

## Special Issue on **Innovative Strategies for Teaching Family Theories**

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### **Introduction**

Both this and the December 2015 issue of *Family Science Review* are dedicated to *innovative strategies for teaching family theory*. When we distributed the initial call for papers for this collection, we anticipated that we would get enough manuscripts for one special issue. To our delight, we had such a great response from authors that we have enough papers for two issues. We suspected that faculty would be grateful for help, but we were particularly pleased by the number of instructors willing to share their own effective teaching strategies. Our hope is that these papers provide ideas for enlivening your own family theories classroom. In fact, we hope that these ideas will serve as a springboard for even more creative thinking about theoretical instruction.

In this issue, family science educators and scholars share a variety of approaches to teaching family theories. The first four papers, in the Research section, share evaluative data on the effectiveness of experiential activities or assignments. Those in the Teaching Pedagogy and Techniques section simply describe their strategy in detail so that it can be replicated in the classroom of others. Both offer great contributions as we try to identify and incorporate those practices which will assist students in adopting the theoretical lenses necessary to be effective family practitioners and researchers.

We want to extend our appreciation to all of the authors who graciously shared their teaching ideas. We also would like to thank Dr. Beckie Adams, Mr. Ray Pence, and Ms. Charlene VanLeeuwen for the roles that they played in assisting us with producing these special issues.