



Community Link Program

Public Affairs Program • Maxwell School of Citizenship and Public Affairs • Syracuse University

WEDU PARTICIPANT FEEDBACK ANALYSIS

A Study Conducted for 3GNY
By Heidi Simental
April 2023

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EXECUTIVE SUMMARY

Introduction: This study reports the results of a participant satisfaction survey with the WeEducate (WEDU) program. The results will be presented in a report to 3GNY board members. This report will be used to develop strategies to improve the WEDU program. The database of results will also be used to log future responses.

Methods: The data were collected from feedback surveys of both speakers and teachers who participated in the WEDU program from January 2020 to January 2023. From the target population of 384 presentations, 172 responses were received, which reflects 64 speakers and 51 teachers. Multiple responses from the same speaker or teacher are present, reflecting higher frequency of participation in the program, which may have affected the accuracy of results.

Findings:

1. 69% of responses are from speakers. (n=172)
2. 42% of speakers and 36% of teachers reported technology issues with the virtual platforms used to host presentations. (n=64)
3. 100% of teachers evaluated the speakers as “amazing.” (n=117)
4. 92% of respondents reported that students were engaged with the presentation. (n=155)
5. 74% of respondents said that “educating students” was the most rewarding part of the presentation. (n=106)
6. 31% of speakers identified interactivity as an area of improvement. (n=39)
7. 27% of teachers suggested improving the presentations. (n=11)

INTRODUCTION

This study reports the results of a participant satisfaction survey with the WeEducate (WEDU) program. As part of this program, grandchildren of Holocaust survivors are trained to present to classrooms about their family's story. Presentations have been given at all levels of education, from elementary to college, as well as at larger community events. By providing a personal link to history, speakers enrich Holocaust education and encourage students to confront intolerance. This is done to fulfill 3GNY's mission "to educate diverse communities about the perils of intolerance and to provide a supportive forum for the descendants of survivors" (3GNY, n.d.). This study analyzes the feedback received from speakers and teachers who participated in the WEDU program. This report will be used to develop strategies to improve the WEDU program. Specifically, it will allow 3GNY to understand what aspects of the program teachers most value, what features contribute to speaker success, and areas of improvement for all participants.

METHODS

How Data Were Collected

Instrument Design: The data were collected by a 3GNY employee using an Excel spreadsheet containing presentation information, including the date and names of participants. The responses were then logged into a Word document. Since July 2022, this has been done by Aaron Ginns, the Education & Outreach Coordinator for 3GNY. Prior to this, Jesse Nelson completed data entry as an independent contractor. The data was then organized, analyzed, and reported by Heidi Simental, a Spring 2023 student of the Community Link Program.

Data Collection Method: The data used in this report was collected over a three-year period, starting with the first entry on January 10, 2020. After a presentation, both the speaker and teacher were emailed a short survey to assess the presentation. The data submitted to the researcher, which was emailed as Word document, spans from the first entry to January 5, 2023.

Target Population and Sample: The target population and sampling frame consists of all 384 presentations logged in the Excel spreadsheet. The sample is the 172 presentations for which feedback was received, indicating a 45% response rate.

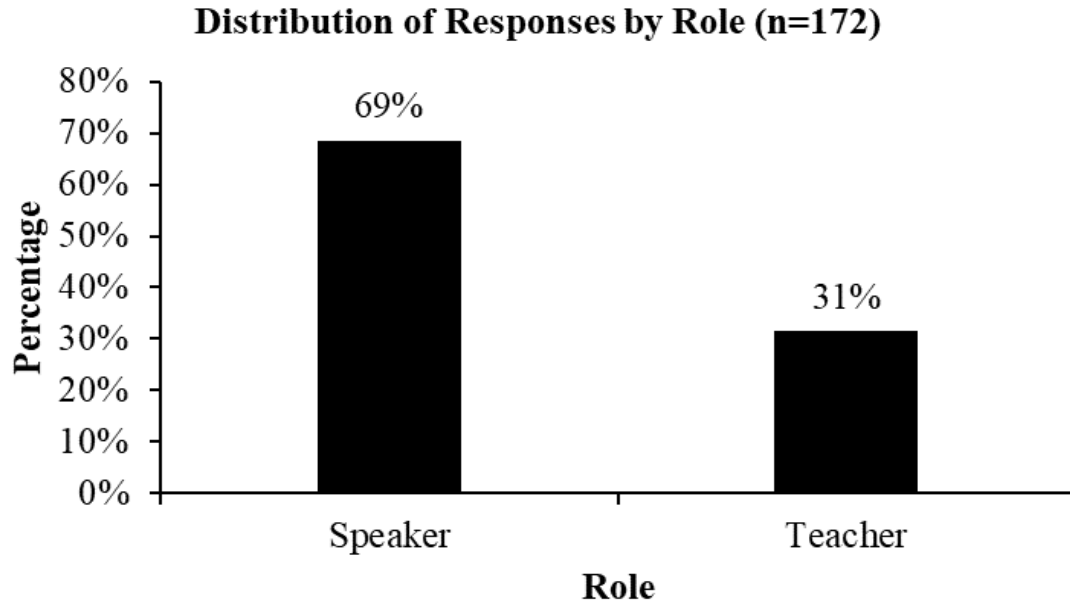
Quality of the Data

Representativeness: Of the feedback received, 83% was collected from presentations given at schools within New York state, which closely reflects the target population that had 80% of presentations coming from New York state. However, the 45% response rate indicates potential misrepresentation as feedback was not received for the remaining 55% of presentations. Additionally, respondents with a higher frequency of participation may be overrepresented as multiple responses from the same participant were not restricted.

Accuracy: There are threats to accuracy of the data due to human error in data collection as this process was conducted by two separate 3GNY employees. There were some inconsistencies between this Word document and the Excel spreadsheet, which listed the names of speakers and teachers. For example, the last names of two respondents were misspelt. Additionally, there may have been errors in data organization as responses from the feedback document were manually logged into the Excel spreadsheet to be coded.

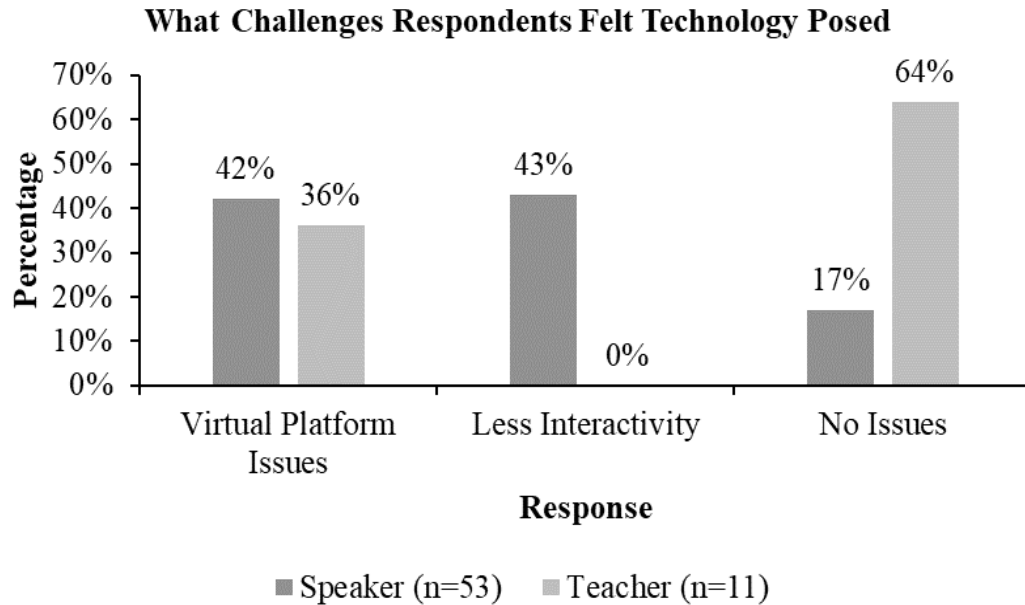
FINDINGS

1. 69% of responses are from speakers.



Source: Data collected for 3GNY by Heidi Simental, Community Link Project, Syracuse University, April 2023.

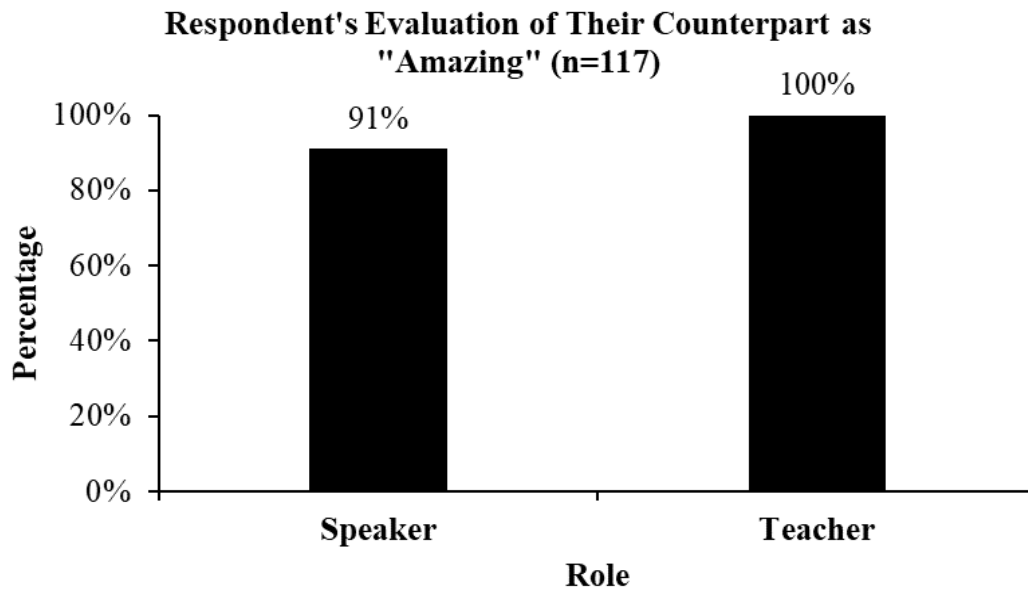
2. 42% of speakers and 36% of teachers reported technology issues with the virtual platforms used to host presentations.



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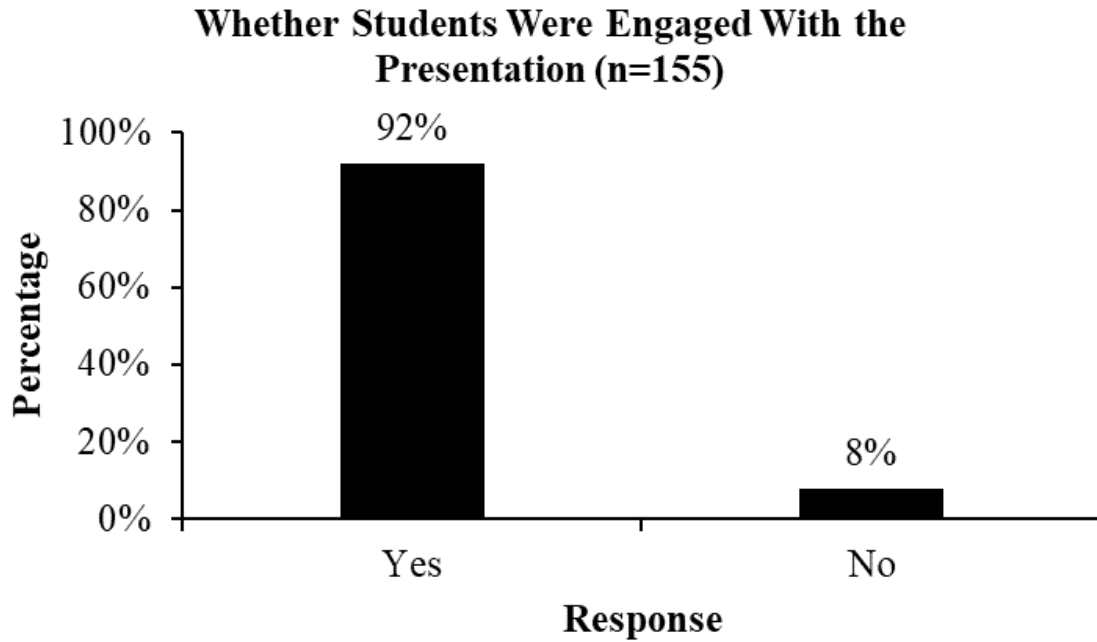
Comment: The open-ended responses can be found in Appendix IV. Percentages add up to over 100%, as each free response was included in multiple categories if applicable.

3. 100% of teachers evaluated the speakers as “amazing.”



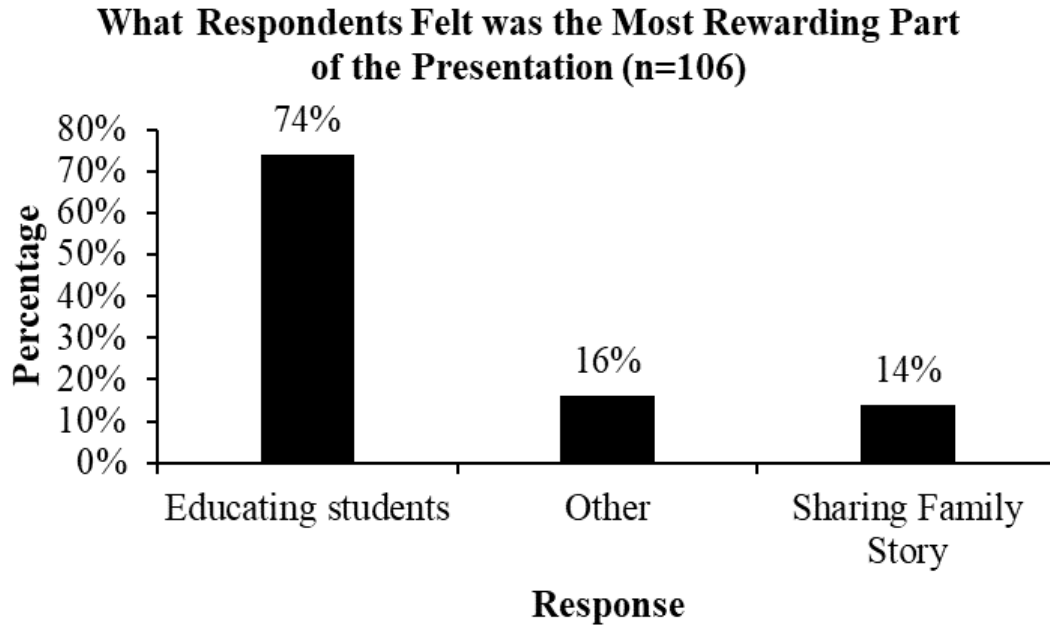
Source: Data collected for 3GNY by Heidi Simental, Community Link Project, Syracuse University, April 2023.

4. 92% of respondents reported that students were engaged with the presentation.



Source: Data collected for 3GNY by Heidi Simental, Community Link Project, Syracuse University, April 2023.

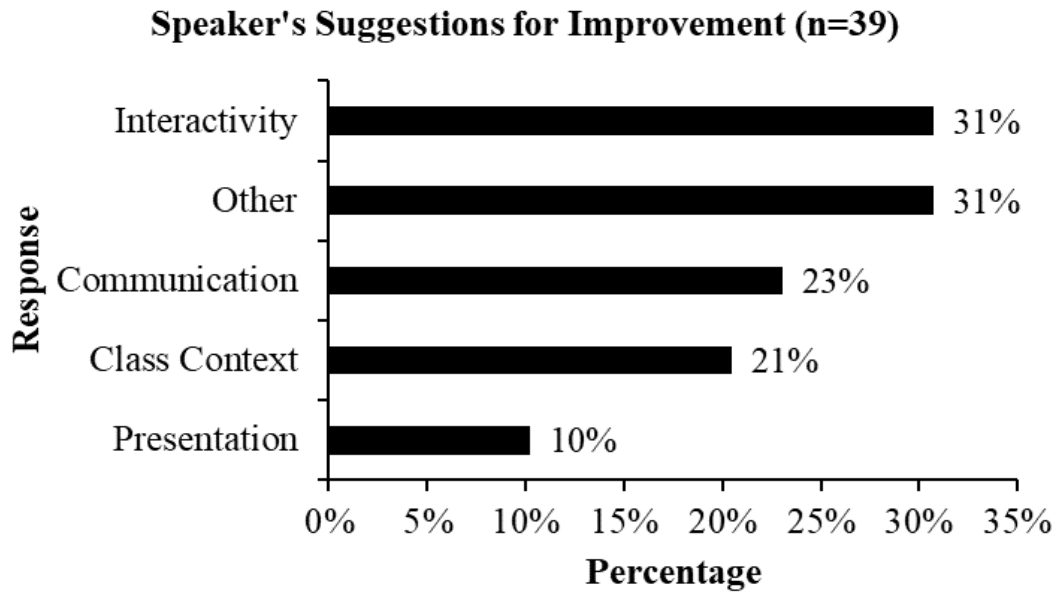
5. 74% of respondents said that “educating students” was the most rewarding part of the presentation.



Source: Data collected for 3GNY by Heidi Simental, Community Link Project, Syracuse University, April 2023.

Comment: The open-ended responses can be found in Appendix IV. Percentages add up to over 100%, as each free response was included in multiple categories if applicable.

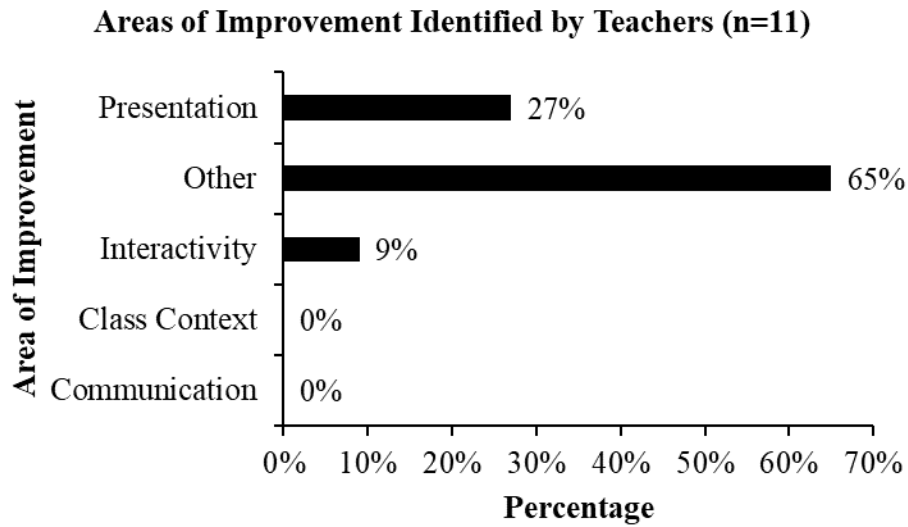
6. 31% of speakers identified interactivity as an area of improvement.



Source: Data collected for 3GNY by Heidi Simental, Community Link Project, Syracuse University, April 2023.

Comment: The open-ended responses can be found in Appendix IV. Percentages add up to over 100%, as each free response was included in multiple categories if applicable.

7. 27% of teachers suggested improving the presentations.



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APPENDICES

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Appendix I

Research Questions

- - How was it overall?
- - How did your students react to the presentation?
- - Was there anything that stood out in particular?
- - Is there any area for improvement?

The questions they ask the speakers are:

- - How was the day overall?
- - How was the audience's reaction to your presentation?
- - What was the biggest challenge you had and what was the most rewarding part of your visit?
- - Is there anything we can do to help more with future presentations?

Appendix II

Data Frequencies

Comment: Individual responses are available in Appendix IV.

What was most challenging about working with technology?

Virtual platform issues (41%)

Less interactivity (36%)

No issues (25%)

How would you rate the speaker/teacher you worked with? Consider how prepared and/or helpful they were.

Not at all helpful (4%)

Average (0%)

Amazing (96%)

Were the students engaged with the presentation? (n=155)

Yes (92%)

No (8%)

What was the most rewarding part of the visit? What aspect of the presentation was most impactful?

Sharing my family story (14%)

Educating students (74%)

Other (16%)

Is there any area for improvement?

Increase interactivity (25%)

Improve presentations (21%)

Increase participant communication (17%)

Provide more context for student knowledge (15%)

Other (28%)

Appendix III
Codebook and Spreadsheet

Column	Field Name	Definition	Code
A	ID	Respondent's unique identification number	Code is identical to Identification Number
B	ROLE	Respondent's role as either speaker or teacher	1=Speaker 2=Teacher
C	TECH	What was most challenging about working with technology?	1=Virtual platform issues 2=Less interaction in virtual presentations 3=No issues 99=No response
D	EVAL	How would you rate the speaker/teacher you worked with? Consider how prepared and/or helpful they were.	1= Not at all helpful/prepared 2=Average 3=Amazing 99=No response
E	ENGAGE	Were the students engaged with the presentation?	1=Yes 2=Could not gauge reactions via zoom 3=No 99=No response
F	IMPACT	What was the most rewarding part of the visit? What aspect of the presentation was most impactful?	1=Sharing my family story 2=Enriching student's education/interacting with them 3=Other 99=No response
G	IMPROV	Respondent's suggestions for improvement	1=Increase participant communication 2=Provide student knowledge on the Holocaust/history 3=Increase interactivity: prepared questions, cameras on 4=Presentation-related changes 5= Other 99=No response

A		B		C		D		E		F		G	
ID		ROLE		TECH		EVAL		ENGAGE		IMPACT		IMPROV	
1													
2	1	1		99	1	1		1		1	2	99	99
3	2	2		99				99		1	99		99
4	3	2		99	2	3		3		1	99	5	5
5	4	1		99				99		1	2		1
6	5	2		99	2	3		3		1	2	5	5
7	6	1		99				1		1	2		
8	7	1		99	3	3		3		1	1	1	1
9	8	1		99	1	3		3		1	2	99	99
10	9	1		99		99		1		1	99		99
11	10	1		99	1	3		3		1	99	99	99
12	11	2		99				3		1	2	99	99
13	7	1		99				99		1	2	4	4
14	8	1		99	1	1		1		1	99	99	99
15	12	2		99				3		1	99	99	99
16	13	2		99				3		1	2	99	99
17	14	2		99				3		1	2	99	99
18	15	1		99	1	3		3		1	1	99	99
19	6	1		99				3		1	99		99
20	16	1		99				3		1	2	1	1
21	17	1		2		3		3		99	99	3	3
22	18	1		1		1		3		1	2	5	5
23	19	1		1		3		3		1	3	5	5
24	20	1		3		3		3		2	1	99	99
25	21	1		2		3		3		1	2	1	1
26	22	1		99				3		1	1	99	99
27	23	2		3		99		99		99	99	4	4
28	24	1		99				99		1	2	99	99
29	25	1		1		3		3		1	2	99	99
30	26	1		99				99		1	99	2	2
31	27	1		99				3		1	2	99	99
32	28	1		99				3		1	2	99	99

Appendix IV

Open-Ended Responses

What was most challenging about working with technology? (n=64)

Virtual platform issues (n=25)

1. Figuring out how to do the recording and understanding the technology
2. One of my graphics would not load
3. It took me a few times logging in to be able to share my screen
4. Virtual presentations come with challenges like how to show pictures while sharing your screen
5. My PowerPoint presentation wouldn't interface with Zoom
6. Minor tech issues since PowerPoint wasn't working on their computer but we were able to use [speaker]'s computer
7. There was an issue with Zoom which was then sorted and we switched to Google meet and proceeded with no issue except that I haven't used that much so was unaware on how to share screen etc.
8. Sound on their end was not working well with one classroom. I had to start and stop my presentation a few times at the beginning for the teachers to fix the sound issues. Their video software also didn't allow for screen sharing so I was unable to show my accompanying powerpoint with photos, maps, etc.
9. Some speakers were a little difficult to hear just due to technology issues
10. It took 25 of the 45 minutes allotted for the teachers to get their technology up and running
11. As always, presenting and connecting through Zoom is always a challenge
12. We were unable to hear one of the speaker's presentations
13. Tech was a bit of a challenge on their end, but I don't think we can do much about that
14. I have got to figure out how to share screen during my presentation so I can show the pics I have for my presentation, it never seems to work
15. I couldn't see the class while my PowerPoint was in presenter mode on my screen
16. There were some technical glitches, on the teachers' sides. It's an understandable situation as technology within schools is often not very good
17. Unfortunately, the zoom link that was provided didn't work because neither one of us were the host, but [Speaker] was very flexible and sent out link through his personal zoom account
18. Only a minor technical challenge in the beginning that was easily fixed
19. Once we figured out the glitches with technology (on my end) it went very well
20. I had tried to share a screen via Google Meet before the talk, it didn't work during the talk, so I had to give my presentation without visuals
21. I had some technical difficulties to begin- there were settings I had to change on my computer for Google Meet, but I was able to resolve it pretty quickly
22. Biggest challenge was the computer connection took a little to figure out so caused some pauses in the presentation
23. I wasn't able to hear them and they couldn't hear the audio from my presentation
24. The biggest challenge is that their google meet was not working
25. Biggest challenge was that I was less familiar with Google Hangout (than Zoom) and had to update my permissions to be able to share my screen.

Less interaction in virtual presentations (n=23)

1. Hard to hold student's attention over zoom
2. Hardest part of it was that we were on a zoom seminar so I wasn't able to see any of the faces of the students
3. Hard to make a personal connection while presenting virtually
4. A little hard to tell how engaged students were via zoom
5. Hard to gauge interest on zoom, can't see everyone's reaction when sharing slides
6. Speaking through zoom was very different because I couldn't make eye contact or read their reactions
7. All of the students had their cameras off so it was difficult to gauge interest
8. Couldn't see myself or anyone else. Biggest challenge was presenting 'blind'
9. Engaging with students online who never showed their faces, so it was difficult to read the room
10. There was definitely a level of zoom fatigue
11. No one had their cameras on, it's like speaking to no one
12. Hard to tell since most students did not have their cameras turned on
13. Hard to get feedback on zoom
14. I didn't really see any or interact with them because it was via Zoom
15. It's a little tougher to engage with black screens and names when you don't have the ability to see student's faces
16. Hard to gauge their reactions to our stories
17. It was a bit challenging to tell how the students reacted overall as they were masked, quiet, and somewhat distanced from the Zoom camera
18. When I presented and shared my screen I couldn't see the students at all, I felt a tad disconnected from the class
19. Somehow the kids could see me but I could just see her screen with a camera off
20. The camera wasn't on at all during the presentation and I didn't receive any questions, so I have no idea how the students reacted!
21. Their camera was facing the ceiling, so I never got to see the kids, which I found hard. I couldn't hear them either. the questions were good and showed that the kids had listened and were thinking about what they'd heard
22. When sharing my screen, there's no way to see the video so I wasn't able to ask questions of the students as I normally would, or gauge their reactions
23. I was unable to see the students during or after my presentation (which was via Google Meet), and there was no Q&A from them

No issues (n=16)

1. I enjoyed it because I could share my presentation more tightly and speak on a platform I was very comfortable on
2. The virtual nature of the presentation worked out well via Zoom.
3. Zoom setting made it less daunting
4. We may have been online, but the intimacy and power of the storytelling was just as powerful
5. Online experience was fine. We put questions in the chat and I moderated.
6. Tech was all seamless
7. Online worked well
8. The online experience was wonderful
9. Great overall
10. Great experience presenting via Google Meet
11. I'd be happy to present virtually again

12. Teacher had everything ready to go including the zoom
13. We made it work with technology and honestly it didn't affect their presentations one bit
14. Technology worked this time
15. Each student came in on their own screen which was lovely
16. The Google meet was easy to use, no issues at all

How would you rate the speaker/teacher you worked with? Consider how prepared and/or helpful they were. (n=117)

Not at all helpful/prepared (n=6)

1. My PowerPoint pics and video links weren't received ahead of time
2. The teacher wasn't ready to begin so the timing ended up being tight and the presentation felt a bit rushed
3. Some of the teachers were checked out (did not address children talking amongst themselves)
4. Organizer did not answer questions and sent the zoom link with little time beforehand
5. I had reached out a few days before the presentation about the class but never heard back from her
6. It seemed they hadn't anticipated how the kids would be able to ask questions

Average (n=0)

Amazing (n=111)

1. Presenters were very passionate and informative
2. We were very impressed with how quickly it was to coordinate timings with speakers
3. The teachers were very warm and welcoming
4. The teacher for all three classes I spoke to was fabulous
5. The teacher was very invested in the program
6. Amazing speakers. Each speaker was very clear and they were able to answer many questions that my students had
7. Wonderful speakers
8. [Speaker] had a powerful story to tell, was a great speaker
9. All of the speakers were so friendly and accommodating to our kiddos. The speakers were excellent speaking to high school students
10. The teachers and their students were welcoming, receptive and engaged
11. Ample time for multiple speakers to share. Teachers were great
12. The teachers were incredibly supportive and engaged
13. Teachers were warm, welcoming, and excited
14. Coordinator did a very good job introducing me, operating tech, and calling on the kids
15. The school personnel were warm, enthusiastic and supportive
16. Teachers were very graceful and great hosts
17. Teachers were happy to devote part of their class time to having a speaker come in
18. Teachers were extremely appreciate of the story
19. [Teacher] made me feel welcome and helped with zoom issue
20. [Teacher] was very nice and it seemed like he prepped his students well
21. [Teacher] was extremely organized
22. Wonderful speaker

23. The teacher was very communicative beforehand
24. Great staff. Teacher valued my story
25. [Speaker] was super relatable and friendly. Attentive and responded to questions with interest
26. All four of the speakers were really well-planned
27. Great, very emotional
28. The organizers were supportive and kind
29. Talk went well very well.
30. Teacher was excellent and created a warm and inviting space
31. Teachers were very engaged and do a good job tying in our stories with the narratives students are studying
32. A nice program [organizer] organized for Yom Hashoah
33. Teacher was definitely engaged
34. Powerful stories with great visual aids
35. [Speaker] was fantastic
36. Great facilitators
37. Well organized, [teacher] made herself available to make sure everything was working properly
38. Amazing speakers. Great feedback from students, staff, and administrators
39. Engaging speaker
40. Great speakers, kept students engaged via zoom
41. [Speaker] did a great job and students really appreciated his story
42. I really enjoyed working with [teacher] and would certainly recommend working with her and her school again
43. Every speaker was so professional and did a fantastic job
44. Teachers were very organized
45. Loved how bought in the organizer was
46. Both of the counselors that I interacted with seemed very nice and interested
47. Presenters were amazing and shared such personal information with our scholars
48. Teacher was extremely communicative leading up to it and day of
49. Teacher was organized and appreciative of us, prepped the students in advance, encouraged students to ask questions
50. The length of the presentations, appropriateness for my grade level was perfect, and pacing were all spot-on
51. The staff at the school were extremely helpful and enthusiastic about my visit
52. The teacher seemed eager to want to help us
53. This teacher was super keen, interested and is actively teaching Holocaust studies to her students and looking to make connections
54. Presentations were really captivating, inspiring
55. The teacher was communicative beforehand and sent the Google Hangout link
56. The guidance counselor met me, everyone was very prompt and organized and I spoke with the principal as well-they were very appreciative of our time!
57. The presentation was perfect!
58. The presentations were fabulous
59. Both presentations were amazing
60. The education director also reacted positively
61. The presentations were amazing!
62. [Speaker] was well received by the students and staff!
63. Incredibly engaging speakers

64. The presenters . They were compelling and engaging
65. They were both really dynamic
66. This school really had things down in terms of having the students prepared and organized for the presentation
67. The teacher who had organized the visit was really passionate
68. Teachers seemed organized
69. Teacher was on time and prepared. Called on kids for their questions
70. Teacher was a 2g and very interested in making sure her students knew about the holocaust
71. The teacher was very warm and welcoming
72. She did a great job and we really appreciated her time
73. The presentation was so well planned [Speaker] was very passionate and very welcoming and open
74. Both speakers were excellent
75. Teacher did a nice job of setting things up
76. Teachers were truly and so fully engaged and committed completely to having me speak and to teaching about the Holocaust.
77. The timing was perfect, and all the stories were engaging and easy to understand and follow along.
78. We are so grateful for [Speaker]'s time and presentation
79. I wanted to let you know how fabulous [Speaker] was
80. I found the speakers to be very engaging and extremely prepared
81. Presentation was engaging for our students. Having [Speaker] share her family's story added a great deal to our school's Yom Hashoah commemoration
82. Teachers were even more interested which was nice
83. I'm still glad that I attended as I thought the presentation was so worth it.
84. Impressed with the skill of each visitor to connect with our students through their sharing of heartfelt, meaningful and deeply personal family experiences
85. The teachers were organized and seemed happy with how it went
86. The speakers were each excellent, honest and powerfully insightful
87. Teacher was great!
88. The teacher did a prep the day before with me to make sure audio/video worked so that was helpful
89. Teacher was wonderful
90. The teacher was great and enthusiastic
91. [Speaker]'s presentation went well!
92. [Speaker] was an absolute pleasure to work with. I would recommend her to my fellow social studies teacher colleagues
93. The teacher was very respectful and clearly cares about the material
94. The speakers were very kid friendly and warm
95. [Speaker] was FANTASTIC!
96. Everything went well with our speakers
97. The teacher was super helpful
98. Their presentations were spot on- well detailed
99. Wonderful visuals. Greater interactivity only because they told their stories in an understandable order and shared many details
100. The teacher was incredible. I've never seen such an engaged teacher, helping craft and tell the story (ensuring the kids understood what I was saying with the language barrier, etc)

101. I was able to communicate with the Rabbi in advance so we were very clear on all logistics
102. Teachers and students were engaged
103. The teacher was there early and we were able to start immediately
104. Teacher did an excellent job of running on time and encourage questions
105. Excellent presentation. [Speaker] was very charismatic and showed emotion throughout the presentation that resonated and made connections with the students
106. The teacher was welcoming and friendly, kind and professional
107. The visits were fantastic
108. [Teacher] was very organized and was in a very familiar rhythm of how to get the class settled and get the presentations started in a quick manner
109. I emailed the teacher with a follow-up about it. Her reply was very sweet and she indicated that the class really appreciated both the talk and the follow-up
110. Including pictures of her grandmother throughout her presentation was a great way for the students really picture in their minds who she was talking about.
111. Teacher forwarded some letters the students wrote to me. It was rewarding to get those lovely notes from the teacher and students

What was the most rewarding part of the visit? What aspect of the presentation was most impactful? (n=106)

Sharing my family story (n=15)

1. They all helped reinforce how important this is to do, and how much I enjoyed sharing the history and lives of my family
2. I was so proud to share my grandmother's story. I felt that I made an impact. Honoring and continuing my grandmother's legacy
3. It was just so rewarding to bring it to life!
4. Being able to share my grandfather's story for the first time and have students want to know more about it!
5. The most rewarding thing was having the opportunity to speak and share my family story to these students
6. Presenting my grandma's story!
7. Most rewarding was sharing my story and the thoughtful questions from the students
8. It was rewarding to share my grandfather's story, answer very insightful questions and get those lovely notes from the teacher and students
9. It was great overall hour sharing my grandmother's story
10. I find it extremely rewarding to share my Zaide's story to anyone who would listen
11. It's always rewarding to tell the story and I'm happy to do it, so just having the opportunity to was good
12. This was my first time telling my Papa's story and so it was very rewarding
13. The greatest reward was being able to share my Saba's story, the figurative gravy is the amazing reactions and desire for more information from the teachers and students
14. The most rewarding part was feeling like I am making my grandmother and my family proud
15. The most rewarding part was bringing my family story to others and sharing with people who I normally would never come across.

Enriching student's education/interacting with them (n=78)

1. Feeling like I actually got through to these students with the overall message--and felt that they were legitimately engaged and moved was moving for me
2. Having captive audience, and some of the students asked really great questions
3. Hearing their questions, knowing they're truly listened
4. To see students engaged and interested
5. Some of the questions asked, which provided the opportunity to speak about important topics
6. Hearing all of these little voices thanking me! I also appreciate the feedback I got from the teachers (and principal)
7. Getting questions that showed the kids were listening to what I had told them
8. To answer the kids questions and see them engage with the topic
9. The thoughtful questions from the students
10. Their questions, which showed how much they engaged with the presentation
11. The praise from the students, I'm hopeful I was able to personalize this historical event for them
12. This experience confirmed the importance of the work that we do, and the power of the stories that we tell to educate students about the Holocaust
13. Enjoyed the questions they asked
14. the Q&A with the questions and words of thanks.
15. Hearing from their descendants is more compelling for our students
16. seeing the students so engaged in the moment and writing down questions as I was speaking and how many they had after the presentation
17. It was rewarding to hear their questions
18. The most rewarding element for me was questions and comments from the students
19. Engaging with the students and teachers who had their videos on, who were asking questions and responding to my sharing
20. Hearing the questions that showed they were paying attention the whole time
21. having the chance to speak to students from a number of different grades (6th, 7th, and 9th) and hearing how appreciative they were of learning the stories.
22. The most rewarding part was getting to interact with the students and answer their questions.
23. Most rewarding was the very engaged student
24. the thoughtful questions from the students
25. The most rewarding part was getting to see the interest some of the students had in my grandfather's life and asking questions about him as a person.
26. Seeing student interest in some of the students who wanted to stay after class to keep talking with me and asking questions
27. The biggest reward was hearing how appreciative their teacher was that her students were getting the opportunity to hear about the holocaust in such a personal way
28. Thank you notes from the students that were really touching
29. Hearing their questions after the presentation was very rewarding
30. I was so very taken and moved by seeing all of the kids watching me as I spoke
31. Hearing their thoughts on how the holocaust relates to today.
32. Most rewarding was being able to actually be in the room with them and feel like I was connecting more
33. Truly connecting and seeing the impact of the story was the most rewarding
34. The most rewarding part is receiving their questions and thank yous.

35. To see teens eagerly awaiting my appearance on a second day and to be greeted with a number of questions they had obviously been thinking about and wanting to learn was a really moving moment.
36. That was probably the most rewarding thing too - seeing how engaged and curious they were
37. This was so meaningful for our students and helped us enrich our curriculum.
38. It was rewarding to hear the thoughtful questions at the end
39. Most rewarding was when the students asked questions
40. Rewarding: when great questions are asked because the students paid attention
41. Most rewarding was some of the questions
42. It was rewarding that most of the students were still very engaged
43. Believe it or not, I had one new student who had never heard of the Holocaust. Perfect reason to keep up the important work of WEDU!
44. Reward: Thoughtful questions
45. The most rewarding part was the question and answer period at the end
46. The students are still talking about how great of an experience it was for them
47. The most rewarding part of the visit went along with that, when one of the students volunteered to answer another one's question about why Jews were the biggest target of the Nazis.
48. the figurative gravy is the amazing reactions and desire for more information from the teachers and students
49. It was important that I spoke to them and it felt good to make that impact
50. Many of them said that having the speakers really brought home for them the ugly reality of the holocaust. It made all the difference in the world seeing and hearing real people rather than made-up characters in a book. They made a connection
51. The presentations were a great learning tool for my students
52. The speakers were able to connect the stories with current events as well as to the texts and materials we read in class
53. Hearing her grandfather's experience from her is a far better way to learn than a textbook!
54. It feels more important than ever to remind students how bias and hate function and can systematically destroy lives
55. Our students were inspired to make the world a better place as we remember the Holocaust and its impact throughout history and humanity.
56. Thank you for giving our students a rich and memorable experience that they will remember for history class and beyond!
57. These oral histories bring that reality home in a way that no textbook, photos, or even videos can.
58. Hearing of an individual's story has a much greater impact than most of what I do in my lessons
59. This was so meaningful for our students and helped us enrich our curriculum.
60. Making sure these personal stories are passed along and raising awareness of the horrific events that have happened and unfortunately continue to do so in different capacities
61. History came alive
62. The following days, students were retelling his Bubi's story with detail and enthusiasm, you could tell it impacted them, more than a history lesson
63. They really appreciated the personal stories of their grandparents the most, that really resonated with them

64. The fact that students were so intrigued by the fact that each presenter knew these brave family members, and so accurately retold their stories of bravery
65. Being able to connect a real person who survived the Holocaust to what they have learned about the Holocaust was a wonderful way for them to make text/world connections.
66. Students will remember this more than anything I taught
67. I was able to really teach them something outside of textbooks
68. The speakers really helped bring to life for our kids a lot of the content that is often difficult to wrap your head around because of how unbelievable it is that one group of people could instill so much hatred on other peoples
69. They have such a better understanding as a result of the talk. You can learn history from book, documentaries, etc. but when you hear real stories from real people it really drives the message home. They will not forget what they learned yesterday.
70. I think your organization is beneficial to students and really gave them an insight to what the brave individuals experienced of the time.
71. Hearing that kids were so excited to watch my grandfather's full testimony after
72. Being able to connect with students about my grandmother and her Holocaust experiences
73. I hope I could add something to their lessons
74. Students attention and thoughts, allowed me to add some information to my presentation for next time
75. more children hearing my grandfathers story and the possible positive impact that can potentially make on someone's life.
76. The most rewarding part was having the chance to speak to students from a number of different grades, and especially younger students just starting to learn about the Holocaust
77. What was most rewarding was feeling like my story was impactful and relevant
78. I also liked the questions about how we can apply the lessons to today and other forms of hatred

Other (n=17)

1. The support I received from the school. Also, I felt so connected to my subject when I finished
2. To share the story with a group that was clearly beyond the Jewish community
3. It was great to advertise 3GNY to another Jewish community. Even some of the teachers expressed interest in becoming involved
4. One thing that stood out is the need for gratitude for when things are good in our lives and solidarity when there is suffering in the world
5. Getting through presentation (I'm still sorta new to this!)
6. Getting to hear other speaker's family story and sharing this experience with him
7. What stood out was all the photos and the delivery
8. Thank you so much to your team for carrying on the preservation of this very dark time in history, so that we can see the light and not repeat the hatred for others that people endured during the Holocaust
9. It was indeed a powerful and moving day
10. The most rewarding part was connecting with the next generation of New York jews and hearing their thoughts on how the holocaust relates to today.
11. Having [Speaker] share her family's story added a great deal to our school's Yom Hashoah commemoration

12. Form of healing from trauma
13. It was an intense and very rewarding experience
14. I think sharing the story of how her grandmother went through two concentration camps and was able to survive indeed stood out.
15. [Speaker]'s personal approach to her grandparent's story made the students realize how close these experiences are and also how important it is to honor their memories.
16. In a time where people can become desensitized and removed, continuing the message of 'never forget,' is a necessity
17. People recognize the important role of children and grandchildren of survivors to carry the legacy and tell the stories

Is there any area for improvement? (n=53)

Increase participant communication (n=9)

1. Providing the teachers cell phone so communication is easier
2. Encourage teachers to follow up with information for the presenters, as the teachers I worked with did
3. Ask the teacher to give better instructions on entering the school
4. I would be interested to know if the teacher provides any feedback on my presentation
5. Would appreciate getting the link and classroom info a little more in advance
6. If I was perhaps invited via calendar with the Zoom link it would've been great as a suggestion
7. It would've been helpful to be able to discuss some specifics with the teacher before my presentation
8. Keep sending emails with the speaker and teacher emails together as this makes it possible for us to be in touch with the teacher too
9. It would have been nice to have had the chance to speak w the teacher beforehand

Provide context for what students know (n=8)

1. It would have helped me a bit to know what grade the students were and what they were learning about in relation to the presentation
2. Keep sharing background info into how teachers are preparing their students.
3. Some further information/details about the school, class and teacher if possible
4. I would be interested in knowing what the class learned/discussed/read about the Holocaust prior to my presentation
5. I would have liked to be put in touch with the teacher(s) and have a phone conversation with them before the presentation, to have a little more context on the audience and how they are learning about the Holocaust
6. Maybe adding a few question prior to book a WEDU speakers that lets us know their knowledge of the Holocaust
7. It was challenging having the kids interrupt a bit for questions related to history specifically rather than my story (could be worth noting this clearly to teachers beforehand)
8. I am curious if there is a back story with any of these schools with antisemitism or bullying occurring. I may help me to focus on particular parts of my presentation

Increase interactivity: prepared questions, cameras on (n=13)

1. If a student does not ask the first question, teachers should be prepared to get the conversation started

2. A prompt recommending speakers this week think through what they want to say given it's Yom Hashoah would have been helpful.
3. Ask teachers to have students have their cameras on as a courtesy to presenters
4. Helpful to suggest to teachers that they should encourage their students to turn on their cameras during virtual presentation. It also may be helpful to encourage teachers to have their students think about questions or ways to engage before they even attend a presentation
5. It might be helpful to encourage teachers ahead of time to prepare the students to have questions in mind, even if they are general and not specific to each speaker's story
6. WEDU can come up with some questions or prompts for speakers in the event that there aren't any questions
7. It may be worth considering having 3G (or the speaker) supply some generic questions ahead of time for the teacher to assign to students
8. For young adolescents, it might have been nice to have a couple of questions asked to them to help them connect
9. Might suggest to teacher to have some questions prepared in advance by the students
10. I think it would have been helpful if the teachers asked a few questions first to get the ball rolling
11. Also we should instruct the teacher to help build engagement from the students when we present virtually
12. I recommend suggesting the teacher have students prepare questions in advance and I think it'd be helpful to know ahead of time which virtual platform will be used
13. Asking teachers to have students turn on cameras if they are virtual

Presentation-related changes (n=11)

1. Speakers are not scheduled on the 1st day back to school from a week break
2. Include visuals in all presentations
3. If two speakers are going, having time for questions directly after the first so the story is fresh rather than waiting for all questions at the end
4. I wish there were more opportunities for a second visit in the Spring. Perhaps different speakers or focusing on more personal stories.
5. It might be helpful for the speakers to have a quick slide to help refresh the students' memories about the Holocaust in general
6. The only improvements I could offer is getting to the pictures earlier in the presentation and making sure presenters have some of the video/audio recordings available from the Yale project (for those ancestors who participated in it).
7. Tell speakers to prep for shorter presentations
8. I think everyone should use some slides or visuals, as the speaking with a simple slideshow helps a great deal, so they can see names, maps, and maybe a photo or a few to attach the stories to people and places
9. I would have 20-30 slides for their presentations - at least one per minute they are speaking. More visuals = better understanding
10. The only areas of improvement would be that the speaker be dressed appropriately
11. I would recommend not scheduling so late on a Friday in the future

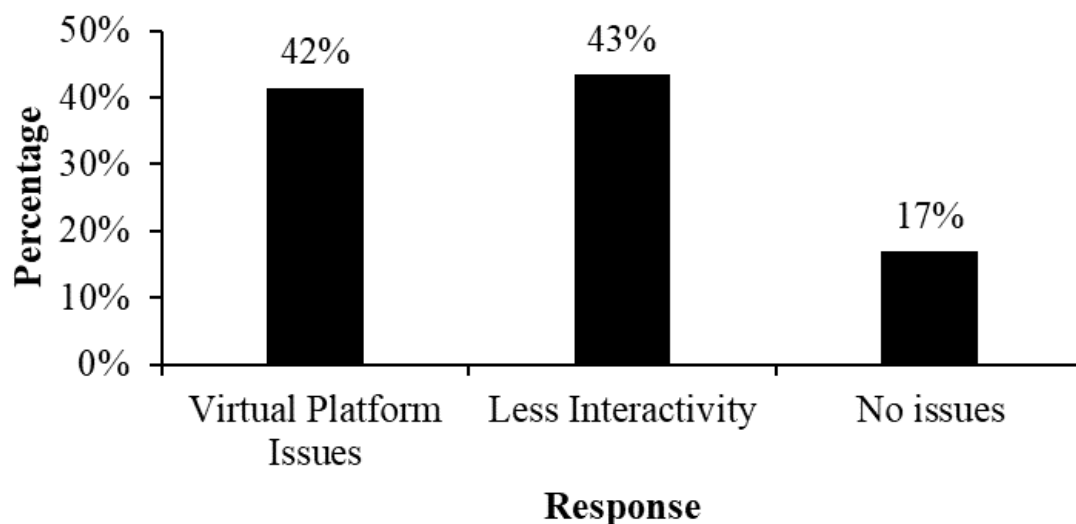
Other (n=15)

1. Letter templates for students to reflect, would be mailed back
2. 3GNY should host the zoom so more classes can attend

3. 3GNY should host the zoom so that as many virtual classrooms as possible might benefit from this opportunity
4. If a presenter has not done this before or even in a while, then a rehearsal should happen in the day or days before
5. Putting together some best practices for first-time presenters could be helpful
6. Correct pronunciation of foreign words (e.g., Arbeit macht frei and Terezin)
7. Maybe we could do a run through of all the presentation technology options inside of a Google Classroom to see what might allow the presenter to see everyone but everyone else would only see the presentation?
8. Some kind of "boiler plate" language about WEDU/3GNY or even something we can have on screen at the end of our presentation might be nice just in case anyone is interested in learning more etc
9. I just wish there was a way to guarantee more attendees
10. Provide tutorial for zoom/Google Meet
11. A 2.0 course, ideas on how to tweak and improve presentations would be a great idea for some time in the future
12. Have you had an (offensive) question like that before? I was curious how you'd respond to something like that
13. Make the experience available to family/friends
14. Would love to have any online presentations recorded so I can learn from my own performance and share with others
15. I think it's be helpful to know ahead of time which virtual platform will be used

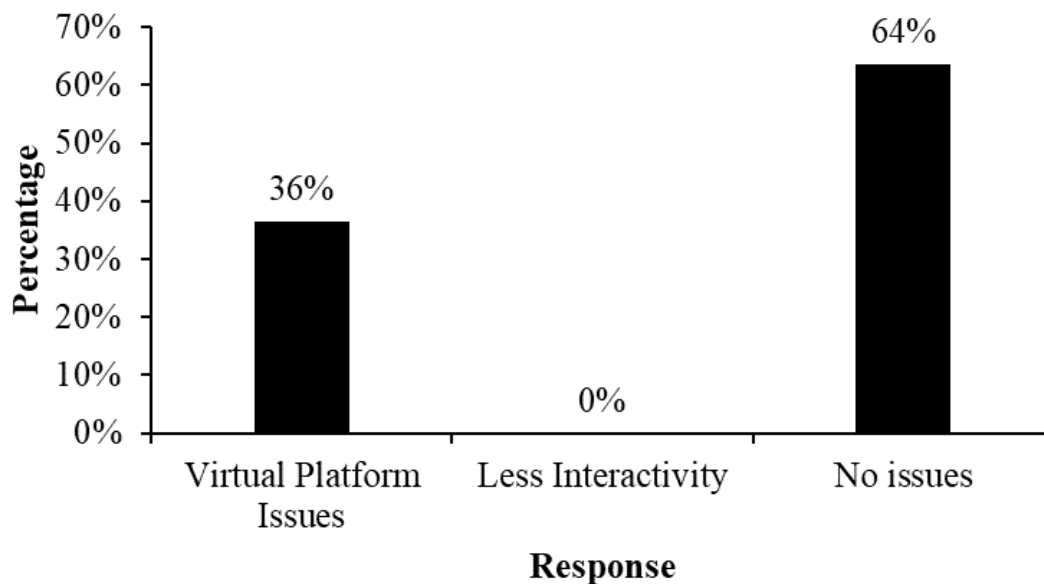
Appendix V
Disaggregated Graphs

**What Challenges Speakers Felt Technology Posed
(n=53)**

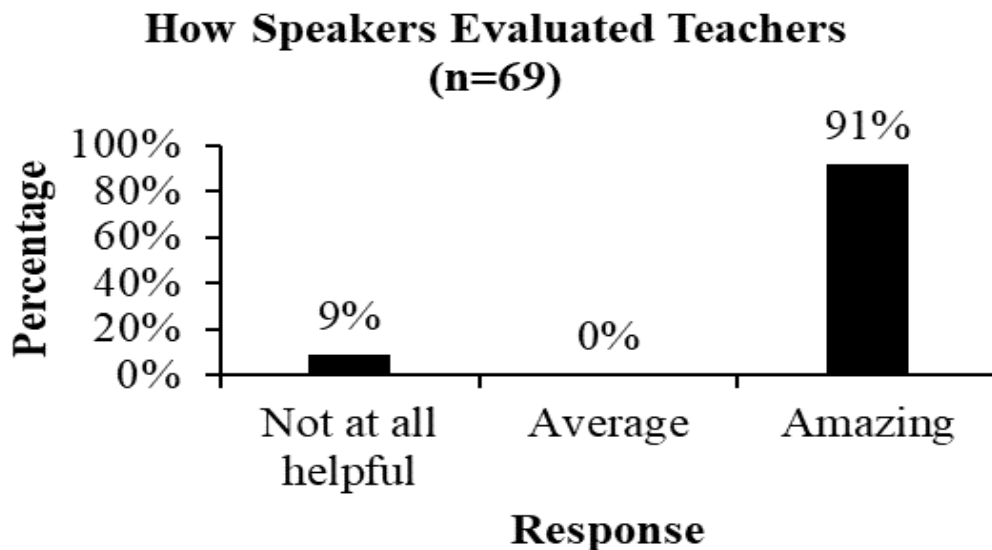


Source: Data collected for 3GNY by Heidi Simental, Community Link Project, Syracuse University, April 2023.

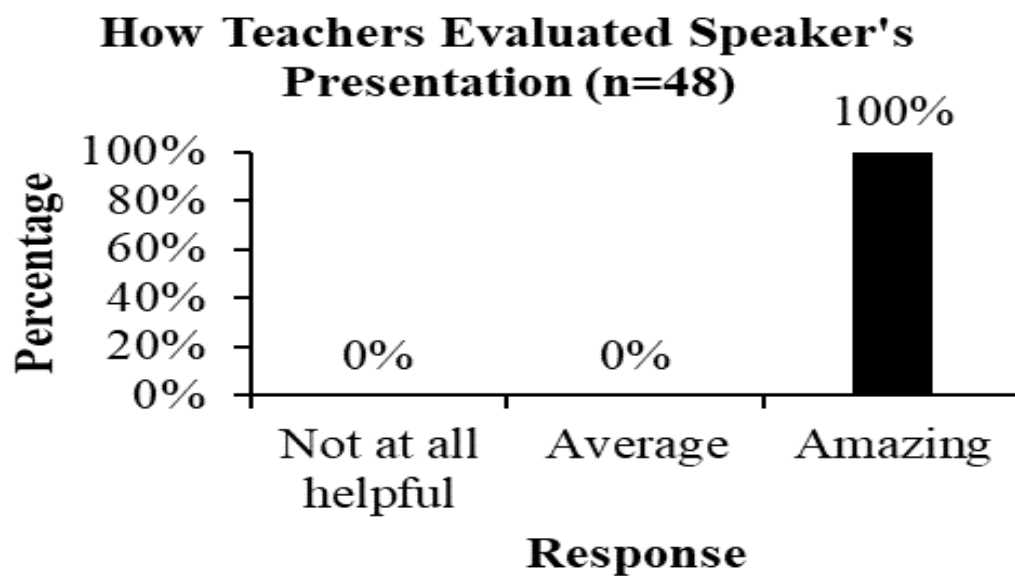
What Challenges Teachers Felt Technology Posed (n=11)



Source: Data collected for 3GNY by Heidi Simental, Community Link Project, Syracuse University, April 2023.

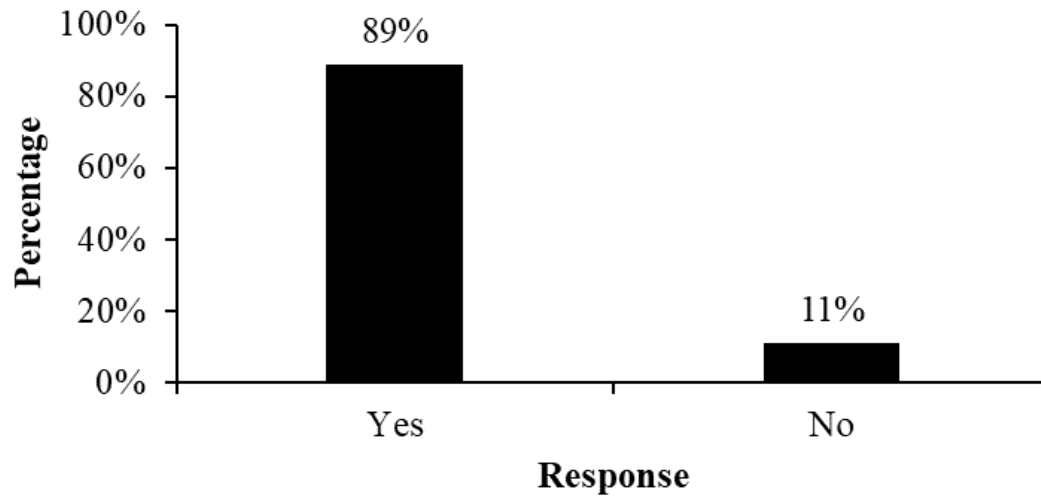


Source: Data collected for 3GNY by Heidi Simental, Community Link Project, Syracuse University, April 2023.



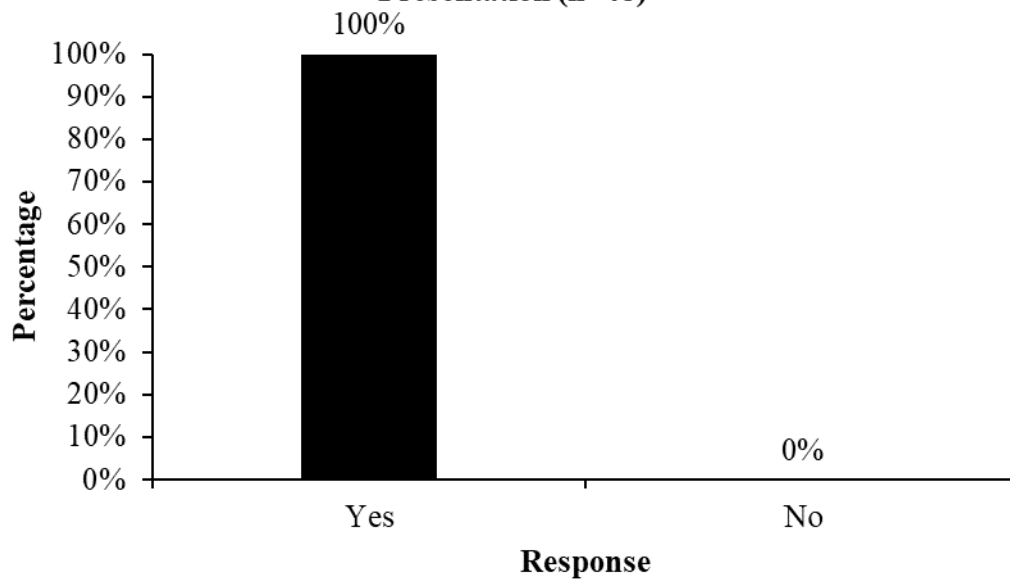
Source: Data collected for 3GNY by Heidi Simental, Community Link Project, Syracuse University, April 2023.

**Whether Speakers Felt that Students were Engaged
with the Presentation (n=107)**



Source: Data collected for 3GNY by Heidi Simental, Community Link Project, Syracuse University, April 2023.

**Whether Teachers Felt that Students were Engaged with the
Presentation (n=48)**



Source: Data collected for 3GNY by Heidi Simental, Community Link Project, Syracuse University, April 2023.