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## FROM THE SERIES EDITOR

*About This Publication.* Since 1980, *New Directions for Teaching and Learning (NDTL)* has brought a unique blend of theory, research, and practice to leaders in postsecondary education. *NDTL* sourcebooks strive not only for solid substance but also for timeliness, compactness, and accessibility.

The series has four goals: to inform readers about current and future directions in teaching and learning in postsecondary education, to illuminate the context that shapes these new directions, to illustrate these new directions through examples from real settings, and to propose ways in which these new directions can be incorporated into still other settings.

This publication reflects the view that teaching deserves respect as a high form of scholarship. We believe that significant scholarship is conducted not only by researchers who report results of empirical investigations but also by practitioners who share disciplined reflections about teaching. Contributors to *NDTL* approach questions of teaching and learning as seriously as they approach substantive questions in their own disciplines, and they deal not only with pedagogical issues but also with the intellectual and social context in which these issues arise. Authors deal on the one hand with theory and research and on the other with practice, and they translate from research and theory to practice and back again.

*About This Volume.* Research in psychology has shown that there are indeed disciplinary differences in the way we think about our subjects. Our position as experts in our fields sometimes blinds us to the fact that students have been trained to think differently. An important first step in socializing students into our discipline is to help them understand how we think. This issue reports the results of an institution-wide project at Indiana University in which faculty used a common model to help uncover for the students the uncommon thinking strategies inherent in each discipline.

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