Published online: 5-22-2006

Contents, IJPBL, 1/1

Peggy A. Ertmer
Alexius Smith Macklin

IJPBL is Published in Open Access Format through the Generous Support of the Teaching Academy at Purdue University, the School of Education at Indiana University, and the Educational Technology program at the University of South Carolina.

Recommended Citation

This document has been made available through Purdue e-Pubs, a service of the Purdue University Libraries. Please contact epubs@purdue.edu for additional information.

This is an Open Access journal. This means that it uses a funding model that does not charge readers or their institutions for access. Readers may freely read, download, copy, distribute, print, search, or link to the full texts of articles. This journal is covered under the CC BY-NC-ND license.
The Interdisciplinary Journal of Problem-based Learning

The *Interdisciplinary Journal of Problem-based Learning (IJPBL)* is published quarterly 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 (PBL) in K–12 and post-secondary classrooms.

**Editors**
Peggy A. Ertmer  
Purdue University

Alexius Smith Macklin  
Purdue University

**Editorial Board**
Ayfer Alper (University of Ankara)
George Bodner (Purdue University)
Thomas Duffy (Indiana University)
Cindy Hmelo-Silver (Rutgers University)
David Jonassen (University of Missouri)
Karen O’Rourke (University of Manchester)
John Savery (University of Akron)
George Watson (University of Delaware)
Don Woods (McMaster University)

**Editorial Assistant**
Christopher Mong

**Cover Designer**
Jennifer A. Neese

http://dx.doi.org/10.7771/1541-5015.1003
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 (5th ed.). Manuscripts not conforming to these specifications will be returned to the author for proper formatting.

Format: Manuscripts should be submitted electronically to pbl@purdue.edu. Articles may be uploaded in any of the following formats:

- MS Word for Windows using only the truetype versions of standard PostScript fonts (Times, Arial, Symbol)
- Word Perfect for Windows using only the truetype versions of standard PS fonts
- Rich Text Format (RFT) with the same constraints for fonts

Please include a mailing address and brief biographical statement for each author. The first page of the article should contain the title, biographical statements, and contact information for all authors. The second page should begin with the title and abstract. All references to authors should be replaced with the word Author throughout the manuscript.

Review Process: Manuscripts are reviewed first by the editorial board. 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 author(s) to the reviewers. On the basis of the reviewers’ recommendations, the IJPBL editor(s) 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 Peggy A. Ertmer at pertmer@purdue.edu or Alexius Smith Macklin at alexius@purdue.edu.
Contents

Editors’ Introduction: Building and Serving a Problem-based Learning Community  
_Peggy A. Ertmer and Alexius Smith Macklin_  
4

Overview of PBL: Definition and Distinctions  
_John R. Savery_  
9

Goals and Strategies of a Problem-based Learning Facilitator  
_Cindy E. Hmelo-Silver and Howard S. Barrows_  
22

Jumping the PBL Implementation Hurdle: Supporting the Efforts of K–12 Teachers  
_Peggy A. Ertmer and Krista D. Simons_  
41

The 3C3R Model: A Conceptual Framework for Designing Problems in PBL  
_Woei Hung_  
57

Preparing Teachers to Use Problem-centered, Inquiry-based Science: Lessons from a Four-Year Professional Development Project  
_James D. Lehman, Melissa George, Peggy Buchanan, and Michael Rush_  
81

Professional Announcements  
107

The Interdisciplinary Journal of Problem-based Learning

Volume 1, Number 1  
Spring 2006