



An international perspective on civic and citizenship education: Exploring the learning context for lower secondary students

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Content of presentation

- Introduction
- Concept and design
- The assessment of student knowledge, background and perceptions
- The collection of contextual school and teacher data
- Regional modules



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Purpose of ICCS



- The purpose of the International Civic and Citizenship Education Study (ICCS) is to investigate, in a range of countries, the ways in which young people are prepared and consequently ready and able to undertake their roles as citizens.
- The study will report on:
 - student achievement in a test of knowledge and conceptual understandings in civics and citizenship.
 - data about student activities, dispositions, and attitudes related to civic and citizenship education.
 - contextual data that will help to explain variation in the outcome variables.

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Background to ICCS



- The study builds on previous international studies of civics and citizenship education.
- The study is underpinned by six research questions that address the degree to which lower secondary students are ready and able to undertake their roles as citizens AND the contextual factors that explain variation in civic knowledge and engagement.

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Project management

- ICCS is commissioned by the **International Association for the Evaluation of Educational Achievement (IEA)**
- Collaborative effort involving institutions and experts from many countries
- Study implemented by consortium working with IEA institutions

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Consortium members

- Australian Council for Educational Research (ACER), Melbourne/Australia
- National Foundation for Educational Research (NFER), Slough/UK
- Laboratorio di Pedagogia Sperimentale (LPS), Rome/Italy



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Other Institutions involved in implementing ICCS

- IEA Data Processing and Research Center (DPC), Hamburg/Germany
- IEA Secretariat, Amsterdam/Netherlands
- National Research Centres (NRC) in participating countries

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Project Management

- Joint Management Committee (JMC)
- Project Advisory Committee (PAC)
- IEA Technical Expert Group (TEG)
- Expert consultants

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Participating countries



A world map is shown in the background, with participating countries highlighted in a purple color. The highlighted countries include Austria, Belgium/Flemish, Bulgaria, Chile, Chinese Taipei, Colombia, Cyprus, Czech Republic, Denmark, Dominican Republic, England, Estonia, Finland, Greece, Guatemala, Hong Kong SAR, Indonesia, Ireland, Italy, Republic of Korea, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Mexico, The Netherlands, New Zealand, Norway, Paraguay, Poland, Russian Federation, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, and Thailand.

Austria	Greece	The Netherlands
Belgium/Flemish	Guatemala	New Zealand
Bulgaria	Hong Kong SAR	Norway
Chile	Indonesia	Paraguay
Chinese Taipei	Ireland	Poland
Colombia	Italy	Russian Federation
Cyprus	Republic of Korea	Slovak Republic
Czech Republic	Latvia	Slovenia
Denmark	Liechtenstein	Spain
Dominican Republic	Lithuania	Sweden
England	Luxembourg	Switzerland
Estonia	Malta	Thailand
Finland	Mexico	



Benchmarking countries

- Countries currently not participating in main survey still have the option of implementing the ICCS survey at a later stage
- Same survey design and instrumentation
- Results comparable to countries currently participating in ICCS



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ICCS Current Status



- 39 countries participating
- Field trial undertaken
 - October 07 to January 08
- Field trial data
 - about 20,000 students (~30 per school)
 - about 11,000 teachers (~16 per school)
 - about 700 schools
 - 32 countries
- Main Survey instruments finalised based on field trial analysis and review with experts and national centres

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Main survey and reporting



- Main Survey
 - Southern hemisphere (end 2008)
 - Northern hemisphere (early 2009)
- Data compilation and analysis (2009)
- Reporting (2010)
 - International report
 - Technical report
 - Regional reports
 - National reports

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ICCS Assessment Framework

- The Assessment Framework has been developed in consultation with experts and iterative review with ICCS country representatives.
- The Assessment Framework comprises two main components
 1. The *civics and citizenship framework* outlines the aspects to be addressed when collecting the outcome measures through the cognitive test and the student perceptions questionnaire.
 2. The *contextual framework* provides a mapping of context factors that might influence outcome variables and explain their variation.

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ICCS AF – Links to CIVED

- Key conceptualisation of student learning:
 1. The student as the central agent in their civic world, with both an influence on and being influenced by their multiple connections with their civic communities.
 2. Young people learn about civics and citizenship through their interactions with their multiple civic communities and not only through formal classroom instruction.

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ICCS AF – Links to CIVED

- Conceptually similar survey design matrices that link question types to civics and citizenship content.
- Some secure trend items from CIVED as a concrete scaling link between the two studies.

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ICCS AF - Structure

- The civics and citizenship framework consists of:
 - Four content domains
 - Four affective/behavioural domains
 - Two cognitive domains

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ICCS AF – Content Domains

- The four content domains in the ICCS Civics and Citizenship Framework are:
 1. Civic society and systems
 2. Civic principles
 3. Civic participation
 4. Civic identities.

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Content Domains (1-4)

are
divided
into

Sub-domains

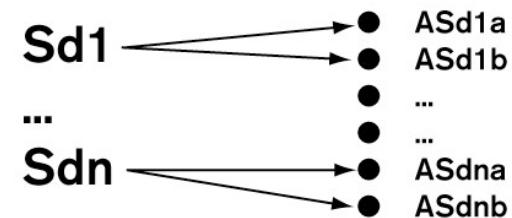
are expressed across

consist of

Key Concepts

- KC1
- ...
- ...
- KCn

Aspects



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ICCS AF – Affective Behavioural Domains

- The four affective-behavioural domains in the ICCS Civics and Citizenship Framework are:
 1. Value beliefs
 2. Attitudes
 3. Behavioural intentions
 4. Behaviours.

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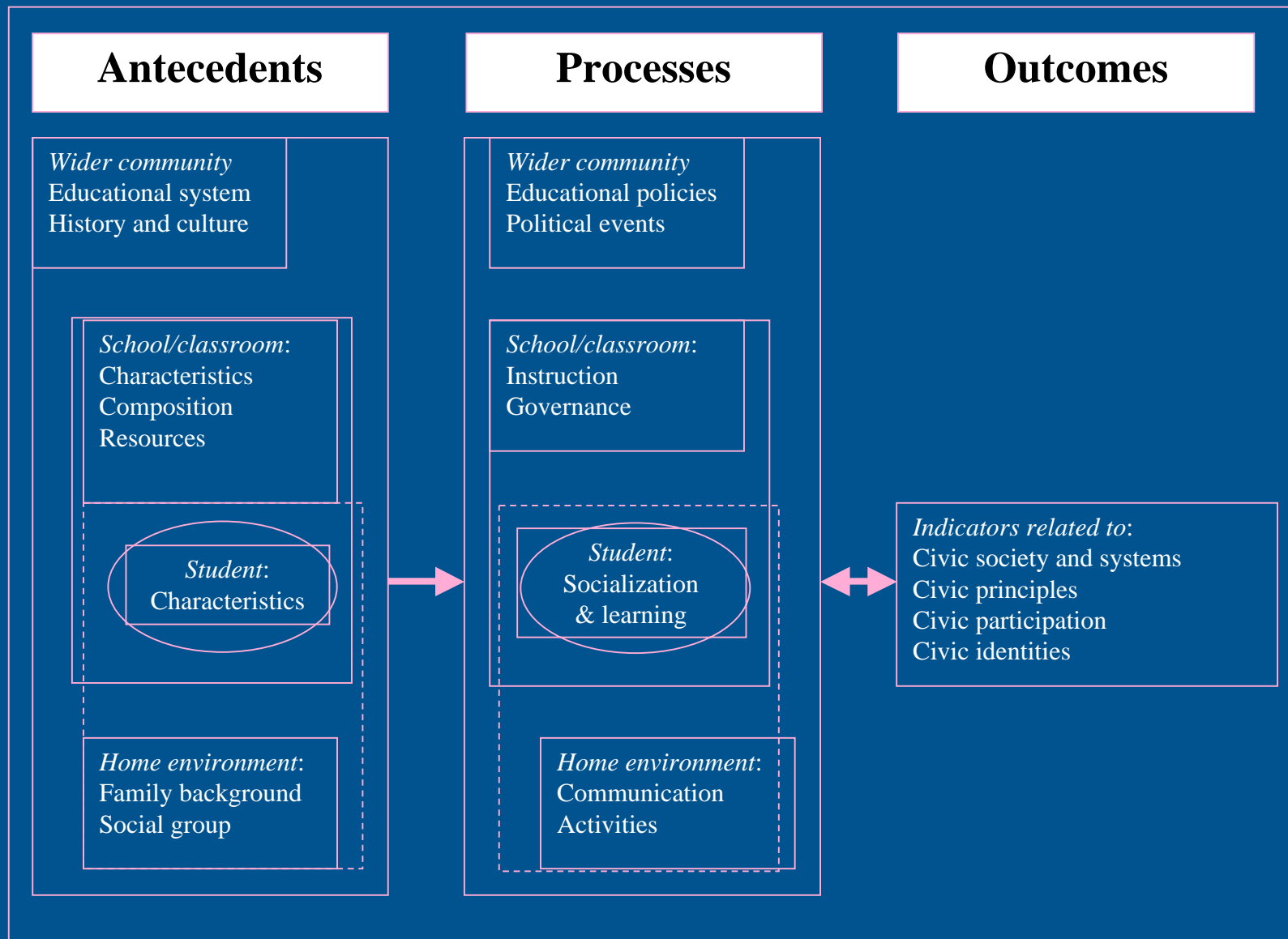
ICCS AF – Cognitive Domains

- The two cognitive domains in the ICCS framework are:
 1. Knowing
 2. Reasoning and analyzing.

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ICCS AF Contextual Domains



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ICCS AF Contextual Domains



Level of ...	Antecedents	Processes	Outcomes
<i>National and other communities</i>	NCQ & other sources: Democratic history Structure of education	NCQ & other sources: Intended curriculum Political developments	StT & StQ: Test results Student perceptions Student behaviours
<i>School/classroom</i>	ScQ & TQ: School characteristics Resources	ScQ & TQ: Implemented curriculum Policies and practices	
<i>Student</i>	StQ: Gender Age	StQ: Learning activities Practiced engagement	
<i>Home environment</i>	StQ: Parent SES Ethnicity Language Country of birth	StQ: Communication Peer-group activities	

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Instrumentation

- International cognitive test
- International student questionnaire
- Teacher questionnaire
- School questionnaire
- National Contexts Survey
- Regional student instruments
 - European
 - Latin American
 - Asian (still under development)



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International cognitive test

- 45 minutes testing time
- Items organised in seven clusters
- Seven rotated booklets
- Multiple-choice and open-ended items
- Cluster with CIVED link items
 - Multiple-choice items

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Test content

- Four content domains
 - Civic society and systems
 - Civic principles
 - Civic participation
 - Civic identities
- Two cognitive domains
 - Knowing
 - Reasoning and analysing



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International student questionnaire

- 40 minutes completion time
- Questions on student background
- Items measuring student perceptions
- Item types
 - Categorical responses
 - Likert-type items
 - Open-ended questions on parental occupation



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Value beliefs

- Democratic values
 - Set of modified CIVED items
- Citizenship values
 - Items already used in CIVED

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Attitudes (1)

- Students' self-cognitions related to Civics and Citizenship
 - Interest in political events and social issues
 - Self-concept regarding political participation (internal efficacy)
 - Citizenship self-efficacy



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Attitudes (2)

- Students' attitudes towards rights and responsibilities
 - Attitudes towards gender rights
 - Attitudes toward rights of ethnic/racial groups
 - Attitudes toward immigrants



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Attitudes (3)

- Students' attitudes towards institutions
 - Trust in institutions
 - Confidence in student participation at school
 - Attitudes towards one's nation



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Behavioural intentions

- Preparedness to participate in forms of civic protest
 - Legal
 - Illegal
- Behavioural intentions regarding future political participation as adult
 - Electoral participation
 - Active political participation
- Behavioural intentions regarding future participation as a young person



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Behaviours



- Involvement in civic-related activities out of school
 - Field Trial results: Only minority of students is active out of school
- Involvement in civic-related activities at school

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Framework coverage in student instruments



	Content domains				Total
	Civic society and systems	Civic principles	Civic participation	Civic identities	
Cognitive domains					
Knowing	15	3	1	0	19
Analyzing and reasoning	17	22	17	5	61
Total	32	25	18	5	80
Affective -behavioral domains[^]					
Value beliefs	12	12	0	0	24
Attitudes	12	18	18	14	62
Behavioral intentions			21		21
Behaviors			14		14
Total	24	30	53	14	121



Student questionnaire: background (1)

- Context of schools and classrooms
 - Classroom climate for civic and citizenship education at school
 - Perceptions about students' influence on decision-making at school
 - Student perceptions of school climate

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Student questionnaire: background (2)

- Context of the home environment
 - Measuring socio-economic background
 - Parental occupation
 - Parental education
 - Books in the home
 - Measuring the cultural/ethnic background
 - Country of birth (students and parents)
 - Language use at home
 - Self-reports on ethnicity (country-specific)

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Student questionnaire: background (3)

- Context of the home environment
 - Family composition (optional)
 - Parents' interest in political and social issues
 - Indicators of social interaction
 - Discussion of social/political issues
 - Media information
 - Social activities

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Student questionnaire: background (4)

- Context of the individual student
 - Age
 - Gender
 - Expected educational level
 - with reference to ISCED classification
 - Leisure-time activities

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Contextual data from schools and teachers



- Teacher Questionnaire of up to 30 minutes completion time
 - Random sample of 15 teachers per school teaching at the target grade level
- School Questionnaire of up to 30 minutes completion
 - Answered by school principals or designates of sampled schools
- International option to administer school and teacher questionnaires online
- Instrument development led by partner institution LPS (University Tre of Rome)

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Rationale for teacher and school questionnaires - 1

- Relevance of the school environment for civic and citizenship education (school as a democratic learning environment)
- Whole school student experience
- Actual possibility to exercise citizen rights and responsibilities within the school



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Rationale for teacher and school questionnaires - 2

- School culture and classroom climate
- School heads and teachers as “key factors” in CCE
- Teachers of all subjects (not only teacher teaching subjects related to CCE)
 - international option

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Content of school questionnaire



- School characteristics and resources
- School management profile
- Teacher, parent and school student participation at school
- Principals' perceptions of school climate
- Implementation of civic and citizenship education at school

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Content of teacher questionnaire - 1



- Teacher characteristics
- Teachers' participation in school governance
- Teachers' confidence in teaching methods
- Teachers' perceptions of school climate
- Teachers' practices in the classroom

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Content of teacher questionnaire - 2



- Teachers' perceptions of classroom climate and discipline
- Teachers' views on civic and citizenship education
- CCE at school and practices in teaching civic and citizenship education at school
 - International option and only completed by teacher from subject related to CCE

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National Context Survey

- Online survey of national centres
- Data collected in first phase of study
- Second data collection in 2009
 - Updating of information to take any changes into account
- Survey provides contextual data at the level of the educational system
- Developed by partner institution NFER (Slough/United Kingdom)

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Content of national context survey - 1

- Structure of educational system
- Education policy and civic and citizenship education
- Approaches to civic and citizenship education
- Civic and citizenship education and school curriculum approaches

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Content of national context survey - 2

- Civic and citizenship education in the school curriculum at the target grade
- Teachers and civic and citizenship education
- Civic and citizenship education and assessment and quality assurance
- Current debates and reforms



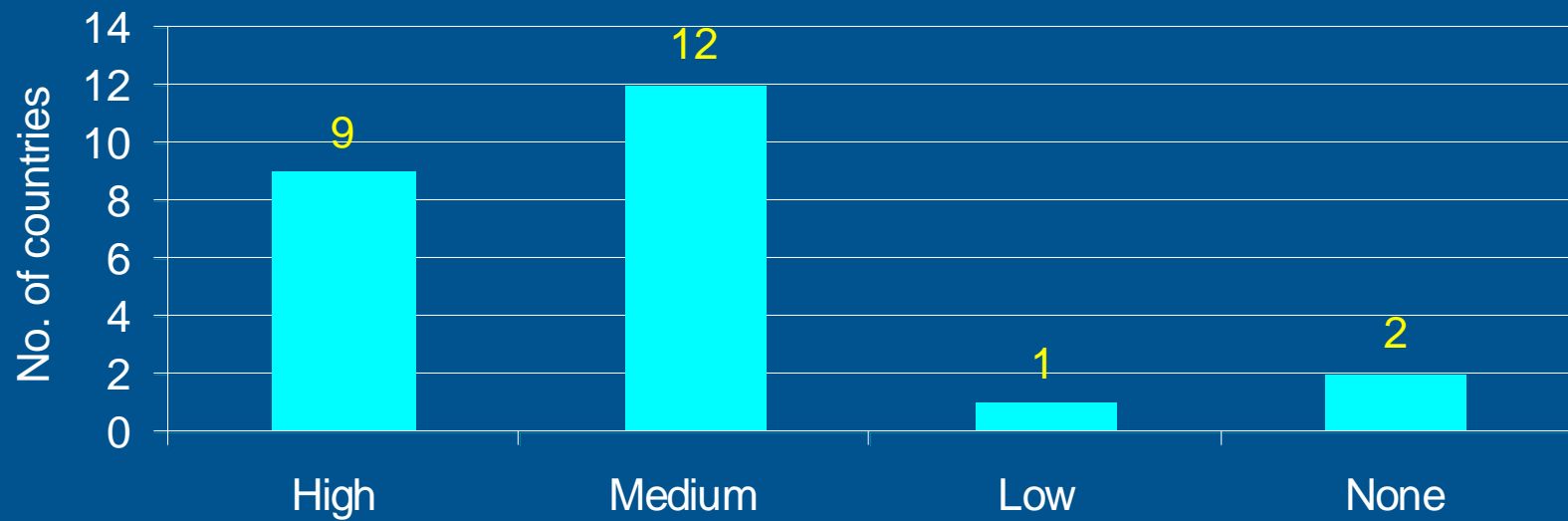
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National Contexts Survey

Priority to CCE



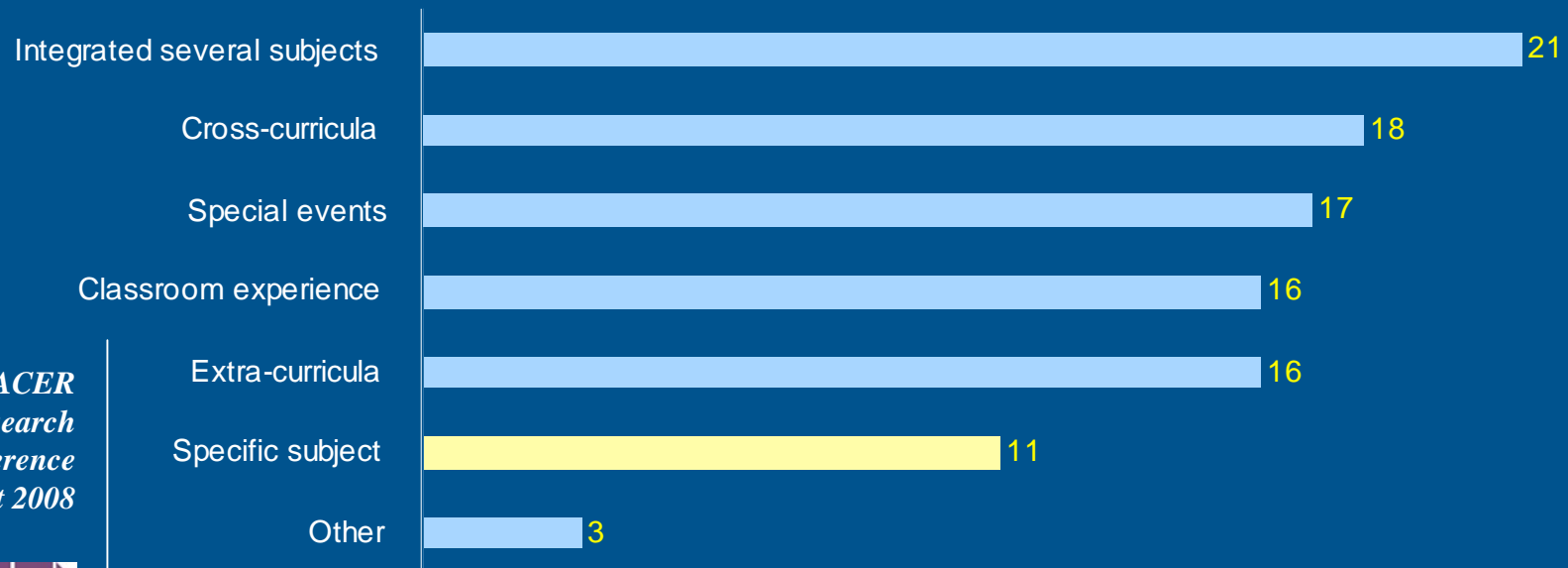
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National Contexts Survey

Characteristics of CCE



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Regional modules

- Designed to assess region-specific outcomes of CCE
- Three regional modules
 - European (25 countries)
 - Latin American (six countries)
 - Asian (five countries)



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European regional module

- European regional cognitive test
 - 15 minutes completion time
 - Multiple-choice and true/false items
 - Assessing knowledge related to European institutions and governance
- European regional questionnaire
 - 15 minutes completion time
 - Perceptions of European identity, politics and organisation
 - Activities related to European citizenship

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Latin American regional module - 1



- Latin American regional cognitive test
 - 15 minutes completion time
 - Multiple-choice items
 - Assessing knowledge related to region-specific civic knowledge

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Latin American regional module - 2



- Latin American regional questionnaire
 - 15 minutes completion time
 - Perceptions of Latin American identity, corruption, authoritarian government and use of violence
 - Feelings of empathy and tolerance towards neighbours
 - Reports on school learning and abusive peer behaviours

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Asian regional module

- Asian regional questionnaire
 - Still under development
 - Up to 30 minutes completion time
 - Measuring students' perceptions of
 - Asian identity
 - Roles and responsibilities of citizens
 - Roles and responsibilities of government
 - Social relationships
 - Corruption

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More information about ICCS

- ICCS website: <http://iccs.acer.edu.au/>
 - Study overview
 - Current draft of assessment framework
 - Paper and publications related to ICCS and CIVED
- ICCS email
iccs@acer.edu.au

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