

Conclusion

The findings from this exploratory study suggest that the drawbacks of inter-generational learning in the virtual world can lead to social and digital exclusion, as well as polarization of various social groups (Dutton et al., 2014; Selwyn, 2004). Nevertheless, used intentionally and in a professionally-planned way, ICT can limit this risk. In this study, it was found that intergenerational cooperation and intergenerational learning in the virtual world facilitated better interaction and understanding between immigrant youth and senior citizens by helping to overcome stereotypes and eliminating cultural differences. The ICT Guides project was an opportunity for the young immigrants to show their ICT knowledge and, at the same time, improve their grasp of the language of the country they were now in. Their meetings with the seniors gave the immigrant youth a feeling of being included in the local community. The youth also felt emotional support from the seniors, who showed them how to live in their new country and succeed in life there.

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