INTERGENERATIONAL LEARNING IN ONLINE TEACHER COMMUNITIES

ROXANNE T. BONGCO[1], KHRISTINA ANNE D. AMA[2], PABLO V. ACUÑA. JR.[3], GERTRUDES C. PADILLA[4]
https://orcid.org/0000-0001-7041-4610[1], https://orcid.org/0000-0001-8939-2634[2],
https://orcid.org/0000-0001-6541-9847[3], https://orcid.org/0000-0003-0032-944X[4]
rtbongco@bpsu.edu.ph[1], kaadimarucut@bpsu.edu.ph[2], pjvacuna@gsfe.bpsu.edu.ph[3],
gcpadilla@bpsu.edu.ph[4]
Bataan Peninsula State University
Orani, Bataan, Philippines[1-4]

ABSTRACT

This multiple case study sought to describe intergenerational learning (IGL) in the online teacher communities. More so, it disclosed into the online IGL's directions of exchange, contents, strategies, and challenges. Data were gathered from 20 multigenerational teachers in the cases of a small and a big school for maximum variation, through semi-structured individual interviews and online interaction analyses. Results showed that online teacher communities through video conferences and group messaging pave the way for multigenerational colleagues in reference to age, period, cohort, and experience from learning from each other. Learnings of instrumental contents are embedded in multidirectional exchange, based on recognized expertise according to the younger generation's cohort, and the older generation's experiences. While varied contents from all generations find their way in the online teacher community, devaluing roles and content could threaten the quality of teachers' participation. Structured online learning activities however such as Learning Action Cells (LAC) sessions could be instrumental to reinforce the valuing of varied roles and contents in the online IGL among teachers. Teachers learn during the structured sessions, they also learn equally valuable contents in the flexible and spontaneous group messaging, although the latter is not a recognized form of professional learning.

Keywords: professional learning, teachers, IGL, online learning, multiple case study

INTRODUCTION

In the age of digital developments and the shrinking of the half-life of knowledge, continuous professional learning is more relevant than ever before. This practice is presented with opportunities to prosper in new and multiple directions and new spaces through intergenerational diversity and ubiquity of online communications.

Co-existence of multiple generations in the workforce (Milligan, 2016) is one of the new opportunities which have the potential to support professional learning. Generationally diverse patterns of behavior, expectations, habits, motivations, learning styles, manners of work, and value priorities (Čič & Žižek, 2017, Polat & Kazak, 2015) present both challenges and opportunities in industries and organizations (Tay, 2011, Castro, González, Aguayo, & Fernández, 2014, Cumming-Potvin & MacCallum, 2010).

When challenges are managed, learning could be enriched by the existence of various generations in the workforce (McCrindle, 2014), each of which have something valuable to share to the community (Tempest, 2003; Bongco, 2020). As digital natives, the younger generations are the usual source of learning in innovations and technology, while the older colleagues are the repertoire of experience and knowledge of the

P – ISSN 2651 - 7701 | E – ISSN 2651 – 771X | www.ioer-imrj.com
BONGCO, R.T., AMA. K. A. D., ACUŃA, P.V. Jr., PADILLA, G.C., *Intergenerational Learning in Online Teacher Communities, pp. 182 - 192*

182

school's micro-culture. Hence, when teachers interact with a learning community, they have access to a rich source of social capital (Geeraerts, et al. 2017). This makes IGL a valuable opportunity to further learning that would benefit all generations (Tempest, 2003, Novotný and Brücknerová, 2014, 2017).

However, learning had been forced to shift to the online modes not only due to the pandemic but also because of the innovations in ICT (Sun, Tang, Zuo, 2020). Online communication has now become vital. For instance, one popular means of online communications are the social networking sites (SNS). Commissioner for Children and Young People, Western Australia (2015) indicates that social media has become a ubiquitous feature of social, economic, political and cultural life. This ubiquity is evident, in that even the older generations are migrating to the online modes of communication, whether by force or by choice. Further, Tamme and Siibak (2012) reported that the previous technology-knowledge gap between the older and younger generations has been diminishing. This trend offers a new set of opportunities by opening new spaces for multigenerational professional communities to thrive. Learning in these spaces is more important now than ever before because it is no longer simply an extension of learning communities. It has become the primary space for interactions, helping multigenerational teachers adapt to the fast changing demands of the period (Bongco & David, 2020).

To maximize the potential of this new space for continuous learning among multigenerational teachers, it has to be supported by relevant policies and programs, which are anchored on contextualized understanding of the phenomenon. With local studies suggesting the variation of Filipino cohorts from mainstream cohorts (Salvosa & Hechanova, 2020; Bongco, 2020), specifically the Generation X and Baby Boomers, an IG inclusive policy or program for online professional learning must be anchored on a contextualized understanding of the Filipino teachers' IG diversity rather than the overgeneralization of foreign findings.

Hence, this study proposed an investigation of how learning among multigenerational teachers transpires in the online teacher communities. For a comprehensive picture of the teachers' IG diversity, the study adopted the APCE model. As such, intergenerational diversity was analyzed from the lens of the overlapping and interacting effects of age, period, cohort or APC (Pew Research Center, 2015; Alwin, & McCammon, 2003), and work experience (Bongco, 2020; Novotný & Brücknerová, 2014). The findings of the study could inform policy development to support online IGL for teachers in ways that would respond to the contextualized IG diversity of Filipino professionals.

OBJECTIVES OF THE STUDY

This study aimed to describe the basic education teachers' intergenerational learning (IGL) in the online teacher communities. Specifically, it looked into the directions, contents, challenges, and strategies in the online IGL.

METHODOLOGY

This study employed a Qualitative Case Study Design as it offers strong and reliable evidence and allows the researchers to have a deeper understanding of the topic under study (Brink, 2018). This involves investigation of multiple bounded systems (cases) for a duration of time using multiple data sources. (Creswell, 2007).

Cases

This study looked into the online teacher communities in two basic education schools in Bataan, which have multigenerational faculty. It took into consideration schools with two or more generations of teachers (in terms of age or life cycle). This study employed a purposeful maximal sampling to achieve maximum variation (Creswell, 2007). This variation provided a wider glimpse of the online IGL in the context of schools with small and big teacher populations.

Case A: The Case of Big Online Teacher Community (more than 100 members)

P – ISSN 2651 - 7701 | E – ISSN 2651 – 771X | www.ioer-imrj.com
BONGCO, R.T., AMA. K. A. D., ACUÑA, P.V. Jr., PADILLA, G.C., *Intergenerational Learning in Online Teacher Communities, pp. 182 - 192*

183

Case B: The Case of Small Online Teacher Community (less than 20 members)

Participants and Inclusion Criteria:

Additionally, it involved a total of 20 participants; 14 participants from Case A (big school) and 6 for Case B (small school). Teachers from different generations were invited to participate in the study. Efforts were taken to ensure that all generations (in terms of life cycle or age) will be represented in the selection.

Selection used the following inclusion criteria: (1) Male/female teacher in the selected basic education school with two or more generations of teachers in terms of life cycle or age; and (2) who is part of the online teacher community in the school (e.g. faculty group chats).

Table 1
Summary of participants per case, sex, and age generation

Case	Participants				Total
	Sex	Generation by Age			
		Young Adults	Middle Aged	Older Adult	
Case A	Male	2	3	0	5
	Female	2	5	2	9
Case B	Male	0	0	0	0
	Female	3	3	0	6
Total		**7**	**11**	**2**	**20**

Case A participants include four young adults who are Millennials with teaching experience ranging from 3 to 10 years. There were three middle-aged Millennial teachers with 8 to 13 years of experience, five middle-aged teachers who belong to the Political generation with 5 to 21 years of teaching experience and two older adults belonging to the Political generation with 22 to 25 years of experience.

On the other hand, Case B participants include three young adult Millennials and three Middle-aged Political generation. In terms of experience, the young adult Millennials' experience range from 3 to 10 years. The middle-aged Political Generation teachers have teaching experience which range from 11 to 23 years.

Data Gathering Procedure

Permission was sought from the Department of Education Bataan to involve the schools in this study. Further, individual consent was sought from the participants in Cases A and B. Data for this study were gathered through: (1) semi-structured individual interviews, and (2) online interaction analysis. All instruments that were used for the study were developed by the researchers and were validated through expert validation and pilot testing.

Four experts in the field of education validated the instrument in terms of the relevance of interview and guide questions to the research questions. Suggestions included the need to realign questions and need to use follow-up questions. Instruments were revised and subjected to pilot testing with a female, middle-aged Millennial teacher. This helped the researchers validate the interview questionnaire in terms of clarity, level of difficulty and administration requirements. Comments from the pilot testing participant and reflections of the researcher included the need to merge or separate questions, and establish the definition for online IGL.

Then, semi-structured interviews with 20 participants were facilitated in order to have a glimpse of how the participants make sense of their experiences in online IGL. The main part of the interview (after establishing rapport and preliminaries) runs for an average of 28 minutes and 44 seconds.

Meanwhile, to observe the actual online interactions of multigenerational colleagues in their online teacher communities, screenshots were requested among the participants. A total of 53 screenshots were provided and analyzed.

Validation

To ensure that the findings reflect the actual realities of the participants, the interview transcripts were returned to the participants for member-checking to ensure trustworthiness (Birt et al, 2016; Creswell & Miller, 2000). The transcripts were returned in verbatim format with line numbers. These line numbers allowed the participants to easily point out sections that they wished to delete, alter, or add on, prior to analysis. This is done through google form. Most participants approved the transcript for further analysis without

P – ISSN 2651 - 7701 | E – ISSN 2651 – 771X | www.ioer-imrj.com
BONGCO, R.T., AMA. K. A. D., ACUÑA, P.V. Jr., PADILLA, G.C., *Intergenerational Learning in Online Teacher Communities, pp. 182 - 192*

184

any alteration. Only one participant asked for minor changes.

Data Analysis

Data were transcribed verbatim in English-Filipino and analyzed in the same language to minimize the chances of losing meanings in translation due to IG diversity. The data were subjected to within-case and cross-case analyses to emerge the themes, in light of the schools' online culture.

Within-case analysis of Case A generated 51 descriptive codes in English and Filipino, while Case B generated 40 codes (e.g. multidirectional, technology, inquiry, delayed responses). These codes were overlapping. Second cycle coding generated 13 sub-themes for Case A and 11 sub-themes for Case B to describe the online IGL's direction, content, strategies, and challenges. Some initial codes were categorized differently during second cycle coding in the two cases due to context differences. For instance, the open code "unresponsiveness" in Case A was categorized under "Reception Issues" but it was only categorized under "Technology Issues" in Case B because the two cases have different perceptions over their colleagues' lack of responses.

Cross-case analysis was anchored on the sub-themes from the within-case analyses to take into consideration the differences in the cases' contexts. This generates a total of 5 themes. Analytic memoing was also conducted to aid the researchers in understanding the issue and discussing their meanings. Further, the whole analysis applied the APCE model for IG diversity in the workplace. In this model, age generation was identified based on Erik Erikson's Theory of Psychosocial Development (e.g. young adult, middle-aged, late adult), with minimal modification based on the age of retirement in the Philippines. Cohort generation was identified using the terms Political Generation, Millennial, and GenZ Technology Generations. These categories were based on the findings and analysis of Salvosa and Hechanova (2020), Pew Research Center (2010) and Bongco (2020). Experience generation considered the length of teaching experience. In

terms of period effects, the study considered the distance operations of schools through the digital platforms.

RESULTS AND DISCUSSIONS

This is a qualitative multiple case study design which intends to describe the online intergenerational learning (IGL) in the online teacher communities. The succeeding paragraphs discuss the themes that emerged from cross-case analysis. Theme 1 describes the content and directions of the online IGL. Likewise, themes 2 to 5 pertains to the challenges and strategies in online IGL.

Theme 1: **Cohort vs Experience for Multidirectional Exchange**

Both cases show multidirectional exchange. All generations have expertise to share and all generations have needs for learning that could be accessed through other generations in the online IGL. This could be intragenerational or intergenerational. These directions of learning support the needs and goals of teachers from all generations. For instance, new teachers' goals for successful integration in the school community and the senior's need for systematic way of passing their experiences and to stay as long as possible in the profession (Löfgren et al., 2013) could be enabled by the varied strengths of the generations which could be utilized not only to empower the individual professional but also to fulfill the goals of the organization (Kazak & Polat 2018). Such multigenerational reciprocity in learning recognizes every professional's need for continuous learning and support at every stage of their careers, thus promoting a society for all ages (Tempest, 2003; Mannion, 2012; DepEd Order No. 35, series of 2016)

Nevertheless, most of the exchanges noted in the data showed intergenerational learning based on the expertise of generations. Older generations' expertise is based on their years of experience (A10, A14, B1). Younger generation's expertise in technology is based on their cohort generation as Millennials whose impressionable

P – ISSN 2651 - 7701 | E – ISSN 2651 – 771X | www.ioer-imrj.com
BONGCO, R.T., AMA. K. A. D., ACUŃA, P.V. Jr., PADILLA, G.C., *Intergenerational Learning in Online Teacher Communities, pp. 182 - 192*

185

years were marked by ICT developments (Dimock, 2019; Salvosa & Hechanova, 2020; Bongco, 2020). This is consistent with literature findings on the content shared by generations. Younger teachers teach the older generations on technology. They are also more likely to be approached for advice pertaining to innovative teaching strategies. Moreover, older generations are approached for help in terms of professional experiences in classroom management. (Polat & Kazak, 2015; Geeraerts, et al., 2018). However, when teachers manage to share learnings on the expertise of another generation and are consequently recognized, they receive an extra boost in esteem.

The need for collaborative efforts is further intensified by the period effect of online work operations. Due to the limitations in face-to-face operations, many of the activities have shifted to the digital platform in this period requiring better collaboration across generations with varied expertise. For instance, the more experienced generation are considered experts in content of operations while the younger generations help with the digital processes (B1, B2). This collaboration emphasizes the potential of maximizing the varied strengths of generations to achieve educational aims (Kazak & Polat 2018).

Theme 2: *Expertise Pride vs Period Learning Demands*

Generational experts William Strauss and Neil Howe assert that history shapes the generations (McCrindle, 2014). Similarly APC model for studying intergenerational diversity look into the interplay of age, cohort and period in intergenerational diversity (Dimock, 2019, Alwin & McCammon, 2003). Specifically, cohort pertains to a group of individuals who have shared identities due to the influence of events during the impressionable years of their lives. This explains why the digital native Millennials are more adept to technology as compared to the digital immigrant Political generation (Salvosa & Hechanova, 2020).

However, another layer of IG diversity pertains to the period effects or the relevant social, political, economic, medical, scientific, and technological events that make a lasting impact on all generations during the period (Pew Research Center, 2010). In this study, the distance operations of schools through the digital platform is considered as the period effect. When analyzed with cohort effects, this means that the technology generations (Millennials and GenZ) whose impressionable years were characterized by ICT developments (Dimock, 2019; Salvosa & Hechanova, 2020; Bongco, 2020) naturally find it easier to adapt to the demands of the period as compared to the Political generation. This also makes them the ideal generation to teach the older cohort (Lourenco, & Cronan, 2016). With the APCE analysis for IG diversity in the workplace, however, another effect comes into play, which is the professional experience. This elucidates why it could be challenging for senior teachers to learn from less experienced and younger colleagues. The distance (online) operations in the teaching profession have challenged the traditional one directional professional learning where the less experienced learn from the more experienced colleagues.

This is especially true because the abrupt shift to the digital platform in operations compelled many teachers to adapt to the technology use more quickly (Sun, Tang, Zuo, 2020). As such many of the Political generation teachers whose impressionable years were not marked by advanced technology had been so focused on learning technology in their recent online IGL interactions. While old age and cohort do not automatically equate to seniority, Geeraerts et al. (2017) reported a high correlation between the age and length of professional experience. This means that many of the Political generation teachers who are considered as digital immigrants (Salvosa & Hechanova, 2020) are more likely to the senior teachers in their schools.

While the expertise of both generations had been acknowledged, the enormous demand for information to adapt to the period makes it difficult for some senior teachers to be mostly on the receiving end of learning. Suddenly, senior teachers who were traditionally the experts who trained the beginning professionals (Tempest, 2003) appear to feel that the roles have been reversed. Older teachers could assume that it is

P – ISSN 2651 - 7701 | E – ISSN 2651 – 771X | www.ioer-imrj.com
BONGCO, R.T., AMA. K. A. D., ACUÑA, P.V. Jr., PADILLA, G.C., *Intergenerational Learning in Online Teacher Communities, pp. 182 - 192*

186

embarrassing for them to ask, especially their younger colleagues. For instance, A3 (male, middle-aged Millennial) shared, "…It feels awkward to ask someone who is younger than you..."

On the other hand, teachers who have developed a more comfortable relationship with their colleagues (A2, B5) overcome this hesitation. This, relationship along with the realization of the multidirectionality of the need for learning makes them freer to ask their younger colleagues, Further, this experience of needing more learning from the younger generation challenges the older generations to strive to capacitate themselves in order to reciprocate in other ways. This includes sharing on pedagogy and advancing reports to help colleagues (A1, A5).

Theme 3: **Devaluing of Contents vs Appreciation**

Learnings that are embedded in online IGL for both Cases A and B include contents of pedagogical, technical or operational, and technological nature. These were usually shared or accessed from generations who are perceived as experts or more knowledgeable. All generations bring something into the intergenerational learning situation. Nonetheless, some roles and contents are not recognized as an integral part of professional learning among the multigenerational community. Surprisingly, it is sometimes the self who fails to recognize the teacher's contribution. This is observed only among the older and senior teachers. For instance, there were older generation teachers in Cases A and B who miss the importance of their roles in the IGL because the period highlights much of the technology-based learnings from the younger generation. For instance, A5 (female, old-aged Political) said, "But regarding new (practices), I know very little (laughs)." It could be surmised that with the shift to new digital platforms for operations, too much highlight was placed on media over content which made it easier for the older teachers to miss their part in the process.

There was also a devaluation of contents where the teacher disregarded one content as valid part of the online IGL. For instance, A8 (female,

middle-aged Political) believes that ICT knowledge is not part of professional learning. This devaluing of contents and the role of self or others in the online IGL could affect one's ability to maximize learning in the online community. This gives new insight on the Smooth IG relationship building among teachers developed by Bongco (2022) which indicated that teachers could access learning resources in their teacher communities through a smooth IG relationship, if they choose to. Findings of this current study shows that some teachers fail to access the available resources not only because they refuse to access them, but possibly also because they refuse to recognize a content as part of the exchange. This is not surprising, however, since not all intergenerational interactions are overt. Some IGL interactions could be covert through participation and perception (Brücknerová & Novotný, 2017). This, along with the informal nature of some IGL exchanges makes the content much less distinct.

It has to be recognized however that IGL is complementary and sharing in nature. It is a process of mutual sharing (Polat & Kazak, 2015). Hence it is important to ensure that all generations feel that they have something valuable to give in the learning exchange. Newman and Hatton-Yeo, (2008) indicated that it makes generations feel that they are accepted, valued, and respected (Polat & Kazak, 2015). Appreciation as the manifestation of value is a vital aspect to help teachers acknowledge the importance of the contents and generation's role in sharing learnings. Teachers express appreciation through reactions, replies, active engagement, among others. Nonetheless, as technology has changed the way by which people interact with each other, (Third, et al. 2011), Bongco (2020) suggests that individuals feel recognition of colleagues using online tools such as through reactions to posts and messages.

Theme 4: **IG Diversity in Online Communication vs IG Sensitive Climate**

Interactions among multiple generations with diverse value priorities, perspectives, styles of learning, communication, interaction, and work could lead to conflicts (Tay, 2011; Polat & Kazak, 2015). It is however vital for teachers to work

P – ISSN 2651 - 7701 | E – ISSN 2651 – 771X | www.ioer-imrj.com

BONGCO, R.T., AMA. K. A. D., ACUŃA, P.V. Jr., PADILLA, G.C., *Intergenerational Learning in Online Teacher Communities, pp. 182 - 192*

187

around these differences to develop IG relations which is crucial to IGL (Geeraerts, et al., 2017). This diversity, however, is complicated when taken to the online platforms which are characterized by certain limitations (A3, A6, A9, B1, B6). For instance, teachers are struggling with the limitations of online messaging for everyday communication among colleagues for IGL. These limitations include asynchronous nature of communication, limited interactions, and poor connections at times. This is much more challenging in larger and more diverse communities where teachers would have to interact online with colleagues with whom they have minimal in-person interactions such as in Case A.

Mindful of these diversities and limitations of the platform, teachers try to avoid conflicts through sensitive communications (A4, A9, A12, B3, B5). This involves respect, attempt to understand diversity, and careful online communication. This also involves careful selection of the appropriate platform for communication (e.g. direct messaging or group messaging). Online communication gives the participants the advantage of re-evaluating the messages. Adjusting communications to be sensitive to the senior's preferences is natural, especially with high-respect obligation among the Filipinos (Ota et al, 2007).

Further, misunderstandings are less severe because teachers are willing to give consideration for the other. For instance, delays in communication are common because of the asynchronous nature of many platforms. This is challenging for Millennials who are considered digital natives and are not accustomed to wait long for information (Lourenco, & Cronan, 2016). Nonetheless, they accept late responses which they believe to be possibly caused by busy schedules and poor connectivity. This is consistent with the findings of Edwards et al., (2017) that misunderstandings in computer mediated communication are less serious than those that happen in face-to-face settings because individuals consider the limitations of the channel used in communication which compels them to give each other the benefit of the doubt.

These continuous efforts of all generations to negotiate IG diversity is important because the major obstacle to learning across generations is the lack of communication (Polat & Kazak, 2015). In spite of seniority, data shows that all generations have voices in the exchanges. This is supportive of the blurring intergroup boundaries across generations in the Philippines, which according to Ota et al., (2007) might be interpreted as a manifestation of a culture that promotes interdependence between the old and young generations, and concern for others, while giving deference to authority. Attempts for IG sensitive communication and efforts to negotiate misunderstandings could nourish a culture which is important to promote of IGL (Ivantsova & Sivén, 2016; Kazak & Polat 2018.)

***Theme 5:* Flexible Structure vs Learning Immediacy and Relevance**

Digital era and the shrinking half-life of knowledge underscores the importance of keeping up with the current knowledge (Siemens, 2005). For this reason, one of the seven domains that constitute the Philippine Professional Standards for Teachers (PPST) is Personal Growth and Professional Development. This reality is also embodied in the recognition of a teacher's career as a continuum which comes in different stages from beginning to distinguished teacher (DepEd Order No. 42, s. 2017). To support the teacher's continuous professional development, learning action cell (LAC) was adopted as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy in order to improve the teaching and learning in the basic education sector (DepEd Order No. 35, series of 2016). As work operations migrated to the digital platforms, tools like LMS and video conferencing apps offered a new space to conduct these LAC sessions for teachers (A4, A12, A13, A14, B2, B4). However, data shows that online platforms could serve as a space not only for formal, but also informal learning opportunities for multigenerational teachers. Majority of the participants indicated that much of the most immediate and relevant needs for information and learning of the teachers were accessed in more

P – ISSN 2651 - 7701 | E – ISSN 2651 – 771X | www.ioer-imrj.com
BONGCO, R.T., AMA. K. A. D., ACUÑA, P.V. Jr., PADILLA, G.C., *Intergenerational Learning in Online Teacher Communities, pp. 182 - 192*

188

loosely structured formats which include asking questions and clarifications, modeling, sharing, and validation, among others. These forms of learning usually transpire through group messaging. This is aligned with the multiple forms of interactions in IGL according to Brücknerová & Novotný (2017) which may include transmissions, imitation, experience, participation, perception where the last two forms are covert. Although the researchers recognized the need for further research on the covert forms, they asserted that no one particular form of interaction should be exclusively valued over another because there is no meaningless form of interaction. It is therefore not ideal to use the form of interaction as the basis for evaluating the usefulness of a learning.

CONCLUSIONS

Teachers' continuous professional development is indeed vital to remain relevant in this age. While these are typically availed through external learning opportunities, IGL suggests that there is a rich potential for learning waiting to be tapped in the multigenerational teacher community, whether it be a small or big school. Various strengths that each generation brings into the teacher community based on their experiences and cohort expertise, could be maximized to achieve organizational goals of the school. This is especially vital as the world shifts to digital operations which require better collaboration across generations with varied expertise. However, to maximize its potential, there is a need to manage the challenges that come with IGL in online teacher communities.

ICT development has opened a new space for various generations to interact for learning. This adoption of the online tools for IGL had only been further highlighted by the pandemic limitations. Nonetheless, data suggest that even post pandemic, online platforms offer the multigenerational teacher communities a viable platform to exchange learnings. It allows instrumental contents to be exchanged in the online teacher communities in multidirectional ways. The recent migration to the platform was complicated by its abruptness, which led to overemphasis on technology content in IGL.

However, now that the basics for technology are shared, thus narrowing down the generational gap in technology-knowledge between older and younger teachers, it could be expected that future exchanges would be more balanced. It is however vital to acknowledge the varied contents in IGL to ensure that all participants recognize their valuable role in the exchanges. Devaluation of content does not only expose individual participants to risk of feeling insignificant. It could also deny the group the opportunity to maximize learning resources available in their multigenerational teacher community.

Further, online IGL in basic education schools, whether big or small, makes use of online platforms for synchronous and asynchronous exchange. These platforms include the video conferences for structured IGL and group chats or messaging for less structured and more spontaneous IGL. This is indicative that learning across generations could come as a result of varied types of interactions, whether it be formal or informal. While formal professional learning programs in multigenerational communities could lead to learning with its well-designed structure and set goals, so do informal and less structured online interactions. Learnings of immediate value and relevance to the teachers could be accessed through regular interactions in group chats. This implies that no specific form of interaction should be delegated to lower value in professional learning.

This study, however, is not without limitations. The study considered the school culture to contextualize the understanding of each case. Understanding of school culture considered the three levels of organizational culture by Edgar Henry Schein (Hattangadi, 2017). However, its application only takes into consideration the online culture of the school rather than its overall culture. Further, this study adopts the APCE model which looks into IG diversity as the result of the interrelating effects of age, period, cohort, and experience.

RECOMMENDATIONS

Based on the study's conclusions, it is recommended that structured and formal online

P – ISSN 2651 - 7701 | E – ISSN 2651 – 771X | www.ioer-imrj.com
BONGCO, R.T., AMA. K. A. D., ACUŃA, P.V. Jr., PADILLA, G.C., *Intergenerational Learning in Online Teacher Communities, pp. 182 - 192*

189

professional learnings be reinforced using the spontaneous and less structured online learning IGL which happens in the online teacher communities. These platforms assist multigenerational teachers' access to the most relevant and immediate needs for information and learning. Further, valuing content and roles in online IGL could be reinforced through formal IGL. Hence, valuing varied contents, and assigning teachers from diverse generations to lead these learning exchanges could serve to acknowledge that every teacher has something valuable to share and learn in the online teacher community. Finally, data shows that younger generations have taken more roles in the online IGL. This could lead the older generation of teachers, (especially those who are not designated in leadership roles) to miss that they could still have valuable contribution in the exchange. This is not only due to technology expertise of the younger cohorts, but also due to their more frequent assignment to attend webinars which they are later expected to cascade to their colleagues. Older teachers are willing to capacitate themselves, however to reciprocate. Hence, school administrators could look into giving equal opportunities with older and younger generations to attend these capacity building or trainings.

REFERENCES

Alwin, D. F., & McCammon, R. J. (2003). Generations, cohorts, and social change. In J. T. Mortimer, & M. J. Shanahan, *Handbook of the Life Course* (pp. 23-49). New York: Kluwer Academic/ Plenum Publishers. https://doi.org/10.1007/978-0-306-48247-2_2

Bongco, R,T. (2020). *Intergenerational relationship Building among Filipino Teachers: A Grounded Theory:* [Doctorate Dissertation, Philippine Normal University, Manila] PNU Online Commons Dissertation.

Bongco, R. T., & David, A. P. (2020). Filipino teachers' experiences as curriculum policy implementers in the evolving K to 12 landscape. *Issues in Educational Research*, 30 (1) 19-34.

Brink, R. (2018). A multiple case design for the investigation of information management processes for work-integrated learning. *International Journal of Work-Integrated Learning*, Special Issue 19(3), 223-235

Brücknerová, K., & Novotný, P. (2017). Intergenerational learning among teachers: overt and covert forms of continuing professional development. *Professional Development in Education*, 43 (3) 397-415. https://doi.org/10.1080/19415257.2016.1194876

Castro, J. L., González, D. A., Aguayo, I. H., & Fernández, E. A. (2014). Perceptions concerning intergenerational education from the perspective of participants. *Educational Gerontology,* 40 (2) 138-151. https://doi.org/10.1080/03601277.2013.802182

Čič, Ž. V., & Žižek, S. Š. (2017). Intergenerational cooperation at the workplace from the management perspective. *Naše Gospodarstvo/Our Economy.,* 63(3), 47-59. https://doi.org/10.1515/ngoe-2017-0018

Commissioner for Children and Young People, Western Australia. (2015). Social media and the wellbeing of children and young people: A literature review. https://www.westernsydney.edu.au/__data/assets/pdf_file/0019/930502/Social_media_and_children_and_young_people.pdf

Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches.* (2nd ed.) Sage Publications, Inc. USA

Cumming-Potvin, W. M., & MacCallum, J. A. (2010). Intergenerational practice: mentoring and social capital for twenty-first century communities of practice. *McGill Journal of Education*, 45 (2) 305-323.

Department of Education (2017, August 11). Department Order 42, series of 2017 – National adoption and implementation of the Philippine Professional Standards for Teachers. https://www.deped.gov.ph/2017/08/11/do-42-s-2017-national-adoption-and-implementation-of-the-philippine-professional-standards-for-teachers/

Dimock, M. (2019, January 17). Defining generations: where Millennials end and Generation Z begins. http://www.pewresearch.org/fact-tank/2019/01/17/where-millennials-end-and-generation-z-begins/ September 20, 2019

P – ISSN 2651 - 7701 | E – ISSN 2651 – 771X | www.ioer-imrj.com
BONGCO, R.T., AMA. K. A. D., ACUŃA, P.V. Jr., PADILLA, G.C., *Intergenerational Learning in Online Teacher Communities, pp. 182 - 192*

190

DuFour, R. (2004). "What Is a Professional Learning Community"? *Educational Leadership,* 61 (8) 6-11

Edwards, R., Bybee, B.T., Frost, J.K., Harvey, A.J., & Navarro, M. (2017). That's not what I meant: How misunderstanding is related to channel and perspective-taking. *Journal of Language of Social Psychology,* 36 (2). 188-210

Geeraerts, K., Van den Bossche, P., Vanhoof, J., & Moolenaar, N. (2017). Intergenerational professional relationships in elementary school teams: a social network approach. *Frontline Learning Research*, 5 (2) 78 - 98 ISSN 2295-3159.

Geeraerts, K., Vanhoof, J., & Van den Bossche, P. (2018). Teachers' intergenerational advice and information seeking: content matters! *Journal of Professional Capital and Community,* 3(4) 256-271. https://doi.org/10.1108/JPCC-11-2017-0026

Hattangadi, V. (2017, March 6) Edgar Schein's three levels of organizational culture. http://drvidyahattangadi.com/edgar-scheins-three-levels-organizational-culture

Hechanova, G. (2017, September 19). Generations in the Philippine workplace. https://www.ateneo.edu/cord/news/generations-philippine-workplace

Ivantsova, E., & Sivén, T. (2016) I*ntergenerational knowledge sharing.* [Master's thesis, International Information and Knowledge Management, Åbo Akademi University]

Kazak, E., & Polat, S. (2018). School administrators' instructional leadership behaviors, intergenerational atmosphere, and intergenerational learning in schools. *Journal of Intergenerational Relationships,* 16 (4) 441-462. https://doi.org/doi:10.1080/15350770.2018.1489330

Lourenco, A.P., & Cronan, J.J. (2016) Teaching and working with Millennial trainees: Impact on radiological education and work performance. *Journal of the American College of Radiology.* 14 (1) 92-95

Löfgren, K., Niemi, E., Mäkitalo-Siegl, K., Mekota, A.-M., Ojala, M., Fischer, F., Kahlert, J., Cernochova, M., Achterberg, F., Haak, E., Peltonen, A., Prokysek, M.,

& Heikkinen, P. (2013). Meeting the challenges of generational change in the teaching profession: towards a European model for intergenerational teacher collaboration. Educational Research, 2 (2) 107-119. https://doi.org/10.5838/erej.2013.22.03

Mannion, G. (2012). Intergenerational education: The significance of reciprocity and place. *Journal of Intergenerational Relationships,* 10 (4) 386-399. https://doi.org/10.1080/15350770.2012.726601

McCrindle, M. (2014). *The ABC of XYZ.* Australia: McCrindle Research Pty Ltd.

Milligan, R. S. (2016). *Conflict and diversity associated with four generations in the workforce.* [Dissertations and Doctoral Studies Collection, Walden University] Walden University Scholar Works:

Novotný, P., & Brücknerová, K. (2014). Intergenerational learning among teachers: An interaction perspective. *Studia paedagogica,* 19 (4) 45-79. https://doi.org/10.5817/SP2014-4-3

Pew Research Center. (2015, September 3). The whys and hows of generations research. http://www.people-press.org/2015/09/03/the-whys-and-hows-of-generations-research

Polat, S., & Kazak, E. (2015). Primary school teachers' views on intergenerational learning. *EDAM. Educational Sciences: Theory & Practice,* 15(5) 1189-1203 https://doi.org/10.12738/estp.2015.5.2523

Ponterotto, J. G. (2005). Qualitative research in counseling psychology: A primer on research paradigms and philosophy of science. *Journal of Counseling Psychology,* 52 (2) 126–136. https://doi.org/110.1037/0022-0167.52.2.126

Salvosa, H. & Hechanova M.R. (2020). Generational differences and implicit leadership schemas in the Philippine workforce. *Leadership & Organization Development Journal.*

Siemens, G. (2005). Connectivism: A learning theory for the digital age. Retrieved from www.itdl.org/journal, http://www.itdl.org/journal/jan_05/article01.htm October 8, 2018.

P – ISSN 2651 - 7701 | E – ISSN 2651 – 771X | www.ioer-imrj.com
BONGCO, R.T., AMA. K. A. D., ACUŇA, P.V. Jr., PADILLA, G.C., *Intergenerational Learning in Online Teacher Communities, pp. 182 - 192*

191

Sun, L., Tang, Y., & Zuo, W. (2020) Coronavirus pushes education online. *Nature Materials.*. 19, 687 (2020). https://doi.org/10.1038/s41563-020-0678-8

Tay, A. (2011). Managing generational diversity at the workplace: expectations and perceptions of different generations of employees. *African Journal of Business Management,* 5(2) 249-255 https://doi.org/10.5897/AJBM10.335

Tempest, S. (2003). Intergenerational learning: A reciprocal knowledge development process that challenges the language of learning. *Management Learning,* 34 (2) 181-200.

Tamme, V., & Siibak, A. (2012). Enhancing family cohesion through web-based communication: Analysis of online communication practices in Estonian families. Observatorio (OBS*) *Journal, Special issue*, 1-28 1646-5954

Third, A., Richardson, I., Collin, P., Rahilly, K., & Bolzan, N. (2011). Intergenerational attitudes towards social networking and cybersafety: A living lab. Melbourne. Cooperative Research Centre for Young People, Technology, and Wellbeing. https://melissainstitute.org/wp-content/uploads/2017/08/Dr.-Meichenbaum-2011-FINAL_Living_Lab_Report.pdf

AUTHORS' PROFILE

Roxanne T. Bongco, Faculty of the College of Education, Bataan Peninsula State University, Doctor of Philosophy in Curriculum and Instruction.

Khristina Anne D. Ama, Associate Professor, College of Graduate School and College of Social and Behavioral Sciences, Student Development Section Chairperson at the Bataan Peninsula State University. Licensed psychometrician, gender and mental health advocate. Affiliated with Psychological Association of the Philippines.

Pablo V. Acuña Jr., Associate Professor IV, College of Education at the Bataan Peninsula State University, Doctor of Philosophy in Educational Management, Program Head of BPSU in Bachelor of Technology and Livelihood Education.

Gertrudes C. Padilla, Associate Professor, College of Education, Campus Chairperson of Student Affairs and Services Office at the Bataan Peninsula State University, Master of Arts in Science Education.

COPYRIGHTS

P – ISSN 2651 - 7701 | E – ISSN 2651 – 771X | www.ioer-imrj.com
BONGCO, R.T., AMA. K. A. D., ACUÑA, P.V. Jr., PADILLA, G.C., *Intergenerational Learning in Online Teacher Communities, pp. 182 - 192*

192