

What Works Clearinghouse



Facing History and Ourselves

Program description *Facing History and Ourselves* aims to promote core character education values and to help middle and high school students develop moral reasoning skills. Students examine historical events, in particular the events that led to World War II and the Holocaust. Teachers participate in professional development

seminars and apply the content and approaches to their own teaching or school program. *Facing History and Ourselves* also includes schoolwide components (such as guest speakers and videos), an optional part of the program evaluated.

Research One study of *Facing History and Ourselves* met the What Works Clearinghouse (WWC) evidence standards with reservations. The study, which included approximately 350 middle school students attending school in the northeast, examined results on

students' behavior and knowledge, attitudes, and values. The program implementation evaluated in this study did not include schoolwide components.¹

Effectiveness *Facing History and Ourselves* was found to have no discernible effects on behavior and knowledge, attitudes, and values.

	Behavior	Knowledge, attitudes, and values	Academic achievement
Rating of effectiveness	No discernible effects	No discernible effects	Not reported
Improvement index²	Average: +8 percentile points Range: +8 percentile points	Average: +4 percentile points Range: -7 to +17 percentile points	Not reported

1. The evidence presented in this report is based on the available research. Findings and conclusions may change as new research becomes available.
 2. These numbers show the average and the range of improvement indices for all findings across the study.

Additional program information

Developer and contact

Facing History and Ourselves. National office: 16 Hurd Road, Brookline, MA 02445. Web: www.facinghistory.org. Email: info@facing.org. Telephone: 617-232-1595. Fax: 617-232-0281.

Scope of use

Facing History and Ourselves was developed from 1977 to 1981 with Federal funds that supported efforts to improve secondary education through the teaching of history and ethics. According to the program developer, *Facing History and Ourselves* currently reaches more than one million students nationally and internationally. Information is not available on the demographics of students, schools, or districts using the intervention. The *Facing History and Ourselves* program may have changed since the study was conducted. The WWC recommends asking the developer for information about the most current version of this curriculum and taking into account that student demographics and school context may affect outcomes.

Teaching

Facing History and Ourselves begins with self-reflection on questions about identity, group membership, and obligations to others. The curriculum for each course includes class discussions about readings from the *Facing History and Ourselves Resource Book: Holocaust and Human Behavior* (FHAO National Foundation, 1994), films with *Facing History and Ourselves* study guides, guest speakers (such as Armenian, Cambodian, and Holocaust survivors), literature, and journal writing.

The typical unit is 4–8 weeks or a semester. Typically, the teacher introduces students to a framework and vocabulary for understanding human behavior and individual decision-making

in society. The curriculum encourages the teacher to engage students in discussions about how individual and group identities are formed and the social and cultural factors that influence individual decisions. The teacher tries to foster critical thinking and moral decision-making by guiding students' in-depth examinations of a case study of pre-war Germany and the Holocaust and reflections on the connections between that history and their own lives.

The developer provides curriculum training for teachers through presentations, introductory workshops, and the World Wide Web. A Summer Institute provides an intensive five- or six-day seminar focusing on issues related to identity, violence, bigotry, power, and conformity. Teachers explore ways to apply the content and approaches to their own teaching or school program. The developer also provides follow-up classroom support to teachers during the school year in person, by phone and email, and on the website, as well as through major conferences, seminars, and online discussions. Support resources include lists of guest speakers, videos, a lending library, and technical assistance.

Cost

Facing History and Ourselves has several resource books and study guides. Chapters may be downloaded from the website without charge, and complete copies may be purchased for \$15–25 each depending on the quantity. Introductory workshops and one-day conferences for teachers have registration fees ranging from \$35 to \$250. Online courses, which run for eight weeks, are available for \$300. The FHAO Summer Institute costs \$650 for commuting participants and \$900 for resident participants, who also receive room and board.

Research Eight studies reviewed by WWC investigated the effects of the *Facing History and Ourselves* program. One study (Schultz, Barr, & Selman, 2001) was a quasi-experimental design that met WWC evidence standards with reservations. The other seven studies did not meet WWC evidence screens.

The Schultz, Barr, and Selman study included 346 eighth-grade students in the northeast with varied socioeconomic

characteristics. Outcomes for students in 14 social studies and language arts classes using the *Facing History and Ourselves* curriculum were compared with those for students in 8 classrooms that did not use the curriculum. The study focused on *Facing History and Ourselves* as implemented in classrooms rather than as a schoolwide intervention.

Effectiveness Findings

The WWC review of character education addresses student outcomes in three domains: behavior; knowledge, attitudes, and values; and academic achievement.

Behavior. *Facing History and Ourselves* students reported less fighting than students in the comparison group, but this difference was neither statistically significant (as calculated by the WWC) nor large enough to be considered substantively important using WWC criteria.²

Knowledge, attitudes, and values. The study reported differences favoring the program for three of seven outcomes (both measures of relationship maturity and the single measure of racism), one of which (a measure of relationship maturity) was reported to be statistically significant. The study also reported differences favoring the comparison group on the remaining four

outcomes (civic attitudes and participation, ethnic identity, and two measures of moral reasoning). The differences between the intervention and comparison conditions on all seven outcomes (as calculated by the WWC) were neither statistically significant nor large enough to be considered substantively important.³

Rating of effectiveness

The WWC rates interventions as positive, potentially positive, mixed, no discernible effects, potentially negative, or negative. The rating of effectiveness takes into account four factors: the quality of the research design, the statistical significance of the findings (as calculated by the WWC), the size of the differences between participants in the intervention condition and the comparison conditions, and the consistency of the findings across studies (see the [WWC Intervention Rating Scheme](#)).

The WWC found *Facing History and Ourselves* to have no discernible effects on behavior or on knowledge, attitudes, and values

Improvement index

For each outcome domain, the WWC computed an improvement index based on the average effect size (see the [WWC Improvement Index Technical Paper](#)). The improvement index represents the difference between the percentile rank of the average student in the intervention condition versus the percentile rank of the average student in the comparison condition. Unlike the rating of effectiveness, the improvement index is based entirely on the size of the effect, regardless of the statistical significance of the effect, study design, or analysis. The improvement index can take on values between -50 and +50, with positive numbers denoting favorable results. The average improvement index for the behavior domain is +8 percentile points. The average improvement index

for the knowledge, attitudes, and values domain is +4 percentile points, with a range of -7 to +17 percentile points across findings.

Summary

The reviewed study reported no impacts in the behavior domain. When the WWC aggregated all seven outcomes in the knowledge, attitudes, and values domain, the overall effect was neither statistically significant nor large enough to be substantively important. So the WWC rated the program as having no discernible effects in the behavior domain or in the knowledge, attitudes, and values domain. Character education, an evolving field, is beginning to establish a research base. The evidence presented in this report is limited and may change as new research emerges.

3. The level of statistical significance was calculated by the WWC and where necessary, corrects for clustering within classrooms or schools, and for multiple comparisons. For an explanation see the [WWC Tutorial on Mismatch](#). See the [WWC Intervention Rating Scheme](#) for the formulas the WWC used to calculate statistical significance. In the case of the *Facing History and Ourselves* report, corrections for clustering and multiple comparisons were needed.

References **Met WWC evidence standards with reservations**

Schultz, H. L., Barr, D. J., & Selman, R. L. (2001). The value of a developmental approach to evaluating character development programmes: An ongoing study of Facing History and Ourselves. *Journal of Moral Education*, 30, 3–25.

Did not meet WWC evidence screens

Beyer, F. S., & Presseisen, B. Z. (1995). *Facing History and Ourselves: Initial evaluation of inner city middle school implementation*. Philadelphia, PA: Research for Better Schools.⁴

Brabeck, M., & Kenny, M. (1994). Human rights education through the “Facing History and Ourselves” program. *Journal of Moral Education*, 23, 333–347.⁵

Fine, M. (1993). Collaborative innovations: Documentation of the Facing History and Ourselves program. *Teachers College Record*, 94, 771–790.⁶

Presseisen, B. Z., & Beyer, F. S. (1994, April). *Facing History and Ourselves: An instructional tool for constructivist theory*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.⁶

Sleeper, M., Strom, M. S., & Zabierek, H. C. (1990). Facing History and Ourselves. *Educational Leadership*, 48, 84–86.⁶

Strom, M. S. (2003). A work in progress. In S. Totten (Ed.), *Working to make a difference: The personal and pedagogical stories of Holocaust educators across the globe* (pp. 107–123). New York: Lexington Books.⁶

Tollefson, T., Barr, T. J., & Strom, M. S. (n.d.) *Facing History and Ourselves*. (Available from Facing History and Ourselves, 16 Hurd Road, Brookline, MA 02445)⁶

For more information about specific studies and WWC calculations, please see the [WWC Facing History and Ourselves Technical Appendices](#).

4. Did not meet WWC evidence screens because study did not use a valid or reliable outcome measure.

5. Did not meet WWC evidence screens because study did not use a comparison group.

6. Did not meet WWC evidence screens because study did not use a quantitative design to assess student outcomes.

Appendix

Appendix A1 Study characteristics: Schultz, Barr, & Selman, 2001 (quasi-experimental design)

Characteristic	Description
Study citation	Schultz, H. L., Barr, D. J., & Selman, R. L. (2001). The value of a developmental approach to evaluating character development programmes: An ongoing study of Facing History and Ourselves. <i>Journal of Moral Education</i> , 30, 3–25.
Participants	The study included 346 eighth-grade public school students from 14 FHAO and 8 comparison classrooms in social studies and language arts. The sample was 62% white, 6% black, 3.5% Hispanic, and 23% mixed/other students, with 5.5% of the students not reporting their ethnicity.
Setting	The participating classrooms were in northeastern U.S. towns with varied socioeconomic characteristics: a suburban town with middle class and wealthy families, an urban suburb with a mix of wealthy, middle class, and working class families, and two small cities with predominantly poor and working class families.
Intervention	Students in 14 eighth-grade classrooms taught by four teachers with experience implementing <i>Facing History and Ourselves</i> used the curriculum over a 10-week period. Information on the specific FHAO curriculum they used was not provided in the study report, and the authors note that the curriculum generally varies in length and content. The core components include readings from the <i>Facing History and Ourselves</i> resource book, guest speakers, films, and student writings around such themes as morality, justice, and caring for others.
Comparison	Students in eight eighth-grade classrooms taught by five teachers in public schools in the same communities as the FHAO teachers but, with one exception, not in the same schools as the FHAO teachers.
Primary outcomes and measurement	The primary outcomes included self-reported fighting, relationship maturity, ethnic identity, civic attitudes and participation, racism, and moral reasoning. Self-reported fighting was measured with a questionnaire, but no other details were provided. Relationship maturity was measured with The Group for the Study of Interpersonal Development relationship questionnaire. The measure of ethnic identity was the Multi-group Ethnic Identity Measure. Civic attitudes and participations were assessed with scales adapted from the National Learning Through Service Survey. The Modern Racism Scale measured racism, and the Defining Issues Test, moral reasoning. (See Appendices A2.1 and A2.2.)
Teacher training	Training was one of the selection criteria for intervention group teachers. Each teacher for the FHAO classes had attended the FHAO Institute and had taught the FHAO curriculum for at least three years before the study.

Appendix A2.1 Outcome measures in the behavior domain

Outcome measure	Description
Fighting	Students' self-reported fighting behavior (as cited in Schultz, Barr, & Selman, 2001).

Appendix A2.2 Outcome measures in the knowledge, attitudes, and values domain

Outcome measure	Description
GSID Relationship Questionnaire: Relationship maturity (best response score) scale	GSID Relationship Questionnaire (as cited in Schultz, Barr, & Selman, 2001): Relationship Maturity, scored by “best response.” This questionnaire, developed by the Group for the Study of Interpersonal Development, has 24 multiple-choice items. Five scales from these 24 items are averaged for the total score. The best response score is based on the student’s choice of the best response of four possible responses to each question.
GSID Relationship Questionnaire: Relationship maturity (response rating score) scale	GSID Relationship Questionnaire (as cited in Schultz, Barr, & Selman, 2001): Relationship Maturity, scored by “response rating.” This instrument, described above, uses the same items but different response options. The response rating score is based on the student’s assignment of “poor,” “average,” “good,” and “excellent” to each of four responses to each question.
McConahay Modern Racism scale	McConahay Modern Racism scale (as cited in Schultz, Barr, & Selman, 2001).
Phinney Multigroup Ethnic Identity Measure	Phinney Multigroup Ethnic Identity Measure (MEIM, as cited in Schultz, Barr, & Selman, 2001). The 14 items on this measure make up three scales, which are averaged into the total score.
Civic attitudes and participation	Scales adapted from the National Learning Through Service Survey developed by the Search Institute (as cited in Schultz, Barr, & Selman, 2001). The six subscales used in this study were feelings about intergroup differences, beliefs about civic responsibility, importance of civic activism, involvement with social issues, anticipated future activism, and sense of agency. These scores were averaged together to construct an overall civic attitudes and participation scale.
Defining Issues Test: Moral reasoning (P score)	Defining Issues Test (DIT, as cited in Schultz, Barr, & Selman, 2001), P Score (% of principled moral reasoning in responses). In this test, students rate 12 statements, which are based on four dilemmas. The P score indicates the importance that students place on principled moral considerations in making a moral decision.
Defining Issues Test: Moral reasoning (D score)	Defining Issues Test (DIT, as cited in Schultz, Barr, & Selman, 2001), D score (composite moral reasoning score). The test is the same as that for the P score, but the D score is more of a general purpose index of development.

Appendix A3.1 Summary of study findings included in the rating for the behavior domain^a

Outcome measure	Study sample	Sample size (classrooms/ students)	Author's findings from the study		WWC calculations			
			Mean outcome (standard deviation ^b)		Mean difference ^d (column 1– column 2)	Effect size ^e	Statistical significance ^f (at $\alpha = 0.05$)	Improvement index ^g
			<i>Facing History and Ourselves</i> group ^c (column 1)	Comparison group (column 2)				
Shultz, Barr, & Selman, 2001 (quasi-experimental design)								
Self-reported fighting	Grade 8	22/346	1.64 (2.41)	2.24 (3.75)	0.60	0.20	ns	+8
Domain average^h for behavior						0.20	ns	+8

ns = not statistically significant

- a. This appendix reports findings considered for the effectiveness rating and the improvement index.
- b. The standard deviation across all students in each group shows how dispersed the participants' outcomes are: a smaller standard deviation on a given measure would indicate that participants had more similar outcomes.
- c. The *Facing History and Ourselves* group mean equals the comparison group mean (column 2) plus the mean difference (column 3). The computation of the mean difference took into account the pretest difference between the study groups.
- d. Positive differences and effect sizes favor the intervention group; negative differences and effect sizes favor the comparison group. The measure, fighting, was reversed so that a positive difference would favor the intervention group.
- e. For an explanation of the effect size calculation, please see the [WWC Technical Working Paper on Effect Size](#).
- f. Statistical significance is the probability that the difference between groups is a result of chance rather than a real difference between the groups. These significance levels differ from those in the original study paper but are based on information provided to the WWC by the study author as an amendment to the study report. The level of statistical significance was calculated by the WWC and corrects for clustering within classrooms or schools and for multiple comparisons. For an explanation see the [WWC Tutorial on Mismatch](#). See the [WWC Intervention Rating Scheme](#) for the formulas the WWC used to calculate statistical significance.
- g. The improvement index represents the difference between the percentile rank of the average student in the intervention condition and that of the average student in the comparison condition. The improvement index can take on values between -50 and +50, with positive numbers denoting favorable results.
- h. This row provides the study average, which is also the domain average in this case. The WWC-computed domain average effect size is a simple average rounded to two decimal places. The domain improvement index is calculated from the average effect size.

Appendix A3.2 Summary of study findings included in the rating for the knowledge, attitudes, and values domain^a

Outcome measure	Study sample ^c	Sample size (classrooms/ students)	Author's findings from the study		WWC calculations			
			Mean outcome (standard deviation ^b)		Mean difference ^e (column 1– column 2)	Effect size ^f	Statistical significance ^g (at $\alpha = 0.05$)	Improvement index ^h
			<i>Facing History and Ourselves</i> group ^d (column 1)	Comparison group (column 2)				
Shultz, Barr, & Selman, 2001 (quasi-experimental design)								
Relationship maturity (best response score)	Grade 8	22/346	2.22 (0.30)	2.07 (0.38)	0.15	0.45	ns	+17
Relationship maturity (response rating score)	Grade 8	22/346	2.07 (0.16)	2.03 (0.19)	0.04	0.23	ns	+9
Racism	Grade 8	22/346	3.29 (0.45)	3.17 (0.45)	0.12	0.27	ns	+10
Ethnic identity	Grade 8	22/346	3.48 (0.78)	3.60 (0.30)	-0.12	-0.19	ns	-7
Civic attitudes and participation	Grade 8	22/346	2.99 (0.51)	2.90 (0.60)	0.09	0.16	ns	+7
Moral reasoning (P score)	Grade 8	9/211	23.00 (12.50)	24.20 (12.60)	-1.20	-0.10	ns	-4
Moral reasoning (D score)	Grade 8	9/211	15.60 (4.30)	16.10 (9.20)	-0.50	-0.07	ns	-3
Domain averageⁱ for knowledge, attitudes, and values						0.11	ns	+4

ns = not statistically significant

- a. This appendix reports summary findings considered for the effectiveness rating and the improvement index.
- b. The standard deviation across all students in each group shows how dispersed the participants' outcomes are: a smaller standard deviation on a given measure would indicate that participants had more similar outcomes.
- c. The *Facing History and Ourselves* group mean equals the comparison group mean (column 2) plus the mean difference (column 3). The computation of the mean difference took into account the pretest difference between the study groups.
- d. The *Facing History and Ourselves* mean equals the comparison group mean (column 2) plus the mean difference (column 3). The mean difference reflects the mean difference that takes into account change from baseline that was used for the effect size calculation.
- e. Positive differences and effect sizes favor the intervention group; negative differences and effect sizes favor the comparison group.
- f. For an explanation of the effect size calculation, please see the [WWC Technical Working Paper on Effect Size](#).
- g. Statistical significance is the probability that the difference between groups is a result of chance rather than a real difference between the groups. These significance levels differ from those in the original study paper but are based on information provided to the WWC by the study author as an amendment to the study report. The level of statistical significance was calculated by the WWC and corrects for clustering within classrooms or schools and for multiple comparisons. For an explanation see the [WWC Tutorial on Mismatch](#). See the [WWC Intervention Rating Scheme](#) for the formulas the WWC used to calculate statistical significance.
- h. The improvement index represents the difference between the percentile rank of the average student in the intervention condition and that of the average student in the comparison condition. The improvement index can take on values between -50 and +50, with positive numbers denoting favorable results.
- i. This row provides the study average, which is also the domain average in this case. The WWC-computed domain average effect size is a simple average rounded to two decimal places. The domain improvement index is calculated from the average effect size.

Appendix A4.1 Rating for the behavior domain

The WWC rates interventions as positive, potentially positive, mixed, no discernible effects, potentially negative, or negative.¹

For the outcome domain of behavior, the WWC rated *Facing History and Ourselves* as having no discernible effects. It did not meet the criteria for positive effects, because it only had one study. In addition, it did not meet the criteria for other ratings (potentially positive effects, mixed effects, potentially negative effects, and negative effects) because the single study that met WWC standards did not show statistically significant or substantively important effects.

Rating received

No discernible effects: No affirmative evidence of effects.

- Criterion 1: None of the studies shows a statistically significant or substantively important effect, either positive or negative.

Met. The WWC analysis found no statistically significant or substantively important effects in this domain.

Other ratings considered

Positive effects: Strong evidence of a positive effect with no overriding contrary evidence.

- Criterion 1: Two or more studies showing statistically significant *positive* effects, at least one of which met WWC evidence standards for a strong design.

Not met. The WWC analysis found no statistically significant positive effects in this domain. *Facing History and Ourselves* had only one evaluation study meeting WWC evidence standards that reported findings on behavior, and so did not meet this criterion. Further, that study did not meet WWC evidence standards for a strong design, because it used a QED rather than an RCT design.

- Criterion 2: No studies showing statistically significant or substantively important *negative* effects.

Met. The WWC analysis found no statistically significant or substantively important negative effects in this domain.

Potentially positive effects: Evidence of a positive effect with no overriding contrary evidence.

- Criterion 1: At least one study showing a statistically significant or substantively important *positive* effect, thus qualifying as a *positive* effect.

Not met. The WWC analysis found no statistically significant or substantively important positive effects in this domain.

- Criterion 2: No studies showing a statistically significant or substantively important negative effect. The number of studies showing indeterminate effects is not greater than the number showing statistically significant or substantively important positive effects.

Not met. No studies showed a statistically significant or substantively important negative effect. Because one study showed indeterminate effects and no studies showed statistically significant or substantively important positive effects, *Facing History and Ourselves* did not meet this criterion.

(continued)

Appendix A4.1 Rating for the behavior domain *(continued)*

Mixed effects: Evidence of both positive and negative effects.

- Criterion 1: At least one study showing a statistically significant or substantively important *positive* effect. At least one study showing a statistically significant or substantively important *negative* effect, but no more such studies than the number showing a statistically significant or substantively important *positive* effect
Not met. The WWC analysis found no statistically significant or substantively important positive or negative effects in this domain.
- Criterion 2: At least one study showing a statistically significant or substantively important effect, and more studies showing an indeterminate effect than showing a statistically significant or substantively important effect.
Not met. The WWC analysis found no statistically significant or substantively important effects in this domain.

Potentially negative effects: Evidence of a negative effect with no overriding contrary evidence.

- Criterion 1: At least one study showing a statistically significant or substantively important *negative* effect. No studies showing a statistically significant or substantively important *positive* effect, or more studies showing statistically significant or substantively important *negative* effects than showing statistically significant or substantively important *positive* effects.
Not met. The WWC analysis found no statistically significant or substantively important negative effects in this domain.

Negative effects: Strong evidence of a negative effect with no overriding contrary evidence.

- Criterion 1: Two or more studies showing statistically significant *negative* effects, at least one of which is based on a strong design.
Not met. The WWC analysis found no statistically significant negative effects in this domain. *Facing History and Ourselves* had only one evaluation study meeting WWC evidence standards that reported findings on behavior, and so did not meet this criterion. Further, that study did not meet WWC evidence standards for a strong design, because it used a QED rather than an RCT design.
- Criterion 2: No studies showing statistically significant or substantively important *positive* effects.
Met. The WWC analysis found no statistically significant or substantively important positive effects in this domain.

1. For rating purposes, the WWC considers the statistical significance of individual outcomes and the domain level effect. The WWC also considers the size of the domain level effect for ratings of potentially positive effects. See the [WWC Intervention Rating Scheme](#) for a complete description.

Appendix A4.2 Rating for the knowledge, attitudes, and values domain

The WWC rates interventions as positive, potentially positive, mixed, no discernible effects, potentially negative, or negative.¹

For the outcome domain of knowledge, attitudes, and values, the WWC rated *Facing History and Ourselves* as having no discernible effects. It did not meet the criteria for positive effects, because it only had one study. In addition, it did not meet the criteria for other ratings (potentially positive effects, mixed effects, potentially negative effects, and negative effects) because the single study that met WWC standards did not show statistically significant or substantively important effects.

Rating received

No discernible effects: No affirmative evidence of effects.

- Criterion 1: None of the studies shows a statistically significant or substantively important effect, either positive or negative.

Met. The WWC analysis found no statistically significant or substantively important effects in this domain.

Other ratings considered

Positive effects: Strong evidence of a positive effect with no overriding contrary evidence.

- Criterion 1: Two or more studies showing statistically significant *positive* effects, at least one of which met WWC evidence standards for a strong design.

Not met. The WWC analysis found no statistically significant positive effects in this domain. *Facing History and Ourselves* had only one evaluation study meeting WWC evidence standards that reported findings on knowledge, attitudes, and values, and so did not meet this criterion. Further, that study did not meet WWC evidence standards for a strong design, because it used a QED rather than an RCT design.

- Criterion 2: No studies showing statistically significant or substantively important *negative* effects.

Met. The WWC analysis found no statistically significant or substantively important negative effects in this domain.

Potentially positive effects: Evidence of a positive effect with no overriding contrary evidence.

- Criterion 1: At least one study showing a statistically significant or substantively important *positive* effect, thus qualifying as a *positive* effect.

Not met. The WWC analysis found no statistically significant or substantively important positive effects in this domain.

- Criterion 2: No studies showing a statistically significant or substantively important *negative* effect. Fewer or the same number of studies showing *indeterminate* effects than showing statistically significant or substantively important *positive* effects.

Not met. No studies showed a statistically significant or substantively important negative effect. Because one study showed indeterminate effects and no studies showed statistically significant or substantively important positive effects, *Facing History and Ourselves* did not meet this criterion.

(continued)

Appendix A4.2 Rating for the knowledge, attitudes, and values domain (continued)

Mixed effects: Evidence of both positive and negative effects.

- Criterion 1: At least one study showing a statistically significant or substantively important *positive* effect. At least one study showing a statistically significant or substantively important *negative* effect, but no more such studies than the number showing a statistically significant or substantively important *positive* effect.
Not met. The WWC analysis found no statistically significant or substantively important positive or negative effects in this domain.
- Criterion 2: At least one study showing a statistically significant or substantively important effect, and more studies showing an indeterminate effect than showing a statistically significant or substantively important effect.
Not met. The WWC analysis found no statistically significant or substantively important effects in this domain.

Potentially negative effects: Evidence of a negative effect with no overriding contrary evidence.

- Criterion 1: At least one study showing a statistically significant or substantively important *negative* effect. No studies showing a statistically significant or substantively important *positive* effect, or more studies showing statistically significant or substantively important *negative* effects than showing statistically significant or substantively important *positive* effects.
Not met. The WWC analysis found no statistically significant or substantively important negative effects in this domain.

Negative effects: Strong evidence of a negative effect with no overriding contrary evidence.

- Criterion 1: Two or more studies showing statistically significant *negative* effects, at least one of which is based on a strong design.
Not met. The WWC analysis found no statistically significant negative effects in this domain. *Facing History and Ourselves* had only one evaluation study meeting WWC evidence standards that reported findings on knowledge, attitudes, and values, and so did not meet this criterion. Further, that study did not meet WWC evidence standards for a strong design, because it used a QED rather than an RCT design.
- Criterion 2: No studies showing statistically significant or substantively important *positive* effects.
Met. The WWC analysis found no statistically significant positive effects in this domain.

1. For rating purposes, the WWC considers the statistical significance of individual outcomes and the domain level effect. The WWC also considers the size of the domain level effect for ratings of potentially positive effects. See the [WWC Intervention Rating Scheme](#) for a complete description.