



Published online: 9-30-2016

Editor's Introduction

Krista Glazewski

Indiana University - Bloomington, glaze@indiana.edu

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

Glazewski, K. (2016). Editor's Introduction. *Interdisciplinary Journal of Problem-Based Learning*, 10(2).

Available at: <https://doi.org/10.7771/1541-5015.1664>

This document has been made available through Purdue e-Pubs, a service of the Purdue University Libraries. Please contact 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

EDITOR'S INTRODUCTION

Editor's Introduction

Krista Glazewski (Indiana University–Bloomington)

Keywords: special issue, 10-year anniversary, the first decade of IJPBL

Overview of This Issue

This issue features a themed section guest edited by Rintaro Imafuku and Susan Bridges. The authors responded to a call last year based on the theme “Interactional Research in Problem-Based Learning: Gaining Emic Perspectives,” and the papers reflect insights and deep understandings drawn from a diverse array of international contexts, problems, and content areas.

As this year ends, we close out our first decade as a journal and also feature a special 10-year anniversary section. This section spans both issues from 2016, and features invited papers by current and former board members of IJPBL. These researchers have tackled a number of issues that have

prevailed across their work. Brian R. Belland discusses the role of scaffolding in support of PBL learners; Woei Hung addresses his work in helping others create a good PBL problem; and Xun Ge, Victor Law, and Kun Huang address issues of self-regulation in PBL. Taken together, all three papers inform a deeper understanding of the needs of the learner as we are planning, implementing, and assessing in PBL. The problem is central to this effort, particularly as it is defined to meet both disciplinary goals and meaningful learner experiences. Ge, Law, and Huang take us across three different domains of problem solving, and it is clear that disciplinary priorities and PBL definitions cannot fully be decoupled from each other, though different priorities result in different types of inquiry problems, a topic more fully addressed by Hung in this issue.



Figure 1. IJPBL downloads by region.

Overview of 2016

This has been a banner year for IJPBL. Not only does it mark our 10-year anniversary, but additionally we have published a record 23 papers this year. This is the second year in a row of publishing 20 or more papers, and we see this growth reflected in a number of different ways. First of all, the expansion of article types a few years ago to include “Voices from the Field” enables authors to find an outlet and audience for their experiences with and reflections on problem-centered practices, and we are receiving increasingly more submissions to this section. Readership is represented from over 200 countries with over 490,000 all-time downloads (see Figure 1). We average over 5,000 downloads per month, a pace that suggests we will reach half a million before the end of this year. IJPBL has come a long way.

Finally, several authors have contributed to a special [10-year anniversary video](#) in which they talk about their work and the role of IJPBL, available on the journal's homepage under “IJPBL Celebrates 10 Years: 2006–2016.” Highlighted in this video is the current editor of IJPBL, Michael Grant, along with Peg Ertmer, IJPBL's founding editor, and

myself, current co-editor. Also included are reflections from numerous researchers, board members, and readers.

While this year is one of celebration, it is also one of reflection on what makes IJPBL possible. First and foremost, much of what IJPBL has achieved is owed to the founding editor, Peg Ertmer, and our founding board, all of whom set the journal on a path of success from its earliest phases. In addition, there is tremendous unseen work that goes into this journal, and our thanks goes out to Jiyoung Jung, who is ending a three-year term as editorial assistant and transitioning on to bigger things. This has brought a new editorial assistant, Elisha Ding, and she has worked diligently to ensure a smooth transition. We also acknowledge the hard-working efforts of our book review editors, Suha Tamin and Andrew Tawfik, who work persistently at the business of eliciting books and reviewers. In addition to all of these individuals, we have experienced tremendous support from the editorial and production staff at Purdue University Press, who manage a big operation and many projects but always make sure we know we are prioritized. Finally, none of this is possible without you, our collective readers and reviewers. The support and the interaction and the perceptions come from your willingness to read with critical insights, for which we owe tremendous gratitude.

THE INTERDISCIPLINARY JOURNAL OF PROBLEM-BASED LEARNING

EDITORIAL BOARD

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.

Editor

Michael M. Grant, University of South Carolina

Co-Editor

Krista Glazewski, Indiana University

Founding Editor

Peggy A. Ertmer, Purdue University

Book Review Editors

Suha R. Tamim, University of Memphis

Andrew Tawfik, Concordia University Chicago

Editorial Board

Brian Belland, Utah State University

Xun Ge, University of Oklahoma

Kun Huang, Mississippi State University

Päivi Rasi, University of Lapland (Finland)

Sofie Loyens, Erasmus University Rotterdam

Andrew Tawfik, Concordia University Chicago

Advisory Board

Thomas Duffy, Indiana University

Cindy E. Hmelo-Silver, Indiana University

Alexius Macklin, John Heinz History Center

John Savery, University of Akron

George Watson, University of Delaware

Donald Woods, McMaster University

Editorial Assistant

Elisha Ding, Indiana University

Consulting Editors

Peter R Albion

Jo Azzarello

Angela van Barneveld

Chris Beaumont

Brian R. Belland

Beverly B Bowers

Scott A. Chamberlin

Ching-Huei Chen

Yu-Hui Ching

Ike Choi

Bee Leng Chua

Robert Cisneros

Nada Dabbagh

Alberto de Armendi

Leticia Burbano de Lara

Christina De Simone

Laurie Dias

Gail Dickinson

Xun Ge

Colin M. Gray

Stuart T. Haines

Deborah Harper-Brown

Holly R. Henry

Craig D. Howard

Carole Hruskocy

Xiaoxia Huang

Woei Hung

Tracy Hunter

Hameedullah Kazi

Niamh Kelly

Sabri Kemahli

Sanjeev K. Khanna

Rita Kumar

Kyungbin Kwon

Victor Law

Heather Leary

Chwee Beng Lee

Jim Lehman

Kathryn Ley

Min Liu

Ann Lloyd

Sofie Loyens

Thomas Lucey

Jay Mahardale

Voncella McCleary-Jones

Marianne McCollum

Mahnaz Moallem

Mikio Nihira

Fotini Paraskeva

Susan Pedersen

Kimberly S. Plake

Theresa Poirier

Drew Polly

Heather Purichia

James Quinn

Elsa Quiroz Villa

Päivi Rasi

Eric Rice

L. Douglas Ried

Donna Russell

Regina Schoenfeld-Tacher

Andrew A. Tawfik

Richard E. West

Brent G. Wilson

Jung Won Hur

Robin Zavod

Mingming Zhou

THE INTERDISCIPLINARY JOURNAL OF PROBLEM-BASED LEARNING

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 michaelmgrant@sc.edu or Dr. Krista Glazewski at glaze@indiana.edu.