



International Civic and Citizenship Education Study (ICCS)

Presentation to the
IEA General Assembly

Berlin, Germany
6-8 October 2008



Content of presentation

- Introduction
- Concept and design
- Assessment of student:
 - Knowledge and understanding
 - Perceptions (dispositions & attitudes)
 - Participation in activities
 - Background
- Contextual school and teacher data
- Regional modules
- Study outcomes



Purpose of ICCS

- The purpose of the **International Civic and Citizenship Education Study (ICCS)** is to investigate the ways in which young people in different countries are prepared and consequently ready and able to undertake their roles as citizens.



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Background to ICCS

- The study builds on previous international studies of civic and citizenship education
- The study is underpinned by six research questions regarding
 - 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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Joint Management Committee

- Includes representatives of institutions managing international study (ACER, NFER, LPS, IEA DPC, IEA Secretariat)
- Regular video/teleconferences (every 2-4 weeks)
- Face-to-face meetings on irregular basis (e.g. analysis workshop with first field trial data in March 2008)

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Project Advisory Committee

- Includes experts that give advice on survey development, implementation and reporting
- PAC Meetings
 - Hamburg (Germany), July 2006
 - Amsterdam (Netherlands), October 2006
 - Rome (Italy), June 2007
 - Windsor (UK), June 2008
- Next meeting: October 2009



National Research Coordinators

- Implementation of national studies and regular feedback on international design and instrumentation
- NRC Meetings:
 - Amsterdam (Netherlands), October 2006
 - Rome (Italy), June 2007
 - Windsor (UK), June 2008
- Next meeting: February 2010

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Participating countries



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



ICCS Current Status

- 38 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

- ICCS AF developed through
 - consultation with experts and
 - iterative review with country representatives.
- Final version will be published this year
- Two 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.



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.

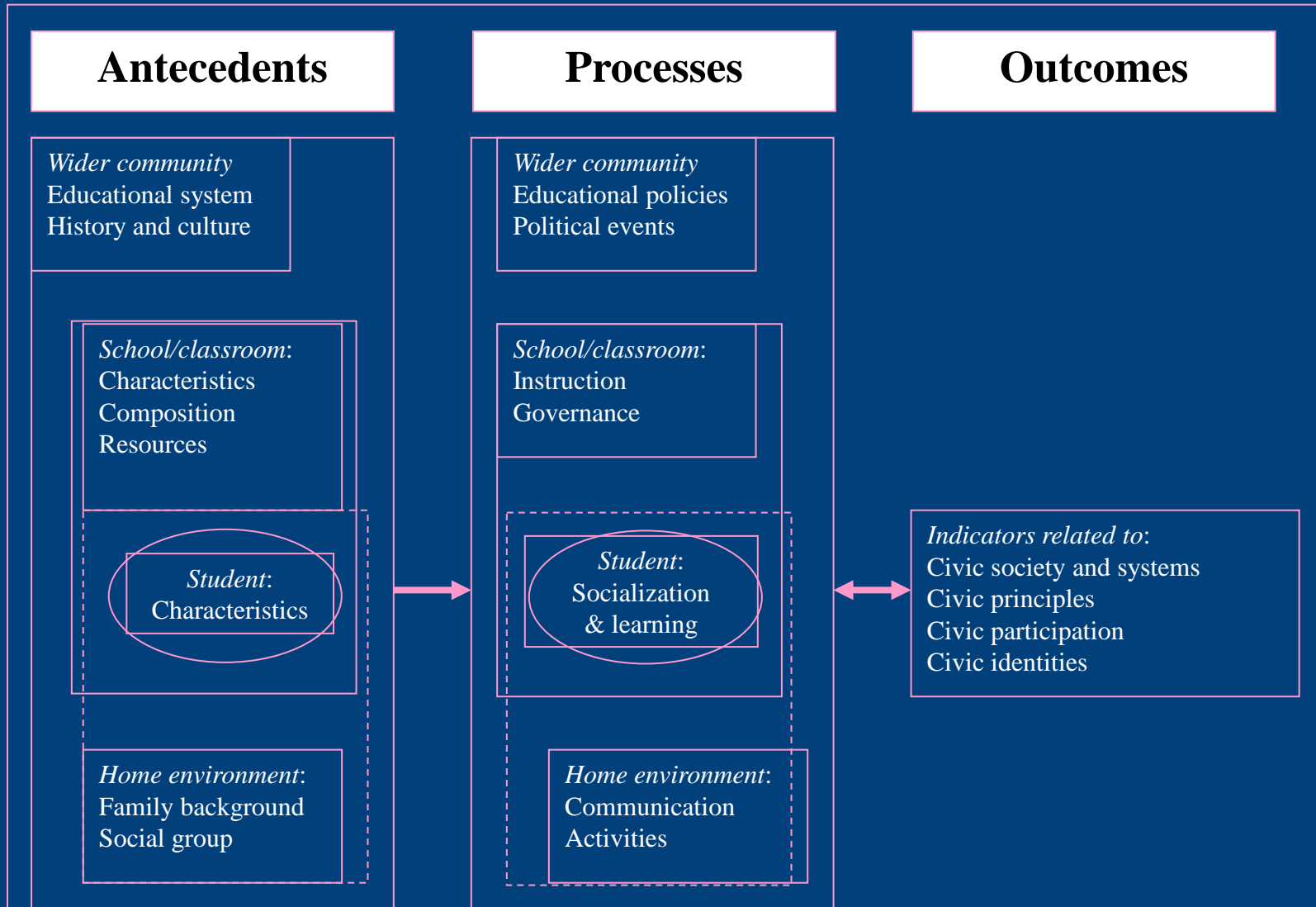
ICCS AF – Affective Behavioural Domains

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

ICCS AF – Cognitive Domains

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

ICCS AF Contextual Domains



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	



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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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

- Context of schools and classrooms
- Context of the home environment
- Context of the individual student

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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)

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

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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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)

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 (NFER)

- 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

Latin American regional module



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

Study Outcomes

- ICCS Assessment Framework (Oct 2008)
 - Conceptual underpinning of instrument development
- International Report (June 2010)
 - International comparison of outcome and analyses
- Regional Reports (June 2010)
 - Regional comparison of outcomes and analyses
- Technical Report (Nov 2010)
 - Description of methodologies (sampling, scaling, analyses)
- International Database (Nov 2010)
 - Available for secondary analyses



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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