

Key Observations

- Very positive feedback to the workshop structure and content
- The intersection of Holocaust education and the Internet was extremely relevant for participants given the limited experience and resources for incorporating online materials in educational environments
- All respondents are *likely* or *very likely* to attend next year
- Several respondents noted that language often became an obstacle to comprehension and discussion
- Several felt there needed to be more time allocated for discussions and to cover the material presented...especially since the diversity of participants and the collaborative atmosphere were the most liked aspects of the workshop
- As one would expect, technology resources and technical ability pose the greatest obstacle to incorporating online media into Holocaust education

Workshop Background

Over the course of the past few years, increasing amounts of research have demonstrated that young people are spending more and more time interacting with online media. As a result, educators from all disciplines are confronted with the opportunities and challenges of creating a classroom environment that remains relevant to students and to teach them to engage in the online space in a pedagogically sound manner. To address this changing educational landscape and ensure the sustainability of existing Holocaust education initiatives, educational organizations must adapt their approach to reach teachers and students online. The USC Shoah Foundation Institute convened a two-and-a-half day workshop to explore the intersection between new media and Holocaust education, with the goal of identifying the opportunities, responsibilities, and challenges for education in an online environment. The workshop was held at the Central European University in Budapest, Hungary on May 12 - 14, 2010.

Workshop Objectives

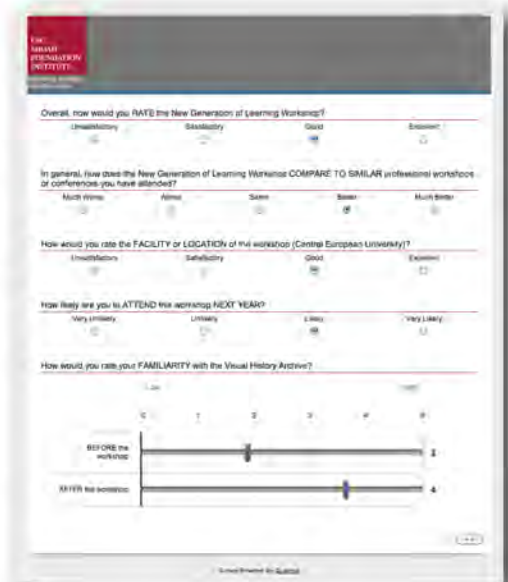
1. To establish shared expectations and vocabulary regarding the opportunities of developing educationally meaningful projects on the internet;
2. To explore the state of the field of new media education and think through how to engage this in our current work with Holocaust education;
3. To face the challenges related to the move to the internet, especially with regards to material of sensitive nature.

Workshop Evaluation

In an effort to assess the overall success of the workshop, the USC Shoah Foundation Institute developed a brief online survey that was distributed to workshop participants. The survey asked for participants' feedback on a variety of topics from the location/facility to the usefulness of workshop content and obstacles faced when using online media as part of Holocaust education.

The survey was fielded using the USC online survey tool Qualtrics, and included a mixture of question types from Likert rating scales to open-ended questions. The following are additional details regarding the survey:

- ▶ Fielded from May 20th to June 9th, 2010
- ▶ 22 questions total, and average length of 13 minutes
- ▶ 35 participants started, but only 17 (49%) completed the survey. Most respondents left (exited) the survey at the first set of open-ended questions. This is likely a result of language challenges/barriers rather than 'survey fatigue'.



Prepared by:

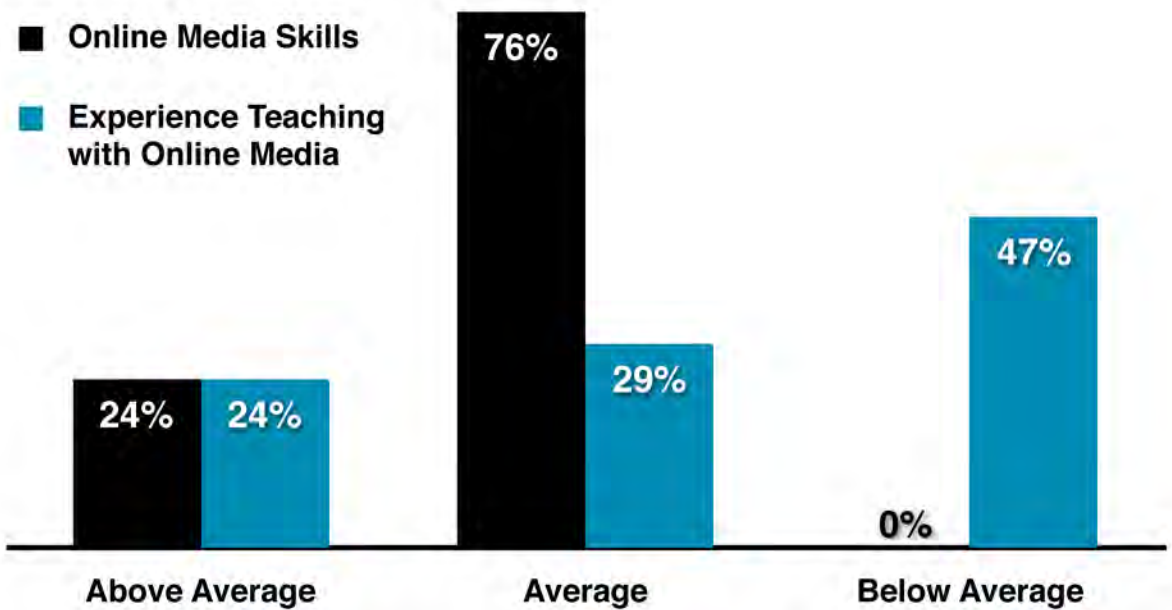
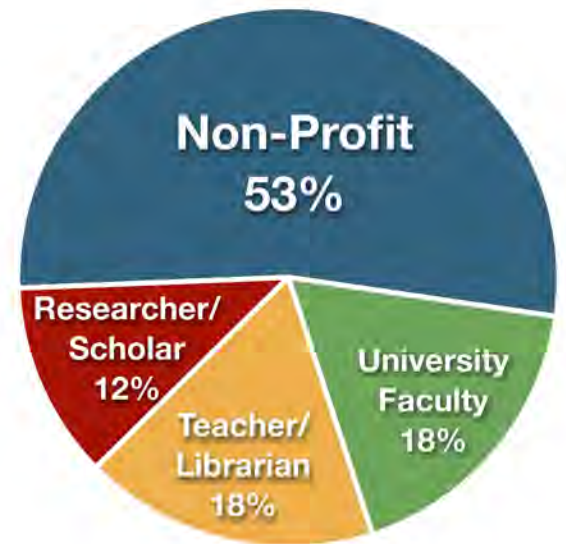
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About Survey Respondents

Over half of survey respondents currently work in non-profit organizations with the remainder in teaching and research roles. There is a fairly even distribution among respondents' years of experience, but with a skew (41%) to those with two to five years in their field.

All respondents felt their online media skills are average or above average. However, a majority of respondents (47%) felt their experience teaching with online media is below average.

It is of note that there were no distinct differences in responses based on a respondent's role or years of experience.



Online Media Skills	Responses	%
Below Average	0	0%
Average	13	76%
Above Average	4	24%
Total	17	100%

Experience Teaching with Online Media	Responses	%
Below Average	8	47%
Average	5	29%
Above Average	4	24%
Total	17	100%

Initial Impressions

The survey began with participants being asked three open-ended questions intended to capture the most salient impressions from the workshop. Responses have been codified and then grouped into sets of responses.

The questions are:

1. What did you like most about the workshop?
2. What did you like least about the workshop?
3. What ideas or suggestions do you have to improve the workshop?

Like Most

Overwhelmingly, survey respondents felt that the mixture of participants combined with the friendly and collaborative atmosphere were what they liked most about the workshop. This provided not only an opportunity to build and strengthen relationships, but also for participants to understand and evaluate new opportunities within the field of online media and Holocaust education.

Tara McPherson was specifically mentioned by four respondents as what they liked most about the workshop.



“Meeting up with colleagues from different countries and backgrounds. Getting inspired by them.”

“Despite the ‘heavy subject’ there was enthusiasm, good-humor and the good atmosphere in general during the workshop.”



Like Least

The majority of these responses focused on logistical issues - the facility (what many described as “small and hot”), the equipment and the time allotted for presentations and discussion. Several mentioned that the “Touch and Go” Introductions were problematic because of language challenges. As one respondent noted, “...a lot of information got ‘lost in translation’.”

Improvements

Aside from suggestions regarding room size and equipment, the most frequently mentioned suggestion was to provide participants with materials beforehand. This would allow participants to prepare any relevant materials/experiences for sharing during group discussions, develop questions and overcome any potential language issues.

Also, several mentioned that more time needs to be allotted for group discussions.

Overall Measures

Survey respondents were asked to rate the workshop in four key areas: overall, the facilities provided by Central European University, in comparison to similar professional workshops/conferences they have attended and a final satisfaction measure on if they would plan to attend this conference next year. Across all measures responses are extremely positive.

Workshop Overall Rating



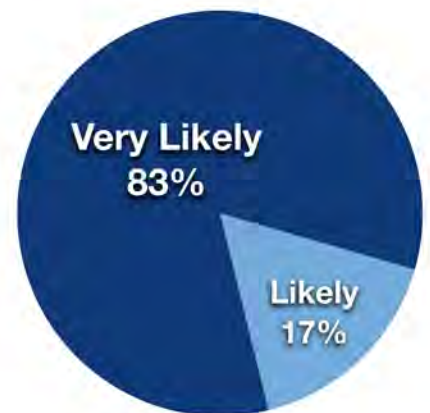
Facility Rating



Comparison to Other Workshops



Attend Next Year?



Why was this workshop better?

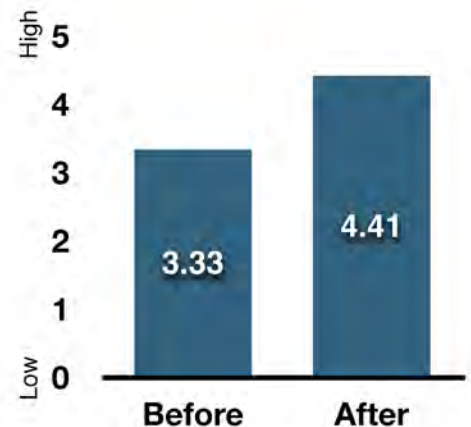
Respondents who rated the workshop "better" or "much better" were asked to describe why. Below are the most frequently mentioned responses:

- Diversity and open, friendly spirit of participants
- International scope
- Focus on the future of education
- Honest dialogues
- Clear results
- Practical case studies

Familiarity with the Visual History Archive

Respondents were asked to rate their familiarity with the Visual History Archive (VHA) on a scale from 0 (low) to 5 (high) both before and after the workshop.

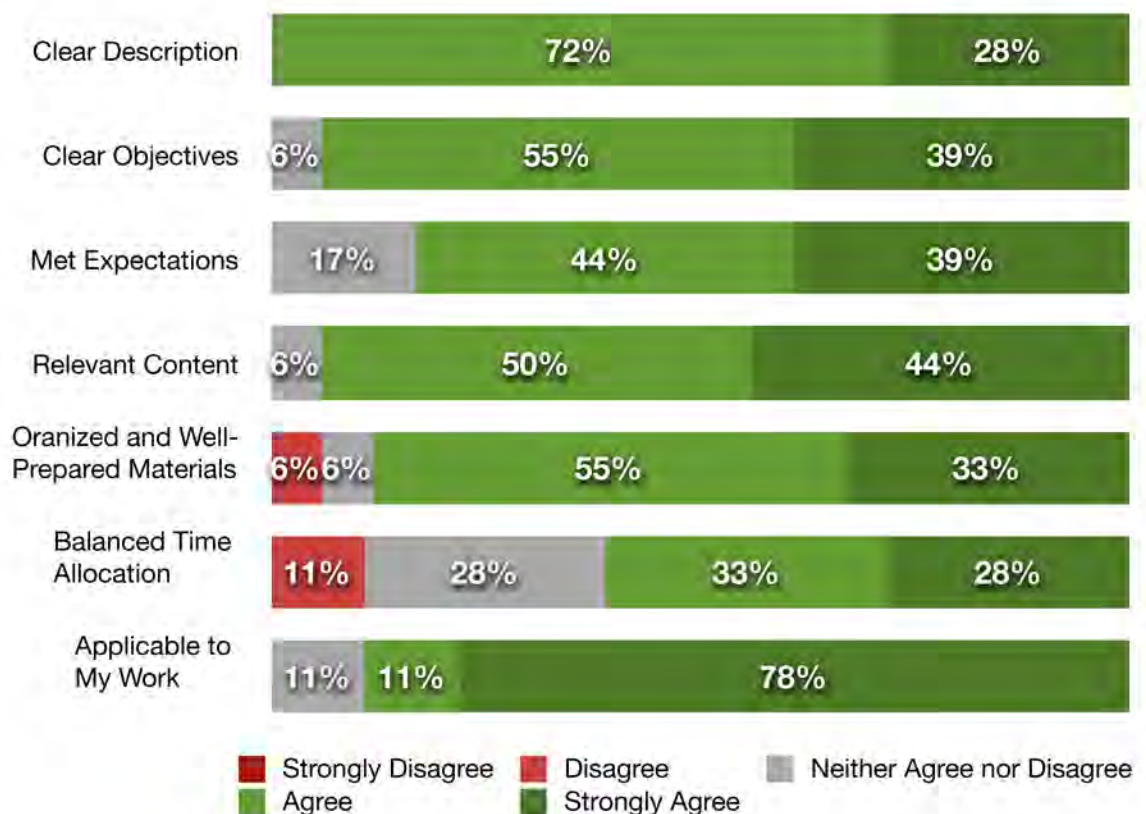
While there was a fairly high level of familiarity with the VHA prior to the workshop, there was still a **32% increase** as a result of the workshop.



Detailed Measure: Workshop Structure

Specific measures regarding the workshop’s structure were generally positive with the strongest positive feedback in the following areas: clear description and objectives, relevant content and participants feeling they learned something that can be used in their work. Survey respondents expressed more tepid agreement that the workshop met their expectations - mostly likely a reflection of the workshop’s innovative/pioneering subject matter than the workshop’s structure or content.

Some survey respondents expressed disagreement that the materials were organized and well-prepared, and that there was balanced time allocated for presentations and discussions. This is consistent with feedback from other questions where respondents wanted more time for discussion with peers, and felt that language posed some challenges to comprehension. Both of these issues could be potentially alleviated by providing participants with workshop materials beforehand, allowing everyone time to develop and focus questions as well as review materials.



Comments

“Although we are all coming with subtly different approaches I felt this workshop really pulled everyone together with a common goal of how best to engage with the Internet. For me it has raised questions about how we move away from using the web as a flat place to file some of our material to making it more interactive for the user.”

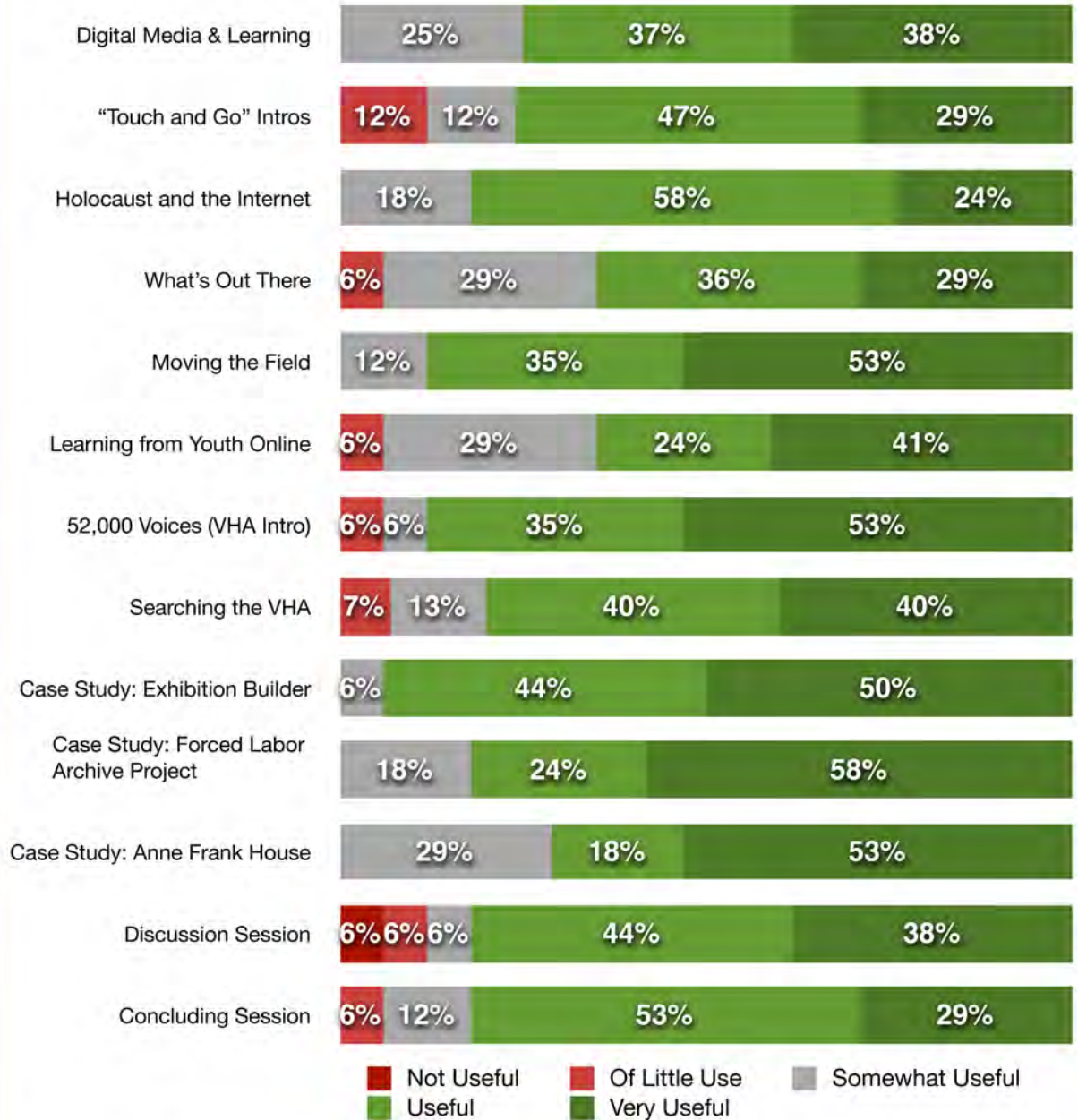
“More time for focused discussions would make the workshop even better.”

Detailed Measure: Workshop Content

Survey respondents found the majority of the workshop’s content very useful. There were a couple components, “Touch and Go” Introductions and Discussion Sessions, where respondents questioned the usefulness. Given other comments this is primarily a reflection of language challenges...“many things were lost in translation” as one participant indicated.

Workshop Content in Ranked Order from Most to Least Useful

- Case Study - Exhibition Builder: An Enquiry-Led Approach to Holocaust Education of Students and Teachers
- Moving the Field: An Exploration of Testimonies on the Internet
- 52,000 Voices: Introducing the Visual History Archive
- Case Study - Forced Labor Archive Project
- Concluding Session
- Discussion Session
- The Holocaust and the Internet
- Optional Session: Searching the Visual History Archive
- Case Study - Anne Frank House: Dos and Don'ts in Developing a Virtual Museum
- Digital Media and Learning: Exploring the Possibilities
- “Touch and Go” Introductions
- What’s Out There: Working with Holocaust-Related Information Online
- Learning from Youth Online



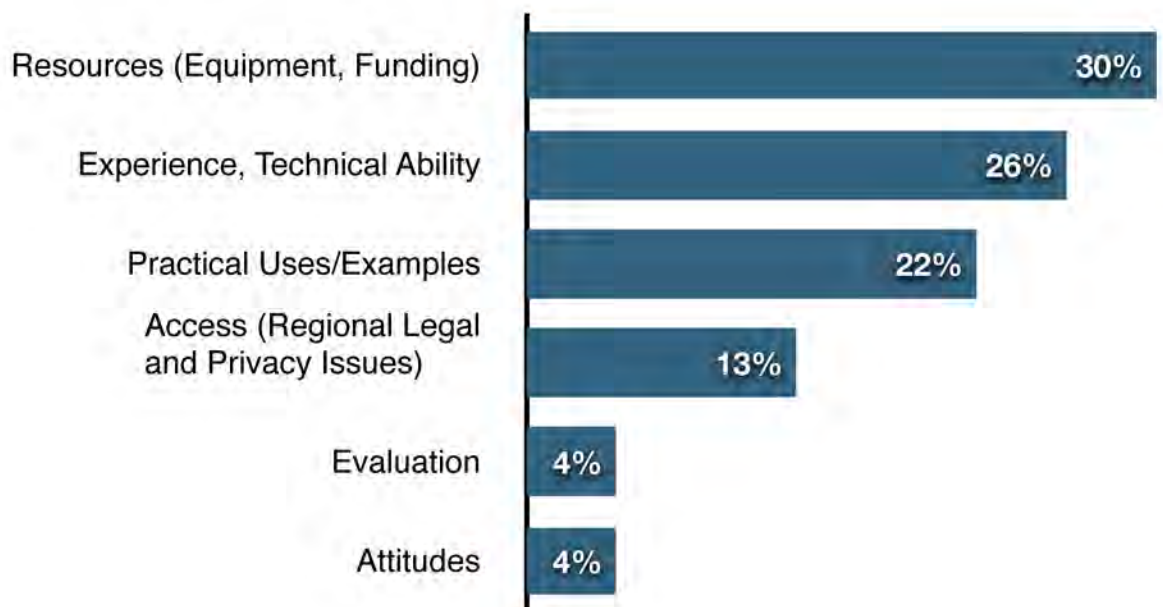
Comments

“There was no time for a real ‘discussion session’ on Friday morning...”

“Exploring projects already developed or in progress could be very useful in our current work.”

Obstacles When Using Online Media in Holocaust Education

The most frequently-mentioned obstacles to incorporating online media into Holocaust education were: lack of resources and lack of experience and technical ability. Many respondents noted that simply having the essential tools of computers, broadband Internet access and speakers in their classrooms presented the most significant challenge. Furthermore, many felt that the general lack of experience in using online media within education combined with the scarcity of practical applications for classroom environments (and rubrics for evaluation) has created a systemic barrier. Compounding this problem, as a couple respondents noted, are the “anti-technology” and change-averse attitudes prevalent in many educational institutions.



Comments

“Personally the biggest challenge is technological understanding! How to translate teaching ideas into something that will work and be used in the classroom. The other obstacle is how do we make sure that teachers and students know what is out there and what is good?”

“Lack of materials in own language”

“Copyright issues in putting the personal testimonies on-line.”

“By linking the online use of testimonies solely to Holocaust, all our tolerance education activity may be perceived as Zionist propaganda in some territories. This said, personal safety of witnesses and their families should be a priority. Being publicly identified as a Jew or a grandchild of a Jew is not entirely safe in some territories.”