

Practicum in time of COVID19 in Spain: What have student-teachers learned?

Lucía Sánchez-Tarazaga, *Department of Pedagogy, Universitat Jaume I, Spain*

Aida Sanahuja, *Department of Pedagogy, Universitat Jaume I, Spain*

Paola Ruiz-Bernardo, *Department of Pedagogy, Universitat Jaume I, Spain*

Marta García, *Department of Pedagogy, Universitat Jaume I, Spain*

(Introduction) The COVID19 pandemic has forced the change to online Practicum in Initial Teacher education programs around the world and questioning the achievement of learning objectives through distance teaching and learning.

(Objective) The aim of this research is to make visible the learning acquired in the Practicum carried out by the students of Childhood and Primary Education Teacher Degree of a Spanish university, during the confinement caused by the COVID-19 pandemic.

(Method) A qualitative research methodology has been used, focusing on documentary (inductive) analysis. For this purpose, intentional non-probabilistic and snowball sampling was used. A total of 40 Practicum reports from third and fourth course were analysed during the period October-December 2020. (Preliminary results and conclusions) The results show evidence of the learning that the students have acquired concerning knowledge, methodology, and specially, social and emotional competences. Findings show that some of these concerns are in line with those of experienced teachers (Trujillo et al., 2020) and teacher educators (Kidd and Murray, 2020). Despite the fact that limitations have been identified at the level of student learning and student-teachers' professional development during this emergency eLearning (Murphy, 2020), their reflections are also identified in reference to the concerns and social and educational challenges of the coronavirus era. In general terms, pre-service students have acquired valuable learning for their practice as future teachers and they can bring new perspectives by their experiences (Darling-Hammond and Hylar, 2020). Results also highlight the need to include more training in teacher programs regarding new teacher roles, as well as transversal competences such as the development of student autonomy and reflective practice.

Keywords: Initial Teacher Education; Online Practicum; Pre-service students; School shutdown.