



ICCS 2016 Progress Report to the 55th General Assembly

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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?