



Generational gap - Identifying survey for secondary school teachers

Results

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Introduction to the survey

This survey was conducted among **secondary school teachers**

- in **Portugal, Slovenia and in Hungary**
- from **April 2024 – September 2024**

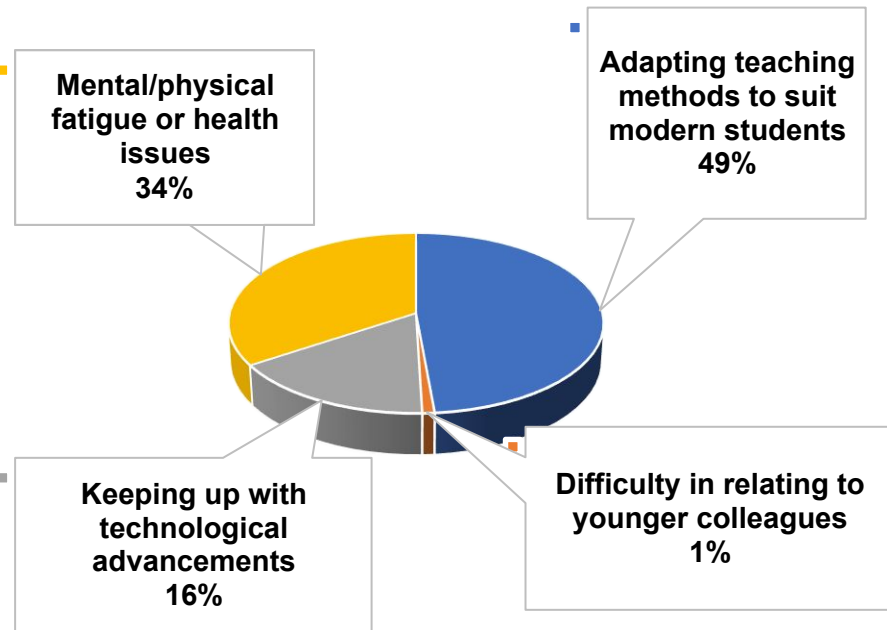
The respondents were divided into three age groups:

- age group 1 is under 30 (with total of 107 answers)
- age group 2 is between 31-50 (with total of 317 answers)
- age group 3 is above 50 (with total of 593 answers)
- The survey is aimed to identify key areas in **which cooperation between generations** can be strengthened
- We also explore how **digitalization** can be a tool for this

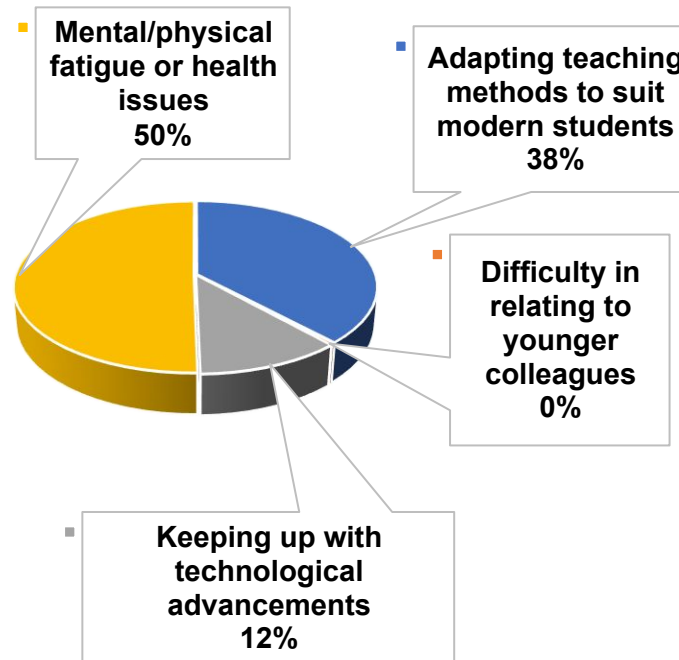


Q1: In your professional teaching experience, what are the biggest challenges faced by aging teachers in the classroom?

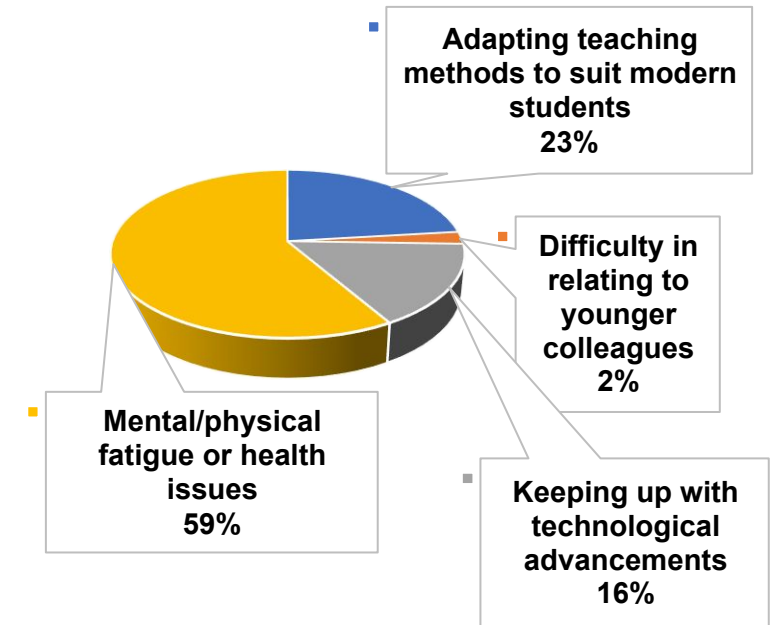
Age group 1



Age group 2



Age group 3



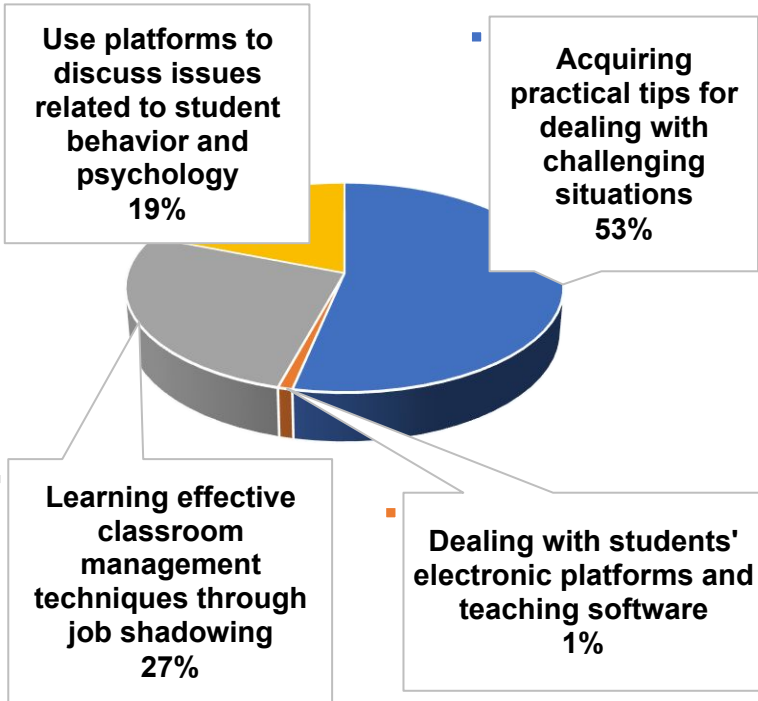
Q1: Conclusions

1. Teachers are experiencing significant health-related **challenges** across all age groups;
this is growing by age
2. All age groups have difficulty to align with the changing needs and learning styles of today's
students; it concerns the young generation more
3. Professional relationships between different generations of teachers are generally not a major
issue
4. To keep up with technological advancements are affecting all age groups almost equally but not
significantly

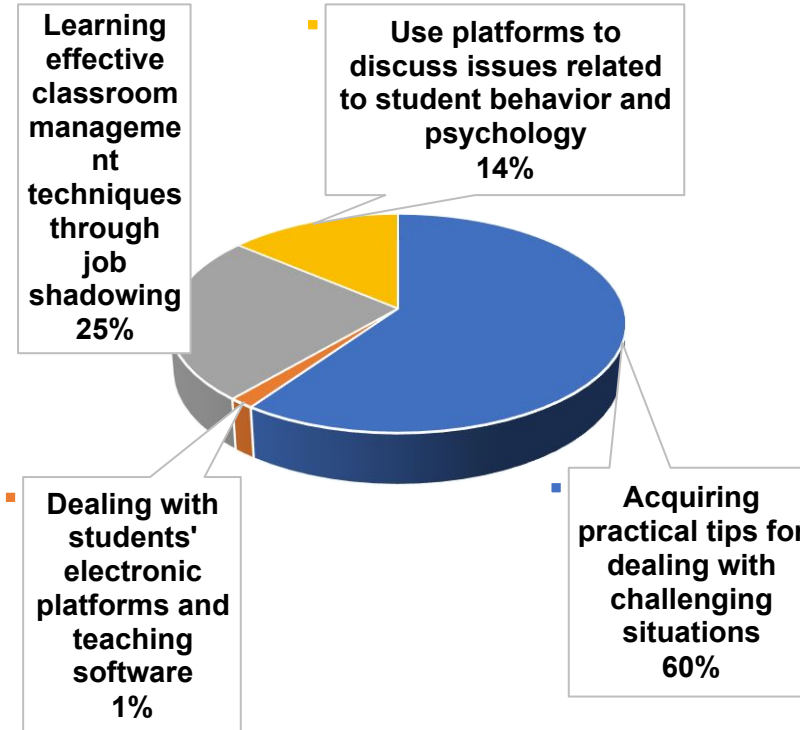


Q2: How do you think younger teachers in secondary schools can support older colleagues in overcoming these challenges?

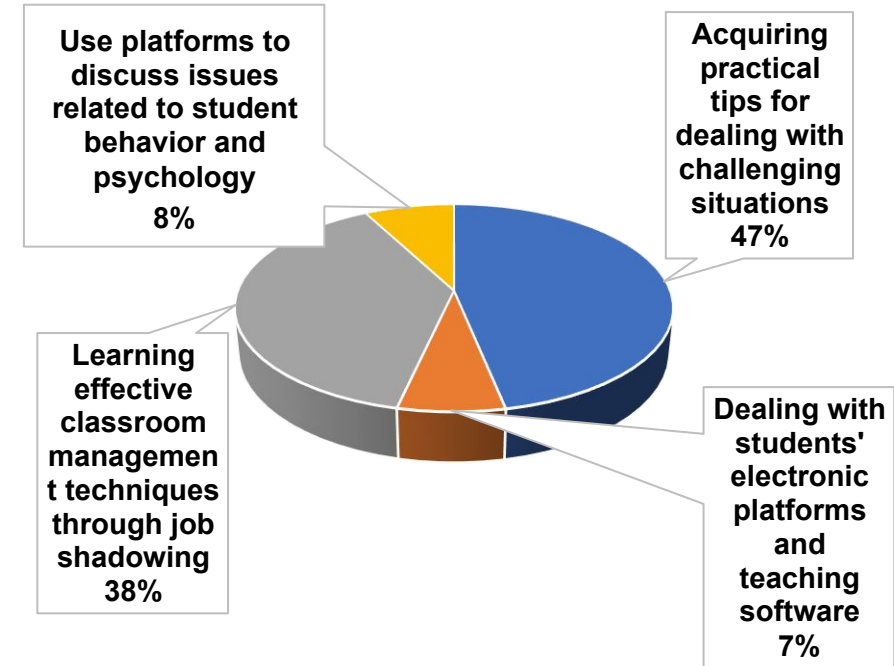
Age group 1



Age group 2



Age group 3



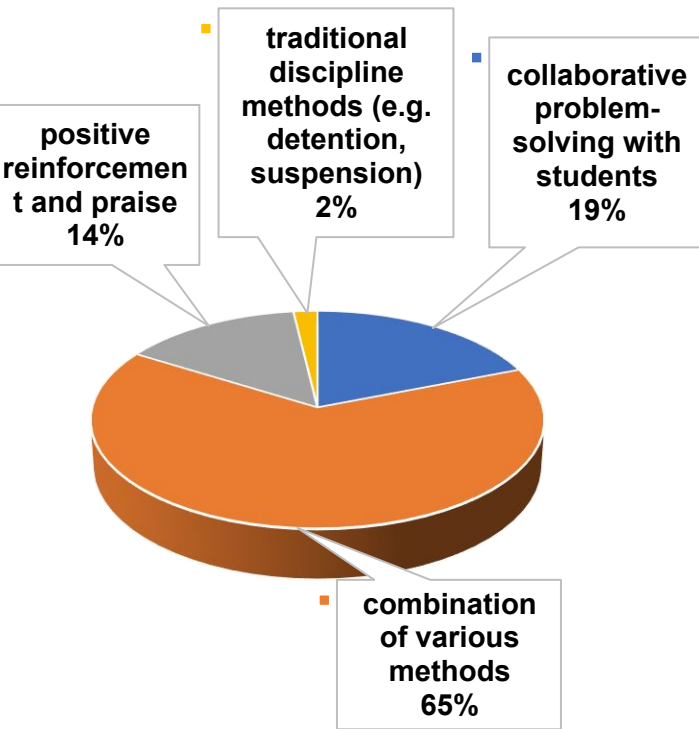
Q2: Conclusions

1. **To support the older colleagues**, across all age groups prioritize the solution of getting practical tips to overcome the challenges
2. Jobshadowing is significantly and equally is represented as a solution throughout all age group
3. Using platforms to discuss challenges is getting less important to older generations
4. The idea of supporting older colleagues is explored from a practical point of view

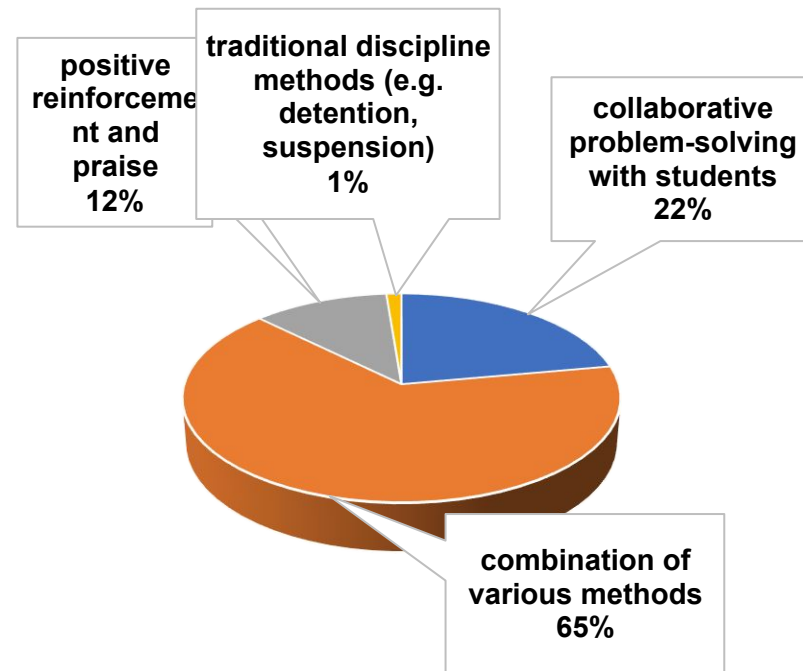


Q3: When it comes to classroom management, which approach do you find most effective?

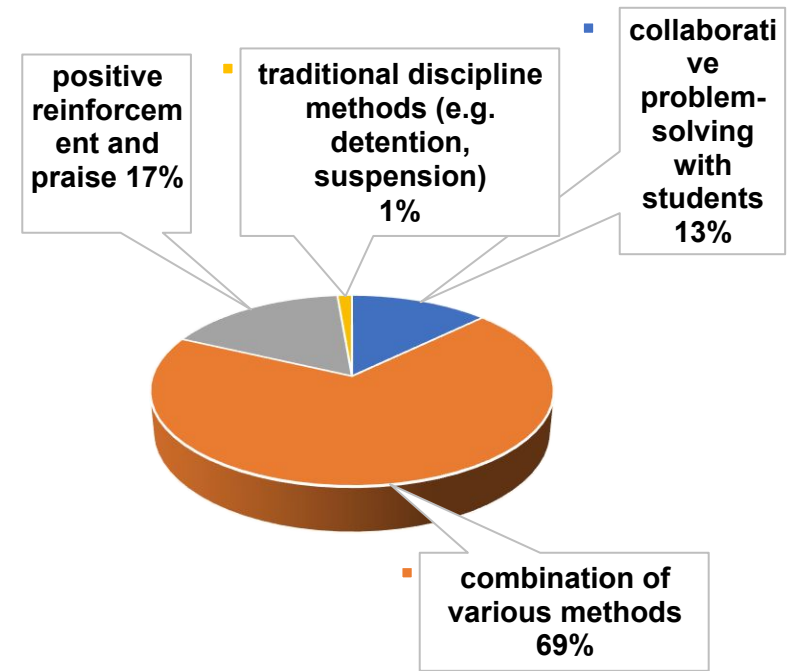
Age group 1



Age group 2



Age group 3



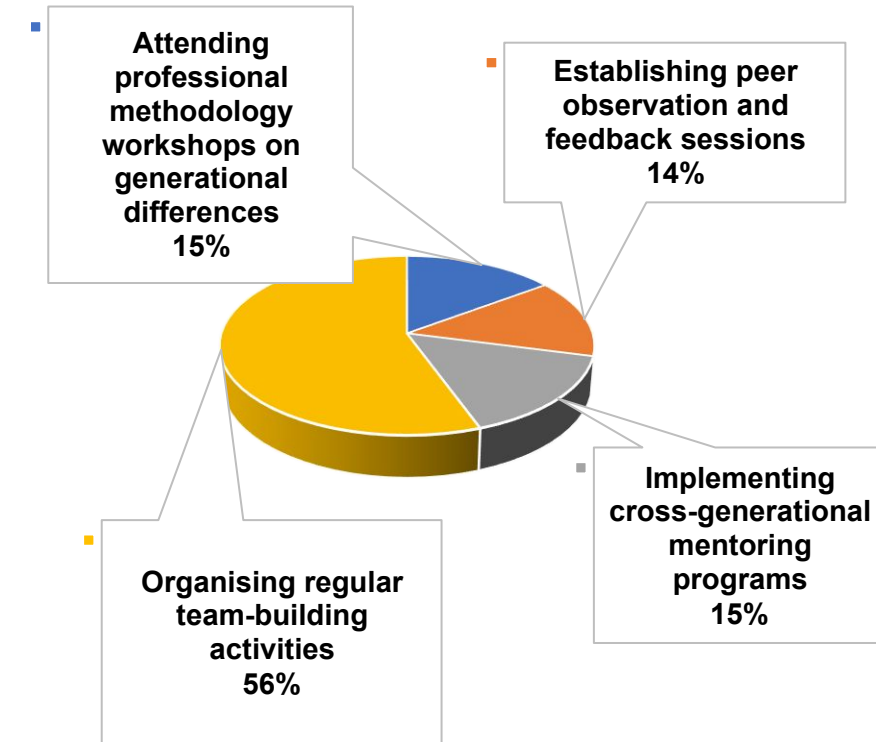
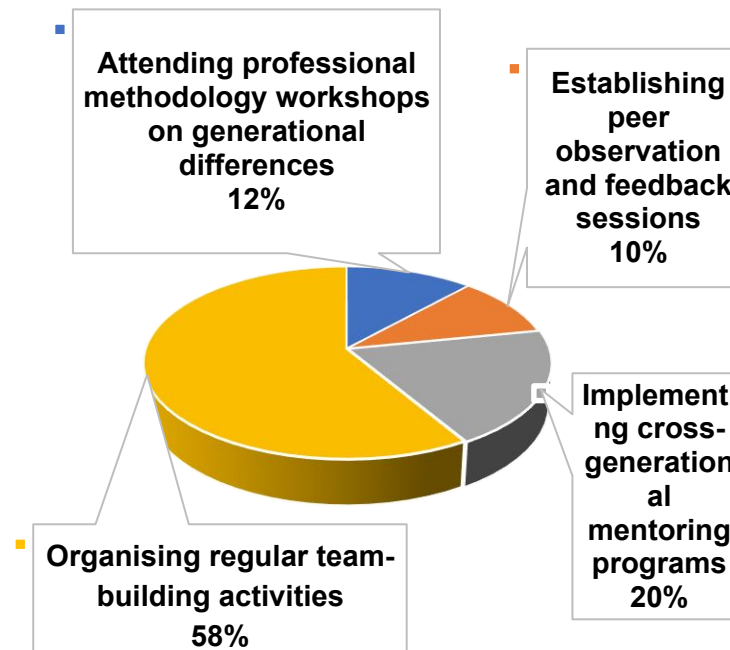
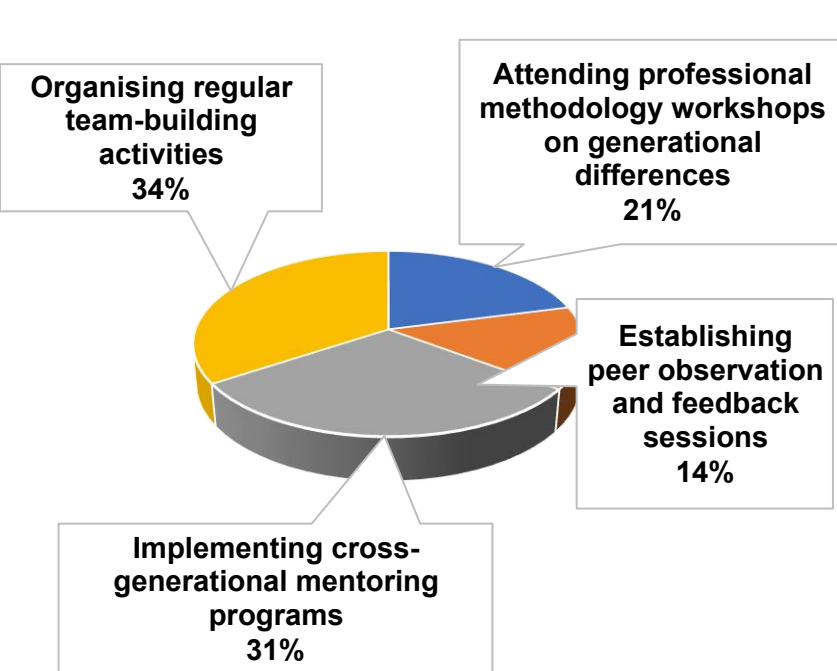
Q3: Conclusions

1. Regardless of age group, responders find combining **teaching methods** equally the best solution to **manage classroom**
2. Positive reinforcement and collaborative problem-solving emerging as key strategies across all age groups in the same proportion
3. Traditional discipline remains a minimal approach at 1%-2% across all age groups
4. All age group show similar preferences



Q4: What strategies do you believe can facilitate better communication and collaboration between younger and older teachers in schools?

Age group 1 Age group 2 Age group 3



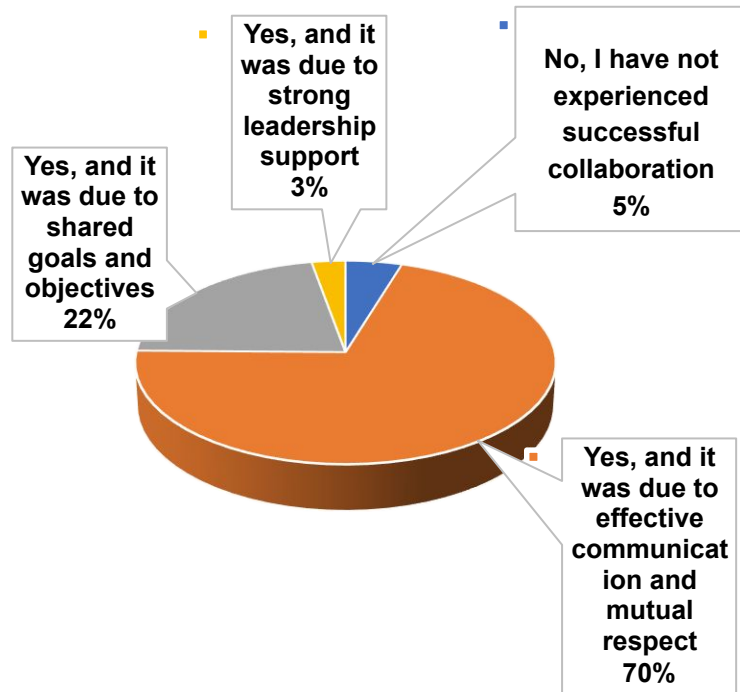
Q4: Conclusions

1. As for the **collaboration strategy**, all age groups strongly prefer to informal, relationship-building approaches over formalized training or observation, which is interestingly growing by age
2. Mentoring programs are important and highlights that knowledge transfer between generations is still important
3. Relatively low interest in formal workshops or observation sessions, indicating a preference for more personal, experience-based approaches as a collaboration strategy

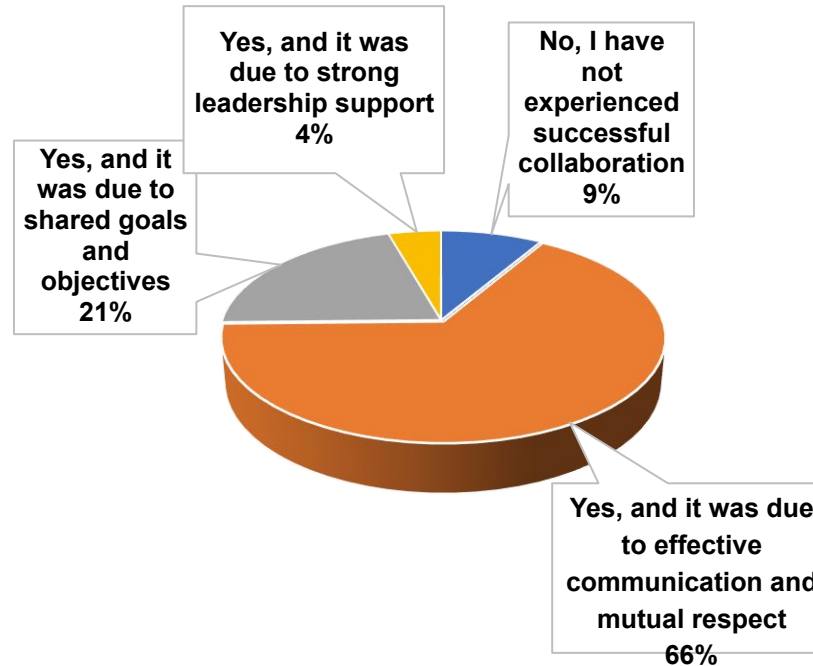


Q5: Have you personally experienced any successful instances of collaboration between younger and older teachers? If so, what made them successful?

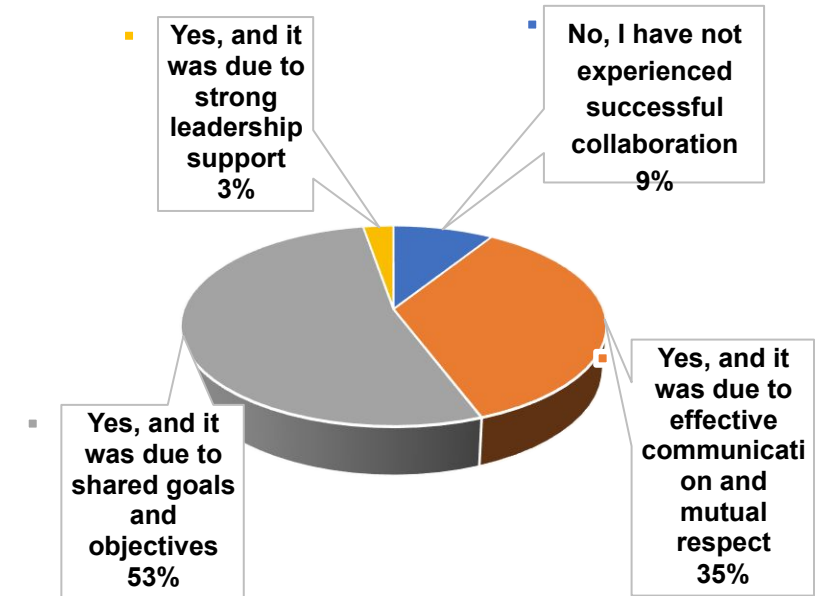
Age group 1



Age group 2



Age group 3



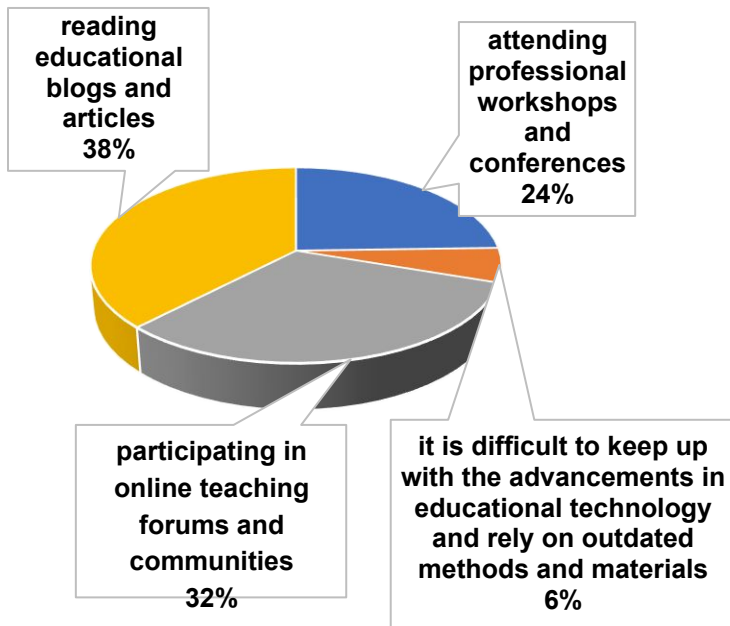
Q5: Conclusions

1. **Successful collaboration** is seen by effective communication and mutual respect all across the board, mostly in the age group1 and 2 in a very significant proportion
2. For the older generation purpose-driven collaboration is the most successful way of working together
3. Leadership support is generally considered not influential across the board

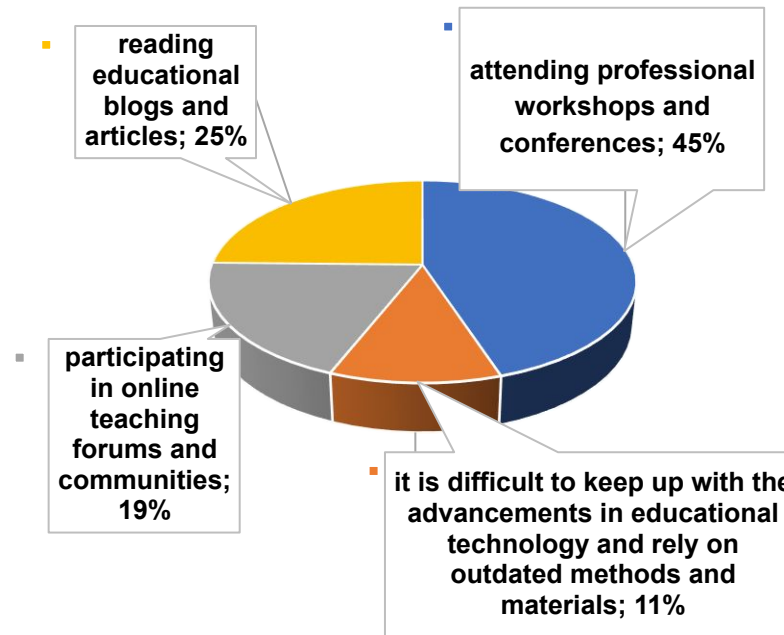


Q6: How do you mostly stay updated with current trends on the field of new technology in education?

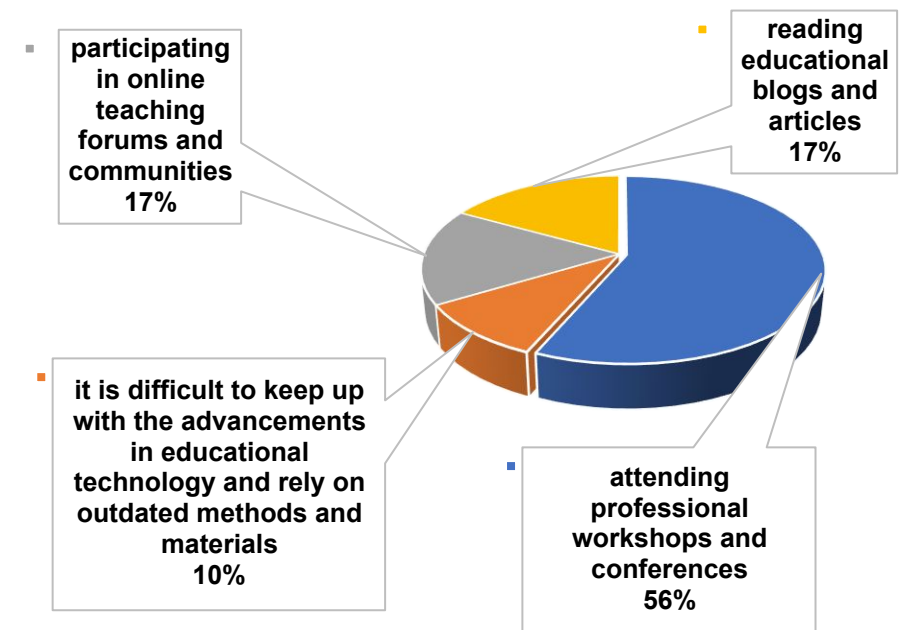
Age group 1



Age group 2



Age group 3



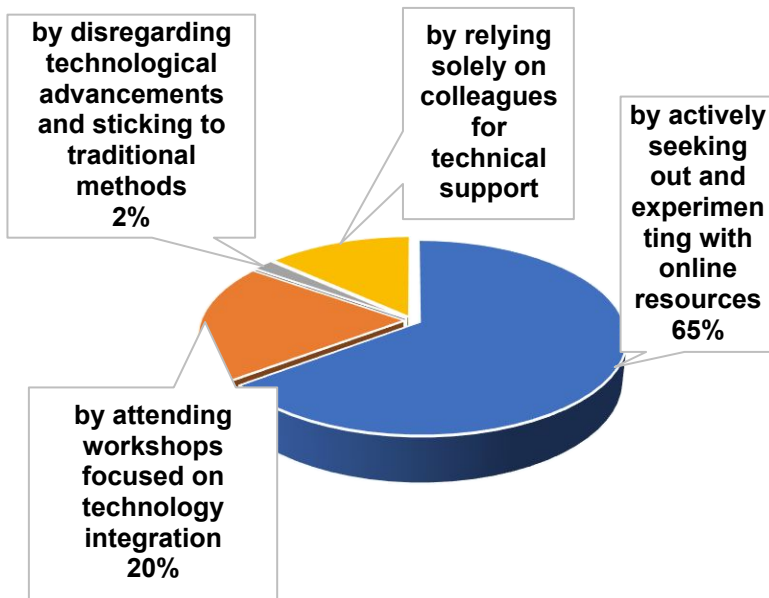
Q6: Conclusions

1. Each group shows quite different preferences, indicating different ways **to stay technologically current**
2. Age group 3 predominantly prefers workshops and conferences, and Age Group 2 significantly.
3. Age Group 1 balances between reading blogs/articles and participating in online forums
4. The difficulty of keeping up with development is more typical in age groups 2 and 3 (10%-11%), and not significant in age group 1 (6%).

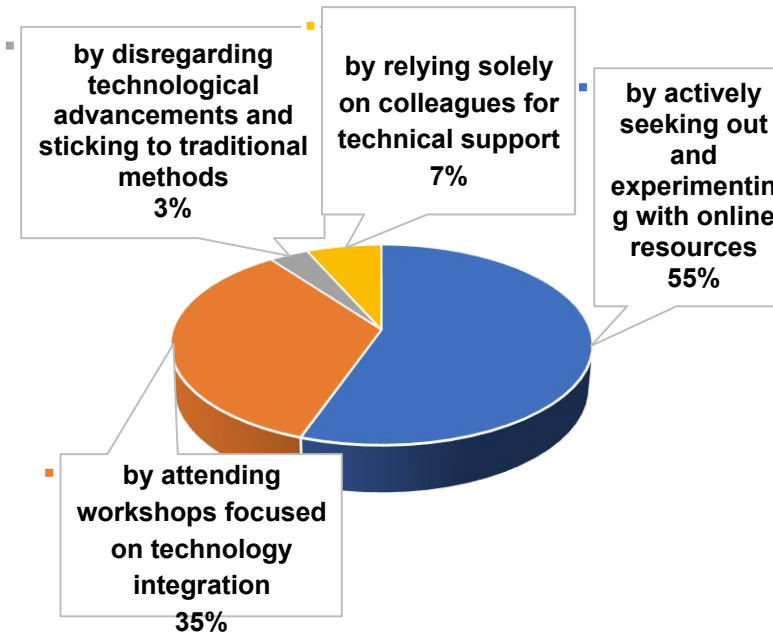


Q7: How can you overcome the challenges of adapting to new technologies in the classroom?

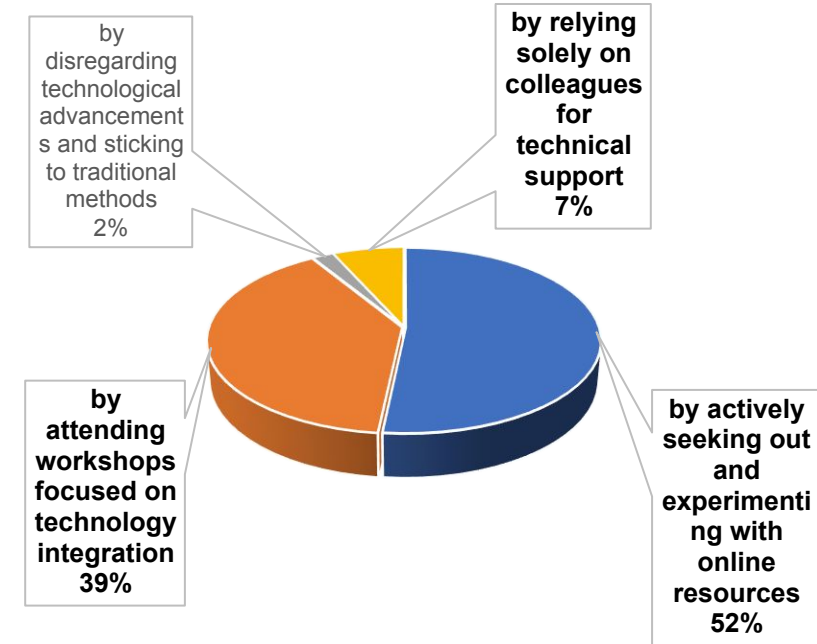
Age group 1



Age group 2



Age group 3



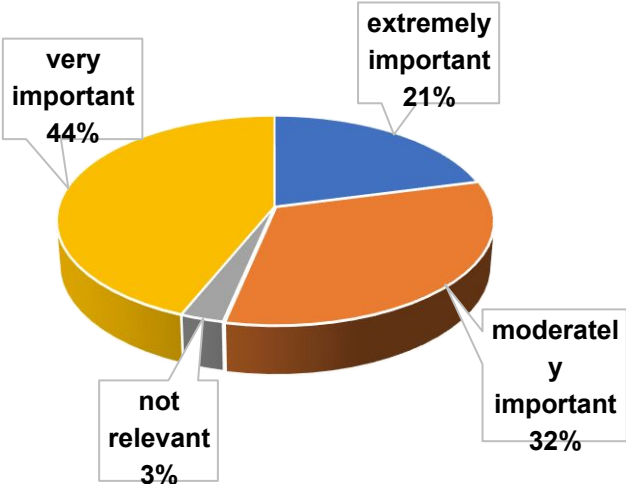
Q7: Conclusions

1. Across all age groups, the **way of adopting new technologies** for the vast majority of teachers is active experimentation with online resources
2. Older teachers are increasingly relying on structured learning via workshops
3. The willingness to experiment with new methods suggests that teachers across the board recognize the importance of technological trends
4. Only a minority in each group (2-3%) relies on colleagues or resists change

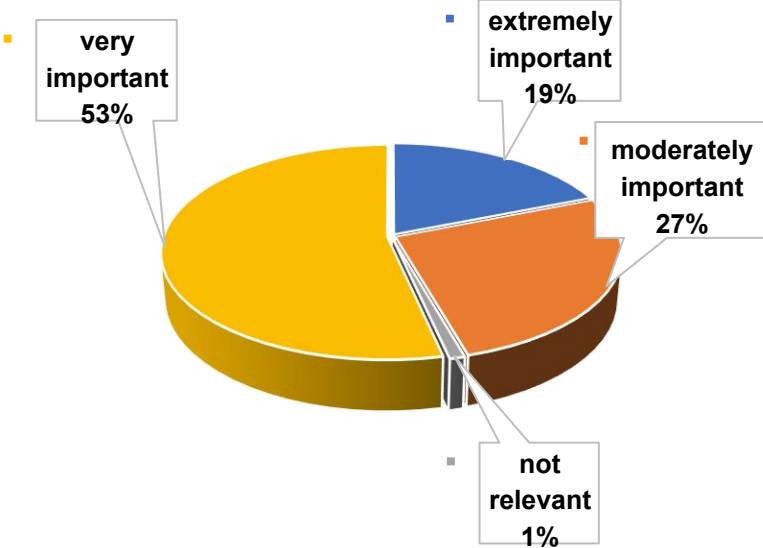


Q8: How would you rate the importance of digital skills in pedagogy in the classroom?

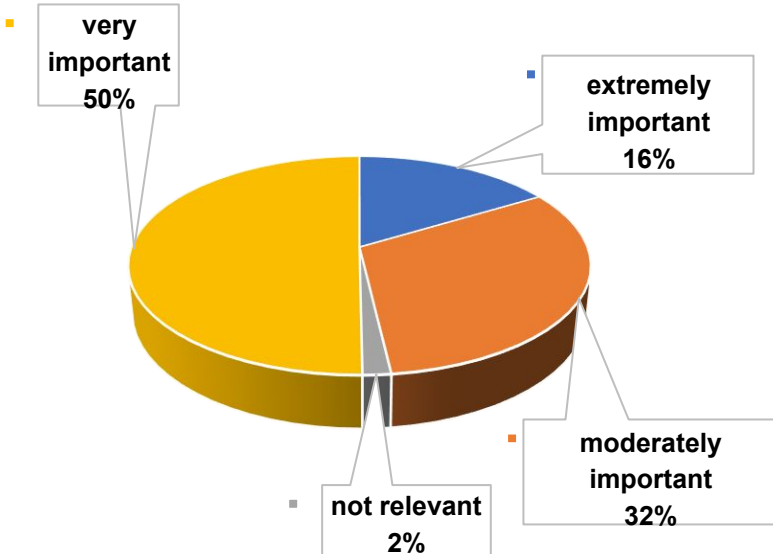
Age group 1



Age group 2



Age group 3



Q8: Conclusions

1. Across all age groups, the vast majority of respondents (all age groups) view **digital skills** as important or highly important in **pedagogy**
2. Age Group 1 display the highest enthusiasm, with a larger portion considering these skills extremely important while Age Group 3 display slightly more resistance, though the percentage remains minimal
3. Overall, these results suggest a recognition of the growing role of technology in education across generations



Q9: How do you envision incorporating artificial intelligence (AI) tools into your classroom?

Key trends

Age group 1

1. Hesitation and

Uncertainty: Training is needed

- Unsure how to incorporate it

2. Support for Specific Educational Tasks:

- In language learning
- modelling
- project tasks

3. Concerns About AI Overuse:

- Over-rely on AI
- Student disengagement from non-technological activities

Age group 2

1. Uncertainty and Lack of Knowledge:

- about how to effectively integrate AI into classrooms
- Significant gap in understanding the potential of AI

2. AI as a Supplementary Tool:

- In generating materials
- Aiding in research
- Help with learning difficulties

3. Positive but Cautious Attitude:

- Recognition of the potential benefits of AI
- With careful integration and responsible use
- Not to replace traditional methods

Age group 3

1. Low levels of familiarity with AI:

- A significant portion are still learning about AI
- Feel underprepared or lack knowledge on how AI can be used

2. AI as a Supplementary Tool:

- In lesson planning
- Data gathering
- Interactive learning

3. Ethical and Practical Concerns:

- Undermining creativity and critical thinking
- Caution about accuracy
- Lack of IT infrastructure, outdated hardware in schools

Q10: Comments

Age group 1

- There is an understanding of the gap between generations
- And also the importance of sharing knowledge and experiences
- Lack of young colleagues
- This group welcomes digitalization with a cautious attitude
- There is a need for appropriate training
- Many feel that current trainings are insufficient

Age group 2

- Many are recognizing the gap between generations, and the importance of communication and respect to help to overcome it
- Relationships are fundamental to effective education: both between teachers and between teachers and students
- Mixed Views on technology's role: digitalization should be used as tool not replacing human capabilities
- Lack of adequate training on digital pedagogy

Age group 3

- Many recognize the lack of young professionals and the generational differences
- There is a need for planning more together and work together to address differences
- The majority of them express a cautiously optimistic attitude toward digital technology
- Many suggest more planned educational programmes, and a balanced way to use traditional and digital methods

