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Abstract

Study abroad is an experiential learning pedagogy that has many positive outcomes. In the field of teacher education, study abroad provides opportunity for the development of global competencies and agency. Similarly, study abroad can help expand notions of what it means to be a global citizen. This article examines the effects of preservice teachers engaging in a study abroad program to South Africa. Critical Cosmopolitan Theory provides the article's theoretical frame for the investigation of the impact of this study abroad program. The study's participant sample comprised preservice teachers from a large research university located in the Southeast region of the United States (N = 21). Using a mixed-methods research design, the study examined the participants' perceptions of their study abroad and international teaching experiences. It was found that the study abroad experience was a catalyst for enhancing preservice teachers' global competencies, intercultural awareness, and

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cultural responsiveness as the participants widened their perspectives of what it means to be a critically cosmopolitan educator and citizen. (HRK / Abstract übernommen)