

Published online: 3-15-2013

Editor's Introduction

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Recommended Citation

Grant, M. M. (2013). Editor's Introduction. *Interdisciplinary Journal of Problem-based Learning*, 7(1).

Available at: <http://dx.doi.org/10.7771/1541-5015.1342>

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Keywords: Howard Barrows, David Jonassen, Peggy A. Ertmer, problem-based learning

Issue Overview

As part of this seventh volume, we have a number of points of pride, happenings, and announcements to highlight. First, this issue marks the fourth special issue for *IJPBL* (and the fifth is scheduled for Spring 2014). To honor Howard Barrows and as a follow-up to the "In Memoriam" piece *IJPBL* published in volume 5 (Hmelo-Silver, 2011), we are very pleased to publish this special issue, "Forty Years of PBL Scholarship: A Tribute to Howard Barrows." The guest editors are Andrew Walker, Heather Leary, and Cindy Hmelo-Silver. In addition to the seven research and theory articles as part of this special issue, Walker and Leary introduce the special issue while Peggy A. Ertmer provides follow-up commentary on the articles.

Second, we are launching a new section to *IJPBL* titled "Voices from the Field." This section of the journal is an opportunity to present first-hand accounts from individuals who are directly attempting inquiry strategies. To launch this section, we have two articles that provide exceptional descriptions and interpretations of problem-based and project-based learning (and teaching) *in situ*. You can read the introduction to this section, as well as the call for manuscripts at [insert URL for this manuscript here <http://>]

Welcome Drs. Hakkarainen, Eseryel, and Glazewski

We are pleased to announce and welcome the addition of three individuals to the *IJPBL* team. We would also like to thank our continuing board members Xun Ge, Chandra Orrill, Jason Ravitz, and Andrew Walker for their continued service and support with the journal.

Dr. Päivi Hakkarainen (paivi.hakkarainen@ulapland.fi) was elected to the editorial board last spring and begins a three-year term. She is a senior lecturer of media education at the Centre for Media Pedagogy, University of Lapland.

Dr. Deniz Eseryel (eseryel@ou.edu) was also selected last spring to join Johannes Strobel as book editor for *IJPBL*. She was the lead contact for the review written by Huang

(2012) of “Problem-Based Learning in Clinical Education: The Next Generation” and published in issue 6(2). She is an assistant professor at the University of Oklahoma.

Dr. Krista Glazewski (glaze@indiana.edu) was selected in August 2012 as the new co-editor for *IJPBL*. She serves as an associate professor of instructional systems technology at Indiana University, having held previous faculty positions at New Mexico State University and Purdue University. Her interest in PBL was formally initiated as a doctoral student, when she learned of a formal curricular model that captured the types of activities and thinking she tried to promote as a middle school classroom teacher. What started as a class project with peers over ten years ago led to her first multimedia PBL unit entitled *Up, Up & Away*. This unit was aimed at immersing middle school learners in a complex problem while teaching content related to Earth systems: weather patterns, density, and atmosphere. She collaborated with three different teachers to address questions of design and development of scaffolding approaches to support PBL implementations in the classroom.

This work led to more questions and the opportunity to work with K–12 teachers in rural Indiana as they planned and implemented technology-enhanced PBL designs in their classrooms. This five-year collaboration involved supporting teacher change and practice through modeling, partnering, instructing, mentoring, and exchanging success stories. One highlight of this project was observing the teachers who emerged as practitioner-scholars over the course of this collaborative effort as they grappled with questions of their curriculum, practice, assumptions, and beliefs.

The next phase of her academic career involved additional partnering with teachers and a scientist collaborator to consider issues of curricular designs and approaches related to Socio-Scientific Inquiry (SSI) designs in southern New Mexico. This work targeted elementary teachers enrolled in a graduate degree program and involved a dual emphasis on supporting their understandings of SSI approaches and relevant science content. The outcomes have informed a deeper understanding regarding programmatic needs when it comes to partnering with teachers in ways that promote helping them to ask critical questions of their own teaching and understandings of science.

Currently, Dr. Glazewski is partnering with teachers and scientists in order to continue to advance a deeper understanding of the shift involved for teachers and students. This work targets some of the broad questions we have about PBL:

1. How do we use networked technologies to create new capacities for teachers and students to engage in personally relevant practices?
2. How do we increase participation of underrepresented groups?
3. How do we more deeply understand teachers’ curricular needs and goals?
4. What does it take to foster sustainable transformation?

In the context of partnerships with teachers, these broader questions are translated into asking about specific practices:

1. What do teachers talk about when they describe their challenges and successes?
2. How do we design and develop scaffolding systems?
3. How do teachers adopt and adapt scaffolding systems?
4. How do we support teacher transformation?

Goodbye to Dr. Peggy A. Ertmer

As we welcome Dr. Glazewski, it is bittersweet that we must also say, "Farewell," to Dr. Peggy A. Ertmer. Together with Alexius Smith Macklin, Dr. Ertmer crafted a vision for *IJPBL* as (a) an outlet for new scholarship and research, (b) an opportunity to mentor novice researchers and publishers, (c) a vehicle for stewardship of problem-based learning and inquiry, and (d) a community of practitioners and researchers. This legacy is important and vast given the approximately 60 articles that have been published under Dr. Ertmer's editorship.

In addition to helping lead the field of PBLs and inquiry, Dr. Ertmer has contributed to its knowledge base as well. Her research agenda has focused on (1) identifying effective instructional strategies and approaches (i.e., both case- and problem-based learning, peer feedback in online learning environments) that foster student motivation and learning and (2) facilitating students' development and use of self-regulation skills. In this journal alone, her article "Jumping the PBL Implementation Hurdle: Supporting the Efforts of K–12 Teachers" (Ertmer & Simons, 2006) is considered required reading in many instructional technology courses, including my own. In addition, her co-authored work (Belland, French, & Ertmer, 2009) is often cited with regard to assessment and quality in problem-based learning research.

So, it is sincere and heart-felt that we say, "Farewell, and thank you." We hope to fulfill her vision as we progress.

Recognition of Excellence and Support to Dr. David Jonassen

Finally, we would be remiss if we did not acknowledge the passing of Dr. David Jonassen, a professor of learning technologies and educational psychology at the University of Missouri since 2000. David Jonassen was supportive during the start-up of *IJPBL*, and he encouraged our vision throughout the inaugural years of the journal. David Jonassen was a founding editorial board member to this journal and one of the most dependable reviewers we had. In 2010, we recognized him as the Reviewer of the Year. His reviews were rigorous, thoughtful, and quick—all of which are deeply valued by journal editors.

Moreover, we are proud to have published three articles of his research and scholarship, including the following works:

- Henry, H. R., Tawfik, A. A., Jonassen, D. H., Winholtz, R. A., & Khanna, S. (2012). "I know this is supposed to be more like the real world, but . . .": Student percep-

tions of a PBL implementation in an undergraduate materials science course. *Interdisciplinary Journal of Problem-based Learning*, 6(1). Available at: <http://dx.doi.org/10.7771/1541-5015.1312>

- Jonassen, D. (2011). Supporting problem solving in PBL. *Interdisciplinary Journal of Problem-based Learning*, 5(2). Available at: <http://dx.doi.org/10.7771/1541-5015.1256>
- Jonassen, D. H., & Hung, W. (2008). All problems are not equal: Implications for problem-based learning. *Interdisciplinary Journal of Problem-based Learning*, 2(2). Available at: <http://dx.doi.org/10.7771/1541-5015.1080>

and a review of one of his many texts:

- Henry, H. R. (2011). Book review: Learning to solve problems: A handbook for designing problem-solving learning environments. *Interdisciplinary Journal of Problem-based Learning*, 5(2). Available at: <http://dx.doi.org/10.7771/1541-5015.1257>

David Jonassen's impact to IJPBL is distinguished and appreciated.

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- Huang, K. (2012). Book review: Problem-based learning in clinical education: The next generation. *Interdisciplinary Journal of Problem-based Learning*, 6(2). Available at: <http://dx.doi.org/10.7771/1541-5015.1351>

The Interdisciplinary Journal of Problem-based Learning

The Interdisciplinary Journal of Problem-based Learning (IJPBL) is published bi-annually by Purdue University Press. IJPBL publishes relevant, interesting, and challenging articles of research, analysis, or promising practice related to all aspects of implementing problem-based learning, project-based learning, case-based learning, and all methods of inquiry in K–12 and post-secondary classrooms.

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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 10 and 25 double-spaced U.S. standard letter size (8½"× 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 author 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 mgrant2@memphis.edu or Dr. Krista Glazewski at glaze@indiana.edu.