

Editor-in-Chief TERESA STRONG-WILSON

In this issue:

Learning to Teach, Imaginatively: Supporting the Development of New Teachers Through Cognitive Tools

• Kieran Egan, Shawn Michael Bullock & Anne Chodakowski

Finding the Connective Tissue in Teacher Education: Creating New Spaces for Professional Learning to Teach

• Tim F Hopper, Kathy Sanford & Hong Fu

The Potential of Familial and School Curriculum-Making Worlds in Teacher Education

• Janice Huber, Joanne Farmer, Nathalie Reid, Claire Desrochers & Sue Mckenzie-Roblee

Progressive Pedagogies and Teacher Education: A Review of the Literature

• GeoffWebber & Dianne Miller

Toward Self-Authoring a Civic Teacher Identity: Service-Learning In Teacher Education

• Lorna R. Mclean & Hoa H.Truong-White

Fostering Classroom Communities Through Circling With Teacher Candidates

• Karen L. Bouchard, Trista Hollweck & J. David Smith

Schools as Artifacts: Critical Autoethnography and Teacher Renewal

• Brian Andrew Benoit

Toward a Sustainable Sense of Self in Teaching and Teacher Education: Sustainable Happiness and Well-Being Through Mindfulness

• Darlene Kyte

A/r/tography and Teacher Education in the 21st Century

• Sean Wiebe & Claire Caseley Smith

Delving Into Inquiry Learning in Teacher Education at the University of British Columbia

• Claire Rushton & Andrea S Webb

The Best of Both Worlds: A Proposal for Hybrid Teacher Education

• Hayley Vininsky & Amanda Saxe

Looking Inward to 21st Century Pedagogy

• Rose Doerksen

MJE Volume 51 Number 3 Fall / Automne 2016

oę



McGILL JOURNAL OF EDUCATION REVUE DES SCIENCES DE L'ÉDUCATION DE McGILL Volume 51 Number 3 Fall 2016

Volume 51 Numéro 3 Automne 2016

Online: ISSN 1916-0666