International Civic and Citizenship Education Study (ICCS) 2016

Progress Report to the IEA General Assembly

Lisbon, 7-10 October 2013
Background

- IEA studies on civic and citizenship education
  - 1971 (part of six-subject study)
  - CIVED 1999
  - ICCS 2009
  - ICCS 2016

- New developments since last study
- Next assessment cycle for ICCS
  - Baseline: ICCS 2009
Purpose and aims

• Investigating ways in which young people are prepared to assume their role as citizens

• Monitoring trends in civic knowledge and engagement over time

• Reflecting persisting and new challenges of educating young people
  – Continuous changes in contexts of democracy and civic participation
Benefits for participants

• Internationally comparable indicators of civic knowledge and engagement to inform further policies and practices
• Monitoring of changes over time for previous (2009) participants
• Regional modules offer opportunity to gathering data on region-specific aspects of civic and citizenship education
• Participation in international options or adding (limited) national material
Research questions

1. Implementation of civic and citizenship education participating countries?
2. Extent and variation of civic knowledge within and across countries?
3. Students’ beliefs about civic issues in modern society?
4. Extent of students’ engagement in different spheres of society?
5. Organization of school context and its association with students’ learning outcomes?
Assessment framework - Revision

• Initial framework revision
  – ICCS 2009 framework review by experts and national representatives in early 2013
  – Revised version discussed at 1st NRC meeting in Hamburg, 3-6 June 2013

• Second round of revision
  – According to feedback received at and after meeting
  – Shared with countries in early September
  – To be reviewed further this year and next
  – To be finalised following field trial in 2015
AF – Extensions/focus

• Five general areas were discussed for broadening the scope of the framework:
  – The importance of sustainable development in civic and citizenship education
  – Social interactions at school
  – The use of new social media for civic engagement
  – Economic awareness as an aspect of citizenship
  – The role of morality in civics and citizenship
AF – Structure

• Proposed structure
  – Four content dimensions
  – Two affective-behavioral dimensions (four in the 2009 framework)
  – Two cognitive dimensions

• Only minor modifications to basic structure
  – One additional sub-domain and some new key concepts
AF – Content domains

- **Civic society and systems**: Formal and informal civic mechanisms and organizations
  - Environmental sustainability introduced as new key concept
- **Civic principles**: Formal and informal mechanisms and organizations
  - “Rule of law” introduced as new sub-domain
- **Civic participation**: Manifestations of individuals’ actions in their communities
- **Civic identities**: Individual’s civic roles and perceptions of these roles
  - “Global citizenship” introduced as new key concept
AF – Affective-behavioral domains

• **Attitudes**: Judgments or evaluations regarding ideas, persons, objects, events, situations, and/or relationships
  – Now including constructs classified as “value beliefs” in ICCS 2009

• **Behavioral intentions**: Student expectations of future action, not actual behavior
AF – Cognitive domains

• **Knowing**: Learned civic and citizenship information that students use when engaging with cognitive tasks

• **Reasoning and applying**: ways in which students use civic and citizenship information to reach conclusions
  – Name change from “reasoning and analyzing”
Contextual framework

• Generally, same basic structure

• Four levels
  – Wider community
  – Schools/classrooms
  – Individual learners
  – Home context

• Antecedents, processes and outcomes

• Some new constructs or aspects included
Study Design

• Target population
  – Grade 8 (or equivalent)
  – Teachers teaching at target grade, all subjects included

• Sampling proportional to size
  – About 150 schools per country

• Main study data collection period
  – Southern Hemisphere: Oct-Dec 2015
  – Northern Hemisphere: Feb-April 2016
Instrumentation

• Student assessment
  – 45-minute test, linked to ICCS 2009 (rotated booklet design)
  – 40-minute questionnaire
  – Regional instrument (up to 30 min)

• Contextual data
  – School questionnaire (about 30 min)
  – Teacher questionnaire (about 30 min)
  – National contexts survey (online survey administered to NRC)
Instrument development

• Aims at creating instruments which:
  – Unambiguously map to the agreed assessment framework
  – Are of the highest technical and psychometric quality
  – Have the potential to generate data that address the key research questions
Instrument development

• Phase 1: Initial development based on discussions at first NRC meeting
• Phase 2: Development of item material
  – National submissions encouraged
  – In progress!
• Phase 3: Review, refinement and selection
  – Coverage of assessment framework
  – Quality review by NRCs, PAC and other experts
Instrument development

- Phase 4: Piloting
  - Small-scale pilots in selected countries
  - Qualitative and quantitative information

- Phase 5: Field trial
  - Material trialled in all participating countries
  - Analysis to inform item selection

- Phase 6: Main survey instruments
  - Review of field trial results and decisions
Cognitive test development

- Rotated booklet design
  - Similar to ICCS 2009 (about 80 items)
  - Inclusion of about 50 new items
  - 80-100 new items will be developed for trialling

- Challenges
  - Finding appropriate balance of content and cognitive domains
  - Inclusion of country submission/ideas
Questionnaire development

• Expected features
  – Theory-driven approach (framework)
  – Maintaining strong links with ICCS 2009
  – Addressing key research questions
  – Extensive consultations with experts
  – Maximising country input
  – Ensuring cross-cultural validity
  – In some cases common questions across student, school and teacher questionnaires
Questionnaires

• Student Questionnaire
  – Strong links with measures from ICCS 2009
  – Close relation to new focus areas for 2016
  – Gathering perceptions and contextual data

• Teacher Questionnaire
  – Designed to collect information about contexts for CCE from teachers

• School Questionnaire
  – Designed to collect information about school context from principal (or delegate)
National Contexts Survey

• Completed by national centres drawing upon national expertise (on-line)
• Designed to capture information on national contexts (education system)
• One data collection close to main survey
  – In ICCS 2009 data were gathered in two phases (beginning and end of study)
Issues for instrument development

• Assessment of student attitudes
  – Concerns about measurement equivalence, mainly related to stylistic responding (e.g. extremity/modesty) and social desirability
  – Possibility to trial alternative item formats, e.g. answering vignettes (validity/comparability concerns)
  – Better targeting of content to age group
Issues for instrument development

• Teacher and school surveys
  – Absence of strong associations between context data and outcome variables
  – Increase focus on civic-related context

• National Contexts Questionnaire
  – Subjectivity of responses
Country participation/interest

- Asia
  - Chinese Taipei, Hong Kong SAR, Korea (Republic of), Philippines, Thailand
- Australasia
  - Australia
- Europe
  - Belgium (Flemish), Bulgaria, Denmark, Estonia, Finland, Germany (North-Rhine Westphalia), Italy, Latvia, Liechtenstein, Lithuania, Malta, Netherlands, Norway, Poland, Portugal, Russian Federation, Slovenia, Sweden, Switzerland, Turkey
- Middle East
  - Lebanon
- The Americas
  - Argentina (Buenos Aires), Bolivia, Chile, Colombia, Dominican Republic, Mexico, Paraguay, Peru, United States
Regional modules

• ICCS 2009: enrichment of study with data on region-specific issues and identities

• For ICCS 2016, regional modules envisaged
  – Sufficient country participation required
  – European and Latin American modules appear feasible at this stage
  – Early development necessary to meet validation standards
  – This in turn requires timely confirmation of country participation
Regional modules

• Questions about content of region-specific assessments
  – Retaining and strengthening
  – Focus more on affective-behavioral than cognitive test components

• Possibility to focus more on themes ("thematic module")

• Necessity to develop regional frameworks with strong links to the international one
International options

• Extended teacher questionnaire for teachers of civic-related subjects
  – Already part of ICCS 2009
    • Additional questions
    • Option to oversample CCE teachers
  – Extended questionnaire under consideration

• Questions related to religion
  – Further development of ICCS 2009 option

• Other international options might be added but response burden constraints possibilities
Upper secondary option

- Interest from some countries at 53rd General Assembly in Phuket, Thailand
- Initially considered as a possible international option
- Broad parameters developed
- No longer under consideration given a lack of interest amongst countries
- Some interest in follow-up surveys with only questionnaires
Study publications

• Assessment Framework
  – Conceptual underpinnings
  – Published after field trial in 2015

• International Report
  – Results and findings from international study
  – Published end of 2017

• Technical Report
  – Information on methods and procedures

• International Database and User Guide
  – To be released in early 2018
  – Along with training offerings
Additional envisaged products

• Regional report(s)
  – In ICCS 2009 for Europe (2010), Latin America (2011), and Asia (2012)

• Encyclopaedia
  – Approaches to CCE around the world
  – In ICCS 2009, this was published in 2013

• National reports
  – Could be made available on or linked from ICCS 2016 website
Management structure

• International Study Center @ ACER
  – Conceptual development, student instruments, analysis/reporting

• Associated Research Centre @ LPS
  – Teacher/School questionnaires, European module coordination

• Project Coordination Center @ IEA DPC
  – Overall coordination, meetings, sampling/weighting, field operations procedures, data management/scaling
Management structure

• IEA Secretariat
  – Country/member relations, translation verification, international quality monitoring

• Joint Management Committee
  – Regular meetings of international project staff

• Project Advisory Committee
  – Content expert advice on framework refinement, instrument development and reporting
  – Members nominated and contacted
Communication

• Effective and efficient communication was established to inform all participants, experts, stakeholder, and the public.
  – Public website at http://iccs.iea.nl with broad study information, news, links to 2009 resources and key products.
  – Internal SharePoint collaboration site with sub-areas for NRCs, JMC, and PAC. Hosts all operational information/materials.
  – Newsletters (two issues so far) to inform participants and other stakeholders about the completed, current, and upcoming activities.

• The international project team plans to make use of virtual/online conferencing and webinars with countries and experts as much as possible, especially for modules.
## Timeline

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<tr>
<th>Milestone</th>
<th>Period or date</th>
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<tr>
<td>Preliminary work</td>
<td>January to June 2013</td>
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<tr>
<td>Framework development</td>
<td>January to September 2013</td>
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<td>PAC Consultations (framework discussion)</td>
<td>April 2013</td>
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<td>NRC Meeting 1 (framework review)</td>
<td>June 2013</td>
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<td>Framework review</td>
<td>July-August 2013</td>
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<td><strong>Initial instrument development</strong></td>
<td><strong>September 2013 to December 2014</strong></td>
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<td>Piloting in selected countries</td>
<td>February/March 2014</td>
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<td>Field trial (FT) instrument development</td>
<td>March to May 2014</td>
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<td>PAC Meeting (review of FT material)</td>
<td>April 2014</td>
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<td>NRC Meeting 2 (review of FT material)</td>
<td>May 2014</td>
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<td>FT instrument preparation</td>
<td>June/July 2014</td>
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<td>FT operational training seminar</td>
<td>July 2014</td>
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<td>FT collection (all countries)</td>
<td>October to December 2014</td>
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<td>FT analysis</td>
<td>January to March 2015</td>
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<td>PAC Meeting (main survey item selection)</td>
<td>April 2015</td>
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<td>Event</td>
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<tr>
<td>NRC Meeting (main survey item selection)</td>
<td>May 2015</td>
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<tr>
<td>MS instrument preparation</td>
<td>June/July 2015</td>
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<td>MS operational training seminar</td>
<td>July 2015</td>
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<td>MS collection (southern hemisphere)</td>
<td>October 2015 to December 2015</td>
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<td>MS collection (northern hemisphere)</td>
<td>February 2016 to April 2016</td>
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<tr>
<td>National Contexts Survey</td>
<td>June to October 2016</td>
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<td>MS data processing and analysis</td>
<td>June 2016 to November 2016</td>
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<td>PAC Meeting (review of main survey)</td>
<td>November 2016</td>
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<td>NRC Meeting 4 (review of main survey)</td>
<td>November 2016</td>
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<td>Report development and database preparation</td>
<td>December 2016 to October 2017</td>
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<td>PAC Meeting (review of reports)</td>
<td>July 2017</td>
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<td>NRC Meeting 5 (review of reports)</td>
<td>July 2017</td>
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<td>International Report release</td>
<td>November 2017</td>
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<td>IDB release, analysis workshops</td>
<td>April 2018</td>
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Thank you for your attention!