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.

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.