

Fourteenth Issue of the Journal of Problem Based Learning in Higher Education

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INTRODUCTION

Welcome to the second issue of the ninth volume of the Journal of Problem Based Learning in Higher Education. This is our regular annual issue and contains six research papers and two case studies of PBL in practice. We have a total of 23 authors presenting, from across the world, and once again we have several different disciplines represented in the papers and the research studies. Here should be something for everyone.

The papers in this issue deals with multiple subjects. Group work and group dynamics, figuring out the group process, is in focus for one article, while another identifies motivational types amongst students in a PBL environment. We have two articles that look at the challenges of implementing PBL pedagogies, one with a focus on faculty, and the other on undergraduate students. The digitalization of education is also represented in a piece looking at the consequences of applying the technic of flipped classrooms. Finally, we have an article presenting theories from culture learning and mediation as part of a PBL based setup for teaching psychologist students finding the way into their future profession.

The two case studies of PBL also deals with multiple subjects. One in engineering focusing on integrating engineering with other disciplines such as arts, humanities, and business. The other describe a distance learning course for teachers focused on PBL the application of neuroscience concepts.

2021 has also been a year with Covid-19, but things are slowly finding a new normal. In August, Aalborg University in collaboration with the PAN-PBL organization hosted an international conference with the title theme “Transforming PBL through hybrid learning models”. It was a great occasion to revisit, or visit for the first time, the great family of PBL researchers around the globe (in digital form), and listen to the latest ideas, findings,

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and strategies. Some of the presenters are finding their way to our journal, and hopefully we can continue to grow in viability, influence, and acknowledgement.

Problem based learning is in high demand as politicians and decisionmakers look to higher education for solving the complex and high stakes problems of today. It is also increasingly popular amongst the students, who in a growing number are first generation academics, motivated not only by traditional knowledge acquisition, but by knowledge integrated in multi-perspective contexts of application, progress, and development. Students and stakeholders seem to recognize the value of PBL. However, we as researchers, need to keep investigating the reasons and the core of PBL, keep developing the tools, technics, and facilities of PBL, and of course challenge and support the epistemic value of learning through PBL in higher education. To this, our journal is dedicated, and we look forward to continuing to publish high quality research as part of the international PBL community.

As editor-in-chief and editor of case studies, we would like to thank our long-term members of the editorial team Jette Egelund Holgaard and Jakob Davidsen for their outstanding work and relentless effort to develop the journal and ensure the high standards that we strive for. Both Jette and Jakob will be missed, as they by January 1st, 2022, no longer will be part of the team.

THANKS TO REVIEWERS

Finally, we would also like to thank all the reviewers who have donated their time and wisdom to help to improve the papers and cases in this issue:

Mette Dencker Johansen, Denmark

Aida Guerra, Denmark

Louise Pape-Haugaard, Denmark

David Kergel, Germany

Hans Hüttel, Denmark

Armando Sanchez Godoy, Colombia

Lotte Rienecker, Denmark

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Dorina Gnaur, Denmark