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## Editor's Introduction

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## Editor's Introduction

*Krista Glazewski*

### *IJPBL* Updates

You may have observed a few changes to the journal. We are now publishing articles incrementally; as soon as they are ready for publication, we process them and place them online in advance of a completed issue. This means that there is no lag between a finished work and access to it online. We are also excited about our newest section, *Voices from the Field*, which debuted in the last issue along with the call for papers (see <http://dx.doi.org/10.7771/1541-5015.1401>). We have received a number of submissions and are eager to present you with another outlet for your innovative PBL stories.

We held our annual board meeting in May 2013, at which time we announced changes to the board. We wish to welcome Sophie Loyens of Erasmus University Rotterdam and Brian Belland of Utah State University to the *IJPBL* board. Additionally, Xun Ge of the University of Oklahoma has graciously accepted an extension to her term on the board. We also extend thanks and appreciation to Chandra Orrill of UMass Dartmouth, who recently completed her term and generously provided input as well as meaningful, comprehensive manuscript reviews. At the board meeting, we also reported the journal submission and acceptance rates. In 2012, we received 38 submissions and our acceptance rate was 16 percent. Also in 2012, we had nearly 60,000 full-text downloads directly from the *IJPBL* website, and we are pleased to report that we are tracking higher than that rate for 2013. In addition, beginning with our next volume, we will be implementing a new page layout that takes better advantage of standard 8.5x11-inch page format.

### In This Issue

As we continue to look at PBL from the students and instructors' perspectives, we are struck by a few themes that are highlighted in this issue, and we note that these themes frequently persist throughout the PBL community. As scholars, we persistently ask questions about the teacher experience in PBL environments. Two of the articles in this issue

address the perceptions of K–12 teachers. Pecore investigated teacher beliefs in “Beyond Beliefs: Teachers Adapting Problem-based Learning to Preexisting Systems of Practice,” and his work helps us understand the relationship between constructivist groundings and fidelity to the PBL model. Similarly, Tamin and Grant have foregrounded the voices of teachers who describe their project-based practices in “Definitions and Uses: Case Study of Teachers Implementing Project-based Learning,” and this research has advanced our understanding of how teachers describe and enact the processes of project-based learning.

In addition, we persistently ask about the learner experience in PBL. Two of the articles in this issue present research in design problem-solving contexts. In “The Effects of a Collaborative Problem-based Learning Experience on Students’ Motivation in Engineering Capstone Courses,” Jones, Epler, Mokri, Bryant, and Paretto investigated different elements of learner motivation in a PBL engineering capstone course, and their work illustrates how such complex problem-solving approaches are organized and managed. The research by West, Williams, and Williams in “Improving Problem-based Learning in Creative Communities Through Effective Group Evaluation” took place in a studio-based film animation program and has implications for the implementation of PBL in creative design fields. Finally, English and Kitsantas advance a deeper understanding of learner self-regulation in problem- and project-based contexts in “Supporting Student Self-Regulated Learning in Problem- and Project-Based Learning,” and posit that instructors can foster self-regulation at various points in the learning cycle.

Across these five articles, we gain a deeper understanding of teacher and learner experiences that informs our professional development approaches, our PBL designs, and our implementation recommendations. In the inaugural issue of *IJPBL*, Ertmer and Simons (2006) characterized some of the implementation challenges faced by teachers. The teacher-based research in this issue adds to that conversation by capturing teacher voices and practice in ways that highlight the complexities teachers face in their instructional decision-making. And just as the teacher voice is key, so is the student voice. The research with students in this issue complements the previous work of Strobel and van Barneveld (2009), who synthesized a series of meta-analysis articles to highlight the conditions under which PBL shows to be more effective than conventional education. Strobel and van Barneveld concluded that outcomes favor PBL in performance and mixed-knowledge settings, and the articles by West et al. and Jones et al. in this issue illuminate a deeper understanding of why this may be the case. Both studies take place in professional preparation for technical disciplines and both highlight the student experience when engaged in complex, design problem-solving. As our recommendations for when and how to implement PBL become more deeply informed and nuanced, we expect to see even greater outcomes.

## References

- Ertmer, P. A., & Simons, K. D. (2006). Jumping the PBL implementation hurdle: Supporting the efforts of K–12 teachers. *Interdisciplinary Journal of Problem-based Learning, 1*(1), 40–54. <http://dx.doi.org/10.7771/1541-5015.1005>
- Strobel, J., & van Barneveld, A. (2009). When is PBL more effective? A meta-synthesis of meta-analyses comparing PBL to conventional classrooms. *Interdisciplinary Journal of Problem-based Learning, 3*(1), 44–58. <http://dx.doi.org/10.7771/1541-5015.1046>

## **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](mailto:mgrant2@memphis.edu) or Dr. Krista Glazewski at [glaze@indiana.edu](mailto:glaze@indiana.edu).