

**E-Practicum during the lockdown of Pandemic 2020:
Pre-service Teachers' perception of their professional competences**

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In the spring of 2020, Albania was also affected by the Covid-19 Pandemic and faced the closure of educational institutions and the put in place of emergency measures. Universities were faced with an unexpected and difficult situation for the undergoing of pedagogical practice, which in fact marks the peak of professional training for Pre-service Teachers. Precisely for this reason, the faculties of education faced one of the biggest dilemmas, that of the effectiveness of the E-Practicum for pre-service teachers. In addition to re-planning and organizing, the question arose: How would pre-service teachers feel and how would they cope with this challenge? The study aims to deeply understand the experience of nine pre-service teachers during their E-Practicum and their perceptions regarding professional competencies through a qualitative descriptive approach. A semi-structured interview guide was developed for data collection, based on the Integrative Phenomenological Analysis (IPA) framework. The results of the study highlighted the challenges of Pre-service Teachers during the e-practicum, which were specifically related to 1) digital competence; 2) the competence to cooperate, and 3) the application of the inclusive educators' framework. These findings can serve as a starting point for further studies regarding the competencies of pre-service teachers. Likewise, it may be useful for policymakers to design policies in line with the current situation, for the academic staff of the faculties of education to review the study programs at both the BA and MA levels in order to improve them to prepare teachers for the future in a digitalized world, but also full of surprises.

Key Words: *Initial Teacher Education; E-practicum; Profesional Developement; Pre-service Teachers Comptences.*