

## 2.2. New training and professional development models

### SP - (18796) - MENTORING AND ICT DURING PRACTICUM: VIEWS OF STUDENT TEACHERS AND COOPERATING TEACHERS

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#### Short Abstract

This paper reports on findings from a wider international project entitled The Digital Practicum ('PRAC3'), funded by the European Union (2020-1-ES01-KA226-HE- 096120). The project explores online teaching resources for an on-site school practicum context using web 3.0 resources (including innovations such as augmented reality and remote classroom learning settings).

Practicum plays a key role in the professional learning of future teachers. Student teachers often describe the practicum as the most substantial part of their teacher education program due to the opportunity to be individually supervised by mentors (McIntyre, et al., 2005). However, during the COVID-19 pandemic practicum experiences have been curtailed. Virtual mentoring and remote teaching were implemented in many contexts as is the case of the context in which the research described in this paper was carried out. Most teacher education programmes have moved to online environments (Flores & Gago, 2020) and student teachers and mentors have been asked to fully immerse in online teaching for the practicum experience even though some do not feel sufficiently prepared to do so (Hechinger & Lorin, 2020). Mentoring is dependent on the singular contexts of practice and on the framework of practicum as well as the profile of mentors or cooperating teachers. The current project draws on data collected with student teachers (n=69) and mentors (n=39) using a validated research tool entitled Mentoring Profile Inventory (Clarke & Mena, 2020). Data were collected through Google forms between December 2021 and January 2022 and were analysed using SPSS (version 26).

Findings indicate that student teachers and mentors are mostly aligned with a practical approach which includes the focus on the learning process and on active methodologies. Such an approach is also identified by most of the mentors. The critical and the academic approaches are also referred to by the participants pointing to tensions between the ideal or most valued perspective and the one which is really in place in the context of teacher education. The mentor's role is seen as a "partner" focusing on the learning process and on issues of collaboration. ICT is highly valued and used by both mentors and student teachers. These and other issues will be explored in the paper.

#### References

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