



# ICCS 2022 report

IEA General Assembly 2020

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Researching education, improving learning



# Purpose and background

- 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 for civic and citizenship education
  - Development of new focus areas for each new cycle
- New cycle in tradition of 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)

# Benefits for participants in ICCS

- Participants obtain internationally comparable indicators of civic knowledge, attitudes and engagement to inform decisions on further policies and practices regarding this learning area
- Participants from previous ICCS surveys have the opportunity to monitor changes over time
- Regional instruments offer opportunity to gather data related to region-specific aspects of civic and citizenship education
- Provision of indicators for monitoring U.N. Sustainable Development Goals (SDG 4.7)
- Up-to-date information on civic-related issues of relevance at the time of data collection (e.g. young people's perceptions concerning the impact of COVID-19)

# Status of development - 1

- New focus areas developed and agreed
  - Following discussions with the Project Advisory Committee (PAC) and National Research Coordinators (NRC) at meetings in April and May 2019
- Assessment framework
  - First draft reviewed by NRCs and PAC members 2<sup>nd</sup> half 2019 and revised draft discussed at PAC and NRC online meetings in April and May 2020
  - Further revision after field trial and publication in planned in 2021
- Item development
  - Development phase June – November 2019
  - Limited piloting (due to COVID-19 outbreak) and reviews by NRCs

# Status of development - 2

- Field trial implementation
  - Revision of field trial instruments and release in July 2020
  - Set-up of all item material in web-based system (Assessment Master), including countries doing paper-based delivery
  - Development and release of procedural manuals and software July/August 2020
  - Adaptation reviews, translation verification and layout verification stage (ongoing)

# Participants in ICCS 2022

**Brazil**, Bulgaria, **Chile**, **Chinese Taipei**, **Colombia**, **Croatia**, **Cyprus**, Denmark, Dominican Republic, **Estonia**, **France**, German states of **North Rhine-Westphalia** and **Schleswig-Holstein**, **Italy**, **Latvia**, **Lithuania**, **Malta**, Mexico, Netherlands, **Norway**, Peru, Poland, Romania, Serbia, **Slovak Republic**, **Slovenia**, **Spain**, **Sweden**

Countries participating in the option of computer-based assessment (CBA) in **bold**

# Implications from COVID-19 outbreak

- Piloting for ICCS 2022 was very limited due to school closures
- Remaining uncertainty about field trial in last quarter of 2020
  - About two thirds of countries indicated feasibility of trialling in 2020
  - One third of countries postponed the field trial to early 2021
  - Challenge to include all data in the field trial analyses
- Timeline changes
  - Under the expectation of a successful FT end of 2020 and beginning 2021, delayed study schedule to allow sufficient time for analyses
  - Monitoring of situation given possibility of renewed school closures in participating countries (alternative schedule might include considering a postponement of the data collection in Southern Hemisphere countries by one year)

# Online meetings in 2020

- Due to current situation all ICCS meetings this year were all held online
  - Generally successful, however, there was some lack of interactivity and lower-than-usual feedback from attendees
- Online ICCS 2022 meetings in 2020:
  - Project Advisory Committee (PAC) meeting 6-8 April 2020 (originally planned in Stockholm)
  - National Research Coordinator (NRC) meeting 11-14 May 2020 (originally planned in Madrid)
  - European Questionnaire meeting 26 May 2020
  - Latin American Questionnaire meeting 11 June 2020
  - Field trial training
    - Operations training 15-18 June 2020
    - Scorer training 21-25 September 2020

# Computer-based delivery

- First time implemented for ICCS
  - Two thirds of ICCS 2022 countries participate in this option
- Platform developed by RM (formerly SoNET)
  - All instruments set up within system
  - Includes online delivery of teacher and school questionnaires (optional)
  - Administration of student test, international and regional student questionnaires
  - Inclusion of computer-enhanced items (five clusters in field trial)
  - Process data will be available for additional research
- Assessment of mode effects (for ICCS 2016 countries)
  - Mode effects study will be reviewed as part of field trial
  - Bridging study will be conducted for the main survey

# New areas for ICCS 2022

- Focus areas
  - Sustainability (related to UN SDG 4.7)
  - Engagement through digital technologies
  - Diversity
  - Young people's views of the political system
- Area for more explicit recognition
  - Global citizenship (related to UN SDG 4.7)
    - Present already in previous cycles but increased emphasis in ICCS 2022
- Some item material added related to the current COVID-19 pandemic
  - E.g. student attitudes toward restrictions during national emergencies and trust in scientists

# Revision of the ICCS assessment framework

- Reviews by countries and experts
  - Concerns about inconsistencies and suggestions for more thorough revision for this cycle
- Re-structuring into three separate frameworks
  - Civic knowledge framework (previously: Civics and citizenship framework)
  - Civic attitudes and engagement framework (previously: Civics and citizenship framework)
  - Contextual framework (as in previous cycles)
- Re-organising content areas in cognitive framework
  - We discarded overlap while keeping relevant aspects in the framework
  - We simplified the structure of cognitive content areas

# Civic knowledge framework

- Focused only on cognitive aspects
- Two types of domains
  - Content domains
  - Cognitive domains
- Internal re-structuring
  - Changes to content domains
  - Simplification of content domain structure
    - Domain > sub-domain > aspects
    - Key terms in appendix
- Re-structuring does not affect consistency across study cycles
  - All ICCS 2022 content can still be mapped to previous framework structure

# Content domains and sub-domains in ICCS 2016

## Civic society



1. Citizens
2. State Institutions
3. Civic Institutions

## Civic principles



1. Equity
2. Freedom
3. ~~Sense of community~~
4. Rule of law

## Civic participation



1. Decision-making
2. Influencing
3. Community participation

## Civic identities



1. Civic self-image
2. Civic connectedness



# Content domains and sub-domains in ICCS 2022

## Civic society



1. State institutions
2. Economic systems
3. Civil society



## Civic principles



1. Equity
2. Freedom
3. Rule of law
4. Sustainability
5. Solidarity



## Civic participation



1. Decision-making
2. Influencing
3. Community participation



## Civic roles and identities



1. Citizens
2. Civic self-image
3. Civic connectedness



# Civic attitudes and engagement framework

- Concerned with affective-behavioural aspects
- No longer tied to common content areas across cognitive and affective-behavioural aspects
  - Which resulted in difficulties to achieve coverage in past cycles
- Keeping two affective behavioural domains
  - Attitudes
    - Attitudes toward civic principles
    - Attitudes toward civic issues and institutions
    - Attitudes toward civic roles and identities
  - Engagement
    - Experiences with engagement
    - Dispositions toward engagement
    - Expected future engagement

# Contextual framework

- Same structure as in previous cycles
- It recognises four level for contexts
  - Context of wider community (from local to supranational/global level) > recognition of virtual communities and global contexts
  - Context of schools and classrooms
  - Context of individual learner
  - Home and peer context
- Distinguishes two types of variables
  - Antecedents
  - Processes

# Field trial mode implementation

- Three versions of field trial test
  - One for administration in countries administering only paper-based material >> full FT sample
  - One for administration on computer (all item types including computer-based items) >> full FT sample
  - One for the paper-based administration in CBA countries for mode effect study (reduced paper-based test) >> additional smaller sample
- Delivery modes for CBA administration
  - Online
  - USB
  - Local network administration

# Field trial mode effect study implementation

- Three questionnaire forms will be administered both on paper and computer
  - All item material will be administered as 'equivalent' for the mode effects study
- European and Latin American student questionnaire will be administered both on paper and computer
- Option for teacher and school questionnaire to be administered online
  - As in previous cycles, mode effects were assessed already in ICCS 2009

# Field trial review

- Review of procedures
  - Special focus on computer-based delivery
- Feedback within countries on survey instruments and procedures
  - Used for improvement in main survey
- Quantitative analyses of field trial data
  - Psychometric review of test and questionnaire items
  - Review of measurement invariance
- Mode effects study
  - Findings to inform about potential differences in measurement when delivering the same item material in computer-based vs. paper-based assessments (student test and questionnaire items)

# Next steps

- Continue monitoring situation in countries
  - Consider alternatives to current schedule if necessary
- Implementation of field trial in countries
  - Adaptation, translation and setup July- December 2020
- Field trial from October 2020
- Main survey instrument selection
  - PAC meeting in May 2021
  - NRC meeting in June 2021
  - Release end July 2021



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# Thank you!

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