



Student Feedback Evaluation Report and Development Concept

Budapest, Hungary - December 2025

Introduction

This report provides a comprehensive summary and strategic interpretation of the feedback submitted by 45 university students upon completing the RECALL online modules and their associated learning activities. The primary objective of this document extends beyond presenting a descriptive overview of student satisfaction metrics; rather, it serves to articulate a forward-looking development concept grounded in pedagogical reflection, content analysis, and contemporary digital learning design considerations.

The RECALL project was initiated to cultivate a comparative, transnational, and critically reflective learning environment with a distinct focus on Central European history, memory politics, and identity formation. The pedagogical architecture—comprising video lectures (spanning 25–40 minutes), interactive e-learning tasks (15–20 minutes), and comparative analytical elements—was explicitly designed to cater to the cognitive demands of university-level learners.

The empirical feedback definitively demonstrates that the core conceptual framework of the RECALL project is pedagogically sound, intellectually stimulating, and highly relevant. Simultaneously, the data highlights specific areas where targeted refinement, structural adjustments, and deeper institutional integration could significantly amplify the project's long-term impact, sustainability, and scalability for future Erasmus+ funding cycles.

General Evaluation of Student Experience

An analytical review of the 45 responses reveals clear and dominant trends regarding both the successes of the current implementation and the specific friction points experienced by the learners.

Strengths Identified by Students

- **High Academic Quality and Expertise:** Students consistently and emphatically appreciated the scholarly rigor of the participating lecturers from the Hungarian, Czech, and Polish partner institutions. The clarity of the historical argumentation, combined with a rigorously maintained comparative perspective, was highlighted as a major asset.

- **Innovative Comparative Structure:** The tri-national framework was repeatedly characterized in the feedback as "eye-opening" and "unique." Numerous students emphasized that examining how identical historical phenomena—such as the veneration of saints, 19th and 20th-century revolutions, minority issues, and dynastic memory—are interpreted differently across national contexts fundamentally enhanced their critical thinking and historiographical awareness.
- **Modular Flexibility and Learner Autonomy:** The architectural decision to allow modules to be completed independently was highly praised. This asynchronous capability supported flexible scheduling, accommodating the diverse workloads of modern university students.
- **Source-Based Interactive Tasks:** E-learning elements that actively required the interpretation of primary sources—whether visual materials, historical texts, or contemporary memory representations (e.g., monuments)—were perceived as exceptionally valuable for deepening comprehension.
- **Relevance to Contemporary Debates:** A critical success factor highlighted by several respondents was the modules' capacity to bridge the gap between historical events and current socio-political discourses, demonstrating the living nature of memory politics in Central Europe.

Recurring Challenges and Areas for Optimization

- **Video Length and the Digital Attention Economy:** While the academic content is exceptionally strong, the format of continuous 35–40 minute video lectures was perceived by a segment of the student cohort as cognitively demanding. In fully online and self-paced settings, maintaining sustained attention over this duration poses a significant challenge.
- **Cognitive Density and Heterogeneous Backgrounds:** Certain modules delivered highly condensed historical argumentation. Students entering the course without a robust prior foundation in Central European history occasionally found it challenging to navigate the complexities of the advanced historiographical debates presented.
- **Desire for Deeper Interactive Engagement:** Although the existing source-based tasks were well-received, a noticeable portion of the respondents expressed a strong interest in more profound forms of interaction. Suggestions included peer-to-peer discussion forums, asynchronous debate formats, and more sophisticated reflective writing prompts.
- **Navigation and Progress Tracking:** User experience (UX) feedback indicated that the learning environment could be optimized. Students noted that clearer visual progress indicators and more strictly guided learning pathways would reduce cognitive friction and improve overall platform usability.

Pedagogical Reflection

From the vantage point of higher education didactics, the RECALL modules currently function primarily as content-rich academic micro-courses. They operate as structured, lecture-based knowledge units with embedded reflective tasks, effectively creating comparative historiographical laboratories.

The project successfully operates at a high cognitive level—demanding analysis, synthesis, and interpretation—which corresponds to the upper echelons of Bloom’s taxonomy. However, the student feedback illuminates three core pedagogical tensions that must be addressed to optimize the learning design for heterogeneous student groups:

1. **Depth vs. Accessibility:** Balancing the rigorous academic standards of the consortium with the varied baseline knowledge of the participants.
2. **Lecture-Centered vs. Interaction-Centered Learning:** Transitioning from a model of knowledge transmission to one of guided knowledge construction.
3. **Academic Rigor vs. Digital Attention Economy:** Adapting the delivery mechanism to align with modern digital consumption habits without diluting the intellectual substance.

The strategic imperative for future development is not to simplify the scholarly content, but rather to enhance the pedagogical scaffolding, structural clarity, and guided engagement mechanisms.

Development Concept: Strategic Directions

To directly address the pedagogical reflections and student feedback, we propose six foundational development pillars for the next phase.

Pillar I: Modular Micro-Segmentation of Video Content

To align with best practices in digital pedagogy and cognitive load theory, we propose transitioning away from single 35–40 minute broadcast blocks. Videos should be restructured into:

- 3–5 discrete thematic segments (6–10 minutes each).
- Each segment followed immediately by a short, formative reflective micro-task.
Benefits: This approach significantly improves attention retention, facilitates easier integration into flipped-classroom teaching models, increases content reusability, and streamlines the process for future multilingual subtitling. Crucially, this does not require resource-intensive re-recording; intelligent video editing and chapter structuring will achieve this outcome.



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Pillar II: Enhanced Interactive Layer

To transform the modules from "interactive lectures" into "guided academic workshops," we must deepen the active learning components. Proposed additions include:

- Structured reflection prompts requiring short, analytical written responses.
- Comparative mini-debate tasks (e.g., *"How would this specific historical event be interpreted in a differing national context?"*).
- Optional peer-discussion templates specifically designed for seminar integration.
- Short analytical writing assignments (250–300 words) to solidify comprehension.

Pillar III: Multi-Level Learning Pathways

Acknowledging the diverse academic backgrounds of the user base, future iterations should adopt a layered instructional design:

- **"Core Path"**: The essential narrative and foundational content required to meet the primary learning outcomes.
- **"Advanced Historiography Layer"**: Optional deep-dive readings and complex historiographical debates for advanced learners.
- **"Context Box"**: Integrated glossaries explaining key theoretical concepts (e.g., political legitimization, martyrdom paradigms, minority emancipation, memory politics). This multi-tiered model secures academic rigor while vastly improving accessibility.

Pillar IV: Visual and Structural Refinement

Students explicitly value clarity and orientation when navigating complex intellectual terrain. Development goals for platform UX include:

- Clear, persistent progress indicators (e.g., Module Step 1/10).
- Accurate time-to-completion estimates for each segment to aid student planning.
- Consolidated summary slides at the conclusion of each thematic subchapter.
- Downloadable visual concept maps mapping the relationships between historical events across the three nations.

Pillar V: Stronger Contemporary Connection

Capitalizing on the most positively evaluated aspect of the current modules—the explicit link between historical narrative and present-day identity politics—future modules should standardize this practice. This includes:

- A dedicated "Contemporary Reflection" concluding section for every module.
- 2–3 guiding questions that explicitly bridge past occurrences with present-day societal challenges.



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- Optional, highly focused short video reflections by the lecturers addressing the modern-day implications of their topics.

Pillar VI: Institutional Integration Strategy

The empirical data strongly suggests that the RECALL modules reach their maximum pedagogical potential when formally integrated into university seminars, comparative history courses, or teacher training curricula. The next development phase must pivot toward sustainability by producing:

- A comprehensive "Teaching Guide" for university instructors.
- Suggested 90-minute blended seminar structures incorporating the modules.
- Standardized assessment templates and optional grading rubrics. This institutional toolkit will significantly increase the transnational transferability and long-term viability of the project.

Strategic Vision for Sustainability

Based on the robust student evaluation and the subsequent pedagogical analysis, the RECALL initiative possesses significant potential to evolve from a project-based online module collection into a permanent, highly influential Central European comparative teaching platform.

To manifest this transition, the consortium should pursue the following strategic actions:

- Implement annual, targeted content updates to maintain relevance.
- Expand the curriculum with 2–3 entirely new thematic modules based on current European challenges.
- Formalize the integration of the platform into the mandatory or elective curricula of all partner universities.
- Explore the feasibility of issuing formal micro-credential certifications for module completion.
- Develop joint Central European blended summer schools, using the RECALL platform as the foundational digital infrastructure.

There is a demonstrably clear, student-validated demand for structured, comparative Central European perspectives that transcend traditional national historiographies.

Conclusion

The comprehensive evaluation of 45 student responses unequivocally confirms that the RECALL project has successfully engineered an academically rigorous, authentically comparative, and intellectually stimulating digital learning environment.



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The initiative's core strengths—its transnational perspective, expert-level academic content, and thematic depth—are foundational successes that must be preserved. Concurrently, the implementation of targeted structural refinements, deepened interactivity, and layered accessibility pathways will dramatically enhance student engagement and secure long-term institutional impact.

Therefore, the forthcoming phase of the RECALL project should not focus on redefining its proven intellectual core, but rather on optimizing digital delivery, expanding institutional integration, and perfecting the pedagogical scaffolding. With these strategic enhancements, RECALL is perfectly positioned to serve as the premier model for comparative historical digital education within Central Europe and beyond.