Welcome to the session *Dynamic Pedagogy in the Family and Juvenile Law Classroom: Experiential and In-Class Exercises*, sponsored by the Section on Family and Juvenile Law, and co-sponsored by the Sections on Children and the Law, Clinical Legal Education, and Teaching Methods.

The goal of the session is to discuss and share our use of in-class exercises and methods of experiential learning in family and juvenile law. The panel will show how family and juvenile law professors are integrating these teaching methods into their courses and the overall family and juvenile law curriculum.

The panel was coordinated by a subcommittee of the Section, including Naomi Cahn (UVA), Melanie DeRousse (KU), Linda McClain (BU), Yvonne Lindgren (UCSF), and Maya Manian (UCSF). WE NEED A TEAM TO HELP WITH PLANNING FOR NEXT YEAR – please reach out to Naomi Cahn at ncahn@law.virginia.edu to volunteer.

- Presentation materials are available to all attendees through the platform. Materials include many useful handouts that you can use to implement the exercises in your classes!

- Please type any questions in the Chat box, and we will take them up at the end if time permits. If we don’t get to your question, a presenter may follow up with you over email.

- **Please open a page on your browser or on a separate device NOW and find the following webpage:** [www.kahoot.it](http://www.kahoot.it) – the final presentation will use this tool.

- You can discuss the pedagogy in comments at the Best Practices for Legal Education Blog by posting some takeaways or new ideas that inspired you! [https://bestpracticeslegaled.com/2021/01/04/welcome-2021-and-a-round-up-of-pedagogy-sessions-at-this-weeks-aals-annual-meeting/](https://bestpracticeslegaled.com/2021/01/04/welcome-2021-and-a-round-up-of-pedagogy-sessions-at-this-weeks-aals-annual-meeting/)

- If you have used an experiential exercise in your family law class, please consider submitting a brief article or other materials describing the exercise for consideration in a special edition of the Family Court Review. Email Meredith Harbach or Naomi Cahn for more information (note the first deadline has passed but abstracts/proposals submitted this month will still be considered).

**Call for Papers – Dynamic Pedagogy in Family Law**

*Family Court Review*, an international, interdisciplinary, peer-reviewed family law journal, is pleased to announce a Call for Papers for a Special Issue on *Dynamic Pedagogy in the Family and Juvenile Law Classroom: Experiential and In-Class Exercises*. 
ABA Standard 303(a)(3) requires all students to complete “one or more experiential course(s) totaling at least six credit hours.” This revision has increased demand for experiential learning courses and clinics at law schools, and presents an opportunity for innovative teaching and community partnerships.

This special issue will explore existing—and creative—visions for integrating experiential learning into casebook-focused, clinical, and other experiential courses in ways that transcend simulations. Articles will describe the pedagogical design of experiential and in-class exercises, situating them within the scholarship of teaching and learning, and provide materials that can be used in family law-related courses and clinics. Potential topics range from integrating exercises and formative assessments into traditional doctrinal courses, to offering additional credits for participation in projects involving collaborations with courts, public interest nonprofits, or clinics, to other potential means of incorporating experiential learning into courses.

The Special Issue will build on the Family Law Section’s Pedagogy Panel to be held at the 2021 AALS Annual Meeting. The issue will include approximately a dozen articles. Articles will be published in the October 2022 issue of Family Court Review, and manuscripts will be due September 1, 2021.

The Special Issue will be guest edited by Naomi R. Cahn, Professor of Law at the University of Virginia School of Law (effective Aug. 2020), and Meredith Johnson Harbach, Professor of Law at the University of Richmond School of Law. If interested, please submit an abstract to fcrpedagogy@gmail.com by January 2, 2021. The abstract should not exceed 500 words and should describe the experiential learning approach and potential materials that would be included in the article. Decisions about acceptance for publication will be made and communicated by February 1, 2021.