

## **Introduction to the Special DOUBLE Issue:**

### **“Designing and Implementing 21st Century Pedagogy and Andragogy Through Redesign and Technology” (part 2)**

**and**

### **Are We Doing What is Best for the Children? Parenting Arrangements on Children’s Outcomes**

At the close of 2018, we at *Family Science Review* are excited to publish outstanding articles for two of our special issues. The first set of articles builds on our prior issue (Volume 22, Issue 3) on “Designing and Implementing 21<sup>st</sup> Century Pedagogy and Andragogy through Redesign and Technology” while the second set of articles takes us to latest research on examining parenting arrangements: “Are We Doing what is Best for the Children? Parenting Arrangements on Children’s Outcomes”.

#### **Pedagogy and Andragogy:**

Whether in person, fully online, or in hybrid format, teaching is a never-ending challenge. Teaching can be a joy and a head-banging experience, sometimes within the span of the same week. Many college faculty may never have had formal training as teachers and so have had to develop their expertise through trial-and-error. By employing techniques examined using the Scholarship of Teaching and Learning (SoTL) and also benefitting from the experiences of others who share what they have learned through this process, one can become an expert teacher. By using a SoTL framework, faculty can understand that their teaching methods have moved from intuition-driven to more empirically tested. This second special issue of *Family Science Review* that focuses on current methods of pedagogical (teaching children) and andragogical (teaching adults) contains great examples of using the scientific method to examine a variety of teaching and learning experiences in family science. It is a delightful extension of many of the wonderful presentations from the National Council on Family Relations annual conference, with many of the same authors who had presented in San Diego in 2018 and in previous years. While the topics are varied, from student perceptions of online and hybrid courses to teaching sexualization and objectification, using active reading methods, studying content delivery in a relationships course and when helping children learn about healthy eating, the theme that runs through these studies is of going beyond just reporting on clever ways of teaching. These articles share the desire to use quantitative and qualitative methods of analysis to determine how learning may best occur. By employing systematic methods of analysis, the authors of these articles show the value of what they are doing in and out of classrooms and question assumptions about the learning process.

## **Parenting Arrangements:**

In light of the growing research on family diversity, the field of family science has yet another critical topic to explore: the implications of family structures on children's outcomes. With family policy and laws in many countries providing the option for shared parenting, this research on how children cope in different parenting arrangements comes at a necessary and opportune time. For this special issue, shared parenting is broadly defined as a collaborative arrangement regarding child custody where parental responsibilities for caregiving are shared by parents after divorce or separation occurs. Our first paper examines the co-parenting relationship following divorce with an emphasis on co-parenting support, overt, as well as covert conflict on child outcomes. Parental alienation is discussed in the following two papers – the first examining parental alienation in terms of contact time while the second extends this to an examination of parental alienation as a form of child abuse. The final paper in this set examines how parents make decisions about custody arrangements following divorce through an exchange theory framework.

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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,

Robin G. Yaure, Guest Editor and Silvia K. Bartolic, Editor