High School Students and Online Commemoration of the Group's Cultural Trauma

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## Sample

110 high school students from two high schools, a pair of classes from each school, in one southern town in Israel. The students were between the ages of 14 and 17 years, and almost equally distributed according to gender (51.3 per cent female and 48.7 per cent male). the final sample included seventy-eight participants

# Abstract

This paper addresses the interaction of three equivalent issues: education, cultural trauma and the Internet. Theory suggests that the educational system plays an important role in the transmission and maintenance of the memory of a group's defining cultural trauma. However little is empirically known of the ways education influences the attitudes of younger members of a collective who struggle with the memory of the trauma. This study investigated the willingness of Jewish-Israeli high school students who relate to this trauma only through the educational system to engage in online commemoration of the trauma. Findings indicate a complex picture of how high school educational socialization is related to online commemoration of the group's cultural trauma, and suggest several future lines of research.

# Outcome

The study results (Lazar Hirsch, 2014) indicated that 11.4 per cent of these respondents claimed that the Internet is mainly an entertainment apparatus and not a suitable platform for preserving the memory of the Holocaust, and additional 11.4 per cent of them pointed that they lack the knowledge to establish an Internet site.