

## **Introduction to the Special Issue: “Designing and Implementing 21st Century Pedagogy and Andragogy Through Redesign and Technology” (part 1)**

Great teachers perform many tasks simultaneously. They must be aware of their students’ needs, be able to evaluate how well their teaching techniques are working, and change what they are doing when previous techniques become obsolete or less effective than desirable. Two special issues of *Family Science Review* are dedicated to the exploration of new teaching methods, potential barriers to their implementation, and recommendations based on previous experience and empirical analysis. Having a focus on methods from the Scholarship of Teaching and Learning (SoTL) approach provides the opportunity to move beyond intuition when it comes to improving pedagogical (teacher-centered) and andragogical (learner-centered) methods.

The papers in these two special issues perform two primary functions: 1) to provide models for methods that may be implemented by others teaching similar courses and/or developing similar programs; 2) to demonstrate how empirical methods may enhance the study of teaching and learning processes and outcomes. The papers have in common that they examine well-defined objectives for learning and determine how their methods may best reach those objectives. Identifying from a course- or program-level, what specific outcomes were desirable and then determining whether they were reached was a key component of the work in these issues. Acknowledging that not just having a good idea, but putting that idea to the test is crucial for the advancement in our knowledge of best practices.

Thanks to the authors who have been patient during the process of review and revision and to the reviewers who were called upon again and again for their expertise. Thanks also to Dr. Ray Pence, Dr. Charlene VanLeeuwen, and Serena Li for their respective roles in assisting with the production of this issue. It is exciting to be a part of a community that strives constantly to improve the learners’ experiences and improvement to family science as a field.

If you have an idea for a special issue, have questions about submitting to *FSR* or wish to become a reviewer, please contact: [FamSciReview@familyscienceassociation.org](mailto:FamSciReview@familyscienceassociation.org)

Regards,  
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