importance of debriefing or group discussion to develop and concrete the experiences gained during the exercise. This often requires significant time that needs to be allocated from the onset. The authors touch on this in their description of the Ravilla Simulation game and the use of student presentations and analysis (p 3075). It would be interesting to hear the authors' experiences of how this aspect of the process develops student learning.

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