



**THE PEDAGOGICAL INTERNSHIP DURING THE LOCKDOWN: NARRATIVES OF FUTURE TEACHERS**I. Freire-Ribeiro <sup>1</sup>E. Mesquita <sup>2</sup>A. Sanches <sup>2</sup><sup>1</sup> Instituto Politécnico de Bragança, Centro de Estudos em Educação e Inovação - CI&DEI (PORTUGAL)<sup>2</sup> Centro de Investigação em Educação Básica, Instituto Politécnico de Bragança (PORTUGAL)**About this paper:**Appears in: [ICERI2022 Proceedings](#)

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**Abstract:**

The pedagogical internship is considered by future teachers as a determining factor in the whole process of initial training, occupying a significant place. It involves moments of authentic and experiential knowledge of the school, and its public, as well as of the teaching and learning process, always with the aim of forming reflective professionals and concomitantly researchers of their practices. That is, a future professional socially committed and able to introduce significant changes in their practices and pedagogical innovation. In times of pandemic caused by COVID-19, which led to lockdown, non-face-to-face teaching practices were privileged in different educational institutions and future teachers, in a probationary situation, were invited to participate. In this scenario, the pedagogical internship required overcoming and (re)adaptation (Mesquita, et al., 2021). This article has as main objective to carry out a documentary analysis of 10 final reports of Supervised Teaching Practice to understand how future teachers narrate their experiences during the pedagogical internship and understand how they managed to cope with the constraints that the lockdown produced in the school in years 2019/2020 and 2020/2021. The investigative process follows a qualitative and interpretative approach, carried out through procedures of categorisation and cross-referencing of the data corpus. For data analysis we used MAXQDA (Software for Qualitative and Mixed Methods Research), to survey and content analysis of the information collected in the final reports. From the analysis of the data collected, it stands out that the use of digital tools contributed to enabling distance teaching and learning, making the practice more innovative, which allowed the dialogue in real-time, as well as a more or less close monitoring of the children, depending, of course, on the adaptation of the cooperating teachers to new technologies and on the integration, or not, of future teachers in the contact platforms that they maintained with the children.

**Keywords:**

Teacher training, teaching, and learning process, lockdown, final report.