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 2nd 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
  – Final decisions about FT material after PAC and NRC online meetings
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)

IEA General Assembly 29 Sept - 1 Oct 2020
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
Thank you!

Contact:

wolfram.schulz@acer.org
iccs@acer.org