

Editorial

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

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Welcome to the first issue of the twelfth volume of the Journal of Problem Based Learning in Higher Education. This is our annual issue and contains 5 research papers and 3 case studies. The scope of the journal is nicely mirrored in the papers and cases, and the range of our mutual interest in the topic of PBL in Higher Education is showcased by the diversity of the papers and cases. Once again, our authors come from all over the world, Brazil, Denmark, Turkiye, Germany, Sweden, and the UK, and are focused on a variety of areas such as group assessment, supervision methods, organisational change, teacher training etc.

This issue also includes the first paper in our new series *Invited Author*. This series of papers is meant to give prominent researchers in the field of PBL a chance to write something from the heart. We hope that the initiative will work as an inspiration and spark reflections and discussions. Our first invited author is Professor John Mitchell at University College London. Professor Mitchell has been a leading figure in Engineering Education for many years and is a strong proponent of PBL. His paper is co-authored with Professor Emanuela Tilley also at UCL. In their paper, Professors Mitchell and Tilley discuss the role of PBL as a thread throughout a full curriculum, entangling the pedagogic of PBL not only

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in specific targeted activities, but as a continuous presence in shaping the curriculum and *“to enable programmes to connect theory, practice, societal context, values and skills as well as to break the mentality that comes with modularisation”*. This is a valuable contribution to the discussions of the nature of PBL and the impact and involvement it has on programs and curriculums. We believe our new series, *Invited Author*, is off to a most promising start.

Over the years, our journal has developed from its core of Aalborg University researchers to an international forum for both authors and audience. Next year we launch a new initiative that enhances the international perspective of the journal. We will include a section in our annual issue that publishes papers and cases in Spanish. That all research is to be conducted and presented in English is no natural law, and a plurality of languages can have its advantages. Nuances and perspectives can get lost in translation, and the commonality of “research-English” has for decades, perhaps slightly unjust, benefited researchers with English as a natural language. Spanish is spoken by approximately 500 million people around the world, making it the second most spoken native language (after Mandarin Chinese). Spanish is also widely taught as a second or third language in many countries and areas of the world. To launch a Spanish section of the journal is an experiment, that we hope will be well received in the research community. All papers and cases in the Spanish section, will have an abstract in English, making their claims and ideas accessible for a larger audience. Although we encourage researchers to engage with a plurality of languages, we imagine that with modern technology, the Spanish content can be made readable with a minimum of effort. To edit our Spanish section, we have invited Associate Professor John Vergel from Universidad del Rosario in Bogota, Columbia, to be part of our editorial team. Welcome John!

A lo largo de los años, nuestra revista ha evolucionado desde su núcleo de investigadores en la Universidad de Aalborg hasta convertirse en un foro internacional, tanto para autores como para lectores. El próximo año reforzaremos la perspectiva internacional de la revista con una nueva iniciativa, una sección en nuestro número anual dedicada a publicar artículos y casos en español. Que toda la investigación deba ser realizada y presentada en inglés no es una ley natural, y la pluralidad de lenguajes puede tener sus ventajas. Los matices y las perspectivas a menudo se pierden en la traducción, y el predominio del inglés como idioma académico ha favorecido durante décadas, quizá de forma injusta, a quienes lo tienen como lengua materna. El español es hablado por aproximadamente 500 millones de personas en todo el mundo, lo que lo convierte en la segunda lengua materna más hablada (después del mandarín). Además, el español se enseña ampliamente como segunda o tercera lengua en muchos países y regiones del mundo. Incorporar una sección en español en la revista es una iniciativa que esperamos sea bien recibida por la comunidad académica y que contribuya, aunque sea de forma modesta, a promover una mayor diversidad lingüística en la investigación junto al

predominio del inglés. Todos los artículos y casos de la sección en español incluirán un resumen en inglés, lo que hará que sus propuestas e ideas sean accesibles a una audiencia más amplia. Aunque animamos a los investigadores a comprometerse con una pluralidad de lenguajes, imaginamos que, con la tecnología moderna, el contenido en español se podrá hacer legible con un esfuerzo mínimo. Para editar nuestra sección en español, hemos invitado al profesor John Vergel, de la Universidad del Rosario en Bogotá, Colombia, a formar parte de nuestro equipo editorial. ¡Bienvenido, John!

Translated from English to Spanish by John Vergel.

We also have other new members of the editorial team. Due to other commitments and engagements, both Associate Professor Frederik Hertel and long-time member of the team Associate Professor Lykke Brogaard Bertel have left us. To join in their place, we have this year welcomed Associate Professor Vibeke Andersson and welcomed back Associate Professor Jette Egelund Holgaard to the editorial team.

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

Kasper Sørensen

Lone Krogh

Stine Bylin Bundgaard

Giajenthiran Velmurugan

Carla Smink

Anne Mette Mørcke

Vibeke Andersson

Nicolaj Riise Clausen

Parinut Chaiyanic

Hanne Nexø Jensen

Anders Melbye Boelt

Maiken Winther