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Editor's Introduction

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THE INTERDISCIPLINARY JOURNAL OF PROBLEM-BASED LEARNING

EDITOR'S INTRODUCTION

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Michael M. Grant (University of South Carolina)

Keywords: problem-based learning, PBL, special issue, health professions education, *IJPBL*

Overview of this Issue and Volume

The depth and breath of *IJPBL* continues to grow. Continuing from what began in Volume 8, *IJPBL* has sustained publishing more research articles, pedagogical and implementation manuscripts as part of our "Voices from the Field" section, and book reviews. In Volume 8, we published 13 papers and 3 book reviews. In Volume 9 as a whole, we have planned 16 papers and 5 book reviews.

In issue 9(1) specifically, we have also expanded our interdisciplinarity by focusing on health professions education. Because problem-based learning (PBL) began in the medical field (Barrows & Tamblyn, 1980), it is no surprise that *IJPBL* received a strong interest to contribute to this special issue. We received 36 proposals, reviewed 16 manuscripts, and published 8 of these articles as part of this special issue. So, this special issue adds to the scope and coverage in which *IJPBL* has been able to contribute. This issue on health professions education with PBL and other inquiry methods adds to the range of special issues we have published previously, including the efficacy of PBL (see <http://docs.lib.purdue.edu/ijpbl/vol3/iss1/>), PBL in engineering education (<http://docs.lib.purdue.edu/ijpbl/vol4/iss2/>), PBL in different countries (<http://docs.lib.purdue.edu/ijpbl/vol6/iss1/>), the extension and legacy of Dr. Howard Barrows (<http://docs.lib.purdue.edu/ijpbl/vol7/iss1/>), and technology-supported PBL within teaching education (<http://docs.lib.purdue.edu/ijpbl/vol8/iss1/>).

In our Book Reviews section, we have three reviews for issue 9(1). Considering our expanded scope on inquiry broadly, two of our book reviews present works for inquiry methods. Purichia reviewed *Problem-based Learning: An Inquiry Approach* (2nd ed.) by Barell; Rasi reviewed *Orchestrating Inquiry Learning* by Littleton, Scanlon, and Sharples; and Ge and Wang reviewed *Developing Inquiry for Learning: Reflecting Collaborative Ways to Learn How to Learn in Higher Education* by Ovens, Wells, Wallis, and Hawkins.

Thank-You, Hellos, and Good-Byes

We would like to take a moment to express our gratitude toward the two members who are retiring from their board member roles in *IJPBL*: Thank you Dr. Jason Ravitz (Education Outreach Evaluation Manager at Google) and Dr. Andrew Walker (Associate Professor in Instructional Technology and Learning Sciences at Utah State University). We appreciate your commitment and time dedicated to the improvement of the journal.

In addition, we are pleased to introduce four individuals who are newly taking, or renewing, leadership roles. First, we welcome Dr. Kun Huang (Assistant Professor of Instructional Systems and Workforce Development at Mississippi State University; khuang@colled.msstate.edu) and Dr. Andrew Tawfik (Assistant Professor of Instructional Design and Technology at Concordia University Chicago; andrew.tawfik@cuchicago.edu) to the *IJPBL* Editorial Board. They have been actively involved in the publication process as authors and reviewers.

Lastly, thank you Dr. Suha Tamim (Part-time Faculty at University of Memphis; srtamim@memphis.edu) for agreeing to become our permanent Book Review Editor. She has been our interim Book Review Editor since 2013. In addition, I am pleased to announce that Dr. Andrew Tawfik has agreed to become our Co-Book Review Editor beginning in Fall 2015. He and Dr. Tamim will share the responsibilities for curating our book reviews and continuing to strengthen this section. We are lucky to have such devoted members to join our leadership.

References

- Barrows, H. S., & Tamblyn, R. M. (1980). *Problem-based learning: An approach to medical education*. New York: Springer.

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Interdisciplinary Journal of Problem-based Learning

The *Interdisciplinary Journal of Problem-based Learning (IJPBL)* is published biannually 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 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 michaelmgrant@sc.edu or Dr. Krista Glazewski at glaze@indiana.edu.