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This state-of-the art research handbook provides a comprehensive, coherent, current synthesis of the empirical and theoretical research concerning teaching and learning in science and lays down a foundation upon which future research can be built. Structured to highlight recent trends in the field, the volume is organized around five themes: Science Learning; Culture, Gender, and Society and Science Learning; Science Teaching; Curriculum and Assessment in Science; and Science Teacher Education. The contributors, all leading experts in their research areas, represent the international and gender diversity that exists in the science education research community. Each chapter presents an integrative review of the research on the topic it addresses and concludes with implications for practice and proposed agendas for future research.