In one article, Gary Don, Christa Garvey, and Mitra Sadeghpour advocate the integration of the sub-disciplines of performance and music theory by means of active-learning techniques that support the development of the complete musician. In a second article, Blaine Peden and his co-authors explore pedagogies that develop habits of mind, hand, and heart in psychology undergraduates. In a third article, Sherrie Serros, Simei Tong, and their co-authors challenge students' assumptions about mathematics by using inductive reasoning and collaborative learning to solve real-world problems. All of the authors explore ways to increase the effectiveness of disciplinary pedagogical practices.

*Not included in photograph: Christa Garvey.*