

An Analysis of Ontario's Pre-Service Teacher Candidates'
Attitudes and Approach towards
Teaching the Holocaust

Sabrina Isabelle Christine Leifso

A thesis submitted in partial fulfillment of the requirements
for the degree of Master of Education

Faculty of Education
Lakehead University
Thunder Bay, Ontario, Canada

Lakehead University
©Sabrina I.C. Leifso
August 2009

“The only thing necessary for the triumph of evil is for good men to do nothing.”

- Edmund Burke (1729-1797)

“The Holocaust originated in Nazi Germany, but it was by no means uniquely German in terms of its perpetrators, victims, bystanders, beneficiaries, or heroes.”

- Doris L. Bergen (2003, p. 2).

Acknowledgements

While I cannot acknowledge all the people who were influential in the completion of this particular thesis, I would like to thank the following persons who were all an integral part of its completion:

Insurmountable thanks goes to Mr. Adeyemi Sekudo for his undying patience, guidance and support, you mean the world to me.

Admiration and gratitude must be expressed towards Miss. Jennifer Tweedle, a fellow graduate student who gave up her own precious time to assist me through this thesis journey- her sacrifice will never be forgotten.

I would also like to express thanks to my supervisor, Dr. Walter Epp, for his immeasurable guidance and mentoring words throughout each difficult draft. Your energy and openness towards new ideas have inspired me to be a better teacher and to facilitate my students' learning in ways thought impossible before working alongside you as a graduate assistant, thank-you.

My appreciation is extended to my internal committee member, Dr. Hope Fennell, for her thoughtful suggestions throughout the thesis process, without your insight this thesis would not have achieved such worth to both the academic and educational communities.

Finally, I want to thank my parents, grandparents, siblings, relatives, friends, colleagues, and caring citizens of Elmwood who have cheered me along this journey- this finished thesis is as much as yours as it is mine.

Abstract

This thesis explores the attitude and approach currently cultivated by Ontario pre-service teachers towards the topic of Holocaust Education. In order to investigate the attitudes and approaches of Ontario pre-service teachers an online mixed-method survey consisting of twenty-six open and close-ended questions was carried out in March 2009. Forty-five respondents approached Holocaust Education with a positive attitude, unambiguously agreeing (97.7%) to its necessary presence in Ontario classrooms, more specifically in the social studies at the intermediate level (grade 7-10). Unexpectedly, 79% of the respondents expressed no discomfort in teaching lessons about the Holocaust, despite the complexity and sensitivity of the topic. Respondents indicated the necessity of Holocaust Education as a means to explore historical evidence, while developing students' empathy and morals. Most significantly, along with an anti-racist pedagogy that was evident in the findings, the respondents expressed a strong commitment to advance Holocaust Education in their classrooms beyond what is currently specified in Ontario Ministry of Education curriculum documents.

LIST OF APPENDIXES

Appendix A: Recruitment Poster	106
Appendix B: Initial Recruitment Mass Email.....	107
Appendix C: Final Recruitment Mass Email.....	108
Appendix D: Cover Letter	109
Appendix E: Consent Form	110
Appendix F: Survey Questions	111

LIST OF TABLES

Table 1.	Observed themes and thematic strands	44
Table 2.	Certification level upon graduation	45
Table 3.	Educational board participants wish to gain employment with	46
Table 4.	Teachable subjects	46
Table 5.	Holocaust Professional development seminar attendance	47
Table 6.	Ranking of integrated aspects of teacher education.....	47
Table 7.	Received formal lessons about the Holocaust in past Schooling.....	48
Table 8.	Acquisition of Derived Holocaust Knowledge.....	49
Table 9.	Comfort levels of teaching the Holocaust.....	49
Table 10.	How much time do you plan to spend on teaching the Holocaust when you have your own classroom?.....	50
Table 11.	Main advantage(s) of teaching the Holocaust to elementary students?	51
Table 12.	Will teaching the Holocaust better prepare students to combat racism and prejudice?	52
Table 13.	Discussion of persecuted groups other than Jews?.....	54
Table 14.	Main disadvantage(s) of teaching the Holocaust?	55
Table 15.	Main disadvantage(s) of teaching the Holocaust to elementary students?	55
Table 16.	Relevance of learning the Holocaust (students)	58
Table 17.	Most common error made by teachers while teaching the Holocaust?	59
Table 18.	Teacher objectivity while teaching the Holocaust.....	59
Table 19.	Main advantage(s) of teaching the Holocaust?.....	60
Table 20.	Parallels between the Holocaust and past/current atrocities	62
Table 21.	Rationale for teaching the Holocaust.....	63
Table 22.	Discipline/subject best suited for teaching about the Holocaust.....	64
Table 23.	Lessons regarding partisans and Righteous Gentiles.....	66
Table 24.	Division which students should be exposed to Holocaust Education	67
Table 25.	Resource materials that may be used to teach the Holocaust.....	68
Table 26.	Management of Holocaust Denial	69
Table 27.	Should Ontario schools teach the Holocaust?	69

TABLE OF CONTENTS

Acknowledgements	ii
Abstract.....	iii
List of Appendixes	iv
List of Tables	v
Table of Contents	vi
Chapter One	1
The Problem	1
Introduction.....	1
Significance of the Study.....	1
Rationale.....	2
Problem Statement	4
Personal Ground.....	4
Terminology Lexicon.....	6
Limitations	10
Delimitations.....	10
Assumptions.....	10
Overview of the Thesis.....	10
Chapter Two.....	12
Review of Relevant Research and Theory	12
Opinion Research in relation to Attitudes and Beliefs	12
Discourse of Holocaust Education in the Academic Community.....	13
Holocaust Education	13
The Debate.....	13
Overgeneralization of Events.....	15
Extreme representation of victims	15
Treatment of Holocaust Education in Textbooks and Resources.....	15
Past Research of Practices and Attitudes of Current Teachers	17
Teachers Attitudes towards Holocaust Education.....	17
Personal Pedagogy	17
Personal and Moral Concerns.....	18
Professional Development	19
Resource Selection.....	19
Cross-Curricular Approaches.....	20
Holocaust Fatigue	20
Production of Trauma	21

Chapter Three.....	23
Research Design and Methodology.....	23
Mixed Method Approach.....	23
Survey Questions.....	24
Research Instrument.....	27
Time Frame.....	29
Sample Selection.....	29
Sample Selection Procedure.....	30
Ethics.....	32
Data Collection.....	34
Rationale of Survey Questions.....	35
Section 1: Consent.....	35
Section 2: Personal characteristics.....	36
Section 3: Attitudes/beliefs/opinions.....	37
Section 4: Personal Pedagogy.....	39
Data Analysis.....	42
Summary.....	44
Chapter Four.....	45
Findings.....	45
Introduction.....	45
Participants' Personal Characteristics.....	45
Moral Development.....	50
Moral & ethical development.....	50
Lessons on anti-prejudice & anti-racism.....	51
Bioethical understanding.....	53
Maturity level.....	54
Citizenship.....	56
Empathy.....	56
Dehumanization.....	57
Minority groups.....	57
Emotion.....	58
Remembrance.....	59
Exposure to Facts.....	60
Combat history from repeating itself.....	60
Current genocides & conflict.....	61
Major component of 20 th century history.....	62
Bias & misrepresentation of events / people.....	64
Disturbing nature of facts.....	66
Lack of context.....	67

Exposure to historically accurate facts	68
Censorship.....	68
Summary	70
Chapter Five.....	71
Interpretation of Findings and Insights	71
Introduction	71
Pre-Service Teacher Candidates' outlooks towards Holocaust Education in Ontario	72
Holocaust Education in Ontario schools	72
Professional development	72
Interdisciplinary	73
Importance	74
General advantages	75
General disadvantages	75
Inclusion of all peoples	76
Comfort level	77
Insights	79
Teacher Objectivity while teaching the Holocaust	80
Teacher objectivity	80
Teacher error	81
Insights	82
Where Ontario's Pre-Service Teacher Candidates' feel that the topic of the Holocaust should be taught.....	82
Appropriate discipline	83
Disadvantages	83
Advantages	84
Insights	85
How Ontario's Pre-Service Teacher Candidates may incorporate Holocaust Education in Ontario's schools	86
Time allotment	86
Lessons for tomorrow	86
Future resources	88
Insights	89
Conclusions and Recommendations	90
Conclusions	90
Outlook	90
Objectivity.....	91
Where should Holocaust Education be taught?	91
How will Holocaust Education be incorporated?	92

Recommendations	93
Suggestions for further research	94
References.....	95

CHAPTER ONE

The Problem

Introduction

Following the commencement of the 1961 Adolf Eichmann trial, where he was convicted and sentenced to death for his murderous role in the Holocaust, new interests were sparked in Canadian Educators' pedagogy (Carmon, 1979; Fallace, 2006). Teachers began directing lessons towards the advancement of students' personal growth (known as the affective revolution) in areas of identity, morality, emotions, and values (Fallace, 2006).

Currently in Canada there is no official federal statement or policy that mandates an exclusive strand or course on Holocaust Education (Canadian Heritage, 2008); however, despite the lack of such a mandate, Holocaust Education has not been absent from Ontario's official curriculum documents, nor has it been omitted from its classrooms.

With the Task Force for International Cooperation on Holocaust Education, Remembrance, and Research (herein referred to as the Task Force) finding that "Canadian teachers are not trained how to teach this subject [Holocaust Education]" the need to explore the attitudes and approach Ontario Pre-Service Teacher Candidates have towards teaching Holocaust Education in their future classrooms is crucial.

Significance of the Study

This mixed-method study borrows and reformulates some questions from a study completed by Geoffrey Short (2003). Unlike Short's participants who were current educators; however, this study will gain an understanding of

a voice rarely heard in education, the voice of pre-service teacher candidates (Korthagen, Loughran, & Russell, 2006).

This study is important for two reasons. Foremost, this study augments those of Donnelly (2006), Fallace (2006), Short (2003) and Friedrichs' (1996) research that explored aspects of teachers' attitudes towards Holocaust Education through their concentrated research in areas such as personal pedagogy, professional development, and resource selection. From the perspective of improving curriculum in Ontario, this study examines and exemplifies the voice of the pre-service teacher candidates, ultimately providing the academic community and school administration personnel with a resource that may encourage the examination of current practices in teacher education opportunities, professional development, and available resources offered in Holocaust Education.

Rationale

Attitudes and approaches of Pre-Service Teacher Candidates had towards Holocaust Education were closely examined in this study. This study also attempted to determine whether the guidance of the curriculum was sufficient in the area of Holocaust Education.

In Ontario, each curriculum document is designed to provide teachers with overall expectations and specific expectations (which are suggestions on how teachers may achieve the overall expectations dictated by the Ministry of Education). It is then at the discretion of the educator to choose how few or how many curricular examples he/she will use to discuss the requirements of that particular specific expectation. The term "Holocaust" was absent from all

elementary course curriculum documents and was mentioned in the two curriculum documents (grades 9 and 10; grades 11 and 12) for Canadian and World Studies, which covers Geography, History, Civics, Economics, Law, and Politics. Of the 267 specific expectations in the grades 9 and 10 curriculum document, the term “Holocaust” was mentioned 3 times within a specific expectation and 4 times as an example for achieving a specific expectation. It should be noted that the term appeared only in the History curriculum and the term “Holocaust” remained absent from both the Geography and Civics curriculum. Furthermore, the grades 11 and 12 curriculum document boasted a total of 1663 specific expectations out of which, the term “Holocaust” appeared 3 times as an example of how to achieve the specific expectation; again, it was only mentioned in the History subject area. In addition to the two Canadian and World Studies documents, the term “Holocaust” was mentioned once in the grade 11 Dramatic Arts curriculum and twice as examples in the Interdisciplinary Studies curriculum document. In total, the term “Holocaust” directs 3 specific expectations from kindergarten to grade 12 in the Ontario curriculum. Moreover, as a specific (but optional) expectation suggestion, the topic of the Holocaust was mentioned 10 times and can be either included or omitted as determined by the individual teacher.

By exploring participants’ attitudes and approach towards Holocaust Education, this research provides an understanding of where the respondents’ tendencies fall in regards to implementing Holocaust Education within their own future classrooms. Thus, by enhancing the voice of Pre-Service Teacher Candidates, curriculum, policy mandates, and teacher education may be

guided by the findings and conclusions of this study on Pre-Service Teacher Candidates' attitudes and approach of Holocaust Education in Ontario. Ultimately, this study will attempt to fill the current gap regarding Pre-Service Teacher Candidates and Holocaust Education in research literature.

Problem Statement

The purpose of this study was to explore Pre-Service Teacher Candidates' opinions about teaching students about the Holocaust in their classrooms. The sub-questions that guided the research were:

1. What are pre-service teacher candidates outlook towards Holocaust Education in Ontario?
2. Do pre-service teacher candidates believe that teachers can remain objective while teaching the Holocaust?
3. Where do Ontario's pre-service teacher candidates feel that the topic of the Holocaust should be taught?
4. How will Ontario's pre-service teacher candidates incorporate Holocaust Education in Ontario schools?

Personal Ground

This research study is a product of my lifelong curiosity of past historical events, their current influence on society, and the product of that societal influence. This particular study focuses on the Holocaust; specifically, the attitudes and approach current Pre-Service Teacher Candidates express towards Holocaust Education in Ontario. As a researcher I bring my own bias and background, and feel it is necessary to situate myself in the research as an

effort to depict the lens from which I approached this study (J. Tweedle, personal communication, March 26, 2009). I identify myself as Canadian and embrace my mosaic of various ethnic backgrounds (German, Scottish, French, and Iroquois). Religiously, I identify with my family's devout Lutheran upbringing.

Throughout my life, I have experienced many educational moments that have shaped my life and in turn, my research. As a child I was told stories of the difficulties my grandfathers experienced as young boys of German immigrants in Canada; while some stories of their experience with prejudice were challenging to understand at the time, the underlying anti-oppression morals of the stories were evident. As a teenager I got the opportunity to study abroad in Mülheim an der Ruhr, Nordrhein-Westfalen, Germany and while living and attending school there, I had the opportunity to visit a Holocaust Exhibit in Düsseldorf alongside my German peers. It was there that my classmates amazed me by openly speaking about all the information and facts they had learned both formally and informally in school- I will never forget those moments.

My own personal and professional teaching pedagogy was reflected upon following the winter of 2008. At the time, I was working as a graduate teaching assistant for a professor who taught Pre-Service Intermediate and Senior (I/S) History Teacher Candidates. Guest speakers, Mr. Michael Soberman and Holocaust Survivor, Mr. Max Eisen, spoke to the audience of I/S Pre-Service Teacher Candidates, including myself. This enabled me to reflect on my teaching pedagogy, and challenged me to explore how to teach the Holocaust within the Ontario curriculum.

In an attempt to better understand Holocaust Education, in the summer of 2008, I explored the topic alongside Holocaust Survivor Mr. Bill Glied, thirty of my Canadian colleagues, and a few employees of the Regional Jewish Communities of Ontario (RJCO). Over a 2-week period we compressed educational visits to past work camps, death camps, ghettos, and Holocaust memorials, as well as attending the 6th International Conference on Holocaust Education. Three countries (Germany, Poland, and Israel) and many discussions later, my thoughts led me to shift my attention from my own personal dialogue of Holocaust Education towards a question of research and discourse, to explore and analyze the attitudes and approaches that Ontario Pre-Service Teacher Candidates have towards Holocaust Education.

Terminology Lexicon

Cross-curricular Approach: An instructional strategy that is comprised of a focused exploration and convergence of more than one curricular theme/subject area.

Eichmann Trial: A highly publicized judicial event where former Nazi war criminal, Adolf Eichmann, was captured and abducted from hiding in Argentina to Israel where, on April 11, 1961, he was indicted with fifteen charges, “four described as crimes against the Jewish people, seven as crimes against humanity, one as a war crime and three as membership of hostile organisations” (Lasok, 1962, p. 356). Of the fifteen charges that Eichmann faced, twelve carried the death penalty. Eichmann was sentenced to death on

December 11, 1961 and was hanged on June 1, 1962 for his managerial role in the implementation of the Nazi's Final Solution (Carmon, 1979; Lasok, 1962).

Final Solution: Refers to the physical destruction of Jews based upon the radical Nazi ideology, what was termed as the Nazi's 'Final Solution to the Jewish Question in Europe' (Regional Jewish Communities of Ontario, 2004).

Genocide: An attempt to eradicate a targeted group through means of directly or indirectly killing them by creating conditions (e.g. starvation) that leads to their death (Staub, 2000). The term is a combination of both Greek and Latin (*geno-* meaning race/tribe and *-cide* representing the action of killing) and was brought forward by Raphael Lemkin in 1944. The United Nations (U.N.) and adopted term four years later, legally establishing 'genocide' as "acts with intent to destroy, in whole or in part, a national, ethnical, racial or religious group" (Office of the United Nations High Commissioner for Human Rights, 1948, ¶ 2).

Holocaust (*Shoah* in Hebrew): The Ontario Holocaust Memorial Day defines the Holocaust as a specific event in history, namely, the state-sponsored, systematic persecution and annihilation of European Jewry by the Nazis and their collaborators between the years of 1933- 1945 (Canadian Heritage, 2008). It is to be duly noted that many groups were persecuted alongside European Jews, namely the Roma & Sinti peoples (in accurately referred to as Gypsies), homosexuals (the author acknowledges that this term may carry negative connotations; however, such connotations are not intended and the

term is used to facilitate reference to both gay men and lesbian women, with historical prevalence of targeting the former), people with physical or mental disabilities, Jehovah's Witnesses, and political prisoners (Regional Jewish Communities of Ontario, 2004).

Holocaust Fatigue: A term used to describe the sloth-like response demonstrated by students, teachers, and the general public towards repetitive information pertaining to the Holocaust (Schweber, 2006).

Jew: An individual who can trace his/her ancestry maternally to the monolithic religion of Judaism (Regional Jewish Communities of Ontario, 2004).

Keegstra/Zundel Case: Two well-known legal cases that tested the Canadian Charter of Rights and Freedoms in Supreme Court of Canada. Zundel was charged under section 181, spreading false news in the foreward of the book, *Did Six Million Really Die?* Keegstra, an Alberta high school teacher, was charged under section 319(2), promoting hatred against an identifiable group of persons (Freidrichs, 1996; Smith, 1995).

Moral concern: An interest with regards to the ethical standards set by society or by that of an individual.

Nazi: A member of the National Socialist German Workers' party (1919-1945); which under the guidance of its right-winged leader, Adolf Hitler,

sought to suppress all opposition while establishing dictatorship in Germany following the party's political control in 1933. Hitler's National Socialist German Workers' party demonstrated aggressive anti-Semitism, attempted ethnic-cleansing, and mass killing, in the claim of territorial expansion and of so-called racial purification (Bergen, 2003; Regional Jewish Communities of Ontario, 2004).

Partisan: A resistance group member who used his/her efforts and tactics to hinder the enemy while operating secretly within enemy territory (Regional Jewish Communities of Ontario, 2004).

Personal concern: An individual's active engagement in issues which may affect the well-being of themselves, their community, or the world at large.

Personal Teaching Pedagogy: An educator's personal preference of instructional, learning, and actual operational strategies, methods or style utilized when delivering course curriculum to their students (van Manen, 1995).

Pre-Service Teacher Candidate: A student currently enrolled in a teacher education program in an accredited Faculty of Education.

Production of Trauma: Holocaust Education trauma may be produced through the improper exploration of the historical event. Two examples of this are: students may become traumatized by (1) victim role play or by (2) being

exposed to vivid graphic educational material while lacking a proper situation in the historical context. (Fallace, 2006).

Righteous Gentile: A non-Jew who risked their own personal safety to save Jews in Nazi-occupied Europe (Regional Jewish Communities of Ontario, 2004).

Limitations

The following are the limitations of this study:

1. The validity of the attitudes and approach Pre-Service Teacher Candidates was dependant upon their willingness to provide their perceived teaching pedagogy and attitude towards teaching Holocaust Education in Ontario.

Delimitations

The following are the delimitations of this study:

1. The sample population was limited to one Ontario Faculty of Education.
2. 26 mixed-method online survey responses were the sole means of the collected data in this study.

Assumptions

The following are the assumptions of this study:

1. The Pre-Service Teacher Candidates that participated in this study responded truthfully to all survey questions.

Overview of the Thesis

The purpose of this study was to explore the attitudes and approach Pre-Service Teacher Candidates' currently hold towards teaching students about the Holocaust in their future classrooms.

Chapter II explores the relevant research and theory literature in the arena of Holocaust Education, notably: its ongoing debate, overgeneralization of events, extreme representation of victims, treatment of Holocaust Education in textbooks and resources, teachers' attitudes towards Holocaust Education, personal pedagogy, personal and moral concerns, professional development, resource selection, cross-curricular approaches, Holocaust fatigue, and the production of trauma. Chapter III provides an overview of the research methodology utilized, particularly: outlining the research instrument, research questions, rationale of survey questions, sample and procedures, time frame, ethics, and the data analysis procedure utilized. Chapter IV states the findings of the study and is separated by personal characteristics, attitudes/ beliefs/ opinions, and personal pedagogy. Chapter V discusses the findings of the study and is examined by the 4 main questions which guided the study. The final chapter, Chapter VI concludes the study with recommendations and suggestions for further research.

CHAPTER TWO

Review of Relevant Research and Theory

A review of relevant literature yielded no studies that specifically addressed Pre-Service Teacher Candidates attitudes of and approaches towards Holocaust Education. As a means to guide the direction of the research, the literature review addressed three key areas: opinion research about attitudes and beliefs, discourse of Holocaust Education in the academic community, and past research of practices and attitudes of current teachers.

Opinion Research in relation to Attitudes and Beliefs

The act of acquiring complex and underlying values, attitudes, beliefs, perceptions of groups through opinion theory has become “increasingly significant in modern societies as people’s attitudes and behaviours have become ever more volatile” (Donsbach, 2007, p. 11). As indicated by Kulklinski (2001), investigating attitudes and beliefs of participants’ collective voice can be a difficult task for researchers, as attitudes and beliefs are not physical “things” and cannot be directly observed. Sparked by the protestant reformation and the attempt to achieve democratic ideals and practice, opinion research provided researchers with survey data, that when aggregate data were revealed, essentially rational collective preferences of the participants were presented (Donsbach, 2007).

Price (1988, p. 2) clearly broke down the need for opinion research as a means to explain the phenomenon of processing information, suggesting that opinion research is a marriage of both “social (public) and cognitive

(opinion).” Thus, in conjunction with educational theorist Dewey (1927), opinion research provides social groups, in this case Pre-Service Teacher Candidates, with an opportunity to voice their own opinions and beliefs, and to alter and adjust as necessary. Opinion research is not without its own problems however, Herbst (1993) indicated that its “inability to capture anything more than a narrow dimension of public attitudes” [and] the difficulty in measuring the intensity of opinions” (p. 142). Price (1988) further advocates the necessity to advance Dewey’s (1927) indication for social groups to improve their social well-being through a collaborative effort by proceeding past the mere stages of collecting and analyzing the data to organize a collective action based on the findings- an attempt that will later be seen in the Chapter Six recommendations of this thesis.

Discourse of Holocaust Education in the Academic Community

Holocaust Education

Holocaust Education has generated notable discussion in the academic community which is reflected in three concepts that frame much of the literature: the debate for or against Holocaust Education in schools, overgeneralization of events, and the extreme representation of victims.

The debate. The first concept explores the debate in academic research arguing either ‘for’ or ‘against’ Holocaust Education in schools. Numerous researchers who support Holocaust Education have explored themes of improving students’ moral development through critical thinking spurred by lessons of anti-racism, citizenship, anti-prejudice; moreover, arguments

warranted teachers to discuss the tendency of society to fall victim to greed, power, and human motivation. Researchers such as Short (2000), Carrington & Short (1997) and Thompson's (1997) studies argue 'for' Holocaust Education in schools and have suggested the popular concept of teachers utilizing Holocaust Education as a vehicle to promote fundamental anti-racist perspectives to their students. In addition to anti-racist education, Mountford's (2001) research supports the concept of improving students' citizenship through his research. The concept of utilizing Holocaust Education as a means for anti-prejudice lessons has been a common theme in academic papers and conferences (Donahue, 1994; Landau, 1992; Short, 2003). Farnham (1982) offers another perspective to the argument 'for' Holocaust Education, stating that students are engaged in critical thinking while attempt to understand the dangers of greed, power, and human motivation.

Divergent from the abovementioned view, some academics hold positions that refute the need for Holocaust Education. Researchers such as Kinloch (2001), Novick (1999 as cited in Short, 2003) and Bartov (1998) found fallacy in the promises of social and moral lessons alluded to by academics such as Mountford (2001), Short (2003), and Landau (1992). Not to be confused with Holocaust deniers, the researchers who position themselves against Holocaust Education argue that lessons "are empty and not very useful...a salutary reminder of the presence of evil in the world" (Novick, 1999, as cited in Short, 2003, p. 278).

Overgeneralization of events. Discussed within the general scope of Holocaust Education is that of the ‘problem’ of educators simplifying the events of the Holocaust. Schweber (2006) suggests that educators teaching the subject of the Holocaust were deficient in their explanation of the history of international anti-Semitism. Schweber (2006) continues to state that teachers were likely to portray Jews as ‘normalized’ within the 1933-1945 era. Omitting the history of why specific groups of people, such as homosexuals and people with physical or mental disabilities were targeted by the Nazi regime is necessary in furthering students’ understanding of the Nazi ideology and the suffering that was endured (Schweber, 2006).

Extreme representation of victims. The action by educators narrowing their content coverage and focus of the events pertaining to the Holocaust also receives a comparable amount of attention by researchers. Research by Schweber (2006) found an extreme representation of victims and little representation of various persecuted groups other than Jews in fundamentalist Christian schools. Both Schweber (2006) and Landau (1992) warn about the dangers of the sole concentration of one particular viewpoint or resource and advocate that due diligence is required when teaching the subject matter of the Holocaust.

Treatment of Holocaust Education in textbooks and resources

Educators are constantly seeking textbooks and resources which can better aid their students in exploring topics such as the Holocaust. Furthermore, it is commonplace for Ontario teachers to incorporate Ministry

approved textbooks into their lessons; however Ontario still lags behind other provinces and territories in the arena of approved textbooks in Holocaust Education (Canadian Heritage, 2008). Despite Canada's provincial and territorial interest in Holocaust Education, in 2005 findings from the Task Force distinctly show little change from research of Ontario textbooks that took place just over 26 years ago (Glickmann & Bardikoff, 1982).

A survey of students in the Toronto area found that despite the instrumental role textbooks can play in furthering Canadian students' knowledge and understanding of the Holocaust, textbooks had exerted little or no influence on students' knowledge of the subject matter (Glickmann & Bardikoff, 1982). Furthermore the students themselves felt there was a weak correlation in their knowledge base of the Holocaust and their assigned texts. Finally Glickmann and Bardikoff's (1982) research presented that textbooks authorized for the use in Ontario classrooms were deemed to treat the Holocaust inadequately despite the growing attention in the media and within the research community of the historical past.

The complexity of Holocaust Education entrenches teachers and their students in questions of morality, oppression, anti-racism, and political history. In addition to dealing with such issues, educators must also cope with substance of access to available resources (such as museums and documentaries) and plan for the delivery of such multifaceted lessons. The pressures of teaching the Holocaust, especially for teachers new to the profession, can amount to much stress and anxiety if unprepared to teach a subject area (Cole & Knowles, 1993). The stress and anxiety of teaching a new subject areas compounded by Glickmann & Bardikoff's (1982) findings of

Ontario textbooks and their lacking correlation with student knowledge may be ill-fated.

Past research of Practices and Attitudes of Current Teachers

Directing the literature review of the current practices and attitudes of current teachers were: teachers attitudes towards Holocaust Education, personal pedagogy, personal and moral concerns, professional development, resource selection, cross-curricular approaches, Holocaust fatigue, and the production of trauma.

Teachers attitudes towards Holocaust Education

The attitude of teachers towards issues of the Holocaust is an important element of Holocaust Education (Calandra, Lang, & Barron, 2004). Under the umbrella of teachers' attitudes towards Holocaust Education, sub-topics such as personal pedagogy, personal and moral concerns, professional development, resource selection, cross-curricular approaches, Holocaust fatigue, and the production of trauma emerged from the literature.

Personal pedagogy

Despite the lack of voice of Pre-Service Teacher Candidates, studies have been conducted with current teachers in regards to their attitudes, beliefs, and implementation of Multicultural Education and Holocaust Education (Brown & Davies, 1998; Johns, 1997). For instance, Johns' (1997) case study utilized personal interviews, two surveys and nonparticipant observation as instruments to gather data of middle school teachers in Florida. Johns' (1997)

research explored whether there was a correlation between self-perception and actual implementation of a multicultural approach. His research instruments provided insight into the teachers' self-perception, comfort level, respect for cultural diversity, and implementation of teaching concepts. Following the conclusion of Johns' study, only 50% of those who indicated that they use a multicultural approach actually utilized it. Brown & Davies (1998) findings demonstrated themes of overgeneralization, a lack of teaching methods, and normalization.

Personal and moral concerns

The idea of Holocaust Education being utilized as a vehicle to foster moral and anti-racist values has been explored by numerous researchers. For many, the study of this topic was motivated by personal and/or moral concerns (Donnelly, 2006; Fallace, 2006; Tinberg, 2005; Thompson, 1997).

Donnelly's (2006) yearlong study which assessed the teaching practices of teachers in American middle and secondary schools in 2003-2004. He found that teachers "taught the Holocaust for personal, education, and historical reasons, with policy concerns playing a far less role" (Donnelly, 2006, p. 51). Moreover, Donnelly (2006) presented data which affirmed that educators believed that Holocaust Education prepared their students to be more "aware of the dangers prejudice and stereotypes" and that lessons on the Holocaust also promoted a vital respect for human rights (Donnelly, 2006, p. 52).

Professional development

In the past 25 years, Holocaust denial has become evident – especially with the media coverage of the Zündel and Keegstra case throughout Canada (Freidrichs, 1996; Smith, 1995). Despite Canada’s declaration of its intolerance of Holocaust denial, its presence in our society may present itself through questions from students posed to their teacher. Yet, the question exists of what attitudes participants foster and how they will facilitate responding to such difficult questions. Donnelly’s (2006) research noted that relatively few educators who received professional development or post-secondary focused instruction on the events of the Holocaust; thus concluding that a majority of teachers in the United States are not prepared to teach about the event. The outlying question of whether the participants are similarly situated requires a replication of the Donnelly study.

Resource selection

By exploring the resources that the participants plan to use, administrators will gain an understanding of what resources they are familiar with and where resources may be in abundance or lacking. As Schweber (2006) noted, most teachers prefer ‘traditional methods’ of teaching such as discussions, lectures, and films. Building on the foundation of tradition, in the case of Donahue’s (1994) research, interviews with teachers made it clear that they felt that other disciplines – history and social science – should be the sole disciplines to discuss the Holocaust in the educational process. Since Ontario students may only come into contact with Holocaust Education in their mandatory grade 10 history curriculum, Friedrich (2006) encourages teachers

to select their resources with due care. Although courses as religion and civics may offer an examination of the events that led up to, during, or after the Holocaust, these classes are electives, thus their reach may be limited and not all students can benefit from engaging in this topic.

Cross-curricular approaches

Another question that must be asked of the respondents in this study is their willingness to incorporate Holocaust Education through a cross-curricular approach. An interesting perspective brought forth by Donahue (1994) was the reference to an elementary college German course, where he one of his respondents projects the importance of an educators' pedagogy:

Until we break our own silence on this issues, we may – however unwittingly – be collaborating in this insidious intention. To continue spinning out all sorts of reasons why we cannot possibly broach this topic with our elementary students would be to send the rather clear message (to students who may never return for the intermediate and advanced courses) that the German Department cannot face up to the horrible crimes of the Third Reich, and that it has somehow failed to grasp how these events continue to inform the contemporary German cultural and political scene. (p. 98).

This statement reverberates throughout all levels of educational institutions and across national boundaries. Donahue (1994) relays a point of view that directly relates to the perspective readily adopted within the academe, if we reject teaching the subject of the Holocaust, are we oppressing those students whom we are entrusted to teach?

Holocaust fatigue

Educators must approach the topic of Holocaust Education with a knowledgeable background of the events that took place, as well as an

excellent judgement of their own personal teaching pedagogy (Lindquist, 2007). The education of students must incorporate a fluid process of engagement with new knowledge that can be built upon prior knowledge. If this does not occur in Holocaust Education, Schweber (2006) warns that Holocaust fatigue may manifest in teachers and their students. In schools, lack of fluidity and co-ordination by educators could be targeted to explain the students becoming 'sick of it'. Without examining new and relevant perspectives, historical facts, and moral questions, students may not feel challenged to critically analyze the important topic.

Production of trauma.

Lucy Dawidowicz (1990, as cited in Short, 2000) explored the teachings of the Holocaust through an investigation of 25 curricula in the United States. She examined the inadequate coverage of the Holocaust in history, namely through "role playing exercises that produced trauma" (p. 292) and the inappropriate comparison of other genocides. Fallace (2006) discussed the actualization that two American history teachers faced while attending a Holocaust conference, the fact that, although "they both had graduate degrees in history, they had learned very little about the event" (p. 92).

The established themes in Holocaust research literature have presented themselves throughout general exploration of the topic. Academics have explored topics of overgeneralization, normalization, extreme representation of victim groups, and the production of trauma if proper instruction lacks precaution. In addition, the comparison of the Holocaust to other genocides,

the prevalence of hate literature, the use of resources, teaching methods, its cross-curricular usage, as well as the Schweber's (2006) Holocaust fatigue offered a foundation of academic knowledge to build this study upon.

Researchers such as Donnelly (2006), Fallace (2006), Friedrichs (1996), and Lipstadt (1990) have explored branches of teachers' attitudes towards Holocaust Education by concentrating their research in areas such as personal pedagogy, professional development, resource selection, and Holocaust fatigue. Their findings and conclusions have offered an enhanced understanding in the area of attitudes of educators in Holocaust Education.

Based on the previous research of the aforementioned educators, this study produced objective data that may alter the landscape of Holocaust Education in Ontario. The intent of this study is to make administrators examine their existing practices and identify possible areas for improvement.

This research is significant as the study embarks on providing an outlet for the Pre-Service Teacher Candidates' voice. Typically reserved for officially certified teachers, participants will be able to express their concerns by responding to online survey questions pertaining to their attitudes and approaches towards Holocaust Education. By listening to the voice of the participants, administrators and academics will be in a better position to facilitate change in areas expressed by the research participants.

CHAPTER THREE

Research Design and Methodology

Mixed Method Approach

A mixed method exploratory research design was chosen for this examination of Pre-Service Teacher Candidates attitude and approach towards Holocaust Education in Ontario, as it was believed by the researcher to offer an advantageous union of both qualitative and quantitative research methods.

Mixed methods research is defined as

the collection or analysis of both quantitative and qualitative data in a single study in which the data are collected concurrently or sequentially, are given a priority, and involve the integration of the data at one or more stages in the process of research (Creswell, 2003, p. 212).

As identified by Hanson et al. (2005), theorists have struggled with the philosophical basis of mixed methods research. Debate over philosophical paradigms composed of “epistemology (how we know what we know), ontology (the nature of reality), axiology (the place of values in research), and methodology (the process of research)” (p. 225) has led to a dichotomy between naturalistic and traditional inquiry paradigms. As suggested by Creswell (2003) and Hanson et al. (2005), the best paradigm to situate the study should not be determined by the method, rather by the research problem that is wished to be investigated.

As a result of the study’s research problem, opinion research was selected as a means to obtain numeric trends as well as detailed responses from the participants (Hanson et al., 2005). As mentioned in the previous chapter, this permitted the researcher to explore attitudes, which cannot be directly observed (Kulklinski, 2001). The study’s preparation took into

consideration both practical and theoretical forethought in the research instrument, time frame, sample selection, ethical considerations, as well as the collection, analysis and interpretation of data, the foundational four sub-questions, and lastly, the supporting rationale of the survey questions.

Survey Questions

CONSENT

1. I have read the above and consent to participate in the study.

PERSONAL CHARACTERISTICS

2. Which gender best describes you?
3. Which best describes your certification level once you graduate this year?
4. What is/are your teachable subject(s)?
5. Following graduation, which type of educational board do you wish to gain employment with?
6. Did you receive any formal lessons on the Holocaust during your elementary or secondary schooling?
7. Where have you acquired your knowledge about the Holocaust?

ATTITUDES/BELIEFS/OPINIONS

8. Should Ontario schools teach about the Holocaust?
9. What do you see as the main advantage(s) or disadvantage(s) of teaching the Holocaust?
10. Do you see any advantages or disadvantages in teaching the Holocaust to elementary students?
11. At what grade do you feel that students should be exposed to the teachings of the Holocaust?
12. Where do you feel teaching about the Holocaust best suits the Ontario curriculum?
13. Do you feel that teaching the Holocaust is relevant to our Ontario students today? Please explain.
14. Where would you place Holocaust Education in relation to environmentalism, intercultural dialogue, and community service as integrated aspects of teacher education? Please list, from most important (1) to least important (4).
15. If your Faculty of Education offered a professional development seminar on ways to teach the Holocaust, would you attend?

16. Do you think that it would be possible to remain completely objective while teaching the Holocaust; thus teaching an unbiased representation of various stakeholders (perpetrators, victims, bystanders)?
17. What do you believe is the most common error teachers make when teaching about the Holocaust?

PERSONAL PEDAGOGY

18. How much time do you plan to spend on teaching the Holocaust when you have your own classroom?
19. What materials will you use to teach the Holocaust?
20. Do you feel comfortable teaching the Holocaust? If not, what are the sources of your discomfort?
21. When teaching the Holocaust, will you draw parallels between the Holocaust and other atrocities committed against other ethnic groups in the past (for example: Armenian genocide; Sudanese genocide; Stalin's Ukrainian forced famine)? Please explain.
22. When teaching the Holocaust, will you discuss persecuted groups other than Jews (for example: Roma & Sinti (in accurately referred to as

Gypsies); physically and mentally handicapped; Jehovah's Witnesses; political prisoners)? Please explain.

23. If approached by a student who was told by her grandfather that "there is no such thing as the Holocaust", how would you address this case of Holocaust denial?

24. Do you feel that by teaching the Holocaust your students will be more prepared to combat racism and prejudices? Please explain.

25. When teaching the Holocaust, will your lessons cover the efforts of partisans and that of the Righteous Gentiles?

26. When teaching about the Holocaust, how would you explain your rationale for teaching the topic?

*For a detailed breakdown of the survey questions, refer to Appendix F.

Research Instrument

An online survey was selected by the researcher, as the research instrument for 5 reasons:

1. Access to potential respondents in various locations
2. Research timeline
3. Cost
4. Convenience of data collection

5. Minimization of respondent discomfort

The SurveyMonkey.com - an online survey service- proved beneficial to the study, as it was user friendly and provided a desirable survey format. The researcher was aware that not all students enrolled in the professional year Bachelor of Education program had access to the university campus; thus, the research instrument was available for all potential respondents in hopes of minimizing a lower non-response rate. The online availability of the survey permitted participants to complete the survey at their own leisure and in a location of their choice. The cost (Neuman, 2009) was relatively low (3 months x \$19.95 USD). The service permitted the researcher to pull data throughout the collection period and provided numerous means to format the responses of participants. Moreover, the nature of the research instrument minimized any discomfort respondents may have had; thus, they may have felt more inclined to respond truthfully to sensitive questions (Neuman, 2009; Bachman & Elfrink, 1996).

The survey consisted of 26 questions which were divided into four sections: (1) consent to participate in the survey; (2) personal characteristics; (3) attitudes/beliefs/opinions; and (4) personal pedagogy. With the exception of the first section's only question (which required an answer of "Yes, I have read the above and consent to participate in the study"), all questions could have been skipped if the respondent chose to do so. The second section was used to identify and classify the respondents appropriately, such as their basic qualification levels and teachable subjects. The latter sections comprised the substantial bulk of the online survey. Following the completion of the survey,

the respondent simply clicked 'done' and was immediately thanked for participating in the survey. As an incentive for participation, the respondent's unique identification code was submitted into draw for a \$50.00 gift card.

Time Frame

This study was completed over a period of 23 months. The process of collecting and examining literature pertinent to the study was conducted from September 2007 - October 2008. Survey questions and a research ethics submission of the study extended from August 2007 – February 2008. The researcher received Lakehead University Research Ethics Board's approval on February 24, 2009. Subsequent to this, data was collected over a two week period, from 4 p.m. Thursday, February 26, 2009 until 4 p.m. on Thursday, March 12, 2009. Data analysis and interpretation of findings occurred from March – April 2009. Continual advancement in the study's supporting literature and numerous revisions were made until its final approval was granted by the internal and external committee members.

Sample Selection

The sample of 57 respondents were selected purposively, as they identified themselves as Pre-Service Teacher Candidates enrolled in their professional year of study within the mid-sized Faculty of Education where the study took place. It is necessary to note that all undergraduate students enrolled in their professional year of the Bachelor of Education program had an opportunity to participate in this study. The aforementioned prospect equated to the possibility of having a sample comprised and representative of all possible

qualifications (Primary-Junior, Junior-Intermediate, and Intermediate-Senior). Of the 57 potential respondents, 45 students started the survey with 43 (95.6%) of the respondents completing the entire survey. One respondent merely agreed to the cover letter, consent form, and completed the unique identification code, but chose not to complete any of the questions from 1-26. The study was comprised of 32 (72.7%) females and 12 (27.3%) males. It must be noted that due to the low response rate (less than 70%) and inability to achieve the confidence interval necessary to verify the validity of the survey, in combination with the potential respondents being drawn from a non-probability purposive sample, the findings may only be regarded as representative of those respondents who participated in the online survey (Neuman & Robson, 2009).

Sample Selection Procedure

Three methods were utilized to recruit potential respondents for the online survey:

1. Two emails inviting all Pre-Service Teacher Candidates to participate in the study (assistance was gained from the undergraduate office within the faculty).
2. Posters inviting participants to the study were strategically placed throughout the Faculty of Education building.
3. Word-of-mouth invitation to Pre-Service Professional Year Teacher Candidates.

The two invitation emails contained information about the study and requested interested potential respondents to contact the researcher with their own university email account to the email account provided. A week after the first email was sent to the potential sample population; a second e-mail (a follow up of the initial email with an additional thank-you message for those who had already responded to the survey) was sent and served as the final attempt to achieve a greater response. In tandem with the first means of recruitment, posters advertising the online survey and the need for potential respondents were located in heavily trafficked areas throughout the faculty. Word-of-mouth invitation was the final attempt to persuade professional year students to participate in the study.

The emails had the advantage of reaching all students enrolled; but had the disadvantage of being mistaken for spam and thus, being deleted without being read. The posters attempted to recruit possible respondents who were frequenting areas throughout the Faculty of Education (such as cafeteria, computer room, hallways, etc.); however, they endured the possibility of being removed or forgotten. The word-of-mouth invitation allowed for students to make a personal connection to the researcher and understand the importance of their participation; however, their choice to participate in the study remained at their discretion.

Participants had two weeks to complete the survey. As touched upon earlier, as an incentive to participate in the study, respondents were entered into a randomized draw for a \$50.00 gift card. Following completion of the survey, the draw for the \$50.00 gift card took place and the winner contacted.

Interested individuals contacted the researcher from their university account; they each received an email containing:

1. A thank-you message
2. Hyperlink to the online survey
3. Identification code and password required to gain access

To avoid concerns regarding the security of online surveys, the following precautions were taken:

1. The survey was conducted on a well-regarded survey instrument, www.SurveyMonkey.com
2. Respondents were required to enter an identification code to ensure that only participants could access the survey
3. Use of a password limited respondents to only one survey entry

Ethics

Ethics approval for research involving human participants was granted in the winter of 2009 by the Lakehead University Research Ethics Board (REB project# 055 08-09). Further permission for the study was granted by the Chair of the Undergraduate Studies where the research for this project took place. Potential participants were exposed to the ethical considerations of the study through various invitations:

- Invitation emails inviting potential respondents to participate in the study (Appendix B & Appendix C)
- Posters (Appendix A)

- Word-of-mouth
- Cover letter of online survey (Appendix E)

Because of the online nature of the research instrument, consent was granted by the respondent to the researcher by means of inputting their unique identification code and date. Both the cover letter and consent form highlighted the following ethical considerations:

- The respondent read and understood the cover/information letter for the study.
- The respondent agreed to participate.
- The respondent understood that there were no serious risks and/or benefits.
- The respondent understood that their participation was strictly voluntary, that they could withdraw from the study at any time and may decline to answer any question.
- That the findings from the research would be available to them by contacting the researcher, Sabrina Leifso, through email: sleifso@lakeheadu.ca or copies may be retrieved from the Paterson Library and Faculty of Education Library located at Lakehead University's Thunder Bay campus.
- The respondent understood that all the data collected in this survey would remain strictly confidential and would only be accessed by Sabrina Leifso and Dr. Walter Epp.

- The respondent's name and contact information would only be used to contact them for the purpose of notifying the winner of the randomly drawn participation prize.
- The respondent would remain anonymous in any publication/public presentation of research findings.
- The data provided by the respondent would be securely stored at Lakehead University for a period of five years- thereafter, all records would be destroyed.

Data Collection

Directing the inquiry were four questions pertaining to the respondents' attitudes, beliefs, opinions, and their personal teaching pedagogy:

1. What were Pre-Service Teacher Candidates' outlooks towards Holocaust Education in Ontario?
2. Do respondents believe that teachers can remain objective while teaching the Holocaust?
3. Where do Ontario's Pre-Service Teacher Candidates feel that the topic of the Holocaust should be taught?
4. How will participants incorporate Holocaust Education in Ontario's schools?

The intention of the above sub-questions was to encompass a greater understanding of the main problem statement, "What are Ontario's Pre-Service Teacher Candidates' attitudes and approach towards teaching the Holocaust?"

Rationale of Survey Questions

As mentioned earlier, the 26 survey questions were divided into four categories:

1. Consent
2. Personal Characteristics
3. Attitudes / Beliefs / Opinions
4. Personal Pedagogy.

Following the four categories, the rationale of why the 26 open and close-ended questions were designed to provide a level of acceptable inquiry and exploration of the main research problem of the study.

Section 1: Consent

The first section was the smallest of the four sections, comprised of merely one question of consent to participate. Prior to the potential respondent answering questions pertaining to the research, they were required to read and acknowledge the cover letter, which contained the ethical considerations mentioned on page 33. If the potential respondent did not select “Yes, I have read the above and consent to participate in the study”, they were unable to participate in the online survey.

Section 2: Personal Characteristics

The second section permitted the researcher to understand the each respondents' demographic. The first four questions attained information regarding respondents' characteristics such as their gender, certified teaching levels, teachable subject(s), and preferred educational board. The latter two

questions of the second section were personal characteristics. These questions, “did you receive any formal lessons on the Holocaust during your elementary/secondary schooling?” and “where have you acquired your knowledge about the Holocaust?” were formulated with the intent of providing the researcher with an understanding of the respondents’ personal or formal engagement with material related to the Holocaust. These two questions stemmed from the Donnelly (2006) study on the teaching practices utilized to teach students the Holocaust in middle and secondary schools in the United States. Since not all Pre-Service Teacher Candidates who attend a Faculty of Education in Ontario are required to have completed school within Canada, the question of whether or not respondents received lessons on the Holocaust was necessary. This was especially important because Donnelly (2006) found that 52% of her study’s respondents (current history teachers) cited that their own high school coursework was the main source (after informal and undergraduate work) of Holocaust knowledge, followed by history textbooks (25%) and lastly professional development (23%).

Section 3: Attitudes/beliefs/opinions

The third section involved nine questions regarding the attitudes, beliefs, and opinions that were currently held by Ontario pre-service teacher respondents. The first question, “should Ontario schools teach about the Holocaust?” offered insight into the thoughts of current Pre-Service Teacher Candidates. With the Task Force citing a response that a majority of Boards of Education in Ontario had been including the Holocaust in their curriculum for over ten years, the data obtained from this study determined how the

thoughts of participants thoughts aligned with the policies of their future Ontario employers (Canadian Heritage, 2008).

Easing into the second question, “what do you see as the main advantage(s) or disadvantage(s) of teaching the Holocaust?” respondents were able to respond in their own words to the question of what they personally saw as the main advantage and/or disadvantage of teaching the Holocaust. While developing the survey’s questions, the researcher pondered whether the responses may be similar to what was found in the past. For example, Donnelly (2006) and Short (2000) noted in their research that teachers stated advantages such as understanding the dangers of prejudice and stereotypes, as well as embedding respect for human rights.

The next two questions were based on my own experiences while attending a professional development conference on Holocaust Education in Israel during the summer of 2008. The questions, “do you see any advantages or disadvantages in teaching the Holocaust to elementary students?” and the question of “at what age is it appropriate to begin exposing students to the teachings of Holocaust Education?” sought to explore at what age respondents felt it was appropriate to teach and link to the next question of where they felt Holocaust Education would fit within the Ontario curriculum.

Subsequent to the questions regarding age and appropriateness of Holocaust Education, the next three questions sought to explore the voice of the participants. The questions explored if the respondents believed that Holocaust Education should be taught and where it should be placed when and if it is taught in Ontario schools. The question of “where do you feel teaching about the Holocaust best suits the Ontario curriculum?” explored the opinion

of the respondents in a sentence structure that permitted their own personal view of where Holocaust Education should be placed. In addition, the relevance of the topic was explored using the responses to the following question, “do you feel that teaching the Holocaust is relevant to our Ontario students today?” To further the knowledge of where Holocaust Education may be prioritized by the cohort of participants, the question of “where would you place Holocaust Education in relation to environmentalism, intercultural dialogue, and community service as integrated aspects of teacher education?” was utilized in the survey.

The next question, “do you feel that teaching the Holocaust is relevant to our Ontario students today?” was based on the Donnelly (2006) study, in which she asked the same question in relation to the entire US education. Donnelly (2006) reported 56% of her respondents deemed that Holocaust Education was relevant and critical towards the shaping of a more tolerant society.

The researcher wished to explore whether there was a positive correlation between respondents who would attend a professional development seminar on teaching the Holocaust (If your Faculty of Education offered a professional development seminar on ways to teach the Holocaust, would you attend?) and the participants who opted to view themselves as teaching Holocaust Education when they are employed in the future. As Donnelly (2006) noted in her study, those who received professional development on the subject of the Holocaust generally spent more time addressing this topic.

The second last question posed in the attitudes, beliefs, and opinion section was the question based on whether objectivity could be maintained

throughout the teaching of Holocaust Education. The inquiry of the participants' response to the question, "do you think that it would be possible to remain completely objective while teaching the Holocaust; thus teaching an unbiased representation of various stakeholders (perpetrators, victims, bystanders)?" was intended for the respondents to self-reflect and openly respond.

The last of the section questions pertained to what the respondents believed were the most common errors when teaching the Holocaust. This question welcomed participants' reflection of past experiences as students. The particular insight will offer administrators a glimpse of areas pointed out by participants in hopes of improved professional development.

Section 4: Personal pedagogy

A common complaint heard by the researcher from teaching colleagues was that they already had difficulty balancing what was already on their "curricular plate". The final category of personal pedagogy related to the participants' future teaching strategies, methods, resources, amongst various other aspects of Holocaust Education.

The first of the pedagogical questions asked respondents to state how much time they planned to spend teaching the Holocaust when they have their own classroom (how much time do you plan to spend on teaching the Holocaust when you have your own classroom?). For example, would respondents feel that the topic is better taught by another teacher in another program, or perhaps, will they dedicate an Art class to the examination and discussion of retrieved artwork from the 1933-1945 time period?

The second question delves into what resources the participants will use when teaching the Holocaust (refer to question 19 in Appendix F). When Donnelly (2006) posed a similar question in her study, the use of films and firsthand accounts of the Holocaust was overwhelmingly dominant with 69% of respondents stating that they utilize such resources when teaching students about the Holocaust. The response of utilizing their guest speaker's personal account of the Holocaust was also one of the ten suggestions made by Glanz (1999) when addressing the delivery of Holocaust Education.

Following the response of the third question, the study attempted to understand where the participants placed themselves when asked whether they were comfortable teaching the Holocaust. The question, "do you feel comfortable teaching the Holocaust? If not, what are the sources of your discomfort (for example, inadequate knowledge; deficiency in textbooks and other materials; nature of subject matter)?" also contained a second question to follow-up a respondent's response of 'no'. By having an additional question asking respondents to clarify why they may obtain a sense of discomfort, administrators may be able to divert more attention to the issues addressed.

Following a presentation on how to teach the Holocaust, attendees (which also included myself) were warned not to draw parallels between the Holocaust and other genocides due to the mere fact that each genocide has unique factors that led up to the atrocities (M. Soberman, personal communication, February 26, 2009). Hence the placement of the question, "when teaching the Holocaust, will you draw parallels between the Holocaust and other atrocities committed against other ethnic groups in the past?" which was then followed by various 20th century examples.

Following a lecture I gave on teaching the Holocaust to Pre-Service Intermediate-Senior History Teacher Candidates, as a graduate assistant, I was approached by a student with a minor in History who made the following statement, “I feel a little ashamed to tell you this, but before today, I didn’t know there were all those other groups of people that were persecuted by the Nazis.” The next question can be related to the experience I had with that particular student; I posed the question of “when teaching the Holocaust, will you discuss persecuted groups other than Jews?” This question and the second last question regarding partisans and Righteous Gentiles proved beneficial to both my research and respondents. By asking the two questions the researcher gained information on whether or not the respondents planned to discuss persecuted groups other than Jews; moreover, whether exploratory lessons on Partisans and Righteous Gentiles of the Holocaust would take place.

As addressed in numerous Holocaust literatures, Holocaust denial is currently an international phenomenon. Despite Canada’s collective United Nations pledge made in 2007 to “condemn, without reservation, any denial of the Holocaust” educators are not immune to fielding questions pertaining to Holocaust denial. The next question (if approached by a student who was told by her grandfather that “there is no such thing as the Holocaust”, how would you address this case of Holocaust denial?) asked the respondent to describe if and how they would address a classroom situation of Holocaust denial.

Third from the last, the question (do you feel that by teaching the Holocaust your students will be more prepared to combat racism and prejudices?) explored whether the respondent felt that their students would be more prepared to combat racism and prejudice. The question was posed to

ascertain whether the respondents place themselves in agreement with the much supported Holocaust Education for anti-racist/prejudice lessons.

As previously mentioned, the second last question (when teaching the Holocaust, will your lessons cover the efforts of partisans and that of the Righteous Gentiles) was posed regarding Partisans (resistance fighters) and Righteous Gentiles.

The final question sought to understand why this cohort of future teachers will teach the Holocaust. For many researchers, their findings indicated that their investigations of the Holocaust were motivated by personal and/or moral concerns (Friedrichs, 1996; Lipstadt, 1990; Thompson, 1997).

Following the completion of the survey questions in each of the four sections, the collected data were analyzed and themes drawn from the responses of the participants.

Data Analysis

Data were retrieved from the research instrument throughout the two-week period of its availability. Qualitative and quantitative data were collected and analyzed together as a means to triangulate emerging themes. In this study, qualitative data was given priority, with the quantitative data augmenting the rich responses provided by the participants. Quantitative empirical data was utilized to capture specific numerical representation of the attitudes voiced by respondents through the research instrument. The researcher utilized an inductive approach to analyze the qualitative data

(Bogdan & Biklen, 2003) in an attempt to develop an in-depth understanding of the collective respondents' voices.

Each participant's responses were retrieved from the software (SurveyMonkey.com) and made available in print form. Several readings of each participant's responses were completed in an attempt to gain an overview of prominent and emerging themes that proved successful.

When a question was analyzed as a collective whole, each participant's response was linked to their numeric code assigned to them by the software program, which permitted the researcher to cross-examine characteristics of the participant with their responses. Once responses were explored, emergent themes were identified and then responses were colour coded accordingly. Taken together, the data produced three themes and twenty-two thematic strands that illustrated the participants' attitudes and approach towards teaching lessons of and about the Holocaust. Presented in Table 1 is an example of observed themes and thematic strands.

Table 1
Observed themes and thematic strands

Themes	Thematic Strands
Moral Development	<ul style="list-style-type: none"> ▪ Morals & ethical treatment ▪ Lessons on anti-prejudice & racism ▪ Bioethics ▪ Student maturity level ▪ Privileged treatment of minority groups ▪ Citizenship
Empathy	<ul style="list-style-type: none"> ▪ Dehumanization ▪ Emotion ▪ Family History ▪ Empathy ▪ Remembrance
Exposure to Facts	<ul style="list-style-type: none"> ▪ Combat history from repeating itself ▪ Current genocides & conflict ▪ Major component of 20th century history ▪ Bias & misrepresentation of events / people ▪ Disturbing nature of facts ▪ Worldly exposure ▪ Lack of context ▪ Censorship ▪ Exposure to historically accurate facts ▪ Student research

Summary

In Chapter III, the researcher discussed the research design and methodology used to explore the participants' attitudes and approach towards teaching Holocaust Education in Ontario. The researcher's measures were: time span, sample selection, sample selection procedures, ethical considerations, data collection, and data analysis.

CHAPTER FOUR

Findings

Introduction

This chapter contains the findings of forty-five Ontario Pre-Service Teacher Candidates' personal teaching pedagogies, attitudes, beliefs, and opinions towards teaching the Holocaust in Ontario classrooms. Prior to exploring the three themes and twenty-two thematic strands that emerged from the collected data, the personal characteristics, as identified by the participants will be discussed. Following the examination of the participants' personal characteristics, the three main emergent themes will be exposed. The themes of moral development, empathy, and exposure to facts offered a greater understanding of the study's focal question, "What were Pre-Service Teacher Candidates' Attitudes and Approaches towards Holocaust Education in Ontario?"

Participants' Personal Characteristics

Forty-four participants identified their certification level (upon graduation) as Primary-Junior, Junior-Intermediate, or Intermediate-Senior. The amount of participants in each teaching certification level is presented in Table 2.

Table 2
Certification level upon graduation

Certification Level	Response Count	Response Frequency
Intermediate-Senior (7-12)	27	61.4%
Primary- Junior (K-6)	9	20.5%
Junior-Intermediate (4-10)	8	18.2%

Forty-four of forty-five participants identified their employment preference following their graduation of the Bachelor of Education program as: public board only, catholic board only, catholic and public board, or none of the above. Details pertaining to employment preference are seen in Table 3.

Table 3
Educational board participants wish to gain employment with

Answer	Response Count	Response Frequency
Public Board ONLY	27	61.4%
Catholic Board AND Public Board	8	18.2%
None of the above (for example: planning to teach abroad)	5	11.4%
Catholic Board ONLY	4	9.1%

Thirty-four participants identified their teachable subjects. Nine participants identified themselves as obtaining the Primary-Junior teaching qualification; therefore, they did not have a specific teachable. Teachable subjects ranged from History to Music, with further detail in Table 4.

Table 4
Teachable Subject(s)

Subject	Response Count	Response Frequency
History	23	67.6%
English	17	50.0%
Geography	5	14.7%
Physical Education	4	11.8%
French	3	8.8%
Individual & Society	2	5.9%
General Social Science	1	2.9%
General Science	1	2.9%
Environmental Science	1	2.9%
Music	1	2.9%

In addition to the participants being asked to identify their teachable subjects (if applicable), participants identified whether they would attend a Faculty of Education offered professional development seminar on ways to teach the Holocaust. Most participants responded that they would attend if the seminar was offered; responses can be seen below in Table 5.

Table 5
Holocaust Professional development seminar attendance

Answer options	Response Count	Response Frequency
Yes, I would attend	41	95.3%
Undecided	2	4.7%
No, I would not attend	0	0.0%

In an attempt to understand where participants ranked Holocaust Education's importance in Ontario schools, respondents were asked to rank Holocaust Education in relation to other aspects of education in Ontario. As seen in Table 6, the topic of Holocaust Education ranked third in importance, as suggested by the participants.

Table 6
Ranking of integrated aspects of teacher education

Answer options	Response Count	Response Frequency
Intercultural Dialogue	18	43.9%
Environmental Dialogue	17	41.5%
Holocaust Education	3	7.3%
Community Service	2	4.9%

To investigate the participants' previous exposure to Holocaust Education throughout their own elementary or secondary schooling, the respondents were asked to recollect their educational experience and indicate

either ‘yes’ or ‘no’ to whether or not they had received at least one formal lesson about the Holocaust, the findings were as follows:

Table 7

Received formal lessons about the Holocaust in past schooling

Answer options	Response Count	Response Frequency
Yes	30	68.2%
No	14	31.8%

In an effort to explore where the participants’ had acquired their knowledge of the Holocaust, forty-four respondents listed an abundance of resources and experiences. The resources ranged from various novels such as Anne Holm’s “I am Daniel”, Elie Wiesel’s “Night”, and Viktor Frankl’s “Man’s Search for Meaning” to movies such as “Swing Kids” and “Schindler’s List.” Personal experiences were not mentioned in large numbers, but were still very evident as a means of knowledge acquisition. As some participants stated, experiences such as interacting with a Holocaust survivor, interacting with a former drafted German soldier, attending museums, university seminars and lectures, as well as visiting concentration camps such as Dachau provided pivotal foundational knowledge. Several respondents revealed that their knowledge was apprehended verbally through stories from relatives that lived through the Holocaust era. In addition to the general statement of family, two participants specified that Holocaust survivors were amongst their own family. One respondent was compelled to further explain his/her response of family with “I’m Jewish, parents are Jewish, my grandparents are Holocaust survivors” at the same time continuing

to list a plethora of resources. A generalized compilation of the resources mentioned by the respondents are presented below in Table 8.

Table 8
Acquisition of Derived Holocaust Knowledge

Location	Response Count	Response Frequency
Movies	30	68.2%
Documentaries	24	54.5%
Books/novels/memoirs	24	54.5%
Schooling	23	52.3%
Classroom textbooks	16	36.4%
Holocaust Survivor	14	31.8%
Museum	11	32.6%
Post-secondary schooling	8	18.2%
Personal research	8	18.2%
Family/Family History/friends	8	18.2%
Seminars	3	06.8%
Concentration camp	2	04.5%
Newspaper	2	04.5%
Europe travel	2	04.5%
Video games	2	04.5%
Television	2	04.5%
Radio	1	02.3%
Drafted German Soldier	1	02.3%
Anne Frank House	1	02.3%

When asked about their level of comfort teaching the Holocaust, a large majority of participants expressed that they were comfortable teaching Holocaust Education in their future classrooms. General responses are listed in Table 9.

Table 9
Comfort levels of teaching the Holocaust

General Responses	Response Count	Response Frequency
Comfortable	34	79.1%
Uncomfortable	7	16.3%
Mixed feelings	2	4.7%

Participants presented a variance of time periods that they would require if they were to teach the Holocaust. General responses ranged from being unsure of the amount of time to setting aside the entirety of one unit. The general responses are listed in Table 10.

Table 10

How much time do you plan to spend on teaching the Holocaust when you have your own classroom?

General Responses	Response Count	Response Frequency
One unit	15	34.9%
One-three periods	8	18.6%
Depends on grade	7	16.3%
One week	6	14.0%
Unsure	4	9.3%
As much time is required	3	7.0%

Moral Development

As a component of the “hidden curriculum” in Ontario schools, the development of each student’s personal morals for the greater good of society is, by some, deemed a necessity. It was apparent in the data, that participants identified Holocaust Education as a means to expose students to opportunities to expand and solidify their morals. The researcher’s overarching theme of moral development was defined by five thematic strands: students’ moral & ethical development, lessons on anti-prejudice & anti-racism, bioethical understanding, maturity level, and citizenship.

Moral & ethical development

Extracted from the data was the thematic strand of moral and ethical development. This was apparent through open-ended responses, where, for example, a personal reflection of one respondent described Holocaust

Education as a vehicle for moral and ethical development. Another respondent shared his/her view, saying that “the study of the Holocaust is a good way of showing the students the power of hatred and why they should be open to others’ differences.” While other respondents suggested that teaching the Holocaust “offers windows of opportunity to issues of anti-oppression” and teaches the “damages of racism” to younger students. Much of their responses were summed nicely by one potential teacher who believed and stated that “there is a moral obligation to educate students on this topic [Holocaust].” A summary of the participants’ view of the main advantage of teaching elementary students about the Holocaust are listed in Table 11.

Table 11

Main advantage(s) of teaching the Holocaust to elementary students

General Responses	Response Count	Response Frequency
Develops morals & ethical understanding	8	18.6%
Learning from past mistakes	7	16.3%
Teaches social justice	5	11.6%
Teaches world history	3	07.0%
Identify present day prejudice	3	07.0%
Explores genocide	1	02.3%
Appreciation of survivors	1	02.3%

Lessons on anti-prejudice & anti-racism

Voiced in their responses, participants approached Holocaust Education as a tool to provide their students with crucial lessons about human prejudice, racism, and xenophobia. As one participant explained, learning about the Holocaust would “help teach respect, sensitivity, and a sense of equality among all races”; moreover, another participant stated that Holocaust Education “teaches students how serious and pointless racial hate is.” It was indicated by several participants who acknowledged that lessons stemming

from Holocaust Education may spark preventative thought in their students towards current prejudices. Closely braided with this theme was that of genocide. As one respondent explained,

I think the Holocaust can be used not only to show the consequences of stereotyping, propaganda and genocide, but can also be part of an overall social justice theory about genocide

he/she then continues, that the knowledge gained from the lessons on the effects of stereotyping, propaganda, and genocide can be used to “understand things that have happened or are happening in the world.” One participant’s response nicely sums up this particular theme of anti-prejudice and anti-racism, stating that students need to learn to “stand up for others” and, as strongly voiced in the data, students need to “learn from the mistakes made in history.”

The seventh question explored participants’ attitude towards their students’ preparedness to combat racism and prejudices if they were taught Holocaust Education. The participants’ responses are listed in Table 12.

Table 12
Will teaching the Holocaust better prepare students to combat racism and prejudice?

General Responses	Response Count	Response Frequency
Yes	25	61%
Hopeful	12	29.2%
Mixed feelings	4	9.7%
No	1	2.4%
Unsure	1	2.4%

The idea of creating awareness and sensitivity in an effort to develop students’ morals was revealed through further in-depth analysis of the data rich responses. Several participants either believed or expressed statements of hope for their students to become more aware of racism and prejudices

through Holocaust Education. For instance, one respondent stated that he/she did not know

if they [students] will be able to ‘combat’ racism if I teach them [students] about the Holocaust. Combating racism to me would take on a form of its own with teaching them effective tools and strategies to stop it. But I do feel that by teaching the Holocaust students will become aware of their own biases and prejudices. They will be given the opportunity to reflect on how racism and these prejudices shape peoples experiences and shape our world. I hope to empower them with the techniques to be critical thinkers and be cautious of the choices they make in life.

As another respondent expressed his/her belief that awareness “breeds sensitivity, sensitivity should lead to less anti-oppressive behaviour. In concert with the other respondents, another participant felt that by having students critically examine the historic events of the Holocaust and “come to their own conclusions”, that he/she hopes that, in turn, when his/her students “see racism around them, they are able to address it properly.” By teaching the Holocaust, one participant felt that “hopefully students will be more sensitive [*sic*] to even seemingly harmless racist jokes, and be aware that all acts of racism are deeply hurtful.” Moreover, one respondent stated the need to empower students with the ability to think critically, stating that

Holocaust education is an important part of teaching what humankind is capable of if we blindly follow the racial teachings, beliefs, and practices of individuals, governments....”

Bioethical understanding

With inception of technological advances in current genetic prenatal screening practices, the topic of bioethics was a common theme strung throughout assorted responses across various questions in the research instrument (refer to Table 11). A respondent revealed how he/she believes how lessons from the Holocaust pertains to Ontario students, in

“...screening to select for sex, eye colour, and even intellectual or athletic abilities of unborn children, the creation of the ‘superchild’ could be linked to Hitler’s views of the ideal race.”

Another argument extracted from the data was derived from three respondent’s thoughts of how they could tie class discussion of the persecution “others”. The idea of teaching the Holocaust as a means to examine the current ethical considerations of genetic engineering and screening was discussed. One participant mentioned that by discussing the persecution of such a vast amount of groups, it would add to the students’ understanding of what the “Nazi’s were trying to achieve” and the “current connections to genetic engineering.” Moreover, another participant suggested that as a class, they could (see Table 13)

link them [persecuted groups of the Holocaust] to the current issues of genetic screening for different things (i.e. mental and physical handicaps vs. blue eyes or skin pigmentation).

Table 13
Discussion of persecuted groups other than Jews?

General Responses	Response Count	Response Frequency
Yes	42	98.0%
Unsure	1	2.3%
No	0	0.0%

Maturity level

For a teacher to successfully engage and plan beneficial lessons to develop his/her students’ moral foundation, teachers must have a clear understanding of the maturity level of their students. This is especially true with the encompassing information that comprises the subject matter of the Holocaust. As indicated by the data, the main disadvantage of teaching the Holocaust ranged from it being viewed as a sensitive, emotional topic to the

possibility of potentially vilifying all German people. Although when asked what the main disadvantages and advantages of teaching the Holocaust were, most respondents focused their response on the positive aspect of Holocaust Education, some participants did state a few negative responses. The main disadvantage of teaching Holocaust Education, and more specifically, teaching the subject matter to elementary students can be seen in Table 14 and Table 15 respectively. As one respondent pointed out, “teaching too much detail too young (in primary)” would be disadvantageous on the part of the educator teaching Holocaust education. Moreover, another participant stated that

it [Holocaust Education] shows a very harsh image of history; a harsh image that may or may not be detrimental to their learning process...I think it just depends on how much detail you give.”

Table 14
Main disadvantage(s) of teaching the Holocaust?

General Responses	Response Count	Response Frequency
Very sensitive, emotional topic	3	07.0%
Maturity level of students	2	04.7%
Minority groups may become upset	1	02.3%
May potentially vilify all German people	1	02.3%

Table 15
Main disadvantage(s) of teaching the Holocaust to elementary students?

General Responses	Response Count	Response Frequency
Inability to comprehend	11	25.6%
Maturity level of students	10	23.5%
Graphic/disturbing information	6	14.0%
Emotionally detrimental	5	11.6%
Very sensitive, emotional topic	3	07.0%

As specified by a participant “...the context in which this terrible situation occurred” presents apprehension towards teaching the topic, as he/she continues to explain their own viewpoint that elementary students are “not at

an age yet to connect and fully appreciate the topic and make it worthy.” Amongst many other responses towards students’ maturity level, the following statement solidified the theme of maturity, that “young students may not realize the implications,” the details “may be frightening for them (even if not using graphic materials).” One respondent went as far as to reflect on his/her own learning experience of the subject,

the stories, images, and details are disturbing even to me in my adulthood. It would be unwise to frighten younger students with this. Also, they may not be able to truly understand the gravity of the situation and may make jokes (against Jews or Germans). They [students] may not take it seriously.

Citizenship

Students may be provided tools for positive citizenship and moral development through Holocaust Education (refer to Table 11). As mentioned by one participant, students may be able to tie the past experiences of Canadians to future predicaments. Having students learn about events such as the Holocaust provides an opportunity to “fully appreciate the freedoms and securities that they have [by] living in Canada.” Furthermore, another participant felt that Holocaust Education contributes to students’ character building, to become a “responsible citizen in terms of respect and tolerance for all, whether it is local at school, national, or international.”

Empathy

The second pivotal theme, students’ empathetic development, was a product of five thematic strands: dehumanization, minority groups, emotion, and remembrance. The theme encompassed developing empathy for the plethora of groups who experienced the persecution during the Holocaust.

Dehumanization

The theme of dehumanization was indicated by sixteen participants as a common error they believed to be made by educators teaching the Holocaust. The encompassing thematic strand of dehumanization drew from various attitudes and approaches that participants had towards teaching the Holocaust. For instance, a respondent reflected and shared his/her own classroom experience as a student who read the graphic novel Maus (written by a son of a Holocaust survivor).

it depicted all of the characters as animals... this really bothered me because it seemed like they were trying to make light of things that had happened and the human aspect was not there.

Another participant went so far as to explain that transposing the view that the Nazi's were "inhuman and evil" and "monsters" in fact dehumanized the Nazi's and in turn, "detracts from the dynamics of the historic lesson." Simply put, for that particular participant, it seemed that he/she wanted to remove any labels that had been placed on perpetrators by history texts and to have his/her students see that perpetrators weren't "monsters" rather human beings.

Minority groups

Four respondents directed attention to their belief (see Table 14) that "students need to be aware of the many minorities and oppressed people that [were] persecuted." By doing so, a respondent felt that it would allow his/her students to "develop a greater sense of empathy" when his/her students begin to grasp the magnitude of the Holocaust.

As suggested by two respondents, Holocaust Education "is relevant to Ontario students today because many of those students have grandparents or

great-grandparents who may have lived during that time period, maybe even lived through the devastation of the holocaust...” and “...some students may have relatives that are Dutch, German, etc. decent who may be able to recall first hand experiences. Responses regarding Holocaust Education being relevant to Ontario students can be seen in Table 16.

Table 16
Relevance of learning the Holocaust (students)

Answer options	Response Count	Response Frequency
Yes	42	100.0%
Undecided	0	0.0%
No	0	0.0%

Diverging from the above responses of participants, one respondent questioned possible difficulties that may arise from teaching the Holocaust. With Ontario being an ethnically diverse province, one participant expressed concern about the possibility of some minorities becoming upset about their children learning about the Holocaust. The participant continued to question whether a few minority groups would feel that the Holocaust was receiving a privileged treatment in the educational system. As he/she explains, there are a “variety of races and cultures” in the schools and families of minority students may find it “upsetting” and “may complain about their children learning about the Holocaust.”

Emotion

As presented in Table 17, respondents voiced three main aspects that are derived from a larger heading of emotion. The first, that some teachers project a “level of sympathy for the victims of the holocaust when they should be transmitting the idea of empathy.” The second aspect, presented in the data

were that some teachers may become “too involved with the material” and “display biased feelings” thus, allowing a “personal bias to show” to enter the lesson. The third characteristic presented was that some educators consciously or unconsciously relied on graphic materials to “shock students” rather than present resources and/or information as a part of an accurate and well-planned lesson.

Table 17
Most common error made by teachers while teaching the Holocaust?

General Responses	Response Count	Response Frequency
Generalization/inaccurate representation	19	45.2%
Dehumanization	12	29.0%
Emotion	8	19.0%
Inappropriate comparison to other genocides	3	7.0%
Lack of context	14	33.0%
Inappropriate censorship	10	24.0%

Furthermore, when participants responded to whether they viewed teachers as having the ability to remain completely objective while teaching the Holocaust, the belief was skewed towards their inability to do so. For further details, refer to Table 18.

Table 18
Teacher objectivity while teaching the Holocaust

Answer options	Response Count	Response Frequency
No	25	58.1%
Yes	18	41.9%

Remembrance

Extracted from the data was the thematic strand of remembrance. The theme became apparent through some participants’ responses as seen in Table 19. For example, one student stated that it was “important to pay respect to all

those who were persecuted against during the Holocaust.” Another respondent expressed that he/she would teach about all persecuted groups so that his/her students would understand the “entire spectrum of the Holocaust.” Furthering the enormity of the event, another student stated that “these people were also persecuted and murdered... they deserve to be mentioned.”

Table 19

Main advantage(s) of teaching the Holocaust?

General Responses	Response Count	Response Frequency
Learning from past mistakes	20	46.5%
Teaches world history	13	30.2%
Teaches acceptance/empathy/tolerance	10	23.3%
Remembrance	10	23.3%
Identify present day prejudice	8	18.6%
Discussing genocide	4	09.3%
Memorialisation	2	04.6%
Prevent Holocaust denial	2	04.6%

Exposure to Facts

The researcher’s overarching theme of participants teaching Holocaust Education was a means to expose their students to the facts and then allow students to come to their own conclusions of the historical event. This particular theme was a result of ten thematic strands: combat history from repeating itself, current genocides & conflict, major component of 20th century history, bias & misrepresentation of events / people, disturbing nature of facts, worldly exposure, lack of context, censorship, exposure to historically accurate facts, student research.

Combat history from repeating itself

It was evident through data analysis that many of the participants sought to teach about the event in an effort to combat against history repeating

itself (seen above in Table 19). Eighteen respondents expressed why they believed Holocaust Education was advantageous through responses such as Santayana's (1905) maxim to "never forget" and to "create awareness so that the same thing does not happen again." As one participant wrote:

by understanding the horrors of this tragic event, Holocaust education teaches individuals that their actions can prevent such an event from occurring in the future.

Twelve respondents utilized phrases, such as those mentioned above, to transition their response from seeking to combat history from repeating itself, into speaking of the seriousness of racial intolerance. As one participant expressed, "it [Holocaust Education] will be a good way to teach acceptance and tolerance of one another."

Current genocides & conflict

The theme of using Holocaust Education to launch into discussion and exploration of current genocides was also highly visible in the findings. With the exception of one respondent, those participants who specified learning about current genocide merely listed it as an advantage. On the contrary, one participant released his/her frustration at current international events of genocide, declaring that:

children must be aware of the real capability of humans, under all kinds of circumstances, to commit acts of tremendous depravity. I see the Holocaust as one aspect of a unit that might focus on genocide or xenophobia. I think it is vitally important that students understand how grave the African crisis is and how well the world seems to be ignoring it.

As suggested by seventeen respondents, the Holocaust's various dimensions should not be compared, as it has its own unique place in history and should not be paralleled with other atrocities around the world. On the contrary,

some participants felt that drawing parallels was beneficial as it allowed students an opportunity to understand and discuss Canadian efforts to halt genocides such as Rwanda or Burma. Further, another respondent also discussed Rwanda in his/her response, stating that drawing parallels with other genocides “is key.” The respondent continues, stating that students often think that the Holocaust was a one time occurrence, whereby exploring the unique attributes of various genocides allow students to “draw parallels towards [the] acts and psychology behind acts of oppression.”

As seen in Table 20, three participants stated the minute theme of the flawed approach of comparing past and current genocides with the Holocaust. As one respondent simply stated, it is the act of comparing the sufferings “in other wars to determine which is a greater travesty” that is erroneous on the behalf of the educator. However, respondents were divided when asked whether they would draw parallels between the Holocaust and various atrocities (refer to Table 20).

Table 20
Parallels between the Holocaust and past/current atrocities

General Responses	Response Count	Response Frequency
Yes	20	46.5%
No	17	39.5%
Mixed feelings	6	14.0%

Major component of 20th century history

One does not have to exhaustively search to discover that much of the international community was affected during the Holocaust (1933-1945), it is our history. The previous statement voiced (in general terms) by more than half of the respondents, suggested that:

the advantage of teaching the Holocaust is [that] students have the opportunity to reflect on and understand the significance of the Holocaust and how it effected [sic] both Jews and non-Jews.

As one participant wrote:

[The] Holocaust is an unfortunate part of our history and...it is important for students to be educated about all of the good and bad actions, events, things, etc. in Canada's history and on the global scale.

Similar responses were summed up nicely by one respondent, "I think it is a very important part of history, not just WWII history." Participants' rationale for teaching the Holocaust are listed in Table 21.

Table 21
Rationale for teaching the Holocaust

General Response	Response Count	Response Frequency
Historical	28	65.1%
Board Policy/Educational	28	65.1%
Moral	21	48.8%
Personal	8	18.6%
World Affairs	2	4.6%
Educational	1	2.3%
Humanitarian	1	2.3%
Geographical	1	2.3%
Cultural	1	2.3%

It is of little surprise, since respondents' rationalized teaching the Holocaust for historical and educational purposes, that participants placed the Social Sciences as the most suitable discipline for Holocaust Education. Respondents' attitude towards where Holocaust Education should be taught can be seen in Table 22.

Table 22
Discipline/subject best suited for teaching about the Holocaust

Discipline/Subject	Response Count	Response Frequency
Social Studies	10	23.3%
History	33	76.7%
Geography	10	23.3%
Civics	3	07.0%
The Arts	-	-
Drama	2	04.6%
Dance	1	02.3%
Music	3	07.0%
Visual Arts	1	02.3%
French as a Second Language	1	02.3%
Health and Physical Education	-	0.0%
Language	-	0.0%
English	7	16.3%
Language Arts	20	46.5%
Science and Technology	4	09.3%
Biology	-	0.0%
Chemistry	-	0.0%
Physics	-	0.0%
Mathematics	1	02.3%
Religion/Christian Living	3	07.0%

Bias & misrepresentation of events / people

Recollections of historical events may be tainted with a touch of the victor. Table 14 (presented previously) lists the common errors participants felt were made while teaching the Holocaust; the most frequent response was that of bias/misrepresentation of the facts. Despite a well-intentioned teacher delivering a lesson, a bias may enter the classroom through an inaccurate textbook account or through a misrepresentation of facts.

Inaccurate presentation of facts has the potential to “vilify all German people” as one participant stated. In chorus with that particular participant, another respondent stated that the presentation of perpetrators, victims, and bystanders, is too often the “Good Jews vs. the Bad Germans.” The same respondent stated that

“they [teachers] don’t try to see the side of the common German person who actually believed that what they were doing was right as well as the German people who actively fought against the government and suffered for it.

Similarly, other respondents believed that some educators fail to sympathize with the “perpetrators who faced the tough choice of kill or be killed.” As one participant pointed out, educators have a

tendency [*sic*] to over play the role of German drafted soldiers [and] the psychological concept of just following orders

and in turn, present a biased perspective. Similar to the generalized portrayal of the victims mentioned above, several respondents felt that the largest error teachers make when teaching the historical event is that they generalize the facts and use “too many statistics” and just discuss “the mechanics of the Holocaust.” Furthermore, some respondents stated that educators do not talk about the “individual people enough”, nor do they place enough emphasis on “faces [belonging] to the numbers.”

A theme recurrent in the data was the need for students to have a “well balanced course” and to understand the Holocaust “for what it truly was” rather than “providing a bias point of view.” To avoid the misrepresentation and the continuation of biases, nearly half of the respondents voiced that all persecuted groups should be discussed, because the “Nazi Party did not limit their persecutions to the Jewish population in Europe” and by not explaining this, many respondents felt that teachers may be implying otherwise to their students, thus misrepresenting those affected by the events of the Holocaust.

As depicted in Table 23, participants were divided over whether or not their lessons on Holocaust Education would cover the efforts of Righteous Gentiles and partisans.

Table 23
Lessons regarding partisans and Righteous Gentiles

Answer options	Response Count	Response Frequency
Yes	23	54.8%
Undecided	18	42.9%
No	1	2.4%

Disturbing nature of facts

In relation to students' maturity level, the theme of the disturbing nature of the facts was situated in the data. Fourteen participants expressed concern over teaching the facts of the Holocaust. As pointed out by respondents, "there is a lot of information that would be held back due to the nature of what occurred...e.g. gassing [of] people, burning, [and] starvation" teaching the details of the Holocaust "forces the misery of the real-'adult'-world upon them... [and] to add hate and violence into the mixture would just further perpetrate their early growth out of childhood." On the contrary, when asked if there were any advantages to teaching the Holocaust in Elementary schools (see Table 12), a respondent expressed his/her opinion and viewpoint,

elementary children are already exposed to violent, brutish behaviour at every turn. I certainly don't think it's a bad idea for children to be overwhelmed with real important ideas, concepts or historical facts, at any age...of course, the presentation manner must be carefully considered and age appropriate. It's not nightmares we want to produce but reflection and understanding."

Table 24 depicts the respondents' view of which division is most appropriate for exposing students to Holocaust Education. A participant reasoned that "due to the heaviness and disturbing nature of the subject, I would hesitate teaching it before grade 5."

Table 24
Division which students should be exposed to Holocaust Education

Division	Response Count	Response Frequency
Primary (kindergarten-3)	4	9.3%
Junior (grade 4-6)	17	39.5%
Intermediate (grade 7-10)	22	51.2%
Senior (grade 11-12)	0	0.0%

Note. 2 participants responded that Holocaust Education should be taught at all ages; therefore, the researcher placed the 2 responses within the domain of primary divisions.

Lack of context

The strong theme of educators failing to situate students in the historical context was evident during initial and final data analysis (see Table 17). Participants indicated a need for students to “recognize the magnitude of the Holocaust” rather than taking “too shallow of an approach” to the study of the Holocaust. Specifically, one respondent stated that teachers focus their lessons on the “salacious details about the atrocity” rather than teaching about the “reasons and motivations behind the Holocaust.” He/she continued with questions to explore with students, such as “why did the German people condone this plan? Why did so many other nations comply?” To assist participants, the resources that would be utilized in an attempt to expose students to the facts of the Holocaust are listed in Table 25.

Table 24
Division which students should be exposed to Holocaust Education

Division	Response Count	Response Frequency
Primary (kindergarten-3)	4	9.3%
Junior (grade 4-6)	17	39.5%
Intermediate (grade 7-10)	22	51.2%
Senior (grade 11-12)	0	0.0%

Note. 2 participants responded that Holocaust Education should be taught at all ages; therefore, the researcher placed the 2 responses within the domain of primary divisions.

Lack of context

The strong theme of educators failing to situate students in the historical context was evident during initial and final data analysis (see Table 17). Participants indicated a need for students to “recognize the magnitude of the Holocaust” rather than taking “too shallow of an approach” to the study of the Holocaust. Specifically, one respondent stated that teachers focus their lessons on the “salacious details about the atrocity” rather than teaching about the “reasons and motivations behind the Holocaust.” He/she continued with questions to explore with students, such as “why did the German people condone this plan? Why did so many other nations comply?” To assist participants, the resources that would be utilized in an attempt to expose students to the facts of the Holocaust are listed in Table 25.

Table 25
Resource materials that may be used to teach the Holocaust

Resources	Response Count	Response Frequency
Documentaries/video	31	72.1%
Personal accounts/memoirs	28	65.1%
Guest speaker/Holocaust Survivor testimony	28	65.1%
Field trip (Holocaust Museum/memorials)	20	46.5%
Textbooks	19	44.2%
Novel/Graphic Novel	13	30.2%
Material from RJCO (Regional Jewish Communities of Ontario)	4	9.3%
Internet Web quests/virtual tour	3	7.0%
Music	2	4.7%
Poetry	2	4.7%
Pictures	2	4.7%
Letters	1	2.3%
Radio podcasts	1	2.3%
Mini exhibit kit	1	2.3%
Own personal experience	1	2.3%

Exposure to historically accurate facts

The theme of the Holocaust being a topic to explore due to its ties with our worldly history was unmistakable. One participant responded that:

it [the Holocaust] was history, the potentially most devastating [*sic*] event in human history, and [it] allows children truth into a past that they cannot directly access. It is eye opening, culturally revealing, and key to insuring things like the Holocaust NEVER [*sic original emphasis*] happen again.

Censorship

Another thematic strand presented in Table 17 was that some respondents felt that some teachers may tend to “offer really basic and simplistic explanations to a very complex issue.” Or as one respondent mentioned, teachers may tend to “gloss over” relevant information about Canada’s involvement in rejecting “Jewish immigrants trying to escape the Holocaust.” An additional respondent expressed his/her frustration, that as teachers

...we are loathe to actually deal with conflict, controversy, resistance... we worry about being nice to the point that much of the material we end up covering isn't strong enough... we need to be willing to take some educational risks and believe in our students...we underestimate them and their ability to cope.

Participants were asked in the survey how they would handle a situation of Holocaust denial. Participants responded in a variety of manners, (see Table 26); yet, a general response was directed towards the exposure of the facts that ultimately allowed the student to attain the facts and formulate their own opinion.

Table 26
Management of Holocaust Denial

General Responses	Response Count	Response Frequency
Expose student to facts	31	72%
Discuss with student's family	8	19%
Do not attack/alienate student's family member	16	37.2%
Have student form own opinion	12	28.0%
Have student do research on the topic	6	14.0%
Unsure	3	7.0%
Would not address it	1	2.3%

The final data presented here is the participants' attitude towards whether Holocaust Education should be taught in Ontario schools. Results sided towards respondents deeming that Holocaust Education should be present in Ontario classrooms.

Table 27
Should Ontario schools teach the Holocaust?

Answer options	Response Count	Response Frequency
Yes, Ontario schools should teach about the Holocaust	42	97.7%
Undecided	1	2.3%
No, Ontario schools should not teach about the Holocaust	0	0.0%

Summary

Each participant brought their own experience, attitude, and approach towards Holocaust Education in this study. Forty-two of the forty-five respondents felt that Ontario schools should teach the Holocaust. Themes derived from the data were towards teaching Holocaust Education as a means for students to engage with the historical facts, develop empathy for persecuted groups, and the most dominant, for students to develop their foundational morals and ethics. Further discussion of these overarching themes and suggestions for further research are offered in Chapter V.

CHAPTER FIVE

Interpretation of Findings and Insights

Introduction

This chapter will discuss the themes derived from the findings obtained by the researcher. A number of themes discussed in the findings (moral development, empathy, and exposure to facts) and the twenty-two thematic strands were supported by literature discussed in Chapter Two. The discussion hinges on the findings and apparent themes that address the four sub-questions: (1) What are Pre-Service Teacher Candidates outlook towards Holocaust Education in Ontario? (2) Do respondents believe that teachers can remain objective while teaching the Holocaust? (3) Where do Ontario's Pre-Service Teacher Candidates feel that the topic of the Holocaust should be taught and (4) How will Ontario's Pre-Service Teacher Candidates incorporate Holocaust Education in Ontario's schools? The discussion then concludes with the researcher's recommendations for further research.

Pre-Service Teacher Candidates' outlooks towards Holocaust Education in Ontario

This sub-question sought to gain insight into the participants' attitudes towards the topic of Holocaust Education. Discussion of the respondents' attitude towards Holocaust Education in schools, future professional development opportunities, the significance of Holocaust Education, its general advantages and disadvantages, the importance of lessons involving partisans and Righteous Gentiles, and the participants' comfort level towards teaching Holocaust Education will follow.

Holocaust Education in Ontario schools.

With the exception of one participant who remained 'undecided' when asked if Ontario should teach about the Holocaust, respondents of this study unambiguously agreed (97.7%) that Ontario schools should teach about the Holocaust. This particular finding is an excellent predictor for future efforts of this cohort of Pre-Service Teacher Candidates, as a "topic is unlikely to be taught well if teachers are not committed to it" (Short, 2000, p. 5). However, gauging from the positive response to including lessons on the Holocaust, a sense of commitment and a positive attitude towards the topic is difficult to overlook.

Professional development.

Consistent with the dedication participants expressed towards incorporating Holocaust Education in Ontario schools, ninety-five percent of the respondents expressed that they would attend a professional development seminar on ways to teach the Holocaust. As Donnelly (2006) concluded, teachers who received professional development about the Holocaust were more likely to address the topic. Thus, it is not inappropriate to assume that the participants who contributed to this study will place an effort on incorporating Holocaust Education within their classrooms. As suggested by the findings, respondents' willingness to improve their delivery of the Ontario curriculum and to enhance their instruction of Holocaust Education is an opportunity for many Faculties of Education throughout Ontario to consider.

Interdisciplinary.

Although many participants identified their teachable subjects as History and English, it was apparent that perhaps an interdisciplinary approach may also be taken to incorporate lessons on the Holocaust. A question posed to respondents later in the survey asked which discipline they deemed more conducive to teaching the Holocaust. Thirty-four respondents mentioned more than one subject area, suggesting that one subject was inadequate and required a more interdisciplinary approach; yet, only three respondents reasoned that Holocaust Education could indeed be utilized in a 'cross-curricular manner'. The researcher especially appreciated one response where the participant expressed his/her concern over having to specify a particular discipline, as he/she went on to state that

this question presumes that Holocaust teaching will be embedded somewhere in the curriculum and not encouraged through a cross-curricular approach.

In fact, the researcher's reasoning behind the specific wording was to investigate whether this particular cohort approached Holocaust Education as specific to one discipline or whether, the respondents would believe that "the study of the Holocaust is-- and must be-- interdisciplinary" (Berke & Saltzman, 1996, p. 131). It was surprising to find that despite many students listing various subjects, there were only three respondents who used terms such as interdisciplinary or cross-curricular, all of whom identified themselves as intermediate-senior Pre-Service Teacher Candidates. Prior to cross-tabulating the individual responses with the specific respondent, the researcher made the false assumption that those who had specifically mentioned the terms were participants qualified to teach in the elementary school system.

This assumption was based on the multiple approaches that can be taken to address the topic, such as morals, ethics, available children's literature, amongst others. Interestingly, many participants listed numerous subjects and disciplines that they deemed appropriate for the coverage of Holocaust Education; yet, many respondents failed to mention utilizing it as an opportunity for exploring multiple perspectives in regards to the many subjects offered in the Ontario curriculum.

Importance.

It was important to discuss the level of significance the participants placed on making Holocaust Education a priority in Ontario schools. Despite such a positive approach towards Holocaust Education in Ontario, its position in the data indicated a contradictory stance towards Holocaust Education. It seemed that within the findings, the participants yielded a loud voice indicative of the importance of teaching the Holocaust to “never forget”; however, topics such as environmentalism and intercultural dialogue were pushed to the forefront of classroom lessons and discussions. For instance, the Ontario Ministry of Education (OME) has indicated the importance of environmentalism in the classrooms, as it researched and published an Environmental Education resource guide for grades 9-12. Educators teaching subjects such as Native studies, business studies, and mathematics may choose to seek out suggestions on how they may incorporate environmental education by merely directing themselves to the subject area in which they teach (OME, 2008). Once in the appropriate section, the OME has specified the overall and specific expectations that can be used to explore and promote environmentalism

while obtaining necessary knowledge of the particular subject area. Unlike environmental education, educators do not have an OME resource guide to assist them in their coverage of Holocaust Education. Perhaps, the current teachers may foster an ability to teach such facets of environmentalism and intercultural dialogue because of such helpful documents and training.

General advantages.

The data indicated that respondents approached Holocaust Education in a manner congruent with past research involving current teachers. As indicated by the sample, a large majority of participants believed, in conjunction with teachers in both Carrington & Short (1997) and Thompson's (1997) research, that Holocaust Education is an excellent medium to develop pivotal understandings of ethics and moral development through anti-racist and anti-prejudice lessons. Furthermore, the findings point towards the sample approaching Holocaust Education with great optimism, as numerous participants indicated variants of Santayana (1905) axiom that those who cannot remember the past are condemned to repeat it. Moreover, the respondents suggested that lessons on the Holocaust will provide a valuable tool of reference for students as it "teaches individuals that their actions can prevent such an event from occurring in the future" and embeds a respect for human rights (Donnelly, 2006). Not surprising, the respondents strongly expressed that Holocaust Education provided an opportunity for discussion of current genocides and as a vehicle to explore an aspect of 20th century world history.

General disadvantages.

A participant indicated a similar drawback to Short's (2000) study of teaching Holocaust Education. The respondent explained that with the abundance of such a wide variety of races and cultures in our province, some visible minorities may hold a sense of resentment towards their children learning about the Holocaust while the "suffering of their own communities is ignored" (Short, 2000, p. 296). With Ontario's ethnocultural portrait being comprised of 19.1% of people who identify themselves as a visible minority (Statistics Canada, 2003, p. 1), this apparent tension discussed by one respondent in this study, as well as in Short's (2000) study, is based on past and current events of oppression and needs to be further explored.

Inclusion of all peoples.

The positive attitude combined with an approach to explore various aspects and voices of perpetrators, victims, and bystanders were apparent in the findings. Exploring the stories of persecuted non-Jews and Jews alike received unequivocal endorsement (with the exception of one respondent); a participant described that by doing so, students would be able to grasp the "entire spectrum of the Holocaust." In agreement with Schweber (2006), twenty respondents indicated that by furthering students understanding of the suffering endured by political prisoners, homosexuals, physically and mentally disabled, Jehovah's Witnesses, Roma & Sinti peoples (gypsies), as well as the effects of the Nazi ideology of citizens in Nazi occupied territories, teachers would avoid a misrepresentation of the Holocaust. Nonetheless, it was interesting to explore the dichotomy between the respondents' strong drive to

discuss all peoples of the Holocaust and the response towards teaching lessons about the Righteous gentiles and partisans. Only fifty-five percent of the respondents indicated that they would discuss the efforts of the Righteous gentiles and partisans, while almost one-hundred percent of the participants indicated that they wanted their students to fully understand all areas of the Holocaust. Perhaps the complex history of Righteous gentiles and partisans are bypassed due to an overloaded curriculum (Schweber, 2006); however, teaching about rescue efforts is important and should not be overlooked, as a majority of these resistance fighters and rescuers were “ordinary people whose very ordinariness enables them to serve as potent role models” (Short, 2000, p. 300).

The researcher’s understanding of the above divergence is the fact that some of the respondents were unfamiliar with the terminology of ‘partisan’ and ‘Righteous gentile’; hence, rather than specifying a definitive ‘no’, forty-three percent of the respondents chose to state that they were ‘undecided’ at the time of the study. Perhaps terms such as ‘resistance fighters’ and ‘rescuers’ would have been more beneficial. If the researcher’s interpretation of the findings were correct, then one must negate the question and responses accumulated in regards to partisans and Righteous gentiles and, therefore, conclude that this cohort of Pre-Service Teacher Candidates anticipate that their lessons of Holocaust Education will in fact, explore the voices of those involved through rich resources such as memoirs, guest speakers, documentaries.

Comfort level.

Unexpectedly, thirty-four of the sample claimed that they were prepared to teach the Holocaust and believed that they would not have, as indicated by Calandra, Lang, & Barron, “difficulty conveying relevant knowledge and attitudes to their students” (2004, p. 176). Further refuting Calandra, Lang, & Barron’s (2004) conviction that many teachers “lack perceptions of the Holocaust as a unique event from World War II” (p. 176) due to a geographic and generational gap, was the sample indicating that “it is a very important part of history, not just WWII history.” In addition, the struggle to reconcile past research with current findings -a theme of presenting the Holocaust as an individual topic or lesson- was evident in the findings. A respondent who expressed discomfort with teaching the Holocaust stated that he/she felt they needed more knowledge and materials, and that as a new teacher it would be a sensitive subject to teach. Another student echoed the sensitivity of the topic, saying “it is a touchy subject” that should be “handled with care.” The particular respondent who discussed their discomfort towards the Holocaust was in alignment with Schweber’s (2006) declaration of Holocaust Education being intimidating due to its complexity and sensitivity.

As indicated by Cole & Knowles (1993), stress and anxiety are an outcome when young teachers are faced with limited teacher knowledge (Calandra, Lang, & Barron, 2004) and lacking resources (Short, 2000). It may be plausible that despite this particular cohort of Pre-Service Teacher Candidates who indicated that their comfort in teaching Holocaust Education, some may actually be intimidated by the intense preparation and articulation that is necessary when teaching.

With the lack of research on the entwined topics of Pre-Service Teacher Candidates and Holocaust Education prior to launching this study, the researcher deduced that a greater number of participants would be apprehensive towards teaching the Holocaust; however, after conducting this study and reviewing the findings, the researcher must reject her previous hypothesis.

Insights

The findings of this study support previous research pertaining to in-service educators. Respondents indicated a sense of commitment (Short, 2000) along with an understanding of the complexity and sensitivity towards teaching the Holocaust (Schweber, 2006). Participants indicated that all persecuted groups must be discussed as a means to avoid misrepresentation (Schweber, 2006) and also found that participants were aware that teaching Holocaust Education may create hostile learners and families due to the suffering of other minority communities being ignored (Short, 2000). Moreover, Donnelly's (2006) research was also supported by the sample's indication that Holocaust Education will be used as a means to embed a respect for human rights. Most dominant in the findings were responses in support of Short (2000), Carrington & Short (1997), and Thompson (1997) that Holocaust Education offers a vehicle for anti-prejudice and anti-racist lessons to enter the classroom.

This study contradicted the findings of Calandra, Lang & Barron (2004), as the respondents expressed that they would not have difficulty conveying relevant knowledge and a proper attitude to their students about the

Holocaust. Also contradicting Calandra, Lang, & Barron's (2004) research was the data indicating that this sample did perceive and understand the need to teach the Holocaust as a unique event apart from WWII.

This study provided new research towards Pre-Service Teacher Candidates' sense of commitment to teach the Holocaust (97.7%). Contrary to the advice given by Michael Soberman (2009), some participants felt it was important to draw parallels of various genocides. Also evident was the respondents' aspirations to attend professional development opportunities on how to teach the Holocaust if it were available to them.

Teacher Objectivity while teaching the Holocaust

This sub-question allowed participants to reflect on their abilities as well as present a general perspective on the abilities of current and future teachers to remain objective while discussing such an intricate topic. Subsequent discussion of the respondents' attitude towards teachers' objectivity and teacher error will be examined.

Teacher objectivity.

The inability for teachers to remain completely objective while teaching the Holocaust was implied by over half of the participants. The response was further strengthened by the indication that nineteen of the respondents could not deny their rationale for teaching Holocaust Education was personal. It is interesting to note that despite the personal indication, emotion was one of the six themes that the sample believed to be a common error teachers make when teaching the Holocaust. However, Brown & Davies

(1998) found that some teachers use the opportunity of Holocaust Education as a means to “decrease barriers between themselves and the pupils” in an attempt to present themselves as “human.” Yet, it is apparent through various participants’ proclamation, that some respondents may fall victim to morphing into preaching about the events of the Holocaust, rather than teaching and exploring facts with their students.

Teacher error.

The prevalence of subjectivity entering classroom discussions was an error evident in the participants’ responses. Respondents felt that the implications of showing a lack of objectivity when exploring topics such as the Holocaust may be detrimental towards students’ full understanding of all aspects of the topic and more than likely, will result in a misrepresentation of the topic’s entirety. In addition, the dehumanization of the perpetrators and the persecuted “detracts from the dynamics of the historic lesson” as one respondent stated. It was clear that these participants felt that educators need to provide a context for the students to fully comprehend why such a crime against humanity occurred. That censorship over important issues, by such means of “offering really basic and simplistic explanations to a very complex issue” was deemed inappropriate when approaching such a topic. The respondents felt another flaw some teachers have, is making students compare the sufferings of past and current genocides to determine which genocide was/is in fact, the greatest of all sufferings. These dangers, as indicated by the respondents, suggest areas of improvement and contemplation for teaching Holocaust Education. The range of opinions were captured through the

research instrument, and it became clear that these respondents were well-intentioned, wishing to present the evidence and their lessons objectively despite the complexity of the topic. Nonetheless, the respondents wish to explore the facts with their students through an objective lens, in combination with “well constructed rationales for Holocaust study [as they] represent the foundation for successful curriculum design” (Calandra, Lang & Barron, 2004, p. 179).

Insights

The findings of this study paralleled that of Lindquist (2007) with resounding effect. As mentioned by respondents, teachers need to establish the context of the Holocaust with their students and examine the complexity of its events, explore the spectrum of victims, and foremost, protect the emotional and psychological welfare of young students. Specifically, this study offers new understanding of Holocaust Education: that nineteen percent of the participants base their pedagogical judgment on personal motive.

Where Ontario's Pre-Service Teacher Candidates feel that the topic of the Holocaust should be taught

This sub-question explored what grade level the respondents believed that Holocaust Education was best suited to be taught. Located below are discussions of what the participants voiced to be the most appropriate discipline. The disadvantages and advantages of teaching the Holocaust to elementary students will follow.

Appropriate discipline.

The social sciences (History, Geography, and Civics) were deemed in this study as being best suited for exploring the topic of the Holocaust. Keep in mind a large number of the participants identified themselves as being professionally trained to teach the social sciences (twenty-five History, five Geography). Following the social sciences, participants felt that the English/Language Arts subject area provided opportunities for students to actively explore Holocaust Education through activities such as debates and journal entries. Seventeen respondents acknowledged English as one of their teachable subjects. Similar to past studies involving current teachers, a great number of participants specified that the subjects in the Social Science discipline were the most appropriate to discuss the Holocaust.

Disadvantages.

The disadvantages of teaching elementary students about the Holocaust resounded within the study's findings. Although lessons on Holocaust Education in elementary grades may be well-intentioned, the sample articulated concern over the level of maturity required to understand and be exposed to the disturbing nature of the facts surrounding the Holocaust. The two concerns mentioned above echo past research findings pertaining to current teachers (Short, 2003; Lindquist, 2007). Contradictory to the findings of Maitles (2007) study, which concluded that the primary level offers a meaningful introduction that can be strengthened and built upon in upper levels of schooling, the sample deemed the intermediate level (grade 7-10) as the most appropriate level to expose students to Holocaust Education. It was

interesting to discover that, while the majority of the sample approached Holocaust Education with hesitation prior to the intermediate level (grade 7-10) 78% of primary-junior participants stated that Holocaust Education should begin before grade seven. The lack of a unified voice may be interpreted to suggest that Pre-Service Teacher Candidates who teach younger grades may be more in tune with the capabilities of students in the primary and junior grades. Perhaps, the primary-junior respondents in the study agree with Russell (1997) who believes that adults frequently underestimate the minds and ability of young children.

Advantages.

After the respondents weighed out the disadvantages and advantages, there were three apparent thematic strands that the participants indicated in their findings. The first to be discussed, worldly exposure, proved to be a strong thematic strand, as respondents felt that analyzing “age appropriate” historical facts with young students would produce “reflection and understanding.”

Similar to Lindquist’s (2007) warning of protecting students’ emotional and psychological well-being, many respondents felt it was necessary to explain their motive for teaching Holocaust Education. At such a young age, the goal of the teacher should not be to produce “nightmares” as one respondent stated, but rather have them engaged in “real important ideas” about our historically significant past. Moreover, the second theme of the Holocaust’s historical significance was not only mentioned as a general advantage of teaching the Holocaust, but it was evident that these participants

wanted to “allow children admittance to discover the truth” about the “past that they cannot directly access.” Similarly to Short (2000), the development of students’ morals and ethical understandings were prime objectives of the respondents and were disclosed as one of the main advantages of Holocaust Education.

Teaching various lessons on the Holocaust was indicated as a means to prompt their students to recognize and understand the “damages of racism” and prejudices. It was clear that the respondents viewed Holocaust Education as an opportunity to discuss the conceptual underpinnings of racism (Short, 2000) and therefore, as one respondent stated, offer their students various “windows of opportunity to issues of anti-oppression.”

Insights

The findings of this study supports the previous research of Short (2003), Lindquist (2007), and Russell (1997). Indicative of the findings, the participants were concerned over the disturbing nature of the facts pertaining to the Holocaust (Short, 2003). Furthermore, this study also unearthed the sample’s hesitation to teach the Holocaust to students prior to the Intermediate grades due to their maturity level (Lindquist, 2007).

However, respondents identifying themselves as primary-junior participants supported the voices demonstrated by Russell (1997) and Maitles (2007) who believe that Holocaust Education in primary grades offer a meaningful introduction that can be enhanced by further exploration in later grades.

How Ontario's Pre-Service Teacher Candidates may incorporate Holocaust Education in Ontario's schools

The following discussion sought to explore how participants would incorporate Holocaust Education within their future classrooms and lessons. Discussed in greater detail are topics such as time allotment, lessons for future student development and future resources.

Time allotment.

Unlike studies that involve teachers currently educating, this study produced ambivalent results for the amount of time this particular group of Pre-Service Teacher Candidates would use to cover the Holocaust. The uncertainty of the participants' future employment specification rang through in their responses, as they ranged from "I don't think I will" to "a solid month." The range of opinion and approach towards teaching the events of the Holocaust (1933-1945) could not be converged due to such a widespread sense of employment uncertainty as described by the respondents in the data.

Lessons for tomorrow.

Despite the uncertainty of their future employment, the participants specified that Holocaust Education is very relevant to students in Ontario. Two thematic strands apparent in the findings, current conflict and citizenship, were mentioned in previous literature (Schweber, 2006; Staub, 2000); however understanding the events of the Holocaust as a means to explore family history and issues of bioethics were unforeseen. The thematic strand of linking family lineage and the events of the Holocaust made sense to the

researcher, as Canada is a country built upon immigration. Ethics and morals were discussed in previous literature; however, with the insurgence of advances in biology and various technologies, ethical consideration was deemed essential by some of the participants. The grim detail of medical experiments that took place following 'selections' at concentration camps during the Holocaust still provides ethical debates today (Miklós Nyiszli, 2000).

Continuing to explore how the Holocaust would be taught, questions pertaining to drawing parallels to other genocides, teaching about the 'others', rescuers and partisans were asked. Respondents indicated conflicting attitudes towards whether or not they would draw parallels of genocides (past and current); responses both for and against doing so presented compelling feedback. The 'others' of the Holocaust will be found in lessons of the Holocaust, as ninety-eight percent of the participants deemed it was necessary to cover all persecuted groups, not just those the Nazi's identified as Jewish. Responses touching on bioethics and genetic screening were expected, as the Holocaust is largely known as an attempt to dispose of peoples who did not fit the supposedly genetically superior Aryan race.

The dedication towards providing students with a proper representation of the evidence and facts was quite evident. Also, the respondents approached teachings of other persecuted groups in an attempt to gain a larger spectrum for their students, as well as paying respect to all who had fallen victim to the Nazi rule. In continuum, the findings suggested that respondents anticipated that by studying various persecuted groups that their students would develop empathy towards each persecuted group. More than half of the respondents

sought to explore the stories of resistance fighters and rescuers commonly 'forgotten' by educators and Ontario social science texts (Schweber, 2000).

It is apparent through the findings that Holocaust Education is deemed important by this particular group of Pre-Service Teacher Candidates. Their pedagogic outlook incorporates ideals such as inclusion and providing an exploratory education that is based on evidence.

Future resources.

Over sixty-eight percent of the respondents indicated that they received at least one formal lesson on the Holocaust. Many of the resources acknowledged by the respondents as a means for gaining their own knowledge of the Holocaust were movies, documentaries, memoirs, lessons at school, and museum visits. These resources also helped the participants to teach about the Holocaust to their own students. Aside from "traditional" teaching methods like popular video documentaries, a new means of utilizing technology in the classroom was stated (Schweber, 2000). Although in small numbers, a few respondents stated that they would embrace radio podcasts and internet web quests as future resource materials for teaching Holocaust Education. It is noticeable, that these participant wish to enhance their students' educational experience of the Holocaust by having their classes engage with a Holocaust survivor or a former conscripted WWII German soldier. Unfortunately, as those generations who experienced the Holocaust first hand dwindle in numbers, it is evident that this cohort of Pre-Service Teacher Candidates, as well as future educators will have to rely on technology such as web quests and audio/video recordings.

Insights

This study supported the findings of Schweber (2000) and Staub (2000). Participants indicated that Holocaust Education would embed students with an understanding of the necessity of citizenship (Schweber, 2000); furthermore, similar to Schweber (2000) the sample indicated numerous “traditional” teaching methods (such as documentaries) for teaching the Holocaust. The sample indicated that the development of knowledge about the Holocaust is a preventative measure against conflict. Schweber (2000) pointed out that some teachers neglect “generating deep understandings of subject matter” with their students by not discussing the efforts of partisans and rescuers; conversely, slightly half of the sample indicated that they would explore the efforts of the Righteous gentiles and partisans.

The study brought two new concepts to Holocaust Education. Some respondents indicated that they would approach the topic of the Holocaust through students’ family lineage. Also voiced by the respondents was the ability to analyze various aspects of ethics following the introduction of the occurrences that took place during the Holocaust.

The summations of the researcher’s interpretations of the findings suggest that this cohort of Pre-Service Teacher Candidates will attempt to teach the legacy of the multifaceted Holocaust with the best of intentions. Moreover, the respondents understood the complexity of Holocaust Education, the advantages and disadvantages it brings forth, as well as the need for Holocaust Education to continue and grow in Ontario schools. The intermediate level was dominant in the responses of the respondents, as they indicated that the advantages outweigh the disadvantages.

Despite the indication that over half of the respondents felt they could not remain objective while teaching about the Holocaust, a large majority of respondents maintained a positive outlook, suggesting that they will be comfortable and able to investigate such a major historical component of the 20th century.

Conclusion and Recommendations

Conclusion

This study sought to answer the four sub-questions: (1) “What are Pre-Service Teacher Candidates’ outlooks towards Holocaust Education in Ontario?”(2) “Do respondents believe that teachers can remain objective while teaching the Holocaust?” (3) “Where do Ontario’s Pre-Service Teacher Candidates feel that the topic of the Holocaust should be taught?” and (4) “How will Ontario’s Pre-Service Teacher Candidates incorporate Holocaust Education in Ontario’s schools?” which created the core for answering the main research question: “What are Pre-Service Teacher Candidates’ attitudes and approach towards Holocaust Education?” The detailed findings the four sub-questions are found in the prior two chapters.

Outlook

Respondents presented a positive outlook towards Holocaust Education in Ontario schools. Participants wholly viewed Holocaust Education as being relevant to the lives of students today and indicated that its lessons offered students awareness of prejudices and racial discrimination. In turn, many respondents anticipate that these lessons will raise sensitivity

towards these issues, thus producing students with more tolerant attitudes. The participants indicated that the development of empathy and remembrance for those groups persecuted under Nazi rule was an absolute necessity (98%) as the stories of those persons is essential in providing their students with a wide-understanding of the historic events.

Objectivity

Participants voiced concern over what they believed were errors teachers make while teaching the Holocaust; thus, producing insight into their own approach towards teaching the Holocaust. Misrepresentation, censorship and dehumanization were three thematic strands extracted from the data. As one respondent illustrated, the incorrect notion of portraying to students that Nazi's were monsters perpetuates an incorrect understanding that no human could be capable of such atrocities. That particular respondent's statement offers a reminder to educators teaching the Holocaust and various genocides that have occurred previously or currently, that they must be extremely careful with their choice of vocabulary while teaching lessons regarding genocide.

Where should Holocaust Education be taught?

Not surprisingly, the respondents designated the social sciences as the most appropriate discipline to teach Holocaust Education. When asked what educational division was more appropriate for student to be exposed to Holocaust Education, both the junior and intermediate divisions were in great numbers. Ultimately, the intermediate division (grade 7-10) was dominant as numerous respondents were leery of the level of maturity required as well as

the disturbing nature of the subject and the effects lessons could have on their students. It was interesting to note that respondents who were trained in the elementary divisions showed greater support for teaching the topic at a much younger age than found in the intermediate divisions. Insufficient curriculum documents in the grade 7 and 8 social sciences suggests that these future teachers were willing to approach Holocaust Education prior to the current exposure Ontario students typically experience in grade 10 History.

How will Holocaust Education be incorporated?

Respondents approach Holocaust Education with a historical and educational rationale, stating that its “historical aspects and effects within the 20th century are too great to ignore.” Much of the responses paralleled the current Prime Minister of Canada, Right Honourable Stephen Harper’s April 11, 2007 speech, suggesting that Holocaust Education is an “important means by which to enhance Canadians’ understanding of the Holocaust and contribute to global efforts to ensure such horror is never again repeated” (Canadian Heritage, 2007, p. 5).

The study’s findings indicated that the participants felt that the social sciences (Geography, History, Civics, etc.) and the Language Arts/English were optimal for incorporating their students’ understanding of the Holocaust. Respondents even made clear the resources that would be beneficial to utilize, such as documentaries and guest speakers to enhance their delivery of a topic the respondents unambiguously deemed “relevant” to students today.

In sum, Pre-Service Teacher Candidates who took part in this study have shown they are willing to embrace Holocaust Education further than what is currently dictated in the Ontario curriculum documents. The findings support the research of Short (2000) who explores Holocaust Education as an antidote to racism, as these respondents approach the Holocaust as a vehicle to promote an anti-racist, anti-prejudice approach that they hope will empower their students to make sound moral decisions. The respondents indicated that they understood and felt comfortable teaching Holocaust Education. Lastly, the positive attitude expressed towards Holocaust Education may be interpreted as an excellent predictor that they view it as a crucial aspect in the moral development of their students; moreover, the participants indicate that Holocaust Education provides a pivotal understanding of world history. I believe, based on the findings in this study, that Holocaust Education will continue to flourish in schools throughout Ontario because of the commitment teachers (such as those who participated in this study) foster to critically examine the results of such a far-reaching historical event alongside their students.

Recommendations

This research study produced a medium for Pre-Service Teacher Candidates to voice their opinions, beliefs, and personal teaching pedagogy towards Holocaust Education. The insight provided has several implications for further research and development to augment this study. Therefore, I have included the following section which discusses a series of recommendations for further research.

Suggestions for further research.

- Undertake an evaluation and analysis of Ontario's Ministry of Education approved textbooks in regards to how the event of the Holocaust is represented and explained.
- Conduct a longitudinal survey similar to this study, which would be administered to Pre-Service Teacher Candidates prior to a teaching placement, following a teaching placement, and then into their first year of full-time teaching.
- Explore how our Aboriginal youth understand the event of the Holocaust. Does our Aboriginal youth draw parallels with Canada's residential school systems and the Holocaust?
- Conduct a similar study (but on a larger scale) to gain a collective voice of Pre-Service Teacher Candidates and their attitudes and approaches in respect to Holocaust Education throughout Canada.
- Conduct research pertaining to teachers' approach towards teaching the Holocaust in schools located in heavily populated Muslim communities. With current Israeli-Palestinian conflict and speeches by Iranian President, Mahmoud Ahmadinejad, are these educators fearful of hostile learners?

This particular study has presented a number of recommendations for further research (as suggested above). Despite the fact that the findings are relevant to this particular cohort of Pre-Service Teacher Candidates, the themes and issues brought forth are worthy of consideration by administrators and researchers on a national and international scale.

References

- Abella, I., & Troper, H. (2000). *None is too many: Canada and the Jews of Europe 1933-1948*. Toronto, Ontario, Canada: Key Porter Books.
- Armstrong, D. E., & McMahon, B. J. (2006). *Inclusion in urban educational environments: Addressing issues of diversity, equity, and social justice*. Greenwich, CT: IAP.
- Bachmann, D., & Elfrink, J. (1996). Tracking the progress of e-mail versus snail-mail. *Marketing Research*, 8(2), 31-35.
- Bartov, O. (1998). The lessons of the Holocaust. *Dimensions: A journal of Holocaust studies*, 12(1), 13-20.
- Bergen, D. (2003). *War & genocide: A concise history of the Holocaust*. Toronto, Ontario, Canada: Rowman & Littlefield.
- Berke, J. & Saltzman, A. L. (1996). Teaching the Holocaust: the case for an interdisciplinary approach. In Millen, R.L., Mann, J., & Bennett, T., *New perspectives on the Holocaust* (pp. 131-140). New York, NY: NYU Press.
- Bogdan, R., & Biklen, S. (2003). *Qualitative research for education: An introduction to theories and methods* (4th ed.). Needham Heights, MA: Allyn & Bacon.

- Brown, M., & Davies, I. (1998). The Holocaust and education for citizenship: The teaching of history, religion, and human rights in England. *Educational Review*, 50(1), 75-83.
- Calandra, B., Lang, T. R., & Barron, A. E. (2004). Who will use our electronic teacher's guide? A preliminary analysis of preservice teachers' knowledge of and attitudes towards issues surrounding the Holocaust. *Contemporary Issues in Technology and Teacher Education*, 4(2), 173-195.
- Canadian Heritage. (2008). Canada to join Task Force for International Cooperation on Holocaust Education, Remembrance, and Research: Liaison projects – Baseline study. Retrieved November 5, 2008, from http://www.canadianheritage.gc.ca/newsroom/index_e.cfm?fuseaction=displayDocument&DocIDCd=CJK070520
- Carrington, B., & Short, G. (1995). What makes a person British? Children's conceptions of their national culture and identity. *Educational Studies*, 21(2), 217-238.
- Carmon, A. (1979). Teaching the Holocaust as a means of fostering values. *Curriculum Inquiry*, 9(3), 209-228.

- Cohen, M.J. (1986). Churchill and the Jews: The Holocaust. *Modern Judaism*, 6(1), 27-49.
- Cole, A. L., & Knowles, J. G. (1993). Teacher development partnership research: A focus on methods and issues. *American Educational Research Journal*, 30(3), 473-495.
- Creswell, J.W. (2003). *Research design: Quantitative, qualitative, and mixed methods approaches* (2nd ed.). Thousand Oaks, CA: Sage.
- Davies, I. (2000). *Teaching the Holocaust: Educational dimensions, principles and practice*. New York: Continuum International Publishing Group
- Dewey, J. (1927). *The public and its problems*. New York: Henry Holt.
- Donahue, W. C. (1994). "We shall not speak of It": Nazism and the Holocaust in the elementary college German course. *Die Unterrichtspraxis/Teaching German*, 27(1), 88-104.
- Donnelly, M. B. (2006). Educating students about the Holocaust: A survey of teaching practices. *Social Education*, 70(1), 51-54.

- Donsbach, W. & Traugott, M. (Eds.). (2007). *The SAGE Handbook of Public Opinion Research*. Thousand Oaks, CA: Sage
- Dillman, D. A. (2000). *Mail and internet surveys: The tailored design Method*. Hoboken, NJ.: Wiley.
- Fallace, T. D. (2006). The origins of Holocaust Education in American public schools. *Holocaust and Genocide Studies*, 20(1), 80-102.
- Farnham, J. F. (1982). Teaching the Holocaust: A rationale for dealing with the absurd. *The Journal of General Education*, 33(4), 273-283.
- Freire, P. (2003). *Pedagogy of the oppressed*. New York: Continuum
- Friedrichs, C. (1996). Teaching the unteachable: A Canadian perspective. *Annals of the American Academy of Political and Social Science*, 548(1), 94-104.
- Ginott, H. G. (1972). *Teacher and child: A book for parents and teachers*. New York: MacMillan
- Glanz, J. (1999). Ten suggestions for teaching the Holocaust. *The History Teacher*, 32(4), 547-566.

- Glickmann, Y., & Bardikoff, A. (1982). *The treatment of the Holocaust in Canadian history and social science textbooks*. Maple, Ontario, Canada: League for Human Rights of B'nai Brith Publishing and Printing Services.
- Hanson, W.E., Creswell, J.W., Clark, V.L., Petska, K.S., Creswell, D.J. (2005). Mixed Methods Research Designs in Counseling Pyschology. *Journal of Counseling Psychology*, 52(2), 224-235.
- Herbst, S. (1993). History, Philosophy, and Public Opinion Research. *The Journal of Communication*, 43(4), 140-145.
- Johns, J. T. (1997). A descriptive case study of teacher attitudes related to the implementation of multicultural curriculum and instruction in the various disciplines at the middle school level (diversity). Doctoral dissertation, University of Central Florida, 1997). *Dissertation Abstracts International*, 58(10A), 0705.
- Kaye, B .E., & Johnson, T. J. (1999). Research methodology: Taming the cyber frontier. *Social Science Computer Review*, 17(3), 323-337.
- King, W., & Miles, E. (1995). An assessment of response rate via the postal service and e-mail. *Health Values*, 19(2), 27-39.

- Kinloch, N. (2001). Parallel catastrophes? Uniqueness, Redemption and the Shoah. *Teaching History*, 104(1), 8-14.
- Korthagen, F., Loughran, J. & Russell, T. (2006). Developing fundamental principles for teacher education programs and practices. *Teaching and Teacher Education*, 22(8), 1020-1041.
- Kuklinski, J.H. (Eds.). (2001). *Citizens and Politics: Perspectives from Political Psychology*. Cambridge: Cambridge University Press.
- Landau, R. (1992). *The Nazi Holocaust*. London: I. B. Taurus.
- Lasok, D. (1962). The Eichmann trial. *The International and Comparative Law Quarterly*, 11(2), 355-374.
- Lipstadt, D. E. (1990). America and the Holocaust. *Modern Judaism*, 10(3), 283-296.
- Marks, S. (2007). Teaching About National Socialism and the Holocaust: Narrative approaches to Holocaust Education. *Interchange*, 38(3), 263-284.
- Milton, S. (1990). The context of the Holocaust. *German Studies Review*, 13(2), 269-283.

Mountford, P. (2001). Working as a team to teach the Holocaust well: A language-centred approach. *Teaching History*, 104(1), 28-33.

Neuman, W. L. & Robson, K. (2009). *Basics of social science research: Qualitative and quantitative approaches*. Toronto, Ontario, Canada: Pearson.

Novick, P. (1999). *The Holocaust in American life*. New York: Houghton Mifflin Co.

Nyiszli, M. (2000). *I was doctor Mengele's assistant*. Kraków, Poland: Frap-Books.

Office of the United Nations High Commissioner for Human Rights.

(December 9, 1948). *Convention on the Prevention and Punishment of the Crime of Genocide*. Retrieved August 23, 2009, from <http://www2.ohchr.org/english/law/genocide.htm>

Ontario Ministry of Education (2005). *The Ontario Curriculum, Grades 11 and 12: Canadian and world studies (revised)*. Toronto, Ontario, Canada: Queen's Printer for Ontario.

Ontario Ministry of Education (2008). *The Ontario Curriculum, Grades 9-12: Environmental Education Scope and Sequence of Expectations Resource Guide*. Toronto, Ontario, Canada: Queen's Printer for Ontario.

Price, V. (1988). On the Public Aspects of Opinion: Linking Levels of Analysis in Public Opinion Research. *Communication Research*, 15(6), 659-679.

Raykov, T. (2007). Evaluation of Weighted Scale Reliability and Criterion Validity: A Latent Variable Modeling Approach. *Measurement and Evaluation in Counseling and Development*, 40(1), 42-52.

Reed, C. A., & Lass, H. (1995). Racism today: Echoes of the Holocaust. *Canadian Social Studies*, 29(1), 140-142.

Regional Jewish Communities of Ontario. (2004). *RJCO Holocaust Education Teacher training program*. [Brochure]. Toronto, Ontario, Canada: UIA Federations Canada Press.

Rostan, K. (2006). Reading traumatically and representing the real in collective suffering. *College Literature*, 33(2), 172-183.

Russell, D. (1997). Reading the shards and fragments: Holocaust literature for young readers. *The Lion and the Unicorn*, 21(2), 267-280.

Santayana, G. (1905). *The life of reason*. New York: Charles Scribner's Sons.

Schaefer, D. R., & Dillman, D. A. (1998). Development of standard e-mail methodology: Results of an experiment. *Public Opinion Quarterly*, 62(3), 378-397.

Schweber, S. (2006). "Holocaust fatigue" in teaching today. *Social Education*, 70(1), 44-51.

Short, G. (1994). Teaching the Holocaust: the relevance of children's perceptions of Jewish culture and identity. *British Educational Research Journal*, 20(4), 393-406.

Short, G. (1995). The Holocaust in the national curriculum: A survey of teachers' attitudes and practices. *Journal of Holocaust Education*, 4(2), 167-188.

Short, G. (1999). Anti-racist Education and moral behaviour: Lessons from the Holocaust. *Journal of Moral Behaviour*, 28(1), 49-62.

Short, G. (2000). Holocaust Education in Ontario high schools: An antidote to racism? *Cambridge Journal of Education*, 30(2), 291-305.

- Short, G. (2003). Lessons of the Holocaust: A response to the critics. *Educational Review*, 55(3), 277-287.
- Smith, T. W. (1995). The polls-A review: The Holocaust denial controversy. *The Public Opinion Quarterly*, 59(2), 269-295.
- Statistics Canada (2003). *Census 2001 highlights: visible minorities and ethnicity in Ontario*. Retrieved March 8, 2009, from <http://www.fin.gov.on.ca/english/economy/demographics/census/cenhi6e.pdf>
- Staub, E. (2000). Genocide and mass killings: Origin, prevention, healing, and reconciliation. *Political Psychology*, 21(2), 367-382.
- Thompson, A. (1997). For: Anti-racist Education. *Curriculum Inquiry*, 27(1), 7-44.
- Tinberg, H. (2005). Taking (and teaching) the Shoah personally. *College English*, 68(1), 72-89.
- United Nations (1948). The Universal Declaration of Human Rights: General Assembly resolution 217 A (III) of 10 December 1948. Retrieved November 21, 2008 from <http://www.un.org/Overview/rights.html>

- United States Holocaust Memorial Museum (2000a). *The Holocaust*. [Brochure]. Washington, DC: United States Holocaust Memorial Museum Press.
- United States Holocaust Memorial Museum (2000b). *Victims of the Nazi: Jehovah's Witnesses*. [Brochure]. Washington, DC: United States Holocaust Memorial Museum Press.
- United States Holocaust Memorial Museum (2000c). *Victims of the Nazi: Sinti & Roma*. [Brochure]. Washington, DC: United States Holocaust Memorial Museum Press.
- United States Holocaust Memorial Museum (2000d). *Victims of the Nazi: Poles*. [Brochure]. Washington, DC: United States Holocaust Memorial Museum Press.
- United States Holocaust Memorial Museum (2000e). *Nazi persecution of homosexuals: 1933-1945*. [Brochure]. Washington, DC: United States Holocaust Memorial Museum Press.
- Van Manen, M. (1995). On the epistemology of reflective practice. *Teachers and Teaching: Theory and Practice*, 1(1), 33-50.
- Veenman, S. (1984). Perceived Problems of Beginning Teachers. *Review of Educational Research*, 54(2), 143-178.

Appendix A: Study Recruitment Poster

**HOLOCAUST EDUCATION STUDY
SEEKING PROFESSIONAL YEAR EDUCATION STUDENTS
FOR 20-25 MINUTE ONLINE SURVEY**

WHO CAN PARTICIPATE?

Professional B.Ed. Students currently attending Lakehead University
(PJ/JI/IS)

WHEN DOES THIS SURVEY TAKE PLACE?

You may complete the online survey any time between
Thursday, February 26, 2009 - Thursday, March 12, 2009

HOW LONG WILL IT TAKE?

The survey will take approximately 20-25 minutes to complete

WILL MY IDENTITY BE MADE PUBLIC?

The identity of survey respondents will remain confidential and
anonymous.

ARE THERE ANY PERKS FOR PARTICIPATING?

Yes! Participants will be entered into a random draw
for a \$50.00 Chapters-Indigo gift card

Anyone interested in participating or wishing to gain more information
about the
survey, please email Sabrina Leifso at sileifso@lakeheadu.ca

Appendix B: Initial Mass Email

Recipients: All Professional Year B.Ed Students

Sender: Faculty of Education Undergraduate Office

Regarding: M.Ed Holocaust Education Study Seeking Respondents for Online Survey

Sabrina Leifso, a graduate student in the Faculty of Education at Lakehead University is conducting a research project entitled "An Analysis of Ontario's PSE Attitudes and Approach towards Teaching the Holocaust." The intent of this study is to explore the attitudes of and approaches towards Holocaust Education of current pre-service teachers. By identifying these attitudes and approaches, educational institutions, the Ministry of Education, and Ontario school boards will be able to use this knowledge to improve their current programs, professional development activities, and/or resources.

The research requires respondents to be in their professional year of the Bachelor of Education program. The survey will take approximately 20-25 minutes to complete and can be completed online anytime between Thursday, February 26, 2009 and Thursday, March 12, 2009.

Participating in this study is strictly voluntary and you may withdraw from the survey at any time. The survey is considered to be a minimal risk project, as your participation in this survey should not result in any physical, emotional, or psychological harm. There are no foreseen benefits from participating in this survey. All data collected in this study will remain anonymous and confidential. All data will be stored securely by the University for a minimum of five years- thereafter, all records will be destroyed. The findings from this research shall be summarized and submitted to Lakehead University's Faculty of Education as a component of Sabrina Leifso's completed Master of Education thesis. Copies will be available from the Paterson and Faculty of Education libraries which are located on Lakehead University's Thunder Bay campus.

Following your informed consent to participate in this study and as an acknowledgment of your time and effort in completing this twenty-minute online survey, you will be entered into a draw for a chance to win a \$50.00 Chapters-Indigo Books gift card.

Interested Professional Year Bachelor of Education students are invited to e-mail the researcher, Sabrina Leifso, from their university e-mail account. Following the receipt of your interest in taking part in the study, you will receive an email from the researcher with a link to the online survey as well as your unique personal code to gain access into the online survey. Upon entering your unique personal code, you will be prompted to consent or decline to participate in the survey- this will act as your signature.

If you have any concerns, questions, or require further clarification regarding the research, please do not hesitate to contact myself, my supervisor or Lakehead University's Research Ethics Board via e-mail or telephone as listed below.

Thank-you for you taking the time to read the details of this research project,

Sabrina I.C. Leifso, M.Ed Candidate
Department of Education
Lakehead University
955 Oliver Road
Thunder Bay, ON P7E 5E1
(807) 343-2535
sileifso@lakeheadu.ca

Lisa Norton,
Research Ethics Board
Lakehead University
955 Oliver Road
Thunder Bay, ON P7E 5E1
(807) 343-8283
lisa.norton@lakeheadu.ca

Dr. W. Epp, M.Ed Thesis Supervisor
Department of Education
Lakehead University
955 Oliver Road
Thunder Bay, ON P7E 5E1
(807) 343-8941
wepp@lakeheadu.ca

Appendix C: Final Recruitment Mass Email

Recipients: All Professional Year B.Ed Students

Sender: Faculty of Education Undergraduate Office

Regarding: M.Ed Holocaust Education Study Seeking Respondents for Online Survey

Students who have already participated in the study entitled, "An Analysis of Ontario's Pre-Service Educators' Attitudes and Approach towards Teaching the Holocaust", please disregard this email message.

Students who have not participated in the study entitled, "An Analysis of Ontario's Pre-Service Educators' Attitudes and Approach towards Teaching the Holocaust", are invited to read the following details regarding the study:

Sabrina Leifso, a graduate student in the Faculty of Education at Lakehead University is conducting a research project entitled "An Analysis of Ontario's Pre-Service Educators' Attitudes and Approach towards Teaching the Holocaust." The intent of this study is to explore the attitudes of and approaches towards Holocaust Education of current pre-service teachers. By identifying these attitudes and approaches, educational institutions, the Ministry of Education, and Ontario school boards will be able to use this knowledge to improve their current programs, professional development activities, and/or resources.

The research requires respondents to be in their professional year of the Bachelor of Education program. The survey will take approximately 20-25 minutes to complete and can be completed online anytime between Thursday, February 26, 2009 and Thursday, March 12, 2009.

Participating in this study is strictly voluntary and you may withdraw from the survey at any time. The survey is considered to be a minimal risk project, as your participation in this survey should not result in any physical, emotional, or psychological harm. There are no foreseen benefits from participating in this survey. All data collected in this study will remain anonymous and confidential. All data will be stored securely by the University for a minimum of five years- thereafter, all records will be destroyed. The findings from this research shall be summarized and submitted to Lakehead University's Faculty of Education as a component of Sabrina Leifso's completed Master of Education thesis. Copies will be available from the Paterson and Faculty of Education libraries which are located on Lakehead University's Thunder Bay campus.

Following your informed consent to participate in this study and as an acknowledgment of your time and effort in completing this twenty-minute online survey, you will be entered into a draw for a chance to win a \$50.00 Chapters-Indigo Books gift card.

Interested Professional Year Bachelor of Education students are invited to e-mail the researcher, Sabrina Leifso, from their university e-mail account. Following the receipt of your interest in taking part in the study, you will receive an email from the researcher with a link to the online survey as well as your unique personal code to gain access into the online survey. Upon entering your unique personal code, you will be prompted to consent or decline to participate in the survey- this will act as your signature.

If you have any concerns, questions, or require further clarification regarding the research, please do not hesitate to contact myself, my supervisor or Lakehead University's Research Ethics Board via e-mail or telephone as listed below.

Thank-you for you taking the time to read the details of this research project,

Sabrina I.C. Leifso, M.Ed Candidate
 Department of Education
 Lakehead University
 955 Oliver Road
 Thunder Bay, ON P7E 5E1
 (807) 343-2535
 sileifso@lakeheadu.ca

Lisa Norton,
 Research Ethics Board
 Lakehead University
 955 Oliver Road
 Thunder Bay, ON P7E 5E1
 (807) 343-8283
 lisa.norton@lakeheadu.ca

Dr. W. Epp, M.Ed Thesis Supervisor
 Department of Education
 Lakehead University
 955 Oliver Road
 Thunder Bay, ON P7E 5E1
 (807) 343-8941
 wepp@lakeheadu.ca

Appendix D: Survey Cover Letter

February 26, 2009

Dear Potential Respondents,

Thank-you for your expressed interest in the study entitled “An Analysis of Ontario’s Pre-service Educators Attitudes and Approach towards Teaching the Holocaust.” Sabrina Leifso, a graduate student at Lakehead University, is conducting an online survey to gain insight into the attitudes of and approaches to teaching the Holocaust that are currently held by Ontario’s pre-service teachers. By participating in this study, you will be enhancing the voice of Pre-Service Educators’ that curriculum, policy, teacher training, and professional development may be guided by the findings and conclusions of this study on Pre-Service Educators’ attitudes of and approaches to Holocaust Education in Ontario.

The survey will take approximately 20-25 minutes to complete and will require you to answer 26 open and close-ended questions. Participating in this study is strictly voluntary. You may decline to answer any question and you may withdraw from the survey at any time. The survey can be considered as a minimal risk project, as your participation in this survey should not result in any physical, emotional, or psychological harm. There are no foreseen personal benefits from participating in this survey. All data collected in this study will only be accessed by Sabrina Leifso and Dr. Walter Epp and your identity will remain anonymous and confidential during and after the completion of the research. All data will be stored securely by the university for a minimum of five years- thereafter, all records will be destroyed. The findings from this research shall be summarized, published in aggregate form and submitted to Lakehead University’s Faculty of Education as a component of Sabrina Leifso’s completed Master of Education thesis and copies will be available from the Paterson Library and Faculty of Education Library located on Lakehead University’s Thunder Bay campus.

Following your informed consent to participate in this study and as an acknowledgment of your time and effort in completing this 20-25 minute online survey, you will be entered into a draw for a chance to win a \$50.00 Chapters-Indigo Books gift card.

If you have any concerns, questions, or require further clarification regarding the research, please do not hesitate to contact myself, my supervisor or Lakehead University’s Research Ethics Board via e-mail or telephone as listed below. For your future reference, please print a copy of this letter for your personal records.

Thank-you for your cooperation,

Sincerely,

Sabrina I.C. Leifso, M.Ed Candidate
 Department of Education
 Lakehead University
 955 Oliver Road
 Thunder Bay, ON P7E 5E1
 (807) 343-2535
 sileifso@lakeheadu.ca

Lisa Norton,
 Research Ethics Board
 Lakehead University
 955 Oliver Road
 Thunder Bay, ON P7E 5E1
 (807) 343-8283
 lisa.norton@lakeheadu.ca

Dr. W. Epp, M.Ed Thesis Supervisor
 Department of Education
 Lakehead University
 955 Oliver Road
 Thunder Bay, ON P7E 5E1
 (807) 343-8941
 wepp@lakeheadu.ca

Appendix E: Consent Form

Please read the following:

- I have read and understand the cover/information letter for the study.
- I agree to participate.
- I understand that there are no serious risks and/or benefits of the participating in study.
- I understand that my participation is strictly voluntary, that I can withdraw from the study at any time, and may decline to answer any question.
- That the findings from this research will be available to you by contacting the researcher, Sabrina Leifso, through email: sileifso@lakeheadu.ca
- I understand that all the data collected in this survey will remain strictly confidential and will only be accessed by Sabrina Leifso and Dr. Walter Epp.
- Your name and contact information will only be used to contact you for the purpose of notifying that you won the randomly selected participation prize.
- You will remain anonymous in any publication/public presentation of research findings.
- The data I provide will be securely stored at Lakehead University for a period of five years.

____ Yes, I have read the cover letter and consent form and agree to participate in the study.

Please provide your unique identification code that was sent via e-mail to you by the researcher.

Please provide today's date: (MM/DD/YYYY)

___/___/___

Appendix F: Survey Questions

CONSENT

1. I have read the above and consent to participate in the study.
 - a. Yes, I consent.
 - b. No, I do not consent

PERSONAL CHARACTERISTICS

2. Which gender best describes you?
 - a. Female.
 - b. Male.
3. Which best describes your certification level once you graduate this year?
 - a. Primary-Junior (K-6).
 - b. Junior-Intermediate (4-10).
 - c. Intermediate-Senior (7-12).
4. What is/are your teachable subject(s)? (open-ended question)
 First teachable (.....)
 Second teachable (.....)
5. Following graduation, which type of educational board do you wish to gain employment with?
 - a. Catholic Board ONLY.
 - b. Public Board ONLY.
 - c. Either Catholic Board AND Public Board.
 - d. None of the Above (for example: planning to teach abroad).
6. Did you receive any formal lessons on the Holocaust during your elementary or secondary schooling?
 - a. Yes, I received at least one formal lesson about the Holocaust.
 - b. No, I did not receive one formal lesson about the Holocaust.
7. Where have you acquired your knowledge about the Holocaust (own schooling; personal development opportunities such as books, interaction with Holocaust Survivors, documentaries; movies; video games; classroom textbooks; professional development seminar(s); local museum)?
 (.....open-ended question)

ATTITUDES/BELIEFS/OPINIONS

8. Should Ontario schools teach about the Holocaust?
 - a. Yes, Ontario schools should teach about the Holocaust.
 - b. No, Ontario schools should not teach about the Holocaust.
 - c. Undecided.
9. What do you see as the main advantage(s) or disadvantage(s) of teaching the Holocaust?
 (.....open-ended question)
10. Do you see any advantages or disadvantages in teaching the Holocaust to elementary students?
 (.....open-ended question)
11. At what are/grade do you feel that students should be exposed to the teachings of the Holocaust?
 (.....open-ended question)

12. Where do you feel teaching about the Holocaust best suits the Ontario curriculum (for example: Language Arts)?
(.....open-ended question)
13. Do you feel that teaching the Holocaust is relevant to our Ontario students today? Please explain.
(.....open-ended question)
14. Where would you place Holocaust Education in relation to environmentalism, intercultural dialogue, and community service as integrated aspects of teacher education? Please list, from most important (1) to least important (4).
(.....open-ended question)
15. If your Faculty of Education offered a professional development seminar on ways to teach the Holocaust, would you attend?
- Yes, I would attend.
 - No, I would not attend.
 - Undecided.
16. Do you think that it would be possible to remain completely objective while teaching the Holocaust; thus teaching an unbiased representation of various stakeholders (perpetrators, victims, bystanders)?
- Yes, I believe it is possible to remain completely objective while teaching about the Holocaust.
 - No, I do not believe that it is possible to remain completely objective while teaching about the Holocaust.
17. What do you believe is the most common error teachers make when teaching about the Holocaust?
(.....open-ended question)

PERSONAL PEDAGOGY

18. How much time do you plan to spend on teaching the Holocaust when you have your own classroom?
(.....open-ended question)
19. What materials will you use to teach the Holocaust (for example: textbooks; videos; personal accounts such as The Diary of Anne Frank; Holocaust Survivor testimony; field trip to local Holocaust Memorial Museum)?
(.....open-ended question)
20. Do you feel comfortable teaching the Holocaust? If not, what are the sources of your discomfort (for example: inadequate knowledge; deficiency in textbooks and other materials; nature of subject matter)?
(.....open-ended question)
21. When teaching the Holocaust, will you draw parallels between the Holocaust and other atrocities committed against other ethnic groups in the past (for example: Armenian genocide; Sudanese genocide; Stalin's Ukrainian forced famine)? Please explain.
(.....open-ended question)
22. When teaching the Holocaust, will you discuss persecuted groups other than Jews (for example: Roma & Sinti (in accurately referred to as Gypsies); physically and mentally handicapped; Jehovah's Witnesses; political prisoners)? Please explain.
(.....open-ended question)

23. If approached by a student who was told by her grandfather that “there is no such thing as the Holocaust”, how would you address this case of Holocaust denial?
(.....open-ended question))

24. Do you feel that by teaching the Holocaust your students will be more prepared to combat racism and prejudices? Please explain.
(.....open-ended question))

25. When teaching the Holocaust, will your lessons cover the efforts of partisans and that of the Righteous Gentiles?

- a. Yes, my lessons will cover the efforts of partisans and Righteous Gentiles.
- b. No, my lessons will not cover the efforts of partisans and Righteous Gentiles.
- c. Undecided.

26. When teaching about the Holocaust, how would you explain your rationale for teaching the topic (for example: Personal, educational, moral, historical, Board of Education policy)?
(.....open-ended question))