

Special Issue on **The Scholarship of Teaching & Learning in Family Science**

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Introduction

This issue of Family Science Review is dedicated to The Scholarship of Teaching & Learning [SoTL] in family science. We received sixteen manuscripts for consideration for this issue, of which seven were accepted for publication (acceptance rate = 43%). These seven manuscripts make contributions to SoTL by providing rich descriptions of our current state of SoTL in family science, descriptions of teaching and learning environments, evaluation of the effectiveness of various teaching methods on student learning, and lastly, by providing visions of possibilities.

The first article by Maurer and Law provides an overview of SoTL and its intersection with family science. Using Hutchings' (2000) typology of SoTL questions, the second (Reinke, Muraco, & Maurer) and third (DiGregorio, Maurer, & Pattanaik) articles are examples of "What is?" questions, as they provide rich portrayals of the current state of SoTL in family science. The fourth article (Futris, Schramm, & Duncan) takes a rare look at graduate students and is a combination of the "What is?" and "What works?" questions. In addition to focusing on "What is?" questions, the fifth article (Tobias & Huff) also includes "Visions of the possible". The sixth article (Law, Meyer, & Fall) is an example of a more traditional "What works?" standalone investigation. The seventh and final article by Vaterlaus and Asay illustrates a combination "What works?" and "Visions of the possible" questions.

In reviewing the manuscripts submitted for this special issue, we—and the reviewers—noticed two common deficits in most of the papers that were not accepted. To help advance SoTL in family science, we think it important to share that information. The first deficit was a lack of contextualizing the manuscript within the broader SoTL literature and/or theory. The second deficit was that measurements of student "learning" typically lacked the validity and rigor required for a SoTL-focused article. Too often, measurements of student "learning" were operationalized as student attitudes or opinions as opposed to objective changes in knowledge, skills or abilities, or even student self-reflection on learning. Our hope is that by making these deficits explicit, future SoTL work in family science will be strengthened.

Lastly, we want to extend our appreciation to all of the family science authors who shared their experiences in SoTL. We also would like to thank Editor Dr. Beckie Adams, Mr. Ray Pence, Ms. Charlene VanLeeuwen, and our reviewers for their role in assisting us with producing this special issue.

Reference

Hutchings, P. (2000). *Opening lines: Approaches to the scholarship of teaching and learning*. Menlo Park, CA: Carnegie Foundation for the Advancement of Teaching and Learning.