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### Call for Manuscripts: Special Issue: Unpacking the Role of Assessment in Problem- and Project-Based Learning

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# THE INTERDISCIPLINARY JOURNAL OF PROBLEM-BASED LEARNING

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## CALL FOR MANUSCRIPTS

### *Special Issue: Unpacking the Role of Assessment in Problem- and Project-Based Learning* to be published in Fall 2019

Edited by Kris Williams, Liz Bergeron, and Drew Schrader

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Assessment is an integral aspect of teaching and learning, regardless of the pedagogy. Within problem-based learning (PBL) and project-based learning (PjBL) there are particularly unique challenges and opportunities related to assessment due to the specific elements of instructional design and the types of outcomes that are often targeted within PBL and PjBL classrooms. We often associate performance assessment with PBL and PjBL due to the flexibility afforded for context-rich, student-centered tasks that can both surface and contribute to deep student learning across a wide range of outcomes (Chun, 2010). While these potential elements of performance assessment also mirror many of the key principles associated with PBL and PjBL, the entire spectrum of assessment practices are likely present in classrooms across the practitioner community (Vega, 2015).

The complexity that comes with the implementation of assessment in inquiry-based classrooms creates a great opportunity for innovation across a wide range of potential practices. In some instances, these innovations have spurred the development of new models of assessment or have brought on the integration of previously proven ideas (Levia Jr. & Quiring, 2008). Some examples include variations on capstone assessments (portfolio, senior project, defense of learning, etc.), targeted mindset and “soft skill” outcome assessments (agency, collaboration, metacognition, etc.), and the development of shared rubrics for assessing student development across those outcomes (Chang & Tseng, 2011).

Another important dimension of assessment in any education system is in the role it plays as a driver of professional development and teacher learning. This is of particular importance in the context of PBL or PjBL where curriculum is often being developed and adjusted by the classroom teacher. Well-aligned practices of teaching and assessment that exist within an iterative

process of data collection, interpretation, and new strategy design are the basis of the Learning Organization Framework (<https://newtechnetwork.org/resources/learning-organization-framework/>), designed by New Tech Network to illustrate the conditions needed to ensure a school is intentionally oriented toward the improvement of student outcomes. Not only does this approach have the potential to positively impact instruction, but it may also create opportunities for the improvement of assessment practices based on the desire to collect more informative student data (Waters & McCracken, 1997).

As PBL and PjBL practices continue to spread across a variety of contexts, the opportunity for further learning and innovation increases with each new problem that is addressed by an intrepid classroom teacher or well-organized school community. With PBL and PjBL reflecting a more mainstream approach, the challenges encountered in its implementation are often the challenges seen throughout our education system: issues of inequity and the opportunity gap, increasing teacher and leadership turnover, rigid systems of accountability that inhibit risk-taking, and generally low levels of morale within the education community. Assessment is inextricably intertwined within all of these challenges. It is our hope that this special issue of the IJPBL creates an opportunity for collecting and sharing some of the effective and innovative ideas in assessment that are taking place across the project- and problem-based learning community. We look forward to helping disseminate collected ideas to other educators so that more students might benefit from improved practices.

#### Potential topics include but are not limited to:

- The alignment of formative and summative assessment practices within a PBL or PjBL context

- Assessment of student development in the areas of agency and collaboration
- Increasing student ownership over their own assessment
- The use of assessment to drive teacher learning for the improvement of student outcomes in PBL or PjBL classrooms
- Assessment for effective communication of school and student achievement to outside audiences
- Attaining sufficient levels of reliability and validity on non-traditional assessments
- Supporting progressive PBL or PjBL assessment practices through the use of collaborative or adaptive technologies

- Data analysis
- Results or conclusions
- Discussion (including limitations and future work)
- Conceptual papers should be structured around key themes salient to any topic or any combination of the topics identified in this call and should have clear focus providing practical or theoretical implications for future efforts.

## Important Dates

- Proposal Deadline: June 30th, 2018
- Author Submission: October 1st, 2018
- Reviewer Assignments: On or before October, 8th 2018
- 1st Reviews Completed: By November 16th, 2018
- Decisions from 1st Reviews: December 17th, 2018
- Author Revisions Due: By February 15th, 2019
- 2nd Round Decisions: By March 8th, 2019
- Final Papers Due: May 17th, 2019

## Submission Types

- Research Papers
- Conceptual Papers
- Voices from the Field (see <https://docs.lib.purdue.edu/ijpbl/vol7/iss1/12/>)

## Manuscript Guidelines

- Maximum word count: approximately 5,000 excluding references and tables
- The suggested proposal/paper structure (for research papers):
  - Introduction (with clear statement of the research problem)
  - Literature review, ensuring you use the IJPBL standard conventions for distinctions between problem-based learning (PBL) and project-based learning (PjBL)
  - Research questions
  - Methods (detailed description of the PBL, PjBL, or other inquiry implementation, research design, instruments and data collection procedures, validity/reliability, or analogues as appropriate for qualitative research)

## Submissions

Proposals and full paper submissions will only be accepted through the IJPBL Electronic Submission System at <http://ijpbl.org>.

- Please include “2019 Special Issue:” prior to your title in the submission system and in your proposal/full manuscript.
- Remove any identifying information from your document for review.

## Guest editors (to whom inquiries should be directed)

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