



“PBLing the unPBLable”

*Exploring the Power of PBL Implementations for Organizational Learning Introduction to the special issue*

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## Call for Manuscripts: “PBLing the unPBLable”: Exploring the Power of PBL Implementations for Organizational Learning

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# THE INTERDISCIPLINARY JOURNAL OF PROBLEM-BASED LEARNING

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## CALL FOR MANUSCRIPTS

### “PBLing the unPBLable”: Exploring the Power of PBL Implementations for Organizational Learning

Edited by Antonia Scholkmann and Anja Overgaard Thomassen (Aalborg University, Denmark)

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The PBL idea has permeated educational institutions at various levels, from K–12 to higher and further education settings—and many examples have grown based on initiatives of PBL-enthusiastic individuals or small teams who sought to bring PBL to formerly “unPBLed” or seemingly “unPBLable” contexts, or to integrated it with other learning formats such as workplace learning or interdisciplinarity. While many articles have been written already to illustrate the highly creative and innovative potential of those initiatives, there is a lack in reflection and research on whether and how this infusion or merging of PBL in and with unPBLed contexts can affect the institutions in which it takes place, that is, if and how PBL practice can be seen and used as a driver for organizational learning and change.

Organizational learning in itself is a manifold concept: It covers aspects as diverse as the creation, dissemination, and retention of knowledge in organizations (e.g., Argote, 2011), changes in structures and processes (e.g., Senge, 2006), but also changes in culture, attitudes, and values (e.g., Argyris & Schön, 1978). For the implementation of PBL this can mean that the knowledge generated within and through a PBL initiative needs to be shared and stored, teaching conditions (including rooms and schedules), and assessment-practices need to be altered, and last but not least attitudes toward and underlying values need to change. These changes can involve learning processes at different levels of an organization, namely at the individual level (e.g., students and teachers), at the group level (e.g., teaching teams, departments), at the organizational level (e.g., faculties and entire institutions of higher education), and at the interorganizational level (e.g., between two or more universities).

In a special issue of the *Interdisciplinary Journal of Problem-based Learning (IJPBL)* we want to explore what we can learn from PBL initiatives in formerly unPBLed and seemingly unPBLable contexts with respect to their contribution for organizational learning processes. Our main focus is on

institutions of higher education (e.g., Manning, 2012; Kezar, 2013); however, examples and elaborations from other contexts are welcome if they provide relevant information for the topic at hand. Also, “unPBLed” and “unPBLable” contexts are meant in the broadest sense of the word, thus opening the focus for all kinds of examples, as long as they tell about the above-mentioned aspects.

We call on both theoretical/conceptual and empirical manuscripts. Moreover, we especially encourage practical papers on the topic to come forward in the “Voices from the Field” strand of IJPBL. All submissions should be directed to answer one or more of the following questions:

- What does it take to bring PBL (permanently) to a before unPBLed context (resources, strategies, attitudes, etc.)?
- Which barriers and challenges can arise from such a move, and what are conceptions on how to overcome them?
- What are or have been change strategies and/or change rationales that can or have proven to facilitate successful and sustainable PBL implementations?
- Which (intended or unintended) effects can PBL implementations have—on the involved individuals, the group and/or team dynamics, the institution or its relationship(s) with a surrounding world?
- What are or have been the mutual processes of learning and development between a nonPBL context (e.g., an institution’s more traditional learning culture, or the corporate world) and the PBL-idea?
- How are different approaches negotiated and balanced in order to make a PBL implementation successful?
- How has the PBL idea in itself (i.e., its capacity to change knowledge structures and mindsets) acted as a driver for educational change and organizational learning, or how can it be used for that?

We strive to bring together a variety of different perspectives, which include not only various examples and contexts, but also both reflections of success and failure.

## Submission Types

- Research Papers
- Conceptual Papers
- Voices from the Field

## Manuscript Guidelines

### *Suggested Structure for Research Papers:*

- Introduction (with clear statement of the research problem)
- Literature review
- Research questions
- Methods (detailed description of the PBL model used, research design, instruments, validity/reliability, or appropriate analogues)
- Data analysis
- Results or conclusions
- Discussion (including limitations and future work)

### *Suggested Structure for Conceptual Papers:*

Conceptual papers should be structured around key themes salient to any topic or any combination of the topics identified in this call and should have clear focus providing practical or theoretical implications for future efforts.

### *Suggested Structure for Voices from the Field:*

<http://docs.lib.purdue.edu/ijpbl/vol7/iss1/12>

## Timeline

- Deadline for submission of first article version: October 15, 2019 at <http://go.iu.edu/2bk3>
- Deadline for first round of peer reviews: December 10, 2019
- Deadline for first round of decisions: January 15, 2020
- First revision due: February 28, 2020
- Second round of peer review completed April 15, 2020
- Second round of decisions: April 30, 2020
- Final paper due: June 15, 2020

## Submission Process

Articles can be submitted here: <http://go.iu.edu/2bk3>.

When drafting and finishing your manuscript, please orient yourself on the IJPBL's manuscript regulations: <https://scholarworks.iu.edu/journals/index.php/ijpbl/about/submissions#authorGuidelines>. Please ensure sure that your contributions should not exceed the indicated number of pages, which are **20 and 30 pages in double-spaced U.S. standard letter size (8.5" x 11")** plus a 125-word abstract.

Your contributions must be submitted via the journal's editorial management system ("Make a Submission" button on the right side of the website). Please use the prefix "**Special Issue 2020**" when naming your file prior to uploading.

## References and Basic Readings

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