

Encounters in Theory and History of Education Rencontres en Théorie et Histoire de l'Éducation Encuentros en Teoría e Historia de la Educación



Part I: Artwork

Volume 24, 2023

Conceptions and Practices of Education in a "Longue Durée"
Approach: Paths to a Critical Self-Reflexive History of Education

URI: <https://id.erudit.org/iderudit/1109123ar>

DOI: <https://doi.org/10.24908/encounters.v24i0.17036>

[See table of contents](#)

Publisher(s)

Faculty of Education, Queen's University

ISSN

2560-8371 (digital)

[Explore this journal](#)

Cite this document

(2023). Part I: Artwork. *Encounters in Theory and History of Education / Rencontres en Théorie et Histoire de l'Éducation / Encuentros en Teoría e Historia de la Educación*, 24, 126–126.
<https://doi.org/10.24908/encounters.v24i0.17036>

©, 2023



This document is protected by copyright law. Use of the services of Érudit (including reproduction) is subject to its terms and conditions, which can be viewed online.

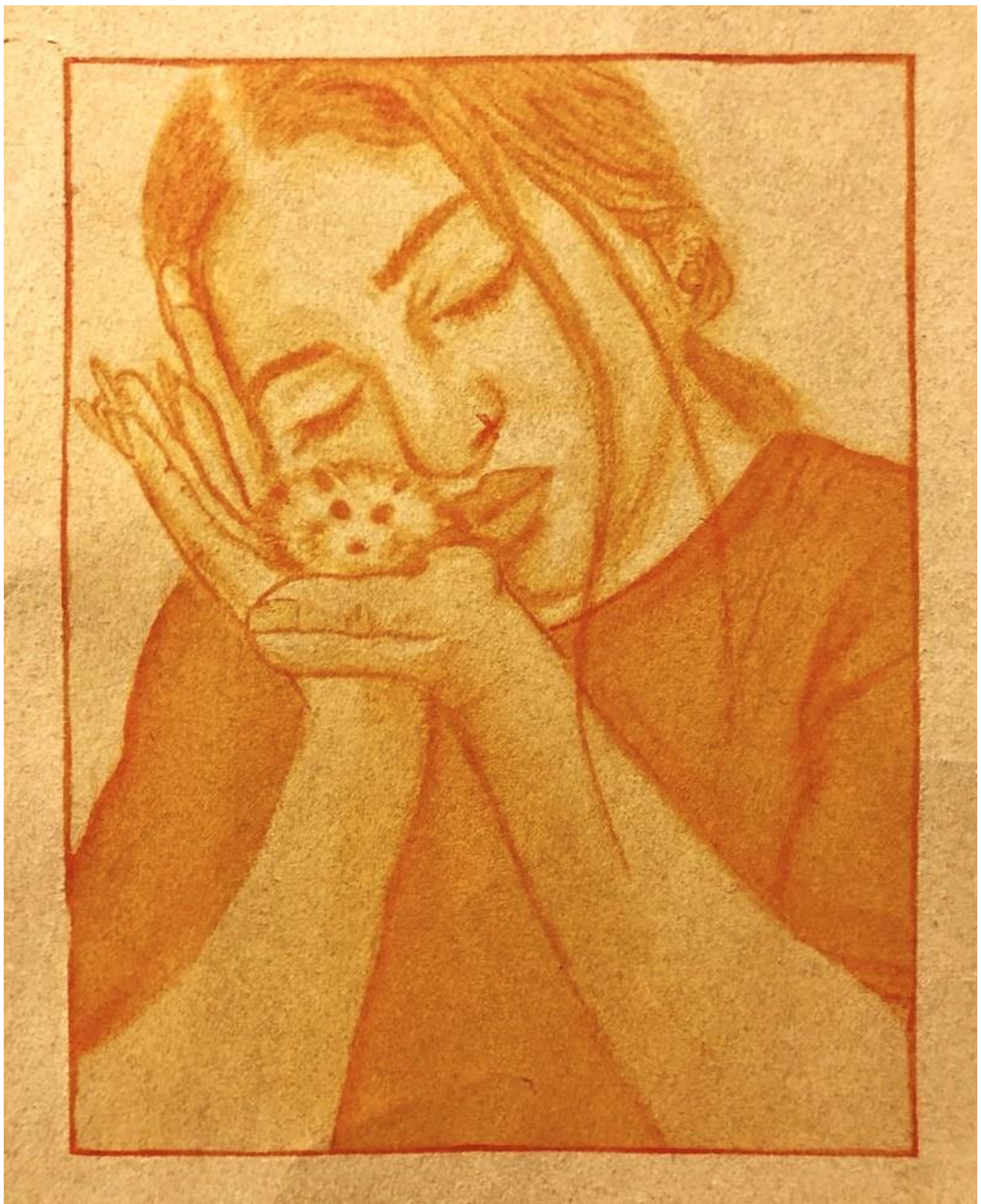
<https://apropos.erudit.org/en/users/policy-on-use/>

érudit

This article is disseminated and preserved by Érudit.

Érudit is a non-profit inter-university consortium of the Université de Montréal, Université Laval, and the Université du Québec à Montréal. Its mission is to promote and disseminate research.

<https://www.erudit.org/en/>



Mona's Hamlu

Arshnoor Kaur

2020