

## ***Interactive comment on “Experiences from online and classroom education in hydroinformatics” by I. Popescu et al.***

**Anonymous Referee #1**

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I'd like to thank the authors very much for their answers.

I have three comments to the answers:

- 1) Dublin Descriptors. DD are a description of competences on the three levels BSc, MSc, PhD. They do not say anything about the student Workload.
- 2) Table 1: I would suggest to add a column "free workload" or something like this. This would help the reader to understand the curriculum and see the proportion of contact hours and "free workload" directly. How many ECTS worth these courses?
- 3) In my point of view the discussion about the assessment procedures is very important. What does it mean to have the same learning objectives but to have different assessment procedures and a different handling concerning certification? Can you

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compare the results, the outcomes for both types of course? Perhaps the examinations could be skipped even in the f-t-f setting? What procedures to assure who is learning, handing in the assignments, taking part at examinations exist? Why is this important?

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