



Published online: 3-27-2017

## Editor's Introduction

Michael M. Grant

University of South Carolina, michaelmgrant@gmail.com

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

Grant, M. M. (2017). Editor's Introduction. *Interdisciplinary Journal of Problem-Based Learning*, 11(1). Available at: <https://doi.org/10.7771/1541-5015.1704>

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

---

## EDITOR'S INTRODUCTION

### Editor's Introduction

Michael M. Grant (University of South Carolina)

*Keywords:* problem-based learning, PBL, *IJPBL*

---

#### Overview of this Issue

I am proud to say that we continue to reach and publish new disciplines. The breadth of *IJPBL* continues to grow. In particular, I would like to highlight our “Voices from the Field” section that has continued to grow since 2008. Our “Voices from the Field” section is dedicated to publishing articles that describe and interpret implementations of PBL (e.g., problem-based learning, project-based learning, case-based learning, anchored instruction, problem solving, etc.) in situ. These articles include first-person accounts from individual K–12 teachers or higher education faculty members integrating an innovative practice, departments reconsidering curriculum design with PBL, and schools or universities implementing pedagogical change. I encourage you to take a look at our overview and [call for “Voices from the Field” papers](#).

In this issue, we have published four articles in this section that include [secondary mathematics](#), [engineering education](#), [higher education](#), and [teaching English to speakers of other languages](#). These articles depict both the variety of disciplines in which inquiry and problem-based learning can occur and the range of implementations that are possible. Within these articles, you can see the decision-making of teachers and faculty members in order to evolve inquiry and problem-based learning to meet their curricular goals and students' needs. For example, [Kirkman](#) describes his organic evolution of an engineering ethics course grounded in logic and philosophy. As I worked with Dr. Kirkman through his revisions and feedback, it became clearer to me and in his writing how and why he made changes to his course over time and what evidence informed his decision-making to improve the course. This evidence included his own teacher observations and student assessments and feedback. In contrast, [Caswell's article](#) describes a systematic and systemic plan to design a master's degree for teaching English speakers of other languages (TESOL). The extremely purposeful framework, design, and

data collection reported in this article demonstrates how problem-based learning is integral to the goals of the degree.

Also in this issue, we have three research articles. Two of the research articles focus on science, technology, engineering, and mathematics (STEM) education. The [article by Edmunds, Arshavsky, Glennie, Charles, and Rice](#) examines rigor with project-based learning. They use multiple methods of data collection, including student surveys, teacher logs, and classroom observations, to triangulate their findings. [DeChambeau and Ramlo](#) describe problem-based learning in STEM-based public high schools. Most interesting in this article is the use of anecdote circles, which was a new data collection method to our reviewers and editors. I encourage you to take a look at this method to see how you can add it to your toolbox. Both of these articles provide a different lens to view the empirical research and new knowledge we published previously about STEM education, such as Asghar, Ellington, Rice, Johnson, and Prime (2012); Ertmer, Schlosser, Clase, and Adedokun (2014); and Tawfik, Trueman, and Lorz (2014). The [final research article in this issue by Sipes](#) helps to buttress one of the persistent shortcomings in much problem-based learning: self-report measures. This article presents a research-based matrix for coding and classifying problem-based learning events. I hope to see a number of articles in the future use this matrix and begin reporting their findings from it.

Finally, in our “Book Reviews” section, [Davis](#) reviewed *Getting Started with Team-Based Learning* by Sibley and Ostafichuk (2014). David repeatedly emphasizes the practical nature of this text, which is directed toward everyday practitioners. It includes both foundational knowledge and practical strategic skills—both of which have been tested by the authors.

#### Thank-You and Goodbyes

We would like to take a moment to express our gratitude for the two members who are retiring from their board member

roles in *IJPBL*: Thank you, Dr. Andrew Tawfik (assistant professor in educational technology at Northern Illinois University) and Dr. Kun Huang (assistant professor in instructional systems and workforce development at Mississippi State University). We appreciate your commitment and time dedicated to the improvement of the journal.

## References

- Asghar, A., Ellington, R., Rice, E., Johnson, F., & Prime, G. M. (2012). Supporting STEM education in secondary science contexts. *Interdisciplinary Journal of Problem-Based Learning*, 6(2). <http://dx.doi.org/10.7771/1541-5015.1349>
- Ertmer, P. A., Schlosser, S., Clase, K., & Adedokun, O. (2014). The grand challenge: Helping teachers learn/teach cutting-edge science via a PBL approach. *Interdisciplinary Journal of Problem-Based Learning*, 8(1). <http://dx.doi.org/10.7771/1541-5015.1407>
- Sibley, J., & Ostafichuk, P. (2014). *Getting started with team-based learning*. Sterling, VA: Stylus.
- Tawfik, A., Trueman, R. J., & Lorz, M. M. (2014). Engaging non-scientists in STEM through problem-based learning and service learning. *Interdisciplinary Journal of Problem-Based Learning*, 8(2). <http://dx.doi.org/10.7771/1541-5015.1417>

# 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 South Carolina

Andrew Tawfik, Northern Illinois University

#### Editorial Board

Bee Leng Chua, National Institute of Education (Singapore)

Kun Huang, Mississippi State University

Woei Hung, University of North Dakota

Heather Leary, Brigham Young University

Andrew Tawfik, Northern Illinois University

Lisette Wijnia, University College Roosevelt (Netherlands)

#### 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

Ai-Chu Ding, Indiana University

#### Consulting Editors

Sara Abercrombie

Daniel Ammann

Tarrence D. Banks

Angela van Barneveld

Chris Beaumont

Denis Bédard

Mark Best

Kristy Bloxham

Susan M. Bridges

Thomas Brush

Cynthia A. Caswell

Jongpil Cheon

Young Hoan Cho

Ike Choi

Theresa Cullen

Laurie Dias

Gail Dickinson

Kristy K. Doss

Mary C. English

Dieter Euler

Monica Feixas

Sarah Ferguson

Xun Ge

Karl-Heinz Gerholz

Andrea S. Gomoll

Terry Goodin

Karen C. Goodnough

Colin M. Gray

Ulrike Hanke

Craig D. Howard

Pi-Sui Hsu

Jung Won Hur

Elizabeth A. Jordan

Jiyoon Jung

Rebecca Kammer

Hans-Juerg F. Keller

Niamh Kelly

Sanjeev K. Khanna

Rita Kumar

Annie Camey Kuo

Kyungbin Kwon

Ross Larsen

Victor Law

Cécile Ledergerber

Anne Leftwich

Peter van Leusen

Kathryn Ley

Patrick R. Lowenthal

Maren Luebcke

Yi Luo

Bridget Miller

Claude Müller

Tim Newby

Gamze Ozogul

Amy L. Persichetti

Drew Polly

Päivi Rasi

Jennifer C. Richardson

Kelsey J. Rodgers

Danae Romrell

Monika M.S. Schäfer

Gabriele Schroeder

Stephan Schumann

Renate Schwarz-Goavers

Brett E. Shelton

Michele I. Shuster

Jarek Sierschynski

Vicki J. Skinner

Donggil Song

Lee Anna Stirling

Vanessa Svihla

Geri Thomann

Rebecca J. Trueman

Lida J. Uribe-Flórez

Elsa Quiroz Villa

Andrew Walker

Marit Wijnen

Robert A. Winholtz

Ying Xie

# 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.

---

### 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 20 and 30 double-spaced U.S. standard letter size (8 1/2"× 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 authors 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](mailto:michaelmgrant@sc.edu) or Dr. Krista Glazewski at [glaze@indiana.edu](mailto:glaze@indiana.edu).