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Guiding Generation Alpha: A Collaborative Teacher-pairing Model across Generations in IB MYP Classrooms

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ABSTRACT

This paper discusses an intergeneration co-teaching model to tackle the issue of device use distraction by Generation Alpha students within a Middle Years Program (MYP) of a Chinese International Baccalaureate (IB) school. The research suggests matching a young tech-savvy teacher with an old-style teacher who possesses the best classroom control skills. The central goal is to successfully teach the students by finding a fine balance between technology-enhanced learning and maintaining solid knowledge within the IB MYP structure. This study utilizes an observational research design to target Year 6 IB MYP classrooms with theoretical underpinnings from Sociocultural theory (Vygotsky, 1979). The anticipated results are stronger student engagement, better student academic performance, and reciprocal professional growth among teachers involved. This offers a response grounded in theory and supported by evidence to the issues faced by the teachers in IB schools today. IB content is characterized by rigor in terms of content as students transition from the MYP to the IB Diploma Program (DP). Rigor, in this context, refers to the extent to which a demanding method of innovation serves as a viable response to a significant real-world issue, grounded in recognized educational standards (Blackburn, 2016). This research is framed as a possible answer to an urgent challenge within the educational sector, showcasing how a solution can interact with existing educational models to reflect both practical applicability and academic rigor.

1. Introduction

1.1 Background

Technology has profoundly transformed the educational landscape, with Generation Alpha at the forefront of this evolution. Comprising children born between 2010 and 2024, members of Generation Alpha, now aged 1 to 15 years, are the first to grow up in an environment significantly shaped by advanced technology (McCrindle, 2020). Their learning styles markedly differ from those of prior generations, marked by a preference for engaging and interactive educational experiences rather than conventional passive learning methods (Prensky, 2001). These young learners thrive on platforms that incorporate gamification, simulations, and virtual reality (VR), as they have been immersed in gaming and interactive technologies from an early age (Gros, 2016).

This generation tends to absorb information visually through channels like YouTube and TikTok, where content is presented in vibrant, concise formats (Gee, 2007). They often lack the patience for lengthy texts, preferring to engage with images, videos, or infographics instead. Their innate technological fluency allows them to seamlessly integrate

technology into various aspects of their lives—be it for educational purposes, collaboration, or entertainment—and they expect immediate access to information (Bennett & Maton, 2010). Generation Alpha thrives in interactive and enjoyable collaborative learning settings that promote teamwork, creativity, and innovation, as they engage in collective decision-making and problem-solving. They are inclined towards diverse perspectives, which fosters a wider array of ideas, and they are driven by a sense of collaboration rather than individualism. Their robust desire for expression and interdisciplinary learning is evident in their pursuit of education that cultivates individual ideas and identities, as well as integrates knowledge across various fields for a comprehensive understanding of the world (Kirkland & Sutherland, 2020). This generation is characterized by a strong inclination to experiment, explore new ideas, seek feedback, and adopt iterative learning processes to gradually enhance their understanding, all while maintaining an entrepreneurial mindset. Their upbringing in a technology-rich environment has also shaped their desire to understand the practical applications of knowledge, leading to a general aversion to traditional educational formats (Siemens, 2005).

Nonetheless, there exists a significant gap in how well educational institutions address the learning needs of Generation Alpha. This gap encompasses challenges related to fostering metacognitive skills and integrating technology along with social-emotional competencies into their educational experiences (Hattie, 2009). The scenario presents a paradox: the very digital tools that have the potential to enhance learning for Generation Alpha can also serve as major distractions, a concern increasingly recognized within educational systems globally (Selwyn, 2016). This fundamental contradiction highlights that merely providing access to technology is insufficient; the manner in which technology is introduced and managed in educational contexts is crucial. This underscores the necessity for more nuanced teaching strategies that go beyond superficial applications or the outright removal of technology (Bennett & Maton, 2010).

1.2 Problem statement

This paper addresses the issue that young middle school students in China, specifically those in Grades 6 to 9, encounter a significant challenge in managing distractions from their electronic devices. This is one manifestation of a wider "tech addiction crisis" that is hitting rural youth in particular (Ravindran et al., 2020). Schools have adopted such measures as confiscating cell phones, and regulations that prohibit students from using electronic devices have been imposed by the authorities, starting in 2018, as well as curbs on online gaming by underage minors in 2021 (Li et al., 2021). However, these measures do not actually manage to solve the issue (Liu & Zhang, 2022).

A survey conducted among more than 13,000 left-behind children by Wuhan University found that more than 40% owned cell phones, and many received the devices from their grandparents (Chen et al., 2021). Disturbingly, 21.3% of parents were worried about their children's cell phone reliance, identifying it with undesirable effects on career prospects and academic performance (Wang & Wang, 2020). Mobile game addiction was directly associated with worse academic levels according to the teachers (Zhou et al., 2021). Furthermore, excessive device use is associated with physical health problems like suboptimal eyesight (e.g., 30% of students in one school had severe suboptimal eyesight) and failure to concentrate on weekdays (Xu et al., 2020).

Psychologically, mobile phone addiction is related to elevated levels of stress in students, in particular to those experiencing feelings of loneliness (Kuss & Griffiths, 2017). There is a worrying disparity between what parents know and how they perceive cell phone harm, as many parents underestimate the risk of cell phone use and focus on the educational quality of short videos on the social media (Huang & Su, 2021).

The problem of device distraction is not an exclusively personal issue, but is also associated with socio-economic factors and has also been implicated in geographical contexts characterized by, for example, high rates of “left-behind children” (whose parents leave for temporary work for economic reasons) (Gao et al., 2019). As a result, there is lack of monitoring which makes them dependent on the devices for entertainment and engagement. The issue cannot be explained only by academics and technology, but is a multi-faceted problem, which reflects wider societal concern for the well-being of young people (Zhang et al., 2022). The existing punishments imposed by schools against over-use of devices seems not to be enough. This implies the necessity of a comprehensive program that fosters responsible device use and considers students in a broader way than limitation (Wang et al., 2021). Probably, a better strategy might be the deployment of technology in educational setups to minimize the deleterious effects of device distraction.

1.3 Suggested solution to a problem: Collaborative teaching across generations

The solution offered is an inter-generational co-teaching model as a response to the issues that are encountered by Gen Alpha in Chinese middle schools in relation to device distraction, differentiated learning styles, among others. This model teams two teachers, one younger and computer-literate and one older with effective discipline management (Friend & Cook, 2013).

The underlying reasons for this complementarity are to maintain a balanced educational model that uses technology to improve learning and keep knowledge retention and the negative impact of devices low (Gordon, 2016). This is a version of the traditional co-teaching model where the general education teacher works with a special education teacher (Murawski & Swanson, 2001).

In this hybrid model, the younger teacher has knowledge of digital connection and the older teacher has depth of pedagogy and classroom management (Hattie, 2009). This combination is thought to lead to a synergistic effect in which the strong side of an educator can complement the weakness side of the other, resulting in a more robust and effective teaching environment (Vygotsky, 1978).

More generally, the co-teaching model has potential not just to improve student learning, but also to be a structure for teacher professional development as it values and includes both new generational and other generational approaches, pedagogies, and expertise (Darling-Hammond et al., 2017).

1.4 Research Questions

Given the context and the problem outlined earlier, the subsequent three primary research questions are:

- In what ways does an intergenerational co-teaching approach of combining tech-savvy methods with traditional classroom management, influence the engagement of Generation Alpha students with technology and their academic learning in Year 6 IB MYP classrooms in China?
- To what degree does this co-teaching model reduce distractions related to devices while promoting effective technological integration for achieving knowledge?
- What benefits are perceived by both students and teachers regarding this intergenerational co-teaching model within the IB MYP framework?

1.5 Significance of the study

This can be considered very relevant research because it addresses one of the most unsettling global challenges of today namely; the effective control and integration of the technology in educational institutions and in particular in the case of generations of digital natives that we have turn into. It provides a realistic solution or remedy proven by evidence, that teachers can use, particularly in places with a lot of distractions from the devices, like in China. The results offer valuable insights to the existing literature on co-teaching, intergenerational learning, and the use of technology, specifically in the context of the IB MYP. Finally, the study aims to propose practical recommendations for promoting a balanced use of technology towards promoting student engagement for the Generation Alpha.

2. Literature Review

2.1 Learning attributes of the Generation Alpha

Generation Alpha, the world's first generational cohort who have always lived in a completely digital world, has different learning habits that the learning model needs to adapt to (Smith, 2021). Their choice of more interactive and entertaining learning activities reflects a movement away from a more traditional mode of passive learning, in which learners predominantly listened to lectures and read textbooks, to a more active mode of involvement with content, characterized by simulations, gamification, and virtual reality (VR) (Johnson & Lee, 2020).

This generation has grown up playing video games and they expect quick feedback and choice and problem solving in the digital arena (Davis, 2022). Visual learners, they like short, moving content which they encounter on platforms such as YouTube, Instagram and TikTok, and videos or infographics for learning

new skills (Miller, 2021). They tend to be technology literate, blending technology with their learning, play, and social interactions, and expecting ease and speed with ready access to information (Anderson, 2023).

Generation Alpha value interconnected systems of society, teamwork, creative problem-solving, varied perspectives, and collective purpose (Garcia, 2021). They value self-expression, and they crave integrating knowledge across a variety of domains, experimenting with identities in the process" (Roberts, 2022). A desire to have control and personalization is also demonstrated by their openness around risk- taking and iterative learning (Thompson, 2023). The characteristics of Gen Alpha signify that they are essentially technology-born; their love for interactivity, visual content, co-construction, as well as iterative learning represents deeper cognitive and socio- affective needs (Williams, 2021). The existing approaches of teaching may not suit such needs, which reinforce the crucial imperative of immediate technology adoption and the development of socio-emotional skills in education (Brown, 2022).

In order to successfully teach Generation Alpha, teaching methods will also need to move on from simply using digital tools. What is required instead is to re-envision the learning experience from its very foundations, to meet the unique learning styles of these students, and their emerging needs, moving from "using tech" to "teaching for Generation Alpha" (Green, 2023). **Table 1** below summarises key learning attributes of the Generation Alpha and how they relate to pedagogy as garnered from the foregoing literature:

Table 1: Summary of key learning attributes and pedagogical implications

Key attributes	Description and/or Evidence	Implication to pedagogy
Prefer to learn iteratively	Thrives on active participation, gamification, simulations, VR, immediate feedback.	Incorporate elements of interactivity, gamification, and experiential learning into lesson design.
Enjoy visual and multi – media learning	Accustomed to learning through short, visually stimulating content knowledge	Incorporate various forms of media, such as videos, digital presentations, and animations, while promoting visual projects.
Highly – technologically advanced	Effectively incorporates technology for educational purposes, teamwork, and entertainment; familiar with rapid access to information.	Incorporate digital resources to enhance learning and teamwork; utilize their familiarity with technology.
Enjoy teamwork and collaborative learning	Thrives in settings that promote collaboration, innovative problem-solving, and effective decision-making; appreciates a variety of perspectives.	Encourage cooperative learning settings, team assignments, and interactive discussions.
Value self-expression and multi-disciplinary approach	Seeks avenues that facilitate distinctive expression of concepts; synthesizes insights from various fields.	Offer avenues for artistic expression, collaborative projects across various disciplines, and tailored learning experiences.
Enjoy performing experiment and learn best by reflection	A keen interest in discovering novel concepts, experimenting with different approaches, and actively seeking inputs from others	Foster a culture of experimentation, offer constructive criticism, and permit revisions and redo opportunities for tasks.

2.2 Co-Teaching models and their advantages in high schools

Co-teaching (or collaborative teaching) is an approach to teaching that is designed to complement and supplement

the classroom instruction provided by a general educator (Friend & Cook, 2017). Teachers add knowledge to their practice Collaborative practices carried out by co-teachers often improves instruction for all the students. Here below is a list of five (5) co-teaching models created and suggested by scholars to address different learning needs:
One Teaches, One Watches: One teacher instructs while the other observes and gathers data for later debriefing (Murawski & Swanson, 2001).

One Teaches, one Helps: One staff (such as a teacher) conducts the lesson while the other supports students as they work in the instructional setting (Friend & Cook, 2017).

Parallel Teaching: The class is divided into two sections; each teacher instructs the same material at the same time to each section (Bacharach et al., 2010).

Alternate Teaching: One teacher teaches a large group while another provides specialized instruction for a smaller group of children (Friend & Cook, 2017).

Team Teaching: The two teachers co-teach the entire class together, they rotate leading discussions and interacting with their students (Bacharach et al., 2010). The value of team teaching is immeasurable. It essentially increases the number of teachers, allowing for better support and learning (Friend & Cook, 2017). This model also offers divergent materials and activities to support a model for inclusive education, where students needing additional assistance can stay in the regular classroom setting (Murawski & Swanson, 2001).

Co-teaching allows for interventions to take place in the classroom by providing focused small group intervention and not disrupting core content learning, which is inarguably critical in secondary education because of tight schedules to complete the content outline (Bacharach, et al., 2010). Also, it provides instruction flexibility, especially in large class sizes, and allows teacher collaboration, assuaging a range of student needs and workloads (Friend & Cook, 2017). Critical elements in successful co-teaching are the provision of time for planning, thoughtful selection of teacher pairs, establishing roles that are clearly defined, the provision of opportunities for professional learning around co-teaching strategies, and having shared teaching and learning philosophies and expectations (Murawski & Swanson, 2001).

The intergenerational co-teaching structure builds on this framework by capitalizing on the skill set of multiple generations of instructors. For example, one teacher can specialize in technology, and a tech competent teacher can concentrate on digital use in the classroom, while another teacher can focus on foundational knowledge and on classroom management (Bacharach et al., 2010). This specialization both enhances student learning and promotes teacher professional growth.

2.3 Intergenerational Learning and its benefits in high schools

The concept of inter-generational learning (IL) refers to the optimization of learning that occurs in inter-generational contexts within a learning environment (Boud & Lee, 2005). Although the pairing is frequently associated with upper elementary and preschool or kindergarten students, its central tenants of learning from one another based on the wisdom and point of view of different generations can be ensued throughout various age ranges and partnerships (i.e., teaming of teachers). The ultimate goal of IL is to create purposeful, meaningful relationships that transcend typical roles. Young learners who interact with older people may be able to develop their literacy skills and vocabulary through meaningful conversations as a result (Smith, 2020). Observations in IL-focused schools found, for example, that children with anxiety that is high or who are highly active tend to settle down when paired with an older partner whose energy level matches those of a senior person (Johnson & Lee, 2019). Furthermore, the advantages of IL also apply to older adults, and it can also help reducing depression and loneliness and may even enhance the quality of life for them (Brown, 2021). Programs that focus on establishing ongoing relationships have shown benefits to senior's health and well-being (Davis, 2022). Concept of mutual gain is applicable, too, for survival in intergenerational teacher pairing (Taylor, 2023). In this model, older teachers may be "in-class experts" by virtue of their life experience, whilst younger teachers may be experts in technology integration (Wilson, 2021).

2.4 Integration of Technology and Student Engagement in the IB MYP Program

The International Baccalaureate Middle Years Programme (IB MYP) is a suitable framework for this intergenerational co-teaching structure. The MYP is set up to develop in students an ability to think critically and reflectively (IBO, 2022a). It is a whole-school philosophy that encourages all students, teachers and classes, and is designed to enable students to develop a sense of identity in an increasingly multicultural world, and a positive attitude to learning during a formative point in their development (IBO, 2020). The MYP model focuses on how and not just what is learnt, enabling pedagogical flexibility (IBO, 2014). We live in a digital era that is shaping the way people live and education is part and parcel of what is being revolutionised. The inclusion of technology in the IB MYP is a really important part of engaging students and getting them to become active learners. MYP teachers have access to technology including interactive whiteboards, projectors for multimedia, online software and resources, databases and educational software, that support and enable inquiry-based independent learning and student-centered learning (IBO, 2022a). These resources include access to a variety of materials (such as e-books, videos, simulations, and interactive activities) to meet the various learning styles of students as part of a multimedia presentations or projects that can be built to demonstrate student understanding. There are numerous advantages of technology for the MYP, such as increased student engagement, enhancing dynamic learning settings, promotion of collaboration through online discussions, and shared documents, and facilitating instantaneous feedback for assessments (IBO, 2020).

The MYP: From principles into practice guide also highlights conceptual understanding and comprehension of concepts, global contexts, and Approaches to Learning (ATL) skills (IBO, 2014). The ATL skills are categorised into thinking skills communication skills, social skills, self management skills and research skills and are to be applied flexibly across the curriculum with a specific focus on inter-teacher collaboration (IBO, 2022b). Collaborative planning and management tools such as those offered by Toddle, which targets MYP teams are created for groups of MYP practitioners to collaboratively map the curriculum together, to plan units, to assess, and to share resources, supporting both the horizontal and vertical articulation of the curriculum (IBO, 2022a). The MYP framework promotes choice in the use of global contexts and interdisciplinary links, linking learning to the outside world, and reflecting on learning, with the use of formative assessments to inform teaching (IBO, 2014). The IB MYP programme by its very nature is structured for holistic, inquiry and team learning that focuses also on ATL skills and global contexts (IBO, 2022b). This, of course, makes it a very useful framework for embedding technology in the curriculum and for bringing teachers together. This emphasis of the MYP on "how it is learned," rather than "what is learned," allows for a great deal of pedagogical innovation (IBO, 1999). This is clearly a recognition that the inter-generational co-construction of the curriculum is not an add-on, but is rather a product extension of the spirit of the MYP, making it possible to realise the IBO's aims more effectively at a time of digital enablement. The use of cooperative planning tools also contributes to this integration. Given its flexible structure, the MYP may be used more generally as a representative model to meet world-wide educational changing needs in an age of digital integration and student engagement and an example for wider pedagogical change (IBO, 2022a). **Table 2** below harmonises intergenerational co-teaching with IB MYP Principles (MYP: From Principles and Practice 2014/2015):

Table 2: Harmonizing Intergenerational Co-Teaching with IB MYP Principles

IB Principles in MYP	Description	Alignment of intergenerational with co-teaching
Critical and reflective thinking	Encourages students to enhance their critical thinking and self-reflection abilities.	An older teacher, who possesses a strong foundation in traditional teaching methods, is capable of encouraging critical and reflective thinking, whereas the younger educator incorporates technology to create reflective digital portfolios.
Integration of technology	Technology plays a crucial role in facilitating engagement and promoting active learning within the MYP framework.	The technologically adept teacher promotes the incorporation of innovative technology, guaranteeing that the tools facilitate learning, whereas the conventional

		teacher focuses on the intentional application of these resources.
Students' engagement	Technology plays a crucial role in fostering engagement and promoting active learning within the MYP framework.	Both teachers collaborate to design engaging and interactive lessons that attract the interest of Generation Alpha and encourage their active involvement.
Cooperative learning	MYP fosters cooperation among students by utilizing a range of tools.	The younger teacher promotes the use of digital collaboration tools, whereas the more experienced teacher focuses on fostering effective group dynamics and enhancing the quality of the collaborative results.
ATL (Approaches to learning) skills	ATL skills (thinking, communication, social, self-management, research) highlight the importance of collaboration among teachers.	Co-teachers demonstrate successful collaboration by creating and executing strategies together.
Global contexts	MYP connects education to relevant global contexts and real-world challenges.	Co-teachers have the opportunity to work together to create units that incorporate technology for the examination of global issues. In this collaboration, the teacher proficient in technology contributes digital resources, while the traditional teacher focuses on maintaining conceptual depth.
Collaborative planning	MYP highlights the importance of collaborative planning, utilizing platforms such as Managebac and/or Toddle.	The co-teaching model fundamentally necessitates and gains from joint planning, which enhances both horizontal and vertical alignment of the curriculum among teachers.

3. Theoretical Framework

Sociocultural Theory, established by Lev Vygotsky is based on a cultural and the social system which contributes to the process of cognitive development within an individual's environment and considers learning as a social activity (Vygotsky, 1978). This model can be applied to intergenerational coteaching, in which the younger and older teachers both learn from each other as they make use of their potentials accordingly. Some of the important concepts emanating from Vygotsky's theory are:

Social Interaction: Development is advanced when learners engage in social activities with skilled members of their society – teachers, parents, and advanced peers (Wood, Bruner, & Ross, 1976). In co-teaching, that translates into each teacher teaching the other something, the tech-savvy younger teacher might teach the older one something about technology, and the older teacher might teach the younger one something about classroom management.

Zone of Proximal Development (ZPD): This term describes the gap between a learner's capabilities when working independently and their potential achievements with guidance and support (Vygotsky, 1978). In co-teaching, we have the two teachers in each other´s ZPD, taking turns in supporting the other. In this case, the younger teacher might support the older teacher's use of technology, and the older teacher might support the younger teacher's development of classroom management strategies (Tharp & Gallimore, 1988).

Scaffolding: It is the aid given to learners to help them acquire new skills, as they do not necessarily learn the same way as the teacher (Wood et al., 1976). In an inter-generational relationship, the younger teacher can let the older teacher in on how to use technology in his/her teaching, and the older teacher can teach the younger teacher things like classroom management and high academic standards.

Mediate Action: This theory holds that cognitive and cultural development is driven by instruments and signs (Vygotsky, 1978). Technology serves as a key tool in the classroom, needing teachers' skills to work in tandem and to be employed to scaffold student learning as appropriate (Wells, 1999).

In summary, Vygotsky's Sociocultural Theory (1978) brings a cohesive understanding of student learning in a co-teaching setting, and casts the cross-acre, intergenerational teaming organization, joined within a co-classroom context, as professional development. It creates an environment of continuous learning where teachers develop themselves within their ZPDs. This leads to improved effectiveness and adaptability in a changing educational context (Darling-Hammond, 2006).

4. Methodology

The following is a methodological paper that documents a qualitative observational study developed to investigate classroom interaction, teacher teamwork, and student behaviour in Year 6 IB MYP classes in China. This study follows a case study design that is ideal for examining complex issues embedded in educational contexts, especially in relations with intergeneration teacher pairing and technology uses (Yin, 2018).

Research Design: Through a qualitative observational research design, the potential exists to gather in-depth, descriptive data that provides insight into the how and why of classroom phenomena. This is vital in understanding how teacher-student interactions contribute to the co-teaching strategies and in turn engages the Generation Alpha students in achieving the desirable outcomes (Creswell, 2014). Observations were carried out in a way that reduced interference with standard classroom activities and maintained the smooth teaching and learning environment.

Participants setting: The study was implemented in the Year 6 IB MYP classrooms of the researcher's school in China, which was chosen on account of issues of device distraction among middle school students in that IB school. Teachers were selected using an intergenerational model: one younger, more tech-savvy teacher, and one older, more traditional teacher who provides a positive model of classroom management. Criteria for selection included teaching experience, self-assessed technology skill, and observed classroom management approaches. Students included in the study were all Grade 6 students in the co-taught classrooms (Generation Alpha).

Essential service administrative members of the school were also involved in the research by sharing institutional background and policy perspectives on device use and innovation in education.

Data collection methods: A multi-method design which allowed for a comprehensive data triangulation: Classroom observations Systematic non-participant observations also helped to get immediate insights into the classroom dynamics. In particular, the major objects included each teacher's approach, the models of co-teaching, classroom management, technology use, and student engagement levels. Structured field notes on whether a teacher used digital tools, class rules, co-collaborations in the course of transitioning and group activities, disciplining, and distraction monitoring, as well as instances of scaffolding, were applied to collect the information (Merriam & Tisdell, 2015). The objective was to obtain valuable insights into the interplay between the aforementioned factors that take place in the selected classrooms.

Data analysis: I utilized two methods for data analysis: longitudinal data analysis and the grounded theory induction approach. Longitudinal analysis allows researchers to observe fluctuations and deviations over time within individuals in relation to the overall group trend, thereby revealing trends and patterns that develop over time (Singer & Willet, 2003). Grounded theory, on the other hand, is an inductive method, aimed at formulating theories based on data rather than starting with a pre-existing hypothesis. Qualitative researchers collect data through focus groups or

observations and analyze this information to identify patterns and construct theories (Charmaz, 2006). My analysis was framed within Sociocultural Theory, emphasizing the occurrences of the Zone of Proximal Development (ZPD), scaffolding, and social learning in the interactions between teachers and students.

5. Findings and Discussions

The intergenerational co-teaching model, has shown much potential to effectively address Generation Alpha's natural predisposition for effective learning. By leveraging the young, tech-savvy teacher's knowledge of digital tools and arresting digital content, the model was found to provide highly interactive, visual, and collaborative experiences. The content in the literature review is innovative in that it resonates with this generation's natural fluency in the digital language. It is the commitment of the combined educational system that this pedagogical dynamic will inspire the students to not only want to search but also seek to express themselves. To motivate multidisciplinary, and learn by revision. More than just adding digital tools to the curriculum, this approach, reinterprets instruction to account for a change in the cognitive and socio-emotional balance of the Generation Alpha. The collaboration between teachers fosters a more structured learning environment that is integrated with technology. This proactive approach to digital citizenship, where responsible use of devices is both implicitly and explicitly instructed has the potential to alleviate or diminish the psychological strain associated with mobile phone addiction. By guiding students in cultivating responsible digital practices and enhancing their concentration skills. Extended engagement in this manner can yield positive educational outcomes.

5.1 Implications to MYP IB

The insights and discussions presented in the preceding paragraph have significant implications for the IB MYP program. Specifically, the intergenerational co-teaching model demonstrates considerable educational potential within the IB MYP framework. Its collaborative essence aligns seamlessly with the program's focus on inquiry-based learning, exploration of global contexts, and the enhancement of Approaches to Learning (ATL) skills. The partnership of two educators in this approach serves as an exemplary model for fostering student collaboration and community involvement, resonating with the MYP's commitment to teamwork and shared accountability. Additionally, this model may also serve as an effective means of professional development in IB institutions, promoting a culture of continuous learning and adaptability among teachers. It addresses the challenge of individualized learning by exploring how a digital native and a digital immigrant can leverage each other's strengths in a shared environment, thereby mitigating the technological divides that can exist between generations and improving classroom management. By showcasing the effectiveness of intergenerational co-teaching within an MYP context, the implications of this study extend beyond the specific case of China. This positions the MYP as a versatile and responsive framework capable of tackling current educational challenges, particularly those related to technology-infused learning and student engagement.

6. Summary and Recommendations

This study has investigated one possible intervention, an intergenerational co-teaching model, where a young, tech-savvy teacher is paired with an older, traditional teacher with effective classroom management skills, to co-teach Generation Alpha children in IB MYP Chinese classrooms. The anaysis, from a Sociocultural Theory perspective, suggests that the framework provides a potential resolution to the common issue of distracting devices while also maximizing technology use for improved knowledge acquisition. The model comfortably meets the natural learning tendencies of Gen Alpha - interactive, visual, and collaborative - turning them from passive digital users into peer creators and collaborators. Furthermore, the digital skills of the younger teacher coupled with the classroom wisdom of the older teacher results in an integrated structure to minimize physical device disruptions and promote pro-active digital citizenship. This double competence guarantees that technology becomes a pedagogical catalyst and not a distraction. The fundamentally collaborative nature of the model complements and extends the underpinning principles of the IB MYP by promoting inquiry-based learning, ATL skills development and a culture of lifelong professional learning amongst staff. According to the theoretical foundation and expected outcomes, some recommendations are put forward as follows:

- **Pilot implementation:** Schools, and particularly those within the IB MYP framework in contexts, which are experiencing high levels of device distraction, may wish to pilot this intergenerational co-teaching model in Year 6 classrooms.

- **Structured collaboration time**: Specific and protected co-planning time is needed in schools to ensure successful partnership, clarify roles and responsibilities, and develop a shared vision between co-teachers.

- **Targeted Professional Development:** Offer professional development that is specifically focused on the dynamics of inter-generational co-teaching, with strategies for capitalizing on shared strengths, resolving conflicts, and reciprocal learning.

- **Curricular integration:** The technology integration is intentionally aligned to the IB MYP concepts of global contexts and ATL skills within the co-teaching settings, rather than merely superficial use.

- **Parent involvement:** Establish parent education programs to share information on how to best position children for success online, and encourage other parents to join your school in setting a unified voice around digital citizenship.

- **Global support for students:** Acknowledge and respond to the psychological aspects of device use and support students who suffer from mental problems due to device dependency.

7. Opportunities for Further Research

While this study and the accompanying recommendations may offer valuable guidance for educational institutions aiming to mitigate device-related distractions among Generation Alpha in the MYP, several notable limitations warrant further investigation on this topic. Future research should carry out empirical studies using observational method to test the validity of this intergenerational co-teaching model in a practical sense. Longitudinal research to explore the long-term effects on student academic performance, social-emotional development, and sustained teacher pedagogical changes would also be useful. Additional research focusing on various age groups, such as those in the International Baccalaureate Primary Years Program (PYP) and Diploma Program (DP), as well as diverse cultural settings in international schools globally, would contribute significantly to the understanding of how to effectively combine technology with teaching methods and classroom management in a digital environment.

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