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Modules, Mandates, & Morals: A Self-Study of the Creation of an Online Secondary Holocaust Course

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Module, Mandates, & Morals: A Self-Study of the Creation of an Online Secondary Holocaust Course

by

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Abstract

This dissertation examines the process of the analysis, design, development, implementation, and evaluation of an online secondary Holocaust education course. Employing self-study methodology, it critically examines the decision-making of the researcher as they engage in the tasks of each phase of the ADDIE model of instructional. Special attention has been paid to the intersection of prevailing pedagogical and curricular recommendations from scholars in the fields of both Holocaust education and instructional design, a practice that has not received adequate scholarly attention. Drawing upon both bodies of literature, the researcher stresses the use of pedagogical practices which are put forward as appropriate for both fields alike. Through the compilation and application of several industry tools, coupled with their own ongoing critical reflections, the researcher's analysis of all stages of the study highlights the critical need for additional teacher and pre-service teacher training in the technological aspects of online instruction, the pedagogical practices of instructional design, and the content knowledge of Holocaust education necessary to ensure the production of high-quality online secondary Holocaust courses. In response to these findings, the researcher proposes new and innovative pedagogical practices for Holocaust education and online instructional approaches and implications for further research are explored.

Chapter One: Introduction

As of the penning of these words, the very nature of Holocaust memory, especially as it is expressed through Holocaust education, is under assault. On the 24th of February 2022, Russian soldiers invaded sovereign Ukrainian soil. In the intervening months, Russian forces have been systematically entering Ukrainian schools, taking down flags and national symbols, and replacing the curriculum with one of their own design. This Russian-sponsored curriculum attributes the creation of the current Ukrainian government to that of former Nazi collaborators and its continued existence to that of Neo-Nazis and their sympathizers (Peterson, 2022). It further conflates the histories of Ukraine and Russia, positing that the former has always been a part of the latter, and would continue to be so if not for the wicked interventions of the Third Reich. This kind of false flag information campaign has been pervasive throughout the long months of the Russian occupation of Ukrainian territories and continues to be used as a tentpole of their justifications for invasion (Berger, 2022). Not only does this version of events tell an alarmingly false tale regarding Ukraine's nationhood, but it also egregiously discounts the Judaism of Ukraine's President Zelensky himself. The twisting of historical narratives to fit the purposes of despots is sadly not a new development, but it serves to underscore the realities and potentials for truly calamitous action taking place in Ukraine which could impact Holocaust education abroad. And the war has also taken a physical toll on the collective memory of the Holocaust by threatening the lives of its survivors (Waxman, 2022).

Once home to Europe's largest Jewish population prior to the Second World War, Ukraine lost over 1.5 million Jewish lives to the Nazi genocidal project before it was concluded

(United States Holocaust Memorial Museum [USHMM], 2022b). Now, barely 80 years after the senseless slaughter of 33,000 Jews at a ravine known as Babyn Yar in Kyiv on September 29th and 30th, 1941—the single largest mass shooting event of the war—the approximately 10,000 remaining Jewish Ukrainians survivors are once again faced with hardship, turmoil, and death at the hands of an invading force. In addition to the standard military actions which frequently bring civilian collateral damage with them, reports indicate that Russian soldiers have been committing atrocities against civilian populations in Ukraine since the invasion began, constituting war crimes and crimes against humanity (USHMM, 2022b). These are serious allegations which require extensive investigation and the meting out of justice by international criminal courts. These stories of Russian reeducation efforts and war crimes have drummed up support for the Ukrainian cause internationally, and attention remains drawn to the current plight of the country and her people, while the Kremlin's claims of denazification have renewed interest in the history of the country during the Holocaust. While no price can be put on the lives of the Holocaust's survivors and the rewriting of Ukrainian schools' curricula doesn't currently constitute a threat to students outside its borders, these acts are representative of broader threats to the memory and education of the Holocaust, and the implications are potentially profound.

After the details of the Nazi campaign in Europe were revealed, a collective response of "Never again!" was echoed in the hearts and minds of many of the world's citizens. International charters and agreements (United Nations, 1948), organizations such as Yad Vashem and the International Holocaust Remembrance Alliance (IHRA), and memorial museums across the globe such as the United States Holocaust Memorial Museum (USHMM) in Washington, DC, the Melbourne Holocaust Museum in Australia, and Le Mémorial de Shoah in Paris, France, were created in an effort to further explore these historical events, inter the lives and experiences

of the victims into our collective memories, and establish a tradition of educating our youth in the hopes of preventing future atrocities from being committed. By rewriting the history of Ukraine being taught to its students, promulgating the falsities tied to the Ukrainian government's establishment and allegiances, and committing acts of physical aggression against the survivors, Russia is demonstrating the literary and political assault on the consensus knowledge of the Holocaust which has been so carefully crafted by educators over the past eight decades. By attacking the legitimacy of a field of study already vulnerable to misuse, susceptible to distortion, and potentially beholden to forced presumptions, the Russians are actively engaged in undermining the goals behind the slogan of, "never again!". At a time when basic content knowledge of the Holocaust is waning amongst our youngest generations (Anti-Defamation League [ADL], 2019; Pew Research Center [Pew], 2018, 2022a) as they are assailed by 'alternate truths' from the dark corners of the Internet, many consider Holocaust education in the United States to be in dire straits.

In a survey released as part of Israel's national "Holocaust and Heroism Remembrance Day" ("*Yom HaZikaron IaShoah ve-laG'vurah*" in Hebrew) on April 12th, 2018, by the Conference on Jewish Material Claims Against Germany—also referred to as the "Claims Conference"—the authors concluded that,

> 31 percent of Americans, and 41 percent of millennials, believe that two million or fewer Jews were killed in the Holocaust; the actual number is around six million. 41 percent of Americans, and 66 percent of Millennials, cannot say what Auschwitz was. And 52 percent of Americans wrongly think Hitler came to power through force (Astor, 2018).

Another recent survey of Millennials and Gen Z Americans showed that:

nationally, there is a clear lack of awareness of key historical facts; 63 percent of all national survey respondents do not know that six million Jews were murdered and 36 percent thought that 'two million or fewer Jews' were killed during the Holocaust. Additionally, although there were more than 40,000 camps and ghettos in Europe during the Holocaust, 48 percent of national survey respondents cannot name a single one (Conference on Jewish Material Claims Against Germany [Claims Conference], n.d.).

These findings indicate a continually declining trend which begs the question: Is the Holocaust being forgotten entirely, or is its memory ebbing away, beginning with the details? Which option, then, is the most dangerous? In either case, the possible outcomes do not bode well, and the issue serves as a call to action for Social Studies educators. The silver lining in this dark cloud of news is that nearly every respondent to the survey (93%) agreed with the claim that all students should learn about the Holocaust in school, and almost as many (80%) recognized that it is important to keep teaching about the Holocaust so that it does not happen again (Astor, 2018). This greatly underscores not only the continued need for Holocaust education in America, but also implies a desire on the part of Americans to learn about the events with an aim towards the prevention of future genocides.

Another survey from the Pew Research Center conducted in 2019 produced similarly startling results. While 84% of respondents were able to correctly describe the Holocaust using terminology related to the death or persecution of Jews or similar language and were able to correctly estimate the rough timeframe of the events, fewer than half of those polled correctly answered multiple choice questions on Holocaust content topics (2022). Failing to understand that Hitler came to power via democratic political means or that the estimated number of Jewish fatalities is six million, more than half of the Americans answering these questions were able to

demonstrate an enduring understanding of some of Holocaust education's most basic lessons. Coupled with these questions was a scale of feelings towards the Jews, ranging in figurative degrees from cold (zero degrees) on one end to warm (100 degrees) on the other. While most respondents expressed neutral-to-warm feelings regardless of the number of questions they answered correctly, the mean temperature for those respondents answering zero to one, two, or three to four questions correctly increased with each correct response. The temperature for those answering zero to one question correctly had a mean of 58 degrees, the mean for those answering two questions correctly was 65 degrees, and the mean feelings temperature for those answering three to four questions correctly was 67 degrees. While not a definitive statement, the correlation between warmth of feelings towards Jews and the extent of one's knowledge of Holocaust history is cause enough for concern and reflection and indicates that the timing of our efforts towards greater inclusion of Holocaust education must be have a sense of immediacy.

While we recall and reflect upon the anniversaries of the tragedies of the Holocaust, many are simultaneously mourning the violent acts being perpetrated against religious communities around the world. At the Chabad of Poway synagogue in San Diego, California on April 27th, 2019, 19-year John Earnest barged into the holiday services carrying an assault rifle and screaming antisemitic epithets. He opened fire, killing a 60-year-old woman, striking the Rabbi in both hands, and wounding two others with shrapnel from the gunfire. Earnest fled the scene, but later surrendered to the police. He has since been linked to a racist and antisemitic manifesto posted on the 8chan Internet message board shortly before launching the attack. The manifesto's author claims he was influenced by the attacks on two mosques in Christchurch, New Zealand, which left 50 dead and 50 injured, as well as the shooting at the Tree of Life synagogue in Pittsburg, Pennsylvania, which claimed the lives of 11 people while injuring seven more, which

is about to have its fourth anniversary (Cowan, 2019; Tensley, 2022). Increasingly, the far right is gaining traction on various social media and Internet-based platforms, promulgating their messages of hate, and seeking recruits for their campaigns of terror.

Within just the past few weeks alone, antisemitic sentiments and stereotypes have been pushed into the spotlight by public figures such as the rapper Ye (formerly known as Kanye West), former Pennsylvania gubernatorial candidate Doug Mastriano, and former President Donald Trump (Tensley, 2022). Ye, who had recently opened an unaccredited private school in California was forced to shutter its doors after its founder made a series of antisemitic comments on Twitter (Borzello & Givony, 2022). His comments also prompted several of his corporate partners–most notably Adidas–to withdraw their sponsorships causing Ye to lose a substantial portion of his net worth (to the tune of more than $400 million) and his billionaire status (Tumin, 2022). Mastriano's political career was similarly stymied after his campaign comments negatively alluding to the Jewish private school his Democratic opponent Josh Shapiro attended as a boy were widely publicized and criticized by Cable News Network (CNN) anchor Jake Tapper, himself an alumnus of the school (Cable News Network, 2022). The negative attention undoubtedly contributed to Mastriano losing his campaign for the Pennsylvania governorship in the November 2022 midterm elections (Greene, 2022). Despite the public denunciations of the comments and their proponents from a wide spectrum of American society, these latest attacks are emblematic of a growing reemergence of nativist, anti-Islamic, and antisemitic sentiments in the United States and across the globe and should serve as a clarion call for educators.

In 2019, the ADL followed up with previously surveyed respondents in nearly every country around the globe. They inquired about antisemitism, as well as Holocaust education. The results show a marked resurgence of antisemitism around the globe, with the largest trouble spots being

in the area they refer to as "MENA" (Middle East and North Africa). Within this region, the most ardent hotbed is reported to be the country of Iran, whose respondents echo the chorus of Holocaust denialism and antisemitism so vociferously popularized and promulgated by its former President, Mahmoud Ahmadinejad. The extent to which antisemitic stereotypes are still so strongly embraced have taken many aback (ADL, 2019), and have resulted in increased calls for widespread high-quality Holocaust education.

These results mirror several reports conducted by and on the behalf of the United Nations Educational, Scientific, and Cultural Organization (UNESCO) in 2014 (United Nations Educational, Scientific, and Cultural Organization [UNESCO]) and 2015 (Carrier et al.). Though the methods and foci varied from report to report, the findings point overwhelmingly to several recurring conclusions. Foremost amongst them, researchers found that a nation's connection to the Western values of universal human rights and its government's dedication to the protection and promotion thereof, is strongly correlated with that nation's emphasis on Holocaust education. This speaks to the greater questions, "whose history is the Holocaust?" and "to whom does it belong?" While the universality of the Holocaust's moral lessons regarding the inviolability of human rights and the horrors of the crime of genocide seem to bleed through in most modern cultural contexts, it is still almost unanimously couched within each culture's own unique historical lens.

At the same time, students in the United States and throughout Western Europe seem to be experiencing what Schweber (2006) calls a 'Holocaust fatigue' resulting from a cultural and educational oversaturation stemming back to the 1993 opening of the United States Holocaust Memorial Museum and release of the movie *Schindler's List* (Fallace, 2006, 2008). It has indeed been an embarrassment of riches, as it were, with new television shows, movies, documentaries,

and educational materials being released each year. This problem has been reported anecdotally by teachers for over a decade and I have personally had conversations about this same topic with several students when encouraging them to sign up for my own course on the Holocaust.

Students sometimes confess to feeling that they are simply receiving too much information, from too many sources, about the Holocaust over the course of their academic careers and by the time they reach secondary school, the lessons run the risk of losing their moral impact. While it has become readily apparent in the past several years that our students' knowledge concerning the Holocaust is declining (Astor, 2018) even as they suffer from this "Holocaust fatigue", it has also become apparent that a possible solution may be high-quality Holocaust education capable of being delivered through the rapidly growing medium of online learning environments towards which so many of our students have turned of late. Given my current position as the online teacher of a course entitled, "History of the Holocaust", as well as an instructional designer within the context of a local school district's virtual school, I am uniquely situated to closely observe, explore, and reflect upon the entire process of the design and development of a new online Holocaust course for secondary students.

Background of the Problem

Emerging from relative obscurity in the decades immediately following the liberation of concentration camps across Europe, the history of Holocaust education is multifaceted and pocked with controversies. Once a nominal offering nationwide, courses in the history of the Holocaust now permeate the secondary education of the country and are nearly ubiquitous amongst collegiate programs (Apsel, 2011). Experiencing a similar, albeit more recent, exponential growth in popularity and prominence in education is the field of online distance learning. While President Clinton's 1994 prediction that each of the nation's classrooms would

have computer-driven Internet access by the year 2000 did not hold to be entirely accurate (Peters & Woolley, 2018), the rampant proliferation of online learning courses and programs in the past two decades has been reflective of the unbridled optimism of the boast.

In 1994, the Florida state legislature amended Section 233.061 of the Florida Statutes with Senate Bill 660, known colloquially as the "Holocaust Education Bill". Public education in Florida from that point forward has been legally compelled to teach about the Holocaust,

> in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions (Holocaust Education Bill, 1994; Parents' Bill of Rights, 2022).

Despite this same language being reaffirmed in 2022's Florida House Bill 7, known derisively to its opponents as the "Parents' Bill of Rights", what, exactly, Holocaust education is meant to look like in each classroom, of each grade, is still up for much debate. While the Florida Department of Education Commissioner's Task Force on Holocaust Education offers some suggestions and materials, there remains no prescribed curricula and very few state standards explicitly mentioning the Holocaust.

In 2011, nearly two decades after the Holocaust Education Bill, another wide-sweeping public education mandate made its way down from Tallahassee. Known to many as the "Digital Learning Act", the legislation proclaimed that "beginning with students entering grade nine in the 2011-2012 school year, at least one course within the 24 credits required… must be completed through online learning" (Digital Learning Act, 2011). In effect, this mandate has required every student graduating from a public school in the state to take at least one credit's

worth (one year-length course, or two semester-length courses) of classes online. Coupled with the growing popularity of the asynchronous, remote nature of the experience amongst students, this mandate has precipitated a buildup of online offerings in the state, not to mention the very existence of my day job.

It is at the intersection of these two legal mandates that this research's onus lies. As student enrollments in online courses continue to grow (Evergreen, 2017, 2019; International Association of Online Learning [iNACOL], 2015), so too does the list of available courses. To ensure that mandatory Holocaust education and online learning are of the highest quality and not merely perfunctory, more research into the appropriate design, development, and delivery of these courses is necessary.

As both the demand for and supply of online instruction continue to expand, the field of research into virtual learning is burgeoning at a reciprocal rate. Given the rampant growth of online instructional programs and individual course offerings, much of the related research literature is still focused on establishing norms in terms of pedagogy and course design. At current, the element of this research that appears to be the most applicable to online Holocaust education is that which involves the study of how students interact with content materials and engage in discussions with peers on controversial subjects. Research into the history and pedagogy of each of these subjects is emergent and growing quickly, yet rarely if ever the twain have met; a problem this research project seeks to remedy.

Purpose

This research introduces two things that have not appeared in the literature to date. The first is a self-study of the design process of an online Holocaust education course from the perspective of the designer-instructor. The second is the placement of this study and the course it

produces within the specific context of the online, public secondary school format in the state of Florida and the broader contexts of national and global Holocaust education and online learning. This research should prove beneficial to academics and practitioners on a more practical, everyday level as well. In crafting a research-based curriculum and conducting a data-driven analysis of the state's current online Holocaust course offerings, this study provides a model for future analysis by other researchers in other contexts.

Significance of the Problem

It must be noted that while few would claim that the Holocaust should be removed from the curriculum, there are also far too few teachers who are trained to teach the subject correctly regardless of the delivery medium (Hilton & Patt, 2020; Lindquist, 2008, 2010; Ragland & Rosenstein, 2014; Totten, 1998, 2005). There are unique considerations for the development and instruction of Holocaust courses (Lindquist, 2008, 2010; Parsons & Totten, 1993; Ragland & Rosenstein, 2014; Schweber, 2004, 2006; USHMM, 2018, 2022a), and failure to adhere to them could have significant, lasting impacts on not just individual students, but society as a whole. As instruction moves increasingly into the embrace of online tools and delivery formats, it is a logical assumption that a course as popular as the Holocaust will see increased enrollments. Yet little has been done to support the development of academically and pedagogically appropriate full-length secondary Holocaust education online. Echoes and Reflections has online modules, Facing History and Ourselves offers webinars, the USHMM offers online materials, but none of these leading organizations of Holocaust education and remembrance have a prepackaged curriculum designed specifically for asynchronous delivery online. Sure, one could take Facing History and Ourselves' textbook, *Holocaust and Human Behavior* (2017), and "port" it into an online shell, but that does not ensure that the resulting product would be a good course (Fish &

Wickersham, 2009). There's simply no research base for the Holocaust as delivered online in the K-12 setting. This research establishes a foundation for just such a body of research, opening the door to future research in the same vein.

A key element of virtual learning that is not generally identified by those outside of the field is that a vast majority of online course instructors, though they spend a large amount of time with students and content alike, have very little control over the content of their courses, particularly at the secondary level (Rose & Tinney, 2008). In traditional notions of the educational process, there are two agents at work, the teacher and the student. One develops and delivers the curriculum, the other receives it. With the introduction of the prepared curriculum package, a third agent has been introduced, the instructional designer (IDer). Most often, a curriculum is either crafted by an instructional design department (for private online schools such as Edgenuity and large public online districts such as Florida Virtual School [FLVS]) or is purchased from a retailer of prepackaged curricula (usually for smaller district-run boutique virtual programs and/or franchises of larger entities). Though each instance is different and every online instructor's situation is unique, few teachers of virtual curricula possess the agency to develop their courses for themselves (Journell, 2014; Lee et al., 2012).

Having removed the design of the course from the control of the teacher, they are relegated to one of two roles. In the more optimistic of the two roles, the teacher takes on the title of subject matter expert (SME), serving as the client for the IDer. The SME brings to the attention of the IDer the requirements of the course, as well as providing a substantial amount of subject content. The IDer simply serves to convert the knowledge and resources of the SME into a cohesive, deliverable online package. In the secondary education realm, knowledgeable and experienced teachers of a subject are not always the ones called upon to act as SMEs in initial

course development. Courses are often developed at one point in time and not updated for quite a while longer.

The less optimistic of the two roles sees the teacher reverted to the status of instructor. Often, online instructors are hired to teach courses based solely upon the certifications they have been granted by their respective states. As in many brick and mortar schools, previous familiarity with a subject area is not a prerequisite for a position. An incoming instructor is generally handed their curriculum and expected to review what has been included. The ability to add or subtract from the existing course is generally not granted. Lindquist (2008) warns of major detractors inherent in such a situation as regards Holocaust education. This lack of a relationship between the teacher and the curriculum "remov[es the] teachers from the process of making critical pedagogical and content decisions" and the resulting materials themselves are often riddled with "major gaps in the portrayal of the history, historically inaccurate information, a simplistic explanation of complex history, and/or weak learning activities" (Totten 1998, p. 149). This shift has not gone unnoticed by the educational field, especially by those focused on ensuring the highest quality in online instruction. iNACOL, now known as the Aurora Institute (and no longer with an emphasis on online learning) have taken it upon themselves to establish overarching principles for the creation and delivery of content alike. Encapsulating the practices for virtual instructors, iNACOL lays out standards for the categories of:

- Content design
- Instructional design
- Technology
- Student assessment
- Course evaluation and management

- 21st century skills

These categories each break down into a multitude of professional standards for quality assurance at every level of the design process. Declaring guiding principles and industry standards broadly applicable to all online courses does not, however, address the peculiarities of Holocaust education and the particular care with which its courses are to be handled in the transition to a digital format. Herein lies the problem with the literature that this project has undertaken to address.

Research Questions

It is necessary to establish the goals and aims of the study before discussing the study's structure in earnest. Owing to the duality of the role of online Holocaust teachers and the sparse body of research to support the creation of the most appropriate courses possible, this study focuses on both the present nature of the field and on paving a new way forward. To address this need, and to gain a more holistic understanding of the design and implementation of online Holocaust education courses, the research in this study asks the following questions:

- In what ways does designing a secondary Holocaust course for online delivery differ from designing it for face-to-face learning or on a different subject matter?

- In what ways did I utilize my professional and academic experiences in instructional design, online instruction, and Holocaust education while engaging in the critical decision-making in the process of designing an online, asynchronous secondary Holocaust course?

Theoretical and Conceptual Frameworks

Any research study of this magnitude is a daunting undertaking, but the notion of a theoretical "home" for one's research is a comfort; a bastion of support, a familiar lens with

which to view a new and surprising world. For myself, as it has been for many modern researchers (Crotty, 1998) that home is nestled warmly in the framework of social constructivism, working in conjunction with elements of progressivism (Dewey, 1938; Papastephanou, 2016) and critical pedagogy (Freire, 2018). These work together in concert to color my approaches to research and instructional design, as demonstrated by the application of Nel Noddings' "ethics of caring" (1984) to the TPACK and ADDIE models serving as the chassis of my research.

Social Constructivism

It should be noted before elaborating upon this that I have purposefully opted to use the term "social construct*ivism*," rather than "construct*ionism"* in this instance. Or, as Papert would call them, the "V-word" and the "N-word" (Papert & Harel, 1991, as cited in Ackerman, 2001). Social constructivism, as opposed to its counterpart, constructionism, is generally more interested in the products of socially constructed meaning, than it is in the ongoing, internal process of personal meaning-making. Constructivism was originally coined by Piaget's theories on the cognitive development of students through the processes of "constructing knowledge" (Piaget & Inhelder, 1967, as cited in Ackerman, 2001). Contemporaneously, Dewey (1938) was busy developing the "Progressive" school of thought, which placed its emphasis on experiential, hands-on learning through problem-solving, a similar, albeit more literal "construction" than Piaget had imagined. One of Piaget's students, Papert, later emphasized the production of *public* displays of knowledge, which differed from the individual and personal concept of his teacher (Papert & Harel, 1991). In between, psychologist Vygotsky disagreed with Piaget, promulgating instead the notion that while "meaning-making" may occur internally for individual students, it was still inextricably linked to the social contexts of language and culture (Vygotsky & Cole,

1978). It is at the intersection of these men's thought that this researcher's philosophical stance lies.

When considering the Holocaust as not only an educational topic, but also as an academic field of research in and of itself, it serves as an example of a piece of socially constructed knowledge. Encapsulating the history of antisemitism all the way through the adoption of United Nations (UN) resolutions in 1948, the Holocaust as a term refers to the systematic displacement and execution of European Jewry and other socio-cultural, religious, and racial minority groups by the German Nazi government from 1933 to 1945. This definition has been informed by my own years of study as an American post-secondary and graduate student, coupled with the influence of American media, and the wording of definitions of several imminent Holocaust scholars and organizations (Facing History and Ourselves, 2017; Schweber, 2004; Totten, 1999; USHMM, 2022a). While they are my own words, the concept of the Holocaust as it resides in my mind is just as much (if not more so) constructed by all the social systems as it is by me as an individual. This study aims to uncover similar processes as they occur for me over the duration of the research.

Given that the global nature of the Holocaust's impact on human history has created a situation in which countries, regions, and peoples have constructed their own interpreted meanings about the events, the result is that they teach the subject of the Holocaust in myriad ways. The insights provided by this research into how one researcher literally constructs a course in response to their own personally skewed mental construction of a socially skewed knowledge may prove noteworthy and valuable, but it bears repeating that the purpose of self-study is not generalizability. Keeping with this line of thinking, this study employs social constructionism as

its guiding theoretical framework and focuses its efforts on analyzing the course's content as the result of a series meaning-making activities on the part of the researcher-designer.

Tensions Surrounding Social Construction of Knowledge. To some, however, there seems to be an inherent danger that notions of the social nature of knowledge's construction can lead down a slippery slope to moral relativism and a refutation of the very notions of irrefutable facts and absolute truths. The criticism purports that if one were to believe that all knowledge is made up of something as mercurial as the capricious whims of what society thinks, it is prone to redefining the very nature of truth itself. If such a thing were to happen, that which we formerly believed to be incontrovertible would then become debatable. It is indeed a foundational precept of social constructivism that, as Shotter put it:

> social practices can never be completely stabilized, as a result of either internal or
>
> external influences, they must continually 'develop', and as they do people become
>
> anxious as to whether their past activities are still adequate to their needs. (1992, p. 185)

When dealing with an issue such as the Holocaust, which is seen as universally moralistic and ethical, a development causing people to become anxious about the adequacy of the social practices of Holocaust memory and education we've developed over the past eight decades could invariably open the door to widespread acceptance of denial and distortion. Herein lies an inherent tension demanding reconciliation in the minds of educators and researchers.

On an ontological level, it is true that social constructivists (myself included), believe that reality itself is multiple, subjective, and socially constructed. It is our constructed truth that reality exists because we all believe it exists; we as a whole give it form and shape and meaning. On an epistemological level, then, we know what we claim to know because over the entire span of our existence we have built that knowledge collectively, molding it as a series of responses to

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our common experiences and the unique actions of those individuals amongst us who have incited broader changes. On an axiological level, the ethical and value systems we've built are therefore socially constructed narratives of who we wish to be and who we wish others to be. It stands to reason, then, that the Holocaust itself was a series of actions springing forth from the social constructs of antisemitism, eugenics, and power. It also stands to reason that if our collective thinking could allow such a thing to happen once, what is to stop the pendulum from swinging back the other way?

Assuaging these justifiable fears is the fact that social constructionism and constructivism, while focused on the social aspects of knowledge construction, also emphasize that the individual serves as an agent of change (Oztig, 2022; Piaget, 1936). When tied to Holocaust memory and education, for example, knowledge is both of and within local, national, and international contexts. As one of the "moral sources of the modern self" (Taylor, 1992), the very act of articulating on the Holocaust creates "a social structure that contains a shared-cultural knowledge, representations, symbolic codes, norms, practices, and narratives about Holocaust-related events" (Oztig, 2022). We have seen how individuals such as Raphael Lemkin and Eleanor Roosevelt have been able to turn individual thought into collective action when they fought to define and codify our still-prevailing conceptions of genocide and universal human rights. We can still see how, through the efforts of museums such as the USHMM and the Berlin Jewish Museum, the collective actions of individuals involved in programs such as the History Unfolded Project, Holocaust Survivors Office of Survivor Affairs, and the Victims Resource Centre continue to expand and redefine the nuances of our understanding of the Holocaust daily (Oztig, 2022).

While it will continue to be true that we have construct*ed* and are continually construct*ing* the moral sources by which we live (Shotter, 1992; Taylor, 1992), these can be glacial shifts in understanding. Even though the idea of irrefutable truths is itself a truth we constructed amongst and for ourselves, it *is* therefore true. When we teach our students that the existence of concentration camps is irrefutable because we can prove it, it is only through our constructions of proof that we can do so. That we can visit sites of remembrance, that we can see and touch and feel artifacts, that we can communicate with, record, and disseminate the testimony of survivors, all of it exists and is definable because we universally believe it to be so. It is our responsibility as educators and researchers, therefore, to recognize the borders and facets of our constructed knowledge of the Holocaust and to introduce them to our students. By acting as their guides as they perform the actions of constructing this knowledge for and with one another, we ourselves act to reinforce our universal ethical and value systems and shore up the paradigm of Holocaust education. It is with this aim in mind that the research employs the tools of critical pedagogy (Freire, 2018) to keep these socially constructed pieces of knowledge under scrutiny by frequently reexamining how these definitions are reflections of the institutions of power and social control which dominate our lives and ways of thinking.

Critical Pedagogy

Running through all of this like an undercurrent is Freire's (2018) critical pedagogy, which sees the social element as described by Vygotsky as being focused on the systems of oppression that dominate the contexts of students and teachers. This is indeed social constructivism in action, as the teacher helps the student to gain a critical awareness of the system of oppression in question, doubling as a system of significant symbols as described by Geertz (1973). While our current society is not overtly engaged in a system of oppression exactly

the same as what is being studied in the Holocaust, the moral and civic lessons being imparted pertain to what *can* occur when the bureaucratic and technological machinations of democracy are turned upon a people (Papastephanou, 2016). These lessons can—and by the end of a quality Holocaust course, should—be extrapolated by students and/or teachers for application in our modern lives in the pervasive and persistent institutional racism and sexism in America and around the world. Perhaps even more importantly for some, said extrapolation should be done in a manner that is culturally responsive to the micro-social levels at which the students find themselves: their state, their district, their school, their class.

Technological Pedagogical and Content Knowledge (TPACK) Framework

While there currently exists no standardized definition of what constitutes the highest quality of instruction, the Technological Pedagogical and Content Knowledge (TPACK) (Mishra & Koehler, 2006) framework offers us insight into where the field may currently be falling short.

Building upon the Pedagogical Content Knowledge of Schulman (1986), the TPACK model puts forth a framework for analyzing and understanding the complex nature of teacher education and preparation. TPACK comprises three distinct core elements: content knowledge (CK), pedagogical knowledge (PK), and technology knowledge (TK). Each of these refers to the specific well of knowledge a teacher has pertaining to a given element of their work. CK refers to their subject-area content expertise. PK refers to their knowledge of pedagogical practices and procedures for the classroom. TK refers to their mastery of instructional technology tools and strategies. Where each of the core elements intersect, additional sub-elements emerge in the forms of pedagogical content knowledge (PCK), technological content knowledge (TCK), and technological pedagogical knowledge (TPK). Lastly, the main knowledge element that lies within the intersection of all three core elements is the Technological Pedagogical and Content

Knowledge (TPACK) itself (Koehler et al., 2013; Mishra & Koehler, 2006). PCK is reminiscent of Shulman's (1986) theory that knowledge of pedagogy should be specific to a given content area; a math teacher must invariably teach their course differently than the social studies teacher across the hall. TCK is the teacher's navigation of the reciprocal relationship between their content area and the technological tools they employ in service to that field of study. TPK is a teacher's comprehension of how technology is used in the service of teaching and learning as applied to general practice. Finally, TPACK is the culminating knowledge of all single and combined knowledge domains working in conjunction with one another as interrelated parts (Mishra & Koehler, 2006).

It is unlikely that IDers from a private company or university department would possess the proper combination of necessary technological, pedagogical, and content knowledge (Koehler et al., 2013) to ensure that the course meets all the criteria of a high-quality Holocaust education. Where they might be strong in the technological element, their mastery of the unique content and pedagogy of the Holocaust will most likely be lacking. So, too, might well-organized and highly qualified classroom teachers find themselves at a loss for the technological proficiency and learning design theory background knowledge necessary to develop an online course which meets the strictest of industry standards and ensures a high-quality online learning experience (Fish & Wickersham, 2009; Ledford & Sleeman, 2000; Lee et al., 2012).

Normally, the IDers would meet with a SME to gain the knowledge necessary but given the need for extensive training in Holocaust content and pedagogy, it would be much simpler—and efficient—to include the teacher from the outset. It would be even more beneficial still if the designer and instructor were the same person. Through the study of the work of others currently out in the field and the careful self-study of my own work, I have explored the opportunity

provided to completely design, develop, and implement an Honors course about the Holocaust to be delivered asynchronously online to secondary students. But perhaps one of the most crucial elements in the guidance of students through a course covering the Holocaust is a commitment to *caring* for them.

Ethics of Caring

The Holocaust in and of itself is a weighty historical subject, touching upon acts of indescribable violence, psychological and emotional turmoil, and utter loss. Students are taken on an all-too-brief tour of "the utter depths of despair, to the apogee of bliss" (Silverstein, 2012, p.1) in nearly every lesson. The mantra of many trained Holocaust teachers is "safely in and safely out" (Echoes & Reflections, 2022), a reference to appropriately bringing students into and out of contact with content which could potentially have a deeply damaging impact if not handled appropriately. It is this attention to the emotional, psychological, and intellectual well-being of their students on a near-daily basis that clearly sets the curriculum and instruction of Holocaust education apart from most other subject areas. Coupled with this complicated nature of the course's content area is that a class such as the one being created for this research project is to be delivered in a mostly asynchronous online learning environment. To ensure the well-being of the students taking the proposed course, the development of a caring framework must be particularly attuned to both the unique nature of the content as well as the specific context of the delivery method. As such, it is imperative to paint a picture of where the field currently stands at the intersection of caring and design.

In 1984, Nel Noddings introduced the concept of an "ethics of care" in her book, *Caring: A relational approach to ethics & moral education*. This work provided a foundation for a burgeoning dialogue on the role and responsibility of the teacher as the 'one-caring' and the

impact that such caring could have on the student, the "cared-for" (Noddings, 1984). This approach to teaching and learning emphasizes the establishment of a "caring relation" built upon receptive attention, empathy, and trust which goes beyond the traditional give-and-take (Noddings, 1984, 2012a, 2012b). While this concept of an ethics of care as a practice for classroom teachers has existed for some number of years now, it has only recently been receiving attention as a framework for implementation as part of the online instructional design process.

In their 2003 article, Osguthorpe et al. address elements of the concerns raised about the dichotomy between instructional designers and teachers. They make a case for what they call a "moral dimension" of instructional design, which they point out are inherent in most every learning interaction. Later, the authors introduce the idea of a "conscience of craft", or indelible desire of a worker to instinctively default to the standards of quality in their chosen profession in order to perform their tasks or create their products to the best of their ability (Osguthorpe et al., 2003; Osguthorpe & Osguthorpe, 2007). While this may lead to an inherently better quality of choices from a theoretical design standpoint, the authors' notion of a "conscience of sacrifice" speaks to a designer's ability and desire to think beyond their own work and to "act out of concern for those who will experience the instruction, as well as for those who are working on the team?" (Osguthorpe et al., 2003, p. 21). It is in this arena that Rose & Tingley (2008) believe that a classroom teacher can enhance the quality of instructional design while simultaneously enhancing the quality of their own instruction, a premise this research project is all too eager to adopt.

ADDIE Model as an Analytical Process

Given that this research project is aimed at the investigation of the processes employed in the field of instructional design as applied to the creation of courses for use by public schools,

this chapter is structured around the frequently employed ADDIE model. Its acronym refers to the elements, Analysis, Design, Development, Implementation, and Evaluation. As a recursive model, the different elements are constantly in motion and Evaluation is always at play. Originally developed in 1974 at Florida State University for use in its partnership with the US Army for the purpose of developing and implementing trainings for military personnel, it has evolved and been heavily adapted over the last five decades to better reflect both the changing realities of the work being done in the trenches of instructional design field as well as the constant reevaluations and emerging notions of the theorists in academia (Amatya, 2022).

As such, the ADDIE model of 2022 finds itself much less firmly compartmentalized and much more adaptive to the particular needs of clients' unique situations and needs. Various other models, such as the Dick & Carrey Model and the SAM Model (Allen & Sites, 2012), are popular with designers, but this researcher has chosen to stick with the ADDIE model's broad stages and descriptors in order to best reflect the work being done in the field without pigeonholing myself into too specific of a process that did not match with the policies, procedures, and preferences of the client school. Certain adaptations and inclusions for other design approaches were made within the larger framework of the ADDIE model.

Putting an emphasis on the same ADDIE model of instruction employed throughout this research project, Rose & Tingley have put forth some recommendations for modifying traditional instructional design to better reflect an ethic of caring. This framework, which they call "ethical design" (Rose & Tingley, 2008, p. 12), guides the various stages of this project.

Analysis

Already a popular approach to opening an online course, an ethical design version of the needs assessment and target population analysis focuses on coming to know the students and

their individual as well as communal needs through a period of sharing (Rose & Tingley, 2008). Often, this takes the shape of an initial discussion board posting by each member of the class, who are greeted by one posted by the teacher themselves at the onset. Most of these, however, offer nothing more than a cursory glance at a student's life and what they desire to get out of the course. More critical self-reflection would be necessary to begin to develop the "caring relations" (Noddings, 1984, 2012a, 2012b).

Design and Development

When making the countless decisions concerning the inclusion/exclusion of learning materials and the creation of learning activities, the instructor-designer has the opportunity and responsibility to encourage student learning and engagement, rather than mandate its acquisition (Rose & Tingley, 2008). Taking an ethical design tact in this stage would encourage the careful curation of multimodal media, and myriad instructional activities, to better help students to see the relevance of their learning to their lives. While reflecting on these choices, an instructor-designer would consider that ethical design activities "should provide opportunities for modeling… dialogue… practice… and confirmation" (Rose & Tingley, 2008, p. 13).

Implementation

Though omitted from the Rose & Tingley recommendations due to their focus primarily on the processes of instructional design, not instructional delivery, this research must take into account that the researcher has not only been informed by their experiences teaching the original course previously and will be actively engaged in teaching said course throughout the research process but will also be expected to implement the newly redesigned course once it is ready for public consumption. This is where the bond between instructor and designer holds the most

weight and has the most to offer. It is also here that caring relations have the greatest opportunity to strengthen and grow over time.

Evaluation

The evaluation stage in an ethical design should be reflective of the emphasis placed on the whole learner's entire learning experience, rather than on a standardized performance capturing a mere snapshot of a day. Thornton (as cited in Rose & Tingley, 2008) remarks that in an ethic of caring, "assessment of learning outcomes will center on 'what did each pupil learn?' rather than 'did all the pupils learn X?'" (p. 3). As such, the instructor-designer must be conscious of employing more authentic forms of assessment which may allow the learners multiple avenues towards demonstrating their mastery (McLoughlin, 2001).

About the Researcher

Given that this project employs a self-study methodology and places myself at the center of the research, it is important to critically evaluate the impact that my background and experiences have on the research. Like action research, self-study serves to help the teacher-researcher engage in reflective practice and analysis of the distance between what they believe to be their personal theories of teaching and learning and their actual performance. Through the process of self-study, teacher-researchers can learn as much about themselves as they can about their students and the educational theories they aim to examine (Hauge, 2021). The first stage of this process is a critical reflection on the assumptions about the nature of research and the motivations I bring to the research process. This is then followed closely by a reflection on the professional experiences which have shaped my practice and colored my interpretations of design and instruction.

There is, in truth, a deep personal question that I have hoped this research will answer for me: "Why do *I* study the Holocaust?" This is a question that I am often asked. Nearly every person that I have engaged in conversation about the fact that I am a doctoral candidate has asked me a variation of this seminal question. And it's certainly a fair question, as I do not possess many (or, seemingly *any*) of the qualities one would ascribe offhand to the prototypical Holocaust scholar. For starters, I am not Jewish. I do not have Jewish relatives by blood, though my wife and I have been–and remain–close to a Jewish extended family-by-choice of dear personal friends. We have attended Seder at their house every year of the past decade and a half and much of what I know of Reformed Judaism has come from their instruction. And now that their beloved patriarch has passed away, I have been afforded the honor of hosting the Pesach myself. Put most simply, I learn about and teach about the Holocaust and Judaism because I *care* about the Jewish people and their history. But this raises the important consideration regarding just whose voices carry the refrain of "never again!".

It should not be readily assumed that an academic interest, no matter how earnest, in another people or their history constitutes a right to said history. The history of academia is rife with examples of this sentiment gone awry. On the morning of October 16th, 1968, the Black Caucus of the African Studies Association (ASA) presented a set of demands to their organization's Executive Board. In the big picture, their aim was to reorient the nature of the Association to a more pan-African outlook, with the short-term goal of the acquiring more equitable representation of Black scholars on several committees and the Association's Executive Board itself. Eventually the situation resulted in the total disruption of the conference and the breaking away of the newly formed African Heritage Studies Association (AHSA) (Challenor, 1969). More was at stake, of course, than a few controlling votes within an academic

organization. A few years after the events, scholars Ronald Chilcote and Martin Legassick reported the continuance of the sentiment that,

> the academic gamesmanship which prevails in the profession has frequently led to the writing of too much about too little on Africa. Consequently, blacks in this country and in Africa are questioning the values which underlie the profession and scholarship" (1971, p. 4).

Though the Montreal situation has long since deescalated, the center of the academic representation debate continues to this day, and has been further complicated by the emergence of the field of "white studies" in the 1990s. Scholars in this field, which has come to be more commonly known as "Critical Whiteness Studies" (Applebaum, 2016) purport to study and discuss "cultural activities favored by whites and to talk about whites' views on race relations" and "unlike other ethnic studies programs which tend to be celebratory, many white studies scholars focus on what is wrong with whites--particularly what makes them want to exclude or degrade racial minorities" (Moskowitz, 1997). As one can imagine, this has been met with mixed reactions from multiple points along the political and racial spectrums.

Even as recently as April of 2019, ten non-black African studies professors at California State University Northridge and Dartmouth College received anonymous death threats claiming that they deserved to be killed for the crime of teaching African history without being of African descent (Kelley, 2019). Police officials have traced the threats to a single fringe Black nationalist in Atlanta, but the events point to the larger trend of anti-white, anti-LGBT, and antisemitic sentiments prevalent amongst similar groups such as the Black Hebrew Israelites, Nuwaubian Nation of Moors, and the Nation of Islam (Kelley, 2019). They also reiterate the ongoing nature of the debate of representation in higher education.

Just as the dominance of non-black scholars in the study of Africa's history both implicitly and explicitly served to reinforce neo-colonial control, the preponderance of non-Jewish voices in the field of Holocaust education can also be construed as posing a threat. This is not an issue that should by any means drive me from the field, but it does serve to give me pause and reason to reflect upon my own positionality as a learner, a teacher, and a researcher of the Holocaust. Engaging in such reflection also serves to help me analyze the influence of my experiences as an instructional designer and my experiences as an online instructor on this project.

Professional Experiences as an Instructional Designer

While I have undertaken the tasks of redesigning and redeveloping the AP World History and AP European History courses with each subsequent revision published by the College Board in the past five years, my position with Pasco eSchool has never formally been that of an IDer. Compensation for the additional work has come in terms of smaller student loads and increased flexibility with other tasks, but as of writing, I have only ever entered into formal agreements with Pasco eSchool and Pasco County Schools to fulfill supplementary contracts as an IDer. This work comes in addition to, not in lieu of, my work as a Virtual Instructor, which remains my full-time job. During this school year, I am also completing a contract for AP Seminar, a course which we are offering for the first time. Work commences on the Holocaust course redesign at the completion of this research project, which will serve as the foundation for the redesigned course. At the successful completion of that redesign, I will begin teaching that course as an "Honors" alternative to the "History of the Holocaust" course we currently offer with no additional credit supplements.

Both prior to and concurrently with these eSchool contracts, I have completed several freelance contracts in instructional design for firms such as eLearning Innovations and GW Solutions. My work for them includes test bank learning-objective alignment, content deliverables, as well as full-fledged courses in fields as disparate as Medical Terminology, Sociology, and Multicultural Literacy. I am similarly engaged in developing content out-of-field for a Practical Mathematics course on behalf of GW Solutions, a Florida-based instructional design firm. While these experiences, coupled with the academic experiences I received during my coursework in instructional technology at the Master's level, comprise a fair amount of time spent in the instructional design field, it should be noted that my primary occupation and the bulk of my educational career has been spent as a teacher, both in the classroom and online.

Professional Experiences as an Online High School Teacher

Since 2014, I have been employed by Pasco eSchool as a Virtual Instructor. I have taught nineteen different "preps" (course offerings), scattered between the three Learning Management Systems (LMS) employed by the school: Canvas (the district's LMS), Educator (FLVS' LMS), and the APEX LMS used for the district's "Save Our Seniors" (SOS) credit-recovery program I helped launch in Winter 2019. As of the beginning of this school year, I currently teach five courses (AP World, US, and European Histories; AP Seminar; and History of the Holocaust) with a student load of approximately 130 students at any given point. I also serve as the "lead" teacher for the Social Sciences department, a supervisory and support role like that of a department head or chair.

Personal experience would suggest that the bulk of the average student's interaction with the study of the Holocaust would stem from the cursory probes perpetrated by English Language Arts (ELA) teachers in the middle grades and a combination of English and World/United States

History teachers in the secondary grades. How do these courses treat the topic in their online iterations? Do they do so at all? This is a topic of much personal concern, as I teach both English and History at the secondary level in an online setting. The body of research investigating the treatment of the Holocaust as a *part* of a broader online secondary history or social science course is even more scant than that which this study proposes to build. These concerns will be addressed in later research, but will ultimately play a role in this discourse, given that I am tasked with this same designer-instructor role for courses which meet those criteria. While my situation is not entirely unique, it's not the norm amongst our staff of nearly 100 teachers, or in the field at large, either (Lee et al., 2012). And while I am one of seven teachers at Pasco eSchool currently stepping up the instructor-designer plate, I am the only one with an abundance of both ID and classroom experience *and* academic education on our roster.

Definitions of Terms

Due to the subtle, often nuanced differences in pedagogical and theoretical approaches across the many fields of study this research touches upon, a brief definition and discussion of some of the terminology at play is warranted. How each of the terms in these sections have been couched contextually have borne an impact on not only the methodology employed in the research, but also play a role in underpinning the larger discussion and recommendations.

"Shoah" and "Holocaust"

The term "*shoah*" was first coined in a leaflet publication in Jerusalem by the United Aid Committee for the Jews in Poland in 1940 and stems from the Hebrew word "*sho'ah*", a reference to a "whirlwind of destruction" (Yad Vashem, n.d.). In the 1950s the term "Holocaust" also emerged into common usage, at least in reference to these events. It is interesting to note that the lowercase version of the term, "holocaust", has been used to reference large-scale violent

deaths since the 18th century. Derived from the Greek word "*holokauston*", it originally meant a sacrifice to God that was offered up in fire. Some have argued that the term *shoah* refers more specifically to the Jewish experience during this time, while the Holocaust's definition encompasses all of the Nazis' victims. Both terms are now generally accepted to refer to the all of the events between 1933 and 1945 and are used interchangeably in this research, with the greater emphasis placed upon the more popularly used "Holocaust".

"Online Learning" v. "Distance Education"

While the two terms are often used interchangeably in common parlance, "distance education" and "online learning" bear different denotations when used academically. Distance education is defined by iNACOL as, a "general term for any type of educational activity in which the participants are at a distance from each other—in other words, are separated in space. They may or may not be separated in time (asynchronous vs. synchronous)" (2011c, p. 5). This definition makes no reference to delivery medium and only broadly mentions the activities being undertaken by the undefined participants.

The organization's definition for online learning, on the other hand, is a bit more particular. They explain that online learning is,

> Education in which instruction and content are delivered primarily over the Internet (Watson & Kalmon, 2005). The term does not include print-based correspondence education, broadcast television or radio, videocassettes, and stand-alone educational software programs that do not have a significant Internet-based instructional component (U.S. Department of Education Office of Planning, Evaluation, and Policy Development Policy and Program Studies Service, 2010). Used interchangeably with Virtual learning, Cyber learning, e-learning. (iNACOL, 2011c, p. 7)

For the purposes of this dissertation, the term *online learning* is more directly related to the scope of the investigation and will serve as the prevailing terminology.

Chapter Summary

This introduction has served to establish both a historical and contemporary context for this research project by addressing the pressing concerns of the precipitous rise in violent nationalist rhetoric and attacks within our culture and beyond, coupled with a demonstrable drop in student understanding and academic endurance regarding the events and enduring impact of the Holocaust. It has laid out a cursory glance at the historical background of the fields of Holocaust education and online instructional design, paying special attention to the steady growth of both fields and the legal mandates of the last two decades which keep them at the forefront of the educational discussion in the state of Florida. It has also provided overviews of the context for myself as the researcher, my target audience, and the methodology employed in my self-study, all while elucidating the guiding research questions which drive the inquiry.

The following chapter will expand upon the first by discussing the body of research that has already been completed in relation to the fields of Holocaust education and online instruction, and further specifying the gap in the literature therein. The third chapter will break down the theoretical, conceptual, and methodological approaches the researcher will employ in data collection and analysis.

The fourth chapter will take the reader through the series of analyses commensurate with each stage of the design process undertaken in the research project. These will address the goals and tasks of the research project as well as further describe the situational contexts mentioned in the Introduction. The dissertation concludes with a final chapter which will reflect on the project as a whole and discuss the implications for further practice and research.

Chapter Two: Literature Review

This chapter is structured upon the central elements found in the literature pertaining to the often-disparate fields of Holocaust education and online learning. It will first follow the history of Holocaust education, tracing its development from the 1970s to the Holocaust education mandate of 1994 and beyond. The chapter then engages in a discussion of the pedagogical approaches and content decision-making practices which permeate the practice of Holocaust education. Further, the chapter will examine the rapid expansion of online learning in the past several years and reflect on the field practices and the literature's premonitions for its future. Finally, this chapter focuses on the distinctive gap between these bodies of literature, namely, the paucity of sources at the convergence of Holocaust education and online course design.

Holocaust Education Literature

History of Holocaust Education in America

In her work on the history of Holocaust education both domestically and abroad, Littell (2014) uses the term "signal events" to identify key historical events that have occurred in the years since World War II that have brought international attention back to bear upon the Holocaust. No study of the history of Holocaust education would be complete without the mentioning of these signal events and their impact on our nation's consciousness towards the Holocaust, as well as their creation or exacerbation of many of the underlying debates which still engulf the field today.

After Allied forces first began liberating concentration camps in April of 1945, an immediate chorus of phrases such as "never again!" and "remember!" arose around the world. There was an initial upswell of support for the survivors of the camps and ghettos, as the world was shocked by what they claimed to be only discovering just then. While research is still uncovering the full extent to which the world knew about what had been happening, it is generally acknowledged that much of the world had been unaware of the full magnitude of the crimes being committed. As the war ended over the course of 1945, the world watched with rapt attention as the perpetrators of the Holocaust were systematically tried and sentenced during a series of International War Crimes Tribunals, the most famous of which came to be known as the Nuremberg Trials in 1945 and 1946. For some, these trials offered a sense of catharsis and an impression that justice had been served, if only in part. For others, this sense of relief was tempered by the realities of burgeoning Cold War politics and the necessity of building a post-war Germany upon the battered framework left behind by the Nazi regime's bureaucracy. While many prominent Nazis were indeed executed or incarcerated for their crimes, many lower-level officials were released and put to work on behalf of the occupying forces. A German public eager to move on embraced the notion of sweeping much of their nation's complicity under the rug and pressing forward toward Adenauer's New Germany (Bergen, 2009; Hilton & Patt, 2020). By the time the United Nations (UN) convened in 1948 to draft the Universal Declaration of Human Rights (UDHR), host the Convention on the Prevention and Punishment of the Crime of Genocide (UNGC), and lead the way in the establishment and international acceptance of the existence of the State of Israel, many around the world felt that the Holocaust was officially over and that the world had been taught a lesson it would not soon forget (Hilton & Patt, 2020).

However, many of these signal events created theoretical and intellectual issues which still frame many discussions pertaining to Holocaust education.

When Raphael Lemkin's definition of the term "genocide" from the 1930s finally began to be promulgated following the war in 1946, it took on a life of its own and became mired in controversy (Shaw, 2015). While at its most basic level it offered a term for those who would seek to define and explain what had happened in Europe, it sought a more universal application than to just the specific historical events of 1933 to 1945. Survivors had already been using the terms "*Shoah*" (in Hebrew) and "*Holocaust*" (originally Greek for "burnt offering") to describe their specific context (Yad Vashem, n.d.). It is also interesting to note that the term "Holocaust" was already in use in the American political lexicon, as seen in suffragette and political activist Ida Wells' (1909) description of the lynching of African Americans, primarily (though not exclusively) in the American South at the turn of the 20th century. Alongside this concern, the official adoption of the UN's UDHR (United Nations [UN], 1948) inextricably linked the nascent context of the Holocaust to the emerging contexts of both genocide and human rights. Given that the terms "genocide" and "human rights" were conceived as universal concepts, and the Holocaust was defined by a clearly established historical timeline and cast of players, these developments immediately sparked an ongoing debate over the universality vs. specificity of the Holocaust (Shaw, 2015; UNESCO, 2010, 2015).

Similarly, with the 1948 reestablishment of the state of Israel, and the subsequent disappearance of the nation of Palestine, the new country's entire existence became intertwined with the Holocaust. Many have claimed that Israel's creation was partially fueled by an international feeling of guilt over the happenings of the Holocaust, a move that was intended to provide a haven for the Jewish diaspora that would simultaneously alleviate a massive influx of

refugees for already war-torn European nations (Novick, 1999; Schweber, 2006). Right away in America, support for Israel was (and still is) seen as pro-Judaism, while criticism of the state has often been seen spun as being antisemitic. Both in the United States and abroad, this convolution of logic is reported as a major detractor for some teachers and students from broaching the topic during Holocaust instruction (Schweber, 2006).

Given how eventful and promising the developments of the years immediately following the conclusion of the Second World War were, the remaining time of the 1940s, 1950s, and 1960s were marked by what would now be considered an unfortunate and uncharacteristic silence from most Holocaust survivors (Littell, 2014). Given that the vast majority of the European Jewry chose not to return to their former homes in Germany, Poland, Austria, and elsewhere, it is easy to understand how they felt the need to combat the traditional antisemitic and anti-Zionist stereotype that Jews are loyal above all to Israel, and to one another. A great number also chose public and/or private silence as a means of dealing with their memories (Littell, 2014; Mintz, 2004; Novick, 1999). For them, it was easier to repress or put aside those memories in favor of looking—and moving—forward.

The next decades saw several key periods of resurgence of international attention on the history of the Holocaust and the state of Israel. While it had been printed as soon as 1945, it wasn't until 1952 that the *Diary of a Young Girl* by Anne Frank was published in English for the first time. Similarly, it was nearly a decade later in 1960 that Elie Wiesel's autobiographical *Night* also came to be published in English. The approachability of both texts makes them stellar exemplars of young adult Holocaust literature and continue to serve, alongside Lois Lowry's historical fiction novel *Number the Stars*, as the backbone of many middle and high school ELA courses' initial forays into Holocaust education (Davies, 2001; Schweber, 2004, 2006). Some

schools and districts introduce students to the Holocaust through these means as early as fourth or fifth grade (USHMM, n.d.c).

Concurrently, the daring 1960 capture and extradition of high-ranking Nazi officer Adolf Eichmann by Israel's Mossad agents in Argentina reengaged the world's attention with Israel and its ongoing quest for justice. Over the course of 1961, Eichmann was tried for his crimes, and its broadcast was the first time since Nuremberg that people had heard witness and survivor testimony on such a grand scale. In 1962 Eichmann was executed; the first time that Israel publicly utilized the death penalty. The next year, in 1963, philosopher and writer Hannah Arendt released her book, *Eichmann in Jerusalem* to much international critical and popular acclaim. For those who had not already been enraptured by the events of the Eichmann trial, it was now brought into focus. The coverage of the trial, combined four years later with the 1967 Seven Days' War between Israel and Egypt, kept Israel from falling out of the international spotlight.

During the late 1960s and throughout much of the 1970s, there was a movement in education known as the "affective revolution", spearheaded by thinkers such as Harvard psychologist Lawrence Kohlberg (Fallace, 2006, 2008; Kohlberg, 1975). Building upon the earlier work of Progressivist John Dewey and the stages of development laid out by Jean Piaget, Kohlberg envisioned his own series of stages through which students passed in their cognitive and moral development. According to this line of thinking, students in secondary education were reaching a point in their development at which they were beginning to demand more relevant curricula and were using said curricula to call into question their own beliefs and moral viewpoints. In the study of the Holocaust, teachers who embraced this educational philosophy found opportunities

to have their students engage in a moralistic investigation of the events of 1933 to 1945, and to reshape their views of the world.

In 1972, the first American secondary education courses dedicated specifically to the study of the Holocaust and genocide begin to be offered, primarily in Massachusetts and New Jersey. Professors at elite Eastern universities such as Harvard and the University of Massachusetts (UMass) were actively engaged in international, interfaith conferences and discussions on the role of Christian churches in preserving the memories and promoting the education about the Holocaust (Littell, 2014). During their confabulations, they were instilling in their own students and the teachers attending their local conferences the importance of Holocaust education. It is interesting to note that the biggest initial push for widespread Holocaust education in America came from Gentile school teachers, funded by both private Jewish organizations and grants from local school districts (Fallace, 2006, 2008; Littell, 2014).

Perhaps Holocaust education's most formative year of all, however, was that of 1978. Over the course of the year, the first two official Holocaust education curricula, *Holocaust Years: Society on Trial* and *The Holocaust and Genocide: A Search for Conscience* were published. Both were built upon the work of the students at Harvard and UMass, as well as their colleagues and peers. They captured the essence of the affective revolution, combining primary historical resources, captivating personal narratives of survivor testimony, and connections to contemporary events of interest to the students.

From April 16th through the 19th of that same year, CBS aired a four-night mini-series entitled, *The Holocaust* which told the story of a family's exploits during the Holocaust. While well-known survivor Elie Wiesel called it "inaccurate and offensive" (Fallace, 2006, 2008), the nation was consumed by the narrative telling of the history. President Jimmy Carter himself is

said to have been particularly enthralled by the series, and his formation of the "President's Commission on the Holocaust" in November 1978 would seem to suggest the great extent of the series' influence (Fallace, 2006, 2008). It was the final report of said commission, chaired by none other than Wiesel himself, which suggested and ultimately paved the way for the creation of the United States Holocaust Memorial Museum (President's Commission on the Holocaust, 1979).

Despite sharing the opinion of Wiesel concerning CBS' series, the leaders of the Fortunoff Video Archive were inspired by the uptick in public interest in 1979 to begin the first collection of video-recorded Holocaust witness and survivor testimonies. Their efforts have led to the capture and preservation of tens of thousands of hours of testimony, which have informed students, teachers, and scholars alike (Hilton & Patt, 2020).

Building upon the success of the earlier curricula and riding the same wave of national interest, the *Facing History and Ourselves* curriculum was first published nationally in 1983, after a years-long process of collating and culling the input and feedback of Holocaust educators and scholars across the nation (Fallace, 2006, 2008). Unlike its predecessors, however, *Facing History* has taken a slightly different approach than the Holocaust curricula which came before it. While the others were conceived, crafted, implemented, and published at the tail end of the affective revolution, *Facing History and Ourselves* chose a tack more along the lines of socio-cultural historicism. It employs a more historical approach, though it still utilizes a blend of personal narrative, witness accounts, and an emphasis on building an emotional connection between student and victims.

The 1980s and the first few years of the 1990s, while less known for its signal events, did not represent a stagnation or decline in the presence of Holocaust education in the United States.

Television series, documentaries, and films were released sporadically throughout these years, and courses were still offered at both the secondary as well as collegiate levels, in keeping with the same levels of the previous decade, if not witnessing a steady yet small increase.

Arguably the most significant year for Holocaust education signal events was 1993, during which the United States Holocaust Memorial Museum (USHMM) had its dedication and grand opening at the end of the National Mall in Washington, DC That same year, the award-winning movie *Schindler's List* premiered. A fervor for Holocaust education swept the country once again (Mintz, 2004; Novick, 1999). Following closely on the heels of these events was a wave of bills passing through local and state-level legislative bodies, prompting the creation of Holocaust education mandates and the formation of commissions on Holocaust education. Exemplified by the 1994 Florida mandate, explicit instruction in the content and/or lessons of the Holocaust became mandatory (Holocaust Education Bill, 1994) in several states. Several of those who chose to only form commissions nevertheless crafted Holocaust curricula for distribution to school districts, and numerous regional museums and educational centers were established nationwide.

Inspired by his time in Poland filming *Schindler's List*, director Steven Spielberg founded the Shoah Foundation Institute for Visual History and Education, which undertook the monumental task of interviewing Holocaust survivors for the express purpose of preserving their stories for future generations' benefit and education. In just 1994 and 1995 alone, the foundation collected over 50,000 hours of video testimonies (University of Southern California Shoah Foundation, [USC Shoah], 2022a). They carefully edited and digitized the videos for years until, in 2006, Spielberg officially handed the Shoah Foundation over to its now permanent home at the University of Southern California (USC Shoah, 2022a). In 2012, the USC Shoah Foundation

launched their revolutionary "IWitness" online platform, bringing hundreds of thousands of hours of witness and survivor testimonies, coupled with powerful video editing tools, to the classroom for students and teachers. Since its launch, the IWitness program has been expanded to include testimonies on additional genocidal atrocities such as the Armenian massacre and the killings in Bosnia, Rwandan, and Darfur (Could & Gradowski, 2012; Haas, Berson, & Berson, 2015; McBride et al., 2014; USC Shoah, 2022a, 2022c). It now serves as one of the finest examples of Web-based tools for teachers and students to engage with primary sources and survivor testimonies.

This trend has come to dominate Holocaust education as the Internet and digital learning tools have become more prevalent over the past two decades. Survivors have also taken to promulgating their own stories, sharing their knowledge online via discussion boards and chat rooms (Lazar & Hirsch, 2012, 2013a, 2013b, 2014).

History of Holocaust Education Abroad

Research has shown that a tension exists between a nation's local history with genocide/human rights violations and its emphasis on Holocaust education (Eckmann, 2010; UNESCO, 2010, 2014, 2015). Emblematic of this tension is the African nation of South Africa, which sports a long and bleak history of European imperialism and arguably genocidal apartheid policies, the legacy of which the nation still wrestles with today. Gilbert (2010, 2012), amongst several others, have begun to demonstrate a connection between the South African people's lingering cultural memory of apartheid with their lack of knowledge and instruction in the Holocaust. Despite efforts by scholars such as Edward Kissi (2006, 2016, 2019, 2021) much work remains to be done in investigating the extent to which African nations knew about, and acted in response to, the Holocaust.

An outlier amongst this trend would be the nation of Cambodia, which sees a predominant lack of not only instruction and information on the Holocaust, but on their own genocidal history regarding Pol Pot's Khmer Rouge (UNESCO, 2010, 2015). Similarly, nations with histories of human rights abuses or genocides of their own (i.e., Bosnia, Rwanda, Darfur, the Sudan) often either ignore the topics completely or place more of an emphasis on the Holocaust than on their own abuses, employing the maximal standard of the Holocaust as a genocide so as to make all other atrocities seem to pale in comparison and in turn downplay the ferocity of their own past crimes (Shaw, 2015). Many have begun to argue that the United States is also guilty of this act of misdirection of cultural memory in an attempt to alleviate its collective guilt over the historical mistreatment of indigenous inhabitants and ethnic minorities.

While in the formerly Allied Western European nations the research and instruction regarding the Holocaust is generally in keeping with that of what has been seen in the United States over the last few decades, there exist two other camps. The first camp, comprised of former the 'perpetrator countries' of Germany, Austria, France, Poland, and others have very unique historical and contemporary circumstances which must be adroitly navigated when teaching about the Holocaust. These countries displayed a trend of delaying the undertaking of such instruction, being some of the last to adopt official days of remembrance, construct memorial sites, and/or craft official curricula (Bastel, 2010; Boschki, 2010; Meseth, 2010). Even then, the teachers and students in the classrooms now are three or more generations removed from the perpetrators of the crime, and often don't wish to be made to feel responsible for the actions of ancestors who are mostly now deceased (Kreig, 2015), a sentiment vaguely echoed by the opponents of so-called "revisionist history" and "critical race theory" in the United States.

The countries of Western Europe are also currently facing the considerable strains of a rapidly pluralizing society and an ongoing influx of refugees from traditionally Muslim countries such as the MENA ones mentioned in the 2019 ADL survey. Many of those students who are newly arrived in the country and are just beginning to build their own civic efficacy in a new land are not inclined to take on the burden of the history of the ills of National Socialism (Bastel, 2010; Boschki, 2010; Meseth, 2010; Schweber, 2006). Some, especially young Palestinians relocated to Sweden, have reported harboring some resentment towards the educational systems of their new homes for focusing so much on the history of the Holocaust but not upon the plight of their own histories, peoples, and ongoing causes (Adwan et al., 2020).

The other camp of European countries, particularly those from the former Soviet bloc such as Estonia, can be thought of as "tag-along countries", who have adopted Holocaust education policies and practices mostly as a show of support and comradery with their allies in the European Union (UNESCO, 2015).

Textbook analyses conducted over the course of the past decade have indicated some hopeful trends, however. Employing "curricula and textbooks [in order to] provide an objectified record of institutionally sanctioned analytical concepts and historical narratives which may be systematically compared on an international level" (UNESCO, 2015), both Bromley & Russell (2012) and UNESCO have shown that while Eastern Europe lags behind the Western nations in both its quality and quantity of coverage of the Holocaust, said coverage is expanding at a much faster rate than in other regions of the world.

The Current State of Holocaust Education

No longer only a nominal offering, courses covering the events of the Holocaust now permeate secondary education in the United States and are nearly ubiquitous amongst Western

universities (Apsel, 2011). However, the method in which those courses are delivered, as well as how pedagogical and curricular decisions are made can differ dramatically from region to region and country to country. In a 2014 survey of international Holocaust education, researchers from UNESCO found that, "teaching about the Holocaust differs considerably from one country to another and within any one country in terms of content, support structures and time allocated to studying the subject" (UNESCO, 2015, p. 9). Though not binding mandates, the overlapping pedagogical and curriculum recommendations of international bodies such as UNESCO, the Council of Europe, the IHRA, and the European Agency for Fundamental Human Rights (FRA) represent a core of widely accepted Holocaust education practices. The degree to which a country embraces these standards is in turn a reflection of its own particular historical connection to, and modern social perception of, the Holocaust; no two countries embrace them identically.

Why Study the Holocaust? At the very heart of the content subject, however, rest two very important theoretical issues. The first, pertaining to the topic's legitimacy as an academic subject, is "Why study the Holocaust?" One phrase appears in a multitude of the definitions published for the Holocaust; "a watershed event in the history of humanity" (Task Force for International Cooperation on Holocaust Education, Remembrance and Research, 2015; USHMM, n.d.c., 2022a; Parents' Bill of Rights, 2022) a term usually reserved for times of great and lasting change in a narrative. This would suggest that as a historical subject, the Holocaust has irrevocably altered the course of human history and therefore merits inclusion in the curriculum based upon its significance.

But often, there is a goal beyond mere historical comprehension in mind for the teaching of the Holocaust. *Echoes and Reflections: A Multimedia Curriculum on the Holocaust* (2017), a joint curricular venture by the ADL, Yad Vashem, and USC Shoah, claims that:

Teaching about the Holocaust *(Shoah)* goes beyond understanding the historical fact that

six million Jews and other innocent victims of the Germans and their collaborators were

brutally murdered in Nazi-occupied Europe. The Holocaust is a lesson in what can

happen when prejudice and discrimination are allowed to flourish and when individuals

and governments fail to take a stand against injustice… Ultimately, studying the

Holocaust provides students with an opportunity to define their own role as responsible

citizens of the world (p. 11).

This mindset, that Holocaust education can be synonymous with citizenship education or human

rights education, is one that permeates the field (Cowan & Maitles, 2007; Salmons, 2010). A

study of textbooks ranging from 1970 to 2008 shows a steady increase in this manner of thinking

in sections pertaining to the Holocaust on a global level (Bromley & Russell, 2010). There

likewise exists a widespread emphasis on connecting the lessons of the past to the issues of today

to prepare our students for the challenges of their futures.

In 1998, at the urging of former Swedish Prime Minister Göran Persson, the International

Holocaust Remembrance Alliance (née, Taskforce for International Cooperation on Holocaust

Education Remembrance and Research), was formed around the foundational document of the

Declaration of the Stockholm International Forum on the Holocaust (also known as the

Stockholm Declaration in short). Comprising 34 member countries and 7 observer countries, the

organization's delegates meet to discuss topics ranging from rising antisemitism to combating

the spread of Holocaust denial to acts of memorialization and education (Fallace, 2006; IHRA,

2019; Oztig, 2022). One such act, in 2019, was to supplement their already impressive body of

teacher-oriented materials with a document entitled, *Recommendations for Teaching and*

Learning About the Holocaust. In it, they outline a series of suggestions for helping students and teachers alike process their purposes for studying the Holocaust.

Adroitly weaving together these recommendations are connections to the contemporary issues which provide Holocaust educators with not only opportunities to make learning about the Holocaust relevant for students, but also motivate us to teach the courses in the first place. As our societies struggle to combat the resurgence of authoritarian governments and ultranationalist populist movements, Holocaust education courses help students to engage in critical thinking about the past as they simultaneously gain a deeper understanding of the present. In time, as students struggle with challenging questions about citizenship, responsibility, and the structure of our institutions of power, they become more aware of the world around them and grow as individuals (IHRA, 2019, p. 11). As instructors prepare themselves and their students to enter a course of study on the Holocaust, the IHRA offers a number of arguments for rationalizing its inclusion in the curriculum:

- The Holocaust was an unprecedented attempt to murder all European Jews and thus to extinguish their culture; it fundamentally challenged the foundations of human values.

- Study of the Holocaust underlines that genocide is a process which can be challenged or perhaps stopped rather than a spontaneous or inevitable event.…

- Examination of the history of the Holocaust can illustrate the roles of historical, social, religious, political, and economic factors in the erosion and disintegration of democratic values and human rights…

- Teaching and learning about the Holocaust is an opportunity to unpack and analyze the decisions and actions taken (or not taken) by a range of people in an emerging time of crisis…

- Teaching and learning about the Holocaust may equip learners to more critically interpret and evaluate cultural manifestations and representations of this event and thereby minimize the risk of manipulation…

- Studying antisemitism in the context of Nazi ideology illuminates the manifestations and ramifications of prejudice, stereotyping, xenophobia, and racism…

- Teaching and learning about the Holocaust can also support learners in commemorating Holocaust victims, which has in many countries become part of cultural practice… (2019, pp. 12-13)

And yet, despite these clear-cut and logical arguments helping educators to justify and clarify their purpose for teaching a Holocaust course, a central question for instructors remains, "How does one teach the Holocaust?"

How Does One Teach the Holocaust? In over-crowded classrooms and cramped academic offices alike, this remains a hotly debated question. With the Holocaust's aforementioned historical context juxtaposed with its human rights education implications, many classroom teachers are content to teach the Holocaust "as a footnote to the Second World War; it figure[s] in that narrative as something dismal, irregular, and mostly incomprehensible" (Karn, 2012, p. 223). Steadily increasing demands from administrators and legislators to reduce emphasis on subjects not appearing on standardized assessments has led to a decrease in time allotted for deeper exploration of events such as the Holocaust. Those teachers who are afforded the opportunity to teach the Holocaust in a dedicated unit or course are still often torn between conflicting perceptions of the subject, usually settling for a semi-coherent mixture of the two approaches. Many students, teachers and researchers still see the Holocaust as a purely historical event, the "effect" of several "causes," unique in its intensity and characteristics. As such, the

course itself in turn is taught in a strictly historical manner; chronological, factual, direct (Salmons, 2010). Others see the Holocaust as the best-known example of human rights violation, one of many such genocides in the course of history. In keeping with this central conceit, such teachers hold that the Holocaust should be taught in conjunction with those atrocities which occurred in Armenia, Bosnia, and Rwanda, with the emphasis on evoking a study of human behavior and human rights activism (Shaw, 2015). Eckmann (2010) weighs these varying approaches in her research, asking the question, "Is Holocaust education a tool for teaching about human rights? Should it be? Can it be?" (p. 7). She finds the matter to be even more complicated than many have thought; Holocaust courses can be used as a context to learn *for* human rights, *about* human rights or *within* human rights (Eckmann, 2010). Each approach advances an agenda of teaching the atrocities that were committed, but they communicate very different aspirations for their students. It is a wonderful intellectual exercise to consider the ways in which one *could* teach the Holocaust, but the overwhelming concerns and pressures upon teachers in their daily routines has seemingly created a normative narrative for these courses.

Amongst the work completed on how each country conducts its Holocaust education, particular attention has been paid to the curricular materials and textbooks, or educational media (Lindquist, 2009; Meseth & Proske, 2010), utilized in classrooms. These artifacts serve as exemplary tools in comparing the products of socially constructed narratives of the Holocaust and the literature on them is featured prominently within the corpus. Their benefits as research sources have been enumerated by many searching to compare multiple approaches to pedagogy.

Many countries, particularly the United States of America and those of Western Europe, despite their differing histories and approaches to Holocaust education, tackle the subject 'Holocaust-forward'. This means that the courses they teach, the curricula they prepare and the

pedagogy they apply all place the Holocaust at the forefront. This inadvertently serves to obfuscate other--perhaps just as relevant--occurrences of genocide. Resultantly, the further dilution of the concept of genocide ensues and the opportunity to teach for the prevention of genocide is either relegated or lost. Instead, it is argued that the adoption of principles of genocide studies and human rights education can lead to more universally relevant and applicable student learning.

Holocaust Education and Genocide Studies.

Genocide studies' role in education varies greatly between institutions, regions and nations. A dichotomy also exists between academic research being performed by scholars and the instruction being delivered by teachers (Jones, 2005). For several years, the corpus of genocide studies has been focused on the prevention of future atrocities, be it through redefinition of the term to allow for quicker and more appropriate international response (Shaw, 2015), clearer identification of the early warning signs of genocidal events (Scheffer, 2006), or more regional approaches to monitoring and intervention (Kissi, 2016). This has not been the same trajectory of genocide education in the secondary classrooms.

Though the origins of the term genocide stem from Raphael Lemkin's 1933 descriptions of the "barbarity" and "vandalism" that exemplified the types of actions taken against targeted groups, it was not until he released his book, *Axis Rule in Occupied Europe,* in 1944 that the word first appeared in print (Lemkin, 1973; Shaw, 2015). Almost immediately, the term was appropriated and altered to fit the needs of those tasked with bringing the remaining Nazi high command to justice for crimes it committed not only against foreign enemies in times of war, but against its own citizens during times of peace. The Nuremberg Trials, which lasted from August

1945 through October 1946, left the indelible impression globally that the Holocaust and genocide were to be synonymous (Shaw, 2015).

In 1948, the United Nations War Crimes Commission completed its seminal work, the *Convention on the Prevention and Punishment of the Crime of Genocide*, and by then "genocide [had] emerged as a concept in its own right, increasingly independent of its origins in the laws of minority rights and war" (Shaw, 2015, p. 38). Despite Lemkin's involvement with the United Nations, the resulting definition of genocide did not represent the creator's intentions to craft a broad term which would encompass all manner of political, social, and economic activities. The UN's decisions had been prompted by the events of the Second World War, which in turn fostered "...the erection of 'the Holocaust' as a maximal standard that other episodes must reach to be recognized: not surprisingly, they mostly fail" (Shaw, 2015, p. 53). This has resulted in a diminishing of other such events and a narrowing of inclusion standards for genocide designations. Given the near ubiquity of Holocaust courses in intermediate and secondary education programs, Shaw and others have called to question whether this primacy helps to frame discussion around other genocidal events, or to diminish them by serving as an unalterable and unrealistic litmus (Isaksson, 2010; Shaw, 2015).

Academic research from the 1950s through the 1990s focused primarily on discussing the limitations of the UN's operational definition and widespread attempts at revision (Isaksson, 2010), but now focuses on the imperative for the international community to intervene as early as possible during genocidal events and to attempt to prevent them from occurring at all (Jones, 2005). This element is almost entirely missing from genocide studies curricula. In a study of eighty American universities, Crouch (1996) found that only two percent of syllabi included discussion of genocide prevention, though this number has steadily increased in the intervening

years (Apsel 2004, 2011; Novick, 1999). Similarly, Jones (2005) points out that neither the USHMM's *Guidelines for Teaching the Holocaust* (2022a) nor Zev Garber's 1988 *Methodology in the Academic Teaching of the Holocaust* give a single mention to genocide prevention. Even when prevention is being taught, it almost exclusively taking place at the university level, by scholars of genocide studies and their students. In both the United States and Germany, the majority of students' academic interaction with the concept and other examples of genocide occurs primarily within their Holocaust or History courses at the secondary or even post-secondary level.

Teaching about genocide at younger ages requires a more considered approach than at the university level. Jones (2005) relates students "...must first gain an adequate historical and factual understanding of how genocide occurs before they can address the question of how to prevent it" and that it is important to bear in mind that "it is probably desirable that young people be incrementally exposed to the evil, horror, and magnitude of genocide" (pp. 9-10). This does not, however, endorse the notion that discussion of genocide prevention should be delayed or merely tacked onto the end of a course. Rather, an understanding of how genocide has been able to occur requires a discussion of the conditions leading to genocide, which melds naturally with a discussion of the prevention or alleviation of such conditions. Through a comparative study of these preconditions of different genocides, students can--with the help of their teachers--carefully identify commonalities between historical cases, one of which would understandably be the Holocaust itself (Jones, 2005). These commonalities must then be linked and brought within the context of broader universal understandings of the evils of genocide. Found within Human Rights Education (HRE) is such an appeal to these universal concepts, as well as call to future action.

Holocaust Education and Human Rights: A Third Path?

A third approach to Holocaust Education (HE) is *through* and *with* Human Rights Education. The parallels between HRE and HE are plentiful. Both fields have histories which predate the Second World War, but it was the atrocities committed by the Nazi regime of Germany that prompted the crafting of two lasting (yet controversial) international agreements, the UDHR and the UNGC. These documents remain firmly entrenched as the guiding doctrines of international law and action regarding human rights and genocide. Discussion of either HE or HRE is mired in the history of these two documents, their ongoing role in international law, and the perpetual academic and political debates over their verbiage and implementation. There exists a significant gap between the ideals and the practical applications of human rights. As Isaksson (2010) notes,

> While the concept of human rights has achieved legitimacy in the international community through the creation of the human rights regime since the end of the Second World War, the fulfillment of these rights on the practical level has made little progress as human rights violations continue to take place in society (i.e. the central human rights paradox). (p.13)

Addressing this paradox is often the goal of human rights education. Analyzing the history, content and implementation of the UDHR alongside the various legal and institutional implications, students discuss the philosophical and cultural dimensions of human rights and engage in practical projects to draw attention to and stand in opposition to human rights violations. Eckmann (2010) draws convincing parallels between the numerous ways in which Holocaust education can interact with human rights education. Utilizing Johann Pestalozzi's notion that education should involve, "head, heart, and hands", Eckmann describes the cognitive

experience (head) inherent in the history of the Holocaust, the emotional aspect (heart) of commemoration and memory, and the call to action (hands) of HRE.

Some places around the world have already begun to embrace this approach. Akin to the relativistic manner in which genocide studies frame local and regional genocides in relation to the Holocaust, Bromley & Russell (2010) report that in Malawi, the textbook used for senior secondary students draws connections directly between the atrocities of the Holocaust and global human rights principles. The text describes the institutional policies of apartheid South Africa and Nazi Germany as extreme examples of racism but emphasizes the international responses that helped bring them to a close (pp. 156-157). Similarly, South African and Indian children read about the Holocaust within wider global contexts whilst making connections to their own regional histories and backgrounds.

Guiding Principles of Holocaust Education

First and foremost, every instructor who wishes to begin the process of teaching the content of and lessons from the Holocaust in secondary schools must ask themselves, and answer honestly, "why teach the Holocaust?". Many answers have been proffered for such a question, ranging from the "moral imperative" of Dr. Yehuda Bauer (Yad Vashem, 1998), to an "educational imperative" (Welker, 1996), to the meeting of compulsory course standards such as Florida's Next Generation Sunshine State Standards (NGSSS) or the Key Concepts found in the College Board's Advanced Placement (AP) World or European History classes, or even the legislative impetus provided by state-level mandates or commission recommendations (Yonover, 2001). For many students as well as teachers of History, the Second World War is of marked interest, and the Holocaust has dwelled in the national and international consciousness for many years. This personal interest, however, is not reason enough to dedicate oneself to the intellectual

and moral rigor necessary for quality Holocaust instruction. Critical reflection upon one's motives for teaching the Holocaust and the establishment of a purpose statement can bring clarity and drive.

Once a teacher's motivation for teaching the Holocaust is settled firmly in their mind, they must above all, strive for high-quality instruction (Barton & Levstik, 2004; Thornton, 1989, 2005) and be guided by the philosophy of "safely in and safely out" (Echoes & Reflections, 2022) when engaging their students with the content. As discussed by Thornton (1989, 1991, 2005), the teacher has traditionally been a "gatekeeper" to knowledge and the careful crafting of Holocaust curriculum as well as the jurisprudent selection of sources for students is a welcome, albeit weighty burden. Over the past several decades, this role has obviously shifted with the advent of the World Wide Web and its offer of easy access to uncurated sources for students. The adoption of a guiding conceptual framework for Holocaust pedagogy is essential for anyone teaching the course, and the USHMM offers one of the best.

Since its conceptual formation at the recommendation of the President's Commission on the Holocaust (1979), and subsequent planning, construction, and grand opening in 1993, the United States Holocaust Memorial Museum (USHMM) has served as the foremost source of Holocaust scholarship, research, and pedagogical development in the country. Originally published amidst their *Teaching the Holocaust* materials astride the museum's opening and updated over the years, the USHMM guidelines for teaching the Holocaust (Parsons & Totten, 1993; USHMM, 2022a) have served as the foundation of pedagogy for teachers around the globe. They state:

- Define the term "Holocaust"

- Avoid teaching that the Holocaust was *inevitable*

- Avoid simple answers to complex questions

- Strive for precision of language

- Be sure to provide a balance of perspectives in your choice of materials—both primary and secondary

- Avoid comparisons of pain

- Avoid romanticizing the history

- Contextualize the events being studied

- Translate statistics into people

- Make good methodological choices

Bearing this sense of purpose and these guidelines in mind when setting out to design the learning activities of the course is only half of the battle however, as the standards and practices of the online design and learning communities must necessarily be compensated for as well. The field of Holocaust education does much more than point one towards some loose conceptual guidelines for use in the classroom, however. It also calls our roles as teachers into question and provides a whole series of questions and issues to address for ourselves before developing a course for others.

Online Learning Literature

The History of Online Learning in America

In his 1998 commencement speech at the Massachusetts Institute of Technology (MIT), then-President Clinton confirmed the arrival of the "Information Age" in the discourse of public education by reaffirming his previous request of the nation that every classroom in the country be supported in getting connected to the Internet by the year 2000 (From the Vault at MIT, 2022). While the lofty goal was not quite met, a 2013 study conducted by iNACOL indicated that as many as 1.8 million individual K-12 online course enrollments had occurred by the end of

the 2010-11 school year (iNACOL, 2013), a feat that may not have been possible without the President's ambition. As of 2016, five states (Alabama, Arkansas, Florida, Michigan, and Virginia) had put in place legislative mandates declaring that credit earned in an online course was to be a graduation requirement for their high school students (National Council of State Legislatures, 2016). Emblematic of this is Florida's law, first introduced via the Digital Learning Act in 2011, which couples the mandate with an allowance for the creation of district-level virtual schools to complement and compete with the existing FLVS. With research showing the rapidly increasing amounts of time children spend using digital media and sharing personal information via social media (Pew, 2018; Rideout, 2010), it would be of little use denying the extent to which the Internet has become an integral part of our personal as well as academic lives. Our classrooms are filled with "digital natives" (Prensky, 2010) both at the desks and at the whiteboards, and the way we all teach and learn has changed. It is beyond time, then, to concentrate on ensuring the highest quality course delivery, in all academic subjects, for all students.

The Current State of Online Education in America

According to iNACOL in 2015, "there were an estimated 1,816,400 enrollments in distance-education courses in K-12 school districts in 2009-2010, almost all of which were online courses… This enrollment estimate does not include students attending most full-time online schools — approximately 200,00 full-time students in 2009-2010. As of 2012-2013, the number of students has grown to 310,000." Furthermore, "25 states have state virtual schools operating in 2013-2014. 29 states and Washington, DC have statewide full-time online schools operating in 2013-14" (iNACOL, 2013). While only 10 states currently have state or district-level mandates for the creation and/or delivery of digital courses, many are adding strongly

worded recommendations for students to take a minimum of one course online before graduating.

To put the rampant nature of the growth of online learning in perspective, consider that when iNACOL (2015) completed a similar survey just two short years later, they reported that, "Nearly all school districts are using online learning at some level. Most of this usage is of supplemental online courses, with smaller numbers of students in hybrid and fully online schools" (p. 14). Those enrollment numbers translate to 50.1 million students in 98,817 public schools, 2.9 million students in approximately 6,700 charter schools, 4.9 million students at 30,861 private schools, and approximately 1.8 million students logging in from their homeschools.

One of the biggest driving forces for virtual learning extension prior to the pandemic had been to address deficiencies in course offerings at the district level. The "top reasons school districts make online learning opportunities available to their students are to offer courses not otherwise available and provide opportunities for students to recover course credits" (iNACOL, 2015, p. 26). In large part, the courses not available to students are frequently advanced academic courses such as those offered by Advanced Placement, International Baccalaureate, and Cambridge programs. However, a steadily growing percentage are elective courses. A fair number of students engaging in FLVS classes are choosing semester-length elective courses based upon their interests. "Social Media", "Photography" and "Art History" courses are especially popular, as demonstrated by their consistently high enrollment and completion numbers (J. Glenn, private communication, August 23, 2021). Often, these same motivations prompt students to choose Holocaust courses in traditional F2F settings.

At the moment, much of the literature on distance education research focuses on innovative uses of technology, teaching methodologies, course design, and the impact of the pandemic on teaching practices. There appears to be a fundamental misunderstanding on the part of many traditional classroom teachers that creating and delivering courses online requires "simply repackaging existing course content by means such as placing presentations slides and lecture notes into course-management systems" (Fish & Wickersham, 2009). This was readily apparent in the early months of the pandemic as teachers globally struggled to take their courses online with little-to-no notice or systematic support.

Guiding Principles of Online Education

While no true consensus has been gained in establishing any inviolable 'best practices' of the field--undoubtedly due to the constantly evolving nature of the instructional techniques, delivery technologies, and society itself--that has not stopped researchers from putting forth their opinions on the matter. In a manner not unlike the role served by the USHMM (2022a), iNACOL has taken it upon itself to synthesize the admittedly thin research on the methodologies of teaching online and shape it into a set of guiding principles for virtual instructors:

- Plans, designs and incorporates strategies to encourage active learning, interaction, participation and collaboration in the online environment
- Provides online leadership in a manner that promotes student success through regular feedback, prompt response and clear expectations
- Models, guides and encourages legal, ethical, safe and healthy behavior related to technology use
- Understands and is responsive to students with special needs in the online classroom

- Demonstrates competencies in creating and implementing assessments in online learning environments in ways that assure validity and reliability of instruments and procedures

- Develops and delivers assessments, projects, and assignments that meet standards-based learning goals and assesses learning progress by measuring student achievement of learning goals

- Demonstrates competencies in using data and findings from assessments and other data sources to modify instructional methods and content and to guide student learning

- Demonstrates frequent and effective strategies that enable both teacher and students to complete self- and pre-assessments. (2009, p. 13)

As virtual instructors benefit from the wisdom of such practices and enhance their pedagogical strengths, one would expect to see the literature on prescribed pedagogical practices start to express itself in more specific fields of instruction, such as Algebra, Biology, or the Holocaust. Unfortunately, the dominant tone of the research into the use of technology in Holocaust education seems entirely divorced from virtual coursework.

Where Online Education Meets Holocaust Education in the Literature

Discussion of proper online instructional design and of proper Holocaust education have, for the most part, been two entirely separate conversations. The field of Holocaust education has developed countless pre-packaged curricula on the subject, dating back to the publication of *Holocaust Years: Society on Trial* and *The Holocaust and Genocide: A Search for Conscience* back in 1978 (Fallace, 2006, 2008). Over the course of four decades, these curricula and numerous others have been piloted and modified in keeping with advancements in the field academically, paradigm shifts in the education field, and changes in the social constructions of the audience. Online course design, too, has undergone substantial changes since the first courses

were offered to K-12 students in Florida by FLVS back in 1997. Given that both the fields of online instructional design and Holocaust education still lack codified sets of quality standards and processes (Lindquist, 2008, 2010; Means et al., 2013) powerful enough to ensure quality across the board, an intensive and productive discourse between the two fields remains to be had. And once high-quality Holocaust education via high-quality online instructional design has been ensured, it is equally imperative that high-quality delivery and instruction be put into place. The current methods of developing, deploying, and then evaluating all stages of this process separately must be brought under scrutiny.

Instruction vs. Instructional Design

In modern K-12 and higher education course design and delivery, there exist several different groups within the requisite cast of players; from the first person to decide the course is necessary, to the SME and IDer(s) who develop the course, to the eventual course instructor, and all the way to the learner end-users. As a course blossoms from concept through to deliverable, it must undergo several different periods of evaluation and multiple iterations of itself. As it stands, the field generally bifurcates the evaluation of these courses into two main parts: during course design and during course implementation (Quality Matters [QM], 2019; Southern Regional Education Board [SREB], 2006a, 2006b, 2006c).

The former of these parts views the course as a stand-alone element, a product along the factory conveyor belt which will be shipped off to a customer once it has reached the end and is focused primarily on aligning with prevailing instructional design theory and meeting customer content specifications (QM, 2019). The latter of these parts takes place once the course has been accepted by the customer (school, institution, etc.) and is focused on evaluating the quality of the instruction and teacher-learner interactions (see Appendix IV for the current evaluation tool

employed by Pasco eSchool). For most academic subjects, this is completely fine; a Marine Biology course can easily be developed by an instructional design team in conjunction with a SME, tested and evaluated before it leaves, and then allowed for future evaluation to be squared solely upon the instructor tasked with delivering the course. For courses with particularly difficult academic terrain to navigate, such as one focusing on a highly charged political subject, the traditional courses of action do not suffice.

While a number of studies and meta-analyses have indicated that across the field of education as a whole there is no statistically significant difference in the quality of learning in face-to-face (F2F) versus online instruction (OI) (Means et al., 2013) on the whole, it is understood by many that on an individual basis, student learning and success is entirely subject to the quality of the course's design, technology, and the instruction (Means et al., 2013; Meyer, 2010). There is little to no regulation of courses that are designed, and once completed and sent off to a school/institution, there is nothing a designer can do to ensure that their course is being implemented faithfully or appropriately (Rose & Tingley, 2008). Though writing about the notion all the way back in 1975, Ben-Perez spoke to this very same issue with the idea that a piece of curriculum is not also evaluated on how it could be --and *should be*-- interpreted and utilized once it reaches the classroom. This notion, to examine the "potential" of a curriculum, it is especially important to consider when discussing academic subjects which present unique circumstances in terms of both design and implementation, such as the Holocaust (Ben-Perez, 1975).

Traumatic Learning Online

Having been a first-year teacher myself (or second or third year, even), I know full well the anxiety and trepidation that can well up when a difficult or controversial topic gets raised in

the classroom. Racial conflict, LGBTQIA+ rights, religious persecution, and other hot-button issues can seem overwhelming when one is attempting to merely make it through each class period without losing total control over the students. But there are myriad benefits to fostering an environment in which one's students feel comfortable and encouraged to broach difficult discussions in thoughtful and meaningful ways.

In *Teaching Controversial Issues: The Case for Critical Thinking and Moral Commitment in the Classroom* (2017), authors Noddings and Brooks address the two-fold notion that students should be trained and encouraged to not only employ the intellectual value of critical thinking (which encompasses thought, discussion, observation, and action), but to also exercise their moral commitment to the community at large by following through when their critical analysis reveals something wrong. Ultimately, they argue, the goal of an education is to produce "better" (their word) people, with the logic being that better individuals will foster a better society.

As another set of researchers relate, "If modern democratic societies depend on the ability of citizens to take part in reasoned discussions with those whose opinions differ from their own, then surely it is our job as educators to develop this ability in our students" (Barton & McCully, 2007, p. 1). This is indeed borne out in the literature of in-class discussions and coverage of seemingly controversial issues. Research has shown that for the most part, students who participate in classroom discussions are more likely to:

- vote in later life
- support basic democratic values
- take part in political discussions
- follow political news in the media

- be interested in the political process

- have confidence in their ability to influence public policy (Barton & McCully, 2007, p. 2)

But while the positive benefits are well-documented and the social studies classroom seems like the natural place for these discussions to happen organically, what about when the learning and discussing are taking place online?

At first glance, many (if not most) learners and instructors alike may not be keen on the idea of discussing traumatic and/or controversial topics in an online rather than a face-to-face setting. However, both online and face-to-face conversations have proven to be valuable learning experiences and most often produce high-quality student thinking and responses when managed appropriately (Clark, 2018). There's no denying the importance of student discussions of controversial issues, especially those that are personally important to them, for the fostering of authentic and informed civic participation and engagement (Humphries & Washington, 2014). These conversations and debates take place throughout the day, every day, splashed across every conceivable social media outlet, so why not meet the students where they already are?

There are, of course, both benefits and drawbacks to discussions that take place in the virtual world. Opponents of online discussions might point to:

1. Online forums rely completely on text, which may aid in student and teacher record-keeping but also deprive students of auditory and visual cues to express themselves and understand one another;

2. Online discussions often require more time commitment on the part of students, in addition to more reading and writing. Over the course of the online discussion, students often perceive these 'extra' tasks as burdensome, possibly resulting in lower-quality participation (such as shorter responses). (Clark, 2018)

However, there are some benefits to online, mostly asynchronous discussions of traumatic and/or controversial topics.

1. When given more privacy, students may be more prone to authentic reactions;

2. Surveys have found that online discussions were perceived to be more diverse but also more individualistic (meaning that individuals deliberating online may learn a lot but are less focused on solving community problems); (Meyer, 2006).

3. Online discussions in classroom contexts tend to have more equal levels of participation than face-to-face discussions, which can be dominated by more talkative students and are perceived by participants to represent safer, more inclusive atmospheres; (Clark, 2018).

4. People with dissenting opinions "expressed their arguments most 'frequently and persistently' when they communicated online ... [because] expressing a dissenting view in person is much harder socially, in other words, gives that opinion much more credence". (Meyer, 2006, pp. 274–275).

One final element worthy of inclusion in the debate is the reminder that a large proportion of the students who take publicly accessed online courses are doing so to supplement their existing course load with a course they may not otherwise have access to. Even if the delivery of instruction and discussion of controversial or traumatic topics were quantifiably better in the face-to-face format, would it be better for those students to have no safe, monitored discussions about these topics at all? Or worse, seek them out alone on the Internet?

Chapter Summary

Overall, the use of technology for Holocaust education to date has been supplemental in nature and geared towards teacher-supervised, student-driven independent research. With truly asynchronous distance offerings of Holocaust courses, the opportunity for teacher oversight is

negligible and the use of technology takes on an entirely different dimension. Currently, the research has neglected this issue and teachers have had to content themselves with articles pertaining to recommended practices in each field, doing the addition for themselves and learning how best to merge the two through trial and error. This chapter has explored the literature bases of Holocaust education and online learning, tracing both fields through their history, and leading up to their prevailing contemporary issues. It then examined where the two fields have overlapped, primarily in the creation and implementation of online content delivery tools and digital activities. What is missing, then, is research devoted to the procurement of high-quality classroom-based Holocaust education and its translation into high-quality online learning. The next chapter will expound upon a methodology designed to capture the development of that process in action.

Chapter Three: Methodology

This chapter of the dissertation dives deeper into the methodology of the project. In doing so, it explores the qualitative procedures inherent in a self-study of the researcher's own instructional design phases and decision-making during the creation of an online secondary Holocaust course. The research plan itself is laid out and discussed. Then, after expanding upon the sources of data tapped into by the researcher, it illuminates the processes of data collection and analysis which were undertaken.

Methodological Overview

At the forefront of the discussion of questions are the research questions around which the entire enterprise revolves. This research answers the questions:

- o In what ways does designing a secondary Holocaust course for online delivery differ from designing it for face-to-face learning or on a different subject matter?

- o How do I as both an instructional designer and online teacher design a secondary Holocaust course for online delivery?

To best address these research questions, this research project employs an autobiographical self-study approach. The methodology selected calls for the cultivation of "critical friendships" (Samaras, 2010) with colleagues and/or peers who served as sounding boards for ideas, offer critical analysis and constructive criticism, and operate in turn as what Vygotsky and Cole (1978) refer to as a "more knowledgeable other". While the situational context of this project is unique, it is couched more broadly to lend insights to two fields with

established but largely disparate bases of literature; at the intersection of which the literature remains sparse, if not altogether non-existent.

In order to investigate these research questions fully, I constructed a self-study during an inquiry into the design and development of a "History of the Holocaust" course. Throughout this project, I have continued to be employed by the Pasco County school district as part of my current position with them to design the course as a replacement Honors-level alternative to the existing course currently being offered. According to Johnston (2006), self-study places the researcher and their practice at the center, encompassing their personal, institutional, and social contexts, but ultimately being aimed at the twin purposes of the self-understanding and professional development of the researcher. While much of the recent research in self-study related to teaching has been moving away from its past as an auditing tool for institutions, this study embraces this historical purpose, enveloping it into the methodology as an additional part of an interactive evaluation approach.

Data Collection

Data collection and initial analysis was slated to span from the Summer of 2019 through the Summer of 2022. The study took place in four phases, which often overlapped. In laying out these phases for my study, I adapted the work of Samaras (2010) to better fit my structure. The phases of data collection are demonstrated in Table 1 on the next page.

If the structure of these phases seems familiar, it is because the study has been laid out in a fashion meant to reflect the ADDIE design model (Branch, 2009) discussed in Chapter 1. Phase I, which technically began the moment I conceived of doing a self-study, *begins* with the analysis of the problem at hand and decision-making about how to study the issues. The analysis is a continual and recursive process throughout the study (Branch, 2009; Samaras, 2010). Phase

II, the data collection during the study proper, is divided into two sub-phases, but their

distinctions are not as sharp as the list in Table 1's tidy boxes might suggest.

Table 1

Phases of Data Collection.

Phase		Description	Occurrence
Phase I		Analysis	Before At the beginning Throughout
Phase II	Phase IIa	Design & Development	During the study
	Phase IIb	Implementation	
Phase III		Evaluation	Throughout At the end After

The first sub-phase, IIa, focuses on the time I spent analyzing the problem and working through

the sometimes labyrinthian process of the Pasco eSchool Course Development Workshop, a

mandatory first step in fulfilling a design contract with the school. It was also in this sub-phase

that I engaged my group of IDers, Holocaust educators, and online learning administrative

professionals to build a cadre of critical friends (Samaras, 2010). The second sub-phase, IIb,

focused on the time spent in developing and implementing the course itself. Phase III, the final

phase, comprised the post-study evaluative, reflective, and analytical tasks. The entire project,

therefore, is designed to align with the stages of the ADDIE design model which became the

analytical process for the research. While many different options were available, the simplest

explanation as to why this project employs the ADDIE model rather than others is perhaps also

the best: because it's still so popular.

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The Case For & Against ADDIE

Although it cannot be denied that doing things simply because they are popular isn't always the brightest of ideas, the decades-long prevalence of the ADDIE model amongst instructional design training programs and industry professionals alike lends credence to the argument that the model has staying power. That is not to say that there are no other popular models, however, nor that the complaints about ADDIE's shortcomings are falling upon deaf ears. Built in the seventies to accommodate the student learning of the seventies, it has taken much flexibility and modification on ADDIE's part to remain relevant. And with the constant advent of new and improved educational approaches and technologies, these demands are likely to continue to mount. Those IDers who fail to be adaptive run the risk of falling the way of the buffalo alongside their design model. Similarly, while there are those who believe ADDIE may fall out of favor over time as our understandings of learning change, there are those who *already* misunderstand the model and have called for its early retirement.

In his popular blog, instructional designer Gaurav Amatya (2022), recently relayed some of the most common challenges with ADDIE he has heard from his peers:

1. Processes typically require unrealistically comprehensive up-front analysis;

2. Ignores some real-world realities. Opportunities are missed, vital resources aren't made available, support is lacking, and targets shift;

3. Poor designs often go unrecognized until too late;

4. We may tell ourselves that "innovation never stops" but when we follow the same basic processes day in and day out, creativity can become a nuisance;

5. No place for dealing with faults or good ideas during the process;

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6. Learning programs are often evaluated on their ability to meet deadlines, cost, and throughput and don't focus on evaluating the behavioral changes that result;

7. The post-test assessment is of little use in improving instruction since it just measures what the student already knows. (para. 12)

Realistically speaking, many of these concerns are valid critiques of the model as it was originally laid out in 1974. However, in the years since, many intrepid designers have undertaken the task of modifying and supplementing the model to make it better fit their practice.

While not making frequent appearances in the academic body of literature, the "DADDIE" and "PADDIE" model adaptations have been use in the field of adaptive training (Gastitoi & Zastinceanu, 2019) and pop up from time to time in online discussions and blog posts instructional design as alternatives to the seemingly lackluster phases of ADDIE, adding in moments for "defin[ing]" and "planning", respectively. Even shifting cultural tides have contributed to the adaptive nature of the ADDIE model, resulting in the work of Gamrat, Tiwari, & Bekiroglu on the 2022 introduction of the "INCLUSIVE ADDIE" (IADDIE) model.

The tumultuous events of the past several years has caused a reawakening of a collective conscience amongst many Americans, despite the long-standing and staggering history of similar occurrences throughout this country's history. Unrest related to racial disequilibrium, class inequality, and ardent efforts by elements of the government to disenfranchise, disenthrall, and disenchant certain citizens of the country have renewed efforts amongst the socially progressive elements of society to bring more attention to social issues and put minority voices in a better position to be heard. The IADDIE model takes this desire to engage more ardently with the culture and combines it with the existing ADDIE model in the form of nine substages meant to infuse it with "inclusive practices: introspection, needs, context, lesson, understanding,

supporting structures, implementation, values, and evolution" (Gamrat et al., 2022). In terms of impact to the unfolding of a project, the IADDIE's additions to the original ADDIE model would manifest themselves primarily in two distinct areas, Analysis and Evaluation, though its echoes can be heard throughout all the stages.

At the same time, there has been plenty of movement across and within the fields which use design models towards entire ADDIE replacements, rather than just supplements. One such replacement, "Agile", prompts designers to dive into an iterative series of high-speed sprints (often called scrums) by small groups of task-oriented designers. This results in a system which its proponents herald as highly collaborative, flexible, and effective. Its opponents, however, have raised concerns that it is too narrowly focused on content material and learning methods, at the expense of detailed analysis at the onset (Czeropski & Pembrook, 2017).

Bridging the gap between ADDIE and Agile, however, is an approach known as "LLAMA". In fact, while the model itself resembles a more repetitive version of ADDIE, the acronym itself stands for "Lot Like Agile Method Approach" (Czeropski & Pembrook, 2017). The reconciliation with Agile comes into play as the phases emphasize near-constant feedback loops from stakeholders and users (The Learning Guild, 2021) as the designers move in and out of the Design phase over and over in response.

But arguably the most popular ADDIE-replacement model is known as the "Successive Approximation Model" (SAM) which was designed by Dr. Michael Allen of Allen Interactions to be a stripped-down version of ADDIE which targets feedback much earlier in the process with the aim of getting working models up and running as quickly as possible. At its core, the SAM model is composed of three parts: Preparation, Iterative Design, and Iterative Development (Allen & Sites, 2012; Kennesaw State University, 2022).

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Akin to ADDIE's Analysis phase, SAM's Preparation phase begins with collating all of the relevant client, environment, and user information. At the end of this phase is when the model's so-called "Savvy Start" comes into play, engaging as many stakeholders as possible in a scrum of brainstorming, sketching, and prototyping (Allen Interactions Inc., 2021; Czeropski & Pembrook, 2017). This is soon followed by the Iterative Design phase, wherein the goal is to lay out a design and build a prototype of the material in order to get stakeholder feedback involved in the process quickly. This part of the process repeats as necessary in order to continually work in feedback. Lastly comes the Iterative Development phase, during which a finalized version of the prototype is developed, implemented, and ultimately evaluated (Allen & Sites, 2012; Kennesaw State University, 2022).

In addition to its resemblance to a bare bones take on the ADDIE model, Allen points out that his model is similar in nature to models employed in the adjacent field of software development, such as the aforementioned Agile, Extreme Programming (XP), and SCRUM, due to their use of brief spurts of work in iterative cycles (Allen & Sites, 2012).

While a lot of research in recent years has gone into promulgating these various adaptations of and replacements for the ADDIE model, Lachheb and Boling (2018) warn us that continuing to *prescribe* design approaches rather than providing the opportunity to *describe* multiple techniques will ultimately result in the stagnation of the field and prevent further innovation and creativity from taking hold in up-and-coming designers. It is a dire warning, but perhaps not altogether unwarranted. This project, however, was not undertaken in order to push the boundaries of accepted ID practice by introducing groundbreaking new approaches to course design, but rather to describe how one of the most frequently deployed models performs when applied to highly unique subject matter and when employed by a non-traditional designer. As

such, the ADDIE model, despite its drawbacks and because of its popularity, remains the correct choice for this project to utilize as its analytical process.

Data Sources

Researcher-Found Documents and Artifacts

First and foremost amongst my data sources are the existing course's materials. This would include all content pages, assignments, discussion boards, images, historical artifacts, and audio-visual recordings of interviews with various historical figures and experts that may be available. The reason why this data was the first to be collected is that the course is currently being employed in the same exact fashion as it was when it was originally licensed by Pasco eSchool by the eLearning Dynamics company out of Toronto, Canada. The data arrived as a prepackaged curriculum, and an unaltered copy of that course has been available for the researcher's analysis. While formal evaluation of the existing course using the same metrics as the end-of-study evaluation phase was not planned, there was naturally a period of comparison between the standing "History of the Holocaust" course and the newly minted course to ensure that the new one is rigorous enough to receive the additional Honors credit prescribed by the Florida state standards and course descriptions (see Appendix I for the CPALMS information for the "History of the Holocaust" course). To complete said comparison, and for the purposes of this study, the same curricular materials were saved as they are created in Phase II. Materials for consideration included:

- Syllabi
- Course Descriptions
- Course Objectives
- Lesson plans

- Assignments

- Discussion boards

- Curriculum outlines

- Assessments

- Multimedia

Critical Friends

References to these discussions are included to give a glimpse into the design and instruction processes of others in societal contexts different from my own and to demonstrate the roles and influences of my critical friends in the design process. As described by Samaras (2010), a critical friend is a trusted peer with whom one can seek support and validation of their research and practice to proffer up different perspectives and help a researcher to reframe their interpretations, even when they are of oneself (p. 4). Luckily, I had pre-existing critical friend relationships with six of our staff members with instructional design experience and expertise including three members of the school's in-house "eTeam" of Design Coaches. However, given that the staff of the school is so small that only the larger, "core" courses (such as the Math, Science, English, and History courses which every student must take in order to graduate) have multiple teachers for the same prep, I was freed to look outside our school in order to find content-area peers. Utilizing professional contacts at instructional design firms and with content-area teachers who had been my peers in instructional and academic programs with me in the past, I was able to build a bastion of critical support to which I could turn to for validation and/or input when in need.

Throughout all of the phases of data collection, I have kept a researcher's journal in order to reflect critically upon my interactions with the course on a given day. This method allowed for the immediate collection of my thoughts, concerns, further questions, and ideas; so as to track my actions, and point to specific moments to return to (Emerson et al., 2011) all of which resulted in a deeper, richer description in data analysis (Janesick, 2010). It is here, too, that at the conclusion of each discussion regarding the project with a critical friend, I took the opportunity to consult my notes and reflect on my interaction in my researcher journal. Additionally, the researcher journal provided ample space for the expression of my own thoughts, feelings, and reflections upon my prior experiences as both an IDer and Holocaust educator.

Qualitative research in general and self-study in particular strongly emphasize such reflexivity from their practitioners and as a participant-observer in this research, I was able to bring a unique perspective to my observations that an outside researcher could not. As I journaled, I employed both "shorthand" and "jotting" practices so as to minimize the impact on my time during the observations themselves, ensuring that I made the time and space to "extend" those field notes once I was removed from the field (Emerson et al., 2011).

Field Notes and Observation Data. The moments in this study when I was in the "field" were those in which I was engaged in my role as researcher. As aforementioned, that was when I was engaged with the course's design, development, or instruction. The "place", or "site" of the research in this instance, encompassed the virtual sites within the Canvas LMS as well as the physical locations at which I conducted my work (Saunders et al., 2012). Reflecting the realities of the field, particularly the complexities of life in a work-from-home environment involving

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young children, the researcher's journal took on the form of a multimodal portfolio, rather than a simple collation of hand-written/typed Field Notes.

- Hand-written in journals, scanned, coded, collated

- Hand-written on Post-It notes, scanned, coded, collated

- Hand-written in book margins, scanned coded, collated

- Typed in Drive word processor app

- Typed in Notes app

- Voice memos on iPhone

- Voice memos on Apple Watch

One of the more fascinating aspects of the research is how frequently data was generated from non-project-related work. I continued to work throughout the duration of the project as an instructor for a Holocaust course, a designer for courses unrelated to the field and/or not taught by me, as well as an instructor-designer for multiple courses of AP Histories. Over the course of those separate projects, I came to understand much more about both online instruction and design, and was able to squirrel away notes, reflections, and materials garnered from many sources. Similarly, my conversations with the same groups of critical friends as those who helped me directly with this research helped round out my holistic understanding of the fields in question, especially pertaining to how other online schools and ID firms with which I have not worked operate their course design and development policies and procedures. These insights proved invaluable in not only widening my knowledge base, but also in providing and/or refining the justifications I have for the approaches I take and the policies my particular school's eTeam implements. Whenever possible, the "outside" nature of these materials and influences are noted.

The omission of student data--and thus student voices--from this project is not a glaring oversight, but rather, a conscious choice to limit the scope of this study. Given that my position as a instructor-designer remodeling a course which I am actively teaching in its original form is fairly unique, it was decided that the research should be focused on the work which might be performed by an instructional designer with classroom experience teaching the course they are designing, or inversely, a classroom teacher taking on the task of designing a course they have taught before. As a teacher with several years of classroom experience, however, it would be naive to think that I will be making my design decisions in a vacuum. Having taught the course for several years and having received countless pieces of feedback and advice from myriad students, I am able to make their general concerns and voices heard through my own, without incorporating them explicitly.

Data Analysis

Analysis began to take place immediately. Initial analysis happened concurrently with data collection (Saldaña, 2016) throughout the project. Employing inductive analysis as I collected my data in Phases I, II, and III allowed the themes inherent in the data to divulge themselves in due course, freed from the burden of methodological strictures (Thomas, 2006). Eventually, these themes served to focus the direction of data collection, streamlining and ultimately aiding in analysis (Stake; 1995, 2006). Subsequent rounds of coding and analysis revealed even more themes to make and support conclusions being drawn (Saldaña, 2016).

As the close study of the provided coursework, course design, and critical friend conversations carried on, I began the process of inductive coding as I aggregated the raw data and undertook a close reading of the texts my research was creating (Thomas, 2006). Themes and meaningful units will be labeled and at times initial descriptions and memos were noted.

Codes which overlapped with one another were grouped and noted for their similarities and repetitions (Strauss & Corbin, 1990). Adapting Stake's (2006) multicase analysis methodologies, I grouped themes that emerged from my researcher journaling and field notes to identify commonalities and/or differences in the social constructivist design influences and elements in the data derived from data collection phases.

The methodology chosen for this research project has been carefully selected to reflect and carry on the moral commitment and ethics of caring desired of both the design and development of the proposed course. Every organism, ancient philosophy tells us, spends its existence seeking out its *telos*, its aim or ambition. For those who feel they are called to be teachers, this is expressed in our persistent deployment of virtues such as justice, prudence, patience, and love for our students (Bullough & Pinnegar, 2009). By acting morally in morally demanding situations, we become morally good people, and as teachers, we endeavor to share this with our students and help them to become morally right in their own turn (Bullough & Pinnegar, 2009).

As such, while the act of conducting a self-study research project is not in and of itself a moral act, it is the autobiographical representation of the inherently moral act of teaching. This self-study is an attempt, even if it is not to be considered generalizable, to teach others how to be morally right in their own teaching of the Holocaust. Just as the designer acts with "conscience sacrifice" (Osguthorpe et al., 2003) to develop a course which will impart a moral lesson upon the students, the instructor does the same in their class. By providing an intimate encounter with the design process from my unique perspective, I am undertaking a moral endeavor of my own. And while Bullough & Pinnegar seem to have the utmost faith in the moral rightness of teachers

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(2009), I am personally glad they also developed guidelines for ensuring that one's

autobiographical self-study remains of the highest--and therefore most instructive--quality.

Putting the "Quality" in "Qualitative" Research

Prior to beginning the planning and execution of this research project, it is essential that

the utmost standard of quality be put in place to safeguard the validity of the effort, and to ensure

that it truly becomes research. Prominent sociologist C. Wright Mills (as cited in Bullough &

Pinnegar, 2009) described the process of attaining research status:

> Know that many personal troubles cannot be solved merely as troubles, but must be
>
> understood in terms of public issues and in terms of the problems of history-making.
>
> Know that the human meaning of public issues must be revealed by relating them to
>
> personal troubles and to the problems of the individual life. Know that the problems of
>
> social science, when adequately formulated, must include both troubles and issues, both
>
> biography and history, and the range of their intricate relations. (p. 14)

It is only later, when this biography and history come together, and the individual problem is

placed within the broader context of the time, that a self-study can truly become research

(Bullough & Pinnegar, 2009). Once it has, it is the responsibility of the researcher to do what

they can to maintain the quality of the work.

Bullough & Pinnegar (2009) have developed 14 guidelines for preserving "quality" in

autobiographical self-study and I have adopted them as my own guidelines moving forward.

1. Autobiographical self-studies should ring true and enable connection;

2. Self-studies should promote insight and interpretation;

3. Autobiographical self-study research must engage history forthrightly and the

   author must take an honest stand;

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4. Biographical and autobiographical self-studies in teacher education are about the problems and issues that make someone an educator;

5. Authentic voice is a necessary but not sufficient condition for the scholarly standing of a biographical self-study;

6. The autobiographical self-study researcher has an ineluctable obligation to seek to improve the learning situation not only for the self but for the other;

7. Powerful autobiographical self-studies portray character development and include dramatic action: Something genuine is at stake in the story;

8. Quality autobiographical self-studies attend carefully to persons in context or setting;

9. Quality autobiographical self-studies offer fresh perspectives on established truths;

10. Self-studies that rely on correspondence should provide the reader with an inside look at participants' thinking and feeling;

11. To be scholarship, edited conversation or correspondence must not only have coherence and structure, but that coherence and structure should provide argumentation and convincing evidence;

12. Self-studies that rely on correspondence bring with them the necessity to select, frame, arrange, and footnote the correspondence in ways that demonstrate wholeness;

13. Interpretations made of self-study data should not only reveal but also interrogate the relationships, contradictions, and limits of the views presented;

14. Effective correspondence self-studies contain complication or tension. (Bullough & Pinnegar, 2009, pp.16-20)

And while the development of quality research must invariably ensure that the highest quality is involved in the development of the specific data collection methods, it must also strive to maintain this quality from onset to conclusion, and this study aims to do no less. This study has been designed with the following general criteria in mind: credibility, dependability, transferability, and confirmability (Lincoln & Guba, 1985). Lincoln and Guba (1985) also addressed the dependability of the way the data is kept track of throughout the research process. Taking careful measures to outline each step of the data collection process, as well as any changes that may spring up during that process, can keep the proceedings as transparent as possible. To wit, I engaged in a protracted reflective process and recorded my actions and interactions with the highest fidelity and thickest description possible Geertz, 1973; Merriam & Tisdell, 2015). Given that self-study requires the researcher to *be* the tool of data collection, the implementation of consistency checks by members and/or stakeholders can help to create multiple sources of oversight and enhance the transparency of data collection and analysis.

Chapter Summary

The ADDIE model is a long-standing conceptual model of instructional design that has been utilized by instructional design companies and departments for years (Branch, 2009). I have employed the model in my work with private design firms, as well as in the school where I teach and develop courses. As such, it has been combined with self-study design as a layout for this study. This chapter discussed this layout, as well as the data collection and analysis methods, in addition to the measures and extents to which I have gone to ensure the quality of the research. The next chapter will introduce the data outcomes from these methods.

Chapter Four: Research Outcomes

This chapter is structured upon the central elements found in the Analysis phase of the

ADDIE model, upon which the entire dissertation's structure and the research project's design

approach are framed. Each of the five elements of the model is presented as its own subsection of

the chapter, building upon one another in a longitudinal display of the research project. The

chapter begins with the Analysis phase, which details the background and current context of the

problem at hand, the target audience, and the environment in which the project is conducted. The

next phase, Design, which looks at the decisions necessary for establishing the parameters and

objectives of the course. This is followed by the Development phase, in which the learning

experiences and content are created, and the external media sources are curated. The fourth

section of the chapter introduces and explores the Implementation phase, during which the

practices, policies, and procedures of delivering an online Holocaust course are reflected upon.

The final section of the chapter details the Evaluation phase of the project, examining the various

tools employed by the researcher.

Analysis Phase Introduction

The first and arguably most important step in the ADDIE design process is the Analysis

phase. In instructional design, a Front-End Analysis (FEA) is a series of smaller analyses

conducted prior to the start of the design process to ascertain all the pertinent information

regarding the client, their situation, and the proposed tasks to be performed by the ID team.

During the FEA, a wealth of data is collected and processed to establish the project's parameters,

the conditions in which the work is to be done, and the express goals and desired outcomes of the

stakeholders. The more detailed and thorough the FEA, the more portable and reusable the data will prove in the later stages of the project. As such, the work in this phase proved quite extensive and consuming at the onset, but ultimately saved time in the end.

Given the similarities of many elements of a Needs Analysis with an FEA, many instructional designers and their firms use the terms interchangeably (Ledford & Sleeman, 2000). In fact, when searching for some definitive definitions and examples for this project, many of them covered almost exclusively mutual ground. The primary difference between the two terms seems to be that an FEA can and often does encompass more of the specific forms of subanalyses as seen in this project, while a Needs Analysis focuses more tightly on the target audience, problems to be addressed and their root causes, and the tasks proposed to be undertaken, all of which are found within the broader FEA. As such, rather than redundantly address the overlapping elements, this research chooses to address all the elements of a Needs Analysis within the subanalyses of its FEA.

Steps of a Front-End Assessment

While many different Instructional System(s) of Design (ISD) employ a FEA prior to the beginning of design work, it can take many different forms and employ a number of different forms of analysis within it, changing with the particular context and needs of the client. Selected from amongst many different available (but ultimately overlapping) forms of analysis, this project employs seven different types of analysis within the FEA (Ledford & Sleeman, 2000). The selected forms of subanalyses are as follows:

- Problem Analysis

- Goal Analysis

- Job Analysis

- Content Analysis

- Environmental (Situational) Analysis

- Media and Technology Analysis

Each of these analyses and their results are explored in subsequent sections.

Problem Analysis

The largest and most extensive portion of the Front-End Analysis is often the Problem Analysis. This analysis stage looks at the deeper background issues and root causes of the issues in question which the project will seek to resolve. For the purposes of this study, this takes the form of evaluating the users of the FEA and the target audience, establishing the background of the issues, explicitly describing the problem at hand and contextualizing its significance and examining the purpose of the project.

Front-End Analysis Users. While the research project itself has been undertaken as a dissertation at my own impetus, the decision to develop a new course to replace the existing curriculum has been a goal of the school's administration since I was first hired there in 2014. At the time, another teacher was teaching the course, but when they left the school a few years later, I was offered the chance to take over and to begin working on replacing the material. A completed FEA of the project will be used by the administration, as well as the three members of the school's eTeam of Design Coaches and Instructional Technologists who oversee the development and implementation of the courses for the school. The FEA will help them to better understand the broader issues and concerns related to the course, as well as how the completed project will be situated within the school, district, and state contexts. This FEA will also serve to further my own work on the project by providing a repository of pertinent information to refer to in the subsequent phases.

Broader Context of the Target Audience. In order to understand the specific context of the students and staff at Pasco eSchool, it is important to understand the broader context of its position within its district, state, and the nation. Likewise, it is important to understand how the course being offered at the school is related to those being offered by other virtual school districts.

The State: Florida. Using data supplied directly by the Florida Department of Education's "2020-21 Florida Report Card", Table 2 on the following page compiles the pertinent demographic information for the state. For instance, Florida's total enrollment numbers of 2,833,179 public students from PreK through 12th grade make it the 3rd largest state by student population. It narrowly edges out New York state by nearly 200,000 students but has only half as many enrollments as Texas (2nd largest) and more than 3 million fewer students than California, who clock in at over 6 million student enrollments (National Center for Education Statistics, 2020).

State Course Offerings. To further identify how this course in particular is situated within the broader context of Floridian online secondary education, a survey of the current online Holocaust classes being taught had to be undertaken. To help narrow down the courses that were being searched for, I made my way through the Florida Department of Education's Course Directory (FLDoE) for the current school year (2022-23). Both the catalog for middle school (grades 6-8) and high school (grades 9-12) were explored.

While the topic of the Holocaust is taught in several secondary courses (see Table 3 on page 89), I decided to focus my attention on those that are directly constructed with the explicit purpose of discussing the Shoah. Setting aside traditional year-long history courses such as United States History and World History due to their broad scope and limited time spent on the

Holocaust and the secondary English courses because of their literature-forward approach to teaching the Shoah, the 14 courses in Table 3 on the following page represent the best candidates for possible curricular evaluation

Table 2

Florida State Student Demographic Information

Total # of students	2,833,179 (PreK-12)
Racial makeup	
Amerindian	7,016 (0.02%)
Asian	79,142 (2.8%)
Black	602,424 (21.3%)
Hispanic	1,004,441 (35.5%)
Multiethnic	113,466 (4.0%)
Pacific Islander	4,950 (0.2%)
White	49,061 (36.1%)
# of ELLs	277,473 (9.8%)
# of Students With Disabilities (SWD)	415,980 (14.7%)
# of Economically Disadvantaged	1,524,580 (53.8%)
# of Gifted	4,569 (5.4%)

The next step towards investigating the breadth of the offerings was to identify when and where (or if) these courses were offered online in the state of Florida. To do this, I sifted through the FLDoE's database of online courses (2022).

Table 3

FLDOE Catalog Related Courses

Course Title	Course #	Level/Length	Credits
Holocaust	2109430	2/S	0.5
Holocaust History Honors	2100405	3/S	0.5
Holocaust Education*	2109435	2/Y	1.0
Holocaust Education Honors*	2109440	3/Y	1.0
IB Human Rights 1	2104800	3/Y	1.0
IB Human Rights 2	2104810	3/Y	1.0
IB Peace and Conflict Studies 1	2104820	3/Y	1.0
IB Peace and Conflict Studies 2	2104830	3/Y	1.0
International Law	2106355	2/S	0.5
International Relations	2106440	2/Y	1.0
International Relations 2 Honors	2106445	3/Y	1.0
IB World Politics 1	2106810	3/Y	1.0
IB World Politics 2	2106820	3/Y	1.0
Jewish History	2109410	2/Y	1.0

Note. While these courses appear in the 22-23 Course Catalog and Description, they will not be implemented until the 2023-24 school year.

This database contains all of the 17,294 (up from just shy of 12,000 in 2016) instances of courses being offered by any authorized provider in the state this school year. Since online schooling in the state of Florida, though financed primarily with public dollars, can take the form of either public schools or approved private company providers, courses published by individual counties as well as via services such as K-12, Edmentum, and Edgenuity were taken into account. All in all, 31 of Florida's school districts now offer a Holocaust course in any online format (see Tables 4 and 5 on the following pages).

This demonstrates remarkable growth over the past half-decade. In 2016, when I first did this comparison, only seven counties in the state offered any of the Holocaust courses from Table 3 in an online format (see Table 4 below).

Table 4

2016 Florida Holocaust Online Offerings

District Name	Provider Name	Course #	Course Name	Grade Range
Alachua	District Franchise of FLVS	2109430	Holocaust	9-12
Clay	District Franchise of FLVS	2109430	Holocaust	9-12
Escambia	Escambia Virtual Academy	2109430	Holocaust	9-12
Lee	District Franchise of FLVS	2109430	Holocaust	9-12
Pasco	Pasco eSchool	2109430	Holocaust	9-12
Pinellas	Pinellas Virtual High School	2109430	Holocaust	9-12
Walton	District Franchise of FLVS	2109430	Holocaust	9-12

Table 5

2022 Florida Holocaust Online Offerings

District Name	Provider Name	Course #	Course Name	Grade Range
Calhoun	FLVS Franchise @ PAEC	2109430	Holocaust	9-12
Charlotte	Charlotte County Virtual School			
Clay	Clay Virtual Academy	2109430	Holocaust	9-12
Dixie	MyDistrict Virtual School	2109430	Holocaust	9-12
Escambia	Escambia Virtual Academy	2109430	Holocaust	9-12
Franklin	FLVS Franchise @ PAEC	2109430	Holocaust	9-12
Gadsden	FLVS Franchise @ PAEC	2109430	Holocaust	9-12
Gilchrist	MyDistrict Virtual School	2109430	Holocaust	9-12
Glades	MyDistrict Virtual School	2109430	Holocaust	9-12

Table 5 (continued)

District Name	Provider Name	Course #	Course Name	Grade Range
Gulf	FLVS Franchise @ PAEC	2109430	Holocaust	9-12
Hamilton	MyDistrict Virtual School	2109430	Holocaust	9-12
Highlands	Highlands Virtual School	2109430	Holocaust	9-12
Hillsborough	Hillsborough Virtual School	2109430	Holocaust	9-12
Holmes	FLVS Franchise @ PAEC	2109430	Holocaust	9-12
Indian River	Edgenuity	2109430	Holocaust	9-12
Jackson	FLVS Franchise @ PAEC	2109430	Holocaust	9-12
Jefferson	FLVS Franchise @ PAEC	2109430	Holocaust	9-12
Monroe	Edmentum	2109430	Holocaust	9-12
Nassau	MyDistrict Virtual School	2109430	Holocaust	9-12
Okaloosa	FLVS Franchise @ PAEC	2109430	Holocaust	9-12
Okeechobee	Okeechobee Virtual Courses	2109430	Holocaust	9-12
Osceola	Osceola Virtual Secondary School	2109430	Holocaust	9-12
Pasco	Pasco eSchool	2109430	Holocaust	9-12
Putnam	MyDistrict Virtual School	2109430	Holocaust	9-12
Santa Rosa	Santa Rosa Online	2109430	Holocaust	9-12
Santa Rosa	Santa Rosa Online	2100405	Holocaust History Honors	9-12
Sarasota	Edgenuity	2109430	Holocaust	9-12
Seminole	Seminole County Virtual School	2109430	Holocaust	9-12
Taylor	FLVS Franchise @ PAEC	2109430	Holocaust	9-12
Wakulla	FLVS Franchise @ PAEC	2109430	Holocaust	9-12
Walton	Walton Virtual School	2109430	Holocaust	9-12
Washington	FLVS Franchise @ PAEC	2109430	Holocaust	9-12

One will note that the only courses from the list of fourteen possible courses in Table 3 are #2109430, "Holocaust", and #2100405, "Holocaust History Honors". Not a single one of the

other possible candidates is offered online via a medium sanctioned and recorded by the FLDoE. Only "Santa Rosa Online" currently offers both regular and Honors credit. Of further import, in 2016, four of the seven counties were listed as "District Franchise of FLVS". In 2022, only two of those counties are still offering the course, but Clay and Walton are now two of eleven districts seemingly offering their own version. While the "District Franchise of FLVS" tag has gone away in the intervening six years, a similar tag, "FLVS Franchise @ PAEC" has since appeared. Upon further investigation, this is revealed to be a reference to the Panhandle Area Educational Consortium (PAEC). According to their website (2022), they are an educational consortium of 14 member districts located in the Florida Panhandle. Their site includes a page entitled, "My Virtual Classroom", and offers the explanation that they are a franchise of FLVS and employ its online platform as the county virtual school provider for 11 of its member districts. Normally, these provider names would indicate that the course in question is being offered through the district on FLVS' platform, with either FLVS or the district's teachers depending on their contract. The wrinkle here is that FLVS, according to their own website's list of courses (2022), no longer offers the Holocaust course. Inquiring about this with my own administration, it has come to light that FLVS used to offer "History of the Holocaust" as an elective course but has since discontinued it. Those districts that wished to continue to offer the course were "grandfathered in", but it is understood that they are responsible for developing any curricular changes necessary to adjust FLVS' initial course to match any new state standards (J. Glenn, personal communication, April 18, 2016). Additionally, the core curriculum used by those districts is the same one as that purchased from eDynamic Learning and currently in use with Pasco County.

This led me to conduct a search for the other corporate virtual schools listed: MyDistrict Virtual School, Edgenuity, and Edmentum. Starting the search with MyDistrict Virtual School resulted in the website for the North Eastern Florida Educational Consortium (NEFEC), which utilizes the K-12 platform to provide online learning for Baker, Bradford, Columbia, DeSoto, Dixie, Gilchrist, Glades, Hamilton, Hardee, Hendry, Highlands, Lafayette, Levy, Monroe, Nassau, Okeechobee, Putnam, Taylor, and Union counties, accounting for the five entries on the list. While information about K-12's high school course offerings could be found in the PDF version of its catalog from its website, no mention of a Holocaust course was found, leaving the lingering question of what curriculum and platform the NEFEC was employing to deliver the courses listed.

Edgenuity's website (2022) similarly directs users to either a searchable and filterable list of course offerings as well as to a PDF version of their course catalog. Well into the course offerings file, a subsection entitled, "Subscription-based Electives" describes the courses therein as such:

> Imagine Edgenuity offers a suite of eDynamic Learning electives on a subscription basis, allowing students to pursue a large range of interests in language arts, creative arts, STEM, and CTE. These electives are priced separately by semester enrollment. A list of required materials by course, can be found on the eDynamic Learning Course Catalog website. On that page, click on the course tile to bring up Units at a Glance for the course and scroll to the bottom for Required Materials list. (Edgenuity, 2022, p. 54)

A few pages later, one finds the problematic description of the course:

> HISTORY OF THE HOLOCAUST* Holocaust education requires a comprehensive study of not only times, dates, and places, but also the motivation and ideology that

allowed these events. In this course, students will study the history of anti-Semitism; the rise of the Nazi party; and the Holocaust, from its beginnings through liberation and the aftermath of the tragedy. The study of the Holocaust is a multi-disciplinary one, integrating world history, geography, American history, and civics. Through this in-depth, semester-long study of the Holocaust, high school students will gain an understanding of the ramifications of prejudice and indifference, the potential for government-supported terror, and they will get glimpses of kindness and humanity in the worst of times. (Edgenuity, 2022, p.57)

Just as with the courses offered by Pasco County and those with the FLVS Franchise tags, Edgenuity simply offers its students the eDynamic Learning curriculum this project has set out to replace.

Moving on to the Edmentum website (2022) once again resulted in a list of courses with selectable filters and an option to download a PDF version of the course catalog. Deep in the bowels of the document, the History of the Holocaust course makes its appearance with the course description:

‘Never shall I forget that night, the first night in camp, which has turned my life into one long night, seven times cursed and seven times sealed.’ Elie Wiesel, a Holocaust survivor, wrote these words about his experiences in a Nazi concentration camp. History of the Holocaust will take you through the harrowing details of anti-Semitism, the power of the Nazi party, the persecution of European Jews and other groups, and the tremendous aftermath for everyone involved in World War II. You’ll explore the causes of the Holocaust, the experiences of Jews and other individuals during this time, and what has

been done to combat genocide since WWII. 'For the dead and the living, we must bear witness.'

Note: This course has 10 units and is recommended to be taught over two semesters but can be accelerated to be completed within a single semester if desired. (Edmentum, 2022, p. 64)

While the search did not reveal any more details about the source of the curriculum or the content therein, the use yet again of "anti-Semitism" instead of "antisemitism" raises concerns about the professional quality of the course materials.

With a better understanding of what other districts in the state were offering their students for Holocaust courses, and bolstered by the increase in those offerings, it was time to narrow down to the context of the one district in question: Pasco.

The District: Pasco County Schools. Located on the Western coast of Central Florida, the Pasco County school district is located directly north of Hillsborough County, which houses one of the nation's largest school districts. Although demographic figures posted on the district website are listed under the guise of "Pasco County Schools Fast Facts" (2022b), closer examination shows that the sourcing of these numbers is a bit more convoluted than they appear at first blush. Touted as the "Fast Facts" for "2021-2022" in the header, one footnote offers the disclaimer that the figures are "based on data collected in August 2021". This would seem to indicate that much of the information, such as the number of graduates, awarded scholarship funds, or industry certifications earned were taken from the end of the previous school year. However, an additional footnote sources the "Fast Facts" information as being from American School and University Magazine's September 2020 issue, which collated its data from the district's 2018-19 enrollments. Mercifully, they also offer a link to "current, real-time data" on

their "Data Dashboard" (2022a). While still reflecting the data from the 2021-22 school year, this site provides a much clearer look at the true figures of the district. The most pertinent demographic and academic data from the dashboard is included in the tables below. The first (Table 6) contains student information, the second (Table 7) contains staff information, and the third (Table 8) includes information on the academic accomplishments of the district.

Table 6

Pasco County School District Student Demographic Information

Total # of students	84,637 (PreK-12)
Racial makeup	
Amerindian	247 (0.03%)
Asian	2,932 (3.5%)
Black	6,773 (8%)
Hispanic	20,938 (24.7%)
Multiethnic	4,516 (5.3%)
Pacific Islander	170 (0.02%)
White	49,061 (57.9%)
# of ELLs	4,220 (4.98%)
# of ESE students	14,182 (16.8%)
# of Economically Disadvantaged	40,892 (48.3%)
# of Gifted	4,569 (5.4%)

Table 7

Pasco County School District Staff Demographic Information

Total # of Employees	11,816
# of Instructional Staff:	5,136
Average # Years of Experience:	9.1

Racial makeup	
Amerindian	32
Asian	131
Black	537
Hispanic	1,442
Multiethnic	244
Pacific Islander	14
White:	9,377
Other	39

The School: Pasco eSchool. Pasco eSchool operates as a franchise of FLVS, in that the larger district provides a substantial amount of the school's LMS software, content courses, and operational structure. In 2018, the school was named "Florida Virtual School 2017-2018 Large District Franchise of the Year". That being said, the school has developed a sizable contingent of content, instruction, and policy separate from FLVS and through the district's LMS, Canvas.

Table 8

Pasco County Academic Metrics for 2021-22 School Year

Total number of schools:	123
Elementary	63
Middle	36
High	24
District Overall Grade:	B (58, 42nd out of 67)
Graduation Rate:	87% (29th out of 67)
School Grades by Grade Scored	
A	30
B	21
C	34
D	3
I	1

They offer an ever-expanding assortment of courses that are developed and delivered in-house. Some of these courses, such as the Advanced Placement (AP) World History, AP European History, and AP Seminar courses that I teach, are not offered by many other districts or FLVS, so Pasco eSchool takes on students from across the state. This option is also available--and readily seized upon--for the History of the Holocaust course we are currently offering.

Pasco eSchool functions in many of the same ways as any other school within the district. It has a physical campus occupying half of the classrooms on the bottom floor of a local middle school, teachers come to face-to-face meetings and training on a regular basis, and the school hosts student events and on-campus learning opportunities with fair frequency. Of course, as with any traditional high school in the state, teachers are required to provide on-campus, face-to-face proctoring for a wide assortment of standardized testing. The high school portion of Pasco eSchool, upon which this study will focus, received an "A" designation for the 2018-19 from the state, and was among five high schools in the district to land a spot in the U.S. News & World Report list of 2022 Best High Schools (Pasco, 2022). Amongst a staff of 130, I consider myself to be just another cog in the machine, albeit a well-greased one.

The three tables below (Tables 9, 10, and 11) contain demographic data similar to that collated for the district-level context but pertain specifically to the one school.

Table 9

Pasco eSchool Student Demographic Information

Total # of students (K-12):	
# of students with a 504 Plan: 944 (9.1%)	
# of ELLs:	239 (2.3%)
# of ESE students:	1,053 (10.2%)
# of Economically Disadvantaged:	3,491 (33.7%)
# of Gifted:	977 (9.4%)

Table 10

Pasco eSchool Academic Metrics for 2021-22 School Year

School grade (most recent is 2018-19 school year):	A (65)
Graduation Rate:	89%

Table 11

Pasco eSchool Staff Demographic Information

Total # of Employees	134
# of Instructional Staff	112
Average # Years of Experience	12.4
Racial makeup	
Amerindian	0
Asian	2
Black	1
Hispanic	12
Multiethnic	3
Pacific Islander	0
White	114

Goal Analysis

In a traditional Goal Analysis, an IDer would work with the client to classify and elucidate the end goals for the project. This is generally done by clarifying previously vague objectives and constructing step-by-step plans for moving from the problem previously identified in the Problem Analysis to the solutions the project aims to achieve (Ledford & Sleeman, 2000). In essence, this is the stage of the Analysis where the exact problem has clarified, and the specific goal of how to solve the problem is established. Modified for the purposes of this study, this aligns neatly with the creation of a research plan and methodology for seeing the plan through. These all start, however, with establishing the research questions and setting a goal to answer them.

With the research questions written, a clear, specific, and achievable goal can be set. To this end, a "goal statement" was developed to create an endpoint for the project. A high-quality goal statement must be crafted under the influence of three main factors: the learner, the subject matter specialists, and the society at large. It is then filtered through the developer's philosophy and psychology of teaching and learning, ensuring that it is in line with what all of the stakeholders consider to be the most efficacious approaches and techniques for ensuring the best student outcomes (Ledford & Sleeman 2000). Written with all these considerations in mind, the goal statement for this project states:

> During the process of developing an asynchronous online course for delivery to the 9-12 students of Pasco eSchool, the prevailing best practices of both Instructional Design and Holocaust education will be researched, evaluated, and employed in order to ensure the highest quality learning experience and student outcomes.

Over the course of the project, the research questions and goal statement will serve as the "Point A" and "Point B" of the guide map along the development journey. Knowing where the research must ultimately lead without setting up a predetermined outcome will allow me to focus the process without unduly influencing the results. Now with start and endpoints and employing the self-study methodology discussed previously as a framework, the project is now able to lay out an incremental approach for both the collection of data as well as for the design process undertaken within it. The structure and methods for the collection of data are discussed at greater length below as well as in the previous chapters. In essence, this is the plan for how the Goal Statement will be achieved.

Job Analysis

A favorite task amongst Human Resources employees, a Job Analysis traditionally encompasses the process of gathering data on the various roles involved in a project and the responsibilities of and demands upon each of them. When working with an entire team of SMES, IDers, and project managers, this analysis allows the person or group tasked with delegating the workload to make informed decisions about who will perform which tasks. Given that the entirety of the instructional design, subject matter, and administrative tasks fall upon my shoulders, the traditional form of a jobs analysis has proven unnecessary. It is, however, an excellent opportunity to discuss and clarify the terminology surrounding the two main jobs of the project, IDer and online instructor and establish my background within each role.

A major concern that is not addressed by the literature, however, is the ever-growing split between those who design online courses and those who deliver them. IDers are generally people who work for a design firm or a school district and are responsible for creating courses from start to finish in a timely manner. Often, they work on courses with which they have nothing more

than a passing familiarity, but there are frequent and widespread exceptions (Rose & Tinney, 2008). As these IDers are called upon more frequently to create courses on the Holocaust for sale and implementation, there must be a focus on how the prevailing guidelines for both the design and delivery of curriculum initially intended for the traditional classroom is being translated into virtual learning experiences (Fish & Wickersham, 2009). Further research is needed into how the field of Holocaust education, with all of its deep-seated pedagogical and historical considerations can be transliterated in a virtual setting whilst still maintaining the sound practices recommended for such a format.

"Instructional Designer". While the term *instructional designer* could technically be applied to anyone who engages in the development of curricula, it is generally applied to professionals who are employed by schools, districts, or private design firms to build courses to the specifications of educational, governmental, or corporate clients. It should be noted that they are generally *not* the end-user of the course for the purpose of instructing students. This research, however, embraces specific nuances to the term introduced by Nelson and Stolterman (2012) and Matthews and Yanchar (2018). The former pair coined the term "guarantor-of-design" (or "g.o.d.") to emphasize the responsibility of the ID to make appropriate decisions in the design and development of their courses. The latter pair, however, point to research that unveils a tendency of this "g.o.d." notion to lead to courses that are too heavily focused on design theory, rather than the emotional evocation of the learner. Matthews and Yanchar, then, point to the need for a "guarantor-of-learning", and their research indicates a need for IDs to accept that responsibility for student learning is not solely upon themselves or the materials they create, but rather upon those sources combined with the learners' decision-making (2018). This study adopts, to a large extent, the second of these notions of the role of the instructional designer.

"Online Instructor/Teacher". As opposed to the instructional designer defined above, the online instructor or online teacher is the person who interacts with students within the context of their online course and school. While it is often assumed by administrations, the public, and even teachers themselves that the skills necessary for instructional design are inherent in the training and practice of teachers, it is often not the case (Lee et al., 2012). Even making assumptions about the transferability of classroom teaching skills into the online learning environment can lead to a rough transition for a transferring educator. Although the practice of employing existing online instructors to develop new content for their employers is growing in popularity (Lee et al., 2012), it remains the norm that online teachers receive their course as pre-packaged curricula, with little to no agency to make alterations. This study keeps these realities in mind as it defines an online instructor in a manner that is distinct from a classroom teacher as well as from an IDer. It should also be noted that the terms *online instructor*, *course facilitator*, and *online teacher* are used interchangeably in this study, and they are often shortened to *instructor*, *facilitator*, or *teacher* for the sake of brevity.

Content Analysis

While not always included in an FEA, a Content Analysis performs much of the same type of analysis as a Jobs Analysis but focuses on instructional content rather than job performance. Analyzing the content to be included in the course is of particular importance when developing a course on the Holocaust. The selection of instructional activities, materials, and assessments is amongst the most important tasks the instructor-designer undertakes. As Lindquist (2008) points out, the average designer already needs to address four major factors:

- The validity and significance of the content for the intended purpose of education

- The learnability of the content by the students for whom the curriculum is being planned

- The appropriateness of the content for the needs, maturity level, and interests of those learners

- The consistency of the content relative to the social, cultural, and political climate in which the unit is to be presented. (p. 27)

Additionally, the designer of a Holocaust course needs to also consider several crucial factors, including "*(a)* historical accuracy, *(b)* specific topics covered, *(c)* general teaching materials, and *(d)* particularly, graphic materials" (Lindquist, 2008, p. 27).

Given that the ADDIE model approaches these decisions as a part of the Development phase, and that the majority of the content for the course is intended to be brand new, rather than adapted from an existing course, this subanalysis of the FEA took two forms: evaluating the current body of research on understanding and teaching the Holocaust, and identifying the crucial decisions that will need to be made regarding the content that will go into the course.

These decisions once again took shape as a series of questions to be answered at greater length in the Design, Development, and Implementation phases. This time, however, they were geared directly towards the content and pedagogy in question:

- What are the (most) common key elements of a Holocaust Course?

- What are the essential tools for teaching the Holocaust?

- Why is it important to utilize witness and victim testimony?

  - What, if any, are the drawbacks to this practice?

- How is the Holocaust couched in various Historical contexts? What is the impact of this?

- How is the Holocaust related to the context of NOW?

- Why "antisemitism" and not "anti-Semitism"?

  - Why/is it that big of a deal?

- How could the Holocaust have occurred amongst an advanced, highly enlightened culture?

- What constitutes a "collaborator"?

- What constitutes a "rescuer"?

- What constitutes "resistance"?

  - Whose terms are we currently using, and whose *should* we be using?

- Why did some liberated Jews return home, while some refused repatriation?

- Whose responsibility were the liberated Jews?

- What was the role of the Holocaust in the creation of Israel?

  - What is the world's continued responsibility towards the longevity and security of Israel?

  - What, precisely, are we willing to allow Israel to get away with in the name of their security? As a response to our guilt?

- How much of Judaism should we teach in order to provide students with the necessary context?

- How much of Jewish history pre/post war should we teach in order to provide students with the necessary context?

- To what extent do we teach about Israel (1945-today)?

  - Dare we? With how charged antisemitism and pro/anti-Zionism is today?

  - Dare we not? Many students–as well as IDers and teachers–consider Israel to have been/currently are guilty of their own crimes against humanity

- How do we address the role of female collaborators? Perpetrators?

- How do we accurately teach the extent of the female victim's experience?

- How do we teach female resisters?

- How do we square the idea of "never again" with the lack of real postwar justice and the subsequence and ongoing genocides/atrocities?

  - By other nations?

  - By liberating/Allied nations?

  - By ISRAEL?

- How do we teach the legality of the Holocaust? Why?

  - Why is this important?

This list of considerations, garnered from experience teaching the course for several years and the body of literature itself, will drive the curricular and pedagogical decision-making process for the entire project.

Environmental (Situational) Analysis

An environmental or situational analysis serves to describe the physical conditions in which the learning will take place and to address whether any of those conditions may impede or restrict the success of the learner. If it is presumed that they will, the designers discuss possible solutions or workarounds to such impediments. Since this course takes place almost exclusively online in whichever environment the learner chooses, there is little to be done in the FEA to predict how the environment will impact the design of the course, save to address the asynchronous online nature of the learning itself.

Media & Technology Analysis

Essentially an evaluation of the media and technology assets and deficits at play in the project, this subanalysis can often result in little more than an inventory of the available computer parts and programs for designers and learners alike. For this project, I did indeed discuss the type and role of the LMS in use, but it was also important to address the lengths to which accessibility and ease-of-access to the media and technology of the course are ensured.

Technological Requirements. Since students are usually assumed to be working on the courses in their own homes, and on their own equipment, a wide breadth of socioeconomic statuses and living conditions must be compensated for. As is addressed in the Design and Development phases, materials are chosen and developed with both accessibility and ease of access in mind from the onset to ensure that most students are able to take the course as close to our motto of "anywhere, anytime" as possible.

To keep students in compliance with the Digital Learning Act (2011), all of the district's high schools and many of the middle schools offer on-campus computer "Virtual Learning Labs" (VLLs) in which students may work on their online courses in lieu of a traditional class for one or more periods of the day. Students may enroll in these courses either through FLVS, or the district-provided alternative, Pasco eSchool. Each lab has upwards of 25 computers available for students to use, though staff shortages and growing popularity of such labs have led me to observe overcrowded conditions in more than one local VLL in the past several years. Despite the large number of students in these rooms, they are generally accustomed to spending their time in the room working on their online courses or playing silently on their phones. Having a dedicated time of each to work on these classes proves a boon for their instructors as well, since it means they know of a specific instance in which they will be able to track them down for

necessary calls or the completion of check-ins. Each month, a team of 2-4 instructors from Pasco eSchool visits each VLL during a specified week and spends a day working with the students assigned to the lab and tracking down other students at the school at the behest of their instructors.

Regardless of where and when the students access the course, it is always hosted in the same location: the Canvas LMS. An LMS, also sometimes referred to as a "Virtual Learning Environment" (VLE) is defined as,

> software platforms consisting of e-learning tools for authoring, data management, planning and structuring educational curricula, homework tracking, forum/blog/chat communication, Web publication, and course management and assessment. Moodle is one well known, noncommercial VLE product; commercial examples include WebCT, Blackboard, and Virtual Campus. (Tristan-Lopez & Ylizaliturri-Salcedo, 2014, p. 328)

In this instance, the School Board of Pasco County utilizes the LMS known as Canvas, which is a product of Instructure, LLC. As a platform, it has been adopted by a number of individual K-12 schools, districts, universities, and even statewide programs such as the North Carolina Public Schools (Instructure, 2022). While this particular tool is mandated by the school district to be the method of delivery for the course being created in this study, other tools are employed during the design and delivery stages, so long as they are ultimately compatible with Canvas. Hereafter, the terms *Canvas* and *LMS* are used to refer to the primary online space in which the design, development, and delivery of the course will take place (Saunders et al., 2011).

Impact of Technology and Multimedia on Course Development. A veritable cornucopia of resources, the Internet can and already does serve a multitude of roles in the Holocaust classroom. Online repositories, virtual museum tours, digital encyclopedias and even

online answer communities all serve to enhance the learning experience of students in traditional and online classrooms. A fair amount of research exists on individual technologies and implementations, but little is directed at how they can and are integrated directly in distance learning courses.

Lazar and Hirsch (2013a, 2013b) have begun some truly interesting research into the role played by social Question and Answering communities such as Yahoo! Answers. Usually thought of as the bane of instructors due to the lack of scholarly research and unreliability of the answers, Gazan (2007)'s research denotes two very different types of students who utilize the communities: 'Seekers' and 'Sloths'. Sloths occupy the traditional role of students who post their assignment online to get someone else to do it for them, to take the easy way out. Seekers, on the other hand, appear to be students who use the communities to gain further understanding, additional resources for their assignments to acquire a broader sense of understanding (Gazan, 2007). While there exist many dangers and detractors to students using such communities, there exist several intriguing benefits that bear further investigation (Lazar & Hirsch, 2013a, 2013b), particularly its potential for integration with current research on the use of survivor and witness testimony.

Programs such as USC-Shoah Foundation's "IWitness" (2022a, 2022c) and the "Telling Their Stories" project at San Francisco's Urban School are making huge strides in the preservation of oral histories through digital capture and hosting technologies. The Urban School project is collecting videotaped interviews of local Holocaust survivors, Japanese American internees and others from the Second World War and making them available to the public online (Could & Gradowski, 2014). IWitness allows for students to not only search for and view survivor testimonies, but by utilizing their web-based video editing software, students are able to

craft their own research-driven video clips. This practice is often used in conjunction with traditional face-to-face instruction and is guided by the classroom teacher themselves. "Using testimony provides students with the opportunity to make personal connections with the content and to construct their learning based on personal experience and relevance" (McBride, et al., 2014). However, the use of witness testimony has a presence in the research equivalent to that of the proverbial double-edged sword. Lindquist (2008) warns that, "...individuals who experience given situations see those events myopically because they are often isolated from and thus not aware of, the larger contexts in which their events must be situated. As such, it is sometimes difficult to tie a survivor's experiences in the Holocaust to the event in general." Lindquist further cautions that, "...time causes survivors' memories to become embellished and distorted, thus forcing teachers to contend with issues that arise when survivors' perspectives differ from the established historical record." Not all hope is lost, as "this problem can be avoided, or at least lessened, if students have built a substantial core of historical knowledge about the Shoah before they begin to explore individual survivors' stories." Despite any objections, the use of witness testimonies captured through video and hosted online has become a nearly ubiquitous tool for well-trained and well-equipped Holocaust educators.

New Technologies in Holocaust Education. A steadily growing focus amongst Holocaust educators and historians is how best to use emergent technologies to preserve the memory of survivors and connect them with students in meaningful ways. In reflecting upon this question for myself, I am constantly drawn to one single day in which I experienced three of the of the most powerful moments of my academic career in Holocaust education. They came hundreds of miles away from home didn't involve working with students and were tied to

technologies which hardly existed when I was my students' ages. The following vignette from

my researcher journal on December 3, 2018 elaborates on that day and its impact:

> As an addendum to my trip to Chicago, IL, to present at and attend the 98th Annual
>
> Conference of the National Council of the Social Studies, I stayed a day later than my
>
> cohorts and family and made my way outside of the city to Skokie, IL, home of the
>
> Illinois Holocaust Museum and Education Center (IHMEC). It was there that I was
>
> emotionally moved beyond any of my previous limits and was also able to see the very
>
> edge of the new wave of technologies which will invariably come to define the future of
>
> Holocaust education.
>
> The first of my experiences came in one of the exhibits itself. Winding my way through
>
> the halls and exhibits, I found myself in a large room designed to physical represent the
>
> ravine known as Babyn Yar outside of the Ukrainian city of Kyiv. It was at this site that
>
> the largest mass shooting of the Holocaust claimed the lives of more than 33,000 Jewish
>
> Ukrainians. At first, it was a powerful and informative exhibit, but one which was
>
> proving no more emotionally taxing than any other I had seen. Then, I came across an
>
> oversized image of a woman with her child, attempting to shield them from their fate.
>
> Having come to Chicago with my two daughters, one of whom was barely six months
>
> old, my mind raced to their sides, and I was plunged into overwhelming grief. Luckily the
>
> museum was not busy at the time, so no one bothered me as I sat on the floor in front of
>
> the image and wept. I wept not only for the woman and her child in the photo, but for all
>
> of the children whose lives were cut so tragically short and all of the parents who had to
>
> watch their children suffer. And, inexplicably, I wept for the possible future in which my
>
> own children may be forced to suffer.

To date, I have been unable to find this image again on my own. I do not believe the issue to be one of access; I have access to plenty of archives and photo collections. Rather, I have been forced to abandon the search several times due to recurrences of these overwhelming bouts of despair. I recently reached out to museum staff to see if they can be of assistance, because I cannot bear even the thought of searching through stacks of images of parents and their children without collapsing into a useless, quivering mass yet again.

The ordeal left an indelible mark upon me. I had known, intellectually and academically speaking, of the power of images in conveying the lessons of the Holocaust. I had been moved by them before, I had seen my students be moved by them. But never before had I truly understood their capacity to tap into and ignite empathetic responses such as the one I had experienced. While it didn't necessarily change my position, it brought the debate over the use of graphic images in Holocaust coursework back into consideration for my project.

The second of my experiences there, after traversing through the rest of the sprawling yet artfully designed museum exhibits, was with a survivor who had died earlier that year, only three days before my youngest daughter was born. Aaron Elster, a survivor of the Polish invasion by Nazi forces and their subsequent occupation, was born in February of 1933 and died in April of 2018 (Illinois Holocaust Museum and Education Center [IHMEC], 2019, 2022b). And yet, here he was on a chilly November morning six months later, telling the audience his story of survival and answering our questions. Bathed in a pale blue light cast multiple directions, I couldn't help but liken Elster's holographic image to those in the Star Wars media I exhaustively consumed to give my mind a break

from the realities of our world. Before the presentation began, the docent for the exhibit

explained to us the painstaking process involved in interviewing Elster and building out

the hologram (IHMEC, 2019, 2022a, 2022b). After a brief video introduced us to Elster's

story, the floor was opened to questions.

Sadly, I cannot remember what question I asked. Though I took copious notes that day,

they've been lost to the ravages of time, young children, and moving. What I do

remember distinctly, however, is having to rephrase my question. There were several of

us amongst the crowd who were asked to do so. Despite the clearly advanced nature of

the AI voice-recognition software being used, the interviewers were only able to record

the questions being asked in so many different variations before needing to move on. As

such, it took some of us a try or two before we worded our question in a way the

hologram could understand.
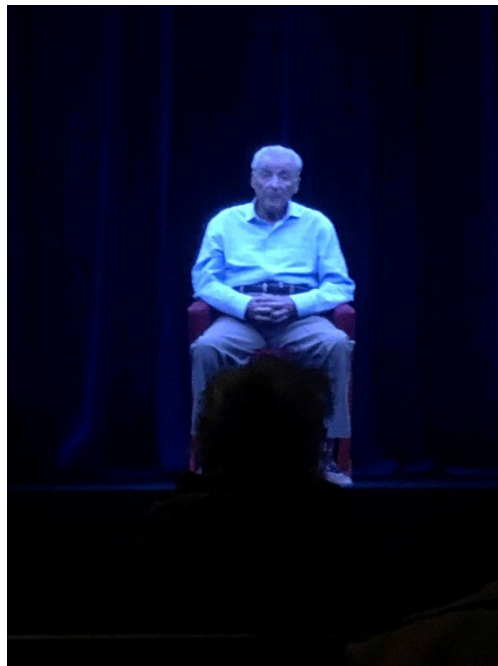
Figure 1

Photograph of Dimensions in Testimony Presentation (Ledford, December 3, 2018)

The other thing I distinctly recall during the presentation was being completely

dumbfounded by the ingenuity and resourcefulness that had gone into producing the

hologram. At the risk of future readers ogling at my early-2000s naivete, I felt I was

beholding a true "modern marvel". I imagine it was how visitors to the early World's Fair

exhibitions must have felt. My holographic experience in Skokie was part of the larger

Abe & Ida Cooper Survivor Stories Experience, which features a program called

"Dimensions in Testimony", which was originally developed by the USC Shoah

Foundation in conjunction with the IHMEC (2022a).

At the time, one had to travel outside of Florida to engage with such an exhibit, but at the time of

writing this (October 2022), it is available right down the road at the Florida Holocaust Museum

(FHM) in downtown St. Petersburg, FL (Florida Holocaust Museum [FHM], 2022). So, too, is

the subject of my other powerful experience that day:

As awestruck as I was at the tremendous power and potential posed by the holographic

interaction with Elster, I was in for another treat on the vertically opposite end of the

museum. Emerging from the basement-level theater room and climbing all the way to an

atrium-like room at the top of the building overlooking the main entrance lobby. Here, I

was helped by a kindly docent to don a set of VR goggles (the HTC VIVE, from the

looks of them) and controllers connected to a gaming computer rig which I amusedly

remarked looked very similar to my own at home. I was shown a large circle on the floor

around me made of tape and told that it was the boundary for the program, and not to step

outside of it. Then, the program began.

After a moment of darkness, I was brought into a hotel room where an elderly man

seemed to be getting ready to leave. Over the next few minutes, George Brent told me his

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story of survival as he got himself ready and we took a car ride together. Eventually, we arrived at the site of Auschwitz-Birkenau and began a tour. Brent took me through several rooms, each emblematic of one of the rooms we think of when imaging the camps; barracks, gas chambers, the yard, and even the crematorium. In each, I was able to take a step or two in each direction, and to look fully around me (even getting tangled in the cords a time or two in the process). In each room, Brent gave me a description of its purpose and added to his own story. By the time the tour ended, and Brent and I were sat upon a park bench to finish his tale, I could scarcely see through the lenses due to my own tears.

While I have little doubt that the VR experience, entitled, "The Journey Back: A VR Experience" pales in comparison to visiting the physical site in real life, I know that I may never get to have that experience for myself. And while I have met several survivors in person now, I know that my students may not get to do so, especially as the years pass by. The further we get from the Holocaust in both place and time, the harder it will become to provide emotionally engaging experiences for our experiences. Sadly, it will not be long before there are no survivors left, and their testimonies will be all that we have. Through the inspiring work of the dedicated staff at USC Shoah Foundation, the Illinois Holocaust Museum and Education Center, and many others, hope still springs.

Just as with the hologram interaction, the VR experience has since made its way down from Illinois to our local museum. I was privileged to take my wife, sister, grandmother, and aunt to the FHM a mere month after returning from Chicago and serve as a docent for their experiences.

In the intervening years since my experiences at the museums in Skokie and St. Petersburg, VR technologies have been inexpensive and commonplace enough to have made their way into my own home. Shortly after acquiring an Oculus Quest headset in the summer of 2021, I came across a section of the online marketplace dedicated to virtual reality educational apps. One such app, entitled "Secret Annex", is an exploration of the Anne Frank House museum in Amsterdam, rendered in 3D and furnished as it had been in 1942 to 1945. Available in multiple languages and only taking approximately 25 minutes to make it through all the content, the app offers an in-home alternative to travelling all the way to the museum (Anne Frank House, n.d.). While not available through immersive VR goggle-based experiences, similar digital walkthroughs of historical sites such as Auschwitz I (Państwowe Muzeum Auschwitz-Birkenau, 2014) and museum buildings such as the Melbourne Holocaust Museum (2022), and Holocaust Museum LA (2022) are leading the way in extending on-site learning experiences into the digital sphere.

In reflecting upon these experiences in Skokie, what I truly believe happened was that I experienced a catharsis in the trench and renewal in the technology exhibits which tore away the scab of fatigue (Schweber, 2004, 2006) that had unwillingly and unknowingly grown in me. Combined with my other explorations of new and emerging technologies for Holocaust education, I not only tapped back into a deep empathetic well I felt I had been lacking for a while but was left feeling invigorated about the future of both my studies and those of my students.

Evaluation Within the Analysis Stage

Given the extended duration of this research project, it was necessary to apply the formative portion of the Evaluation phase which normally begins during the Development stage at a much earlier point in the cycle, then constantly repeat. Thanks to the flexibility and iterative

nature of the ADDIE model, this was not an issue and led to the inclusion of many resources and approaches which I was not exposed to until much later in the design process. Since the Analysis stage is comprised of numerous forms of analyses, it was imperative that the information contained within each one be checked for accuracy and be updated with each passing school year. For instance, the demographic information for the state, district, and school was subject to general demographic shifts and changes within the nation and was altered dramatically by the pandemic. Along with other subanalyses, I came back several times during the Analysis phase as well as during later phases, to ensure that I had addressed the steps and tasks well. At the recommendation of Ledford and Sleeman, I asked myself, "If all of these tasks are accomplished, will the goal be achieved?" (2000, p. 61). More than once, the answer was 'no', and I was forced back to the literal drawing board.

Transition Between Analysis and Design Stages

An important element of my approach to the Analysis stage is an attention to detail and erring on the side of over-informing. ISD professionals often call attention to the importance of preparation in the Analysis and Design stages, as the information gathered in these phases play a significant role in the Development stage, which in turn decreases the workload in the Implementation stage (Alle, 2003). My own proclivities in this area led to the amassing of a substantial amount of information in the Analysis phase, and arguably even more so in the Design phase. Armed with the information from my analyses and a clear plan of approach for the tasks, the initial Analysis phase of the project ended, and I shifted my focus to the Design stage.

Design Phase Introduction

This section moves the project forward into the second phase of the ADDIE model: Design. It explores the nature of the phase itself as well as the composite tasks and functions of

the designer, as well as describing the designer's approaches to Backwards Design and Accessibility which undergird the entire project. The section then addresses the questions raised throughout the decision-making process of the Design phase regarding the guiding principles of instructional design as they are applied to the context of this specific project. It then engages in a formative evaluation of the project thus far and discusses the outputs of this phase into the next one: Development.

The second stage of the process, the Design phase incorporates the outputs of the Analysis phase and eventually outputs data for the Development phase. Most often, it will be in this stage during which the course is laid out by modules, the learning objectives are written out, the lessons are planned (in their broadest terms), and the types and forms of media to be employed are categorized and evaluated. As discussed by Branch (2009), the notion of maintaining "line-of-sight" is a practical metaphor for keeping up an alignment of needs, purpose, goals, objectives, strategies, and assessments over the entire course of the project. To help stay along this line-of-sight, I applied proverbial blinders to the scope and narrowed down the many possible goals of the Design phase into three main elements: deciding on the formatting of the course, developing the educational strategy, and evaluating the results. First and foremost, however, I needed to ensure that the project was on track

Task Inventory

While it was clear from the Task and Jobs Analyses that I will be the only person performing any of the tasks related to the course, it still stood to reason that I would need to know what each of those tasks were, how they were related to one another and to the whole, and to put them into a semblance of an order. To wit, I created a Task Inventory for the remaining phases. When writing the tasks for the inventory, I adhered to the constraints of Ledford & Sleeman:

- A task has a definite beginning and end.

- A task is performed in a relatively short period of time.

- A task is observable. By observing the performance, a definite determination can be made that the task has been performed.

- Each task is independent of other actions. Tasks are not dependent on components of a procedure. A task is performed by an individual for its own sake.

- A task statement should not be confused with an objective, which has conditions and standards. (2000, p. 61)

This led to the development of a series of Tasks to guide the Design, Development, Implementation, and Evaluation phases remaining in the project.

Guiding the sequencing of the tasks from the start, however, is the approach of Backwards Design popularized by the text *Understanding by Design* by Wiggins and McTighe (2005). At its heart, this approach boils down to thinking first and foremost about the desired student outcomes in terms of understandings, then about how will we assess if the students have achieved these understandings, and only *then* do we begin to address the activities and materials that we will employ to get them to those understandings. When applied to this project, this essentially means starting with the standards provided by the stakeholders, converting them into the understandings we wish our students to achieve by the end of the course, figuring out how we will assess them, then determining how best to instruct them. As such, that is the form the rest of the Design phase took.

What Students Should Understand. The first stage in the process of the Backwards Design approach is to identify the desired results. A good designer will ask themselves, "what should students know, understand, and do in the course?", "what content is worthy of

understanding?", and "what *enduring* understandings are desired? (Wiggins & McTighe, 2005). In order to achieve this goal, I took a five-step approach to establishing the understandings I wished the students to gain.

   Step 1: Establish Desired Results. The first step in this effort was to move from the set of state standards for the course (see: Appendix I) to the essential understandings and learning objectives. To do this, I first engaged in reading and analyzing, or "unpacking" (Wiggins McTighe, 2005) the standards. While many people will find themselves doing this in a manner best befitting their own proclivities, I remain a fairly tactile thinker and still find it best to unpack standards with a set of colored highlighters and pens at my disposal.

   With my tools in hand, I proceeded to highlight and identify the individual strands, verbs, nouns (task-related), and nouns (content-related) in each standard. Then I went back through what I had identified and counted each verb's frequency and the types of strands by content area, listing all of the verbs and nouns. Armed with some basic statistics and categories, I then went through the standards yet again and began to analyze and evaluate each one for its relevance, its broadness or specificity of verbiage, and the skills implicitly or explicitly described in each one. For these, I asked, which skills will students need to bring with them into the course? Which ones will I need to teach or have them practice?

   I then went on to identify any extraneous parts of standards, particularly those mentioning a list of content, only part of which seemed applicable to the course. This led me to attempt to figure out what in the standards is essential to the stakeholders beholden to them, such as the course's future teachers, the administrators, the school itself, and ultimately, the district. This allowed me to begin to chunk the content into at least broad conceptual categories and a timeline for the course's delivery. I was then able to begin to tentatively assign standards to each of those

chunks. As I made my way through each of these tasks, patterns began to emerge, as did my doubts.

While there are a number of examples of things they get right (i.e. punctuating 'antisemitism' correctly, explicitly addressing "privilege and social power structures", and examining the treatment of people with disabilities), there are many more reasons to call the decision-making behind them into question. The standards for this course suffer from all three of the most common problems with standards according to Wiggins and McTighe (2005): "overload", "the 'Goldilocks Problem'", and "ambiguity". The first problem, "overload", refers to the over-packing of standards into too short of a timeframe. Weighing it at a verbose 62 standards, this course merits inclusion in this category at first blush. The second problem, the "Goldilocks Problem", addresses the concern of imbalance between standards that are 'too big' and those that are 'too small' which this course clearly possesses. Oscillating between wording which demands students "describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco" (SS.912.W.7.5) and "describe the attempts to promote international justice through the Nuremberg Trials" (SS.912.A.6.7), there is clearly an imbalance. The third problem, "ambiguity", refers to the inclusion of standards which are so obtusely worded that they could mean many different things to different people, defeating the purpose of including explicit standards in the first place. The standard, "Explain how the world's nations are governed differently" (SS.912.C.4.1) is certainly too broad to inspire confidence.

Of the 62 total standards, only 47 are actual Social Studies (SS) standards. The remaining 15 pull from Math (seven), ELA (five), and English Language Department (ELD) (two). Within

the 47 SS standards, the majority (19) naturally come from the World History standards. Three are taken from the United States History standards, four are from Civics, one is from Humanities, and Psychology and Sociology are both represented with four apiece. The other twelve, the second-largest group of standards, are all pulled from the bank of Geography standards. While some may point to the wide array of fields influencing the course as a positive endorsement of its commitment to being cross-curricular, the gum in the straw resides in the vagaries and incompatibilities of a lot of these included standards.

To establish a context for how skewed out of favor of relevance the standards truly are, I evaluated the frequency of the key terminology of all 62 standards. In a course on the Holocaust, the term 'Holocaust' itself only appears twice, in two separate standards. These are the same only two standards wherein 'Jews' are mentioned, along with the "other groups" and "other victims". Of the many preconditions leading to the anti-Jewish policies and practices of the Nazi party, 'antisemitism' is mentioned only once in a single standard, and while "German economic crisis of the 1920s," "global depression of the 1930s", and "Great Depression" all get individual mentions, they all happen to occur within just one standard. "Nazi Germany", "genocide", and "Adolf Hitler" all receive similarly small frequency of mentions, especially when considering that the terms "equations" and "algorithms" are each mentioned *many* times more. In fact, the included standards refer to "mathematicians" seven times while only making mention of "historians" once. While no one would ever discount the need for cross-curricular approaches to teaching the course or the benefit of the infusion of math and ELA practices into the Social Studies, their disproportionate representation when compared to standards actually pertaining to key concepts is staggering.

Even within the group of the Social Studies standards, there is a startling lack of relevance. Many of the standards referenced above as examples of those with key terms relating to the course are indeed on-topic but comprise only 23 standards of the 62 which could be deemed 'relevant' to the topic. Amongst those, many required mental gymnastics on the part of the educator in order to connect the standard's vague or broad wording to a moralistic or conceptual lesson inherent in a Holocaust course. For example, standards SS.912.S.7.5 states, "Examine how individual and group responses are often associated with social problems" (2022). To a seasoned Holocaust educator, it wouldn't require too much effort to connect this standard to a lesson on German bystanders, collaborators, and perpetrators contributing to the events of the Holocaust. But to a new teacher? Or to one with little-to-no Holocaust training? Or even to someone teaching the course out-of-field with no background in social studies or with any academic background in education whatsoever? The chances of making meaningful connections of the standard to proposed student outcomes in the course is unlikely, even when bolstered by the "'Clarifications:' (*sic*) Examples may include, but are not limited to, 'But everyone else is doing it' and 'If I ignore it, it will go away." (2022). And this is merely an example of one of the vaguer standards within the supposedly relevant category.

Outside of said category are two others: irrelevant and skills. It is always important to explicitly indicate the skills students are to practice or acquire in a course, but 31–fully *half*–of the 62 course standards are skill-based standards from four different disciplines. All 12 of the geography strand standards fall under this designation of 'skills-based', making it the highest-represented skill-set and therefore implying that the most important skills the State of Florida wishes the course to impart upon students are those related to physical and human geography. The remaining eight standards were so broadly written and/or so seemingly unrelated that

nothing short of discussions with multiple stakeholders and Critical Friends was able to result in any sort of substantive unpacking and application to the Design process. Frustration with the obtuseness of the standards was a pervasive factor throughout the project, as seen in this field notes entry from July 14, 2019:

> Yet again another day of spreadsheet filling. Yesterday was a productive day of identifying and organizing the broad strokes of the content into modules. Today bears the minutiae of tying each of the individual 85 [later, 62] state standards to their respective planned modules, then breaking those down by the weeks the students will complete each one. One thing that I am noticing about this elective course's state standards is the feeling in the back of my mind that whoever was in charge of identifying the applicable standards simply combed all of the secondary SS, ELA, and Math standards and threw in anything (and everything) that could somehow fit. It is indeed my aim to incorporate every single one of these standards, but some of them are forcing me to develop specific activities I would prefer not to do (having students create their own maps, use math skills to collate and analyze data). This isn't because those aren't valid activities or strategies, but rather because I only have a limited number of opportunities for students to practice their knowledge by way of assignments and the like, and there were already ones I wished to include that I may now have to severely alter or omit. I know, I know, teachers are supposed to plan standard-forward, not activity-forward, but I think we can all readily admit that there are plenty of times we learn about or think up a "wonderful learning experience" for our students and then find the standards in the course that allow us to work it in.

In reflection, I am now merely thankful that I had these resources to turn to when I needed them; I shudder to think about that theoretical first-year teacher trying to figure out how to connect standard "SS.912.W.9.5: Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world" (2022) to anything related to the Holocaust. The next step then, in serving as the SME for the project, was to sit down and begin to list out everything that in my professional opinion *would* be considered related and essential to the course.

Step 2: Establish Essential Elements. I gave myself no set parameters or qualifiers for this exercise, beyond those of my professional judgment. Consulting my own notes and the body of literature on the matter, I accumulated a substantial and detailed list of items. It's impractical to think instructor-designers, especially the experienced ones, aren't going to bring to the process a toolkit of what they *know* works. They have tried-and-true, battle-tested lessons, activities, and projects they will build entire units around. And that's okay. That's why we value our veteran teachers (well, the ones who are veterans in our field, that is to say); they have an arsenal of "what works". The problem is when this approach dominates the planning, subsuming the "backwards design" and straying away from putting student understandings at the forefront in favor of the activities that are more "fun" to teach or experience, or may be easy to grade. As with all things, moderation and balance are key. These veteran teachers must also be humble enough to set aside their favorite existing resources if they aren't currently the best tool for the job. They can always be revised later on and worked into another semester/offering. Looking over all of my notes regarding the standards and the essential elements of the course, I reevaluated the broad conceptual categories from the first step and loosely grouped together all of the standards, skills, content, and activities I had accumulated thus far. In attempting to

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accomplish these groups, however, I was struck by a problem which had reared its ugly head more than once in my instructional experience with the course and was once again apparent in my design experience: structure.

Step 3: Establish Structure. As much as I consider it in poor taste to attempt to enforce a structure upon the content rather than allowing the content to shape the course's structure, there are a number of practical elements of delivering the course that have to be taken into consideration. First of all, there's the course's length. It is intended (as per the state and district alike) to be delivered over one standard semester. That means 18 weeks in this instance. And this course, regardless of any objections I may have, seems to be intended by the state to lean more towards the historical side in the history versus human rights versus genocide teaching approach debate that is seen in the literature. This tends to indicate a chronological approach to the course's layout would make the most sense.

In the past, I have also had a significant number of students complain about the existing course's confusing layout, since it is laid out in a partially conceptual/partially linear manner. They seem to have trouble tracking what is happening and when after the course shifts from covering events as they unfolded to covering them as conceptual constructs. There is a fair amount of jumping back and forth along the timeline of events, especially in the years of the war. As I expressed in my Field Notes,

> To be honest, I've had some complaints about the current course's layout myself. Keeping all of this in mind, I've decided to interweave the concepts into a more linear construction of modules. I will also be implementing the "phases of the Holocaust" that I developed while teaching the course in order to help myself and the students keep track

of things better. If I haven't written this down before, here are (briefly) the phases of the

Holocaust as I have identified them in my study and teaching (see Table 12 below).

Table 12

Phases of the Holocaust with Brief Descriptions

Name	Dates	Brief Description
Phase I- Pre-Nazi Germany	32 CE - 1933 CE	The history of antisemitism and of Germany up until and including the *rise* of the Nazis.
Phase II- Nazi Germany Before WWII	1933 CE - 31 August 1939	The history of Nazi Germany from the time they took over up until they invaded Poland.
Phase III- WWII Before the Final Solution	1 September 1939 - 19 January 1942	From the invasion of Poland until the Nazis met at Wannsee, essentially while Germany was winning WWII and establishing its control over Europe.
Phase IV- The Final Solution	20 January 1942- 22 July 1944	Firmly settled in their control over mainland Europe, the Nazis met to kick their campaign against the undesirables into high gear, up until the tides of war turned against them in 1944.
Phase V- Liberation and Recovery	23 July 1944/1945 - Now	From the liberation of the first concentration camp at Majdanek, through the Nuremberg Trials, post-war recovery, and up until today and beyond.

Considering the frustrations of my students and myself, and reading that both

chronological and conceptual approaches abounded, and that "the two aren't mutually exclusive,

but one usually takes precedence over the other" (Greene, 2020, p. 300), I was led to investigate

how others in the field were handling the layout of their curricula. While these were designed for in-classroom delivery, they are generally still organized into 'modules' or 'units', which are often transferable between the F2F and online formats. The tables below (Table 13) and on the following page (Table 14) show the layouts of two of the most popular curricula, *Echoes and Reflections* (2017) and *Holocaust and Human Behavior* (2017).

While both vaunted programs have more modules than I am inclined towards including in my own course, the ones from *Echoes and Reflections* are much more in line with what I had anticipated, at least up until module 5, where they start breaking things down more into concepts than I would like to do.

Table 13

Echoes and Reflections (2017) Curriculum Layout

Module #	Module Name/Topic
1	Studying the Holocaust
2	Antisemitism
3	Nazi Germany
4	The Ghettos
5	The "Final Solution"
6	Jewish Resistance
7	Rescuers and Non-Jewish Resistance
8	Survivors and Liberators
9	Perpetrators, Collaborators, and Bystanders
10	The Children

Table 14

Facing History & Ourselves Curriculum Layout

Module #	Module Name/Topic
1	The Individual and Society
2	We and They
3	World War: Choices and Consequences
4	The Weimar Republic: The Fragility of Democracy
5	The National Socialist Revolution
6	Conformity and Consent in the National Community
7	Open Aggression and World Responses
8	A War for Race and Space
9	The Holocaust
10	Judgment and Justice
11	Legacy and Memory
12	Choosing to Participate

It was clear that while these would both remain invaluable resources for me as I prepared to layout the course, I wouldn't be relying on them to provide my course with its overall structure.

In preparing my own layout for the course, I recalled another reflection I'd had in my Field

Notes,

> I have found over the past year that the content in the modules is a bit repetitive at times,
> and there is a redundancy of modules covering material after the liberation of the camps.
> It's not to say that this material isn't important, but students have also complained that we
> seem to be covering things in too much detail later in the course at the expense of not
> covering enough detail early on.

Combining this insight with the list of content I knew to be essential, I compiled a working

timeline of the course's content, separated into the phases I had taken to explaining to my

students (see Table 15 below and on the following page).

Step 4: Evaluate Everything. Next, in order to check that everything thus far was

matching up within line-of-sight, I evaluated the work that had been done thus far in the context

of the Goal Statement and the Tasks identified in the Analysis and the Inventory.

Making my way once again through the course standards and the SME list I had

assembled, I began to employ what I refer to as "instructional triage". Namely, I examined each

item and asked myself if it helped get the students towards completing their performance goals.

If it did not, I made a note to either remove the item completely, or if its continued presence was

deemed necessary, it would need to be reworked in order to better suit the purposes of the

project. For each such item, I asked, "from what source did this come?" and "what is the impact

of its in/exclusion?", being careful not to remove anything which might negatively impact the

input of a stakeholder.

Table 15

Phases of the Holocaust Separated into Potential Modules by Topics

Module	Phase	Module Name and Brief Description of Topics	Week(s)
1	N/A	**Introduction** Includes all of the requisite Pasco eSchool introduction materials, plus a course-specific overview.	1
2	I- Pre-Nazi Germany (32 CE - 1933 CE)	**Antisemitism & Rise of the Reich** Traces the history of antisemitism, discusses the term, and analyzes the rise of the Nazis in pre-war Germany.	2 & 3
3	II- Nazi Germany Pre-WWII (1933 CE - 31 August 1939)	**Nazi Germany Before World War II** Examines the social, political, and economic impact of the Nazi party's control over Germany from 1933 to 1939, paying particular attention to their control over	4 & 5
4	III- Nazi Europe Pre-Wannsee (1 September 1939- 19 January 1942)	**Europe Under Nazi Control** Studies the period of WWII from the invasion of Poland until the Wannsee Conference during which the Nazis established and then maintained control over a	6 & 7
5	III- Nazi Europe Pre-Wannsee (1 September 1939- 19 January 1942)	**The Ghettos** Dives deeper into the specific issues presented in the establishment of, life in, and then closure of the Jewish ghettos in cities throughout Europe during this phase of	8 & 9
6	IV- The Final Solution (20 January 1942- 22 July 1944/45)	**The Final Solution** Takes a look at the events, decisions, and ramifications of the Wannsee Conference and the resulting Nazi "Final Solution" to the "Jewish Question".	10 & 11
		Resistance & Rescue Examines more in-depth the efforts of Jewish and non-Jewish resistors and rescuers throughout the timeline of the Holocaust.	12 & 13

Table 15 (continued)

Module	Phase	Module Name and Brief Description of Topics	Week(s)
		Liberation & Recovery	
		Follows the narrative of survivors from their liberation from the camps through	14 & 15
		their immediate recuperation, the post-war trials, resettlement, and long-term	
7	V- Liberation & Recovery (23 July 1944/45- Now)		
		Genocide & Human Rights	
		Explores the definition of the terms "genocide", "human rights" historical as well	
		as contemporary examples of violations, and leaves the student empowered to do	
			16 & 17
		Segment Stuff	
8	N/A		
		This is where the semester-long assignments will be found, such as the novel	
		project, the collaboration, the final exam, and the student course evaluation.	

Step 5: Establish Understandings. Too often, we fail to adequately and accurately identify the understandings we seek to impart upon our students; even when they're standing next to us asking, "what's up, doc?". By not taking the time to fully identify our targets in advance, educators can fall victim to the "Expert Blind Spot" (Wiggins & McTighe, 2005).

When it comes to the Holocaust, too much of our content is of lasting academic and moral significance to be left to chance; a strategic and methodical hunter is warranted, not a befuddled and fumbling woodsman. The process of crafting performance objectives can be one of the lengthiest tasks in the design process, but when performed well, can cut down on time spent on other tasks later in the process. As I mentioned in my Field Notes at a very early point, teaching about the Holocaust goes beyond understanding the historical fact that six million Jews and other innocent victims of the Germans and their collaborators were brutally murdered in Nazi-occupied Europe (Facing History and Ourselves, 2017, p. 11).

First, the goals of the course were the long-term, high-level ambitions for the students to demonstrate by the end of their time in the course. As these are often derived from the academic

aims of institutions, district-wide programs, and even from state-level standards, these were mostly all already in hand. A fair amount of work was needed to clear up the vagaries and superfluousness of many of the standards, and to convert much of the SME list into goals.

Next came the EQs which the course is designed to ask of students, and to have them ask of themselves. Bearing in mind that is not answering these questions which is the goal, but rather the "serious pursuit of answering them" (Wiggins & McTighe, 2005), these questions were written to guide students' inquiries throughout the semester. In response to the EQs came the understandings to which students were intended to come through the process of seriously pursuing the answers. These were not to be confused with the more specific pieces of knowledge or skills, the two categories which were to come next. As each item was crafted, it was added with care to a growing curriculum map.

Curriculum Mapping

Beginning as early as the Analysis stage, but continuing throughout the entirety of the process, curriculum mapping is a common and convenient method for designers to collate and organize the disparate elements of the course in one convenient location. When it's completed accurately and competently, that is. As was bemoaned by a critical friend in a position overseeing multiple IDers and SMEs at a nearby design firm, a poorly formatted or inaccurately completed curriculum map can ultimately lead to massive headaches for the entire design team and sap time away from more important tasks (E. Houghtaling, personal communication, October 10, 2020). With this in mind, I adapted a curriculum map she and I had used on work for her firm in the past, modifying it to meet the institutional needs of Pasco eSchool, the approach of Backwards Design, and the specific needs of my project. This resulted in a spreadsheet with nine pages, the first being an overview of the course, and the other eight being a page for each

individual module and bearing much more detail. On all nine, however, the information at a glance remained the same. With thirteen columns, the map contains all the pertinent information any designer might need to replicate the course in another medium. Like a lab report, I aim for a level of detail, generalizability, and replicability in my curriculum maps that allow for ease of use in the future. But before I went any further along the path of decision-making regarding the specifics of activities, materials, and/or assessments, it was vital that I next ground the project in my approach to Accessibility.

Meeting the Needs of Diverse Learners

In my past and current work as an IDer the prevailing concept guiding my approach to accessibility is that of "Universal Design" (UD) (National Disability Authority, 2020). To quote my grandfather, a general contractor of 50-plus years (four summers of which was spent with me on his crew), "If you just do it right the first time, there's no need to fix it during the second time." An impractical expectation of a 14-year old attempting to build a soundproof riser with no experience, but a handy axiom for a high-quality, adept team of professional designers. In this realm, this adage is expressed by the principles of UD, a system of design geared towards building things the first time to be usable by the greatest number of people possible, to the greatest degree possible, without modification or customization. Led by renowned architect Ronald Mace, a team at North Carolina State University put together *The Seven Principles of Universal Design*. They are:

- Equitable Use

- Flexibility in Use

- Simple and Intuitive Use

- Perceptible Information

- Tolerance for Error

- Low Physical Effort

- Size and Space for Approach and Use (Center for Applied Special Technology, 2018)

I include the above information because I feel it is necessary for establishing an overarching lens for the review of digital content for its accessibility, a key task in the Media & Technology Analysis, as well as when sourcing and evaluating specific media in the Design and Development phases. In essence, with UD as the starting point for development, digital content can be scrutinized for how it holds to the aforementioned precepts as a whole, as well as investigated for adhering to specific tenets of accessibility in its individual parts. Just as the seven principles above serve as overarching themes of design to consider when evaluating digital content, there are a number of specific elements to be considered when evaluating specific tools such as websites and learning management systems.

When it comes to websites and assessing their accessibility, there are a number of available tools that make this a quick and painless task. Prominent amongst those is the free bookmarklet/favelet tool, "Accessible Name & Description Inspector" (ANDI). As touted on the installer website, ANDI will:

- Provide automated detection of accessibility issues

- Reveal what a screen reader should say for interactive elements

- Give practical suggestions to improve accessibility and check 508 compliances (Social Security Administration, n.d., para. 3)

It works with most websites as a bookmark-based plug-in for all of the prominent web browsers. Similarly, many of said browsers now feature Accessibility tabs in their built-in "Inspector" tools. ANSI even works on Canvas pages, which is especially helpful when evaluating Pasco

eSchool courses. Of course, the school already has the Universal Design Online content Inspection Tool (UDOIT) integrated into the course, but through personal experience over the past several years, I have found that utilizing UDOIT on a frequent basis is a cumbersome and time-consuming task, albeit rewarding, task. ANDI provides a quick, formative alternative for the designer in the middle of their process, compared to the slower, summative evaluation of UDOIT.

When evaluating digital content coming from outside sources, the government provides a (usually) helpful tool called the Accessibility Requirements Tool (ART) which, when the site is running properly, will help the user determine if their purchased Information and Communication Technology (ICT) products have applicable Section 508 requirements (United States General Services Administration, n.d.).

Lastly, on a practical level, digital content being evaluated in this context is being done so in order to decide on its inclusion in either the courses or training materials of Pasco eSchool. As such, there are two specific questions to be asked:

- What is this content's compatibility with the school's *existing* accessibility tools (i.e., integrated screen-readers, the Move-To option, and keyboard shortcuts)?

- How can any new tools that did not yet exist or were not yet being used by the institution at the beginning of this content's design process now be implemented in order to increase accessibility?

While a lot of research on accessibility and evaluation is certainly unique, the commonality of the basic, accepted practices mentioned herein are found overlapping in nearly every source of merit. Throughout the process of selecting accessible materials and planning

accessible learning experiences, it is important to plan to continually check that the provided ease-of-access is paying dividends in students' understanding.

Evidence of Student Understanding

The next stage in the Design process was to determine what evidence of understanding I will accept to prove that a student has mastered the concepts and content. This meant sitting down to establish the criteria for assessments; analyzing the expected outcomes of the course and theorizing the possible evidence which could be generated from those outcomes. In the words of Wiggins and McTighe (2005), it means "thinking like an assessor" (p. 152).

Luckily, the EQs crafted for the course offer a fantastic starting point for establishing assessment questions and prompts. They already focus on the larger enduring understandings we wish students to be able to take with them and transfer into new contexts and are conveniently in question form. EQs are also convenient for forming the basis of authentic performances as well as traditional assessments. Working backwards from this point required coming up with questions to match with the answers we wanted to hear our students produce.

Making my way through the curriculum map, I pinpointed the different EQs and the knowledge to which they pointed and had to decide when and where to make sure students were understanding. While many teachers would enjoy courses built entirely upon engaging, authentic student performance tasks which are as fun for teachers to grade as they are for students to create and display, the reality is that a truly accurate system of assessments must be diverse in composition. Employing the "Continuum of Assessments" described by Wiggins and McTighe (2005), I evaluated each EQ for its overall importance and connection to scaffolded learning and understanding.

This process generated a wide array of questions and answers, of authentic and traditional assessment measures alike. Several simple, close-ended questions often suffice for formative knowledge checks sprinkled into each module, generally at the end of lessons in the form of interactive graphic elements built in the H5P generator and embedded directly onto the page. This allows for quick checks for comprehension delivered via a variety of formats with which students were familiar (i.e. true/false, drag-and-drop, matching, fill-in-the-blank) in an effort to keep the interactions engaging despite their frequency. Supplementing these are less frequent but longer assessments taking the form of written responses to prompts generated directly from EQs as well as several more engaging assignments and activities which required students to engage with "G.R.A.S.P.S." situations (broken down as "Goal, Role, Audience, Situation, Product/Performance & Purpose, Standards/criteria for success" (McTighe & Wiggins, 2010, p.1) stemming from modified EQs. For the largest-scale understandings of the greatest importance, a number of much more complex authentic performance assessments are included.

Incorporated throughout every unit of the course is a semester-long novel and testimony unit which combines a student-selected narrative text from an instructor-curated list with the powerful editing tools of the IWitness video testimony platform of the USC Shoah Foundation (USC Shoah Foundation, 2022c). Beginning at the start of the course, the student will choose and engage with a diary, memoir, or novel of their choice, or one which they petition the teacher to add. In subsequent modules, the student completes check-ins which are either geared towards their particular text or merely reflecting on the reading process. Along the way, the instructor periodically discusses the text with the student, encouraging them to focus on elements of particular interest to them. By the middle of the semester, the student and teacher have worked together to identify one of a number of large-scale essential understandings which are

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represented in the text. This could come in the form of a particular character, a setting, an event, or anything of significance tied to an expected outcome.

Focusing their attention on this, the modules and teacher introduce the IWitness platform via lessons on the importance of witness testimony, the significance of the work done by the Foundation, and the editing tools of the website themselves. Combining information from their chosen narrative, independently conducted research, and teacher-guided work in the IWitness archives, the student works to compose a brief documentary on their chosen topic replete with historical data and audio-visual witness testimony.

One additional benefit of stretching this project to incorporate an entire semester is that it allows ample time and space for differentiation of instruction to the various students who will come through the course. Teachers may opt to modify the level of complexity and rigor in the project requirements and grading in order to differentiate for their students' needs. Similarly, "backwards chaining" (Gonzalez & Meehan, 2022) is an approach to differentiating project work in which an instructor assists students who may have difficulty engaging with multi-step tasks or projects by having them start several steps along the process instead of with the very first task. The level of assistance and the number of steps obviously varies with the exceptionalities of each student, but it has been shown to be an effective means of onboarding students and providing support.

No matter the level of complexity or degree of difficulty for the assessment, it is necessary to ensure the validity and reliability of the test items to ensure that they are indeed assessing the understandings they are supposed to be in an accurate way, and that they are assessing the understanding of each student on equal terms, every time. In order to ensure such validity, a rubric was created and employed for each assessment in an attempt to mollify the

subjectivity of grading freer-form assessments. Drawing my rubric criteria directly from the EGs connected to the EQs allowed me to build analytical rubrics with enough internal validity to ensure my judgments from student to student and section to section would be as reliable as possible (Wiggins & McTighe, 2005).

Getting Students to the Understandings

The third and final stage of Backwards Design involves connecting the dots between the understandings of the first stage and the evidence in the second stage with a through-line of learning experiences and instructional materials. Wiggins and McTighe (2005) again proffer some guiding questions for the designer to ask at the beginning of this stage:

- How, now, will you get students to the results you have in mind?

- What enabling knowledge (facts, concepts, principles) and skills (processes, procedures, strategies) will students need in order to perform effectively & achieve desired results?

- What activities will equip students with the needed knowledge and skills?

- What will need to be taught and coached?

- How should it best be taught, in light of performance goals?

- What materials and resources are best suited to accomplish these goals?

Prior to answering these questions, I needed to clarify the guiding principles for each of the disciplines I was about to forcibly overlap. What may be good for the goose may not be good for the gander, and improper instructional materials and practices would definitely be good for the understanding of either. Also stretching across all of the specific decision-making involved in the activity selection was the underpinning dedication to providing students with a multimodal learning experience.

Multimodality

Necessarily mediated by the grade level, rigor, and mitigating factors of a course, a multimodal approach to learning design emphasizes the inclusion of many different avenues to literacy. Rather than simply relying upon written text, or even just text coupled with pictures, multimodal instruction brings together a wide array of mediums for the delivery of information. A course with a multimodal approach may include items such as traditional textbooks, primary/secondary sources, images, PowerPoints, videos, podcasts, interactive games, music, etc. Particularly in a situation steeped in asynchronicity and independent student interaction with content, it is important for teachers to help students develop metacognitive skills by allowing for their freedom to choose how to learn, rather than simply including a few token "fun" lessons. While most neurotypical students may learn in a "normal" fashion with traditional reading materials, plenty of them will have much stronger concrete experiences--and therefore draw much clearer insights--through other materials. Why should courses only allow nontraditional learners to shine every once in a while?

Holocaust Education is a unique field because of just how important a multimodal approach really is and has been throughout its history. The best Holocaust Education embraces a wide array of resources and experiences, while the worst does not. As we have seen in just the first few weeks of the 2022-23 school year here in Florida, this is what makes the Parents' Bill of Rights (2022) so potentially dangerous.

On the very first day of the "Planning Week" which precedes the school year, I was contacted by a critical friend at my former brick-and-mortar high school who was alerted that very morning that he would be teaching a Holocaust course face-to-face for the first time. His overwhelming concern that day was that the district was requiring all materials which were not

"pre-authorized" at the district level to be removed from teachers' lessons and plans until they could be deemed appropriate by district personnel (A. Mathews, private communication, August 9, 2022). At the time, the only materials which were pre-authorized were the textbooks chosen for each course at the state level, if such a selection had ever been made. For the Holocaust course, alongside many other electives, no such selection had occurred. Materials could undergo the approval process by being listed in a document created by the teacher and sent to the *two* district workers in charge of each content field. This resulted in my critical friend needing to not only plan for the first week's instruction in a new course, but to essentially decide upon every piece of multimedia to be used across the entirety of the semester. In less than one week.

Luckily, I had been compiling a running list of the material I considered to be the best for use in my classes, and I was able to pass it along to my critical friend and the coworker of another critical friend I knew to be put into a similar situation at another school (S. Nissen, private communication, August 12, 2022). They were able to approve the book I recommended as a primary textbook, Doris L. Bergen's *War & Genocide: A Concise History of the Holocaust* (2009) within a few days, but the list is still being processed in its entirety. We are still awaiting the approval of materials from the United States Holocaust Memorial Museum (USHMM), *Echoes and Reflections* (2017), and Facing History and Ourselves (2017). While waiting for materials to be approved, it was a good time to consider the forms of media which are often found in Holocaust courses.

Forms of Media

At this point in the process, it is essential to establish which different types and sources of media are to be used throughout the course so that they can be sought out, evaluated, and tested for compatibility with the delivery system. While I would never dispute that the careful analysis

and selection process of multimedia for a course on the Holocaust is of utmost importance, it should be the purview of the individual classroom teacher or instructor-designer to make choices on the behalf of their target audience, not at the capricious whims of higher powers with little-to-no connection or understanding of the students who will be interacting with the resources in question. Agency for the instructor-designer in the context of this project allows for coming to the decisions needing to be made regarding the typing and sourcing of the materials. Whether or not to incorporate available third-party resources, and from where? What amount of emphasis should be placed on audio-visual and graphic elements? Whose story would be told through the course, and who would get to tell it? In the end, I decided to follow through with a multimodal approach which embraced a plethora of different media types in an effort to appeal to a wide array of learners and learning styles. This resulted in the following list of common forms of media in Holocaust Courses:

- Non-fiction academic writing (textbooks, articles, etc.)

- Non-fiction ephemeral primary and secondary sources

- Court case transcripts and footage

- Recorded footage

- Soldiers' personal and professional footage

- Eyewitness personal footage

- Professional news footage

- Non-fiction literary personal narratives

- Memoirs

- Diaries/journals

- Graphic novels

- Documentaries

- Feature-length films

- Recorded witness and victim testimonies

- Podcast episodes

- Photographs

- Music

- Visual art

- Interactive Virtual/Augmented Reality experiences

- Slide deck presentations

Putting The Pieces Together

Having now established the goals, understandings, essential questions, learning objectives, assessments, and types of media which would comprise the course, I was finally able to construct the superstructure which would be filled in during the Development stage of the project. Looking back over the curriculum map and all of the accumulated notes from the Design phase, I began settling on a layout for the course's content. Employing what I refer to as an "inverted pyramid of content development" (see Figure 2 on the next page), I took the phases of the Holocaust which I had broken into potential units and modules and began filling in the blanks with the specific pieces of content and assessment which needed to be addressed within each one. Once I had established what needed to be taught where and when, it was time to move on to planning the specific learning episodes.

Planning Instructional Episodes

Individual lesson planning, which starts by gathering the EQs, LOs, knowledges, and understandings, is essentially the Backwards Design process yet again, but employed on a much

closer and smaller level. I began by connecting the aforementioned elements with their respective units, lessons, and pages. One tool helpful in compiling all of this information is the Unit Plan Template provided by *Understanding by Design* (Wiggins & McTighe, 2005), which has proven instrumental in laying out the different units of the course.

INVERTED PYRAMID OF CONTENT DEVELOPMENT

UNIT — Plan entire instructional block

Construct for weekly instruction — MODULE

PAGES — Layout individual lessons, activities, assessments

Add media and content to pages — CONTENT
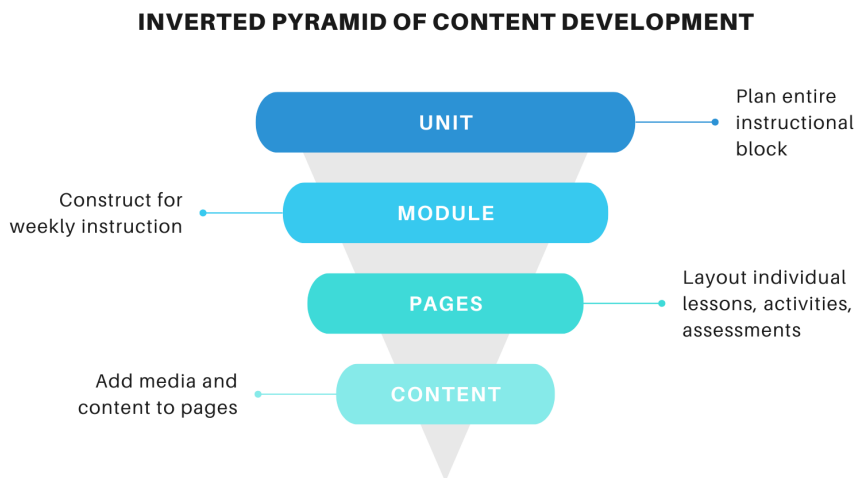
Figure 2

Inverted Pyramid of Content Development

It turned out to be especially useful when coupled with the shorter Lesson Plan Template from the same source. For each lesson, I was able to identify the understandings I desired for each student to achieve.

Next, I had to decide how I would know if a student had achieved the understanding. I asked, "what will they do to prove it?" and connected these understandings to the assessment vehicles which would provide the evidence I needed.

Third, I had to decide how I would get the students to understand the "what" and perform the "do". This is when it's truly convenient to have a structure in place. In terms of practical structure, nearly every "instructional episode", a term frequently associated with students'

intentional interactions within a course, is structured around a beginning, middle, and end (Branch, 2009). Beginnings are when students are motivated to engage, usually through something which catches their attention. This is also when the expectations regarding the necessary prerequisites and upcoming objectives are conveyed. Middles are when the majority of the actual learning experience takes place, through many different forms of content exchanges and skill-building activities. Finally, the ends of lessons are when the student is debriefed, or reviews what they've experienced and is transitioned into the next episode (Branch, 2009).

By the end of this stage, I had fully realized unit and lesson plans with which to develop the course fully in the next stage. Adding these plans to the curriculum map as I went, I felt it to have become a truly formidable, if unwieldy, document. For the sake of clarity and brevity and to make the next stage of the process as painless as possible, I modified the document I had created on the phases, units, and modules to include the specific lessons each would cover. The resulting table can be found in Table 16 on the following pages.

Evaluation in the Design Phase

As seen in multiple facets of the Design phase, formative evaluation of the project comes in iterative waves, serving as a constant check of the progress being made against the Goal Statement and Purpose espoused in the Analysis phase. With the aim to maintain a line-of-sight from Goal through Outcomes, the Evaluation phase of the ADDIE model remains constantly vigilant, reining in errant standards and wayward activities.

Table 16

Detailed Module Content Analysis

Module	Phase	Module Name and Brief Description of Topics	Week #
		Introduction	
		Welcome to eSchool Video	
		Welcome	
		New to myLearning	
		Student Email	
		Preparing for your parent and student welcome call	
1	N/A	eSchool policy acknowledgment	1
		Updating the eSchool dashboard	
		Keys to success	
		Get started	
		Course syllabus	
		How you will be graded	
		Note to students	
		Antisemitism & Rise of the Reich	
		Introduction to Judaism	
		History of antisemitism	
		Definition	
		History of the term itself	
	I- Pre-Nazi	Debate over spelling, punctuation	
	Germany	Deicide	
2	(1932 CE -	Blood libel	1, 2 & 3
	1933 CE)	Pogroms	
		Usury	
		Life in Germany before the Nazis	
		Introduction to Mosaic of Victims	
		Weimar Republic	
		Rise of the Nazis	

Table 16 (continued)

Module	Phase	Module Name and Brief Description of Topics	Week #
2	I- Pre-Nazi Germany (1932 CE-1933 CE)	**Antisemitism & Rise of the Reich (continued)** Early history of Adolf Hitler Beer Hall Putsch *Mein Kampf* Elections & der Fuhrer	1, 2, & 3
3	II- Nazi Germany Pre-WWII (1933 CE - 31 August 1939)	**Nazi Germany Before World War II** Enabling Act of 1933 Night of the Long Knives Nuremberg Laws Sutori timeline Live Lesson *Kristallnacht* Appeasement *Kindertransport*	4 & 5
4	III- Nazi Europe Pre-Wannsee (September 1939- 19 January 1942)	**Europe Under Nazi Control** Invasion of Poland *Einsatzgruppen* Briefly mention ghettos Establishment of and life in early camps Brief history of ghettos Life in the ghettos Black market "Keeping Kosher" lesson	6 & 7

Table 16 (continued)

Module	Phase	Module Name and Brief Description of Topics	Week #
	IV- The Final Solution	**The Final Solution**	
6	(20 January 1942- 22 July 1944/45)	Failed early plans Wannsee conference Difference between plan and implementation Role of the *Einsatzgruppen* Conversion of extermination camps "Intentionalism" v. "Functionalism" debate	10 & 11
		Resistance & Rescue	
7	IV- The Final Solution (20 January 1942- 22 July 1944/45)	Violent resistance Jewish partisans Ghetto fighters Camp rebellions Non-Jewish resistance Smugglers Hiders French underground Jewish and non-Jewish rescuers Non-violent resistance Spiritual resistance *Oneg shabbat* Musical resistance	12 & 13

Table 16 (continued)

Module	Phase	Module Name and Brief Description of Topics	Week #
		Liberation & Recovery	
8	V- Liberation & Recovery (23 July 1944/45- Now)	Liberation of the camps timeline coinciding with timeline of defeat of Germany Soviet versus American response Recovery camps Nuremberg Trials Nazi hunters Establishment of Israel Jewish diaspora Impact on survivors "Never Again!"	14 & 15
		Genocide & Human Rights	
9	V- Liberation & Recovery (23 July 1944/45- Now)	Raphael Lemkin Convention on the Prevention and Punishment of the Crime of Genocide UN Declaration of Human Rights History of genocide - official Armenians Cambodia Balkans Rwanda Darfur History of genocide - unofficial & contemporary African slave trade American Natives Australian Aboriginals Africans during Imperialism, especially Belgian Congo Ukrainians under Stalin Rohingya in Myanmar & Uighur in China	16 & 17

Table 16 (continued)

		Segment Stuff	
10	N/A	Novel project submission Collaboration activity Final exam Exit survey	1-18

Design Phase Summary

In this chapter, we have seen the Design phase go from nothing more than the data set provided by the various subanalyses of the Analysis phase to a viable recipe for a course. With a fleshed-out course framework of units, modules, learning benchmarks, and learning media and assessments established in this Design phase, I enter the third phase, Development, at a point where the effort turns to the further building out of the actual lesson page content, resources, and activities.

Development Phase Introduction

This phase moved the project into the third stage, Development. Taking the inputs from the Design stage which laid out both the forms and functions of the course, this section builds out that framework and addresses the decision-making processes of the designer as the learning materials are selected and evaluated and as the learning activities are contrived and fleshed out. The chapter goes on to discuss how the guiding principles of Holocaust education influence the selection and inclusion of Development elements in the course. Finally, it engages with yet another round of formative evaluation of the project thus far before establishing the outputs of this stage for the next one: Evaluation.

The Development phase (also referred to as just the "Develop" phase (Branch, 2009) is the point in the ADDIE cycle wherein the lessons are actually built out and the content and

learning materials are added into the course itself. Differentiating between the tasks of the Design phase and the Development phase can be a laborious effort for a novice instructor-designer, and while many texts will proffer a seemingly concrete list of objective tasks to be completed within the phase, as with the other phases, these lists are different from program to program, firm to firm, and from academic to academic. After consulting with several such lists (Branch, 2009; Ledford & Sleeman, 2000), I decided that the main tasks within the Development phase of this project would be:

- Drafting the particulars of the course's outline (also known as storyboarding)

- Producing the content, learning activities, and assessments

- Choosing the exact pieces of media and resources to be inserted into the course

- Evaluating the extent to which the tasks identified in the Analysis and Design phases have been successfully addressed.

Prior to selecting even a single instructional item, I first reviewed what had already been done to date for alignment between my large-scale and small-scale goals, my performance goals, and the existing structure I was about to build upon. Once I had reestablished my line-of-sight across the course, I took a few moments to reflect upon my underpinning theoretical and conceptual frameworks, and how they, along with the guiding principles of Holocaust education and instructional design, would influence me in this phase of the ADDIE model.

In *Echoes and Reflections* (2017), one of the leading curricula for Holocaust education, the introduction for teachers explicitly explains that their recommendations are consistent with the constructivist and inquiry-based teaching methods I employ,

- Clearly define terms that will be used consistently (e.g., Holocaust, genocide, antisemitism) so that students will all be working from a common vocabulary;

- Create an environment where students feel comfortable sharing their ideas and asking questions of the teacher, other students, and themselves;

- Individualize the history of the Holocaust by translating statistics into personal stories.

- Use survivor and witness testimony to make this history more 'real' to your students;

- Develop a cross-curricular approach to enrich students' understandings of the Holocaust;

- Contextualize the history by helping students understand what happened before and after specific events; avoid teaching about events in a vacuum;

- Distinguish between the history of the Holocaust and the lessons that might be learned from that history;

- Avoid simple answers to a complex history;

- Provide your students with access to an abundance of primary source materials representing a variety of perspectives;

- Alert students to the fact that the perpetrators produced much of the evidence of the Holocaust;

- Be responsive to the appropriateness of written and visual content, and do not use horrific imagery to engage your students in a study of the Holocaust;

- Avoid comparing the pain of any one group with that of another;

- Provide opportunities for students to connect what they are learning about the Holocaust to contemporary events;

- Allow students opportunities to explore a variety of responses of the victims, including the many forms of resistance to the Nazis;

- Stress that the Holocaust was not inevitable; it was the result of choices and decisions made by individuals;

- Select appropriate learning activities and avoid using simulations that encourage students to identify with perpetrators or victims;

- Be responsive to the concerns and emotions of your students when studying this difficult and complex subject matter; allow sufficient time for students to share their feelings in either debriefing sessions or through the use of journal assignments. (2017, pp.12-13)

Content-Related Questions

The subtle nuances of complex issues such as the burden of memory and the construction of student empathy indicate that every action we take in the Holocaust classroom, be they digital or physical, can have lasting implications for our students, the teachers, and society as a whole. As such, we have a responsibility to think of ourselves as, "teacher-scholars" (Hilton & Patt, 2020, p. 11) and fulfill Thomas Fallace's call for us to continually build the bridge between ongoing academic research and everyday classroom instruction. Not just for the sake of accuracy, but for the sake of our students and ourselves. Bearing this in mind throughout the entire project, I had time to reflect on my own practice and pour through the writings of others and came to establish a set of guiding considerations to ponder prior to starting the development.

The first set, stemming from the work of Hilton & Patt in their introduction to the fundamental work, *Understanding and Teaching the Holocaust* (2020), were to help me ground myself in the work and situate the course in the proper context. They were,

- The wide range of experiences that collectively represent the Holocaust

- The narrative arc of the course/unit

- The context for teaching the Holocaust

- Balancing the emotional labor with critical analysis

- Clearly establishing and sharing my purpose for teaching the Holocaust (p. 8)

There were a lot of important curricular decisions to be made within these considerations. How broad of a scope of events of the Holocaust to include, and how to do so in a limited amount of time is a complicated decision-making process, as every inclusion necessitates an exclusion, every emphasis, a deemphasis. Questioning how to tell the story of the Holocaust is as much a question of whose story gets told as it is anything else. Even outside of the scope of the Holocaust, decisions must be made regarding the history preceding and proceeding the narrowly defined band of 1933 to 1945. Can the whole story of attempted Jewish annihilation be told without telling the whole history of antisemitism and diaspora? By ending the story in 1945 when Israel wasn't formally reformed until 1948, and survivors are still processing their experiences today? Even beginning to address these questions for myself helped me to understand the fourth element, "balancing the emotional labor".

I've always felt that it is a very important part of Holocaust instruction to allow myself to feel my feelings and be open and honest with my students about the struggles inherent in teaching and learning about the topic. Hilton & Patt reminded me of the importance for students to hear that the Holocaust is *not* beyond comprehension, is not somehow an aberrant and undefinable series of events. Rather, students need to see us as 'co-learners' and as role models on how to safely and responsibly engage with the research. This led me back to my own touchstone for the project and personal research, my purpose for teaching the Holocaust. As discussed in the Introduction to the project, I had hoped to more clearly define my purpose and place in the field through participation in the research and as these considerations were demanding of me, it needed to be done prior to moving forward so that I would have grounded foci along the way. Consulting my notes from the Analysis phase and taking the time to silently and purposefully reflect, I was finally able to define for myself (and in turn, my students) my

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purpose in teaching the Holocaust. This allowed me to put all of these considerations and my other content-related concerns into place and to direct my answers to the specific challenges inherent in establishing the course.

Human Rights or Genocide Studies

While it would be my personal preference to extend this course beyond a .5 credit, one-semester elective course into a 1.0 credit full-year class, I am not afforded that luxury, nor are the other teachers in the state. Resultantly, my initial desire to develop this course within the broader contexts of Human Rights and/or Genocide studies, following the course of recorded atrocities through the past two centuries into our own, will not be possible. The course will still contain lessons on the legal concept of genocide and its examples in History, with a strong emphasis on a call to action and an "obligation to prevent" (Kissi, 2006, p.1) rounding out the semester, but will connect to them through a focus on the events most directly related to the maximal standard of genocide: the Holocaust (Shaw, 2015).

Teaching Jewish History. How much of Judaism and its history should we teach in order to provide students with the necessary context? One of the most powerful misunderstandings of the Nazis in the 1920s to 1940s and of some people even to this day is the idea of a "race" of Jews which is inextricable from their religious and cultural aspects. In fact, while there are those who may consider themselves to be ethnically Jewish, this is not the same as race, and this concept is often divorced from religion altogether. A recent survey of U.S. Jews by Pew Research Center (2022) revealed that, "92% of U.S. Jews describe themselves as White and non-Hispanic, while 8% say they belong to another racial or ethnic group. This includes 1% who identify as Black and non-Hispanic; 4% who identify as Hispanic; and 3% who identify with another race or ethnicity – such as Asian, American Indian or Hawaiian/Pacific Islander –

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or with more than one race." Combatting these notions is a must for Holocaust courses, but educators must balance providing context about the religion of Judaism and a history of the antisemitism faced by its diaspora with the constant constraints of time and additional standards. An overview of the central tenets of Judaism and a timeline of its history is an important step in the right direction, but as texts such as *Why? Explaining the Holocaust* (Hayes, 2017) illustrate, there has never been a throughline of antisemitism in any one place, and any discussion of the subject must point to the specific contexts as well as overall trends.

Teaching About Israel. To what extent do we teach about Israel (1945-today)? One of the bigger decisions a Holocaust instructor-designer must make is how to handle the controversial history of Israel. In the politically charged state of modern education, educators must ask themselves, "Dare we teach about Israel? Dare we not?" Especially here in Florida, with a sizable and politically potent Jewish population, there is often a strong push to teach Israeli history. But with how conflated the concepts of antisemitism, Zionism, and support for the state of Israeli have become, many teachers feel it is wiser to avoid the controversy. A conversation with a Critical Friend who teaches the course in the brick-and-mortar classroom revealed they were concerned that if it were to become an issue in their class, it may very well undo all of the good they had done throughout the semester prior. Many students–as well as IDers and teachers–consider Israel to be guilty of their own crimes against humanity in their dealings with the Palestinians and Hezbollah. Others still believe Israel to be guilty of nothing more than taking the necessary measures to protect itself in a region where it is surrounded by nations hellbent on its complete and utter destruction. The realities of the situation are complex, and the history of the subject is lengthy. Dealing with them appropriately takes time and considerable effort, and educators must weigh the fact that the standards demand its inclusion in

the curriculum with the obligation to teach the subject appropriately and accurately. This course makes a good-faith effort to balance these perspectives and allow the students to draw their own conclusions without engendering further hatred or misunderstandings.

"Never Again". How do we square the idea of 'never again' with the lack of real postwar justice and the subsequence and ongoing genocides/atrocities? One of the student misunderstandings which they will commonly bring with them into the Holocaust classroom (and unfortunately, sometimes leave with), is that the Nuremberg Trials were not only all-encompassing, but that they brought about swift and fair justice for the crimes. In reality, the Nuremberg Trials were merely one set out of many and the search for justice continues to this day. As recently as June 2022, Germany was still trying and sentencing former Nazi guards to prison. Even the results of the trials immediately after the war are frequently misunderstood, as newly liberated countries were forced to rebuild and attempt to move forward. As such, many of those who may arguably have deserved harsher punishments were instead integrated into burgeoning bureaucracies, and a large portion of society felt it best to move on. It's important to present this to students to help contextualize the realities of the 'justice' the victims received after the war, even though they may find it confusing or irritating.

Similarly, students are often hard-pressed to reconcile the swell of social support for victims of genocide and ethnic cleansing with the lack of actual interventions and practical supports they receive. Especially when considering the continuance of genocidal atrocities in History after the Holocaust and to this very day, students will struggle to understand how the rallying cry of 'never again' can be chanted so loudly yet fall on deaf ears. This is an opportunity for educators to help students channel this confusion and anger into positive action. Ending the

course on a note of hope and with practical suggestions on how they can help will empower students and hopefully encourage them to take further action.

More Questions. Aren't there more questions to address? There remained *a lot* of content-related questions left to address while building out the course's content, and it was my responsibility to address them. However, for the sake of brevity, I have included only those addressed above in this chapter.

Building Out Content

Having established the criteria for selecting the learning material, it was time to set about doing so. Retrieving the "detailed module content analysis" from the previous phase, I took a methodically linear approach. Progressing from page to page, module to module, I began to build the content. By the end of the arduous yet rewarding process, the project had begun to resemble an actual, honest-to-goodness course on the Holocaust and as such, was ready for evaluation and transfer into the Implementation phase.

Evaluation in Development

Before leaving the Implementation stage, designers are often concerned with whether the materials being produced to date are up to the tasks for which they were intended. The simplest way to do this is to ask oneself the driving questions of the analyses completed in the first phase. If they have been sufficiently answered by the lessons, activities, and assessments thus far, then the performance goals are being achieved and the project is on course. If the answers are not fully addressing the questions, or the completion of the performance tasks are not sufficiently demonstrating student mastery of the content, then the designer must return to the process, evaluate where the deficiencies lay, and rectify the issues before moving on.

Development Phase Summary

Having taken the time to build out each page of the course taking into account the influences and considerations demanded by the field of Holocaust education, the course is now ready to face the next stage of the process, Implementation, which would traditionally consist of pilot testing and a round of revisions. Given the context of this project, however, it will now enter a phase addressing the specific concerns of the online learning environment and the practices of online instruction. This section has explored the third stage of the course design project, Development. In it, we saw the prevailing concerns and decision-making process of the designer as I undertook the storyboarding, content and media selection, and lesson production tasks of the project. Just as in the Analysis and Design phases, the necessity of addressing specific Holocaust-related concerns was discussed, and suggestions were made for possible pathways to alleviating those concerns were offered. The next section will address the fourth stage of the design project, Implementation.

Implementation Phase Introduction

This section moves the project along into the fourth phase of the ADDIE model: Implementation. It examines both the traditional elements of an Implementation stage in a typical Instructional Design setting, as well as addressing the way this project's stage diverges from said norm. In doing so, it explores the elements of the delivery of the course in the 9-12 online setting, discussing school-specific attributes as well as those found more widely across the field. Finally, this section addresses the formative evaluation of the course thus far and the outputs of this stage into the next and last stage: Evaluation.

The purpose of this phase is to prepare the learning environment for use and to engage the students and teachers in preparing for live learning experiences. Often, designers will employ

a pilot test with volunteer instructors and/or students to evaluate parts or even the whole of the course before the formal summative Evaluation phase begins. These tests allow for on-the-fly error fixes and the collection of feedback from potential users and stakeholders. If the issues are significant enough, a period of revision and retesting may be in order, but most often fixes are implemented and the designers develop an Implementation Strategy to facilitate transferring the work from the design team to the actual course facilitators (Branch, 2009).

Uniqueness of the Implementation Phase

It is during the Implementation phase of the project which this research endeavor most strikingly diverts from the traditional ADDIE model and common ID practices. One benefit of performing design work within a traditional design company or higher education academic setting is that the opportunities for pilot tests and studies are much more plentiful. In the actual trenches, instructor-designers are often forced to build the airplane while flying it, to borrow a metaphor from the aviation field. While efforts have been made in the past several years to have courses developed in advance of the school year in which they are employed, constantly shifting demands of course availability, teacher retention, and changing standards/criteria have often necessitated the construction of course modules mere weeks in advance of students' progress. This has been the case with several of my own courses, especially when the College Board has graciously divulged massive course alterations and restructuring in AP History courses only a few days before the school year begins (i.e. AP European History and AP World History in August of 2019).

Normally, this would result in a boon for the Implementation phase for the shrewd instructor-designer, as it allows for constant student feedback and, when they find themselves in a situation where they are granted the agency to do so, they are able to reevaluate lessons,

activities, and assessments to make changes on the fly. In the instance of this course, however, the opposite problem proved true. With an 'acceptable' course product already in place and a steady, year-round student demand, the final version of this course has not been queued up for implementation until the 2023-24 school year. And since the school does not employ pilot studies of courses (unless one counts the first year of a course with active student enrollments), many of the elements of a traditional Implementation phase are not possible for this research project. Instead, this phase took on two main goals: discussion of the elements of online instructional practice which impact the actual *delivery* of courses such as these, and the opportunity for formative evaluation of the course as it stands upon entering this phase based on the researcher's previous and ongoing experience in delivering online Holocaust education. As each of the elements of online instructional implementation was discussed below, its role and impact on the existing course was evaluated and when necessary, changes were made. Of the course elements listed, perhaps none have been more impactful than the Discussion-Based Assessments (hereafter, DBAs).

Discussion-Based Assessment Concerns

This project had to take into consideration the fact that each course at the client school is required by the NCAA (2022a, 2022b, 2022c) to have multiple DBAs throughout. I have found them to be a valuable tool for engaging the student in a one-on-one discussion about the content. In fact, this is the best way I have found to adhere to the principle of "safely in and safely out" (Echoes & Reflections, 2022). Another factor in sticking to this principle is in (at least attempting) to talk with each student at least once a week. This is definitely much more important in content-heavy and emotionally demanding courses, such as an AP history or this course, respectively. However, I have also experienced quite a bit of fatigue from DBAs in the

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past five years. Students who miss appointments, call to do one while I'm in the middle of a different project, or who completely do not understand the material (and/or don't even bother to study beforehand) can potentially derail an otherwise enjoyable day. And with this course in particular, the material is emotionally taxing, making DBAs an even greater strain upon me. During the times of year we consider to be our "busy seasons" (such as both before and after the holidays/breaks, or the entire months of April and May) I can be subject to completing more than 20 DBAs each day atop all of my other duties. The existing course has *ten* such DBA assignments, while the average FLVS-crafted courses I have taught required only three or four per semester. The desire to reduce the number of these needed for each student was a motivating factor in my decision/desire to reduce the number of overall modules in the course. It also drove a strong desire to examine the manner in which we think about how issues of asynchronicity and distance compound the difficulty of handling the social-emotional and psychological health of our students and teachers alike.

Safety Concerns

Included below is a vignette taken directly from the Field Notes in my Researcher Journal. It was written as quickly as possible after it took place, in an effort to capture the moment in the field when I first reflected on the issue,

Today, whilst speaking with a student for a DBA, I was struck by something that I hadn't stopped to consider before. We talk all the time about 'safely in and safely out' (Echoes & Reflections, 2022) for the teacher's responsibility for guiding the student both safely in and back out of the content over the course of a class, module, unit, semester, etc. However, we never really stop to consider the 'safely in and safely out' transitions of the teacher themselves.

Owing to its methodological underpinnings, this research's dataset will aim to be broad in its inclusivity, detailed in its description, and frank in its honesty. As such, there will be times that a particular vignette from my field notes or passage from my researcher journal has been added into this paper in order to better flesh out the realities of my experience, even when they do not cast me in a particularly favorable light. What follows is an example of just one such instance.

This morning, I was struck by a distinct dichotomy of mind and body that can accompany the day-to-day work I do. I returned home from my weekly early-morning breakfast with my family and grandparents to discover that my dog had left me some presents of both the liquid and solid kind. Obviously, the mess needed to be dealt with promptly. However, it was also my turn to pack my oldest daughter's lunch for school. She and my wife were going to be leaving soon, so it was also time sensitive. Further confounding me was a standing appointment with a student on a very strict completion schedule agreed to only days before by myself, her Virtual Learning Lab facilitator, her guidance counselor, my principal, her parents, and the student herself. Since I couldn't put any of the tasks aside so as to complete them in a linear order, I was forced to speak with the student for her Discussion-Based Assessment while cleaning the dog mess and then packing my daughter's lunch. Through the grace of Bluetooth technology, this wasn't a technological or physical challenge, but a mental stretching of my focus.

As I transitioned from wringing out the mop to packing the bento box, I continued to question the student on their understanding of the concepts from the module. I was suddenly struck, however, by how casually I had been engaged. By this point in the school year, I had memorized the questions that I generally asked every student about

that module, as well as the interesting factoids or contextualizations I would tend to add in when a student's response was lacking or warranting further explication. This multitasking and near-mindless conversing was something I had become quite adept at over my four-year tenure at the school and was a skill I have seen demonstrated time and again by a multitude of my colleagues. Even when doing this, I have always striven to give the bulk of my attention to the student's responses and to at least attempt to engage authentically with the conversation. It didn't always pan out that way, but I had never really felt bad about it, or even reflected upon the practice too ardently.

What struck me so strongly, I realized, was that unlike in the past similar conversations, this time I was discussing the Holocaust. I don't recall being glib, curt, or dismissive of the content in any way, but not giving the conversation the whole of my attention suddenly felt as if I was cheapening the experience for myself, my student, and for the memory of the Holocaust's victims and survivors.

After the call ended and I had put away the mop, gotten my wife and daughter out the door to school, and dropped the baby off at my mother-in-law's house, I took the time to reflect on what had occurred. The nature of my professional life is such that it does not conform to the traditional classroom's yearly calendar or daily schedule. The nature of my personal life is such that it does not conform to any semblance of a calendar or schedule. Often, this leads to overlaps and conflicts. Navigating these is par for the course for an instructor's daily practice and building a course with them in mind is smart thinking for a designer. But the controversial and often delicate manner in which the Holocaust should be taught and discussed ought to negate said practice and inform said design. The main question, of course, is how?

As I was forced to move onto other tasks by the deluge of work that constitutes my every waking moment, I settled upon following my gut feeling that I needed to devote myself more fully to these conversations in the future. I also took the opportunity to jot in my field notes, "think about how to be more aware (engaged, present, etc.) in Holocaust DBAs & avoid multitasking during them". I knew that I had been bothered by it, and I knew that I wanted to do something about it, but as often happens when facing a multitude of deadlines on various tasks, I was left with no clear explanation of why it had bothered me, or what I was actually going to do about it.

Later in the morning, I attended a Facebook Live webinar by the USHMM on the anti-Nazi political cartoons of Dr. Seuss. Even though I had been planning on attending for a couple of weeks and had even discussed it with some peers, I still managed to tune in a couple of minutes late after being waylaid by a very insistent and upset parent. The entire duration of the webinar, I was grading papers, jotting down notes for the later integration of the recorded session into my courses, thinking of ideas on how to modify the in-classroom lesson I had been doing in the local high school each April to incorporate some political cartoons, trying to remember how to code a visually appealing and interactive photo gallery of Dr. Seuss' cartoons for Canvas, and thumbing through my copy of *Dr. Seuss Goes to War* (Minear, 1999). I was, of course, still watching and listening to the presenters, but my mind was once again split between tasks while I was working with content from the Holocaust. That's when I realized what had actually been bothering me all the while: not only did I feel guilty about not treating the Shoah with enough respect, I was also fearful that I had reached a point in my academic journey at which I was

experiencing some version of "Holocaust fatigue" (Schweber, 2004). I also knew it was time to reach out to a critical friend for guidance.

Once again taking advantage of the numerous resources at my own personal disposal, I could not help but wonder how other instructors who were not so fortunate were able to cope. Or worse, how students whose mental and psychological development were still in a great state of flux might be processing these thoughts and emotions differently.

Live Lessons

One of the requirements of the National College Athletics Association for courses conducted via online schools such as FLVS and the client school, Pasco eSchool, include regular interaction between student and teacher, and one of the means of fulfilling this obligation is so-called live lessons. Synchronous learning episodes hosted by an instructor for their students are generally held via video conferencing technology such as Zoom, Big Blue Button, or Kaltura, which is the platform I currently use with the school.

In addition to the opportunity for otherwise isolated students to meet and work collaboratively with students from across the school, these live lessons provide teachers with the opportunity to provide differentiated instruction to their students. Teachers without the benefit of instructional design opportunities in their positions are frequently left with few-to-no outlets for expression and experimentation, as they are not given agency over the curriculum loaded into their course shells. These lessons let them put their professional talents to use once again, and to reach out to students who may be struggling with the content in different ways. Others, of course, use the lessons as an opportunity to have students do the assignments directly from the course, but in a collaborative setting, fulfilling both a homework assignment and a collaboration requirement.

Some instructors offer only the mandatory minimum of two live lessons each month, splitting duties between hosting the content and monitoring the student discussions of the chat box. Other instructors, especially those of AP and other advanced courses, tend to offer more sessions; sometimes even more than one a week. Given that I usually teach three or more AP courses along with the Holocaust, I teach at least one lesson each week and rotate my offerings amongst a selection of content- and skills-based topics. Adding to the repertoire most years, the current list of Holocaust-related live lessons offered is featured in Table 17 below.

Table 17

List of Holocaust-Related Live Lesson Offerings

"The Nuremberg Laws"

An in-depth look at the passage and impact of the 1935 Nuremberg

Laws of Nazi Germany.

"*antisemitism"

An exploration of the concept and history of antisemitism, with a

discussion about the power of writing it correctly.

"Kristallnacht: The Night of Broken Glass"

An exploration of the history and context of *Kristallnacht* ("The Night

of Broken Glass"), a watershed moment of the Holocaust.

"Deciding the 'Final Solution': The Wannsee Conference"

An exploration of the history and context of the Wannsee Conference,

a watershed moment of the Holocaust.

Fundamental Misunderstandings

Frequently, students will enter the course clinging to one or more fundamental misunderstandings regarding the Holocaust or a related topic. Some of these student misunderstandings stem from misinformation they'd accumulated along their academic career, perhaps from a poorly trained or miseducated former teacher, perhaps from an ill-fated Internet search result, or perhaps even directly from their parents or guardians. In *How People Learn* (Bransford, Brown, & Cocking, 2000), one of the key findings of their exhaustive research is that students *will* show up in our course with preconceptions about all sorts of things, and if the instructor wants any chance of replacing or supplementing that notion with a correct one, they absolutely must address the preconception directly. Not doing so may result in new ideas and notions failing to take hold. While student misunderstandings in a Holocaust course are nothing close to unique for the topic, and it is in the best interest of *all* teachers to plan for them in their own courses, there are some misunderstandings which are so pervasive and/or insidious in nature that it is wise for a Holocaust educator to plan for addressing them well in advance.

Of the preconceived notions and fundamental misunderstandings which Holocaust students are prone to have, there are several which seem especially persistent. To this day, there are students out there who still believe:

- There is a Jewish 'race' of people, and they are the ones who have been victims of antisemitism, which started (and ended) with the Nazis.

- That Hitler and the Nazi Party were democratically elected to office.

- The "One Man"/ "Evil Man" theory related to the role of Hitler in the Holocaust.

- That the 'Final Solution' was decided upon at the Wannsee Conference.

- The number of non-Jewish victims involved in the Holocaust being 5 million victims.

Just as we might with anyone bearing falsehoods about the Holocaust, the best approach to addressing these misconceptions is to do so directly, firmly, and factually. In most instances, these students do not repeat these ideas out of malice or with any intentions towards propagating denial. I won't admit the exact year in writing, but I will confess that I had been misled by Mr. Wiesenthal's counter-factual reports of "5 million non-Jewish victims" in the Holocaust until well into my adulthood. Despite years of having verified figures placed in front of me, the persistent and convincing nature of the falsity is what lingered. So, too, will many students be hoodwinked until entering the course. As a teacher of several other History courses in addition to the Holocaust, one of the scariest concepts students sometimes fail to grasp is *when* the Holocaust took place.

As much as I try to avoid the archaic practices of the rote memorization and drill of historically significant dates which haunt my own earliest memories of History classes, a lack of chronological awareness and retention can be a dangerous thing for a student, especially in a course such as this. This excerpt from my Field Notes demonstrates as much,

> What's gotten my goat over the past several days of reading these responses is just how many students have responded in some way regarding the World Wars in general, and the Holocaust in particular. For the most part, the statements they make about the Holocaust are historically accurate and focus on Hitler's rise to power and his capitalization upon antisemitism. It strikes me, though, that they tend to focus primarily on Hitler himself, not just as the leader of the Nazi Party, but as a stand-in for all Nazism. It reminds me of the literary term "synecdoche", or even "metonymy". These terms refer to using an individual part of a greater whole, or something closely related to/associated with the greater whole, to represent the whole thing altogether. Like referring to a new car as a "new set of wheels".

This harkens to the prevailing sense of "evil man" history surrounding the Holocaust: Hitler was an especially evil and charismatic man who came up with the idea of hating the Jews, convinced all the Germans to go along with it, then forced them into perpetrating the Holocaust. It's both inaccurate and discounts the guilt on a person-by-person basis.

Of course, it is chilling to think that an AP student, who is supposedly now a college-level student, has fundamentally misunderstood *when* these events occurred. Sure, it's probably a bit elitist and "history teacher"-y of me to whine about students do not have the right dates memorized, but when one really stops to think and reflect upon it, there is a danger inherent in students pushing the Holocaust further and further into the past in their minds.

When we think back to the things that we know were said and done in the past, it is often easy to describe them as the "products of their times"; such as when your racist old grandfather says something racist, or old. "That's how they were raised", we think. "We'd never think or say something like that nowadays". The further back in history we see these things occurring, the less likely we are to think them capable of happening in our current day and age. And though 80 years *seems* like it was a long time ago culturally, it truly was not. If our students start thinking of the Holocaust as something that happened *hundreds* of years ago, they face the possibility of losing sight of the fact that it was the racist sentiments of their grandparents (or, really the *great*-grandparents of our current K12 students) which helped the Holocaust to occur.

Thankfully, the responses I was reading at the time were isolated, anonymous, and weren't seen by anyone other than myself, but when I considered the ramifications of these and other misconceptions appearing in online discussions, it gave me pause.

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Outside Supplements

Field Trips and Museums. No classroom is an island. While certain instances of global pandemic or local disaster (war, snow, hurricanes, etc.) may be an impetus for students to move online because it is not safe for them to leave their homes, many students choose online learning as a part-time or full-time option because of its convenience, scheduling, or even due to certain states' mandates. As such, it is not unreasonable for an online school to offer in-person learning experiences along the lines of club meetings, live lessons, or even field trips. In many places throughout this and other Western countries, visitation of a local Holocaust museum and/or memorial has been a tried-and-true field trip destination for Holocaust and Social Studies teachers for decades. Savvy online teachers such as those at the project school offer meetups of teachers, parents, and students at their local museums. One silver lining of the pandemic, however, has been a field-wide shift into virtual territory for museums and memorials wishing to reach a homebound audience. This has allowed for the creation of digitally guided tours by online teachers and students from the comfort and safety of their own homes. Most importantly, the bureaucracy involved in a digital field trip is dramatically less than an in-person one, incentivizing teachers to host them more frequently. A number of museums offer to work with teachers and staff in order to help better facilitate these trips.

As part of the schedule of the live lessons offered in the course, and in keeping with the 18-week scheduling of the semesters, this course offers a biannual trip in-person to the local Holocaust memorial museum, as well as a digital version the following week for those unable to attend in person. They are scheduled on a Saturday morning to allow both part-time and full-time students to attend. Students have to provide their own transportation but meet-ups for caravans are usually initiated at several geographically distinct locations in the district.

Prior to the visit itself, the chaperoning teachers host a synchronous learning experience focusing on preparing their students for the trip, much the same way that a classroom teacher might spend the class period prior to a trip. Since the trip is open to a wide array of students, the opening of the lesson covers the history of the Holocaust enough to provide the trip with the necessary context. This background knowledge will be essential for student understanding during the trip (Greene, 2020). Much of the rest of the lesson is spent discussing museum etiquette and respectful visitation practices by imparting clear and firm policies and expectations. The final topic covered in the lesson are the "8 + 2 Questions" for Holocaust museum trips. These discussion topics, supplied on paper with clipboards and writing utensils on the day of the trip, provide the students with guiding questions to help focus their observations of the experience:

- What do I need to know before I go?

- Is there a title, curatorial statement, or an opening text that frames the exhibit?

- What is the first "moment" in the story?

- Is the exhibition organized chronologically, thematically, or in some other way?

- How does the exhibition text lead visitors through the gallery?

- Are there any iconic artifacts in the exhibition? What are they? How are they displayed?

- How is media used in the gallery?

- Are first-person testimonies included?

- How does the exhibition end?

- What were the curatorial decisions/intent that I saw? Their impact on the exhibit?

    (Greene, 2020, p. 303)

The morning of the excursion, students meet outside the museum as a large group to go over the expectations one last time. I always encourage them to engage in topical conversations at respectful volume but establish the consequences of anything approaching misbehavior. During the visit itself, I move through the museum with the students and chaperones, lending context or supplemental information when I can, and answering questions when asked.

After the visit, students are strongly encouraged to reflect on what they've seen, heard, and felt and join the rest of the class at the digital live lesson the following week. Credit for the course's collaboration requirements is given to attendees of both sessions, but administration often extends credit for students' entire collaborations requirements for the semester when they attend in person. This debriefing session uses the "8 + 2 Questions" as a framework for a semi-structured discussion of the experience, always focusing on the thoughts and feelings of the students and their understanding after having some time to reflect. The entire experience wraps up with a guided reflection assignment the students submit to both me and the teachers for whose classes they wish to get the lesson credit.

Evaluation in the Implementation Stage

While it has clearly appeared in each of the preceding stages, the Evaluation of the Implementation stage took on a much more reflective quality. Since the bulk of my experience with the course to this point, even after making my way nearly all of the way through the design process, has been as an online instructor, this role has become the most ingrained in personal conceptions of the course. Taking the opportunity to ruminate on the peculiarities of the implementation of the course in its intended setting and with its target audience afforded me the opportunity to reflect on my own practices; for better or worse.

At this stage of the process also comes one of the most contentious aspects of the Evaluation cycle within the ADDIE: proofreading. For some instructor-designers, the very mention of it elicits dread. For others, we dive for our favorite red pens and earmarked APA manuals. Pouring over each page of notes, standards, and maps until the tittles began to blur into tildes, while soothing for this grammarian, also served a greater purpose. This first pass over the large course package offered insights into its points of largess and its thin spots, allowing me the opportunity to supplement and streamline alike.

Implementation Stage Summary

Though it may seem that everything is now nicely and neatly wrapped up with a bow and ready for delivery, the output of this stage must still undergo yet another iteration of evaluation. This time, it takes on a much more formal and exhaustive tone. The next stage of the process, the summative Evaluation phase, will take a much deeper look at course-wide elements and scrutinize them with formal evaluation tools. This section has explored an alternative take on the traditional approach to the Implementation phase of the ADDIE model, due to the unique position of the researcher as both end-user and developer, and the novel nature of the project itself. Focusing on the aspects of how the course is to be delivered via online instruction, rather than at formal pilot testing and its results, this section emphasized how the project itself is to be implemented once finalized and opened to active student enrollments. The next section will enter the final phase of the ADDIE model: Evaluation, the summative culmination of the iterative process.

Evaluation Phase Introduction

This section moves the project into the final phase of the ADDIE model: Evaluation. Building upon the formative evaluations which have taken place in all other stages of the

process, this chapter takes up a broader and more summative approach. After discussing the difference between the two, the section engages in a discussion of the various evaluation tools available for use and those employed in the study. The section then touches upon the results of the application of said tools and the importance of their findings before transitioning into a conclusion. Up to this point, Evaluation has permeated all aspects of the process. As Branch astutely muses, "evaluation initiates the ADDIE process, permeates the ADDIE process, and concludes the ADDIE process" (2009, p. 153). An iterative and cyclical process, the ADDIE model breaks down its evaluation into two kinds: formative and summative.

The formative portion of the evaluation process had been occurring all along throughout the project. In checking for alignment of purpose and goal in the Analysis or making sure that proposed assessment tools could realistically be used to measure the expected outcomes they wished to, that was formative evaluation. Employing this throughout the process allows a designer to constantly check the quality of their work and to make informed decisions about revisions and changes without having to wait until small issues become much larger ones.

The primary purpose of the summative evaluation stage of the ADDIE model, however, is to analyze the project as a whole at the end of the process and to measure the effectiveness and efficiency of the instruction therein. It has the main goals of determining if the goals laid out in the Analysis phase have been met, and if the problems that were identified have yet been solved, and then to establish what will be required moving forward. Despite the finality of the term "summative", completing such an analysis of the course in this stage does not preclude one from redesigning and/or enhancing whatever they may find necessary to fix. In fact, it is not until the analysis either finds nothing to at all to fix, or issues that are too costly, time-consuming, or minute to attempt to fix in this cycle that the project is officially drawn to a close and handed

over in full to the client for use. Making one final effort to ascertain if there continued to be line-of-sight between the Goal Statement, Performance Goals, and Expected Outcomes, and finding all was well, it was time to engage in more formal and in-depth analysis and reflection.

Evaluating Holocaust Curriculum

In order to meet the rigorous standards necessary for a course with such strong educational (Welker, 1996), moral (Yad Vashem, 1998), and even medical (Horton, 2020) imperatives to be taught with accuracy of content and precision of language (Lindquist, 2008, 2010; Totten, 1998, 2005; USHMM, 2018), constant oversight of the design, development, and implementation phases were essential. Given the earlier discussion of the generally separate natures of the evaluation of courses and the need for change in said policy, I propose that just as the Holocaust educator is included more than a SME might generally be, the evaluation of the course must see a blending of multiple forms of evaluation.

In the field, there are already several outstanding evaluation tools in place for the design (QM, 2019) and instructional phases (SREB, 2006a, 2006b, 2006c), and the work of Totten (1998, 2005) as well as Ragland and Rosenstein (2014) in evaluating existing state-created curricula has set the stage and started the discussion on how to appropriately assess and critique the content and pedagogy of Holocaust courses.

Quality Matters is an educational company that has developed several iterations of a high-quality course evaluation rubric for use in the K-12 as well as higher education settings. The rubric contains 41 standards, each with a substantial notation included which guides the reader on how—and what—to look for in the course to meet said criterion. Those 41 standards are delineated into eight categories:

- Course Overview & Instructor Introduction

- Learning Objectives

- Assessment & Measurement

- Course Materials

- Learning Interactions & Engagement

- Course Technology

- Learner Supports

- Accessibility

Each category is, of course, important, but QM has labeled five of them (numbers two through six on the list) as being of "Essential" nature. A course must meet all 21 of the "Essential" criteria (worth three points each) on the rubric, as well as meet a minimum total score of 81 out of 95 possible points, in order to receive the Quality Matters endorsement.

In a similar vein as QM, the SREB has produced its own high-quality evaluation tools, but they emphasize a greater focus upon the teachers (2006a, 2006b, 2006c). It is an unfortunate reality for a lot of online teachers that they are subjected to the evaluation tools of their district or another school system, which are often purchased pre-made tools which may or may not even be designed specifically for online instruction rather than classroom practice. The SREB's free tools could conceivably be used to supplement or replace an evaluation process such as this. Their evaluation rubric is comprised of two parts: an 11-standard rubric divided into three categories (Academic Preparation, Content Knowledge and Disposition Toward IT, and Online Instructional Methodologies) and a narrative evaluation portion divided into formative and summative sections. Just as great of an emphasis is placed on the qualitative measures of the teacher's success as there is upon the quantitative rubric score.

Evaluation Tool Selection

Building upon the guidelines by the USHMM, Yad Vashem, iNACOL, and the SREB, I engaged in practical evaluation of the Holocaust curricula I created. In 1998, Samuel Totten eviscerated a 1995 attempt by the Association of Holocaust Organizations (AHO) to put forward their own set of evaluation criteria (Totten, 1998). While pinpointing the errors within the reasoning of the AHO's tool, Totten explains how and why they should have included different elements. This analysis of an existing tool and recommendations for improvements proved invaluable in creating an evaluation process for my own work.

Lastly, the work of Totten (1998, 2005) and Ragland and Rosenstein (2014) explicitly breaks down a few state Holocaust commission-created curricula. In all three instances, the guidelines of the United States Holocaust Memorial Museum (USHMM, 2018) on teaching the Holocaust appropriately, as well as the work of Lindquist (2008, 2010) in defining both positive and negative approaches to teaching the Holocaust, provided the authors with a clear set of acceptable practices for which to scan. Additionally, Ragland and Rosenstein chose several stellar exemplar curricula from the likes of Facing History and Ourselves, Yad Vashem, and the USHMM to serve as comparisons for how individual issues were handled within and across the courses. Although all of these courses are designed to be delivered via traditional face-to-face classroom instruction, these researchers' models can serve as the backbone of the content and pedagogy evaluation tools for this course.

Evaluation Results

All in all, the course fared very well in the summative analysis from the various tools, even the most strenuous demands of Totten (1998). What became readily apparent from the onset, however, is that the process of using many disparate tools to analyze one thing, though

thorough, was neither expedient nor practical. After much deliberation and some discussion with a critical friend who oversees the Evaluation process for her Design team (E. Houghtaling, personal communication, August 16, 2022), it was decided that the solution to this issue was to draft my own evaluation tool combining the tools I had been using. Clearly, this would be intended for a very specific niche of courses and would need to be malleable enough to be applied to other school contexts, but the overarching tenets of good instructional design, online instructional planning, accessibility, and Holocaust curriculum development present a core of guiding principles which can work in unison to ensure the highest-quality courses. Table 18 below contains an overview of the evaluation tool and its component elements.

Table 18

Online Holocaust Instruction Evaluation Tool

Tool Name/Source	Tool Field of Use
Quality Matters "Online Instructor Skill Set"	Online instruction
QM8 "Course Design Rubric Standards"	Course design
SREB	Course design
iNACOL (2016)	Course design
Universal Design for Learning "Seven Principles for Design"	Accessibility
Facing History & Ourselves' Pedagogical Triangle	Holocaust education
Totten (1998)	Holocaust education
Lindquist (2007)	Holocaust education
United States Holocaust Memorial Museum's "Guidelines for Teaching the Holocaust"	Holocaust education

This evaluation tool is not meant for general application to every instance of online secondary Holocaust learning. The needs and demands of unique institutions and regions will be of tremendous influence and preclude a one-size-fits-all approach. The tool takes every opportunity to be as flexible as possible, providing for the variances between schools and districts, and hopefully allowing these variances to provide vital context.

It would be an entirely different discussion were these criteria to make their way to the bargaining table between the teacher's union and the school district, but the "areas of competency" established by the QM (2016) Online Instructor Skill Set do speak to the overall areas in which online instructors must perform their tasks and their performance is generally evaluated:

1. Institutional Context

2. Technologies

3. Instructional Design

4. Pedagogy

5. Assessment

6. Social Presence

Instructional Context. No learning experiences, be they online or F2F, occur in a vacuum. As such, the means and quality of online learning are influenced by the particular learning institutions which deliver them. This evaluation category helps to identify and address the peculiarities of the schools, especially in relation to the elements of online learning and instruction identified and discussed at length in the Implementation stage of the project. A lot of great questions are raised in this category, not the least of which are:

- What policies and procedures of the school environment are standard within the field of online learning? What are their impacts?

- What policies and procedures of the school environment are unique within the field of online learning? What are their impacts?

- In what ways are course facilitators granted/denied agency over the content of the course?

- In what ways are course facilitators expected to provide learning experiences beyond the content?

- In what ways are the daily, weekly, monthly, quarterly, semesterly, and yearly expectations for facilitator behavior and performance elucidated and evaluated?

Instructional Design. It should be noted that when discussing the category of Instructional Design, this looks very different depending not just on the delivery medium (F2F, hybrid, online), but also on the role of the person being discussed within their institution. The QM area of competency refers to a more traditional instructor-only role one might find with most online instructors at Pasco eSchool or the much larger and more corporate-structured FLVS.

Such instructors are limited in their ability to change the content of their courses, so are instead evaluated upon their ability to enhance the learning experiences via live lessons, discussion-based assessments, and (prior to 2022) supplementary learning materials via "forcing slides" and teacher-curated websites containing "help guides" and additional content-focused elements. Though it could and should be yet another conversation of its own, it deserves to be noted that in the past several months since penning this section, FLVS has reached out to its own instructors as well as those at its franchisees' schools and banned the use and promulgation of any of the formerly widespread help sites and supplementary materials. The reasons for this have

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vaguely been referred to as "quality control" and "branding concerns", but the only result thus far has been to deny these resources to teachers and students alike (J. Glenn, personal communication, August 23, 2021).

For the purposes of this project, however, the evaluation tool is interested in more than just these tasks for only instructors. High-quality evaluation of the content created by the instructor-designer must take on more formal and more intricate analysis. As such, all these categories are taken in conjunction with QM's more detailed "Course Design Rubric Standards" (2019) as discussed later in this section. This is also the point in the evaluation at which the guiding principles of Holocaust content and education are taken into consideration. These too are discussed at length a little later. For now, we address several of the pertinent questions raised by this category which might pertain to both instructor-only and instructor-designer facilitators:

- What opportunities does the course offer for creating new learning experiences for students?

- How does the instructor create new opportunities for learning experiences within the course?

Pedagogy. This category ties into its predecessor in the way in which it evaluates the amount of agency the course leaves for possible instructor-only facilitators in the future. Just as no two students should be forced to learn alike, no two teachers should be forced to teach alike, and leaving room for the exploration of topics and resources valued by future instructors is important. Analyzing how the course leaves room for personal teaching expression opens the door to analyze the manner in which the current instructor is taking advantage of these opportunities. In the context of an online Holocaust course, these opportunities must similarly

reflect the guiding principles of online learning and Holocaust education, which are discussed later. This category asks many important questions of the instructor and the course, including:

- In what ways are new learning experiences delivered to students?

- How are new learning experiences aimed at differentiating instruction for current students?

- How are new learning experiences in keeping with the guiding principles of Holocaust education?

- How are new learning experiences aimed at opportunities for students to construct new knowledge together? Independently?

Social Presence. Though this category may cause the most confusion amongst those outside of the realm of online instruction, it makes more sense when placed within that context. Given that the very nature of facilitating an online learning experience is that of "guide on the side" rather than "sage on the stage" (Prensky, 2010) an active social presence within the learning environments of the course and the school is essential. Particularly when dealing with courses whose content contains 'difficult History' or topics which may be tough for students to process emotionally and mentally on their own, providing them with a consistent and engaging presence to discuss the issues with can prove to be of the utmost importance. To wit, this category addresses questions of:

- How frequent are the facilitator's interactions with students?

- In what ways do the facilitator's interactions address the historical content of the course?

- In what ways do the facilitator's interactions address the mental wellbeing of the student?

- In what ways do the facilitator's interactions balance the need for students' speedy completion against the need for them to proceed at a pace commensurate with their abilities and ensuring maximum understanding?

By the subjective nature of the study of the Holocaust, these evaluation criteria cannot be as cut-and-dry or Likert-scale-based as the previous elements. They are not designed to evaluate the extent to which a teacher engages in a topic, but rather, *if* a teacher addresses particular issues in particular ways.

For example, a rubric cannot compensate for the influence of a school district's end-of-year testing schedule disrupting the normal flow and frequency of instruction. While semester one (Fall) of a school year may have the same 18 weeks as semester two (Spring), a teacher may be faced with much less instructional time in the latter due to students being pulled out of class for testing or other school-related activities which interfere with the amount of time available. As such, these teachers may decide to reduce the depth of exploration on particular subjects while focusing on others which they consider to be of more relevance to their students' lives or communities. The extent to which this happens, and its impact on the overall course is what should be evaluated. A proper tool should evaluate how the teacher situates the Holocaust within broader historical contexts by asking questions such as:

- In what ways does the teacher address historical issues of antisemitism?
- In what ways does the teacher address the history, beliefs, and practices of Judaism?
- In what ways does the teacher address the pseudoscientific nature of eugenics and its history?
- In what ways does the teacher address the influence of political events prior to the Holocaust, such as World War I, the Treaty of Versailles?

- In what ways does the teacher address the influence of local and international economic issues such as the Great Depression?

- In what ways does the teacher situate the Holocaust with the context of World War II?

- In what ways does the teacher contextualize the events of the Holocaust following liberation and the end of the war such as decolonization and the Cold War?

Accessibility. Though discussed earlier, it is worth expanding upon the idea of evaluating the extent to which accessibility has been infused into a course. When drafted appropriately, the same questions which can help guide a designer's initial decision-making can be used during each of the evaluation phases of the ADDIE process. A good evaluation tool will ask:

- Are the elements of the LMS set-up and ready for student use?

- Is the course easy for learners to navigate?

- Do technological and pedagogical design choices take into consideration a wide range of learners' technology skills and comfort?

- If advanced technology skills are required for successful course completion, are these skills scaffolded throughout the course?

- Does the learner get the sense that things in the course *just work*?

- Are the course elements organized into logical categories?

- Are the course elements labeled well?

- Did the user avoid burying content?

- Is there visual contrast between the various page elements?

- Are built-in style features and layout elements employed, rather than user-generated ones?

- Are Headings and Paragraph styles to identify and organize content?

- Are bulleted and number lists used instead of tabs and spaces?

- When embedding Microsoft files, such as Word Documents and PowerPoints, do they use the existing layouts with mark-ups for screen readers?

- Are pages largely uncluttered, with ample white spaces and margins?

- Are backgrounds plain and unencumbered?

- Are links written in clear, concise language?

- Does the user avoid using URL link texts?

- If a user has an image serving as a link, is the alt text the link text?

- Is text written in easy-to-read fonts?

- Are the fonts mostly sans-serif, non-italicized, and monospaced? (Though Canvas does not allow for the user to change the font, these concerns should be noted when evaluating include documents, PDFs, PowerPoints, etc.)

- Do the text color choices provide strong enough contrast?

- Are color choices other than black on white used only infrequently, and meaningfully?

- Do extended blocks of texts have lines with consistent starting points?

- Is your text mostly written in active, 2nd person voice at an appropriate reading level for the audience?

- Are acronyms written out, at least with initial usage?

- Are new terms clearly defined?

- Are examples written as to be relevant to learners of varying backgrounds and interests?

- Are the instructions written in clear, concise and readable language?

- Do the instructions include rubrics or examples to help students understand expectations?

- Do the instructions explain how students can demonstrate mastery?

- Have the instructions been proofread?

- Are all the images clear and viewable?

- Are color photos of a strong enough contrast?

- Do all images have alt text (alternative text)?

- Do active images use alt text that convey the image's function?

- Do textual images include the text from the image in the alt text?

- Do informational images have alt text that communicate the same information as the image itself?

- Are decorative images set to have no alt text (alt="")?

- Are decorative images avoided, or kept to a minimum?

- Is any included audio content optional?

- Are transcriptions provided for all audio content?

- Is any included video content optional?

- Do all videos include closed captions?

- If captions are not available and the video must be used, are transcripts provided?

- Are videos which are longer in length time marked with an included table of contents?

- How does the content appear on mobile devices?

- On multiple operating systems?

- How does the content react to input via mobile devices?

- On multiple operating systems?

- Does the content scale appropriately with changes in screen size/orientation?

- Does the content load well and/or quickly over cellular as well as WiFi connections?

- Are both content and navigation accessible with only the keyboard?

- Does the content work with screen readers?

- Does the content work with screen magnifiers?

- Will the content work with changed display properties?

This tool, when wielded by properly trained individuals and employed in the proper contexts, will allow those developing Holocaust courses for online delivery to evaluate not only the soundness of their design principles, but also the quality of their instructional practice, the ease-of-access to their materials, and the appropriateness of their Holocaust-related content and pedagogy.

Evaluation Phase Summary

This chapter has brought the ADDIE model design portion of the project to a close. After discussing the role the formative evaluations have played over the course of the entire project, this chapter engaged in a more formal, summative evaluation of the course product using both in-house checklists, ID professional evaluation tools, and a combination of criteria from the field of Holocaust education. The results of these evaluations were brought to bear and their implications discussed. The next section of this paper serves as the conclusion and will reflect on the limitations and conclusions of the project undertaken and ruminate on suggestions for further research.

Chapter Summary

In this chapter, the research plan from Chapter Three was put into action and the methodology was employed in a self-study of the design process of an online secondary Holocaust course. Each of the five phases of the A.D.D.I.E. model was experienced as data was collected and has been displayed herein. The next chapter will analyze this collected data, draw conclusions, and ruminate on further exploration and research.

Chapter Five: Discussion

There are books, excellent ones and not-so-admirable ones, on how to best approach teaching the Holocaust. There are books of similarly varying quality on constructing and delivering online instruction. This research is both of those, and neither. Its aim has been to identify how to best build and deliver high-quality Holocaust education to secondary students via online distance learning. The unique challenges, constraints, and merits of each specific topic require that their intersectionality be closely considered. The psychological and social-emotional impact of the content on the students and their instructor-designers in these situations warrants nothing less.

Limitations of the Study

What I didn't know about the work I had been doing, the research I had been conducting for more than a decade, even my own understanding of my own understanding could fill a book. Several, in fact. Quite literally, the corpus of numerous distinct fields and disciplines. The more I came to digest this realization, the more I began to acknowledge the limitations of this research. This project, though expansive in its duration and literature base, is bound by the very specific nature of my academic and professional citations and while there are plenty of general lessons to be drawn from it, each instructor-design must modify it for their own program's specific policies, procedures, and standards. This need for flexibility and agency on the part of the teacher is a problem facing the use of pre-packaged curricula across the board, and one which needs to be addressed sooner than later.

Challenges of Pre-Packaged Curricula

While there are many obvious benefits to online teaching and learning, there also exist several glaring drawbacks to the process as it is currently executed. We have seen a growing assault on teacher agency in the physical classroom; be it from increases in days lost to standardized testing (Neal, 2017), overreaching government legislation (Parents' Bill of Rights, 2022), and mounting pressures from conservative parent groups (LaGrone, 2022). Throughout much of the online environment, teachers have even less agency over their curriculum than their face-to-face counterparts (Damsa et al., 2021). A potential solution to this problem is to increase online teachers' agency over their classes.

A standard model for a district-level virtual school program in the state of Florida is to operate as a franchise of a larger, state-run school. This is the case with this research's client school, Pasco eSchool, in its relationship with the FLVS which is in and of itself a school district. Pasco eSchool licenses the use of many of FLVS' courses and their proprietary learning management systems, VSA and Educator. Their teachers then in turn deliver the pre-packaged curricula to students and monitor their progress. Pasco eSchool, like many of the client schools in the state, also opt to build their own courses in-house to offer courses outside of FLVS' course list. While recent funding issues tied to state legislation have led to a tension in this relationship according to eSchool's principal (J. Glenn, personal communication, August 23, 2021), the basic structure of the relationship remains unchanged at the time of writing. Within this system, most online instructors are only able to modify curriculum to supplement with sources of their own, though this practice too is now under scrutiny.

For some, prepackaged curricula are a godsend. New teachers are often especially grateful for access to premade lessons and activities provided for them by their institutions. Even

veteran teachers who are unexpectedly asked to teach a new prep or take over for a colleague can benefit from stepping into an existing curriculum already laid out for them. This allows the teacher to focus on building their own expertise in the subject matter and on the various other needs and demands of teaching their students. However, these packages are often purchased in bulk by schools or their districts, and prior critical analysis or oversight can be rather limited. This can result in the implementation of substandard materials and/or learning experiences which are not aligned with standards (Petrie, 2012). When saddled with such situations, even instructors who recognize the limitations of the curriculum are limited in their recourse.

In general practice, there are currently four main avenues for online instructors to supplement the curriculum provided by FLVS:

1. Forcing slides

2. Live Lessons

3. Help sites

4. Discussion Based Assessments

The first of these, forcing slides, are single slide deck slides which can be embedded between the pages of a prepackaged curriculum and will pop up when a student completes the preceding lesson or activity. They are often used to provide additional information or instructions about the lesson or activity, or to link out to supplementary material related to what the student just completed. This is a common practice employed when one of the provided lessons is deemed inadequate to ensure student understanding, or if an assignment is known to have poorly constructed directions. However, it can often take several semesters working with a particular curriculum for a teacher to understand where and when students frequently struggle within the course, and to figure out how to best address the issue.

The second method, live lessons, are the synchronous online sessions hosted by teachers two or more times per month. While some teachers such as I enjoy using these opportunities to explore concepts or lessons not covered in course curricula, we also often find ourselves needing to use these opportunities to address content knowledge and skill deficiencies left by failures of and/or omissions by the courses themselves. It is even standard practice within FLVS itself to develop live lessons to accompany lessons within courses in order to help students complete the work synchronously and collaboratively which was originally designed to be done asynchronously and alone. After a push towards this practice in the 2021-22 school year, multiple FLVS teachers shared with me that it seemed that "soon students will be able to just show up to the live lessons every week and have the entire courses' work done by the group, instead of doing it themselves" (D. Russo, private communication, August 12, 2022; E. Jeckel & M. Jeckel, personal communication, January 17, 2022). Rather than serving the intended purpose of live lessons to provide supplementary instruction of a reinforcing nature, they may very well be headed in the direction of supplanting poorly designed lessons in the curriculum entirely.

If this issue is redressed and live lessons can return to their original purpose in a teacher's toolbox, they offer an encouraging opportunity to engage with ongoing newsworthy intersections between the curriculum and students' lives. In the implementation of online Holocaust courses over the past several years, I have been afforded the opportunity to do just that. Seemingly unrelenting assaults on Jewish communities and rising antisemitism have led to far too many situations in which students are reading or hearing news which has direct parallels to the moral lessons of the Holocaust. When a shooter opens fire at a crowd heavily comprised of religious and ethnic minorities in a Chicago suburb (Dawson, 2022) or a gubernatorial candidate makes antisemitic allusions to parochial schools in Philadelphia (Glueck, 2022), Holocaust course

teachers and students alike will desire to make connections to the content in front of them and wonder about the efficacy of their efforts. By engaging with these news stories and events in synchronous sessions, online instructors are able to not only supplement curriculum packages which they may have no ability to alter in-course, but to also strive to make the learning relevant for students, a heavily emphasized practice in the guidelines of the USHMM, Echoes and Reflections, and the IHRA. These live lessons also provide opportunities for remembrance and deepening knowledge of particular events within the study of the Holocaust.

Originally instituted in the 1994 legislation and recently recodified in House Bill 7 (2022), "the second week in November shall be designated as 'Holocaust Education Week' in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust" (p. 15). This was already one of the prominent dates in Holocaust history which is remembered and discussed in dedicated live lesson form. So too are the anniversaries of the Velodrome D'Hiver roundup on July 16-17 (USHMM, n.d.e) , the Wannsee Conference on January 20th of 1942, and the liberation of Majdanek, the first camp liberated by Allied forces in August of 1944 (USHMM, n.d.d). Additionally, national legislation is already in place which signals the Days of Remembrance in April of each year (USHMM, n.d.f), providing another opportunity to align live lesson practice with acts of remembrance through learning and ongoing newsworthy intersections.

The third avenue available to teachers is the creation of help sites. Hosted by the teachers themselves (either for free on sites such as weebly.com or wix.com, or on domains paid for by the teachers such as www.docotorledford.com), these sites are repositories of supplementary readings, graphic organizers, and videos linked to the courses they teach. Compiled over years of painstaking collation and curation, these treasure troves of assistance serve as a first stop for

students looking for assistance or additional understanding. Until recently, these sites also frequently housed how-to videos or files crafted by teachers demonstrating how to navigate particularly difficult to complete assignments or parts of the course. In the 2021-22 school year, however, FLVS unceremoniously and unexpectedly ordered that all sites created by client schoolteachers (as well as their own) either remove any material directly related to their assignments or lessons, or to be taken down entirely. Instead, they intend to launch sites of their own specific to each course and under their strict supervision and control.

The fourth avenue for teacher supplementation to curricula is through the Discussion Based Assessments (DBAs) already taking place within the courses. Some teachers treat these as quick (approximately 5 minutes) check-ins just to formatively check for student understandings, while others elect for longer calls (approximately 15 minutes) in which not only is the student's understanding assessed through verbal questioning, but any missed information or areas of weakness are then discussed at length with the teacher. One example of this is in the Advanced Placement United States History course which I was asked to take over near the end of the research process. Rather than redesigning it as I go as I have done for AP World History and AP European History, we have opted to continue to use the FLVS curriculum for now. The second module, which encompasses the entire Revolutionary War period, fails to spend any time discussing the actual fighting of the war itself, neglecting the lessons on guerilla warfare, tactical ingenuity, or the helping hand of the French which made Independence possible in the first place. As such, it falls to me in my DBAs to discuss this deficiency with my students, all of whom to date have remarked upon the strangeness of its omission.

While the emergence of new communication technologies and changes in the landscape of online teaching and learning will undoubtedly facilitate the introduction of new avenues for

teachers to act with agency in regard to their courses, their options currently remain limited. As a result, what is offered herein has been not a "How To" guide, but rather a "How I Did It & Why" action-research report from the field. As admitted before, my position at my school is moderately unique amongst my peers, but I'm no maverick; I'm not even the only instructor-designer on staff. While "doctoral candidate/instructional designer/online instructor/embedded researcher" is not a title which inspires much faith in generalizability, there is still plenty of hope of extrapolating some data for application in other contexts.

For instance, this research has shown that regardless of the design model being employed, there are some procedures at play for dealing with the design of potentially controversial or difficult topics for online delivery:

- Find out what the guiding principles of each field are, and research why.

- Analyze the way the principles conform and conflict.

- When the principles agree, or are unrelated to one another, design your course as normal.

- When the principles are in opposition, think of the impact on your students and make the best choice for their learning and understanding.

Throughout the project, the flexibility and generalizability of instructional design approaches was enough to make the necessary room to accommodate Holocaust education's sometimes inviolable practices. But the research has also shown that there are times when the practices of one field simply do *not* translate well into the other.

Simulations

While still in their nascent stages of making the move online, the recent pandemic brought out the creative talents and flexibility of teachers nation- and world-wide. Many teachers, especially those in the Social Sciences, were desperate for engaging content, or even

the ability to bring a sense of normalcy to their instruction in the new medium. Enter: the contentious yet irrepressible simulations. And despite the scholarly research on the dangers of employing historical simulations in the classroom, and frequent stories of simulations gone terribly awry, we saw a push to bring them into the virtual world as well (Washington State Council of Social Studies [WSCSS], n.d.). This is a situation that should be closely monitored, even as schools have returned (mostly) to their pre-pandemic formats and enrollments.

Use of 'Graphic' Images

Even though there remain two camps amongst Holocaust educators, divided over whether graphic images need be included in the curriculum at all, nary a responsible educator in the field endorses the idea of their rampant proliferation or overuse in courses (Hébert, 2020). This is especially true of those developing and delivering online courses asynchronously. Already dealing with the separations of time and space between student and teacher when addressing the psychological and emotional impact of the Holocaust's intense subject matter in general, the inherent lack of control over their interaction with graphic images in an asynchronous course's lesson content should startle even the laxest of educators. Since most Holocaust educators elect to employ graphic imagery in only small, controlled doses, it makes sense that instructor-designers would also choose to only use them in situations such as live lessons, when they can be synchronously present in the space and available to help students process what they are seeing. Clearly, this is not a primary concern for designers of, say, an Algebra I course. We hope. Indeed, we as a field also do not have much concern the way the instructors and designers of other fields are dealing with processing the constant day in, day out, march through the content. We needn't spend nary a moment hoping on their behalf that their multitudinous phone calls

about Driver's Ed module 3, or HOPE/Personal Fitness module 1 aren't slowly forming an emotional callus over an empathy which should be fostered as one of their greatest assets.

But this concern over the lack of control and options on the part of online instructors when it comes to the emotional and mental well-being of themselves and their students in times of crisis raises the larger issue of the need for more academic research into the intersection of Social-Emotional Learning with online distance learning and, indeed, the broader need for more research into the online teaching and learning of asynchronous delivery methods altogether. Another potential issue tied to prepackaged curricula is a potential lack of teacher motivation or connection to the material, a stark but realistic potential reality for many teachers who find themselves suddenly assigned to the course without any background knowledge or training.

Addressing Lack of Teacher Motivation

In the online teaching and learning environment, the sudden departure of a teacher or an unexpected flux in the number of student enrollments can prompt administrators to shuffle around teaching assignments with little to no warning. It is not uncommon for teachers to step in to cover a course they have never taught while a replacement teacher is found, or for an additional teacher to be assigned to a course to handle an overabundance of students in a given semester. In some subject areas, especially in secondary education, this can unwittingly result in a teacher who is certified in a broad category (i.e. Math, Science, or Social Sciences) but whose academic and experiential backgrounds lay only within a narrow subset of that category (i.e. Algebra I, Biology, or Psychology) teaching a course with which they have little to no familiarity (i.e. Calculus B/C, Organic Chemistry, or American History). While this is an uncomfortable situation which results in an increased workload for the teacher, in most circumstances this can be overcome by the teacher exploring the prepackaged curriculum and doing some independent

research on the content that is new to them. In general, they do not have to deal with coming to terms with moral and ethical implications of a new course or exploring the intricacies of the pedagogical techniques necessary to ensure both student safety as well as understanding. With courses in the Holocaust, Human Rights, and/or Genocide Studies, however, those demands upon the teacher are certainly made and the consequences to not addressing them are potentially dire. One avenue for alleviating these concerns is to mandate or at the very least normalize initial teacher training in Holocaust education.

Holocaust education and remembrance groups such as Echoes and Reflections, the USHMM, and Facing History and Ourselves offer teacher training programs both in-person and online which can facilitate the transition of a previously unprepared teacher into the Holocaust classroom. With libraries of prepared lesson plans reference materials, and instructional training, these organizations not only prepare new teachers to undertake the course, but continually redefine and promote the guiding principles of Holocaust education. In the course of their training, all Holocaust educators should come to know and understand that the best pedagogical practices entail the following:

1. Define terms. In addition to key terms like antisemitism, Holocaust, and genocide, review key terms and phrases necessary to fully understand the content being studied;

2. Provide background on the history of antisemitism. Ensure students understand the role that antisemitism played in allowing the Holocaust to occur;

3. Contextualize the history. Help students understand what happened before and after a specific event, who was involved, where the event took place, etc; this

helps to reinforce that the Holocaust wasn't inevitable but rather was the result of choices and decisions made by individuals, institutions, and nations over years;

4. Teach the human story. While connecting people and events to the larger story, educators should:

   a. Translate statistics into personal stories; use survivor and witness testimony whenever possible; emphasizing, however, that survivor voices are the exception;

   b. Highlight examples of how victims attempted to retain their humanity in the face of dehumanization (efforts to maintain identity and continuity of life, expression of values/beliefs, forms of resistance);

   c. Stress the "choiceless choices" of the victims with limited or no power to escape;

   d. Introduce victims' prewar life/return to life to provide context for their choices, dilemmas, and actions;

   e. Focus on small and large decisions made by individuals who had the ability and the opportunity to choose between morally right and morally wrong decisions prior to, during, and after the Holocaust, including bystanders, collaborators, perpetrators, and rescuers;

5. Use primary source materials. Enrich students' understanding of the Holocaust by providing an abundance of print and digital resources from a variety of perspectives;

6. Make the Holocaust relevant. Connect what students are learning to contemporary events, while distinguishing between the unique history of the Holocaust and what can be learned from this history;

7. Encourage inquiry-based learning and critical thinking. Support students' sharing of ideas and asking questions of themselves and others;

8. Foster empathy. Challenge students to understand people and their attitudes and actions in a historical context using sound approaches and strategies, refraining from the use of simulation activities;

9. Ensure a supportive learning environment. Guide students "safely in and safely out" of this study; use age-appropriate materials and always be mindful of the social and emotional needs of individual students. (Echoes and Reflections, 2022)

Alongside an understanding of these principles, primary amongst every Holocaust educator's training must be the act of addressing their own purpose for teaching the course. Described by Hilton and Patt (2022) as "thinking through five foundational elements when designing their courses", (p. 8) the practice of having new Holocaust teachers reflect upon and describe in writing their purposes for teaching the course can have a profound effect on their pedagogical choices and content knowledge acquisition going forward. Hilton and Patt identify these five elements as:

…the wide range of experiences that collectively represent the Holocaust; the narrative arc of one's course or unit; context for teaching the Holocaust; balancing the emotional labor of learning about this topic with critical analysis; and clearly establishing and sharing their purpose in teaching the subject. (2022, p. 8)

And while programs and websites such as these can afford opportunities for such acquisition and thinking through the elements if teachers seek them out, the pressing need for more and better Holocaust education far outstrips the availability of such events, and the self-guided online materials may not provide both the breadth and depth necessary to impart the vast content and pedagogical knowledge necessary to ensure quality Holocaust education.

Teachers should also be encouraged to explore seminal written academic texts such as *Understanding the Holocaust* (Hilton & Patt, 2022) and *War & Genocide: A Concise History of the Holocaust* (Bergen, 2009) which provide crucial historical content knowledge while simultaneously framing the course through various pedagogical lenses. By deepening their understanding in both vital elements of TPACK and driven by the motivations described in their purpose statements, teachers can overcome previous misconceptions, lack of motivation, and deficiencies of knowledge to become effective and engaging Holocaust educators. An even more troubling concern than the possibility of a course being taught by someone who is ambivalent or apathetic about the subject matter is the possibility of a teacher who is instead outright hostile.

As has been seen in news stories both local (Sokol & Wright, 2018) and national (Walsh, 2021) issues of teacher autonomy and free speech both within their classrooms and without have both sides of the political aisle concerned. In Florida, where the Parents' Bill of Rights (2022) simultaneously reinforces the need for Holocaust education and attempts to limit classroom discourse on the supposed specters of critical race theory and social emotional learning, teachers are rightfully afraid that discussing academic issues and topics now suddenly considered controversial and divisive may land them in financial or legal trouble. While it has been shown that publicly espousing beliefs considered by most to be hate speech can land a teacher in

significant trouble (Sokol & Wright, 2018), it remains to be seen what happens when the lessons under scrutiny are simply those widely accepted by mainstream History education.

In some states, such as Ohio, there have even been attempts to codify Holocaust distortion and denial into law. Early in 2022, Ohio state legislators Diane Grendell (R-Chesterland) and Sarah Fowler Arthur (R-Ashtabula) introduced Sub House Bill 327 with the dubious aim of "amend[ing] sections 3314.03 and 3326.11 and to enact sections 3313.6027 and 4113.35 of the Revised Code to prohibit school districts, community schools, STEM schools, and state agencies from teaching, advocating, or promoting divisive concepts". This legislation, which has come to be known colloquially as the 'Both Sides Bill' (2022), promotes an educational approach that gives equal weight and time to the "German soldiers' perspectives". This effort not only undermines the guiding principles of Holocaust pedagogy, if it were to pass, it would set a dangerous precedent for forcing teachers to utilize teaching tools which on their surface may seem to provide equal opportunity to a diversity of perspectives (a hallmark of History education), but when mishandled provide equal weight to morally reprehensible fringe opinions.

It should be noted that Nazi propaganda, ephemera, and literature all have their places in Holocaust education, as do the perspectives of German soldiers (Dunn, 2022; Huerta & Shiffman-Huerta, 1996). One does not simply expect to teach the depravity of evil without first describing its face. However, just as with the use of graphic imagery (Hébert, 2020), these items should only be employed in limited and controlled situations under the guidance of a trained instructor. Those teachers who may be new to the course, unfamiliar with the necessary content and/or pedagogical knowledge, or even uncomfortable with handling such artifacts of hate can and should be encouraged to limit their use of them or omit them altogether in favor of general

descriptions or the briefest of excerpts instead. It is only through proper training that teachers should be expected to employ these powerful teaching tools in their correct context. As such, prepackaged curricula should avoid their inclusion in the student-facing materials and instead provide reference and instruction about them to the facilitators directly in the Teacher's Guide.

While there is no quick and easy solution to the issue of teachers believing conspiratorial falsities and spreading them to their students, the long-term fix is the same as that which is needed to eradicate these ideas in general: more education. Just as our students come into our classrooms burdened with misconceptions about the Holocaust (Wiggins & McTighe, 2005), it is a reasonable assumption that at least some small percentage of the teacher population may wind up assigned to teaching about the Holocaust while carrying potentially significant misconceptions of their own, or worse, actively dedicated to spreading Holocaust denial and distortion. By emphasizing the importance and increasing the availability of Holocaust education teacher training, these opinions can be repelled by overwhelming information and instruction. And while pre-screening potential Holocaust course teachers for their political beliefs is a repugnant idea, focusing every Holocaust teacher on their personal and professional purpose for teaching the class can help them identify their own biases and deficiencies of knowledge on the subject and hopefully guide them to learn more about the topic and their motivations. And the research has clearly shown that the earlier such intervention can occur, the better.

Need for Pre-Service Training

Even before this research project began, there was a clear need for increased training in the Holocaust for classroom teachers, and perhaps even more importantly, our up-and-coming preservice teachers (Lindquist, 2007). Now we've seen a batch of new teachers come up through their academic training during a global pandemic, forced to complete their internships online.

They've made it clear that even when we're doing a decent job of exposing them to what's already in the classrooms in their area and (also hopefully showing them how to adapt to classrooms *without* common teachnology), and showing them both the cutting edge of teachnology and projecting where the future may take us, we need to do a better job of at least introducing them to what it's like in non-normative yet frequent modes of instruction outside of the traditional classroom. The increased demands for Holocaust education and online learning, with the now looming specter of another global pandemic at any moment, there's never been a better time to research how we should be training our future teachers for future teaching.

Areas Needing Further Investigation

As with any research project, asking and answering the questions proposed herein has led to the asking of even more questions. There remain several unexplored avenues for future research stemming from the work in this project, especially pertaining to expanding the sources and voices being studied.

Teaching and Learning with Asynchronous Online Schools

When preparing and completing this research, it came to my attention on more than one occasion that the majority of the tasks that I was completing in my day-to-day instructional work (i.e. DBAs with students, monthly contacts with parents, weekly live lessons) were clearly appropriate pedagogical practices and I was able, over time, to generate data in search of specific aims and professional goals to support the notion, but little of it was being backed by any research to which I had access. As the largest school in our district in terms of student population and emulating the largest school district in the state (FLVS), it troubles me that our most commonplace practices aren't being better analyzed and evaluated.

More Research on Online Holocaust Education

Even though I began my academic investigation into the field of online Holocaust education nearly a decade ago, it remains a sad truth that very few articles have been published on the matter. While Hass et al. (2015) offer a rationale and sample unit plan for online delivery, and there are a number of articles devoted to online tools for Holocaust education such as Russell (2007), those publications that do discuss technology and Holocaust education together either relegate the Internet for research projects/supplemental sources or ignore the fact that the vast majority of online teachers do not create their curriculum and have little power to change the curriculum. Meanwhile, we've seen an explosion in growth of the counties in Florida who do offer the course, both online as well as in the brick-and-mortar buildings. There is a clear need for more research into online Holocaust education design and instruction practices, as those teachers designing and delivering these new classes will soon need specialized training in blending instructional design and Holocaust education.

Emerging Trends in Holocaust Education Research. If the current prevailing trends in Holocaust educational research continue in the manner which they have since the outbreak of the Covid-19 pandemic in 2020, the future of the field will heavily feature the ever-changing forms with which students of the "Gen Z" and "Gen Alpha" generations express themselves and process memory. Studies in the past several years place an emphasis on both the use and abuse of social media and its impact on Holocaust memory and education. They likewise focus on the application of emerging technologies and engaging techniques for ensnaring new audiences and energizing old ones.

Of particular interest and concern is the double-sided sword of the proliferation of nascent technologies for preserving and presenting information on the history of the Holocaust

(Verschure & Wierenga, 2021). While social media and new technology allows for broader access, it simultaneously opens the door to potential abuse and misuse. Recent research has begun to explore a generational shift in commemoration (Commane & Potton, 2019) that has arisen as yet another generation of young students without a biographical link to the Holocaust and potentially suffering from Holocaust fatigue (Schweber, 2006) gain easy access to large audiences via digital platforms such as YouTube, Instagram, and TikTok (Bareither, 2021; Lerner, 2021; Łysak, 2021; Manca, 2021; Walden, 2021).

In a special edition of the journal Holocaust Studies (2021), its articles are dedicated to exploring the implementations and implications of technological trends in Holocaust education. They discuss issues ranging from the transition between live and virtual survivor testimony (Marcus et al., 2021) to understanding the culture surrounding 'vlogging' activities at memorial and historical sites (Łysak, 2021) to the use of digitally recorded walks and social media to raise awareness (White, 2021). The articles employ markedly different methodologies such as application of qualitative data science research methods within digital archives (Lerner, 2021) to the netnography of Kozinets (Łysak, 2021) to a digital humanities approach for preserving history (Verschure & Wierenga, 2021). Despite their differing subject matter, each article presents a view of the post-Covid world of Holocaust education as one rife with novel applications of nascent technologies which embrace the unique social nature and technological prowess of a new generation of students in efforts to meet them where they are in order to show them where we've been.

In the coming years, as researchers across Holocaust education turn increasingly towards the study of the "selfie culture" (Bareither, 2021) influencing the generational shift in commemoration (Commane & Pottoin, 2019) there must be an accompanying increase in how

these trends impact the design and delivery of online courses on the Holocaust and genocide studies. As inspiring as it is to see the expansion of technology studies in the research being done in classrooms and across social media landscapes, as increases in online student enrollment and online Holocaust course offerings continue to expand, further research must be completed on how these trends across culture and society are impacting these expanding delivery methods. Of particular importance is that we heed the warning that, "...despite academic optimism about the democratization of access to commemoration, digital media may still serve as a weapon of hate speech" (Makhortykh in Łysak, 2021) and remain vigilant in our aim to spread access to knowledge to combat disinformation. One unique method for analyzing the ever-evolving nature of the Holocaust's role in our educational and social systems is to pay careful attention to the way it is treated in the field of comedy.

Humor and the Holocaust. American culture is currently facing a climate where seemingly as much as half of the population's response to increased social pressure for public discourse to display empathy, consideration, and kindness has been a drastic pendulum swing backwards. There are constant calls for people to 'lighten up' and that humor negatively directed at ethnic, religious, sexual, or minorities of other forms are 'just jokes' (Rawlings, 2019). Jokes about the Holocaust, considered by many to still be taboo, are once again at the forefront of controversy over the role of the comedian and the boundaries of their craft.

Since the Second World War in particular, there have been many comedians who have broached the subject; many but not all of whom are themselves Jewish. The fabled bad boy of post-war comedy himself, Mr. Lenny Bruce, frequently embraced Judaism as a topic (i.e. his "Jewish vs. Goyish" bit) and the Holocaust itself was not out of contention. After it was revealed that several Nazis had fled to Argentina with fake identities, he took the stage with a newspaper

emblazoned with the headline: "Six Million Jews Found Alive in Argentina!" (Krassner, 2000).

More recent titans of the industry such as Mel Brooks and Larry David have also continued to make light of the subject. Brooks' 'Springtime for Hitler' play-within-a-play in the hit musical "The Producers" (1967) is intended to be humorously awful and has ridiculed the very notion of Nazism with great success for decades (Brody, 2019). David, however, alluded to the Judaism of many of real-life producer Harvey Weinstein's sexual abuse victims by wondering if Weinstein would've been trolling for women in the concentration camps themselves in his Saturday Night Live opening monologue in 2017 (Slucki et al., 2020). Rather than facing commercial success, the joke evoked the ire of many, including Jonathan Greenblatt of the Anti-Defamation League who Tweeted, "Watched #LarryDavid #SNL monologue this AM. He managed to be offensive, insensitive & unfunny all at same time. Quite a feat" (Greenblatt, 2017). But reactions such as these haven't stopped comedians from wading into these controversial waters.

In 2019, New Zealander comedian and filmmaker Taika Waititi released the movie "Jojo Rabbit" in which he appears in whiteface as a farcical version of Hitler conjured up by the overactive imagination of a young boy in Nazi Germany. Despite its sometimes-whimsical tone and concept, the film touches on important issues related to the susceptibility of youth to propaganda and the courage of upstanders and resistors. When compared with the cringe-inducing banter of David, Waititi's nuanced and heartfelt film is clearly in a different vein, but not everyone has been as keen on it (Brody, 2019). With each subsequent display of humor directly tied to or even tangential to the Holocaust, the issue continues to be hotly debated.

In this debate, it is important to remember that humor was employed by victims of the Holocaust as a coping mechanism, a means of resisting, and to preserve their humanity. Diarist Anne Frank told several jokes in the unpublished pages of her diary, discovered by museum

workers in Amsterdam in 2018. As a means of introducing the discussion about jokes and the Holocaust with my students, I often relay to them my personal favorite of Frank's jokes, "Do you know why the German Wehrmacht girls are in the Netherlands? As mattresses for the soldiers" (Slucki et al., 2020, p. 1). Students are simultaneously uncomfortable with humor involving the Holocaust and surprised at the naughty nature of the joke from Frank, who was similar in age to many of them at the time of her death. This dichotomy launches the students into discussion of the acceptability of modern Holocaust humor and an analysis of the victims' use of humor as a form of resistance. The research into the use of such methods and topics in Holocaust education, is sparse. Recent texts such as *Laugher After: Humor and the Holocaust* (Slucki et al., 2020) take an academic look at the subject, but as evidenced by the longevity of the debate and its pervasiveness in American society and culture, research into how this topic is currently being and, in the future, will be handled by teachers and students in the secondary classrooms is crucial.

Research Project Overview

Whether one believes a topic as socio-culturally, historically, and psychologically charged as the Holocaust has any business being taught online, the realities of Western education–even prior to the recent pandemic–have necessitated the existence of such courses, and all evidence points to the demand continuing to increase in years to come. The question to ask ourselves is no longer, "should we be teaching the Holocaust online?", but has rather become, "how can we *best* teach about the Holocaust online?"

This research aims to address the latter question from the unique perspective of what I refer to as the "instructor-designer", a role fulfilled by full-time online instructors who simultaneously perform the duties of Instructional Designer (hereafter: IDer) for their courses.

Designing and delivering content for online, asynchronous K-12 learning and facilitating the instruction of Holocaust education have always presented their own sets of challenges, but the challenges of both endeavors are compounded exponentially when faced with a subject matter as fraught with potential dangers and dire importance as the Holocaust being taught in a manner outside the bounds of traditional delivery methods. The content topic is potentially too big to fail; it must be taught, and it must be taught *right*. While the traditional practice of developing courses by pairing an IDer with a Subject Matter Expert (hereafter: SME) has thus far resulted in curricula which are generally acceptable to overseers, the field owes it what Israeli philosopher Avishai Margalit referred to as the ethics of memory of the Holocaust (in Horton, 2020), as well as the futures of our pupils to not settle for "acceptable". By looking to IDs with stronger content and pedagogical knowledge than most, and to teachers/facilitators with more technological and design knowledge than most (TPACK), we can do the watershed event of the Holocaust the justice it deserves.

Recognizing, of course, that access to such well-trained and competent instructor-designers is severely limited at most institutions, and that the development of new knowledge and skills amongst existing IDs and teachers is a lengthy and perpetual process, this project identifies and addresses the salient content, pedagogical, technological, and design questions raised by the development of such a course and offers a model of online Holocaust education which subverts the complacency of *acceptable* and instead strives to get it *right*.

Dissertation Summary

This dissertation explores a research study examining the analysis, design, development, implementation, and evaluation of an online secondary Holocaust education course. Employing a self-study of their ongoing decision-making and practice, they performed the tasks of designing and developing the course, while couching it within the literature. The guiding principles for pedagogical and curricular development from authorities in both fields were employed, and their intersectionality was examined for conflict and concert. As development transformed into implementation, the common practices of online learning instruction were similarly evaluated for influence from, and impact on, Holocaust education. At the conclusion of the instructional design process, the researcher applied evaluation tools and criteria, as well as their own critical reflections, in a summative evaluation of all stages of the study. With the analysis of all requisite data completed, final conclusions were drawn and avenues for further research were explored.

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Appendix I

Description & Standards for Florida State Course Offering #2100405- Holocaust Honors

Course Standards

Name	Description
SS.912.A.6.3:	Analyze the impact of the Holocaust during World War II on Jews as well as other groups. **Remarks/Examples:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.6.7:	Describe the attempts to promote international justice through the Nuremberg Trials. **Remarks/Examples:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.7.11:	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East. **Remarks/Examples:** Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.C.1.3:	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
SS.912.C.4.1:	Explain how the world's nations are governed differently.

SS.912.C.4.2:	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps. **Remarks/Examples:** Examples are thematic, contour, and dot-density.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions. **Remarks/Examples:** Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications. **Remarks/Examples:** Examples are desertification, global warming, cataclysmic natural disasters.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.P.10.3:	Discuss the relationship between culture and conceptions of self and identity.
SS.912.P.10.4:	Discuss psychological research examining race and ethnicity.
SS.912.P.10.6:	Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination.

SS.912.P.10.14:	Examine societal treatment of people with disabilities and the effect of treatment by others on individual identity/status.
SS.912.S.1.6:	Distinguish fact from opinion in data sources to analyze various points of view about a social issue.
SS.912.S.2.10:	Identify both rights and responsibilities the individual has to the group.
SS.912.S.7.5:	Examine how individual and group responses are often associated with social problems. **Remarks/Examples:** Examples may include, but are not limited to, "But everyone else is doing it" and "If I ignore it, it will go away."
SS.912.S.8.7:	Define propaganda and discuss the methods of propaganda and discuss the methods of propaganda used to influence social behavior. **Remarks/Examples:** Examples may include, but are not limited to, news media and advertisements.
SS.912.W.1.2:	Compare time measurement systems used by different cultures. **Remarks/Examples:** Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources. **Remarks/Examples:** Examples are artifacts, images, auditory and written sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past. **Remarks/Examples:** Examples are archaeology, economics, geography, forensic chemistry, political science, physics.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character. **Remarks/Examples:** Examples are ethnic, cultural, personal, national, religious.
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.6.4:	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America. **Remarks/Examples:** Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.
SS.912.W.7.3:	Summarize significant effects of World War I. **Remarks/Examples:** Examples are collapse of the Romanov dynasty, creation of the Weimar Republic, dissolution of the German, Russian, Austro-

	Hungarian and Ottoman empires, Armenian Genocide, Balfour Declaration, Treaty of Versailles.
SS.912.W.7.4:	Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.
SS.912.W.7.5:	Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.
SS.912.W.7.6:	Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.
SS.912.W.7.7:	Trace the causes and key events related to World War II.
SS.912.W.7.8:	Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of antisemitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.
SS.912.W.7.9:	Identify the wartime strategy and post-war plans of the Allied leaders. **Remarks/Examples:** Examples are Churchill, Roosevelt, Stalin.
SS.912.W.7.11:	Describe the effects of World War II. **Remarks/Examples:** Examples are human toll, financial cost, physical destruction, emergence of the United States and Soviet Union as superpowers, creation of the United Nations.
SS.912.W.8.6:	Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
SS.912.W.9.3:	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them. **Remarks/Examples:** Examples are prejudice, racism, stereotyping, economic competition.
SS.912.W.9.4:	Describe the causes and effects of twentieth century nationalist conflicts. **Remarks/Examples:** Examples are Cyprus, Kashmir, Tibet, Northern Ireland.
SS.912.W.9.5:	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
LAFS.910.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

LAFS.910.RH.1.3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
LAFS.910.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
LAFS.910.RH.2.5:	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LAFS.910.RH.2.6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
LAFS.910.RH.3.7:	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
LAFS.910.RH.3.8:	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LAFS.910.RH.3.9:	Compare and contrast treatments of the same topic in several primary and secondary sources.
LAFS.910.RH.4.10:	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.910.WHST.1.1:	Write arguments focused on *discipline-specific content.* Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
LAFS.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
MAFS.912.S-IC.2.3:	Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. ★
MAFS.912.S-IC.2.4:	Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling. ★
MAFS.912.S-IC.2.5:	Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant. ★
MAFS.912.S-IC.2.6:	Evaluate reports based on data. ★
MAFS.912.S-ID.1.1:	Represent data with plots on the real number line (dot plots, histograms, and box plots). ★ **Remarks/Examples:** In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the

	characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
MAFS.912.S-ID.1.2:	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★ **Remarks/Examples:** In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
MAFS.912.S-ID.1.3:	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). ★ **Remarks/Examples:** In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
MAFS.912.S-ID.1.4:	Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. ★
MAFS.K12.MP.1.1:	**Make sense of problems and persevere in solving them.** Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.
MAFS.K12.MP.3.1:	**Construct viable arguments and critique the reasoning of others.**

	Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.
MAFS.K12.MP.5.1:	**Use appropriate tools strategically.** Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
MAFS.K12.MP.6.1:	**Attend to precision.** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they

	choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

General Course Information and Notes

General Notes. This grades 9-12 Holocaust course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the examination of the events of the Holocaust (1933-1945), the systemic, planned annihilation of European Jews and other groups by Nazi Germany. Content will include, but is not limited to, the examination of twentieth century programs and of twentieth century and twenty-first century genocides, investigation of human behavior during this period, and an understanding of the ramifications of prejudice, racism and stereotyping.

Honors and Advanced Level Course Note. Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

Instructional Practices. Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, more complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:
1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please

visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills.

Appendix II

Description & Standards for Florida State Course Offering #2109440- Holocaust Education Honors

Course Standards

Name	Description
SS.912.CG.2.13:	Analyze the influence and effects of various forms of media and the internet in political communication. • Students will explain how the methods of political communication has changed over time (e.g., television, radio, press, social media). • Students will describe how the methods used by political officials to communicate with the public has changed over time. • Students will discuss the strengths and weaknesses of different methods of political communication.
SS.912.CG.4.3:	Explain how U.S. foreign policy supports democratic principles and protects human rights around the world. • Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.HE.1.1:	Define the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945. • Students will explain why the Holocaust is history's most extreme example of antisemitism.
SS.912.HE.1.2:	Analyze how the Nazi regime utilized and built on historical antisemitism to create a common enemy of the Jews. • Students will explain the origins of antisemitism and trace it from the Ancient World through the twenty-first century (e.g., Pagan, Christian, Muslim, Middle Ages, Modern era).

	• Students will explain the political, social and economic applications of antisemitism that led to the organized pogroms against Jewish people. • Students will examine propaganda (e.g., the Protocols of the Elders of Zion; The Poisonous Mushroom) that was and still is utilized against Jewish people both in Europe and around the world.
SS.912.HE.1.3:	Analyze how the Treaty of Versailles was a causal factor leading the rise of the Nazis, and how the increasing spread of antisemitism was manipulated to the Nazis' advantage. • Students will explain how the Nazis used antisemitism to foment hate and create a shared enemy in order to gain power prior to World War II. • Students will explain how events during the Weimar Republic led to the rise of Nazism (e.g., Dolchstoss, Ruhr Crisis, hyperinflation, the Great Depression, unemployment, the 1920's Nazi platform, the Dawes Plan, the Golden Age, the failure of the Weimar Republic). • Students will recognize German culpability, reparations and military downsizing as effects of the Treaty of Versailles.
SS.912.HE.1.4:	Explain how the National Socialist German Workers' Party, or Nazi Party, grew into a mass movement and gained and maintained power in Germany through totalitarian means from 1933 to 1945 under the leadership of Adolf Hitler. • Students will compare Germany's political parties and their system of proportional representation in national elections from 1920 to 1932. • Students will explain how the Sturmabteilung (SA), the Schutzstaffel (SS), the Wehrmacht, the Gestapo and Hitler's inner circle helped him gain and maintain power after 1933. • Students will explain how the following contributed to Hitler's rise to power: Adolf Hitler's Munich Beer Hall Putsch, Hitler's arrest and trial, Mein Kampf, the Reichstag fire, the Enabling Act, the Concordat of 1933, the Night of the Long Knives (the Rohm Purge), Hindenburg's death and Hitler as Fuhrer.
SS.912.HE.1.5:	Describe how the Nazis utilized various forms of propaganda to indoctrinate the German population. • Students will explain how opposing views were eliminated (e.g., book burnings, censorship, state control over the media). • Students will explain how identification, legal status, economic status and pseudoscience supported propaganda that was used to perpetuate the Nazi ideology of the "Master Race."
SS.912.HE.1.6:	Examine how the Nazis used education and youth programs to indoctrinate young people into the Nazi ideology.

	• Students will explain the impact of the Hitler Youth Program and Band of German Maidens (German: Bund Deutscher Mädel). • Students will examine how the Nazis used the public education system to indoctrinate youth and children. • Students will explain how Nazi ideology supplanted prior beliefs.
SS.912.HE.1.7:	Explain what is meant by "the Aryan Race" and why this terminology was used. • Students will compare the meaning of Aryan to the Nazi meaning of Aryan Race. • Students will explain how the Nazis used propaganda, pseudoscience and the law to transform Judaism from a religion to a race. • Students will examine the manipulation of the international community to obtain the votes to host the 1936 Olympics and how the Berlin Games were utilized as propaganda for Nazi ideology to bolster the "superiority" of the Aryan race. • Students will explain how eugenics, scientific racism and Social Darwinism provided a foundation for Nazi racial beliefs.
SS.912.HE.2.1:	Describe how the life of Jews deteriorated under the Third Reich and the Nuremberg Laws in Germany and its annexed territories (e.g., the Rhineland, Sudetenland, Austria) from 1933 to 1938. • Students will analyze the Nuremberg Laws and describe their effects. • Students will explain how the Nazis used birth records, religious symbols and practices to identify and target Jews.
SS.912.HE.2.2:	Analyze the causes and effects of Kristallnacht and how it became a watershed event in the transition from targeted persecution and anti-Jewish policy to open, public violence against Jews in Nazi-controlled Europe. • Students will understand the reasons for Herschel Grynszpan's actions at the German embassy in Paris and how the assassination of Ernst vom Rath was a pretext used by the Nazis for Kristallnacht. • Students will describe the different types of persecution that were utilized during Kristallnacht, both inside and outside Germany. • Students will analyze the effects of Kristallnacht on European and world Jewry using primary sources (e.g., newspapers, images, video, survivor testimony). • Students will analyze the effects of Kristallnacht on the international community using primary sources (e.g., newspapers, images, video, survivor testimony).

SS.912.HE.2.3:	Analyze Hitler's motivations for the annexations of Austria and the Sudetenland, and the invasion of Poland. • Students will define the term lebensraum, or living space, as an essential piece of Nazi ideology and explain how it led to territorial expansion and invasion. • Students will analyze Hitler's use of the Munich Pact to expand German territory and the Molotov-Ribbentrop Pact to keep the Soviet Union out of the war.
SS.912.HE.2.4:	Describe how Jewish immigration was perceived and restricted by various nations from 1933 to 1939. • Students will examine why immigration was difficult for Jewish people (e.g., MS St. Louis, the Evian Conference, immigration quota systems). • Students will explain how the Kindertransport saved the lives of Jewish children.
SS.912.HE.2.5:	Explain the effect Nazi policies had on other groups targeted by the government of Nazi Germany. • Students will explain the effects of Nazi "racial hygiene" policies on various groups including, but not limited to, ethnic (e.g., Roma-Sinti, Slavs) and religious groups (e.g., Jehovah's Witnesses), political opposition, the physically and mentally disabled and homosexuals.
SS.912.HE.2.6:	Identify the various armed and unarmed resistance efforts in Europe from 1933 to 1945. • Students will recognize resistance efforts including, but not limited to, the White Rose, the Rosenstrasse Protest, Bishop Clemens von Galen, the Swing Movement, Reverend Niemöller, Dietrich Bonhoeffer, the Bielski Brothers and the Partisans in Eastern and Western Europe. • Students will discuss resistance and uprisings in the ghettos using primary sources (e.g., newspapers, images, video, survivor testimony).
SS.912.HE.2.7:	Examine the role that bystanders, collaborators and perpetrators played in the implementation of Nazi policies against Jewish people and other targeted groups, as well as the role of rescuers in opposing the Nazis and their policies. • Students will discuss the choices and actions of heroes and heroines in defying Nazi policy at great personal risk, to help rescue Jews (e.g., the Righteous Among the Nations designation).
SS.912.HE.2.8:	Analyze how corporate complicity aided Nazi goals. • Students will analyze corporate complicity as including, but not limited to, supporting methods of identification and record keeping, continuing trade relationships, financial resources, the

	use of slave labor, production for the war effort and moral and ethical corporate decisions (1930–1945).
SS.912.HE.2.9:	Explain how killing squads, including the Einsatzgruppen, conducted mass shooting operations in Eastern Europe with the assistance of the Schutzstaffel (SS), police units, the army and local collaborators. • Students will discuss major events of the killing squads to include, but not be limited to, Babi Yar, Vilnius, Rumbula, Kovno, Ponar and the Palmiry Forest. • Students will describe the psychological and physical impact on the Einsatzgruppen and how it led to the implementation of the Final Solution. • Students will explain the purpose of the Wannsee Conference and how it impacted the Final Solution.
SS.912.HE.2.10:	Explain the origins and purpose of ghettos in Europe. • Students will trace the use of ghettos in Europe prior to World War II. • Students will explain the methods used for the identification, displacement and deportation of Jews to ghettos. • Students will explain what ghettos were in context of World War II and Nazi ideology.
SS.912.HE.2.11:	Discuss life in the various ghettos. • Students will explain the origins and purpose of the Judenrat. • Students will explain the effects of the Judenrat on daily life in ghettos, specifically students should recognize Adam Czerniakow (Warsaw) and Mordechai Chaim Rumkowski (Lodz) and how these men differed in their approach to leading the Judenrat in their respective ghettos. • Students will discuss the difference between open ghettos and closed ghettos and how that impacted life within those ghettos. • Students will describe various attempts at escape and forms of armed and unarmed resistance (before liquidation and liberation) including, but not limited to, the Warsaw Ghetto Uprising. • Students will explain how and why the Nazis liquidated the ghettos, including the forced decisions of the Judenrat to select individuals for deportation transports to the camps.
SS.912.HE.2.12:	Define "partisan" and explain the role partisans played in World War II. • Students will identify countries that had partisan groups who fought the Nazis. • Students will explain the warfare tactics utilized by the resistance movements against the Nazis. • Students will recognize that not all resistance movements accepted Jews.
SS.912.HE.2.13:	Examine the origins, purpose and conditions associated with various types of camps.

	• Students will explain the differences between forced labor camps, concentration camps, transit camps and death camps, including the geographic location, physical structure, camp commandants and SS leadership and mechanics of murder. • Students will describe the daily routines within the camps to include food intake, showers, bathrooms, sleeping arrangements, roll call, work details, illness, environmental conditions, clothing, selection process, torture, medical experiments, public executions, suicides and other aspects of daily life. • Students will describe various attempts at escape and forms of resistance within the camps. • Students will discuss how the use of existing transportation infrastructure facilitated the deportation of Jewish people to the camps, including the non-Aryan management of the transportation system that collaborated with the Nazis. • Students will describe life in Terezin, including its function as a transit camp, its unique culture that generated art, music, literature, poetry, opera (notably Brundibar) and the production of Vedem Magazine as a form of resistance; its use by the Nazis as propaganda to fool the International Red Cross; and the creation of the film "Terezin: A Documentary Film of Jewish Resettlement." • Students will identify and examine the 6 death camps (e.g., Auschwitz-Birkenau, Belzec, Chelmno, Majdanek, Sobibor, Treblinka) and their locations. • Students will explain why the 6 death camps were only in Nazi-occupied Poland. • Students will describe the significance of Auschwitz-Birkenau as the most prolific site of mass murder in the history of mankind.
SS.912.HE.2.14:	Explain the purpose of the death marches. • Students will recognize death marches as the forcible movement of prisoners by Nazis with the dual purpose of removing evidence and murdering as many people as possible (toward the end of World War II and the Holocaust) from Eastern Europe to Germany proper.
SS.912.HE.2.15:	Describe the experience of Holocaust survivors following World War II. • Students will explain how Allied Forces liberated camps, including the relocation and treatment of the survivors. • Students will discuss the experiences of survivors after liberation (e.g., repatriations, displaced persons camps, pogroms, relocation). • Students will explain the various ways that Holocaust survivors lived through the state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators (e.g., became partisans, escaped from Nazi controlled territory, went into hiding).

	• Students will describe the psychological and physical struggles of Holocaust survivors. • Students will examine the settlement patterns of Holocaust survivors after World War II, including immigration to the United States and other countries, and the establishment of the modern state of Israel.
SS.912.HE.3.1:	Analyze the international community's efforts to hold perpetrators responsible for their involvement in the Holocaust. • Students will discuss the purpose and outcomes of the Nuremberg Trials and other subsequent trials related to the Holocaust. • Students will compare arguments by the prosecution and recognize the falsehoods offered by the defense during the Nuremberg Trials (e.g., Justice Robert Jackson's opening statement, Prosecutor Ben Ferencz's opening statement, ex post facto laws, non-existent terminology, crimes against humanity, genocide, statute of limitations, jurisdictional issues). • Students will discuss how members of the international community were complicit in assisting perpetrators' escape from both Germany and justice following World War II.
SS.912.HE.3.2:	Explain the impact of the Eichmann Trial on policy concerning crimes against humanity, capital punishment, accountability, the testimony of survivors and acknowledgment of the international community. • Students will recognize the Eichmann Trial as the first time that Israel held a Nazi war criminal accountable.
SS.912.HE.3.3:	Explain the effects of Holocaust denial on contemporary society. • Students will explain how Holocaust denial has helped contribute to the creation of contemporary propaganda and the facile denial of political and social realities.
SS.912.HE.3.4:	Explain why it is important for current and future generations to learn from the Holocaust. • Students will explain the significance of learning from Holocaust era primary sources created by Jews who perished and those who survived. • Students will explain the significance of listening to the testimony of Holocaust survivors (e.g., live and through organizations that offer pre-recorded digital testimony). • Students will describe the contributions of the Jews (e.g., arts, culture, medicine, sciences) to the United States and the world. • Students will explain the significance of "Never Again."
SS.912.HE.3.5:	Recognize that antisemitism includes a certain perception of the Jewish people, which may be expressed as hatred toward Jewish people, rhetorical and physical manifestations of antisemitism directed toward a person or his or her property or toward Jewish community institutions or religious facilities.

	- Students will analyze examples of antisemitism (e.g., calling for, aiding, or justifying the killing or harming of Jews, often in the name of a radical ideology or an extremist view of religion; making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews as such or the power of Jews as a collective, especially, but not exclusively, the myth about a world Jewish conspiracy or of Jews controlling the media, economy, government or other societal institutions; accusing Jews as a people of being responsible for real or imagined wrongdoing committed by a single Jewish person or group, the State of Israel, or even for acts committed by non-Jews; accusing Jews as a people or the State of Israel of inventing or exaggerating the Holocaust; accusing Jewish citizens of being more loyal to Israel, or the alleged priorities of Jews worldwide, than to the interest of their own nations). - Students will analyze examples of antisemitism related to Israel (e.g., demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis, drawing comparisons of contemporary Israeli policy to that of the Nazis, or blaming Israel for all inter-religious or political tensions; applying a double standard to Israel by requiring behavior of Israel that is not expected or demanded of any other democratic nation or focusing peace or human rights investigations only on Israel; delegitimizing Israel by denying the Jewish people their right to self-determination and denying Israel the right to exist).
SS.912.S.2.9:	Prepare original written and oral reports and presentations on specific events, people or historical eras.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources. **Clarifications:** Examples are artifacts, images, auditory and written sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past. **Clarifications:** Examples are archaeology, economics, geography, forensic chemistry, political science, physics.
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character. **Clarifications:** Examples are ethnic, cultural, personal, national, religious.

SS.912.W.7.1:	Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.
SS.912.W.8.6:	Explain the 20th century background for the establishment of the modern state of Israel in 1948, including the Zionist movement led by Theodor Herzl, and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

	- Help students make connections between concepts and representations. - Provide opportunities for students to use manipulatives when investigating concepts. - Guide students from concrete to pictorial to abstract representations as understanding progresses. - Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	**Complete tasks with mathematical fluency.** Mathematicians who complete tasks with mathematical fluency: - Select efficient and appropriate methods for solving problems within the given context. - Maintain flexibility and accuracy while performing procedures and mental calculations. - Complete tasks accurately and with confidence. - Adapt procedures to apply them to a new context. - Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. - Offer multiple opportunities for students to practice efficient and generalizable methods. - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	**Engage in discussions that reflect on the mathematical thinking of self and others.** Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: - Communicate mathematical ideas, vocabulary and methods effectively. - Analyze the mathematical thinking of others. - Compare the efficiency of a method to those expressed by others. - Recognize errors and suggest how to correctly solve the task. - Justify results by explaining methods and processes. - Construct possible arguments based on evidence.

	Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	**Use patterns and structure to help understand and connect mathematical concepts.** Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.** Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used.

	• Evaluate results based on the given context.
	
	Clarifications:
	Teachers who encourage students to assess the reasonableness of solutions:
	   • Have students estimate or predict solutions prior to solving.
	   • Prompt students to continually ask, "Does this solution make sense? How do you know?"
	   • Reinforce that students check their work as they progress within and after a task.
	   • Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.**
	Mathematicians who apply mathematics to real-world contexts:
	   • Connect mathematical concepts to everyday experiences.
	   • Use models and methods to understand, represent and solve problems.
	   • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.
	
	Clarifications:
	Teachers who encourage students to apply mathematics to real-world contexts:
	   • Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
	   • Challenge students to question the accuracy of their models and methods.
	   • Support students as they validate conclusions by comparing them to the given situation.
	   • Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing,

	students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between

	formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

General Course Information and Notes

Version Description. The grade 9-12 Holocaust course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the examination of the events of the Holocaust (1933-1945), the systematic, methodically planned, and annihilation of European Jews. Students will explain the effect Nazi policies had on other groups targeted by the government of Nazi Germany. Students will analyze the circumstances from the end of the First World War, the effects of the Treaty of Versailles, the duration of the Weimar Republic and Hitler's rise to and consolidation of power. Students will explore the pseudoscientific and eugenic roots of Nazi ideology, the development of anti-Jewish policies and the Nazi propaganda campaign.

Content will include, but is not limited to, understanding Jewish history, an investigation of human behavior in the lead up and duration of the Holocaust, the Nazi creation of ghettos for European Jews, experiences of Jews in hiding, deportations to concentration/death camps and the eventual liberation or liquidation of the camps. There will be an examination of historical and modern-day antisemitism in all its forms, and the understanding of the ramifications of antisemitism. This course will also emphasize the resilience of the Jewish people.

General Notes

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Instructional Practices: Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend

longer, more complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf.

Quality Matters Non-Annotated Standards from the QM K-12 Secondary Rubric, Sixth Edition

Standards*			Points
Course Overview and Introduction	1.1 T	Instructions make clear to students how to get started and where to find various course components.	**3**
	1.2 C	Learners are introduced to the purpose and structure of the course.	**3**
	1.3 T	Minimum technical skills expected of the student are stated clearly.	**2**
	1.4 T	Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated.	**2**
	1.5 T	Standards of academic integrity are clearly stated.	**2**
	1.6 C	The self-introduction by the instructor is appropriate and is clearly available in the course.	**1**
	1.7 C	Prerequisite knowledge in the discipline and/or required competencies are clearly stated.	**1**
Learning Objectives (Competencies)	2.1 C	Course-level learning objectives or competencies are measurable and describe what students can expect to learn as a result of successfully completing the course. *Alignment*	**3**
	2.2 C	The module/unit-level objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives. *Alignment*	**3**
	2.3 C	The learning objectives or competencies are aligned with state standards and/or other accepted content standards.	**3**
	2.4 C	Learning objectives or competencies are appropriately designed for the target student audience and written from the students' perspective.	**3**
	2.5 C	The relationship between learning objectives or competencies and course activities is clearly stated.	**2**
Assessment and Measurement	3.1 C	The types of assessments in the course measure the stated learning objectives or competencies, and are consistent with course activities and resources. *Alignment*	**3**
	3.2 C		

	3.3 C	Specific and descriptive criteria are provided for the evaluation of students' work and assist the instructor in determining the level of achievement of learning objectives and competencies.	3
	3.4 C	Assessment strategies provide students with opportunities to self-reflect on their progress towards meeting course requirements and mastering learning objectives or competencies.	3
	3.5 C	Multiple methods of assessment strategies are selected based on the specified learning objectives or competencies and student need.	3
		Expectations for successfully completing the course, earning course credit and overall grade calculations are clearly defined for the student and the teacher.	3
Instructional Materials	4.1 C	The instructional materials contribute to the achievement of the stated course and module/unit-level learning objectives or competencies. *Alignment*	3
	4.2 C	Instructional materials are integrated within the context of each lesson and their intended use is clear.	3
	4.3 C	The course content is appropriate to the reading level of the intended students.	3
	4.4 C	The instructional materials have sufficient breadth, depth, and currency.	2
	4.5 C	All instructional materials used in the course are appropriately cited.	1
	4.6 C	The course content is culturally diverse and bias free.	1
	4.7 C	The course is free of adult content and avoids unnecessary advertisements.	1
Course Activities and Learner Interaction	5.1 C	The learning activities promote the achievement of the stated learning objectives or competencies. *Alignment*	3
	5.2 C	Learning activities provide opportunities for interaction that support active learning.	3
	5.3 C	Clear standards for instructor responsiveness and availability are communicated to the learner.	3
	5.4 C	The requirements for learner interaction are clearly articulated.	2
Course Technology	6.1 C	Course tools support the learning objectives or competencies. *Alignment*	3
	6.2 T	Course tools facilitate student engagement and promote active learning.	3
	6.3 T	Technologies required in the course are readily obtainable.	3
	6.4 T	Course tools and technologies are current.	3

	6.5 T	The course takes advantage of technologies and tools that protect student privacy and maintains confidentiality of student information.	2
			2
Learner Support	7.1 T	Course instructions outline and direct student access to available institutional accessibility support services and complies with special education policies and procedures.	3
	7.2 T	Course instructions outline and direct student access to institutional technical support services.	3
	7.3 T	Course instructions outline and direct student access to institutional academic support services.	2
Accessibility and Usability	8.1 T	Navigation throughout the course is logical, consistent, efficient, and intuitive.	3
	8.2 T	Information is provided about the accessibility of all technologies required in the course.	3
	8.3 C	The course provides alternative formats of course materials that meet the needs of diverse learners in order to accommodate alternative means of access.	3
	8.4 T	The course design facilitates readability.	2
	8.5 T	Course multimedia facilitate ease of use.	2

*T = Template Standard; C = Content Standard

Appendix IV

Pasco eSchool Master Shell Review Checklist 2019-2020

Description:

This checklist is designed to serve as a quick check document for submitted master courses to help determine whether courses are ready to be published for students. This document does not take the place of a full course review. Please put check marks next to the elements that are completely present. Add any comments you feel are important add in the Comments and Examples area. If revisions are needed Danny and/or Dan will set up a time to discuss findings and provide revision suggestions to the course teacher or course facilitator.

Once you have finished your checklist, please make sure to go to the following Machform and fill it out.

		Master Shell Checklist	
Section		Component Description	Comments and Examples
Homepage		Homepage template is updated and contains:	
	☐	1) Teacher(s) name, contact information	
	☐	2) Appointment book link (Calendly), hours of office availability: Hyperlink video, Hyperlink (Stream)	
	☐	3) iFrame for global announcements and set at 100%: iFrame Corrections video, iFrame Corrections (Stream)	
	☐	4) Recent announcements on the homepage. Maximum of three: Announcements video, Announcements (Stream)	
	☐	5) Live lesson calendar and other important course information (identified by teacher)	
	☐	6) Navigation Menu items not used are hidden from Course Navigation: Course Navigation Menu, Course Navigation Menu (Stream)	
Syllabus		Syllabus posted for each course in the Syllabus section and includes: Syllabus video, Finding Standards video, Syllabus (Stream), Finding Standards (Stream), Syllabus template	
	☐	1) Course description	
	☐	2) Standards (or link)	
	☐	3) Learning goals/Objectives	

	☐	4) Syllabus has grading information that aligns with the Canvas gradebook	
	☐	5) Communication guidelines are included – for example an average response time, how often e-mail is checked, preferred method of communication	
Modules	☐	Instructions about how to work through the modules are present	
	☐	There is some type of welcome or getting started activity	
	☐	Module content is organized in a logical format	
	☐	Course layout is visually and functionally consistent.	
	☐	Requirements and/or prerequisites are set properly: PreReqs and Requirements video, PreReqs and Requirements (Stream)	
		Each week is identified in the Modules. If modules are divided by unit of study the weeks are signified by additional headers.	
Course Content	☐	Modules and items within modules have a thoughtful naming convention (e.g. name the module "Chapter 1: Pandas in the News," not just "Chapter 1"): Naming Modules video, Naming Modules (Stream)	
	☐	Modules begin with an Introduction/Overview page and end with a Conclusion/Summary page to "bookend" each module includes a reference to standards, Unit/Lesson EQs, and/or learning scales: Adding an Introduction video, Adding an Introduction (Stream), Module Overview template, Module Summary template	
	☐	Module goals and objectives are present and can be found by students	
	☐	Multiple methods of assessments are used (e.g. discussion, assignments (individual or group) and quizzes)	
	☐	Resources are properly cited and meet copyright and permissions compliance	
	☐	Course meets accessibility guidelines including appropriate color combinations, images include alt text, etc. (UdoiT): UdoiT video, UdoiT (Stream)	
	☐	Hyperlink text incorporates the hyperlink destination/purpose (avoid raw URLs, e.g., https://www.canvaslms.com) and includes words and phrases to provide context for screen-readers (e.g., use "Canvas Guide - Hyperlink" rather than "Canvas Guide"): hyperlinks video, Hyperlinks (Stream)	

	☐	Written materials are concise, typeface is easy to read and spelling and grammar are consistent and accurae
	☐	All links to outside content are working and correct: <u>Link Validation</u> video, <u>Link Validation</u> (Stream), <u>Link Corrections</u> video, <u>Link Corrections</u> (Stream)
Assignments	☐	Rubrics for all assignments identify grading guidelines and relevant standards
	☐	Detailed instructions and guidelines for completing assignments and discussions are provided
	☐	Quantity and scope of graded assignments is reasonable (check weighting etc.) Check on assignments page.
	☐	Assignments are organized and published within the assignment tab
	☐	Required content such as DBA's and collaboration component are included. Instructions are aligned with school policy/procedure (1 DBA/Unit/Topic)
Quizzes	☐	Quizzes are set to allow three attempts, but to not show the answers (if applicable): <u>Quiz Settings</u> video, <u>Quiz Settings</u> (Stream)
	☐	Midterms/Final exams are set to allow 1 attempt and are password protected.

Appendix V

IRB Training Certificate & Letter

CITI PROGRAM

Completion Date 06-May-2022
Expiration Date 05-May-2025
Record ID 44511989

This is to certify that:

Alexander Ledford

Has completed the following CITI Program course:

Not valid for renewal of certification through CME.

Human Research
(Curriculum Group)
Social / Behavioral Investigators and Key Personnel
(Course Learner Group)
3 - Refresher Course
(Stage)

Under requirements set by:

University of South Florida

CITI
Collaborative Institutional Training Initiative

Verify at www.citiprogram.org/verify/?w6d050480-046a-4e04-9424-b1761d7f3035-44511989

11/8/2019

Alexander Ledford
Teaching and Learning
████████████████
████████████████

RE: **Not Human Subjects Research Determination**
IRB#: Pro00040507
Title: Modules, Mandates, & Morals: A Self-Study of the Design of an Online Secondary
Holocaust Course

Dear Mr. Ledford:

The Institutional Review Board (IRB) has reviewed your application. The activities presented in the application involve methods of autoethnography, oral history, journalism, biography, literary criticism, legal research and/or historical scholarship . As such, USF IRB approval and oversight are not required.

While not requiring USF IRB approval and oversight, your study activities should be conducted in a manner that is consistent with the ethical principles of your profession. If the scope of your project changes in the future, please contact the IRB for further guidance.

If you will be obtaining consent to conduct a program evaluation, quality improvement project, or needs assessment, please remove any references to "research" and do not include the assigned Protocol Number or USF IRB contact information.

If your study activities involve collection or use of health information, please note that there may be requirements under the HIPAA Privacy Rule that apply. For further information, please contact a HIPAA Program administrator at (813) 974-5638.

Sincerely,

Kristen Salomon, Ph.D., Chairperson
USF Institutional Review Board

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