

Interactive comment on “Engaging the students of today and preparing the catchment hydrologists of tomorrow: student-centered approaches in hydrology education” by I. Ngambeki et al.

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This is a personal reply (as one co-author) to the brief commentary by Earl Bardsley, who I know has a personal interest in advancing hydrology education. The keywords in the title that connect to the main thrust of the paper are "student-centered approaches". The premise is that this has value in hydrology education, especially to 'engage the students of today and preparing the hydrologists of tomorrow' as we argue in the paper. We used the teaching of catchment hydrology merely as a "case study", partly because the hydrologist authors of this paper happen to be catchment hydrologists (and engineers), and partly because catchment hydrology neatly covers the holistic aspects

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of hydrology as well as the application end of hydrology. We of course recognize that hydrology is a broad science and there is considerable diversity in what is taught, the way it is taught and to whom it is taught. The question to be asked, in each case, is whether the idea of student-centered teaching is useful and needed, and whether the ideas, arguments, approaches and experiences presented remain valid and applicable in these other contexts. I was hoping that Earl Bardsley's comments would address these crucial points, and not just whether paper purports to cover the entirety of hydrology education: it does not. I hope a future comment would return to these key points, as we are very interested in the different perspectives that people may have, including the feasibility of the proposed student-centered approaches in different hydrology classrooms.

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