Interactive comment on “On teaching styles of water educators and the impact of didactic training” by 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:

"..."
“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:
“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 di-
dactics (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 tradi-
tional 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, con-
structive process where the learner actively constructs knowledge.
Then there is the concept of ‘Aligned Teaching’ stating that for ef-
effective learning the stated learning objectives, activities for achiev-
ing 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 learn-
ing 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 fa-
cilitor/delegator teaching styles.”
The reference should indeed be:

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