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these fields. As the Holocaust moves beyond living memory towards solely mediated memory, it is imperative that we pay critical attention to the way digital technologies are shaping public memory and education and research. Bringing together the voices of heritage and educational professionals, and academics from the arts and humanities and the social sciences, this interdisciplinary collection explores the practicalities of creating digital Holocaust projects, the educational value of such initiatives, and considers the extent to which digital technologies change the way we remember, learn about and research the Holocaust, thinking through issues such as ethics, embodiment, agency, community, and immersion. At its core, this volume interrogates the extent to which digital interventions in these fields mark an epochal shift in Holocaust memory, education and research, or whether they continue to be shaped by long-standing debates and guidelines developed in the broadcast era.

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the genocides in Rwanda, Cambodia, Europe (the Holocaust), and Armenia; to non-genocidal violence in Haiti, and the Portuguese Colonial War on the African Continent; and of the September 11 attacks on the United States.

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Wirkung eines digitalen, interaktiven Zeitzeugnisses des Holocausts auf Schüler\*innen und liefert damit wertvolle Impulse für Multiplikator\*innen, um Holocaust Education zeitgemäß zu gestalten. Mithilfe der Grounded Theory werden Erkenntnisse darüber gewonnen, welche Faktoren diese Form des digitalen, interaktiven Begegnungslernens potentiell fördern oder hemmen und welche Resonanzen bei Jugendlichen hervorgerufen werden können. Die Ergebnisse zeigen überdies, dass solch ein mediales Angebot das Potenzial dazu haben kann, historische Empathie zu fördern.

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