

The impact/evaluation of a course related holocaust visit (and teaching) on University students' social relational skills

Introduction

This paper presents the main results of an action research project. The primary aim was to evaluate the impact of a visit to Holocaust-related sites on students (BSc (Hons) Psychosocial Analysis of Offending Behaviour) emotional and social relational life skills. The secondary aim of the research was to explore how the educational experience could be further enhanced for future cohorts of students. Methodology A mixed method action research approach was adopted comprising:

- “Quick emotional intelligence self-assessment” questionnaire to student participants (quantitative pre & post visit). The questionnaire comprises scores for 4 subscales (emotional awareness, emotional management, social emotional awareness, relationship management)
- A student focus group to explore the emotional & social impact of the visit
- Questionnaires to lecturers involved in the visit to explore their personal views, and reflections on strategies to improve the educational experience for future cohorts of students.

Results

Data is currently being analysed. Due to small numbers of participants ($n = 20$), who completed the “quick emotional intelligence self-assessment”, descriptive statistics only will be used to analyse the data (not inferential statistics). Data from these questionnaires will however, be used to supplement findings from the focus groups (qualitative element). Focus groups will be analysed using the content analysis approach. Discussion & future directions Discussion of the findings will focus on themes related to the social & emotional impact of the visit (& related teaching) on students; & explore how such experiences can enhance student learning. It is envisaged that this project will inform an application for funding to extend this project to subsequent cohorts of students, and involve collaboration with staff working in Holocaust-related sites.

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