ICCS 2022

Wolfram Schulz, ACER

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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!

Contact:
iccs@iea-hamburg.de
iccs@acer.org