

Martin Rehm/Stefania Manca/Susanne Haake: Soziale Medien als digitale Räume in der Erinnerung an den Holocaust. Eine Vorstudie zur Twitter-Nutzung von Holocaust-Museen und Gedenkstätten

Beitrag aus Heft »2020/06 Erinnern in und mit digitalen Medien«

Nur wenige Studien haben bis dato untersucht, wie Holocaust-Organisationen Soziale Medien in ihrer Öffentlichkeits- und Bildungsarbeit einsetzen. Diese Studie präsentiert die Resultate einer Literaturrecherche zur Nutzung von sozialen Medien für die Holocaust-Gedenkarbeit und -Erziehung sowie die Ergebnisse einer quantitativen Vorstudie zur Twitter-Nutzung von sechs Holocaust-Museen und -Organisationen in Deutschland und Italien.

To date, few studies have investigated social media use in Holocaust organizations to engage general public and to help expand their knowledge of the Holocaust. We present an overview of the literature about the usage of social media for Holocaust memorialisation and education and a preliminary study on the usage of Twitter in a sample of six Holocaust museums or organisations in Germany and Italy. Along with the results of a first quantitative analysis, we also provide indications for future research.

Literatur:

Alsumait, Loulwa/Wang, Pu/Domeniconi, Carlotta/Barbará, Daniel (2010). Embedding semantics in LDA topic models. In: Berry, Michael M./Kogan, Jacob (Hrsg.), *Text mining*. Hoboken, NJ: Wiley, S. 183–204.

Assmann, Aleida (2010). The Holocaust – a Global Memory? Extensions and Limits of a New Memory Community. In: Assmann, Aleida/Conrad, Sebastian (Hrsg.), *Memory in a Global Age*. London: Palgrave Macmillan, S. 97–117.

Assmann, Jan/Czaplicka, John (1995). Collective memory and cultural identity. In: *New German Critique*, 65, S. 125–133.

Bell, Duncan (2009). Introduction: violence and memory. In: *Millennium-Journal of International Studies*, 38 (2), S. 345–360.

Bernsen, Daniel/Kerber, Ulf (2017). *Praxishandbuch Historisches Lernen und Medienbildung im digitalen Zeitalter*. Leverkusen: Verlag Barbara Budrich.

Bronfenbrenner, Uriel (1976). The Experimental ecology of education. In: *Educational Researcher*, 5(9), S. 5–15.

Bronfenbrenner, Uriel/Morris, Pamela A. (1998). The ecology of developmental processes. In: Damon, William/Lerner, Richard M. (Hrsg.), *Handbook of child psychology*, Vol. 4, Theories of development. New York, NY:

Wiley, S. 999–1058.

Brown, Adam/Waterhouse-Watson, Deb (2014). The Future of the Past: Digital Media in Holocaust Museums. In: Holocaust Studies, 20(3), S. 1–32.

de Bruyn, Dieter (2010). World War 2.0: Commemorating War and Holocaust in Poland Through Facebook. In: Digital Icons: Studies in Russian, Eurasian and Central European New Media, 4, S. 45–62.

Buccafurri, Francesco/Lax, Gianluca/Nicolazzo, Serena/Nocera, Antonio (2015). Comparing Twitter and Facebook user behavior: Privacy and other aspects. In: Computers in Human Behavior, 52, S. 87–95.

Burkhardt, Hannes (2015). Geschichte im Social Web: Geschichtsnarrative und Erinnerungsdiskurse auf Facebook und Twitter mit dem kulturwissenschaftlichen Medienbegriff Medium des kollektiven Gedächtnisses' analysieren. In: Pallaske, Christoph (Hrsg.), Medien machen Geschichte: Neue Anforderungen an den geschichtsdidaktischen Medienbegriff im digitalen Wandel. Berlin: Logos, S. 99–114.

Burkhardt, Hannes (2017). Erinnerungskulturen im Social Web. Auschwitz und der Europäische Holocaustgedenktag auf Twitter. In: Danker, Uwe (Hrsg.), Geschichtsunterricht – Geschichtsschulbücher – Geschichtskultur. Aktuelle geschichtsdidaktische Forschungen des wissenschaftlichen Nachwuchses. Mit einem Vorwort von Thomas Sandkühler. Göttingen: Vandenhoeck & Ruprecht, S. 213–236.

Carter-White, Richard (2018). Death camp heritage ,from below? Instagram and the (re)mediation of Holocaust heritage. In: Muzaini, Hamzah/Minca, Claudio (Hrsg.), After heritage: critical perspectives on heritage from below. Cheltenham, UK/Northampton, MA: Edward Elgar Publishing, S. 86–106.

Clifford, Rebecca (2013). Commemorating the Holocaust: The Dilemmas of Remembrance in France and Italy. Oxford: Oxford Scholarship Online.

Commane, Gemma/Potton, Rebekah (2019). Instagram and Auschwitz: a critical assessment of the impact social media has on Holocaust representation. In: Holocaust Studies, 25(1-2), S. 158–181.

Dalziel, Imogen (2016). 'Romantic Auschwitz': examples and perceptions of contemporary visitor photography at the Auschwitz-Birkenau State Museum. In: Holocaust Studies, 22(2-3), S. 185–207.

Deerwester, Scott/Dumais, Susan T./Furnas, George W./Landauer, Thomas K./Harshman, Richard (1990). Indexing by latent semantic analysis. In: Journal of the American Society for Information Science, 41(6), S. 391–407.

Dekel, Irit (2013). Mediation at the Holocaust Memorial in Berlin. Basingstoke, UK: Palgrave Macmillan.

Demantowsky, Marko/Pallaske, Christoph (2014). Geschichte lernen im digitalen Wandel. Part II: Digital history-didactic teacher-learner models. Berlin: Walter de Gruyter.

van Dijck, José (2004). Mediated memories: Personal cultural memory as object of cultural analysis. Continuum: Journal of Media & Cultural Studies, 18(2), S. 262–277.

Döring, Jörg/Thielmann, Tristan (2015). Spatial turn: das Raumparadigma in den Kultur- und Sozialwissenschaften. Bielefeld: Transcript Verlag.

Eberle, Annette (2015). Was bedeutet Pädagogik nach Auschwitz heute? Einschätzungen von Pädagogen an Gedenkorten, Museen und Bildungsreinrichtungen. In: Matthes, Eva/Meilhammer, Elisabeth (Hrsg.), Holocaust Education im 21. Jahrhundert. Bad Heilbrunn: Verlag Julius Klinkhardt, S. 150–165.

Echikson, William (2019). Holocaust Remembrance Project: How European Countries Treat Their Wartime Past. <https://archive.jpr.org.uk/object-eur216> [Zugriff: 28.10.2020]

Eckmann, Monique/Stevick, Doyle/Ambrosewicz-Jacobs, Jolanta (2017). Research in Teaching and Learning about the Holocaust. A Dialogue Beyond Borders. Berlin: Metropol.

Epp, André (2018). Das ökosystemische Entwicklungsmodell als theoretisches Sensibilisierungs- und Betrachtungsraster für empirische Phänomene. In: Forum Qualitative Sozialforschung/Forum: Qualitative Social Research, 19(1), S. 21.

Erll, Astrid (2005). Kollektives Gedächtnis und Erinnerungskulturen. Eine Einführung. Stuttgart: Metzler.

Foot, John (2009). Italy's Divided Memory. Basingstoke, UK: Palgrave Macmillan.

François, Etienne/Schulze, Hagen (2009). Deutsche Erinnerungsorte. Munich: C.H. Beck.

Franken-Wendelstorf, Regina/Greisinger, Sybille/Gries, Christian (2019). Das erweiterte Museum. Medien, Technologien und Internet. Berlin: de Gruyter.

Gerstenfeld, Manfred (2009). The Abuse of Holocaust Memory: Distortions and Responses. Jerusalem: Jerusalem Center for Public Affairs.

Gray, Michael (2014). Contemporary Debates in Holocaust Education. Basingstoke, UK: Palgrave Macmillan.

Gross, Zehavit (2010). Holocaust education in Jewish schools in Israel: Goals, dilemmas, challenges. In: Prospects, 40(1), S. 93–113.

Gross, Zehavit/Stevick, Doyle (2015). As the Witnesses Fall Silent: 21st Century Holocaust Education in Curriculum, Policy and Practice. Cham/Heidelberg/New York/Dordrecht/London: Springer.

Hoskins, Andrew (2011). Media, memory, metaphor: remembering and the connective turn. In: Parallax, 17(4), S. 19–31.

Imre, Anikó (2009). National Intimacy and Post-Socialist Networking. In: European Journal of Cultural Studies, 12(2), S. 219–233.

International Holocaust Remembrance Alliance (2019). Recommendations for Teaching and Learning about the Holocaust.

<https://holocaustremembrance.com/sites/default/files/inline-files/IHRA-Recommendations-Teaching-and-Learning-about-Holocaust.pdf> [Zugriff: 28.10.2020]

Jacomy, Mathieu/Venturini, Tommaso/Heymann, Sébastien/Bastian, Mathieu (2014). ForceAtlas2. A continuous graph layout algorithm for handy network visualization designed for the Gephi software. PLoS one, 9(6). DOI: 10.1371/journal.pone.0098679 [Zugriff: 28.10.2020]

Johnson, Genevieve M./Puplampu, Korbla P. (2008). Internet use during childhood and the ecological technosubsystem. In: Canadian Journal of Learning and Technology/La revue canadienne de l'apprentissage et de la technologie, 34(1). www.learntechlib.org/p/43235/ [Zugriff: 28.10.2020]

Kovács, Éva (2018). Limits of Universalization: The European Memory Sites of Genocide. In: Journal of Genocide Research, 20(4), S. 490–509.

Lazar, Alon/Hirsch, Tal Litvak (2015). An online partner for Holocaust remembrance education: students approaching the Yahoo! Answers community. In: Educational Review, 67(1), S. 121–134.

Levy, Daniel/Sznaider, Natan (2006). The Holocaust and memory in the global age. Philadelphia: Temple University Press.

Macdonald, David B. (2008). Identity Politics in the Age of Genocide: The Holocaust and historical representation. London/New York: Routledge.

Makhortykh, Mykola (2019). Nurturing the pain: audiovisual tributes to the Holocaust on YouTube. In: Holocaust Studies, 25(4), S. 441–466.

Manca, Stefania (2019). Holocaust memorialisation and social media. Investigating how memorials of former concentration camps use Facebook and Twitter. In: Popma, Wyby/Stuart, Francis (Hrsg.), Proceedings of the 6th European Conference on Social Media – ECSM 2019, S. 189–198.

McHale, Susan M./Dotterer, Aryn/Kim, Ji-Yeon (2009). An Ecological Perspective on the Media and Youth Development. In: The American Behavioral Scientist, 52(8), S. 1186–1203.

Minerbi, Alessandra/Sarfatti, Michele (2007). L'era dei musei della Shoah. Sei recenti allestimenti. In: Italia contemporanea, 249 (12/2007), S. 583–599.

Nora, Pierre (1989). Between memory and history: Les lieux de mémoire. In: Representations, 26, S. 7–24.

O'Connor, Paul (2019). The unanchored past: Three modes of collective memory. *Memory Studies*. DOI: 10.1177/1750698019894694 [Zugriff: 28.10.2020]

Pettigrew, Alice/Karayianni, Eleni (2019). 'The Holocaust is a place where ...': the position of Auschwitz and the camp system in English secondary school students' understandings of the Holocaust. *Holocaust Studies*. DOI: 10.1080/17504902.2019.1625116 [Zugriff: 28.10.2020]

Pfanzelter, Eva (2015). At the crossroads with public history: mediating the Holocaust on the Internet. In: *Holocaust Studies*, 21(4), S. 250–271.

Pfanzelter, Eva (2016). Selfies, Likes & Co: Multimediale Inszenierungen des Holocaust in deutsch- und englischsprachigen sozialen Netzwerken. In: *Zeitgeschichte*, 43(4), S. 213–232.

Pingel, Falk (2014). The Holocaust in textbooks: from a European to a global event. In: Fracapane, Karel/Haß, Matthias (Hrsg.), *Holocaust Education in a Global Context*. Paris: UNESCO.

Pohl, Karl Heinrich/Schwabe, Astrid (2018). Presenting and Teaching the Past. In: Baranowski, Shelley/Nolzen, Armin/Claus Christian W. Szejnmann (Hrsg.), *A Companion to Nazi Germany*. Hoboken, NJ: John Wiley & Sons, S. 615–630.

Polgar, Michael (2019). *Holocaust and Human Rights Education: Good Choices and Sociological Perspectives*. Bingley, UK: Emerald Group Publishing.

Rehm, Martin/Cornelissen, Frank/Daly, Alan J. (2020). A Metric to Assess Brokerage Positions within Social Networking Sites. In: *Teachers College Record*, 122(6), S. 1–32.

Rehm, Martin/Notten, Ad (2016). Twitter as an informal learning space for teachers!? The role of social capital in Twitter conversations among teachers. In: *Teaching and Teacher Education*, 60, S. 15–223.

Rothberg, Michael (2009). *Multidirectional Memory: Remembering the Holocaust in the Age of Decolonization*. Stanford: Stanford University Press.

Sarfatti, Michele (2018). *Gli ebrei nell'Italia fascista. Vicende, identità, persecuzione* (edizione definitiva). Torino: Einaudi.

Schweber, Simone (2011). Holocaust education. In: Miller, Helena/Grant, Lisa D./Pomson, Alex (Hrsg.), *International Handbook of Jewish Education*, vol. 5. Dordrecht: Springer, S. 461–478.

Short, Geoffrey/Reed, Carole Ann (2017). *Issues in Holocaust education*. London: Taylor & Francis.

Sierp, Aline (2012). Italy's Struggle with History and the Europeanisation of National Memory. In: Engel, Ulf/Middell, Matthias/Troebst, Stefan (Hrsg.), *Erinnerungskulturen in transnationaler Perspektive*. Leipzig: Leipziger

Universitätsverlag, S. 212–234.

de Smale, Stephanie (2020). Memory in the margins: The connecting and colliding of vernacular war memories. In: Media, War & Conflict, 13(2), S. 188–212.

Stevick, Doyle/Michaels, Deborah L. (2012). Editorial Introduction. The Continuing Struggle over the Meaning of the Shoah in Europe. Culture, Agency, and the Appropriation of Holocaust Education. In: European Education, 44(3), S. 3–12.

Stone, Dan (2013). Memory Wars in the 'New Europe.' In: The Holocaust, Fascism and Memory. Wiesbaden: Springer VS, S. 172–183.

Szewczak-Harris, Emma (2017). YOLOCAUST Project, Shahak Shapira, Berlin, 2017. In: JAWS. Journal of Arts Writing by Students, 3(1-2), S. 149–154.

van der Poel, Stefan (2019). Memory crisis: The Shoah within a collective European memory. In: Journal of European Studies, 49(3–4), S. 267–281.

Vice, Sue (2019). 'Beyond words': representing the 'Holocaust by bullets'. In: Holocaust Studies, 25(1-2), S. 88–100.

Wong, Amelia S. (2011). Ethical issues of social media in museums: a case study. In: Museum Management and Curatorship, 26(2), S. 97–112.

Zafiropoulos, Kostas/Vrana, Vasiliki/Antoniadis, Konstantinos (2015). Use of Twitter and Facebook by top European museums. In: Journal of Tourism, Heritage & Services Marketing, 1(1), S. 16–24.

Zalewska, Maria (2016). Holography, Historical Indexicality, and the Holocaust. In: Spectator, 36(1) (Spring 2016), S. 25–32.

Zalewska, Maria (2017). Selfies from Auschwitz: Rethinking the Relationship Between Spaces of Memory and Places of Commemoration in The Digital Age. In: Digital Icons. Studies in Russian, Eurasian and Central European New Media, 18, S. 95–116.