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## Editor's Introduction

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## The Editor's Introduction

This third issue of *IJPBL* comes almost a year behind our second issue, not because we didn't receive enough manuscripts to review, but because unfortunately, the majority of those manuscripts did not receive favorable decisions from our reviewers. This, however, attests to both the quality and rigor of *IJPBL*. While many tend to hold online journals in lower esteem than print-based journals (perhaps because the early online journals did not adhere to strong standards of rigor), we are working hard to reverse that tendency. We anticipate this might take a little while, but we are committed to being, first and foremost, a *scholarly* journal.

### Articles in This Issue

The articles in this issue demonstrate the variety of forms that PBL can take, as well as the variety of contexts in which it can be applied. As noted in our first issue, *IJPBL* is committed to publishing articles that fall under the *broad* umbrella of problem-based methods. The three articles in this issue provide an excellent illustration of this principle in action.

Remedios, Clark, and Hawthorne, in their article, **"Framing Collaborative Behaviors: Listening and Speaking in Problem-based Learning,"** describe the responses of Asian students to the use of PBL in an undergraduate program in physiotherapy at the University of Melbourne. They argue that the collaborative process of PBL should include an equal emphasis on listening and speaking and present a Collaborative Listening/Speaking (CLS) framework for scaffolding novice learners' collaborative efforts.

Brush and Saye, in their article, **"The Effects of Multimedia-Supported Problem-based Inquiry on Student Engagement, Empathy, and Assumptions About History,"** describe the impact of applying problem-based inquiry (PBI) in secondary history classrooms. Even though PBI shares most of the characteristics of PBL, the teacher plays a more directive role in facilitating the inquiry process and in serving as a knowledge resource. Furthermore, the emphasis in this article encompasses a focus on the ways in which multimedia resources can be used to scaffold students' work in these types of open-ended learning environments.

Finally, in their article, **“Teacher as Designer: A Framework for Teacher Analysis of Mathematical Model-Eliciting Activities,”** Hjalmarson and Diefes-Dux describe how three middle-school mathematics teachers developed and used assessment tools to support students’ efforts during modeling-eliciting activities (MEAs). MEAs address similar, although not identical, goals to those addressed by PBL approaches (i.e., to develop a model to solve a problem) and comprise authentic, complex tasks that require students to integrate knowledge and skills. The authors’ emphasis in this paper leads to the development of a framework that can be used to help teachers think about the tools they use to support students’ efforts during problem-based activities.

As is becoming a tradition with our journal, we wish to acknowledge the article by Hjalmarson and Diefes-Dux as being the result of a true collaborative and mentoring relationship. While Heidi Diefes-Dux was one of the initial reviewers on Margret’s paper, Margret and Heidi agreed to work collaboratively to address the reviewers’ concerns and to prepare the paper for publication. We are pleased to publish this paper and wish to acknowledge their collaborative efforts.

The articles in this issue present a range of ideas for using, and assessing, problem-based methods in the classroom. We hope that you find the articles in *IJPBL* to be both inspiring and challenging; we look forward to your continued contributions to the rigor and quality of our online journal.