Collecting School and Teacher Data in International Civic and Citizenship Study.

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Introduction

Characteristics of the school context and its impact on the development of students' knowledge, as well as their dispositions and competencies in relation to their roles as citizens, are especially important for a study of civics and citizenship education. The school in itself represents both the principal institution in which young people are directly involved and, at the same time, the foremost community in which they can actively participate. Various characteristics of school context affect both the development of a formal and informal civic and citizenship curriculum, as well as the students actual learning experience within school in relation to school general ethos, culture and climate.

Moreover, civic and citizenship education development encompasses a variety of learning situations: leadership and management, everyday activities of the school community, the quality of relations inside the school itself and between the school and the community. Students' daily experience in school is a factor that strongly influences their perception of school as a democratic environment.

This paper discusses and illustrates purposes and contents of the IEA International Civic and Citizenship Education Study (ICCS 2009) teacher and school surveys and instruments.

1. School environment and student civic and citizenship education

During the last ten years (and after the conclusion of the second IEA study on civic education - CIVED '99) the interest for citizenship education has grown up. As a consequence of the political and social changes, education for democracy became a major focus in policies at international and national level. Programmes carried out by international organisations such as UNESCO and the Council of Europe contributed to broaden the meaning of civic and citizenship education (CCE) and to enlarge its aims and scopes, not only in the so called "new democracies" but also within the so called "established democracies".
Increasing importance has been attributed not only to curricular contents, but also to the characteristics of the schools as the environment within which students' civic and citizenship education takes place and to the whole school experience students actually develop (Birzea *et al*. 2004, Birzea et al. 2005).
The importance of the consistency between aims of CCE and the contexts (school and classroom) within which it is delivered has been increasingly outlined. Under this perspective students are not only young people who need to be prepared for their future role as citizens, but they are already citizens who should actually have the opportunity to exercise their rights and responsibilities in the different contexts they are involved in, outside and inside the school.
The ICCS School and the Teacher Questionnaire aim at investigating the characteristics of the school and classroom environment and the way CCE is delivered.

The School Questionnaire (*ScQ*) is intended to be filled out by the school principals. The Teacher Questionnaire (*TcQ*) is designed to be administered to teachers of all school subjects and not only to teachers of those subjects that can be considered more directly related (in terms of content) to CCE. The assumption is that all the teachers contribute to shape the school context, so contributing to the students' civic and citizenship education at school.

2. Purpose and Content of the School and Teacher Questionnaires

The *ScQ* and the *TcQ* especially address the following research question of the study:

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

(a) curriculum or program content structure and delivery

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

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

The data collected through the two questionnaires are related both to the conditions under which students CCE takes place within the school (antecedents) and to the processes actually developed at a school level (teaching and learning activities, interactions within the school, students' participation in school life, etc.). They will be integrated with the information collected at a national level through the *National Context Survey*.

The *ScQ* will also contribute to collecting information on the wider community and on the school context, as well as on students' actual opportunities of taking part in public and political life (in relation to other research questions of the study).

Some variables and constructs are included in both the questionnaires. As a consequence, the information collected through the School Questionnaire, the Teacher Questionnaire and, where possible, the Student Background Questionnaire (*StBQ)* will be triangulated.

The *ScQ* and the *TcQ* content is organised around several research areas. The research areas are related to the *Contextual Framework* (context of school and classroom, context of the wider community) and include constructs and variables relevant both in a descriptive and in a predictive perspective. In the descriptive perspective, the information collected through the *ScQ* will enable assessing how CCE is organised and delivered in each school. In the predictive perspective, the information collected through the *ScQ* will allow relating this information to the students' results in the cognitive test and with the information gathered through the *Student Perception Questionnaire,* in order to establish which factors may have a direct or an indirect influence on student outcomes.

2.1 School Questionnaire Content, Constructs and Variables

The *ScQ* aims to gather information on the individual schools and on how CCE is actually organised and delivered at a single school level, but also to collect the principals' point of view. In many school systems, principals have a fundamental role in determining the quality and characteristics of school as a learning environment and in organising decision making processes.

The questions included in the first part of the questionnaire (Sections 1, 2 and 3) refer to the school climate and culture and to the school-community relationships. They are intended to be answered personally by principals in order to capture their views on the issues the questions refer to.

The questions included in *S*ection 4 are more directly related to civic and citizenship education. This section may have to be completed by the relative head teacher or school CCE co-ordinator or other appropriate designate. The respondents will be selected in close cooperation with the NRCs and on the basis of the first results of the *National Contexts Survey*.

The questions related to school characteristics that require factual information and quantitative data are included in the last section of the questionnaire (Section 5).

Some of the constructs investigated through the School Questionnaire are also assessed through the *Teacher Questionnaire* with the aim of collecting data on the same issues from different perspective.

The following are the research areas, constructs and variables proposed for the *ScQ*. In addition to the questions included in the five research areas, a few questions asking for 'demographic' data about the principal are included in the first section of the questionnaire.

Research area 1. School characteristics

This research area refers to the so-called school demographic characteristics. They are associated with the variables usually included in a description of a school. Only a few questions asking for fundamental information are included in the questionnaire.

The variables investigated in this research area are the following: type of school (public/private), school enrolment (total and in the target grade), number of teachers (full time / part time).

Research area 2. School autonomy

This research area includes constructs and variables related to the degree of autonomy of schools in defining their own educational policies, both as regards their management in the narrowest sense (school governance, financing, the management of teaching and non-teaching staff, …) and as regards the organisation of curricular and teaching and learning activities (curricular contents, cross-curricular activities, choice of textbooks, assessment and evaluation, …).

Individual schools degree of autonomy is a factor affecting the possibility of establishing specific courses and activities (both curricular and extra-curricular ones) linked to the CCE. A broader degree of autonomy can give greater opportunities for the effective participation of teachers and students, but also of administrative staff,

parents and the community as a whole, to a democratic school governance. For this research area, as for the other research areas of the questionnaire, questions are envisaged with no forced choice answers (different levels of answers will be possible), thus allowing the respondents to pinpoint their own school in the most appropriate way with respect to the variables assessed.

The possibility of organising specific courses, projects, curricular and extra-curricular activities, the possibility of choosing textbooks, and the definition of criteria and procedures for assessment, evaluation and self-evaluation can all contribute to characterising the school educational plan according to criteria that are more or less consistent with CCE development.

The existence of national legislation and regulations, and of standards concerning the results that students should achieve, may be seen as a resource or as a constraint for the development of CCE-related activities within different school systems. The principals' answers to the questionnaire items will allow to understand whether and to what extent schools autonomy in determining their own educational plan and educational activities relates to the construction of an open and democratic school culture.

The construct investigated in this research area is School autonomy (management autonomy, educational planning autonomy)

Research area 3. School-community relationships

This research area refers to the characteristics of the relations between the school and its surrounding community.

The level of school autonomy may have a dual importance. On the one hand, the organisation of community-oriented projects (such as environmental education projects) and students' participation in projects requiring the development of activities involving the community can contribute to developing CCE related skills and competencies. On the other hand, community participation in the life of the school at various levels can be a factor of greater openness and democratisation of the school itself.

The model adopted in CIVED '99 recognised the importance of students' daily life in their social, civic and political contexts. The links between school and its community represent an opportunity for motivating students' participation in CCE related activities and for offering them real opportunities for exercising their skills and competencies necessary for a conscious democratic civic engagement.

Furthermore, the characteristics of the community in which the school operates can represent opportunities or obstacles for students' CCE development. The presence of associations enabling the active exercising of students' civic engagement and participation is an important factor of possible continuity or discontinuity in the students' experiences in this field, both inside and outside school.

The principals' answers will be cross-referenced with the teachers and students' answers of the *TcQ, StBQ* and *StPQ*. The answers given on the participation of community representatives in school representative bodies will also be cross-referenced with the *NCS* results.

The constructs and variables investigated in this research area are:

- Resources available to students in the local community
- Issues of social tension within the local community
- Issues of social tension within the school

Research area 4. School environment (school as a democratic learning environment)

This research area includes constructs and variables related to the school as a learning environment, to the organisation of decision-making processes, to the participation of teachers, students and parents in the school life, and to the existing relations within the school (among teachers, among students, and between teachers and students).

This research area includes the school climate construct. In general terms, this construct refers to "the shared beliefs – the relations between individuals and groups in the organization, the physical surroundings, and the characteristic of individuals and groups participating in the organization" (Van Houtte 2005, p. 85). In a CCE context, the school climate may be referred "to the impressions, beliefs, and expectations held by members of the school community about their school as a learning environment, their associated behaviour, and the symbols and institutions they represent the patterned expressions of their behaviour" (Homana, Barber and Torney-Purta 2006, p. 3).

CCE development comprises a variety of learning situations: leadership and management, everyday activities within the school, the quality of relations inside the school itself and between the school and the outside community. The students' daily experience in school is a factor that strongly influences their perception of school as a democratic environment. The possibility of establishing and experiencing relations and behaviours based on openness, mutual respect and respect for diversity, as well as the possibility of giving and asserting one's own opinion and points of view, allows students to practice a democratic lifestyle, to begin exercising their own autonomy, and to develop a sense of self-efficacy.

The principals' answers will be cross-referenced with those given by the teachers and students in their respective questionnaires.

The constructs and variables investigated in this research area are:.

- Teachers' participation in school governance (principal' reports on)
- Teacher willingness to take on responsibilities beside teaching (principal' reports on)
- Students' opportunity to participate in civic and citizenship related activities promoted by the school (Principals' reports on)
- Parents' participation in school activities
- Importance given to students' opinion (Principals' reports on)
- Students' respect for the school rules (Principals' reports on)
- Sense of belonging to the school (students, teachers, non teaching staff)

Research area 5. CCE at school (implementation of CCE at school level)

This research area includes constructs and variables related to the implementation of CCE at the individual school level.

The questions included in this research area are more directly related to civic and citizenship education. This part of the questionnaire may have to be completed by the relative head teacher or school CCE co-ordinator or other appropriate designate.

The constructs and variables investigated in this research area are:.
- Aims of CCE
- Assigned responsibility in CCE

2.2 Teacher Questionnaire Constructs and Variables

The questions of the *TcQ* are organised in 7 research areas, to which the identified variables and constructs are related.

Research area 1. Teacher characteristics

This research area considers a set of:

- *demographic variables* (gender, age).

- *variables related to teachers' work experience*, such as subject/s taught in the target grade, years of teaching, years of teaching in the (current) school, specific positions and /or responsibilities within the school (head teacher, coordinator of subject areas, department coordinator, …), full-time/part-time position in the school.

All these variables are factors that may influence the way teachers consider their own relationship with the school, their sense of belonging to it and the way they take part in their school community.

Research area 2. Teacher confidence in teaching methods and approaches

The questions included in this research area refer to teachers' confidence in their pedagogical skills and competencies (teaching methods, classroom management, communication skills and competencies, etc.).

The assumption is that teachers' relational and didactic behaviours are influenced by their confidence in using different teaching methods and approaches.

The actual adoption of methods that contribute to creating an open and democratic class climate favouring the development of learner-centred teaching-learning processes, stimulating the acquisition of skills and competencies necessary for active participation in teaching-learning activities and for dealing with problem-solving and conflict-resolution situations, should be directly related to teachers' confidence in their pedagogical skills. Indications in this regard also emerged in CIVED '99 (Losito, Mintrop 2001).

Since the questionnaire is addressed to teachers of all subjects, the items concerning this construct focus on their general pedagogical knowledge and not on their pedagogical content knowledge (Shulman 1987). The teachers' ability to take on a range of managerial responsibilities within and outside the classroom ("managerial competence") as well as their recognition and "commitment to the acknowledgement of the dignity of others" ("empathy") are identified as two of the dimensions that contribute to defining quality in teaching (OECD 1994, p. 35).

A democratic classroom environment can provide opportunities for students to develop and to exercise attitudes, skills and habits of reflective thinking that enable them to take informed decisions about personal and social actions. Furthermore, in a democratic classroom environment all students are entitled to equal treatment and to equal opportunities (Wraga 1998). The answers given to the items on this construct can indicate to what extent teachers are prepared to manage their classrooms in a democratic way.

Research area 3. Civic and citizenship education at school (teacher views on)

The questions in this research area refer to the way teachers conceptualise civic and citizenship education and its objectives. An international options is included in the last part of the *TcQ*, specifically addressed to teachers of subject more directly related to CCE.

The constructs assessed within this research area are the following:

- Aims of CCE (Importance attributed to)
- CCE teaching and learning activities.
- Teachers' confidence in teaching CCE topics
- Improvement of CCE

The questions relate to what, in the teachers' view, the aims of civic and citizenship education are or should be (knowledge building, skill and competence development, behaviour and attitude changes, the building of common values, student participation etc.). The questions make use of some items developed for the *TcQ* of CIVED '99, but partly reworded.

The questions refer to how the teachers perceive civic/citizenship education teaching in their school, and also to civic/citizenship education teaching in general.

Research area 4. School environment (the school as a democratic learning environment)

The questions included in this research area refer to the school as a learning environment, to its features and the contribution of teachers in bringing about a democratic ethos inside the school.

The teachers' answers on student participation in the school democratic life and on their participation in citizenship related activities will be analysed in relation to the ones given by the students and the principals. The teachers' answers as regards teacher responsibilities in contributing to the development of a democratic school

culture, to their involvement in school governance and to their participation in programmes and/or activities in the local community will be analysed in relation to the answers given by the principals in the School Questionnaire.

Teachers' answers will be analysed also in relation to the information on CCE contents and organisation collected through the *ScQ* and through the *National Context Survey*.

The constructs investigated within this area are:.

- Teachers' participation in school governance
- Importance given to students' opinions
- Students' opportunity to participate in civic and citizenship related activities promoted by the school (Teachers' reports on)
- Teachers' participation in civic/citizenship related activities outside the school
- Students' sense of belonging to the school and their respect of school rules (Teachers' reports on)

Research area 5. School-community relationships

This research area is referred to by some items of the questions included in other sections of the questionnaire concerning commitment in constructing the relationships between the school and its community. It includes teacher activities in projects envisaging cooperation between schools and communities, their direct participation in CCE related activities.

The reference model of CIVED '99 recognised the importance of students' daily life in their social, civic and political contexts. The links between school and its community represent an opportunity for motivating student participation in CCE related activities and for offering them real opportunities for exercising their skills and competencies necessary for a conscious democratic civic engagement. The teachers represent a key factor in creating such opportunities within activities and projects organised by the school.

The teachers' answers on student engagement in civic and citizenship related activities outside the school will be analysed in relation to the students' answers in order to compare the teacher and student reports.

- Teachers' (reports on) participation in citizenship related activities outside the school

- (Teachers' reports on) students' participation in civic and citizenship related activities outside the school

Research area 6. Teaching strategies

This research area includes questions concerning the variables related to the use of different teaching strategies (including assessment's use). The hypothesis is that the use of teaching methods focusing on the student and favouring the students' active participation in teaching-learning activities contribute to determining an open classroom climate favourable to the acquisition and exercising of CCE related skills and competencies.

Two constructs are assessed within this research area:

- Teaching strategies (Teachers' reports on)
- Use of students' assessment (Teachers' reports on)

The items included in the question on teaching strategies refer to two main types of teaching strategies – the first focusing on teacher control while the second on student autonomy. These teaching strategies are characterised by being independent of specific disciplinary contents (content free strategies). On the one hand the existing studies have not shown any significantly different effect of these two types of strategies on student performance., but on the other hand, they do have a different effect on student autonomy, since the students tend to be more inquisitive and creative.

Since the questionnaire is addressed to teachers of all subjects, the items used do not refer to teaching procedures of any specific school subject.

The questions on assessment practices do not refer to the various possible tools used for student assessment (and which can vary from one subject to another), but on the teachers' use of assessment.

Research area 7. Classroom climate

The questions included in this research area refer to four constructs:

- Students' participation in class activities and in class discussion (Teachers' reports on)
- Classroom climate (Teachers' perception of)
- Classroom discipline (Teachers' reports on)

The quality of classroom climate cross-referenced with students' participation and involvement in some important parts of class activities, with the quality of student-student and student-teacher relations within the class, with class disciplinary climate, and with the quality of students' participation in classroom discussions.

In CIVED '99 an "open classroom climate for discussion" factor was included in the model used in order to explain students' civic knowledge and civic engagement. The factor was identified by six items included in a 12 item scale covering "classroom climate for open discussion and stress placed by the school on factual learning" (Torney-Purta – Lehmann – Oswald and Schulz 2001, p. 138). The results of CIVED '99 highlighted the importance of classroom climate in civic and citizenship education. Furthermore, with respect to other variables, classroom climate seems to be the factor more directly correlated to students' performance and to students' willingness to engage in civic related activities. In further analysis, the "open classroom climate" was used as a predictor of the expectation of participating as an informed voter, and expectations of community participation (Torney-Purta and Barber 2004).

The construction of an open classroom climate may be seen as a challenge to policy and practice.

Students who had high scores on this scale agreed that "students feel free to disagree openly with their teachers about political and social issues" and also that "teachers encourage the discussion of political social issues about which people have different opinions." Although many teachers across countries agree in principle that such discussions are valuable, not every teacher is sufficiently skilled to guide such a discussion. (Torney-Purta and Barber 2004, p. 17).

Data collected through the *TcQ* (as well as through the *StBQ*) can be used not only for descriptive purposes but also to face this challenge.

The teachers' answers to the items relative to those constructs, analysed in relation to those given by teachers to items on teaching strategies, will also enable investigating the factors which influence the construction of an open class climate.

3. Aspects of the Development Process

The National Research Coordinators' were actively involved in the development of the two questionnaires also in relation to the need to take into consideration the differences between the school systems of the participating countries.

The possibility of adding national items, as national options, were negotiated between the participating countries and the study International Co-ordinating Centre (ICC), although the inclusion of national items did not make the total administration time exceed 35 minutes, being 30 minutes the time envisaged for the administration of the international version (for each of the questionnaires).

The process of item development and review included a pilot study of the questionnaire in some countries. On the basis of the pilot results, the items and scales were refined and culled for possible inclusion in the field trial. Piloting the questionnaire in more than one language provided useful information on translation issues and how concepts apply cross-culturally.

4. Uses of School and Teacher Data and Reporting

Expected uses of the school and teacher data are the following:

Reporting data at the country level: This could provide information about the general context of civic and citizenship education from the perspective of school principals and teachers (in general).

Obtaining aggregated school level data: Aggregated measures at the school level can provide a picture of how schools implement civic-related teaching practices and about the climate for civic and citizenship education. Aggregated measures can also be used as variables at the student level or in multi-level analysis.

The data collected through the teacher survey can also be used for drafting any regional reports – all the more so if it is decided to introduce an additional section connected to one (or more) specific region(s).

The information collected through the *ScQ* will be used to provide a context for the interpretation of student results obtained through the cognitive test and the Student Perceptions Questionnaire.

The Main Study data from the *ScQ* and the *TcQ* will be reported in the ICCS International Report to be published in 2010. Where appropriate, the collected data will be used also for any regional reports.

Appendix

Table 1. *Structure of the School Questionnaire.*

Section	No of questions	Research areas, constructs and variables
Section 1: **General**	**3**	
		Demographic
		Years of being a principal
		Years of being a principal in the current school
		Age
		Gender
Section 2: **The School Environment**	**9**	
		Research area: School autonomy
		School autonomy (autonomy in management, autonomy in educational planning)
		Research area: School environment (School as a democratic learning environment)
		Teacher participation in school governance (principal reports on)
		Teacher engagement outside class activities
		Principal reports on students' participation in civic and citizenship related activities (promoted by the school)
		Student participation in class/school representative elections
		Principal reports on parents' participation in school activities
		Participation in school decision making processes (principal reports on)
		Principal's views on importance given to students opinions
		Principal perception of students' respect for the school rules
		Sense of belonging to the school (students, teachers, non teaching staff)
Section 3: **The Local Community**	**3**	
		Research Area: School-community relationships
		Resources available to students in the local area
		Issues of social tension within the local community
		Social and cultural problems within the school
Section 4: **Civic and Citizenship Education in your School**	**3**	
		Research Area: CCE at school (implementation of CCE at school level)
		The teaching of CCE education
		Aims of CCE
		Assigned responsibility in CCE
Section 5: **School Size and Resources**	**5**	
		Research Area: School characteristics
		Type of school (public/private)
		Students enrolment (total)
		Students enrolment (grade 8)
		Number of teachers (full time / part time)
		Research Area: School-community relationships
		Local community characteristic (size)

Table 2. *Structure of the Teacher Questionnaire*

Section	No of questions	Constructs and variables
Section 1: **General**	**11**	
		Subject taught
		Years of teaching
		Years of teaching in the current school
		Full/part time teaching position
		Prevailing teaching load
		Teacher responsibilities within the school (besides teaching)
		Age
		Gender
		Teacher confidence in teaching methods
Section 2: **The School**	**6**	
		Teacher participation in school governance (teachers' reports on)
		Teacher reports on participation in school decision-making processes
		Teachers' views on importance given to students opinions
		Teacher reports on students' participation in civic and citizenship related activities (promoted by the school)
		Teacher participation in civic and citizenship related activities outside the school
		Teacher reports on students' sense of belonging to the school and their respect of school rules
		Teacher reports on adopted teaching strategies
		Teachers' reports on their use of student assessment
		Teacher reports on students' participation in teaching-learning activities
		Teacher reports on students' participation in class discussion
		Teacher perception of classroom climate
		Teacher reports on classroom discipline
Section 3: **Civic and Citizenship Education at School**	**3**	
		Teachers' perception of the importance attributed to civic and citizenship education at school
		Teachers' perception of the aims of civic and citizenship education at school
		Teacher perception of the responsibility of teaching civic and citizenship education
Section 4: **Teaching Civic and Citizenship Education**	**6**	
		Sources for CCE teaching
		CCE teaching: active approaches and methods
		CCE teaching: traditional approaches and methods
		Assessment in CCE
		Teacher confidence in teaching CCE topics
		Teachers' opinions on how to improve CCE

Table 3. *Mapping of research areas, constructs and variables to the ICCS contextual framework (ScQ)*

Antecedents	Processes
Research area 1. School characteristics	
Student enrolment (total – grade 8)	
Type of school (State/public/private)	
Number of teachers (full time / part time)	
School resources (library, laboratories, PCs, etc.)	
Research area 2. School autonomy	
School autonomy (autonomy in management, autonomy in educational planning)	
Research area 3. School-community relationships	
Local community characteristics (size)	
Resources available to students in the local area	
Issues of social tension within the local community	
Social and cultural problems within the school	
Research area 4. School environment (the school as a democratic learning environment)	
	Teacher participation in school governance (principal reports on)
	Teacher willingness to take on responsibilities in addition to teaching (principal reports on)
	Principal reports on students' participation in civic and citizenship related activities (promoted by the school)
	Student participation in class/school representative elections
	Principal reports on parents' participation
	Participation in school decision making processes (principal reports on)
	Students' respect for the school rules (principal reports on)
	Sense of belonging to the school (students, teachers, non teaching staff)
Research area 5. CCE at school (implementation of CCE at school level)	
	The teaching of CCE education
	Aims of CCE
	Responsibility for the teaching of CCE

Table 4. *Mapping of areas of research, constructs and variables to ICCS contextual framework (TcQ)*

Antecedents	Processes
Research area 1. Teacher characteristic	
a) Demographic	
Gender	
Age	
b) Work experience	
subject/s taught	
years of teaching	
years of teaching in the current school	
full/part time teaching position	
teacher responsibilities within the school (besides teaching)	
Research area 2. Teacher confidence in teaching methods and approaches	
Teacher confidence in teaching methods	
Research area 3. Civic and citizenship education at school (teacher views on)	
	Teachers' perception of the importance attributed to civic and citizenship education at school
	Teachers' perception of the aims of civic and citizenship education at school
	Teacher perception of the responsibility of teaching civic and citizenship education
Research area 4. School environment (the school as a democratic learning environment)	
	Teacher participation in school governance (teacher reports on)
	Teacher reports on participation in school decision-making processes
	Teacher reports on students' participation in civic and citizenship related activities (promoted by the school)
	Teacher reports on students' sense of belonging to the school and their respect of school rules
Research area. School-community relationships	
	Teacher reports on students' participation in civic and citizenship related activities (promoted by the school)
	Teacher participation in civic and citizenship related activities outside the school
Research area 6. Teaching strategies	
	Teacher reports on adopted teaching strategies
	Teachers' reports on their use of student assessment
Research area 7. Classroom climate	
	Teacher reports on students' participation in teaching-learning activities
	Teacher perception of classroom climate
	Teacher reports on classroom discipline
	Teacher reports on students' participation in class discussion

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