

Interactive comment on “On teaching styles of water educators and the impact of didactic training” by A. Pathirana et al.

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General Comments: This paper posits that water resource related education requires a mixture of teaching approaches in order to fully prepare students for the creativity, originality, and trans-disciplinarity required to solve our complex water-related problems. The authors found that so-called "facilitator" and "delegator" teaching approaches are lacking in current water education. They carried-out an experiment using a small number of students and faculty from UNESCO-IHE to show that water educators can be trained to identify with more active facilitator/delegator approaches to teaching. One interesting finding was that younger teachers were generally the most responsive to this training and engaging in more active teaching styles.

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The two questions that lingered with me after reading this paper were: (1) if the researchers considered a more global survey of water educators, would they find that there is sort of a natural trend towards active or problem-solving teaching styles and (2) is there a way to assess effectiveness of these teaching styles on the students? These questions are somewhat beyond the scope of this relatively small-scale study, but I think the authors have initiated an area of research and teaching that I hope continues to evolve.

One curious aspect of this paper is that its linkages to water and hydrology were sort of cursory. Nonetheless, I think there is value in having this sort of dialog embedded in the hydrology trade journals like HESS.

Minor Comments: I could not find Jury and Vaux, 2005 (p 2962, line 23) in the references cited. Fig. 3, the "Like Tr" label took me a while to figure out. Consider a clearer label.

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