

Metaphor as a methodological tool: identifying teachers' social justice dispositions across diverse secondary school settings

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British journal of sociology of education

2016; 38(6):856-871

ARTICLE IDENTIFIERS

DOI: 10.1080/01425692.2016.1182009

PMID: unavailable

PMCID: not available

JOURNAL IDENTIFIERS

LCCN: not available

pISSN: 0142-5692

eISSN: 1465-3346

OCLC ID: not available

CONS ID: not available

US National Library of Medicine ID: not available

This article was identified from a query of the SafetyLit database.