Learning about Self Far From Home: A pre-service teacher’s intercultural development during an international program.

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Abstract
Preparing teachers to effectively teach culturally diverse students, teacher educators advocate for the use of cross-cultural field experiences, including international study abroad programs. This paper reports on a qualitative case study of two pre-service teachers’ intercultural development during a semester-long study abroad program in London, England. Findings indicate that international experiences provide a catalyst to move pre-service teachers forward in their intercultural development.
development. Implications include the need for multicultural developmental approach to pre-service teacher education informed by theories of intercultural development and cultural learning developed within intercultural communications.

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