



The Alberta Journal of Educational Research

Volume 65, Number 3, Fall, 2019

Articles

- | | | |
|---|------------|--|
| <i>Graham J. Passmore, Stephen R. Hart</i> | 180 | Conceptualizing a Personalized Identity-Focused Approach to Teacher Professional Development: Postulating the Realization of Reform |
| <i>Hasan Caglar Basol, Julide Inozu</i> | 205 | Educating the 21st Century Language Teacher |
| <i>Ewelina Kinga Niemczyk</i> | 221 | Mentorship within Doctoral Research Assistantships: A Canadian Case Study |
| <i>Mohammad Reza Masrour, Esmat Babaii, Mahmood Reza Atai</i> | 238 | Interlanguage Pragmatics: Iranian English as a Foreign Language Teachers' Cognition |
| <i>Ayşegül Takkaç Tulgar</i> | 258 | Four Shades of Feedback: The Content of Feedback from Faculty Supervisor, Cooperating Teacher, Peers, and Students in Practice Teaching and Its Effects on Self-Reflection and Self-Regulation |

Book Reviews

- | | | |
|------------------------|------------|---|
| <i>Shelina Bhamani</i> | 278 | Students at Risk (2013) by Cheryll Duquette |
| <i>Carla R. Monroe</i> | 282 | Reading Diversity through Canadian Picture Books: Preservice Teachers Explore Issues of Identity, Ideology, and Pedagogy (2013) Johnston, I., & Bainbridge, J. (Eds.) |