

## **Filling the gaps of online practicum for pre-school and primary education in-service teachers**

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Teaching practicum aiming to provide also specific soft skills for pre-service teachers offers challenging teaching contexts that online practicum conducted during the COVID pandemic was not able to fully cover. For the pre-school and primary levels teachers, such soft skills seem to be of utmost importance. Our research intends to identify, by means of interviews conducted within a group of 10-15 novice teachers having attended their practicum stages online, the difficulties faced in their first year of activity, as well as ways of managing such difficulties, and eventual strengths identified by these in-service teachers in this context. We will thus investigate aspects such as (but not necessary limited to):

- Teacher-students interaction (general classroom climate, relations, teacher's authority, professional ethics, involving students in activities, students' achievements) and efficient communication (teacher-student, teacher-parent and teacher-colleagues communication and relationship)
- Didactic competencies (working with the curriculum, teaching strategies and means, competencies-based teaching, differentiated teaching according to different learning needs of their students)
- Assessment practices aimed to stimulate efficient learning
- Integrating technology in the teaching process
- Professional development needs identified and impact of personal formative choices on improving their current didactic approaches

We should also be interested in eventual international collaboration on the theme.