

## ***Feature***

### ***Perspectives on Interdisciplinary Science Education***

## **Editorial Preface**

**Elisa M. Stone**

University of California, Berkeley, CA 94720-3860

What are effective ways to prepare undergraduates and K–12 students for the interdisciplinary nature of modern biology? How should we foster teaching across disciplinary and departmental boundaries? These important questions are addressed here in essays from three science educators who represent different perspectives and professional experiences. Michael Marder, physics professor at University of Texas at Austin and codirector of the UTeach teacher education program, discusses his concerns about the inclination of educators and policy makers to confound very different science disciplinary challenges under the common heading of “STEM.” David Van Wylen, biology professor at St. Olaf College, and colleagues from other science and math departments there, describe how their small liberal arts college

has made significant progress in moving science education to an interesting interdisciplinary model. Barbara Nagle, K–12 curriculum developer at the Lawrence Hall of Science at the University of California, Berkeley, writes about the difficulties of preparing middle and high school students for the interdisciplinary nature of the course work they will encounter in college, and the related implications of the *Next Generation Science Standards*. In line with this special issue of *CBE—Life Sciences Education*, all three essays make interesting connections between physics and biology education. Readers are encouraged to compare the authors’ perspectives and share their thoughts and reactions using the Submit a Reader Comment tab in the sidebar to the right of the online essays.

DOI: 10.1187/cbe.13-03-0065

Address correspondence to: Elisa M. Stone (emstone@berkeley.edu).

© 2013 E. M. Stone. *CBE—Life Sciences Education* © 2013 The American Society for Cell Biology. This article is distributed by The American Society for Cell Biology under license from the author(s). It is available to the public under an Attribution–Noncommercial–Share Alike 3.0 Unported Creative Commons License (<http://creativecommons.org/licenses/by-nc-sa/3.0>).

“ASCB®” and “The American Society for Cell Biology®” are registered trademarks of The American Society for Cell Biology.