

Concept and Design of the International Civic and Citizenship Study

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Introduction

The purpose of the *International Civic and Citizenship Education Study* (ICCS) is to investigate, in a range of countries, the ways in which young people are prepared and consequently ready and able to undertake their roles as citizens. In pursuit of this purpose, the study will report on student achievement in a test of conceptual understandings and competencies in civics and citizenship. It will also collect and analyse, as additional outcome variables, data about student activities, dispositions, and attitudes related to civic and citizenship education. The collection of contextual data will help to explain variation in the outcome variables. The study builds on the previous IEA studies of civic education and is a response to the challenge of educating young people in changed contexts of democracy and civic participation.

This paper includes the research questions that underpin ICCS, makes connections between the IEA Civic Education Study conducted in 1999 (CIVED) and ICCS, further describes the ICCS assessment framework, and also outlines the design of the study that operationalises the assessment framework through the assessment instruments for students, teachers and school principals as well as a national context survey collecting data on the national contexts for civic and citizenship education.

Research questions

The key research questions for the study concern student achievement, dispositions to engage, and attitudes related to civic and citizenship education. The variables necessary to analyse these research questions can be located in the assessment framework.

RQ 1 What variations exist between countries, and within countries, in student achievement in conceptual understandings and competencies in civics and citizenship?

This research question concerns the distribution of outcome variables across participating countries (at the country level) and within these countries. Analysis to address this research question will focus on the distribution of student achievement based on test data and involve single- and multi-level perspectives (through the use of, for example, models of variance decomposition).

RQ 2 What changes in civic knowledge and engagement have occurred since the last international assessment in 1999?

This research question is mainly concerned with analysing trends from CIVED to ICCS and will be limited to data from countries participating in both assessments. Analysis will focus at the level of participating countries at changes in overall civic knowledge and indicators of civic engagement and attitudes. Country-level factors (recent curriculum changes, reforms) can be used when interpreting possible changes across time.

RQ 3 What is the extent of interest and disposition to engage in public and political life among adolescents and which factors within or across countries are related to it?

This research question addresses the issue of apathy, with indicators of civic engagement compared within and across countries and related to explanatory

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variables at various levels. Both characteristics and process-related variables at the levels of school/classroom and home environment will be used to explain variation in outcome variables.

RQ 4 What are adolescents' perceptions of the impact of recent threats to civil society and of responses to these threats on the future development of that society?

Analysis will be based on student comprehensions of the relationship between securing societies and safeguarding civil liberties, and on student attitudes towards citizenship rights. Factors located at the country level (recent developments, liberal traditions) could be of particular importance for the analysis.

RQ 5 What aspects of schools and education systems are related to achievement in and attitudes to civics and citizenship, including:

(a) general approach to civic and citizenship education, curriculum, or program content structure and delivery?

The analysis requires additional data to be collected at the national level on curriculum and programs as well as from reports from the school and teacher questionnaires. Both background variables and factors related to the process of civic and citizenship learning at the country level and the school/classroom level are therefore of particular importance for the analysis.

(b) teaching practices such as those that encourage higher order thinking and analysis in relation to civics and citizenship?

Analysis will be based on data about student perceptions of and teacher reports on instructional practices and will involve variables related to the learning process collected from schools, teachers and individual students.

(c) aspects of school organization, including opportunities to contribute to conflict resolution, participate in governance processes, and be involved in decision-making?

The analysis requires data on student perceptions of school governance and reports from school principals or teachers. It will involve variables related to the opportunities of students for participation within school that are collected from students, teachers and schools.

RQ 6 What aspects of student personal and social background, such as gender socio-economic background, and language background, are related to student achievement in and attitudes towards civic and citizenship education?

The analysis will rely on student background variables, collected through the student questionnaire and related to the individual students and the home environment. These factors will be used to explain variation in outcome variables assessed in the test and student perceptions questionnaire.

Characteristics and Structure of the ICCS Assessment Framework

Given the central role of the assessment framework in the process of instrument development, it has been important to:

- Maintain a strong connection to the constructs used in the IEA CIVED study in 1999;
- Reflect contemporary research understandings of manifestations of civic and citizenship education in school students;
- Meet the needs of participating countries;
- Address the research questions outlined in the ICCS proposal for the IEA General Assembly 2005;
- Include only content that can be measured;
- Comprise content descriptors that are agreed to be significant and discrete and that describe the breadth of civic and citizenship education in school students; and
- Address the contexts within which civic and citizenship education takes place.

The assessment framework consists of two parts:

- 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.
- The *contextual framework* provides a mapping of context factors that might influence outcome variables and explain their variation.

Both parts of the assessment framework provide a conceptual underpinning for the international instrumentation for ICCS and are points of reference for regional assessment components.

The Civics and Citizenship Framework

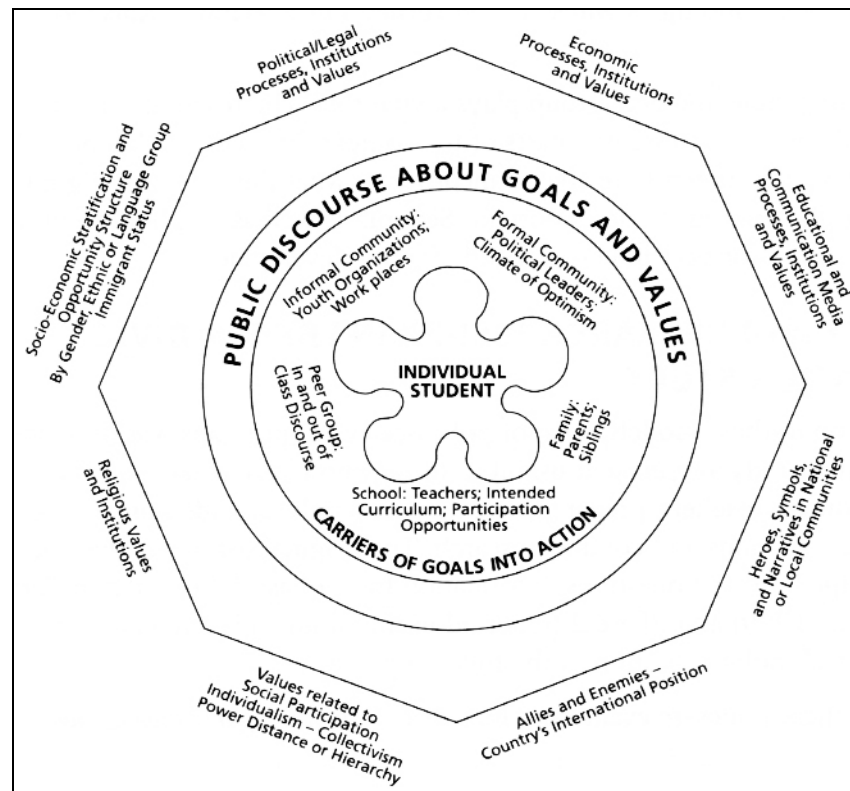
Continuities between CIVED and ICCS

Key Conceptual Continuities

The CIVED theoretical model places the individual student at the centre under the influence of ‘agents’ of socialisation, and accommodates the assumption that students’ “learning about citizenship is not limited to teachers explicitly instructing young people about their rights and duties (Torney-Purta, Lehman, Oswald & Schulz, 2001).

The overall model for the CIVED study is represented as an octagon that gives detail to the “nested context for young people’s thinking and action in the social environment” (Torney-Purta, Lehman, Oswald & Schulz, 2001). The detailed CIVED model has been reproduced as Figure 1.

Figure 1: Model for IEA Civic Education Study (CIVED)



The ICCS assessment framework accepts the pivotal assertion of the CIVED model that the individual student exists as the central agent in their civic world, with both an influence on and being influenced by their multiple connections with their civic communities. Consequent to this is the assertion posited in CIVED, and further accepted by the ICCS assessment framework, that young people learn about civics and citizenship through their interactions with their multiple civic communities and not only through formal classroom instruction (Torney-Purta, Lehman, Oswald & Schulz, 2001).

Construct Operationalisation Continuities

The CIVED *conceptual model* was operationalised to collect student outcomes data, using a cognitive test and questionnaire instruments with a range of question types relating to civic and citizenship content in three domains. The three domains of the CIVED conceptual model of civics and citizenship are:

- Domain I: Democracy/Citizenship
- Domain II: National Identity/International Relations
- Domain III: Social Cohesion/Diversity.

The ICCS *Civics and Citizenship Framework* underpins the collection of student outcomes data and is organised around three dimensions: a content dimension specifying the subject matter to be assessed within civics and citizenship; an affective-behavioural dimension that describes the types of student perceptions and activities that will be measured; and a cognitive dimension that describes the thinking processes to be assessed.

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The four content domains in the ICCS Civics and Citizenship Framework are:

- Content Domain 1: Civic society and systems
- Content Domain 2: Civic principles
- Content Domain 3: Civic participation
- Content Domain 4: Civic identities.

It is important to distinguish the different types of student perceptions and behaviours relevant in the context of civics and citizenship. For this purpose, four affective-behavioural domains in the ICCS Civics and Citizenship Framework are identified in this assessment framework:

- Affective-behavioural Domain 1: Value beliefs
- Affective-behavioural Domain 2: Attitudes
- Affective-behavioural Domain 3: Behavioural intentions
- Affective-behavioural Domain 4: Behaviours.

Similar to the domains within the assessment framework for TIMSS (Mullis, Martin, Ruddock, O’Sullivan, Aroa, & Erberber, 2005), the cognitive domains in the ICCS Civics and Citizenship Framework define the cognitive processes assessed with test items. The two cognitive domains in the ICCS framework are:

- Cognitive Domain 1: Knowing
- Cognitive Domain 2: Reasoning and analysing.

In both CIVED and ICCS student data from different perspectives is collected using different question types and instruments that map onto a set of common content. In CIVED this content is outlined as the three domains, in ICCS this content is outlined as the content dimension comprising four content domains. Following is a comparison of the survey design matrices for the collection of student outcomes data in the two studies.

Comparing the Survey Design Matrices in CIVED and ICCS

CIVED made use of five item types to collect student outcomes data relating to the content domain. Following is a summary of the five item types used in the CIVED cognitive test and student survey.

Type 1: Knowledge of content (test)

Type 2: Skills in interpretation (test)

Type 3: Understanding of civic and citizenship concepts (survey)

Type 4: Attitudes towards civic and citizenship content and concepts (survey)

Type 5: Current and expected participatory actions relating to politics (survey).

(Adapted from Torney-Purta, Lehman, Oswald & Schulz, 2001)

Each of the five item types in CIVED could be applied to each of the three content domains. This was illustrated in the CIVED international report with the design matrix reproduced as Figure 2 below.

Figure 2: CIVED survey design matrix

	Item Type:	1	2	3	4	5
Domain I Democracy/ Citizenship						
Domain II National Identity/ International Relations						
Domain III Social Cohesion/ Diversity						

The ICCS survey design matrix is conceptually similar to the CIVED design matrix above. Both matrices show the mapping of civic and citizenship content onto possible question types relating to different types of civics and citizenship student outcomes. The fundamental difference between the two matrices is that the CIVED survey design matrix predefines the question types in terms of process and uses the cells in the matrix to illustrate the intersection between content and process, whereas the ICCS matrix predefines the civic and citizenship content and processes and each cell in the matrix represents a question type that is the intersection of content and process.

Figure 3 below shows the ICCS design matrix, with the item types in each cell representing as the intersection of civic and citizenship content and process.

Figure 3: Relationship between cognitive or affective-behavioural and content domains in ICCS

	Content Domain 1: Civic society and systems	Content Domain 2: Civic principles	Content Domain 3: Civic participation	Content Domain 4: Civic identities
Cognitive Domains				
Knowing	I	II	III	IV
Analysing and reasoning	V	VI	VII	VIII
Affective- behavioural Domains				
Value beliefs	A	B	C	D
Attitudes	E	F	G	H
Behavioural intentions			I	
Behaviours			J	

Figure 3 shows how items can be placed in different cells and mapped to either cognitive or affective-behavioural domains as well as to content domains. Cognitive

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items from both domains (knowing; reasoning and analysing) and affective-behavioural items from two domains (value beliefs and attitudes) can be developed in the contexts of all four content domains. Because these mappings are guided by the compatibility of each content domain to the different affective-behavioural and cognitive domains, they will not necessarily spread evenly across the content domains. Items developed to measure behavioural intentions or actual behaviours relate only to Content Domain 3.

The following examples illustrate the mapping of items to domains:

- A cognitive item that measures student knowledge about the role of parliament would appear in cell I (Cognitive Domain: knowing; Content Domain 1: civic society and systems).
- A cognitive item measuring student ability to identify the underlying reason for a civic protest would appear in cell VII (Cognitive Domain: analysing and reasoning; Content Domain 3: civic participation).
- An affective-behavioural item asking about students' belief in the importance of freedom of speech for democracy would appear in cell B (value belief related to Content Domain 2: civic principles).
- An affective-behavioural item asking about students' trust in parliament would appear in cell E (attitude related to Content Domain 1: civic society and systems).
- An affective-behavioural item asking about students' expectation to participate in a protest march would appear in cell I (behavioural intention related to Content Domain 3: civic participation).
- An affective-behavioural item asking about students' past participation in any election (at school or in a club) would appear in cell J (behaviour related to Content Domain 3: civic participation).

Common Assessment Items Between ICCS and CIVED

As well as aiming to build on and add detail to the CIVED conceptual model through the ICCS assessment framework, the ICCS field trial instruments contain some of the secure trend items from CIVED as a concrete scaling link between the two studies.

Structures and Key Terms in the ICCS Civics and Citizenship Framework

Following are details of the draft ICCS assessment framework including the structure, content and definitions of terms, concepts and constructs that make up the framework.

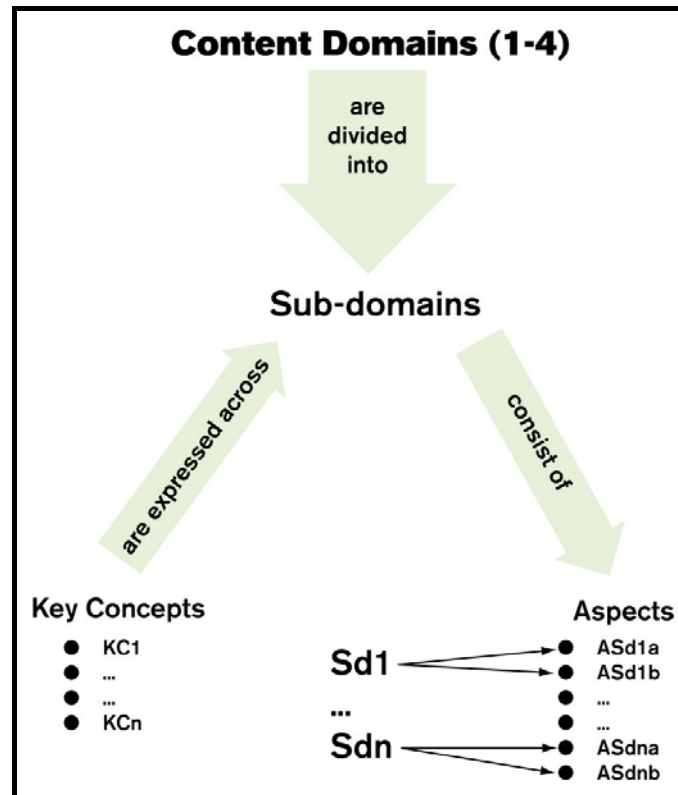
Structure of the content domains

The four content domains of the ICCS Civics and Citizenship Framework share the following structures:

<i>Sub-domain</i>	This refers to a substantive or contextual component of a content domain. The sub-domains have been described where they include sufficient discrete content to warrant individual definition and articulation. This model anticipates some overlap between the sub-domains within each domain.
<i>Aspect</i>	This refers to specific content regarded as largely situated within a given sub-domain.
<i>Key concept</i>	This refers to concepts and processes common to sub-domains within a given content domain.

In short, each content domain is divided into sub-domains, and each sub-domain consists of one or more aspects. The key concepts can be expressed within the contexts of any of the sub-domains. Figure 4 illustrates the structure of the content domains in the ICCS Civics and Citizenship Framework.

Figure 4: The structure of ICCS content domains



Note: KC = Key concept; Sd = Sub-domain; ASd = Aspect.

Structure: cognitive domains

The two cognitive domains of the ICCS Civics and Citizenship Framework are each defined in terms of the cognitive processes that comprise them.

Structure: affective-behavioural domains

The four affective-behavioural domains are described in terms of the types of student perceptions and behaviours relevant with respect to the civics and citizenship content domains.

Key terms

The ICCS Civics and Citizenship Framework frequently uses a set of key terms. The definitions of these key terms are *those used in this framework*. Note that the exact definitions of many of the terms used in the framework are the subject of ongoing and vigorous academic dialogue. The definitions of the key and domain-specific terms in this framework have been constructed to support consistent understandings of the framework's contents across the broad range of countries participating and interested in ICCS.

<i>Community</i>	A group of people who share something in common (for example, history, values, loyalties, a common goal). In this framework, community membership includes membership based on externally defined criteria relating to the function of the community (such as attending a school as a student) and membership defined by individuals' own belief of their membership (such as through identification with "like-minded" people regarding a political or social issue). ¹
<i>Society</i>	A community defined by its geographical territory and within which the population shares a common culture (which may comprise and celebrate multiple and diverse ethnic or other communities) and way of life under conditions of relative autonomy, independence, and self-sufficiency.
<i>Citizenship</i>	<ol style="list-style-type: none"> 1. The legal status of being a citizen. 2. The fact of individuals' participation, or lack of participation, in their communities. The term "citizenship", unlike the term "active citizenship", does not assume an amount of participation.
<i>Civil</i>	Refers to the sphere of society in which the shared connections between people are at a level larger than that of the extended family but do not include connections to the state.

¹ Note that a community may still contain any level of diversity.

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<i>Civic</i>	Refers to any community in which the shared connections between people are at a level larger than that of the extended family (including the state). Civic also refers to the principles, mechanisms, and processes of decision-making, participation, governance, and legislative control that exist in these communities.
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Civics and Citizenship Content Domains

The first content domain, *civic society and systems*, comprises the mechanisms, systems, and organizations that underpin societies. The second domain, *civic principles*, refers to the shared ethical foundations of civic societies. *Civic participation* deals with the nature of the processes and practices that define and mediate the participation of citizens in their civic communities (often referred to as active citizenship). The Civics and Citizenship Framework recognizes the centrality of the individual citizen through the *civic identities* domain. This domain refers to the personal sense an individual has of being an agent of civic action with connections to multiple communities. Together, these four domains describe the civic and citizenship content to be assessed in ICCS.

Content Domain 1: Civic Society and Systems

Civic society and systems includes the formal and informal mechanisms and organizations that underpin both the civic contracts that citizens have with their societies and the functioning of the societies themselves. The three sub-domains of civic society and systems are:

- Citizens
- State institutions
- Civil institutions.

Citizens

Citizens focuses on the civic relationships between individuals and groups of citizens and their societies. The aspects of this sub-domain relate to knowledge and understanding of:

- *Citizens' and groups' assigned and desired roles within their civic society*
- *Citizens' and groups' assigned and desired rights within their civic society*
- *Citizens' and groups' assigned and desired responsibilities within their civic society*
- *Citizens' and groups' opportunities and abilities to support the ongoing development of their civic society.*

State institutions

State institutions are those institutions central to the processes and enacting of civic governance and legislation in the common interest of the people they represent and serve.

The aspects of this sub-domain are:

- *Legislatures/parliaments*
- *Governments*
- *Supranational/intergovernmental governance bodies*
- *Judiciaries*
- *Law enforcement bodies*
- *National defense forces*
- *Bureaucracies (civil or public services)*
- *Electoral commissions.*

Civil institutions

Civil institutions are those institutions that can mediate citizens' contact with their state institutions and allow citizens to actively pursue many of their roles in their societies.

The aspects of this sub-domain are:

- *Religious institutions*
- *Companies/corporations*
- *Trade unions*
- *Political parties*
- *Non-governmental organizations (NGOs)*
- *Pressure groups*
- *The media*
- *Schools*
- *Cultural/special-interest organizations.*

Key concepts

<i>Power/authority</i>	Listed together as concepts dealing with the nature and consequences of the right or capacity of bodies or individuals to make binding decisions on behalf of others that these others are then required to accept and adhere to.
<i>Rules/law</i>	Listed together as the explicit and implicit prescriptions for behaviour. Rules are those prescriptions that are not required to be and are therefore not enforced by a sovereign body. Laws are considered to be those prescriptions that are enforced by a sovereign body.
<i>Constitution</i>	The fundamental rules or laws of principle governing the politics of a nation or sub-national body.

<i>Governance</i>	The act and the processes of administering public policy and affairs.
<i>Decision-making</i>	The formal and informal processes by which decisions are made within and among civil and state institutions.
<i>Negotiation</i>	The processes that underpin and are evident in negotiation, and the use and necessity of negotiation as a means of decision-making.
<i>Accountability</i>	The requirement for representatives to answer to those they represent about the representatives' conduct of their duties and use of their powers. Accountability includes the assumption that representatives are able to accept responsibility for their failures and to take action to rectify them.
<i>Democracy</i>	The ICCS Civics and Citizenship Framework accepts the broadest definition of democracy "as rule by the people". This definition refers both to democracy as a system of governance and to the principles of freedom, equity, and social cohesion ² that underpin democratic systems and guarantee respect for and the promotion of human rights. Both representative democratic systems (such as national parliaments) and direct democratic systems (such as those in some local community or school organizations) can be examined as democratic systems under the definition of democracy in this framework.
<i>Sovereignty</i>	The claim of each individual state/nation to have the ultimate power in making political decisions relevant to that state/nation and that this underpins the operation and viability of international organizations, agreements and treaties.
<i>Nation-building</i>	The process of developing among the people of a nation some form of a unified sense of national identity, with the aim of fostering long-term harmony and stability. Within the parameters of the ICCS Civics and Citizenship Framework, nation-building is assumed to be a dynamic ongoing process in all nations rather than a process associated only with newly independent nations.
<i>Statelessness</i>	The circumstances of people who do not have any legal bond of nationality or citizenship with any state. Included in this concept are the causes and consequences of statelessness.

² See Civics and Citizenship Content Domain 2, page 14. Assessing Student Knowledge, Background and Perceptions in the International Civic and Citizenship Study. Paper prepared for the Annual Meetings of the American Educational Research Association in New York, 24-28 March 2008.

<i>Franchise/voting</i>	Listed together, these concepts refer to the rights, responsibilities, and expectations of people to vote in formal and informal settings. These concepts also refer, more broadly, to issues associated with voting and voting processes, such as compulsory and voluntary voting and secret ballots.
<i>The economy</i>	Systems governing the production, distribution, and consumption of goods and services within states, including industrial regulation, trade, taxation, and social welfare.
<i>The welfare state</i>	The role of a government in providing for the social and economic security of its people through support such as health care, pensions, and social welfare payments and benefits.
<i>Treaties</i>	Binding agreements under international law entered into by eligible bodies such as states and international organizations.
<i>Sustainable development</i>	Development that meets the needs of the present without compromising the ability of future generations to meet their own needs. Factors that can be considered in terms of sustainable development include environmental protection, economic development, social equality, and social justice.
<i>Globalization</i>	The increasing international movement of commodities, money, information, and people; and the development of technology, organizations, legal systems, and infrastructures to allow this movement. The ICCS Civics and Citizenship Framework acknowledges that a high level of international debate surrounds the definition, perceptions, and even the existence of globalization. Globalization has been included in the framework as a key concept for consideration by students. The definition is not a statement of belief about the existence or merits of globalization.

Content Domain 2: Civic Principles

Civic principles refers to the shared ethical foundations of civic societies. The framework regards support, protection, and promotion of these principles as civic responsibilities and as frequently occurring motivations for civic participation by individuals and groups. The three sub-domains of civic principles are:

- Equity
- Freedom
- Social cohesion.

Equity

Equity is based on the notion that all people are born equal in dignity and rights. Equity is the principle that all people have the right to fair and just treatment and that

protecting and promoting this equity is essential to achieving peace, harmony, and productivity within and among communities.

Freedom

Freedom refers to the concept that all people should have freedom of belief, freedom of speech, freedom from fear, and freedom from want as articulated in the United Nations Universal Declaration of Human Rights (UN, 1948). Societies have a responsibility to actively protect the freedom of their members and to support the protection of freedom in all communities, including those that are not their own.

Social cohesion

Social cohesion refers to the sense of belonging, connectedness, and common vision that exists amongst the individuals and communities within a democratic society. When social cohesion is strong, there is active appreciation and celebration of the diversity of individuals and communities that comprise a society. It is acknowledged (in regard to this sub-domain) that manifestations of social cohesion vary between societies, that there may be tensions within societies between social cohesion and diversity of views and actions, and that the resolution of these tensions is an ongoing area of debate within many societies.

Key concepts

<i>Concern for the common good</i>	The concept that the ultimate goal of civic and community action is to promote conditions that advantage all members of the community.
<i>Human rights</i>	A form of inalienable moral entitlement that, for the purpose of the ICCS Civics and Citizenship Framework, is defined by the contents of the United Nations Universal Declaration of Human Rights (1948).
<i>Empathy</i>	Intellectually or emotionally taking the role or perspective of others.
<i>Respect</i>	The concept that all people are to be valued because they are human.
<i>Social justice</i>	The distribution of advantage and disadvantage within communities.
<i>Inclusiveness</i>	The concept that communities have a responsibility to act in ways that support all their members to feel valued as members of those communities.
<i>Equality</i>	Both notion that all people are equal and the treatment of all people the same way regardless of their personal characteristics (such as gender, race, religion).

Content Domain 3: Civic Participation

The ICCS Civics and Citizenship Framework defines *civic participation* as the manifestations of individuals' actions in their communities. Civic participation can operate at any level of community and in any community context. The level of participation can range from awareness through engagement to influence. The three sub-domains of civic participation are:

- Decision-making
- Influencing
- Community participation.

Decision-making

Decision-making refers to active participation that directly results in the implementation of policy or practice regarding the individual's community or a group within that community. The aspects of this sub-domain are:

- *Engaging in organizational governance*
- *Voting.*

Influencing

Influencing refers to action aimed at informing and affecting any or all of the policies, practices, and attitudes of others or groups of others in the individual's community. The aspects of this sub-domain are:

- *Engaging in public debate*
- *Engaging in demonstrations of public support or protest*
- *Engaging in policy development*
- *Developing proposals for action or advocacy*
- *Selective purchasing of products according to ethical beliefs about the way they were produced (ethical consumption/ethical consumerism)*
- *Corruption.*

Community participation

Community participation refers to participation with a primary focus on enhancing one's connections with a community, and for the ultimate benefit of that community. The aspects of this sub-domain are:

- *Volunteering*
- *Participating in religious, cultural, and sporting organizations*
- *Keeping oneself informed*
- *Acting on/responding to reflections on past actions.*

Key concepts

<i>Civic involvement</i>	The concept that civic communities benefit from the active involvement of their citizens and that therefore there is an onus on civic communities to facilitate the right of active citizenship and an onus on citizens to participate actively in their civic communities.
<i>Civic self-efficacy</i>	Individuals' own judgments of their capacity to complete courses of action that will influence their civic communities.
<i>Co-operation/collaboration</i>	The concept that communities benefit most when their members act together in pursuing the common goals of the community. (This definition allows for disagreement within communities about the best way to achieve their goals.)
<i>Negotiation/resolution</i>	The concept that peaceful resolution of differences is essential to community well-being and that negotiation is the best way to attempt to reach resolutions.
<i>Engagement</i>	The concept that citizens need to concern themselves with issues and information in their communities in order to participate effectively.

Content Domain 4: Civic Identities

Civic identities includes the individual's civic roles and perceptions of these roles. As in the CIVED model, the ICCS Civic individuals both influence and are influenced by the relationships they have with family, peers, and civic communities. Thus, an individual's civic identity explicitly links to a range of personal and civic interrelationships. This framework asserts and assumes that individuals have multiple articulated identities rather than a single-faceted civic identity.

The civic identities domain comprises two sub-domains:

- *Civic self-image*
- *Civic connectedness*.

Civic self-image

Civic self-image refers to the individual's experience of their place in each of their civic communities. Civic self-image focuses on the individual's civics and citizenship values and roles, the individual's understanding of and attitudes towards these values and roles, and the individual's management of these values and roles both when they are in harmony and in conflict within the individual.

Civic connectedness

Civic connectedness refers to the individual's sense of connection to their different civic communities and of the different civic roles they play within each community.

Civic connectedness includes the individual's beliefs about and tolerance of the levels of diversity (of civic ideas and actions) within and across their communities; and recognition and understanding of the effects of the range of civic and citizenship

values and belief systems of their different communities on the members of those communities.

Key concepts

<i>Civic self-concept</i>	Individuals' view of themselves as citizens in their civic communities. This view includes individuals' sense of the communities to which they belong and their capacity to identify the nature and parameters of their civic roles in their communities.
<i>Multiplicity</i>	Individuals' sense of the range of different roles and readiness they have within and across their different communities. Included in this definition is the understanding that the nature of an individual's roles and readiness is ever changing and dependent on the context of each separate community connection.
<i>Diversity</i>	Individuals' sense of and level of acceptance of the range of people and viewpoints that exist within and across their communities.
<i>Cultures/location</i>	Individuals' sense of the value and place of the cultures they associate with their communities in their own civic lives and the civic lives of the other members of their communities.
<i>Patriotism</i>	Love for or devotion to one's country (or countries), which can lead to a willingness to act in support of one's country (or countries).
<i>Nationalism</i>	The politicization of patriotism into principles or programs based on the premise that national identity holds precedence over other social and political principles.
<i>Civic and citizenship values</i>	Individuals' central ethical and moral beliefs about their civic communities and their roles as citizens within their communities.

Civics and Citizenship Affective-behavioural Domains

The items measuring the affective-behavioural domains will not require correct or incorrect responses but typically will be measured through use of a Likert-type item format in the student perceptions and student background questionnaires.

Affective-behavioural Domain 1: Value Beliefs

Value beliefs can be defined as beliefs about the worth of concepts, institutions, people, and/or ideas. Value beliefs are different from attitudes insofar as they are more constant over time, deeply rooted, and representative of broader and more fundamental beliefs. Value beliefs help individuals resolve contradictions, and they form the basis of how we see ourselves and others. Value systems are sets of value beliefs that individuals adopt and that, in turn, influence both attitudes and behaviour.³

Attitudes can be defined as states of mind or feelings about ideas, persons, objects, events, situations, and/or relationships. In contrast to value beliefs, attitudes are narrower in nature, can change over time, and are less deeply rooted. It is also possible for individuals to harbor contradictory attitudes at the same time.

The different types of attitudes relevant with respect to civics and citizenship include: (a) students' self-cognitions related to civics and citizenship; (b) students' attitudes towards rights and responsibilities; and (c) students' attitudes towards institutions.

Affective-behavioural Domain 3: Behavioural Intentions

Behavioural intentions refer to student expectations of future action, not actual behaviour. This affective-behavioural domain, assessed in the student perceptions questionnaire, requires items that ask students about their intentions towards civic action in the near future or as adults. Given the age group surveyed in ICCS and the limitations for 14-year-olds to participate as active citizens, behavioural intentions will be of particular importance when collecting data about active citizenship.

Affective-behavioural Domain 4: Behaviours

Civic-related behaviour is limited for 14-year-old students, and many activities for citizens are not available at this age. However, several civic-related behaviours can occur among 14-year-olds, and the aim is to capture these through the student background questionnaire.

³ Rokeach (1973, p. 5) gives the following definitions: "A value is an enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence. A value system is an enduring organization of beliefs concerning desirable modes of conduct or end-states of existence along a continuum of relative importance."

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Civics and Citizenship Cognitive Domains

To respond correctly to the ICCS cognitive test items, students need to know the core set of civic and citizenship content being assessed. Students also need to be able to apply more complex cognitive processing to their civic and citizenship knowledge and to relate their knowledge and understandings to real-world civic action.

The two ICCS cognitive domains comprise the cognitive processes that students are expected to demonstrate in the ICCS cognitive test. The data derived from the test items constructed to represent the processes in the cognitive domains will be used to construct a global scale of civic and citizenship knowledge and understandings of the four content domains. The first cognitive domain, *knowing*, outlines the types of civic and citizenship information that students are required to demonstrate knowledge of. The second domain, *reasoning and analysing*, details the cognitive processes that students require to reach conclusions that are broader than the contents of any single piece of knowledge, including the processes involved in understanding complex sets of factors influencing civic actions and planning for and evaluating strategic solutions and outcomes.

Cognitive Domain 1: Knowing

Knowing refers to the learned civic and citizenship information that students use when engaging in the more complex cognitive tasks that help them make sense of their civic worlds. Students will be expected to recall or recognize definitions, descriptions, and the key properties of civic and citizenship concepts and content, and to illustrate these with examples. Because ICCS is an international study, the concrete and abstract concepts students are expected to know in the core cognitive assessment are only those that can be generalized across societies. There is scope in the regional modules (where applicable) to target regionally specific knowledge.

Processes

<i>Define</i>	Identify statements that define civic and citizenship concepts and content.
<i>Describe</i>	Identify statements that describe the key characteristics of civic and citizenship concepts and content.
<i>Illustrate with examples</i>	Identify examples that support or clarify statements about civic and citizenship concepts and content.

Cognitive Domain 2: Reasoning and Analysing

Reasoning and analysing refers to the ways in which students use civic and citizenship information to reach conclusions that are broader than the contents of any single concept. Reasoning extends from the direct application of knowledge and understanding to reach conclusions about familiar concrete situations through to the selection and assimilation of knowledge and understanding of multiple concepts that are then used to reach conclusions about complex, multifaceted, unfamiliar, and abstract situations.

Processes

<i>Interpret information</i>	Identify statements about information presented in textual, graphical, or tabular form that make sense of the information in the light of a civic and citizenship concept.
<i>Relate</i>	Use the key defining aspects of a civic and citizenship concept to explain or recognize how an example illustrates a concept.
<i>Justify</i>	Use evidence and civic and citizenship concepts to construct or recognize a reasoned argument to support a point of view.
<i>Integrate</i>	Identify connections between different concepts across themes and civic and citizenship content domains.
<i>Generalize</i>	Identify civic and citizenship conceptual principles manifested as specific examples and explain how these may apply in other civic and citizenship contexts.
<i>Evaluate</i>	Identify judgments about the advantages and disadvantages of alternative points of view or approaches to civic and citizenship concepts and actions.
<i>Solve problems</i>	Identify courses of action or thought that can be used to alleviate civic and citizenship problems expressed as conflict, tension, and/or unresolved or contested ideas.
<i>Hypothesize</i>	Predict the effects and outcomes of civic and citizenship policies, strategies, and/or actions.
<i>Understand civic motivation</i>	Identify the factors that motivate individuals or groups to engage in civic action.
<i>Understand civic continuity and change</i>	Identify and explain the factors and processes that lead to continuity and change in the substance and structure of civic and citizenship concepts and entities.

The Contextual Framework

Classification of Contextual Factors

As with CIVED, ICCS sets the study of civic-related learning outcomes and indicators of civic engagement needs in the context of the different factors influencing them. Young people develop their understandings about their roles as citizens in contemporary societies through a number of activities and experiences that take place within the contexts of home, school, classrooms, and the wider community.

It is therefore important to recognize that young people's knowledge, competencies, dispositions, and self-beliefs are influenced by variables that can be located at different levels in a multi-level structure (see a similar conceptual view in Scheerens 1990). The individual student is located within overlapping contexts of school and home. Both contexts form part of the local community that, in turn, is embedded in the wider sub-national, national, and international context. The contextual framework for ICCS distinguishes the following levels:

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- *Context of the wider community:* This level comprises the wider context within which schools and home environments work. Factors can be found at local, regional, and national levels. For some countries, the supra-national level might also be relevant as, for example, in member countries of the European Union.
- *Context of schools and classrooms:* This level comprises factors related to the instruction students receive, the school culture, and the general school environment.⁴
- *Context of home environments:* This level comprises factors related to the home background and the social out-of-school environment of the student (for example, peer-group activities).
- *Context of the individual:* This level includes the individual characteristics of the student.

Another important distinction can be made by grouping contextual factors according to those related to either antecedents or processes:

- *Antecedents* are those factors that affect how student learning and acquisition of civic-related understandings and perceptions takes place. Note that these factors are level-specific and may be influenced by antecedents or processes at a higher level. For example, civic-related training of teachers may be affected by historical factors and/or policies implemented at the national level.
- *Processes* are those factors related to civic-related learning and the acquisition of understandings, competencies, and dispositions. They are constrained by antecedents and influenced by factors relating to the higher levels of the multi-level structure.

Antecedents and processes are factors that shape the outcomes at the level of the individual student. Learning outcomes related to civics and citizenship education at the student level also can be viewed as aggregates at higher levels (school, country) where they can affect factors related to process. For example, higher levels of civic understanding and engagement among students can influence the way schools teach civic and citizenship education.

Figure 5 illustrates which contextual factors might influence the learning outcomes of civic and citizenship education. The (double-headed) arrow between processes and outcomes signals a reciprocal relationship. It is important to emphasize that “feedback” occurs between civic-related learning outcomes and processes. For example, students with higher levels of civic knowledge and engagement are those students more likely to participate in activities (at school, at home, and within the community) that promote these outcomes.

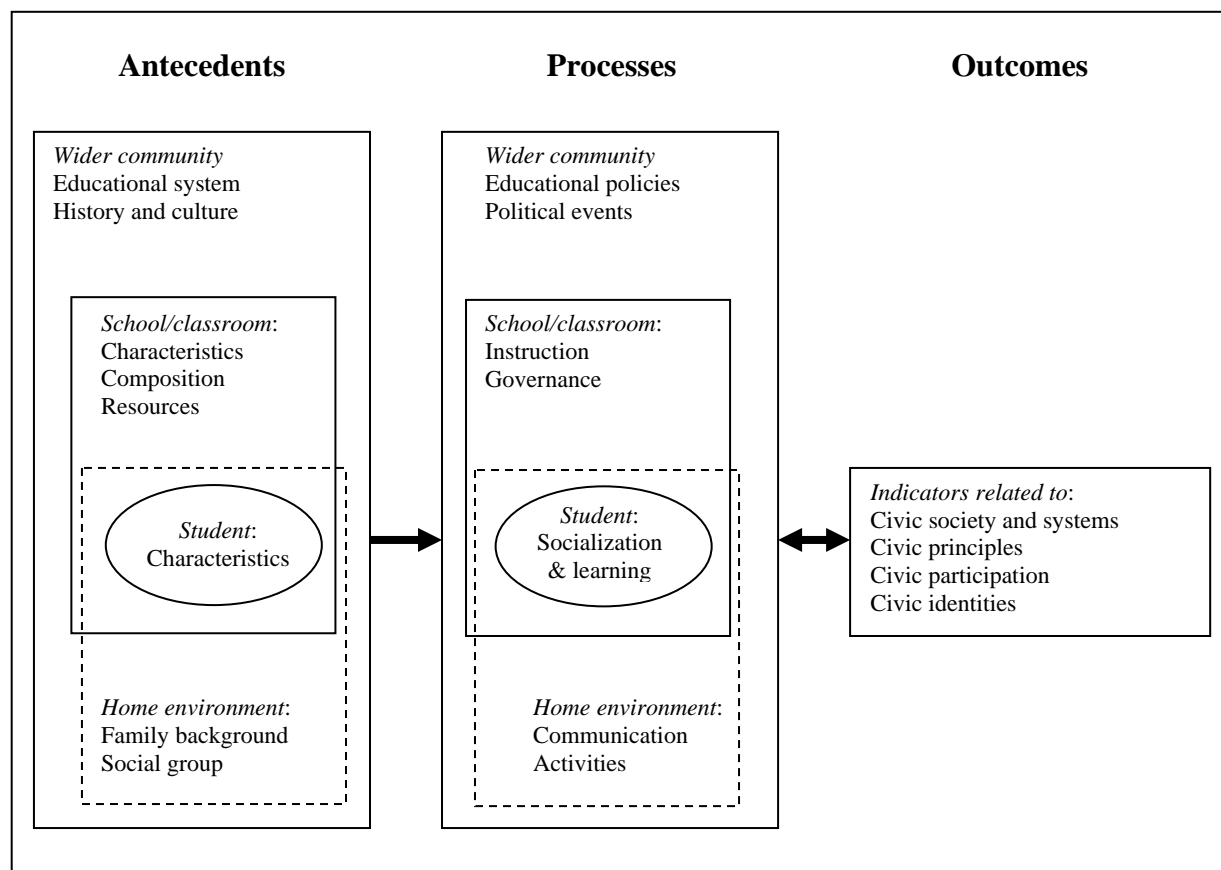
The (single-headed) arrow between antecedents and processes describes the relationship between these two types of factors at each level as uni-directional. However, higher-level processes can influence antecedents, and it is likely that, from a long-term perspective, outcomes may affect variables that are antecedents for learning processes.

⁴ Because of the sampling design for ICCS, school level and classroom level cannot be disentangled.

Generally, only one classroom will be selected within each sampled school.

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Figure 5: Contexts for the development of learning outcomes related to civics and citizenship



This general contextual framework for ICCS makes it possible to map variables for which data are collected on a three-by-four grid, with antecedents, processes, and outcomes as columns and the levels of nation/community, school/classroom, student, and home environment as rows. Although the last column for outcomes is not split into levels, it is important to recognize that, for the analysis, aggregates can also be used at country and school/classroom levels.⁵

Figure 5 maps examples of potential variables (or groups of variables) collected with different ICCS instruments to each cell in this grid. Variables related to the context of nation/community will be collected primarily through the national context survey and other possible data sources. Variables related to the context of schools and classrooms will be collected through the school and teacher questionnaires. The student background questionnaire provides information on antecedents of the individual student and the home environment as well as about some process-related variables (for example, learning activities). The student test and the student perceptions questionnaire will collect data on outcomes. In addition, the student background questionnaire will include questions regarding student participation in civic-related activities, which will also be used as indicators of active citizenship related to Content Domain 3 (civic participation).

⁵ It should be noted that similar conceptualizations have been used for the planning of other international studies (see for example Travers and Westbury, 1989; Travers, Garden and Rosier, 1989; Harvey-Beavis, 2002; OECD 2005) Assessing Student Knowledge, Background and Perceptions in the International Civic and Citizenship Study. Paper prepared for the Annual Meetings of the American Educational Research Association in New York, 24-28 March 2008.

Some potential variables that can be measured at one level pertaining to another level are not included in the mapping in Table 1. Student observations of learning practices in the classroom can be aggregated and used as classroom or school variables. Student, school, and teacher questionnaires might also provide civic-related information about the context of the local community.

Table 1: Mapping of variables to contextual framework (examples)

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

Key: NCQ: National Context Survey; ScQ: School Questionnaire; TQ: Teacher Questionnaire; StBQ: Student Background Questionnaire; StPQ: Student Perceptions Questionnaire; StT: Student Test; SES: Socio-economic Status

Conclusion

The ICCS assessment framework has been developed to provide a fundamental referencing structure for the creation of instruments to assess both the context and outcomes of civics and citizenship education across a broad and diverse range of countries. The ICCS study aims to build on the work of previous IEA civics studies and in particular derives its conceptual foundations regarding the development of civics and citizenship student outcomes from the conceptual model established in CIVED. Further to this, the ICCS study maintains explicit connections to CIVED through common instrument content for the purpose of longitudinal trend analysis. The ICCS assessment framework is in a relatively final draft form. The framework has been used as the foundation for the development of the instrumentation for the 2007/2008 international field trial and data from the field trial will be used to refine and supplement the content of the assessment framework in its last stages of its development from draft to final publication.

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