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Editor's Introduction

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THE INTERDISCIPLINARY JOURNAL OF PROBLEM-BASED LEARNING

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Krista D. Glazewski

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Overview of This Issue

In this issue, we feature a special guest-edited edition by Mete Akcaoglu and Ugur Kale that places a spotlight on the intersection of tinkering, making, design, and inquiry. The collection of papers addresses a wide range of issues and considerations as we seek to understand the pedagogical models and approaches that can be coupled with maker tools and resources in classrooms. When the call for papers went out, the guest editors cast a wide net. On the surface, then, it may seem somewhat surprising that all papers in this special issue target K–12 or teacher education, with some interesting implications for the youngest of learners. But perhaps it is not so surprising that we do not have any papers from other contexts, such as higher education or community groups. In general, K–12 contexts represent classrooms where we deeply understand and accept the value of playing, tinkering, trying, and failing, particularly in the elementary and middle school grades. Furthermore, these are contexts in which educators are thinking deeply about *pedagogical value*. These papers explore that pedagogical value to an interesting set of results. While maker technologies may prompt a question of *What can we now do?*, they almost simultaneously prompt another one: *What can we now learn?* At the same time, learning should not be an assumed byproduct of tinkering and making, and as the papers collectively explore, facilitation and intentional pedagogy are key ingredients.

Welcomes and Gratitude and Transitions

IJPBL is a community of scholars as much as it is a journal, and our successes hinge on tremendous unseen and voluntary labor. This year, there have been a number of shifts. With this issue, Michael Grant is closing out his tenure as editor-in-chief of *IJPBL*. Xun Ge has transitioned on as co-editor, and I will assume the role of editor-in-chief. Heather Leary has closed out a successful term as a generous board member. Woei Hung

will assume another term on the board, and we also welcome Mahnaz Moallem to our board. Finally, you may be hearing from Kelly Ross as she assumes an editorial assistant role (though you may also continue to hear from Haesol Bae, as she will continue in her editorial assistant role as well).

Thank You, Michael Grant (Though Thanks Isn't Enough)

There are many ways to approach the editorship of a journal, and I am fortunate to have learned from one of the best. Michael Grant has been involved with *IJPBL* since the beginning, assuming various roles as author, reviewer, co-editor, and editor-in-chief. Under his leadership for the past 12+ years, *IJPBL* has set specific targets and met them consistently, including increasing the number of published papers, fostering greater visibility, expanding international partnerships, and generating revenue streams to support our open access model. We have grown and added a vibrant section to capture the details of our implementations, *Voices From the Field*. We are successfully under consideration for indexing in Clarivate (previously Thomson ISI). With every target, there is tremendous labor, much of it behind-the-scenes, and we could not hit the targets without Michael's leadership efforts.

Michael's work as editor-in-chief has spanned eight years. I once asked him what he liked about his role as editor. He said that he likes seeing other people's work have an impact. If you have ever met Michael, you know that this statement reflects an ethos of care that is essential to who he is as a scholar and a leader. He has recently assumed a new leadership role as president-elect of the Association for Educational Communications and Technology. The organization is privileged to have him in this role, and I have no doubt the core of who he is will remain constant. Simply put, Michael will continue to do what he has always done: elevate the work of others. A word of thanks isn't enough, but thank you, Michael Grant, for your service and leadership to *IJPBL*.