

Evaluation of the Seminar Programming for Teachers from Abroad

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Evaluation of the Programming

Sample

English-, German-, Polish- and Russian-speakers

$N = 585$

Graduates from seminars that took place from 2014-2018 (hereinafter: **"the graduates"**)

$N = 332$

Participants from seminars that took place in 2019 (hereinafter: **"the participants"**)

Objectives of the Study

1. Assess whether the participants and graduates were satisfied, whether their expectations and needs were met, and solicit suggestions for improvement
2. Determine the short-term contributions and impact that the programming had on participants (2019), and in the long term on graduates (2014-2018)

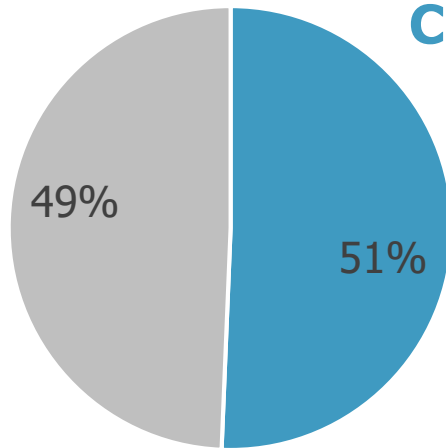


Findings | Background Characteristics

Participants' Profile

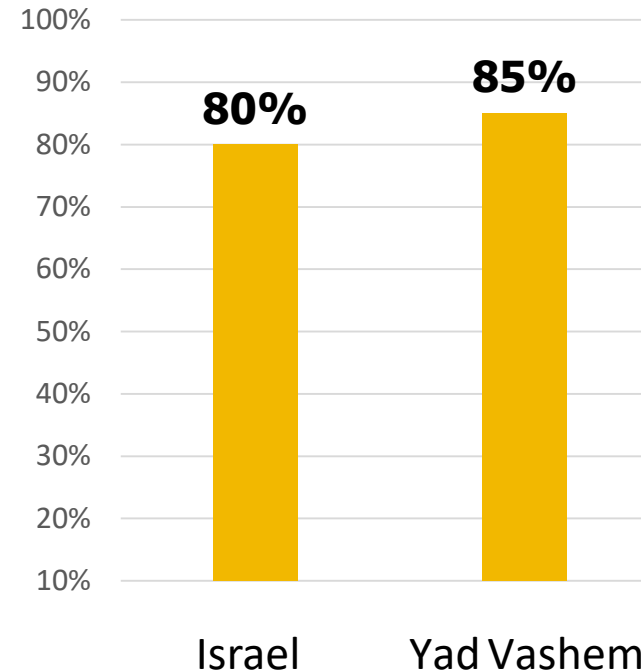
$N = 332$

22% Men  78% Women  **Gender**



Countries of Origin

- Eastern Europe and the Balkans
- Western Europe



First Time Visiting...



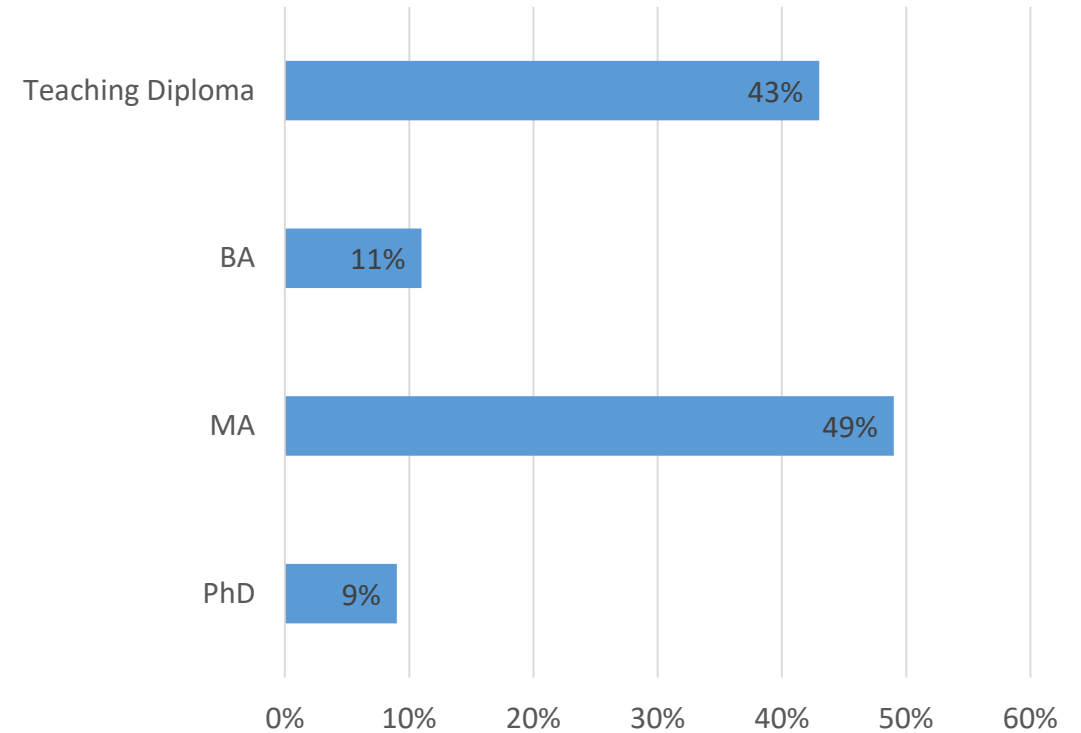
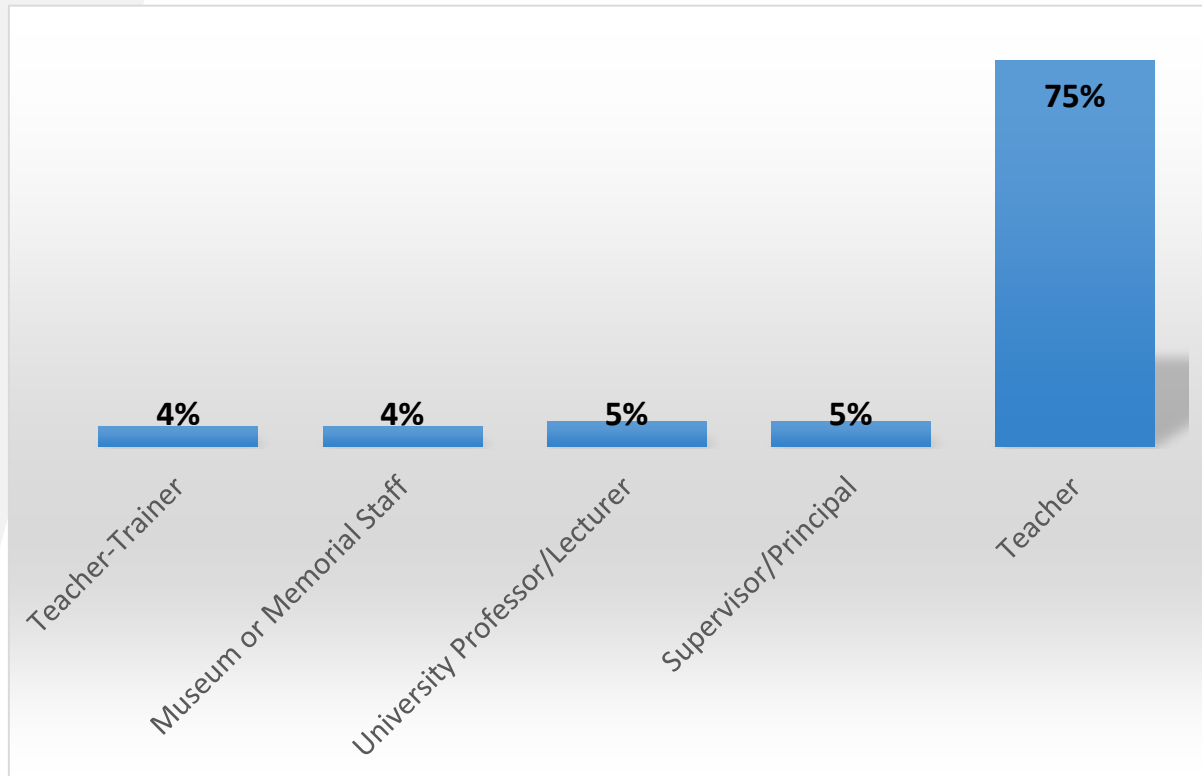
Findings | Background Characteristics

Participants' Profile

Profession

$N = 331$

Level of Education



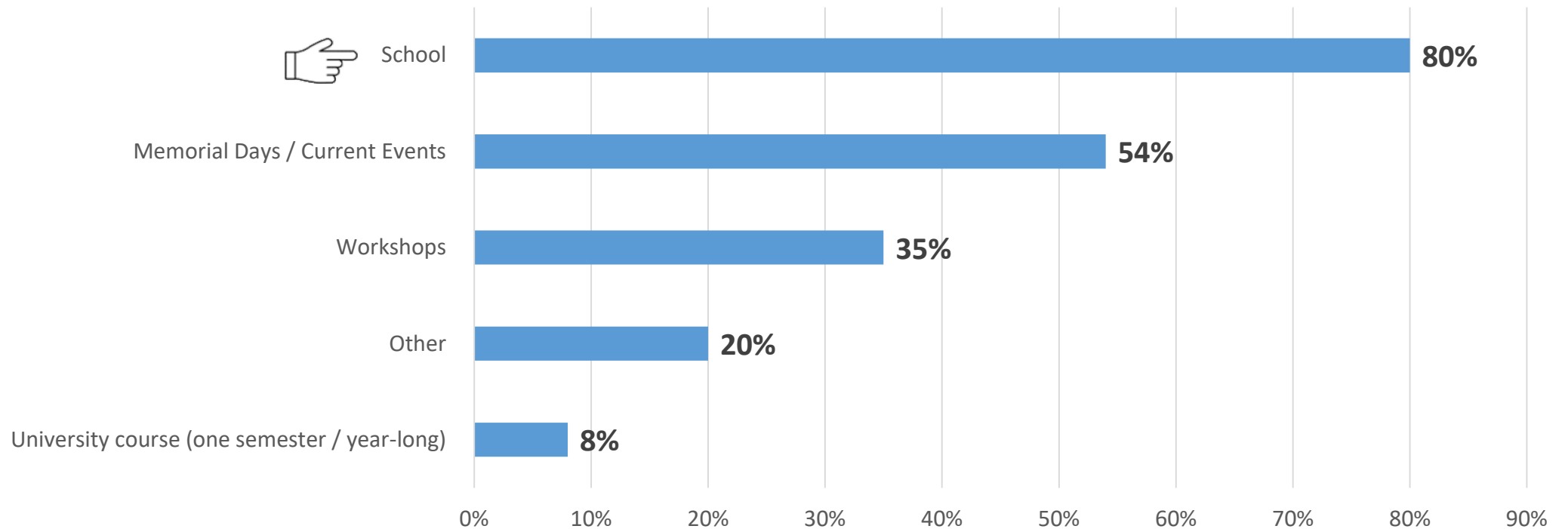


Findings | Teaching the Holocaust

Frameworks in Which the Participants Teach the Holocaust

Approximately 75% of participants teach the Holocaust ←

N = 255



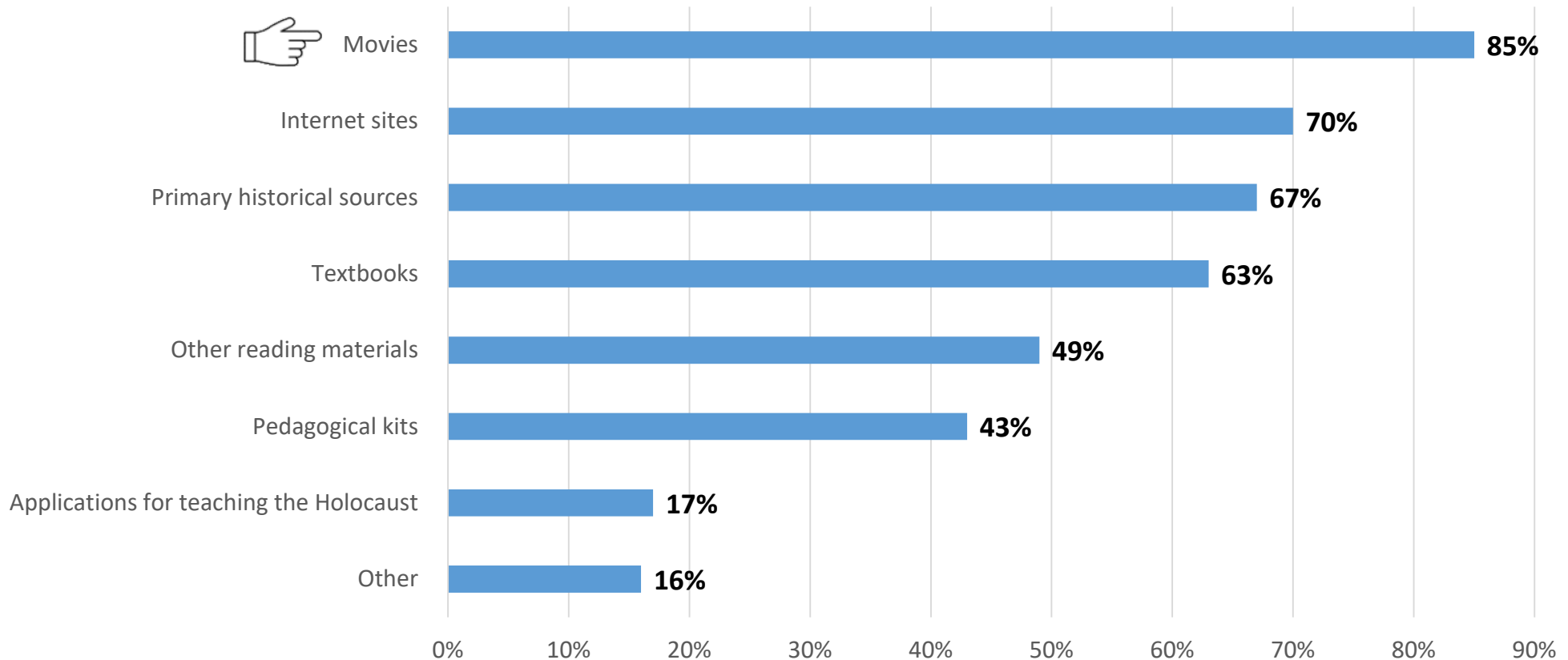
Note: some of the respondents checked more than one answer, so the total percentage exceeds 100%



Findings | Teaching the Holocaust

Educational Material that the Participants Use

***N* = 255**



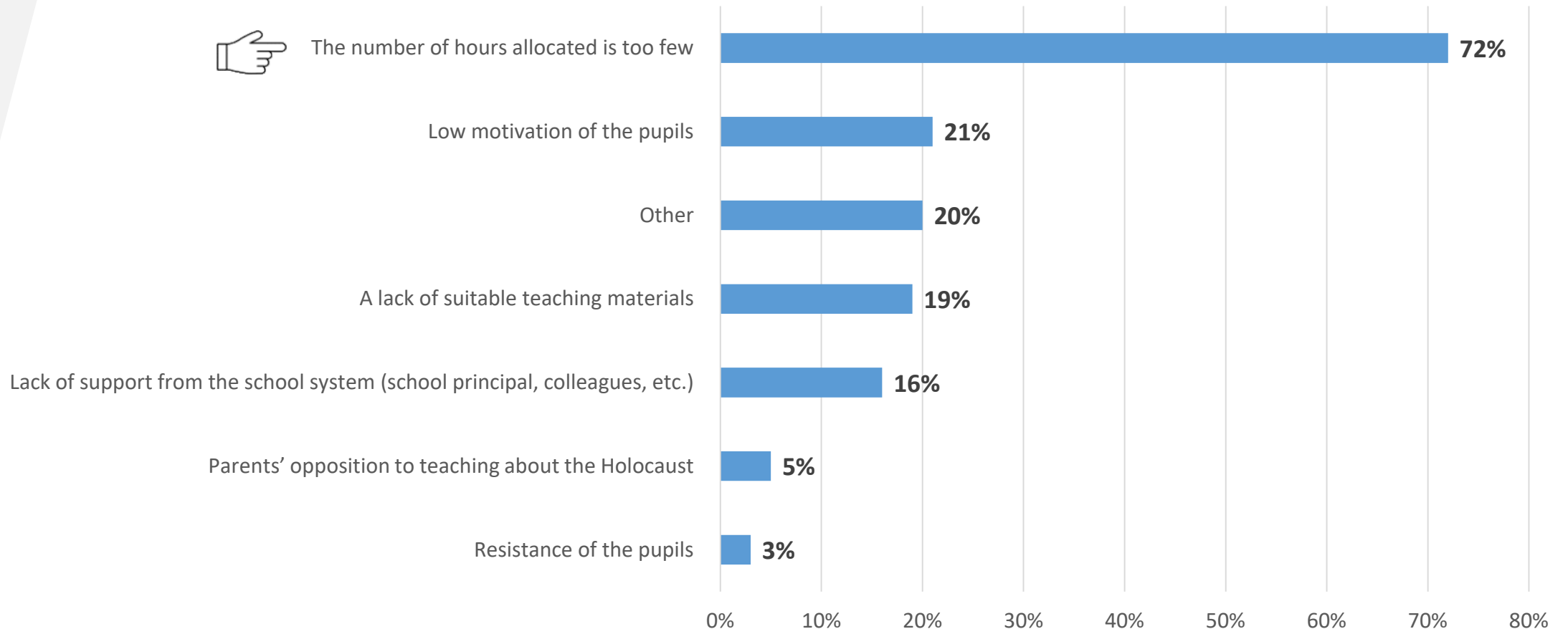
Note: some of the respondents checked more than one answer, so the total percentage exceeds 100%



Findings | Teaching the Holocaust

Main Difficulties the Graduates Face

N = 502



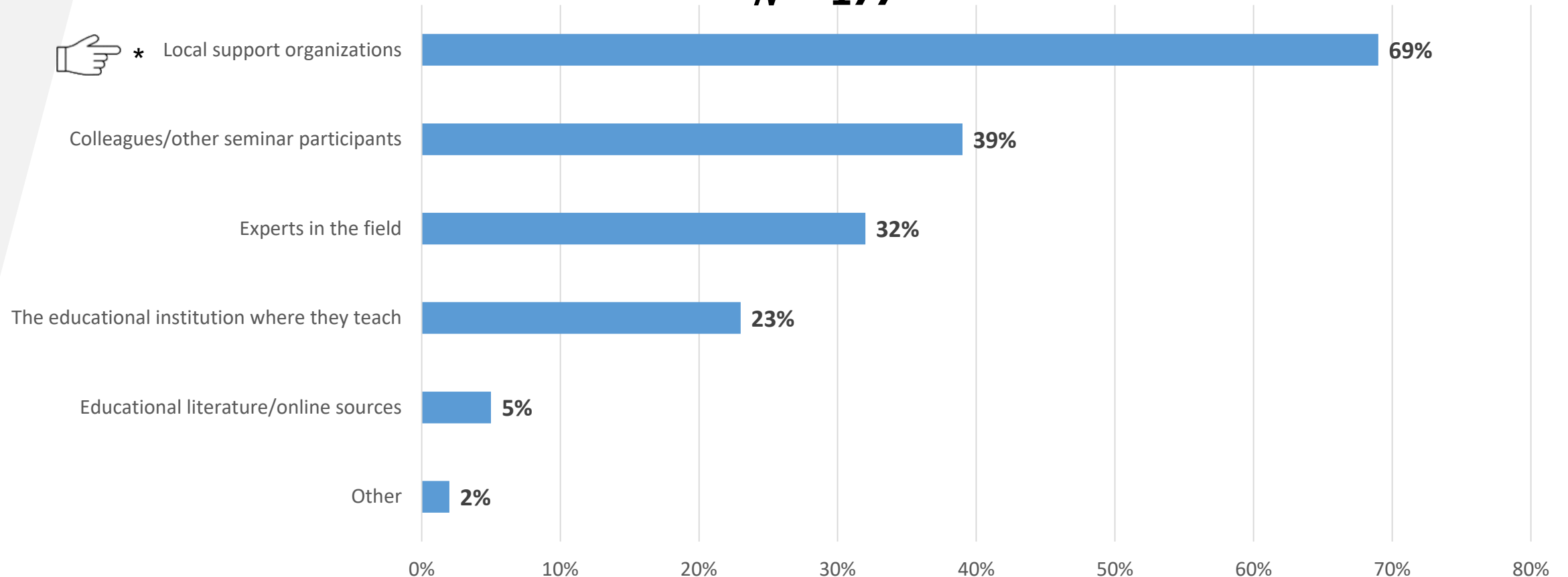
Note: some of the respondents checked more than one answer, so the total percentage exceeds 100%



Findings | Teaching the Holocaust

Sources of Help/Support/Guidance for Graduates

***N* = 177**



Note: some of the respondents checked more than one answer, so the total percentage exceeds 100%

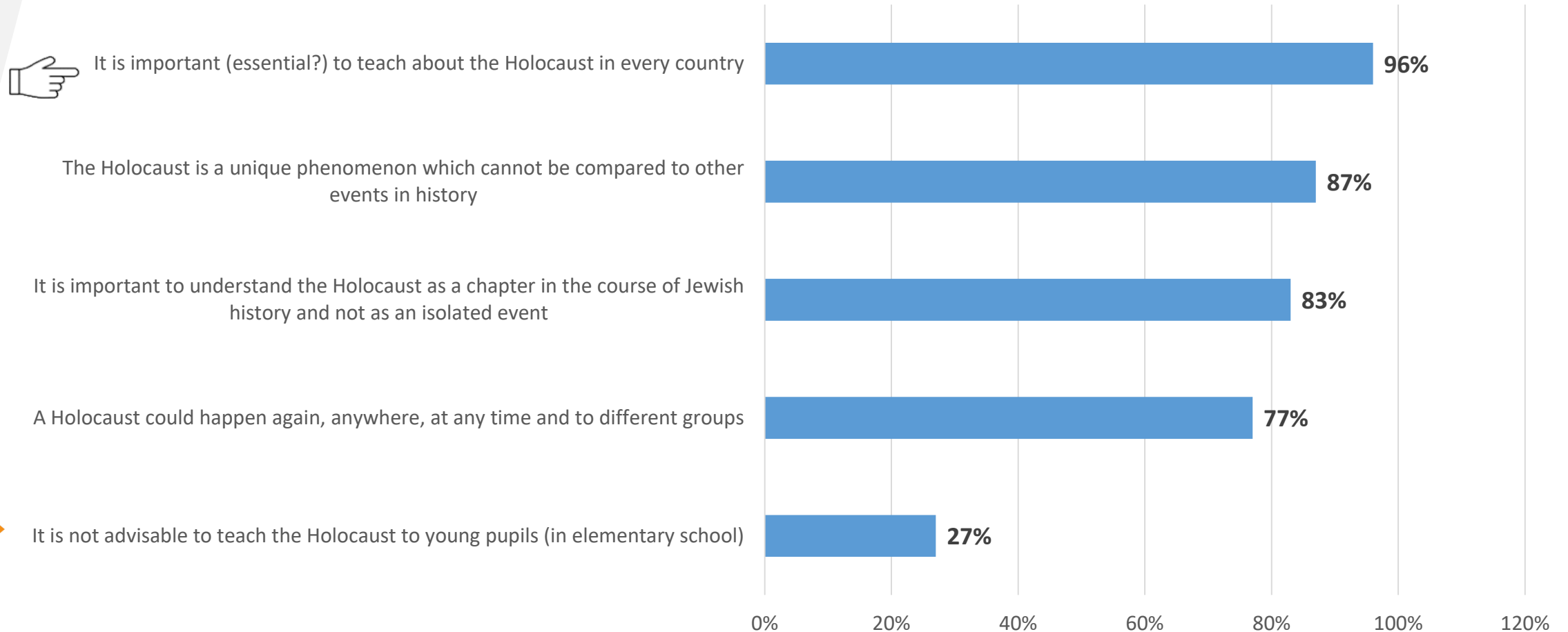
*Examples of local support organizations include Holocaust education centers and local Jewish centers (synagogues, JCCs)



Findings | Standpoints about the Holocaust

Participants' Standpoints

Percentage who Answered "Agree" or "Strongly Agree" $N \sim 325$





Findings | Motivation for Attending Seminars

Participants' Motives

N = 331



Note: some of the respondents checked more than one answer, so the total percentage exceeds 100%



Findings | Expectations of the Seminar

Excerpts from Interviews with Graduates

Learning about Israel

"Although I'd been to Israel before, I was curious to learn more in depth about the local culture and history. It's interesting from the viewpoint of one who focuses on the Holocaust."

Studying Approaches & Systems for Teaching the Holocaust

"I was interested in the 'Yad Vashem' approach to teaching. In Germany we start talking about the Holocaust with older pupils, I'd like to know how to talk about the Holocaust with young children, an educational viewpoint on this subject."

Learning about the Holocaust in Depth

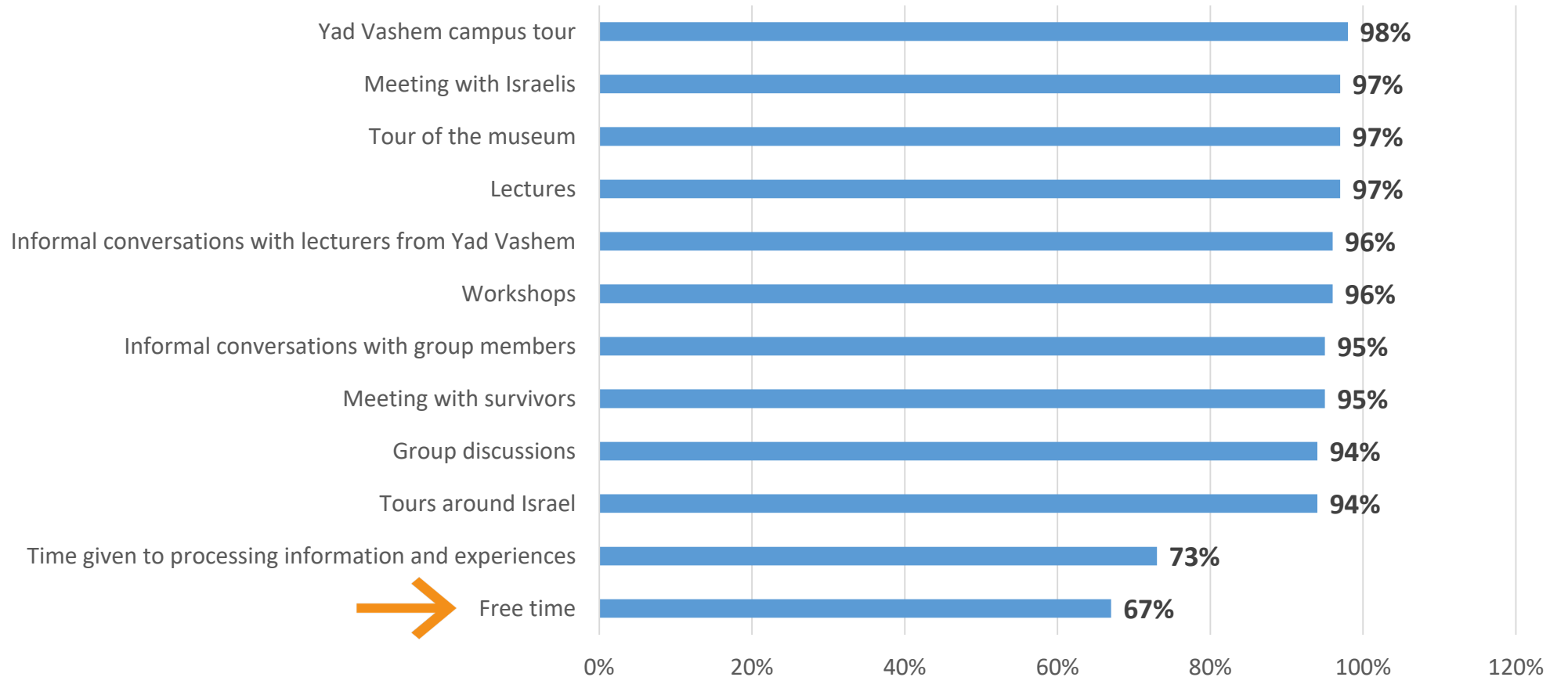
"I had never learned about the Holocaust in an academic and systematic way." "I expected to learn more about the Holocaust, especially from Yad Vashem's viewpoint. You can read books and watch movies, but it's important to see for yourself in order to understand."



Findings | Seminar Evaluation

Participants' Satisfaction with the Activities

Percentage who Answered "Satisfied" or "Very Satisfied" with: $N \sim 310$

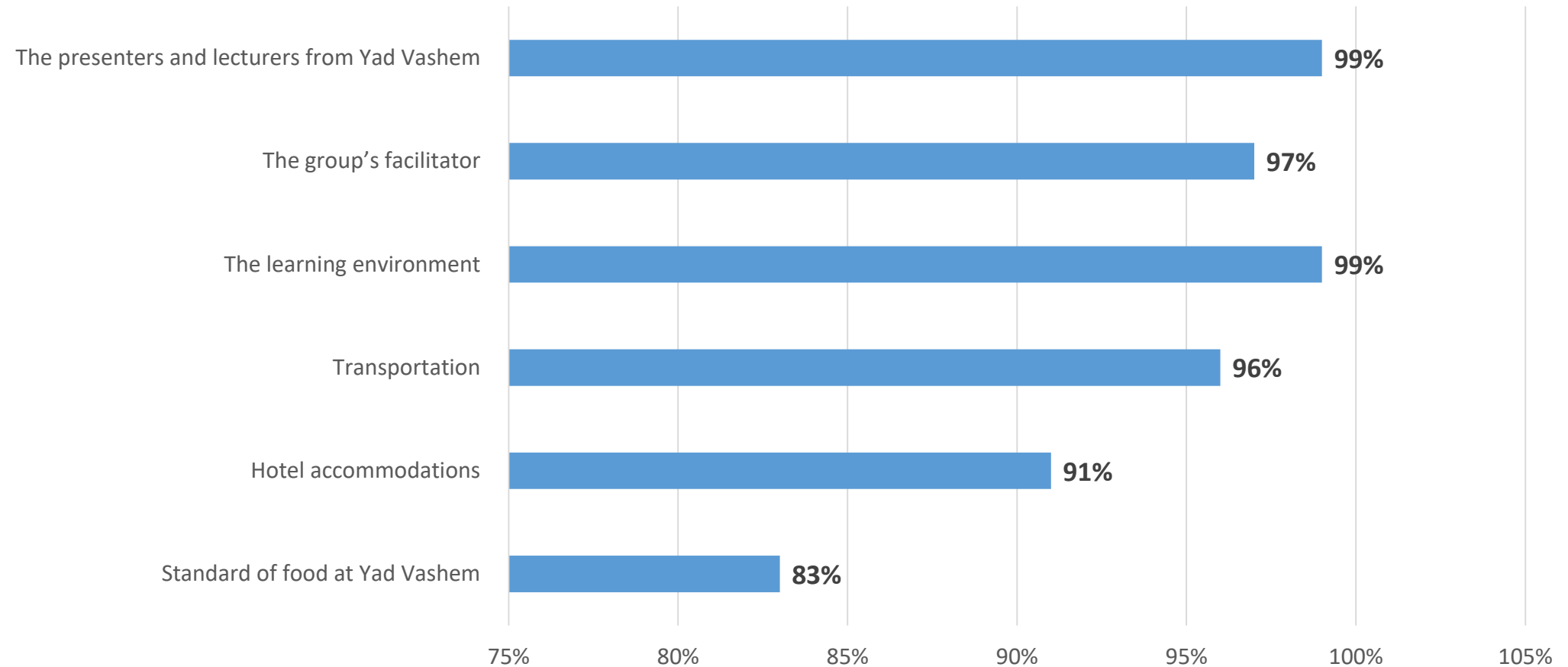




Findings | Seminar Evaluation

Participants' Satisfaction with Guidance and Accommodations

Percentage who Answered "Satisfied" or "Very Satisfied" with: $N \sim 310$

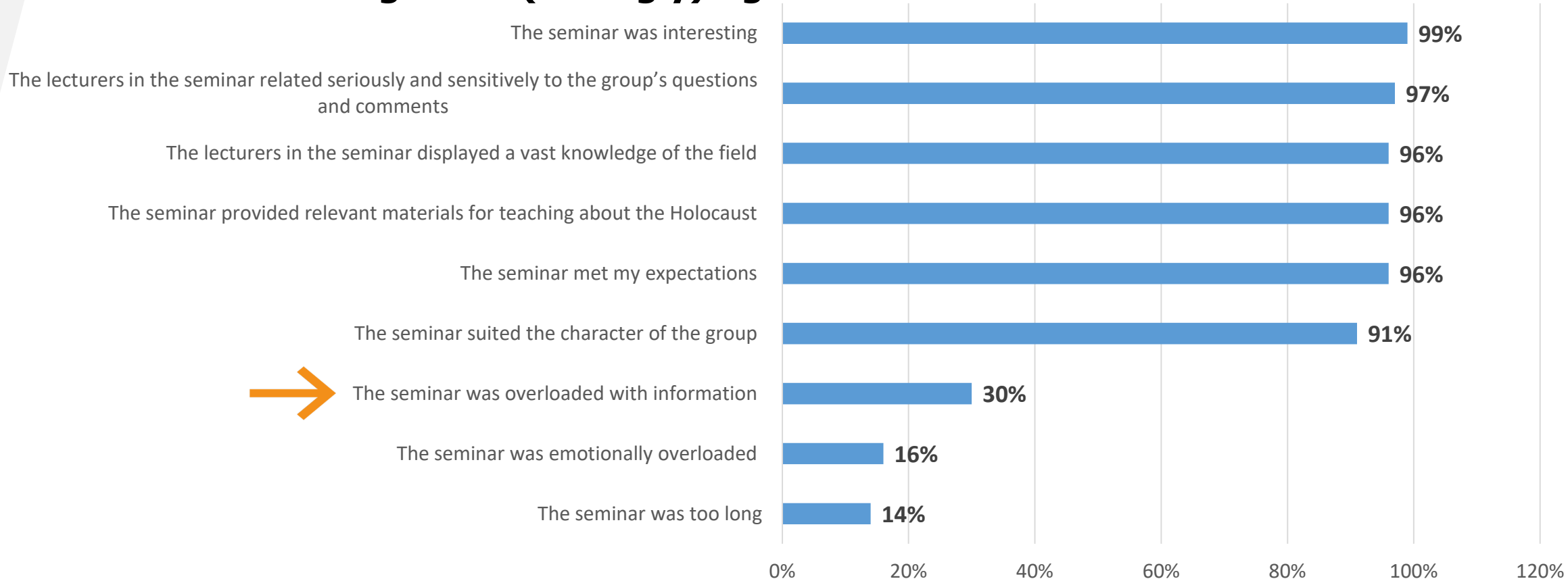




Findings | Seminar Evaluation

Participants' Assessment

Percentage who (Strongly) Agree with these Statements $N \sim 327$



98% would recommend the seminars to a colleague

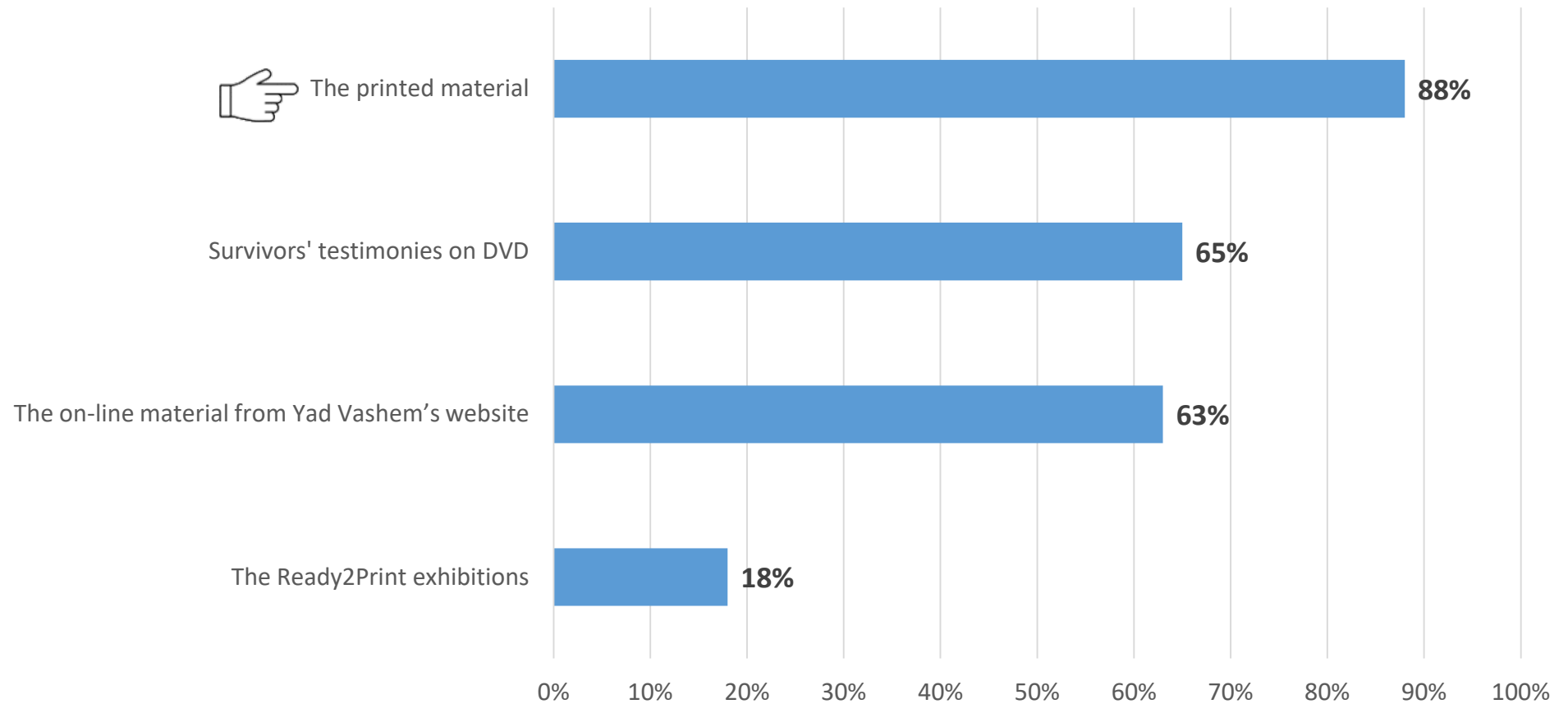




Findings | Yad Vashem Material

Material that Graduates are Most Likely to Have Used

***N* = 539**



Note: some of the respondents checked more than one answer, so the total percentage exceeds 100%



Findings | Yad Vashem Material

Online Material that Graduates are Most Likely to Have Used

***N* = 466**



Yad Vashem's digital Photo Collection

78%

Educational videos

69%

Lesson plans

42%

Yad Vashem's database of the victims' names

41%

Ceremonies

5%

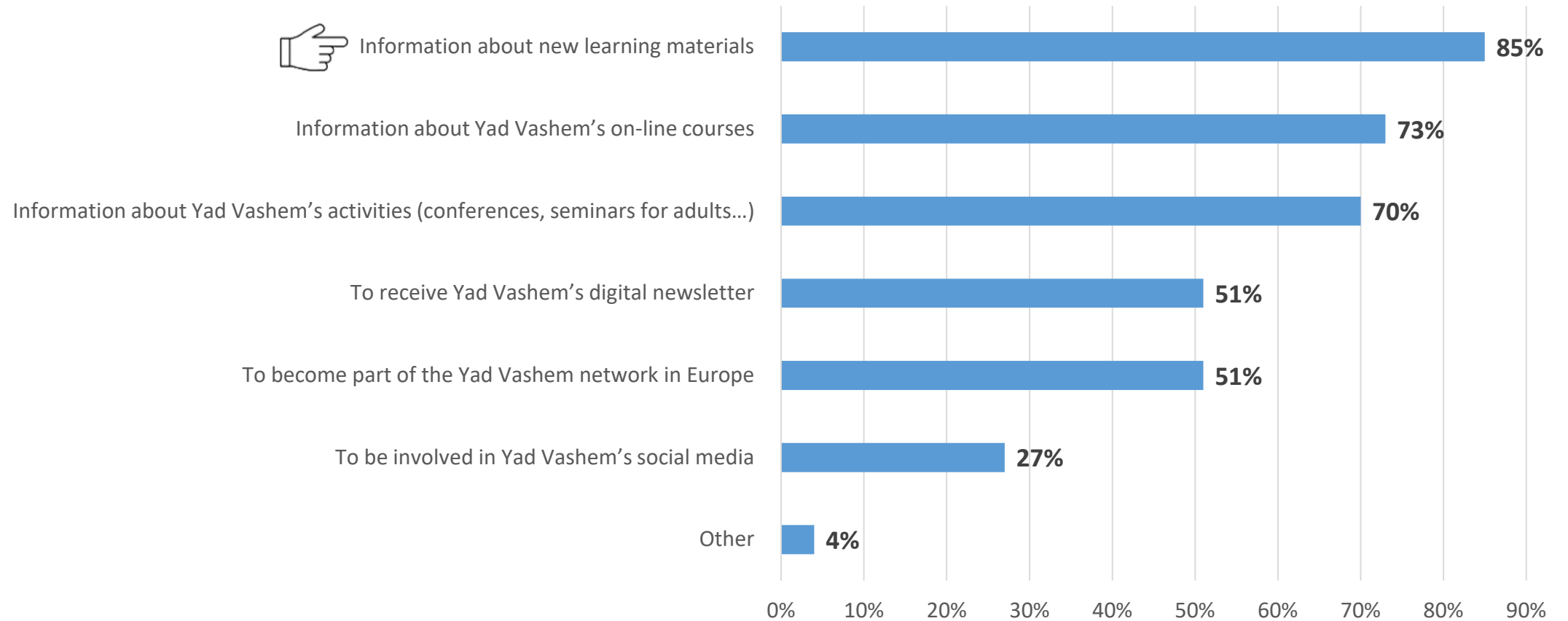
0% 10% 20% 30% 40% 50% 60% 70% 80% 90%



Findings | Yad Vashem Material

Participants' Needs

$N \sim 328$



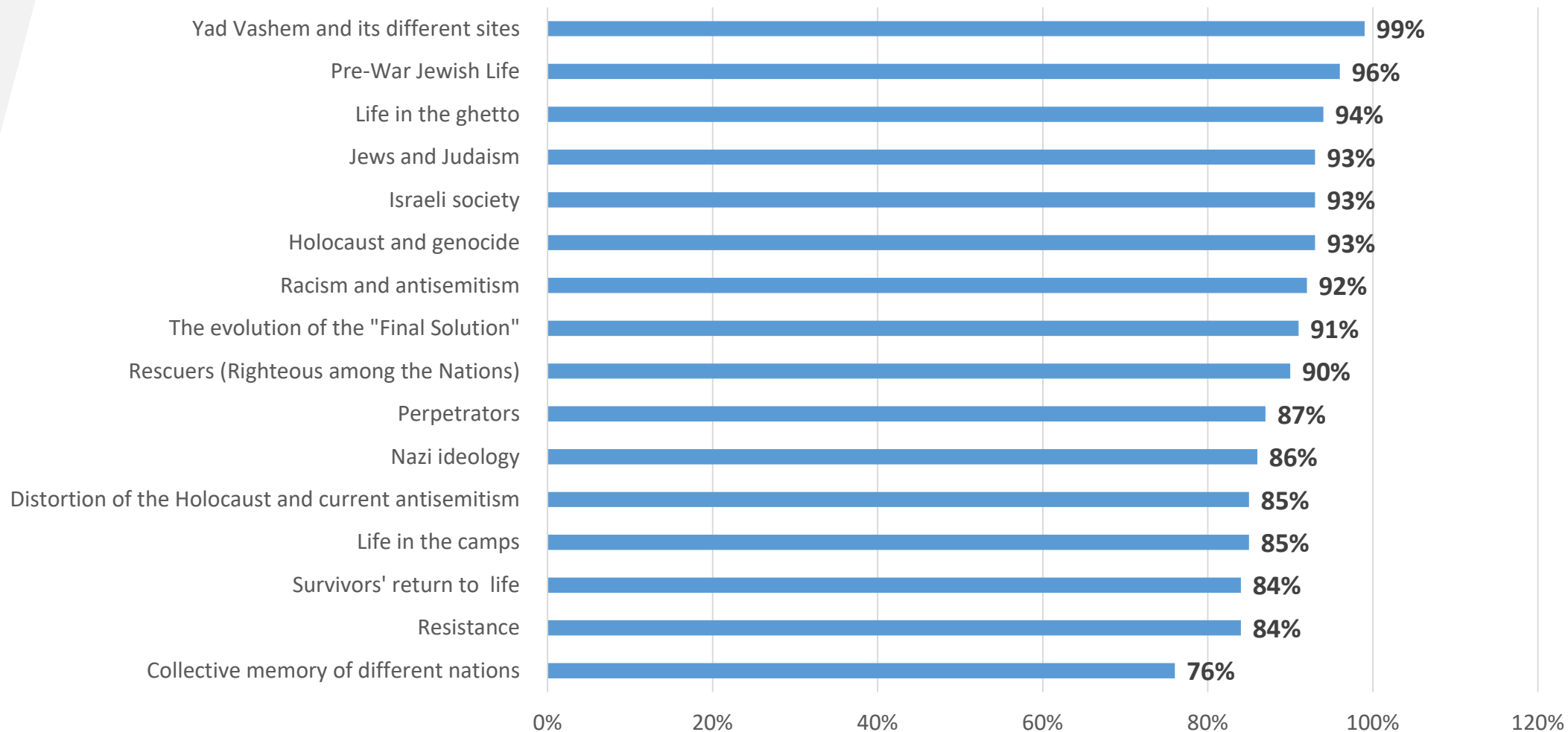
Note: some of the respondents checked more than one answer, so the total percentage exceeds 100%



Findings | What the Seminar Contributed

Academic Contribution from the Participants' Perspective

Percentage who (Strongly) Agree that the Seminar Contributed to Their Knowledge of: $N \sim 327$



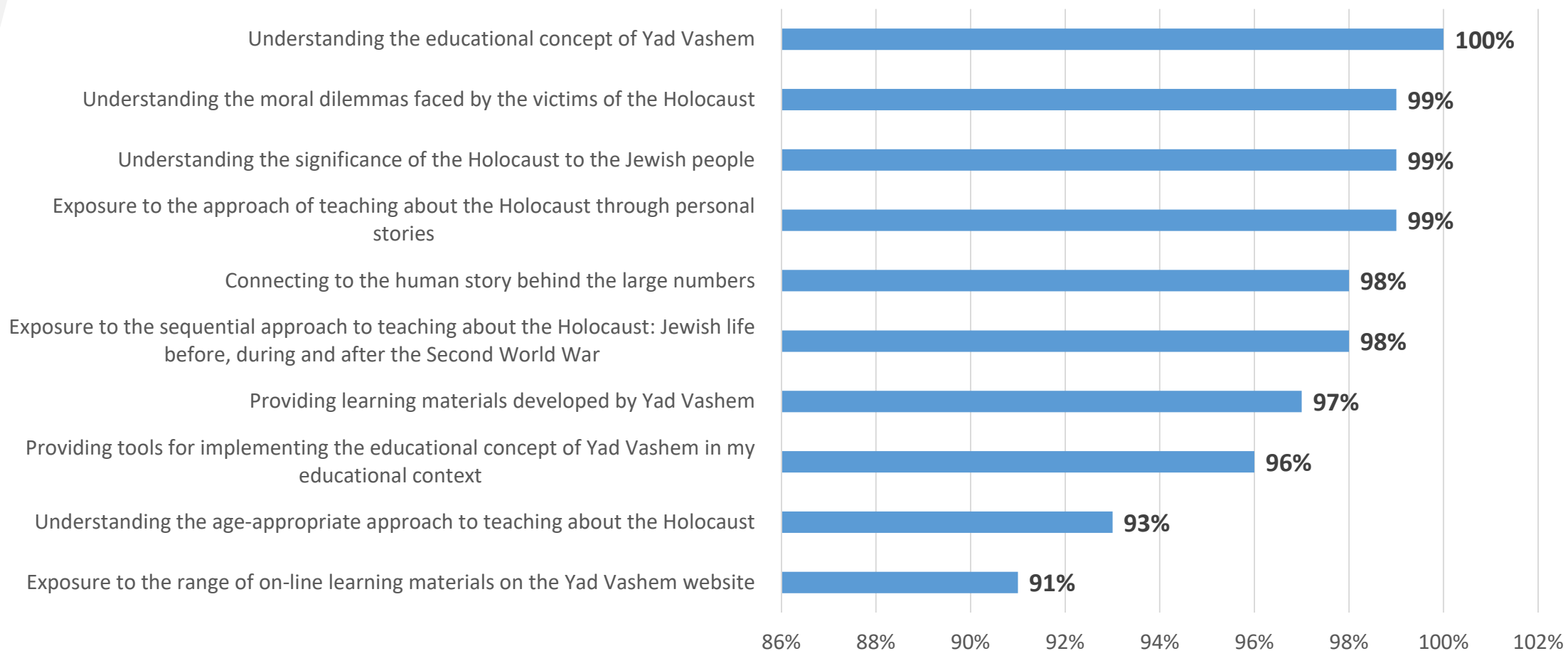


Findings | What the Seminar Contributed

Pedagogical Contribution from the Participants' Perspective

Percentage who (Strongly) Agree that the Seminar Contributed as Follows

N ~ 328



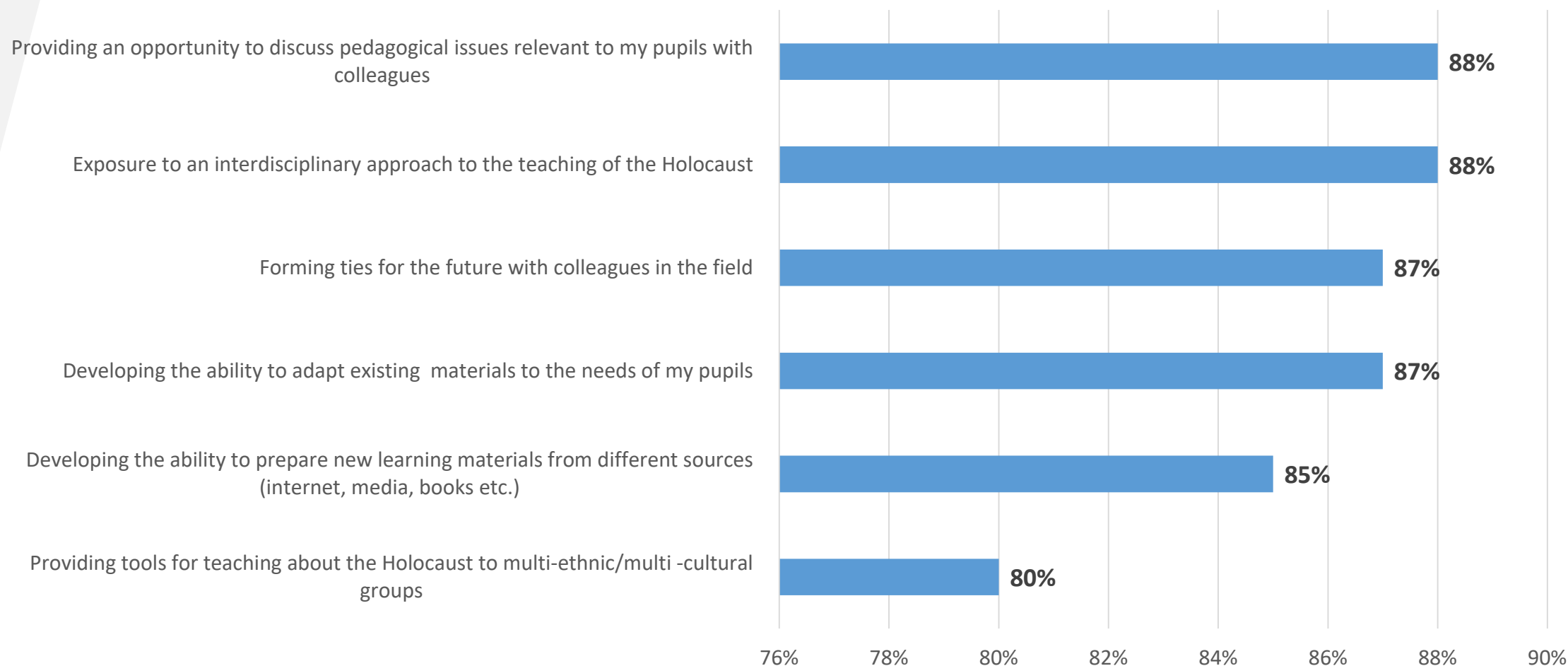


Findings | What the Seminar Contributed

Pedagogical Contribution from the Participants' Perspective (cont.)

Percentage who (Strongly) Agree that the Seminar Contributed as Follows

N ~ 328





Findings | Impact of the Seminar

Pedagogical Impact from the Graduates' Perspective

Percentage who Answered "Since I Participated in the Seminar..."

N ~ 540



I have transmitted Yad Vashem's educational concept to other educators (colleagues, friends etc.)

92%

I have used the learning materials developed by Yad Vashem

87%

I have adopted the method of highlighting personal stories when teaching the subject

84%

I have visited the site of Yad Vashem in order to get information, ideas, pictures etc

81%

I have focused on Jewish life before, during and after the Holocaust, when teaching the subject

78%

I have adopted Yad Vashem's age-appropriate approach to teaching the subject

76%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

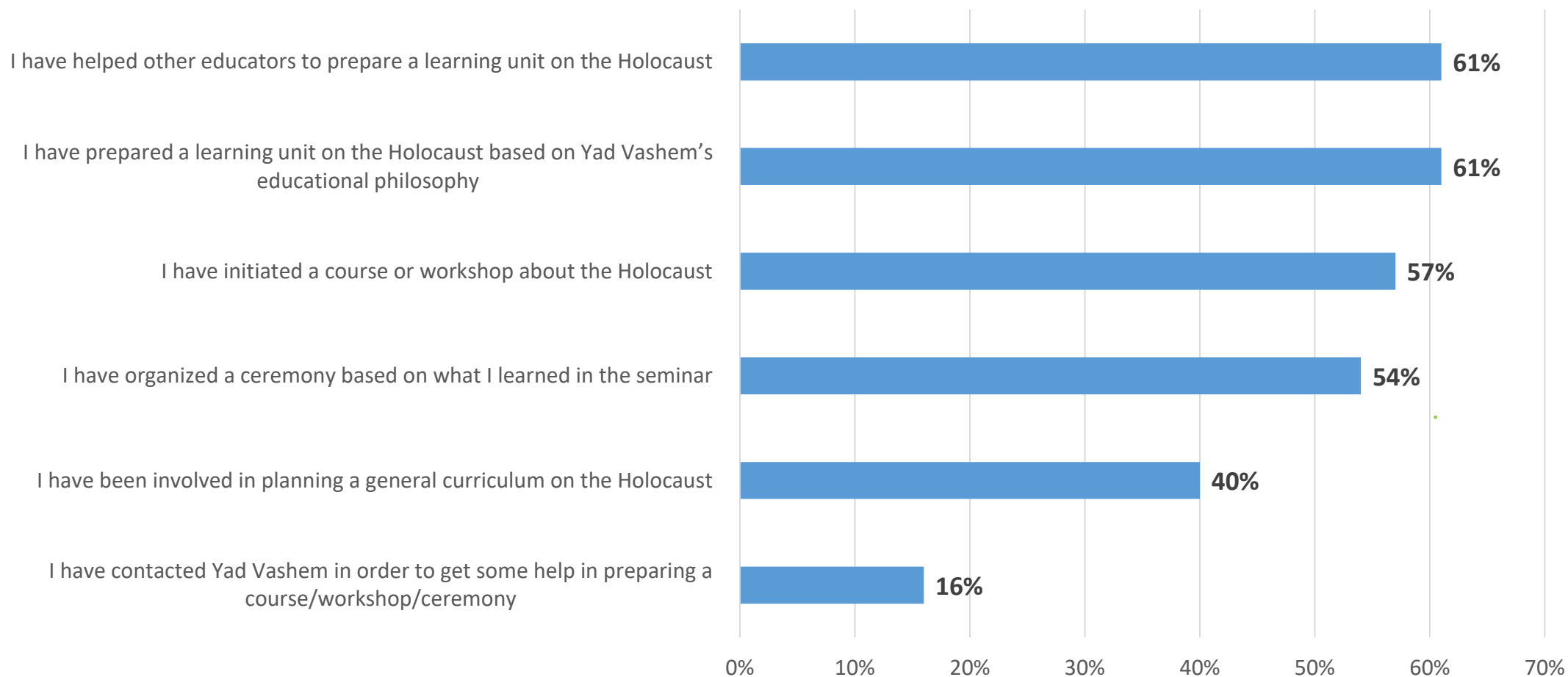


Findings | Impact of the Seminar

Pedagogical Impact from the Graduates' Perspective (cont.)

Percentage who Answered "Since I Participated in the Seminar..."

N ~ 540



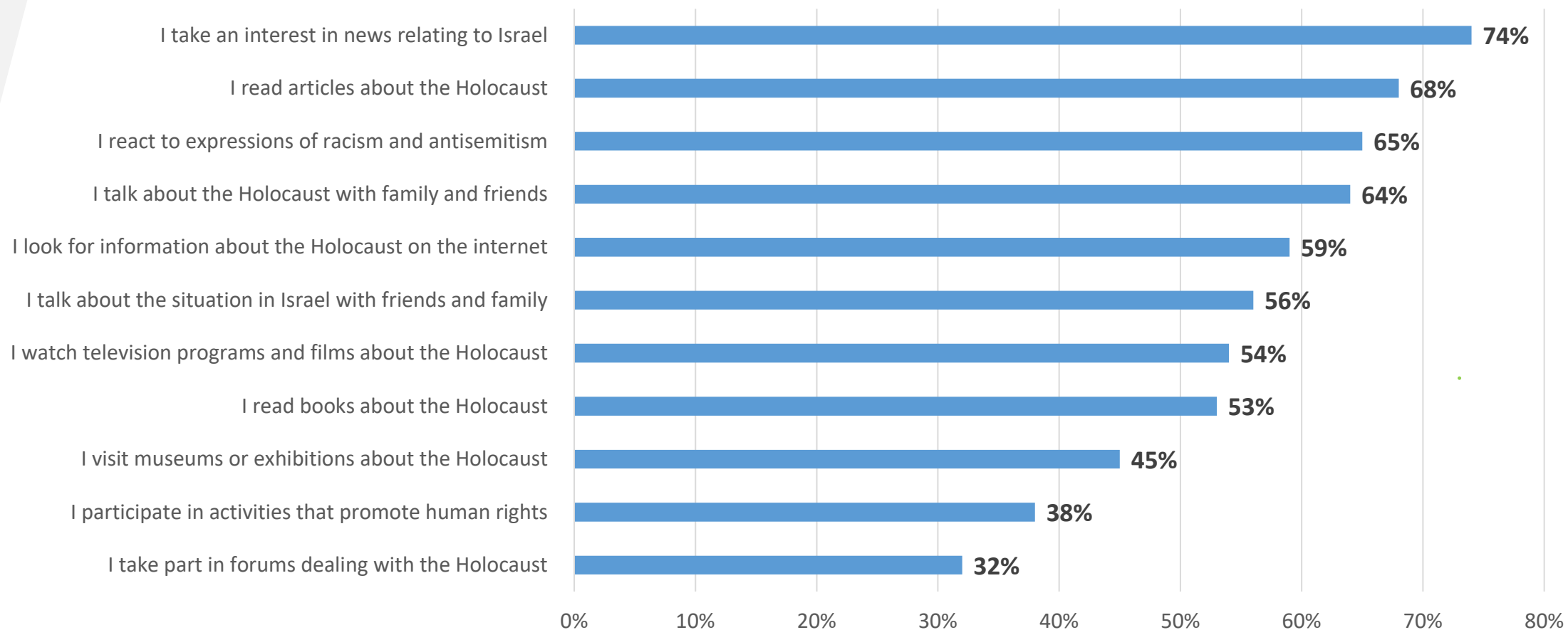


Findings | Impact of the Seminar

Other Impacts from the Graduates' Perspective

88% of the graduates are in touch with colleagues from their seminar ←

Percentage who Answered "I Do This More than Before the Seminar" $N \sim 560$





Findings | Impact of the Seminar

Quotes from Interviews with Graduates

Contact with Colleagues from the Seminar

"We've kept in touch with the other teachers from the group through Skype, and we discuss our classrooms with each other. This is an excellent resource we've had after the course. We talk quite often and even had the chance to meet up with each other."

"I got to learn about Israel and its culture. In Europe, people have a tendency to make Israel sort of exotic. On the news you only hear about the wars and other things that aren't positive. In that sense, it changed my outlook on Israel for the better."

Understanding Life in Israel



Conclusion

- There is a **high level of satisfaction** with most aspects of the seminars. Most of the participants would **recommend** them to their colleagues
- The participants felt that the seminar benefited them **academically and pedagogically**
- The graduates reported that they had **adopted Yad Vashem's educational philosophy** and **teach the Holocaust** according to the **pedagogical principles** that they studied in the seminar
- The graduates reported that they **frequently use diverse educational material** (especially printed material, pictures and recordings)
- The graduates have **volunteered to help their colleagues with the experience and knowledge** that they gained in the seminar, particularly by developing Holocaust education units
- The graduates have reported a **stronger connection with Israel** and **growing interest in the Holocaust**
- The graduates have reported maintaining **professional ties** with other graduates



Conclusion (cont.)

However, this follow-up study found that:

- The seminars offer **insufficient time** to process information, discuss, and reflect
- The **schedules are packed** and offer little free time
- There is greater need for **more experiential learning** (for example: more practical workshops, more time for independent study)
- There is greater need for **more precisely tailored seminar content** for special populations
- Respondents from different countries showed **unmistakable differences** (between Western and Eastern Europe and the Balkans) regarding how satisfied they were with the seminar, how they assessed it, and how it contributed to and impacted them



We Recommend:

- **Expanding the number of seminar activities** that require active participation.
- **Spreading out the timetable** and scheduling breaks to rest and process the experience.
- Employing **differential guidance** for certain populations and tailoring the content of the seminar to their needs.
- Scheduling **tours of schools and meetings with Israeli teachers** as part of familiarizing the participants in the seminar with Israeli society and the need to develop joint educational activities.
- **Developing a virtual learning community** for the purpose of developing connections that fellow graduates have created.
- **Clarifying the content** and information that the graduates would like to receive, and the channels in which they prefer to receive it.
- **Tailoring Yad Vashem's material further** to the language, age and culture of students of the participants and graduates as needed.

