The design and implementation of a research project involving classroom and laboratory instruction is always a challenging test. In this particular study, attempting to modify curriculum as well as alter teaching strategies presented a most complex and challenging task. Perhaps all these complexities are the reason that research on curriculum and instructional methods is easily criticized. However, rather than focus on any of the weaknesses in methodology, I would rather focus on a global view of the problem that was considered.

Diversity among learners is definitely one of the most discussed topics among teachers. The apparent trend in the increase of identified special needs learners, pressures from the public for increased academic performance, and success for every child, has created a high level of concern and stress level for teachers.

It is commendable that the researchers were attempting to respond to the critical issue of diversity, modifying instruction, and school improvement issues. Most notable were the results of the two case studies reported in the results. I wish however, that the researchers had included more than just the two. I would have liked to see the case study results from students across the total spectrum of learning abilities and special needs.

Finally, in the conclusions drawn, an important issue was raised; how to manage a diverse curriculum with several learning strategies being implemented simultaneously. For teacher educators, this point should elicit discussion as to how we can better relate the theory and practice in pre-service and in-service teacher education.