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Call for Manuscripts: Special Issue: Interactional Research in Problem-based Learning: Gaining Emic Perspectives

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THE INTERDISCIPLINARY JOURNAL OF PROBLEM-BASED LEARNING

CALL FOR MANUSCRIPTS

Special Issue: Interactional Research in Problem-based Learning: Gaining Emic Perspectives to be published in 2016

Edited by Rintaro Imafuku and Susan Bridges

Studies in PBL to date have tended to focus on its justification as a pedagogical method from a perspective of outcomes. Although knowledge construction through collective and individual reasoning and problem-understanding/solving processes are central to PBL, these aspects have not been explored sufficiently. Process-based, ethnographic, and discourse-based studies are seeking to explore key areas of PBL interactions, such as facilitation strategies, group dynamics, and knowledge-building processes. However, we need more rigorous evidence to afford valuable emic insights into student inquiry processes in PBL, especially as collaborative learning is constructed in the moment-by-moment discourse of interaction.

This special issue directs both theoretical and practical lenses to examine *inside* PBL processes in situ, so as to provide a platform for expanding and integrating current scholarship. Areas of interest across group interactions, facilitation, and inquiry processes include but are not limited to the following four foci:

- Cultural and linguistic aspects of PBL group interaction: (co-)construction of knowledge through (non-)verbal interaction; role of silence; negotiation of social roles
- Group facilitation (tutor regulated, peer and self-regulated): process-based, micro analytic perspectives on how facilitation unfolds in situ
- Impact of new technologies on PBL learning processes and group dynamics: effects of mobile devices and hardware (plasma screens, interactive whiteboards, etc.) and educational technologies (digital cases, learning software and platforms)
- Independent inquiry within the PBL cycle: exploring out-of-class learning (individual and collaborative) and its relationship to face-to-face tutorial discussions

Important Dates:

- Proposal (1,000 words) submission deadline: May 15, 2015
- Full paper invitation notice: June 15, 2015
- Full paper (3,000–5,000 words) submission deadline: August 15, 2015
- Final revision deadline: February 2016 (anticipated)
- Publication date: Fall 2016 (anticipated)

Proposals

The proposal should be a short version of the paper and contain essential information. While quantitative research designs may be considered, this issue is concerned with interactional processes; therefore, discourse-based ethnographic studies are encouraged. Empirical proposals must describe either a completed study or a study with completed data collection and preliminary data analysis. It is important that all papers focus on the future of PBL and emphasize how the work builds on the existing literature. Studies adopting PBL-related instructional approaches (e.g., case-based learning, inquiry-based learning, project-based learning) will also be considered.

The following proposal/paper structure is suggested:

- Introduction (with clear statement of the research problem)
- Literature review
- Research questions
- Methods: detailed description of the PBL model used, research design (ethical approval, context, participants, data collection), theoretical stance
- Data analysis
- Results
- Discussion (including limitations and future research)
- Conclusion

Conceptual papers will also be considered, but must provide new insights and/or theoretical contributions. These should be comprehensive, well-referenced, descriptive papers in which a model to advance understandings in the field of PBL and interaction is proposed.

Submissions

Proposals and full paper submissions will *only* be accepted through the *IJPBL* Electronic Submission System at <http://ijpbl.org>. When submitting:

- Please include “2016 Special Issue: Interactional Research in PBL” prior to your title in the submission system and in your proposal/full manuscript.
- Remove any identifying information for review

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