ICCS 2016 Progress Report
to the 55th General Assembly

Wolfram Schulz / Ralph Carstens
Vienna, Austria - 13 October 2014
Contents

• Study background, aims and design
• Participation, progress and timeline
• Assessment framework
• Piloting activities
• Field Trial design, instrumentation, operations, and analysis
Background

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

• New developments since last study

• ICCS 2016 with 2009 as the baseline
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
• Reflecting continuous changes in contexts of democracy and civic participation
Broad design parameters

• Minimum of 150 schools per country
• Students at grade 8 (or equivalent)
  – 45-minute test (rotated booklet design)
  – 40-minute questionnaire (rotated in FT)
  – Regional instruments (up to 15 min)
• Teachers teaching at target grade
  – All subjects included, specific attention to CCE related teaching
  – Questionnaire (about 30 min)
• School questionnaire (about 30 min)
• National contexts survey
• Main study data collection period
  – Southern Hemisphere: Oct-Dec 2015
  – Northern Hemisphere: Feb-April 2016
Regional student instruments

• Enrichment of study, providing data on region-specific issues and identities
  – European regional student instrument substantially re-developed
  – Latin American student instrument includes only minor modifications and additions
  – Asian student instrument from 2009 administered without changes as national option (insufficient country participation)

• All regional instruments focus on affective-behavioral dimensions (no cognitive items)
Country participation/interest

• Asia
  – Confirmed (3): Chinese Taipei, Hong Kong SAR, Korea
  – Pending: Thailand
  – Interest: Philippines

• Europe
  – Confirmed (16): Belgium (Flemish), Bulgaria, Croatia, Denmark, Estonia, Finland, North-Rhine Westphalia (Germany), Italy, Latvia, Lithuania, Malta, The Netherlands, Norway, Russian Federation, Slovenia, Sweden
  – Pending: Poland
  – Interest: England, Romania

• Latin America
  – Confirmed (6): City of Buenos Aires (Argentina), Chile, Colombia, Dominican Republic, Mexico, Peru
  – Interest: Costa Rica, Ecuador, Paraguay
Progress and next steps

- Design and first NRC meeting (Jun 2013)
- Assessment framework revision (Mar to Aug 2013)
- Instrument development (Aug to Dec 2013)
- Pilot study and country/expert review (Feb to Mar 2014)
- 1st PAC meeting to review and discuss framework and proposed instruments (Apr 2014)
- 2nd NRC meeting to review, refine, and select (May 2014)
- National Instrument Production (July to Oct 2014)
- Field trial (Oct to Nov 2014)
- Field Trial processing and analysis (Jan to Mar 2015)
- 2nd PAC meeting to review and discuss FT results (Apr 2015)
- 3rd NRC meeting to review, refine, and select (May 2015)
- Release of MS instruments and materials (Jul 2015)
Research questions

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

• Three areas for broadening the scope of the framework:
  – The importance of environmental sustainability in civic and citizenship education
  – Social interactions at school
  – The use of new social media for civic engagement

• Two areas for more explicit recognition in framework:
  – Economic awareness as an aspect of citizenship
  – The role of morality in civics and citizenship
Assessment Framework – Structure

• Four content dimensions
• Two affective-behavioral dimensions (four in the 2009 framework)
  – Attitudes
  – Engagement
• Two cognitive dimensions
  – Knowing
  – Reasoning and applying
• Minor modifications
  – One additional sub-domain (“rule of law”) and some new key concepts (“global citizenship”, “environmental sustainability”)
**Contextual framework**

- Generally, same basic structure
- Four levels
  - Wider community
  - Schools/classrooms
  - Individual learners
  - Out-of-school context
- Antecedents, processes and outcomes
- Some new context-related constructs or aspects included
Field trial design and purpose

• Collection of quantitative data
  – Instrument validation
  – Sufficient to review item material
  – Analysis of psychometric characteristics

• Trialing procedures in all participating countries
  – National adaptations and translation verification
  – School cooperation (key challenge)
  – Survey operations
  – On-line questionnaire administration
Field trial cognitive test

• Development of over 100 new test items for field trial
  – Mostly multiple-choice items, ~10% open-ended constructed response items

• Rotated booklet design

• 10 clusters with 10-11 items per set in FT
  – 15 minutes time for each cluster
  – Each cluster appears in one of three positions (balanced design)
Field trial student questionnaire

• Requirements
  – Focused (~40 minutes duration)
  – Strong links with ICCS 2009 survey
  – Guided by ICCS research questions
  – Collecting contextual information
  – Mapping of constructs to framework

• Use of three forms in FT to trial more material
  – Overlapping forms to review associations and covariances between all variables
  – Each form includes ~70% of material
Field trial school and teacher questionnaires

- Designed to collect information about school/classroom contexts in general and CCE in particular
- Some material retained from ICCS 2009
- Additional topics included, e.g. school leadership, teaching CCE, environmental sustainability and social interactions at school
- International option for asking specific questions to teachers of CCE subjects
- On-line administration option
Field trial national instrument preparation

• Adaptation and translation of instruments at national centers
  – Review of instrument adaptations
  – Translation verification
  – Layout verification

• Special attention given to consistent adaptation/translation of trend items
Field trial outcomes and analysis

• Analysis of field trial data
  – Psychometric quality of measures
  – Review of association between measures

• Review of cross-national validity and comparability important aspect of field trial analysis
  – New methods emerging
Thank you for your attention!

Questions or comments?