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brewed mind-altering elixirs from honey. Their descendants transformed clay into pottery, wool into clothing, and ashes into cleansers. In ceramic crucibles they won metal from rock, the metals lead to colored glazes and glass. Buildings of brick and

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mortar enshrined books of parchment and paper. Kings and queens demanded ever more colorful clothing and accessories in order to out-class clod-hoppers and call-girls. Kingdoms rose and fell by the power of saltpeter, sulfur, and charcoal. And the

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demands of everyday folk for glass and paper and soap stimulated the first round of chemical industrialization. From sulfuric acid to sodium carbonate. From aniline dyes to analgesic drugs. From blasting powder to fertilizers and plastics. In a phrase, From

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imparted knowledge of units and the spirit of Water began with the invention of spirits. Having traveled the world from age to age, who can say where they will find their next home? Perhaps they will find one in you.

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The National Science Foundation  
funded a synthesis study on the  
status, contributions, and future

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direction of discipline-based education research (DBER) in physics, biological sciences, geosciences, and chemistry. DBER combines knowledge of teaching and learning with deep knowledge of discipline-specific science content. It describes the discipline-

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specific difficulties learners face and the specialized intellectual and instructional resources that can facilitate student understanding.

Discipline-Based Education

Research is based on a 30-month study built on two workshops held in 2008 to explore evidence on

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promising practices in undergraduate science, technology, engineering, and mathematics (STEM) education. This book asks questions that are essential to advancing DBER and broadening its impact on undergraduate science teaching

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and learning. The book provides empirical research on undergraduate teaching and learning in the sciences, explores the extent to which this research currently influences undergraduate instruction, and identifies the intellectual and material resources

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required to further develop DBER. Discipline-Based Education Research provides guidance for future DBER research. In addition, the findings and recommendations of this report may invite, if not assist, post-secondary institutions to increase interest and research

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activity in DBER and improve its quality and usefulness across all natural science disciplines, as well as guide instruction and assessment across natural science courses to improve student learning. The book brings greater focus to issues of student attrition

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in the natural sciences that are related to the quality of instruction. Discipline-Based Education Research will be of interest to educators, policy makers, researchers, scholars, decision makers in universities, government agencies, curriculum

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