Published online: 3-27-2017

Editor's Introduction

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Recommended Citation

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Overview of this Issue

I am proud to say that we continue to reach and publish new disciplines. The breadth of *IJPBL* continues to grow. In particular, I would like to highlight our "Voices from the Field" section that has continued to grow since 2008. Our "Voices from the Field" section is dedicated to publishing articles that describe and interpret implementations of PBL (e.g., problem-based learning, project-based learning, case-based learning, anchored instruction, problem solving, etc.) in situ. These articles include first-person accounts from individual K–12 teachers or higher education faculty members integrating an innovative practice, departments reconsidering curriculum design with PBL, and schools or universities implementing pedagogical change. I encourage you to take a look at our overview and call for "Voices from the Field" papers.

In this issue, we have published four articles in this section that include secondary mathematics, engineering education, higher education, and teaching English to speakers of other languages. These articles depict both the variety of disciplines in which inquiry and problem-based learning can occur and the range of implementations that are possible. Within these articles, you can see the decision-making of teachers and faculty members in order to evolve inquiry and problem-based learning to meet their curricular goals and students' needs. For example, Kirkman describes his organic evolution of an engineering ethics course grounded in logic and philosophy. As I worked with Dr. Kirkman through his revisions and feedback, it became clearer to me and in his writing how and why he made changes to his course over time and what evidence informed his decision-making to improve the course. This evidence included his own teacher observations and student assessments and feedback. In contrast, Caswell's article describes a systematic and systemic plan to design a master's degree for teaching English speakers of other languages (TESOL). The extremely purposeful framework, design, and data collection reported in this article demonstrates how problem-based learning is integral to the goals of the degree.

Also in this issue, we have three research articles. Two of the research articles focus on science, technology, engineering, and mathematics (STEM) education. The article by Edmunds, Arshavsky, Glennie, Charles, and Rice examines rigor with project-based learning. They use multiple methods of data collection, including student surveys, teacher logs, and classroom observations, to triangulate their findings. DeChambeau and Ramlo describe problem-based learning in STEM-based public high schools. Most interesting in this article is the use of anecdote circles, which was a new data collection method to our reviewers and editors. I encourage you to take a look at this method to see how you can add it to your toolbox. Both of these articles provide a different lens to view the empirical research and new knowledge we published previously about STEM education, such as Asghar, Ellington, Rice, Johnson, and Prime (2012); Ertmer, Schlosser, Clase, and Adedokun (2014); and Tawfik, Trueman, and Lorz (2014). The final research article in this issue by Sipes helps to buttress one of the persistent shortcomings in much problem-based learning: self-report measures. This article presents a research-based matrix for coding and classifying problem-based learning events. I hope to see a number of articles in the future use this matrix and begin reporting their findings from it.

Finally, in our "Book Reviews" section, Davis reviewed *Getting Started with Team-Based Learning* by Sibley and Ostafichuk (2014). David repeatedly emphasizes the practical nature of this text, which is directed toward everyday practitioners. It includes both foundational knowledge and practical strategic skills—both of which have been tested by the authors.

Thank-Yous and Goodbyes

We would like to take a moment to express our gratitude for the two members who are retiring from their board member

roles in *IJPBL*: Thank you, Dr. Andrew Tawfik (assistant professor in educational technology at Northern Illinois University) and Dr. Kun Huang (assistant professor in instructional systems and workforce development at Mississippi State University). We appreciate your commitment and time dedicated to the improvement of the journal.

References

Asghar, A., Ellington, R., Rice, E., Johnson, F., & Prime, G. M. (2012). Supporting STEM education in secondary science contexts. *Interdisciplinary Journal of Problem-Based Learning, 6*(2). http://dx.doi.org/10.7771/1541-5015.1349

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THE INTERDISCIPLINARY JOURNAL OF PROBLEM-BASED LEARNING

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Problem-based Learning

SUBMISSION GUIDELINES

Submission of articles that report on original research, classroom or project descriptions and evaluations, syntheses of the literature, assessments of the state of the art, and theoretical or conceptual positions that relate to the use of PBL, including the planning, management, operation, and evaluation of PBL are highly desired. Please note that for original research, we expect to see an explanation of the research question(s), description of the methods employed, analyses used, and recommendations for implementation and further research.

Submission Guidelines

Submission of articles that report on original research, classroom or project descriptions and evaluations, syntheses of the literature, assessments of the state of the art, and theoretical or conceptual positions that relate to the use of PBL, including the planning, management, operation, and evaluation of PBL, are highly desired. Please note that for original research, we expect to see an explanation of the research question(s), description of the methods employed, analyses used, and recommendations for implementation and further research.

Length

Manuscripts should be between 20 and 30 double-spaced U.S. standard letter size (8 1⁄2"× 11") pages in length. In addition, an abstract of approximately 125 words is required.

Style

Manuscripts should be prepared according to the APA format as described in the *Publication Manual of the American Psychological Association* (6th ed.). Manuscripts not conforming to these specifications will be returned to the authors for proper formatting.

Format

Manuscripts should be submitted electronically through the journal website, http://ijpbl.org. Articles may be uploaded in either of the following formats.

- MS Word using only the TrueType versions of standard PostScript fonts (Times, Arial, Symbol)
- Rich Text Format (RTF) with the same constraints for fonts

Manuscripts submitted to *IJPBL* need to be free of identifying characteristics, including author name(s), acknowledgments, and references to the author(s)'s previous or forthcoming work. All references to the author(s) should be replaced with the word "Author" throughout the manuscript.

Review Process

Manuscripts are reviewed first by the editors. Those that are appropriate for the journal are sent to at least two experts in PBL scholarship, particularly in the primary author's discipline or content area. All reviews are blind, that is, without identifying the authors to the reviewers. On the basis of the reviewers' recommendations, the *IJPBL* editor will decide to publish the manuscript as submitted, to request a significant revision and resubmission, or to reject the manuscript for publication. In all cases the author will be notified of the decision, and a copy of the reviewers' comments will be provided. The review process is expected to take between 2–4 months. If you have any questions, please contact Dr. Michael Grant at michaelmgrant@sc.edu or Dr. Krista Glazewski at glaze@indiana.edu.