



Published online: 10-13-2008

## Table of Contents

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 [Jeannine Rainbolt College of Education at the University of Oklahoma](#).

---

### Recommended Citation

(2008). Table of Contents. *Interdisciplinary Journal of Problem-Based Learning*, 2(2).

Available at: <https://doi.org/10.7771/1541-5015.1078>

This document has been made available through Purdue e-Pubs, a service of the Purdue University Libraries. Please contact [epubs@purdue.edu](mailto: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

## 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 through the journal website, <http://docs.lib.purdue.edu/ijpbl/>. Articles may be uploaded in either of the following formats.

- MS Word for Windows 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 names, acknowledgments, and references to the author(s)'s previous or forthcoming work. All references to the 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 authors to the reviewers. On the basis of the reviewers' recommendations, the *IJPBL* editors 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](mailto:pertmer@purdue.edu).

## Contents

Editors' Introduction to Volume 2, Issue 2 <i>Peggy A. Ertmer and Alexius Smith Macklin</i>	4
All Problems are Not Equal: Implications for Problem-Based Learning <i>David H. Jonassen and Woei Hung</i>	6
Measuring Teachers' Learning from a Problem-Based Learning Approach to Professional Development in Science Education <i>Ayelet Weizman, Beth A. Covitt, Matthew J. Koehler, Mary A. Lundeberg, Joy A. Oslund, Mark R. Low, Janet Eberhardt, and Mark Urban-Lurain</i>	29
Engaging Teachers' Pedagogical Content Knowledge: Adopting a Nine-Step Problem-Based Learning Model <i>Karen C. Goodnough and Woei Hung</i>	61
Call for Book Reviewers	91
Book Review: <i>Management of Change: Implementation of Problem-Based and Project-Based Learning in Engineering</i> <i>Johannes Strobel</i>	92