

# **Journal of Pedagogy, Pluralism, and Practice**

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Volume 6 | Issue 1

Article 1

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Fall 2014

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### **Recommended Citation**

Staff, Journal (2014) "Table of Contents," *Journal of Pedagogy, Pluralism, and Practice*: Vol. 6 : Iss. 1 , Article 1.  
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# Journal of Pedagogy, Pluralism and Practice

## Volume VI (1), Fall 2014

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*The articles in this issue provide a challenge to traditional paradigms and ontological frameworks across disciplines.*

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