



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

**A. Pathirana et al.**

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### **1 Referee #2: Angela Lundberg**

We thank Dr. Angela Lundberg for her thoughtful and encouraging review. The main critical point raised is the lack of clarity on the UTQ program. We proposed to add the following appendix to the revised paper, describing the UTQ program and to refer to the appendix in the main text.

The following section in the manuscript:

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“a programme aimed to develop didactic skills of the teaching staff in the direction of facilitating active learning in higher education. The UTQ programme focuses on ‘constructive alignment’, where the student constructs her/his own learning through relevant learning activities. It stimulates the lecturer to create a learning environment that supports the learning activities appropriate to achieving the desired learning outcomes. In other words, the UTQ training intends to stimulate UNESCO-IHE faculty to develop facilitator/delegator teaching styles.”

will also be changed as follows:

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“a programme aimed to develop didactic skills of the teaching staff in the direction of facilitating active learning in higher education. UTQ candidates after an introductory meeting with the UTQ coach - who is a qualified educationalist – participate in a refresher course on didactics (total about 10-12h of contact time). Then with the help of the coach they plan the UTQ portfolio activities. They spend around 130 hours spread typically over a one year period in compiling the portfolio, which is then assessed by a portfolio committee. The UTQ programme is described in detail in appendix B.

The UTQ program is based on the theory of constructive alignment – a type of outcome based education, used for devising teaching and learning activities, and assessment tasks, that directly address the learning outcomes intended in a way not typically achieved in traditional lectures, tutorial classes and examinations (Biggs and Tang, 2011). Constructive alignment is a combination of two principles: First, constructivism, which states that learning, is an active, constructive process where the learner actively constructs knowledge. Then there is the concept of ‘Aligned Teaching’ stating that for effective learning the stated learning objectives, activities for achieving those objectives and the assessment of the level of achievement should be consistent – or aligned – with each other. It stimulates the lecturer to create a learning environment that supports the learning activities appropriate to achieving the desired learning outcomes rather than focusing on transferring on knowledge. In other words, the UTQ training intends to stimulate UNESCO-IHE faculty to develop facilitator/delegator teaching styles.”

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The reference should indeed be:

Biggs, J., Tang, C. (2011). Teaching for Quality Learning at University (Society for Research Into Higher Education) (p. 480). Open University Press.

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Interactive comment on Hydrol. Earth Syst. Sci. Discuss., 9, 2959, 2012.

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