

Comment on gc-2021-32

Anonymous Referee #2

Referee comment on "The University Campus as a Learning Environment: the role of a Campus-based Living Lab in a Blended Teaching and Learning Environment" by Steven L. Rogers et al., Geosci. Commun. Discuss., <https://doi.org/10.5194/gc-2021-32-RC2>, 2022

Thanks for the opportunity to review this work. The paper presents Living Labs as an important pedagogical tool for higher education learning, outlines strategies for framing activities following this approach, and provide examples of activities carried out in a living lab environment at Keele University since 2006. While the authors introduced the concept of "living labs" thoroughly and provide interesting examples to show how it can be used in education, they do not investigate the concept of living labs or any of the mentioned activities vigorously, and therefore, do not report substantial new results and conclusions. The manuscript, in its current form, reads like a report on "living labs" and not like a scientific investigation of "living labs".

To improve this study and make it publishable in GC, I encourage the authors to consider:

- Carrying out a qualitative and quantitative assessment of the living lab concept. For example, consider evaluating one or two of the activities already mentioned in the paper for their effectiveness in teaching and learning of specific concepts. Consider comparing them with other forms of "outdoor" activities such as fieldwork or educational fieldtrips.
- For each case studies, include the accompanying data, methodology, results, and discussion of results, and consider taking an analytical approach to synthesize the individual case studies into a framework. I also agree with Anonymous Referee #1 that the framework should be applied to the case studies to show readers how to use it.

I also have a few minor edits and comments, all listed below.

Line 12 – Spell out high education once in the paper (HE)

Line 42 – Please give 1-2 examples (with references) of the innovations that provide platforms for efficient/effective learning environments.

Line 128 – When using terms such as “our student body” and “we”, are you referring to a specific group of people or are you using these terms more generally? From how this is written, I take the former to be true. Also, the reference (Ofs, 2020) does not appear in the reference list.

Line 134 – Check grammar: “...are well documented...”

Line 144 – Informal language, consider revision: “...the experiment/test isn't compromised...” – change to “the experiment is not compromised” – same issue in line 537

Line 149 – check grammar: “...but lends itself moreover to effectively transdisciplinary working...”

Table 1 should appear earlier (page 4, for example).

Line 190 – Define FHEQ – not everyone is familiar with this abbreviation. Same with MJCA in line 191. All abbreviations should be defined at least once in the paper.

Line 390 – Not clear why this case study is called “COVID-19 fieldwork” when the actual topic is Climate Change.

Line 515 – “Education in these areas...” which areas? Needs clarification.

Line 533 – Give 2-3 examples of the inclusivity/diversity issues mentioned in this sentence.

Line 535 – The sentence needs a verb.