Published online: 3-14-2018

Editor's Introduction

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Overview of this Issue

This issue features 11 publications across our three sections: Articles, Voices from the Field, and Book Reviews. The Articles and Voices from the Field papers in this issue reflect a wide range of contexts and facilitation methods. Three of the articles help frame specific understandings of multicultural and gender diversity. Major and Mulvihill investigated pedagogies within Botswanan teacher education, and help inform some of the barriers that exist for PBL. Hartman, Renguette, and Seig investigated teacher practices in the context of their multidimensional professional development initiative, and help us see an important intersection for literacy and PBL in multicultural classrooms. Hirshfield and Koretsky took a close look at PBL in engineering education, and provide critical insights regarding mixed gender teams. The authors articulate several approaches that may foster more equitable inclusion and access.

Three articles provide greater insight into facilitation methods. The paper by Watson, Koehler, Ertmer, Kim, and Rico describes instructional facilitation methods in case-based instruction, while Rillero and Camposeco discuss the various iterations of a PBL module designed to furnish design and facilitation practices among preservice and inservice teachers. Watson, Willford, and Pfeifer discuss their implementation of a microbiology capstone course that involved multiple community partners, and the outcomes inform design of such semester-long approaches and detail learner benefits.

Three of the papers describe approaches that advance implications for research and practice. Schmidt and Tawfik describe the iterative design, development, and evaluation cycle of a case library across three phases, and articulate concrete design principles informed by use analytics. Ju and Choi took an analytical approach as they discuss the fine-grained potential for supporting learners as they develop arguments in complex settings. Ulger examined the use of PBL in visual art education, capturing outcomes for creative and critical thinking. The results in this paper are mixed, but, nonetheless, help us to think more broadly about the types of PBL applications that can support beneficial outcomes.

Rounding out this issue are two book reviews. Cullen and Jackson reviewed *Problem-Based Learning in the Life Science Classroom, K–12,* and their chapter-by-chapter commentary is both insightful and perceptive about the ideas in the book. Ozogul reviewed *Best Practices in Engaging Online Learners Through Active and Experiential Learning Strategies,* and readers will get a strong sense of what to expect from this text in her review.

Taken together, the articles across this issue inform numerous research outcomes, practices, and contexts. As we look forward, I would like to comment on the diversity represented in this issue. As editors, we are pushing for a deeper understanding of how our implementations take shape in a wide range of contexts. This issue takes us from classrooms in Botswana to the southwest United States and in contexts from the visual arts to STEM in hopes of informing teacher education in ways that prioritize issues of language, access, and inclusion. To the extent that our implementations can continue to investigate such critical priorities, we may begin to make stronger conclusions and recommendations for PBL pedagogy in ways that are specific to context and sensitive to diverse learners. This hinges on authors' abilities to both understand their contexts intimately as well as articulate intentional details of their design decisions. Such specifics and particularities are critical as we are not necessarily trying to *generalize* as much as *transfer*. It is as much about design as it is about communication of our designs.