



ICCS 2022

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Researching education, improving learning



Background

- Four previous IEA studies on civic and citizenship education
 - Civic Education Study 1971 (part of six-subject study)
 - Civic Education Study 1999 (CIVED)
 - ICCS (2009 and 2016)
- New developments since last study
 - Increased interest in education about sustainable development and global issues
 - Recent events and trends (such as increased migration, surge of populist movements, youth alienation)
- Next assessment cycle for ICCS
 - Baseline: ICCS 2009 (38 countries)
 - Second implementation: ICCS 2016 (24 countries)

Purpose and aims

- General: Investigating ways in which young people are prepared to assume their role as citizens
- Monitoring trends in lower-secondary students' civic knowledge, attitudes and engagement over time
- Address persisting and new challenges of educating young people
 - Continuous changes in contexts of democracy and civic participation
 - For example: populism, issues related to migration, global threats and environmental sustainability

Specific focus areas (to be developed further)

- Issues related to global citizenship education (GCE) and education for sustainable development (ESD)
 - Development of cognitive measures as well as questionnaire-type item material
 - Cooperation with UNESCO on Sustainable Development Goal (SDG) Target 4.7
- Issues related to recent developments such as populist movements, increased migration, and alienation of young people from democracy
 - Probably emphasis on development of questionnaire-type item material
- Persisting challenges
 - Increasing importance of internet and social media for information and engagement

Benefits for participants

- Internationally comparable indicators of civic knowledge, attitudes and engagement to inform decisions on further policies and practices
- Participants in previous ICCS surveys monitoring of changes over time
- Regional modules offer opportunity to gathering data on region-specific aspects of civic and citizenship education
- Provide indicators for UN Sustainable Development Goals (SDG)

Basic research questions

- Contexts for civic and citizenship education in participating countries (education systems, curricular context)
- Extent, variation and changes in civic knowledge across participating countries
- Extent, variation and changes in civic engagement across participating countries
- Extent, variation and changes in civic attitudes across participating countries
- Extent, variation and changes in students' knowledge about disposition towards GCE/ESD issues across participating countries
- School and classroom contexts for civic and citizenship education

General design

- Similar to previous cycles
- Target population: Students in eighth year of schooling
- PPS two-stage sample design
- Instrumentation
 - Student test
 - Student questionnaire
 - Teacher questionnaire (optional online delivery)
 - School questionnaire (optional online delivery)
 - National contexts survey
 - Regional student questionnaires

Possible move to computer-based assessment

- Observation: General tendency of political and social information, engagement and debate moving to electronic media and tools
- More and more citizens' engagement with civic issues happens through electronic devices
 - Increasing need to provide authentic assessment environments
- Broadens ways addressing global issues with web-based and computer-enhanced assessment
 - Stimuli for test items
 - Contextual information for questionnaire items

Possible move to computer-based assessment

- More and more large-scale assessments are presented on computers
 - Expectations to become increasingly a ‘standard’ in this type of studies
- Increased efficiency (direct data collection, translating and setting up instruments within delivery platform)
- Broader range of stimulus and item formats
- General observation from previous studies:
 - Higher levels of motivation for students when assessed on a computer
 - Questionnaire: Lower proportions of missing data
 - Evidence that respondents are more open to express their attitudes and beliefs (Dwight, 2016; Hart and Goldstein, 1985)

Possible move to computer-based assessment

- Implementation of CBA will depend on sufficient country interest and commitment
 - Extra costs for development and implementation will have to be covered
- Dual assessment mode proposed
 - Both paper-based and CBA-based assessment
 - Comparability of outcomes will have to be ensured
- Delivery platform with proven functionality will be used for CBA
- Both student test and questionnaires (including regional instruments) will be available on computer

Assessment framework refinement

- Review of ICCS 2016 framework
 - Expert and country input sought
- Maintain basic structure of civic and citizenship domains (content, cognitive and affective-behavioral)
- Identify new focus areas
 - Add to existing framework
 - Provide greater emphasis to certain aspects
- Embed aspects related to global citizenship issues and sustainable development
 - Reference to existing initiatives (e.g. UNESCO work in this areas)

Test development

- ICCS 2016/2009 trend items
 - About half of the civic knowledge items (in 2016: 44 items)
- New ICCS 2022 item material
 - Civic knowledge items addressing cognitive/content domains as specified in current assessment framework
- Cognitive items assessed in issues related to global citizenship and sustainable development issues
 - Empirical question: Will the items measure same construct as civic knowledge?
- Possibility of develop computer-enhanced items
 - To consider: Only possible with CBA, but not in paper versions

Questionnaire development

- Same types of instruments envisaged (students, teachers and schools)
- Further increased focus on cross-national measurement issues
 - Review of ICCS 2009/2016 to be considered
 - In countries with low achievement issues with high proportions of missing data
- Challenge: Balancing demand for ‘trend reporting’ against demand for including new areas!
 - Length of questionnaire ongoing challenge
- Online delivery of school/teacher questionnaires expected to increase
- Possible CBA delivery of student questionnaire may open up new possibilities for improved measurement

Project management structure

- International Study Center at ACER
 - Overall coordination and conceptual development
 - Assessment framework development
 - Student instrument development
 - Data analysis and reporting
- Associated Research Center at LPS (University Tre) and LUMSA University in Rome (Italy)
 - School and teacher instrument development
 - European instrument development
- IEA Hamburg
 - Sampling and weighting
 - Data management
 - Field procedures
- IEA Amsterdam
 - Translation verification
 - International quality monitoring/observation

Project management structure

- Joint Management Committee
 - Regular meeting of all key staff across participating institutions
- Project Advisory Committee
 - Advice on assessment framework refinement, instrument development and reporting
 - Face-to-face meetings and webinars
- National Research Coordinators
 - Regular meetings and reviews of draft framework/instruments/reports
- IEA Technical Executive Group
- Sampling referee

Timeline

- March 2018: First meeting of NRC (in conjunction with ICCS 2016 database seminar)
- 2018/2019: Conceptual framework, instrument development and piloting
- 2020: Field trial in all participating countries
- Late 2021: Main survey in SH countries
- Early 2022: Main survey in NH countries
- Late 2023: Publication of results
- Early 2024: Launch of public-use database and documentation



Thank you!
Köszönöm!

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