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## “Voices from the Field” Overview, Call for Papers, and Section Introduction

Michael M. Grant

*University of Memphis*, michael.m.grant@gmail.com

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## **“Voices from the Field” Overview, Call for Papers, and Section Introduction**

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*IJPBL* is beginning its seventh volume, having published rigorous research and thoughtful theoretical pieces that have helped to curate the scholarship around problem-based learning, project-based learning, and case-based learning. In the inaugural issue of *IJPBL*, Ertmer and Macklin (2006) proposed that *IJPBL* publish scholarship of “promising practice” and “share strategies for implementing innovative instruction and delivery of PBL” (p. 5). Much innovative practice is occurring; however, *IJPBL* has not had a very good mechanism for publishing reports of practice outside of data-driven manuscripts with methodologies. While we have been open to considering and publishing pieces that focus on practice and pedagogy, there has not been a very good fit within our journal. So, in order to provide opportunities for more voices for practitioners, such as those at the K–12 level and those involved in curriculum design, we are beginning a new section called “Voices from the Field” to specifically target and invite practitioners.

Following previous models from the *British Journal of Educational Technology* (“Author guidelines,” n.d.; see “Colloquium” section), *Internet and Higher Education* journal’s “From the Trenches” section, the *Journal of Librarianship and Scholarly Communication* (“Information for authors,” n.d.; see “Practice Articles” section), and the *Journal of Media Literacy Education* (“Editorial policies,” n.d.; see “Voices from the Field Articles/Essays” section), we are beginning to publish 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 may 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.

### **Call for Papers**

*IJPBL* invites manuscripts for a new section titled “Voices from the Field” that describe implementations of problem-based learning and its related inquiry-based pedagogies (e.g., project-based learning, case-based learning, science inquiry, anchored instruction,

problem solving, etc.) in varied contexts. Submissions to this section should contribute to a practical understanding of PBL, and articles should emphasize the promotion of best practices and useful approaches to challenges encountered by teachers and faculty members, as well as departments, schools, and universities.

## Guidelines

1. All “Voices from the Field” articles must include an abstract of approximately 125 words and three to five keywords for indexing.
2. Articles should include the following sections, though specific heading titles and organization may differ:
  - a. **Introduction and background.** The introduction section should sufficiently describe the context and stakeholders. Needs, purposes, goals, and/or objectives should be identified. Where appropriate, literature should be used to support the purposes and appropriateness of the proposed practice.
  - b. **Description of practice.** The inquiry-based practice should be described in detail. The principles for the practice should be grounded in research-based literature. Considerations of other possible pedagogies may be considered. The rationale to implement the current practice should be explicated.
  - c. **Interpretation.** The lessons learned, challenges, or evaluations should be interpreted with respect to the context and the needs/purposes of the implementation. If any data were collected, it should be presented and interpreted. Individuals’ reflections are appropriate to incorporate. The current outcomes and lessons learned should be considered with previous literature. Alternative explanations for the outcomes may also be considered.
  - d. **Next steps.** If appropriate, include how you plan to proceed based on the given outcomes.
3. Authors should strictly follow the “Submission Guidelines” at <http://docs.lib.purdue.edu/ijpbl/policies.html> and manuscripts should be prepared according to the *Publication Manual of the American Psychological Association (6th ed., 2010)*. Manuscripts not conforming to these specifications will be returned to the author for proper formatting.
4. While less formal than our research and theory articles, manuscripts in the “Voices from the Field” section should remain academic in tone and style.

First person point of view may be used. Colloquialisms, jargon, slang, and contractions, however, should be avoided.

5. Prior to submission, authors should review the Practice Rubric, which is available at <http://docs.lib.purdue.edu/ijpbl/reviewers.html> and will be the mechanism for reviewers to provide feedback to the editors and authors.
6. Submissions should be between 10–20 pages, though exceptions will be considered.
7. Manuscript submissions will *only* be accepted through the *IJPBL* Electronic Submission System at <http://ijpbl.org>.

## Review Process

The review process for “Voices from the Field” manuscripts will mirror our peer review procedures for research and theory articles. Authors may submit directly to the “Voices from the Field” section by selecting this option in the online submission form or an editor may recommend a manuscript’s appropriateness to this section.

After editor review, the manuscript will be sent to two reviewers who will consider the manuscript. Reviewers will use the Practice Rubric at <http://docs.lib.purdue.edu/ijpbl/reviewers.html> to provide feedback to the authors and editors. After reviews are complete, the editors will make a decision for acceptance, revision, or rejection. Upon acceptance, articles will be published in the next available issue of *IJPBL* under the “Voices from the Field” section.

## In This Issue

The impact of the teacher or tutor to facilitate student learning is critical to problem-based and project-based learning (Ertmer & Simons, 2006; Grant, 2005). To officially launch this new section of *IJPBL*, two articles reveal the voices of teachers and tutors and how they attempt, in varied ways, to support student learning. In the first article, “Mentorship Modes: Strategies for Influencing Interactive Learners,” Gyori describes the mentoring and tutoring methods of faculty members at Tribeca Flashpoint Media Arts Academy in Chicago, a school devoted almost exclusively to problem-based and project-based learning. He describes three methods of mentoring and tutoring, that is, bottom-up, lateral, and top-down, and then provides examples from individual faculty members. Gyori relates each of these modes of mentoring to the disciplines in which the faculty members teach, as well as presents their theoretical connections with related literature. He offers specific details on how the mentoring and tutoring are used with descriptions and quotes.

The second article by Levitt, McKeage, and Rangachari presents three individuals’ points of view of the same problem-based learning implementation. In “Drugs, Devices

and Desires: A Problem-based Learning Course in the History of Medicine," the authors describe the implementation of problem-based learning from three stakeholders' perspectives. Levitt was a student in the course; McKeage was an archivist curating resources and supporting information seeking in the course; and Rangachari was the faculty member leading the course. The presentation of these unique perspectives offers both description and interpretations of the components integral to problem-based learning, and it is unique to see the same course through different stories. The successes, challenges, and complexities of problem-based learning are evident from the various stakeholders' viewpoints.

Both of these articles present details of their contexts and offer evidence through quotations, examples, reflection, and data. However, they are quite distinct from one another in context, content, and implementations. These two articles exhibit the different voices we are planning to continue in this practical and pedagogical section of *IJPBL*, and they exemplify the reflection and interpretation we hope to publish in the future.

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