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.
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.
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)
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
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
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
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
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
ICCS AF – Cognitive Domains

• The two cognitive domains in the ICCS framework are:
  1. Knowing
  2. Reasoning and analysing.
ICCS AF Contextual Domains

**Antecedents**

- **Wider community**
  - Educational system
  - History and culture

- **School/classroom:**
  - Characteristics
  - Composition
  - Resources

- **Home environment:**
  - Family background
  - Social group

**Processes**

- **Wider community**
  - Educational policies
  - Political events

- **School/classroom:**
  - Instruction
  - Governance

- **Student:**
  - Socialization & learning

- **Home environment:**
  - Communication
  - Activities

**Outcomes**

- **Indicators related to:**
  - Civic society and systems
  - Civic principles
  - Civic participation
  - Civic identities
## ICCS AF Contextual Domains

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

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

• Four content domains
  – Civic society and systems
  – Civic principles
  – Civic participation
  – Civic identities

• Two cognitive domains
  – Knowing
  – Reasoning and analysing
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
### Framework coverage in student instruments

<table>
<thead>
<tr>
<th>Content domains</th>
<th>Civic society and systems</th>
<th>Civic principles</th>
<th>Civic participation</th>
<th>Civic identities</th>
<th>Total</th>
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<td><strong>Cognitive domains</strong></td>
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<td>Knowing</td>
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<td>Analyzing and reasoning</td>
<td>17</td>
<td>22</td>
<td>17</td>
<td>5</td>
<td>61</td>
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<td><strong>Total</strong></td>
<td><strong>32</strong></td>
<td><strong>25</strong></td>
<td><strong>18</strong></td>
<td><strong>5</strong></td>
<td><strong>80</strong></td>
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<tr>
<td><strong>Affective-behavioral domains</strong></td>
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<tr>
<td>Value beliefs</td>
<td>12</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>24</td>
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<tr>
<td>Attitudes</td>
<td>12</td>
<td>18</td>
<td>18</td>
<td>14</td>
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<tr>
<td>Behavioral intentions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Behaviors</td>
<td></td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
<td><strong>30</strong></td>
<td><strong>53</strong></td>
<td><strong>14</strong></td>
<td><strong>121</strong></td>
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</tbody>
</table>
Student questionnaire: background

- Context of schools and classrooms
- Context of the home environment
- Context of the individual student
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
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)
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
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/](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