

# Contributions of International Large Scale Assessments in Civic Engagement and Citizenship

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# A Developmental Psychology Analogy For the “Development” of IEA

- Early childhood – diffuse discovery-'60s
- School age – specific subject focus-'70-85
- Adolescence – growth spurt-'85-90s
- Emerging maturity – into the future
  - Balanced portfolio of studies (BICSE)
  - Beyond country rankings, SES gaps
  - Opportunities for wide secondary analysis to study educational processes
  - Innovative areas and approaches

# The Focus of Studies in Civic Engagement and Citizenship

- “Political socialization” research was interdisciplinary study of young people’s political attitudes
- Studies of “civic education” added knowledge and cognition
- “Civic engagement” now includes the cognitive, attitudinal and behavioral
- Our focus is broadened with “workplace competencies”

# Since the changes in Eastern Europe

- Rise of a global discourse on human rights
- Need for more mature comparative studies
- More interest in civic topics across nations
  - IEA General Assembly proposal for civic education study ('93)
  - IEA Civic Education Study, Phase 1 '94-'99
  - ***IEA Civic Education Study Phase 2, CIVED test and survey, '95-'02***
  - OECD's work DeSeCo, Student Approaches to Learning '97-'07
  - IEA International Civic and Citizenship '05-'10

# Education not a simple issue

- Some economists and educational policy makers argue high science/math achievement is a precondition for economic success
- International results in the U.S. are greeted with “hand wringing” about education
- Countries with high cognitive performance aren’t complacent
- Disconnection between education and other aspects of globalization
- Economic stagnation due to “low hanging fruit”

# Conclusions from the ETS Angoff Memorial Lecture

(Delivered by Michael Feuerer, February 18, 2011)

- The US does poorly in science/math achievement
- However, our economy is not dreadful
- Suggests the importance of
  - the democratic values held by most students
  - the history of young peoples' engagement with political institutions/social movements at all levels
  - how they learn to understand media messages and frame problems in communities or workplaces to find innovative solutions

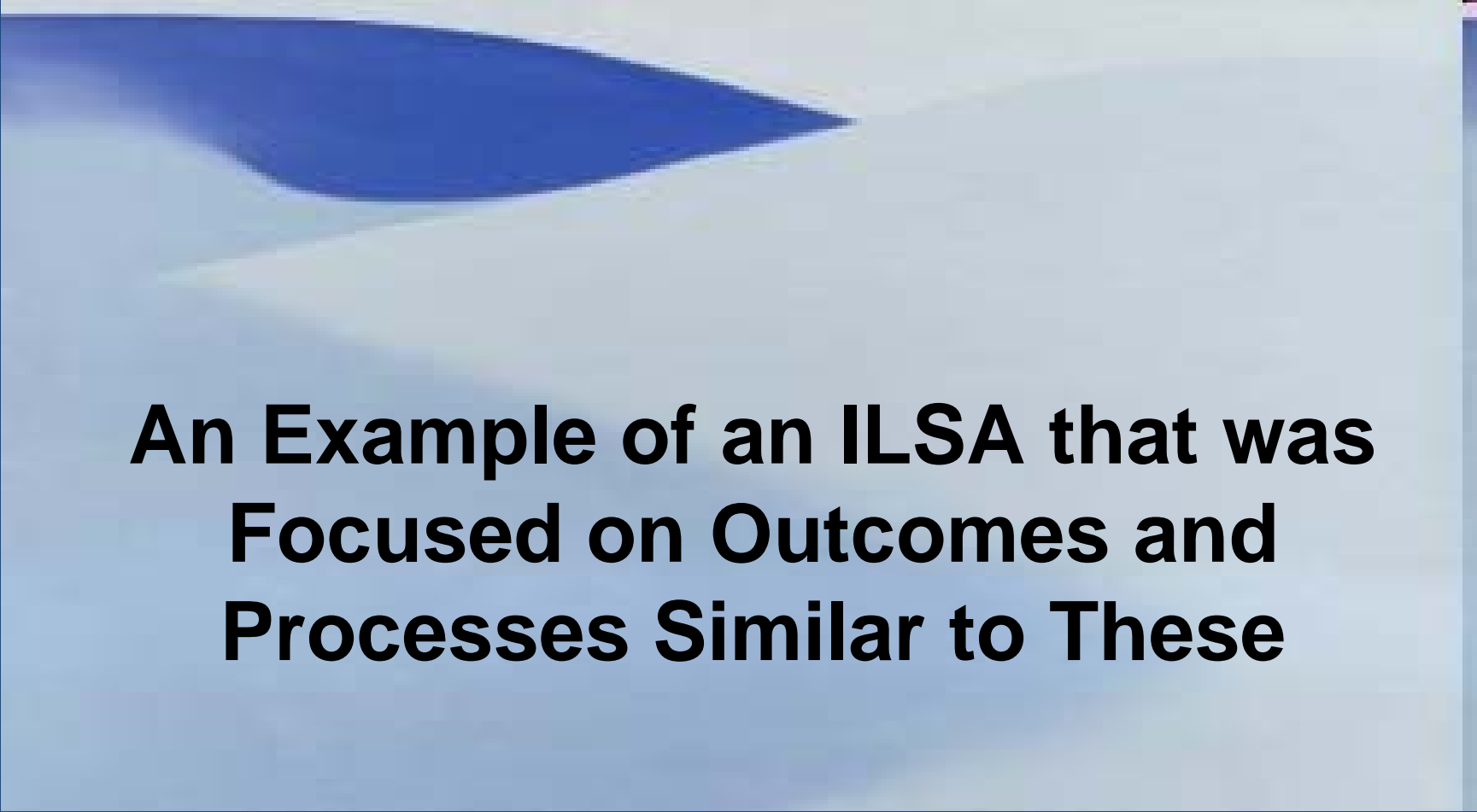
# Broader questions

- Have we been looking in the wrong places for the roots of success for our societies and economies?
- Is it possible that our current assessments are too narrow to be of policy value?
  - Remember the joke about the man looking for his keys under a lamp post because it was easier to see there

# Using secondary analysis of CIVED data to convince you of the value of

- Studies assessing outcomes like these:
  - conceptual knowledge about their nations
  - positive values for democratic engagement
  - positive attitudes toward ethnic groups
  - achievement and skills important in community or workplace
- Studies designed to inform policy by “unpacking” contexts and processes
- Studies that intersect global discourses





**An Example of an ILSA that was  
Focused on Outcomes and  
Processes Similar to These**

# Two Datasets

- **IEA Study of Civic Education (*CIVED99*)**
  - Focus groups and case studies in 1995
  - Achievement test and attitude survey given 1999 with results released in 2001
  - 90,000 14-year-olds from 28 countries
    - Nationally representative samples of schools
- **IEA Study of Civic Education (*ICCS09*)**
  - 38 countries, results recently released

# Countries Testing in CIVED Study at Age 14

- *Australia, England, United States*
- *Belgium (French), Cyprus, Germany, Greece, Italy, Portugal, Switzerland*
- *Hong Kong (SAR)*
- *Denmark, Finland, Norway, Sweden*
- *Estonia, Latvia, Lithuania*
- *Bulgaria, Czech Republic, Hungary, Poland, Romania, Russian Federation, Slovak Republic, Slovenia*
- *Chile, Colombia*



**Diverse Aspects and Patterns of  
Achievement and Engagement  
among Adolescents across Nations**

	<u>Countries' Means on Two Aspects of Cognitive Test</u>	
<b>Mean</b>	<b>Interpretive Skills (media, fact/opinion)</b>	<b>Conceptual Civic Knowledge</b>
112-15	<u><b>U.S.</b></u>	
109-12	<u><b>Finland</b></u>	Poland
105-8	Australia Poland England Italy	<u><b>Finland</b></u> Italy SlovakRep
101-4	SlovakRep Norway CzechRep Germany Sweden	CzechRep Norway <u><b>U.S</b></u>
<b>100</b>		
96-99	BelgiumF	Australia Germany England Sweden Portugal
92-95	Portugal Estonia Latvia	BelgiumF Estonia Latvia
88-91	Chile	Chile

# “Smaller grain size” Analysis of CIVED Cognitive Test (with T. Zhang)

- **The Cognitive Diagnostic Approach found**
  - Four dimensions in US and Australia
    - Basic concept knowledge, Advanced concept knowledge
    - Media skills, Advanced skills
  - Cognitive profiles could be identified
  - Basic concept knowledge prerequisite for more complex concepts
  - Skills may develop independent of basic concepts
  - Conceptually based teaching associated with achievement of competent profiles

	<u>Countries' Means on Three Attitude Measures</u>		
Mean	<b>Support Norms of Conventional Citizenship</b>	<b>Support Norms of Social-Movement Citizenship</b>	<b>Support for Rights of Ethnic Groups</b>
10.9-11	Chile Poland		
10.5-.8		Chile Portugal	U.S. England Poland Portugal
10.1-.4	<u>U.S.</u> Italy Portugal SlovakR	<u>U.S.</u> SlovakR Italy Norway Poland	Finland BelgF Norway Sweden
<b>10.0</b>	Latvia		Austrl Chile
9.6-.9	Germany	Germany Sweden CzechR	CzR Estn Italy SlovR
9.2-.5	Austrl Sweden BelgF Eng CzR Norway Estn	Latvia Austrl Eng Estn	Latvia Germany
8.8-.9.1	<u>Finland</u>	BelgF <u>Finland</u>	

## The importance of these attitudes led to identifying clusters of individuals

- 2 step cluster analyses using 12 attitudinal variables from IEA CIVED survey data
- 30,000 14-year-olds from 10 countries
  - Western European: Australia, England, Finland, Sweden, U.S.
  - Eastern European: Bulgaria, Czech Republic, Estonia, Hungary, Latvia



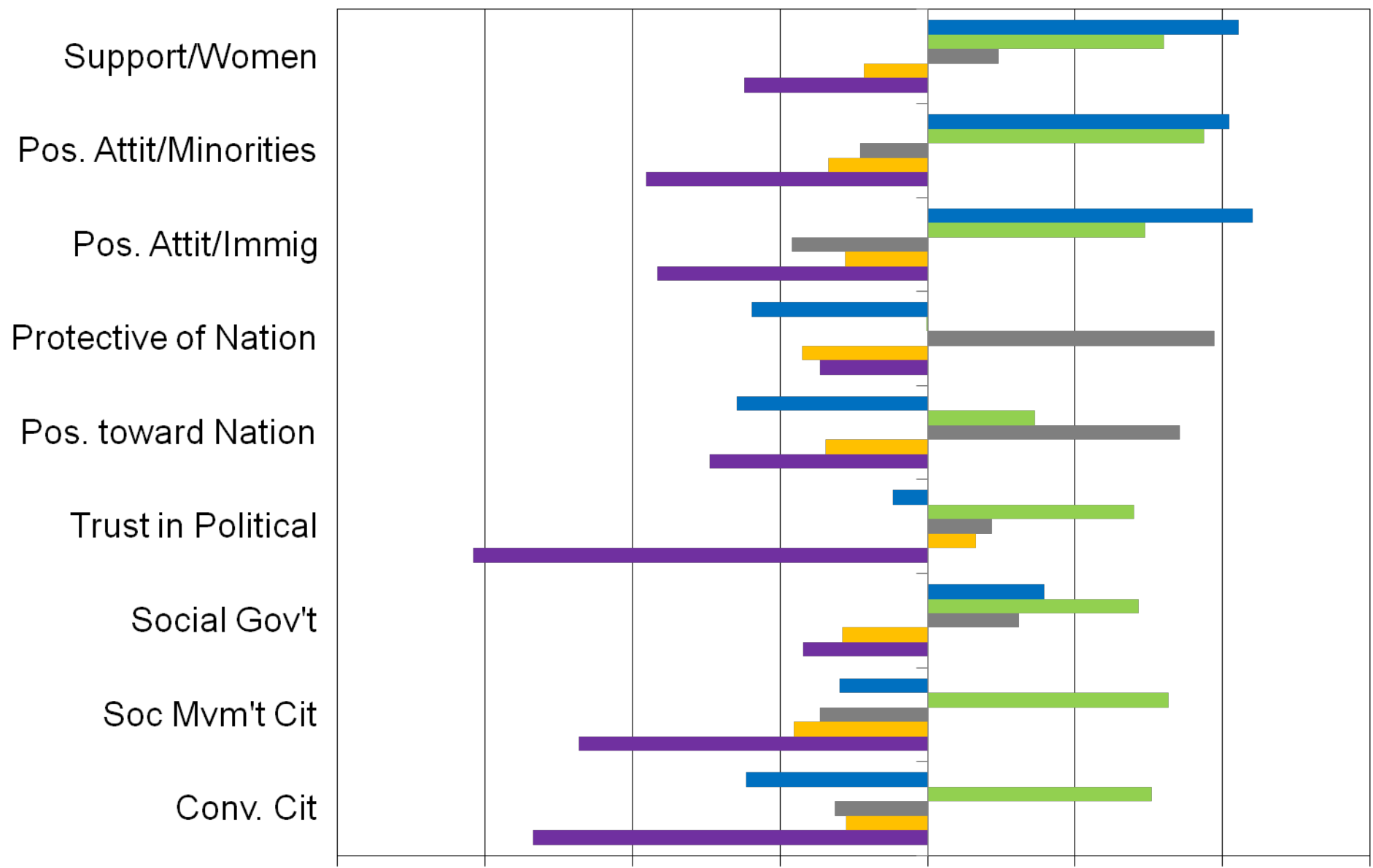
# Questions addressed in the cluster analysis

- Are there groups of adolescents with coherent and distinctive patterns of social, political and intercultural attitudes?
- Do cluster patterns and distributions of membership differ by region/country?
- What other beliefs characterize clusters?
- How do individuals' characteristics and school contexts relate to intercultural attitudes?

# Some of the attitudinal variables serving as the basis of clustering (International M=10; SD=2)

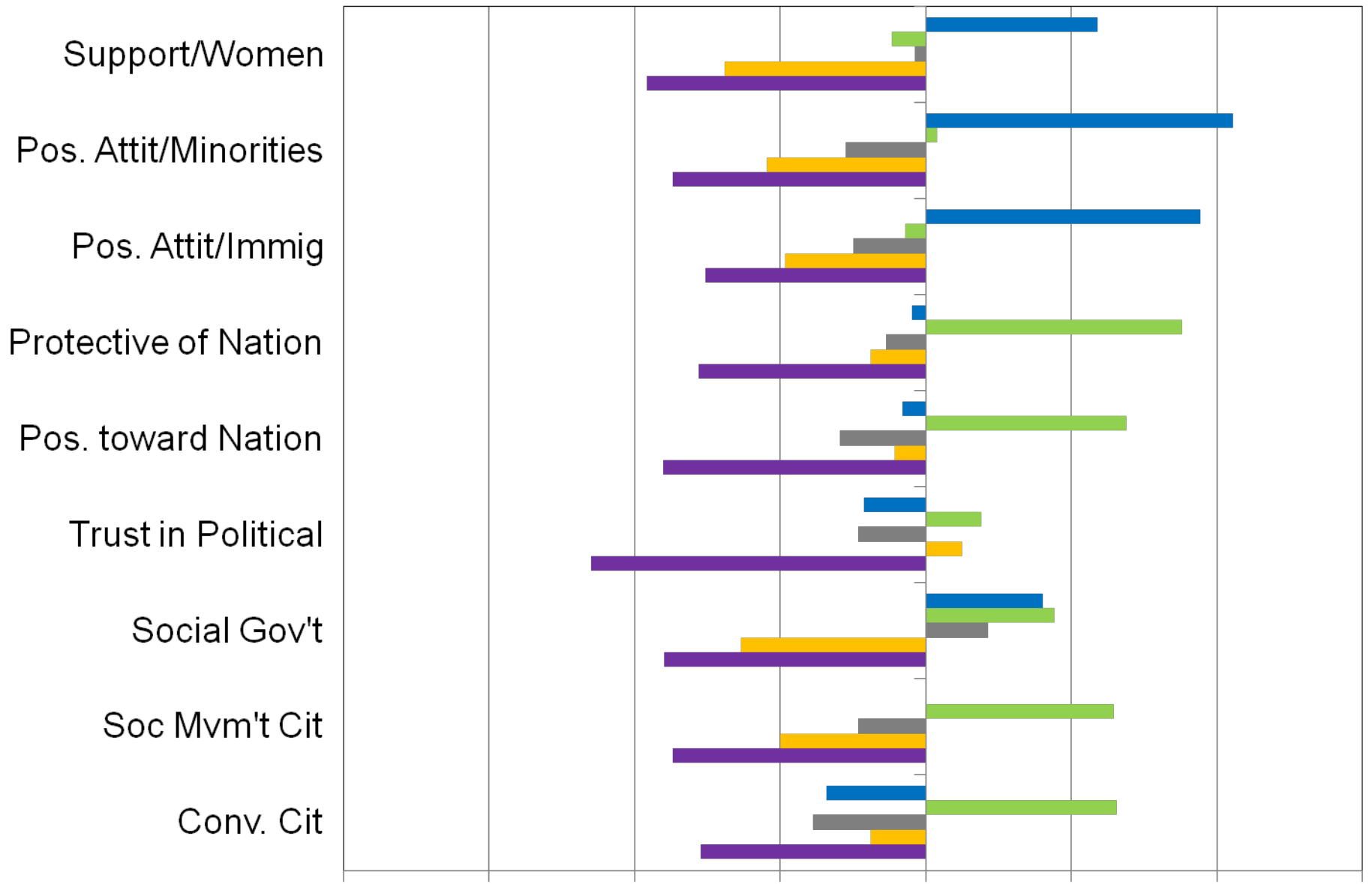
- Support for Minority Rights,
- Support for Immigrant Rights
- Protectionist Attitudes (Nationalism)
- Positive Attitudes to Nation (Patriotism)
- Trust in Government Institutions
- Government's Social Responsibilities
- Norms of Conventional Citizen Participation
- Norms of Social Movement Participation

6 7 8 9 10 11 12 13



■ Social Justice ■ Conventional ■ Indifferent ■ Disaffected ■ Alienated

6 7 8 9 10 11 12 13



■ Social Justice ■ Conventional ■ Indifferent ■ Disaffected ■ Alienated

# Parallel Cluster Group 1

- Social Justice Cluster
  - Support for minority and immigrant rights
  - Low support for norms of conventional or social movement action
  - **Motto:** “I believe in rights for all but do not feel obligated to do much about it.”

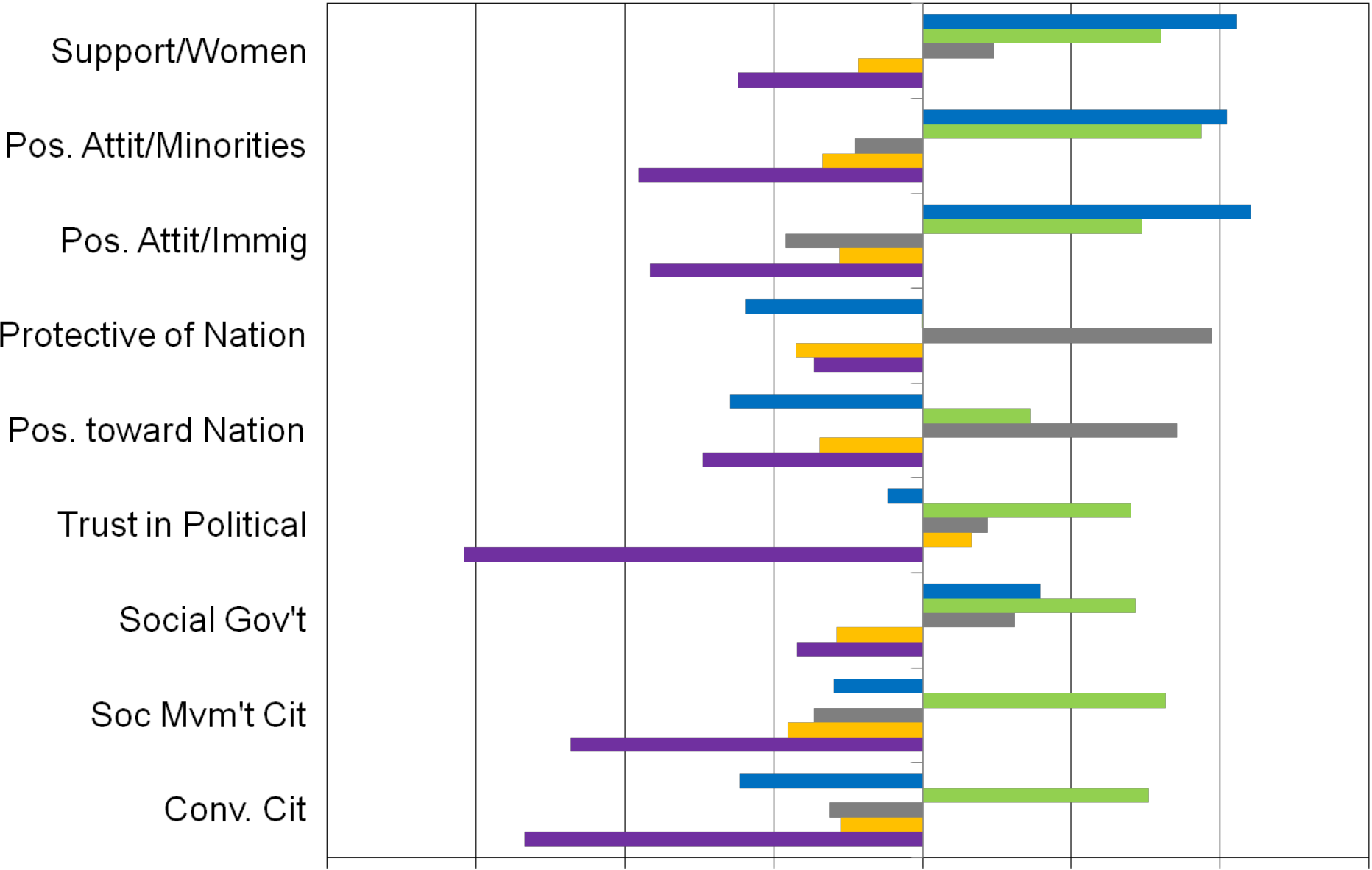
# Parallel Cluster Group 2

- Conventionally Political Cluster
  - High trust in government institutions
  - Believe in norms of conventional and social oriented citizen action
  - In Eastern Europe protectionist and patriotic
  - In Western Europe support social justice
  - **Motto:** “I believe in my country and will support the status quo with expected political and civic activities.”

# Parallel Cluster Groups 3 and 4

- Indifferent Cluster
  - All attitudes very close to the mean
  - Will do the minimum expected
- Disaffected Cluster
  - More negative than Indifferent but not extreme
- **Motto for both clusters:**
  - “I have better ways to spend my time than thinking about politics, but I won’t do anything rash.”

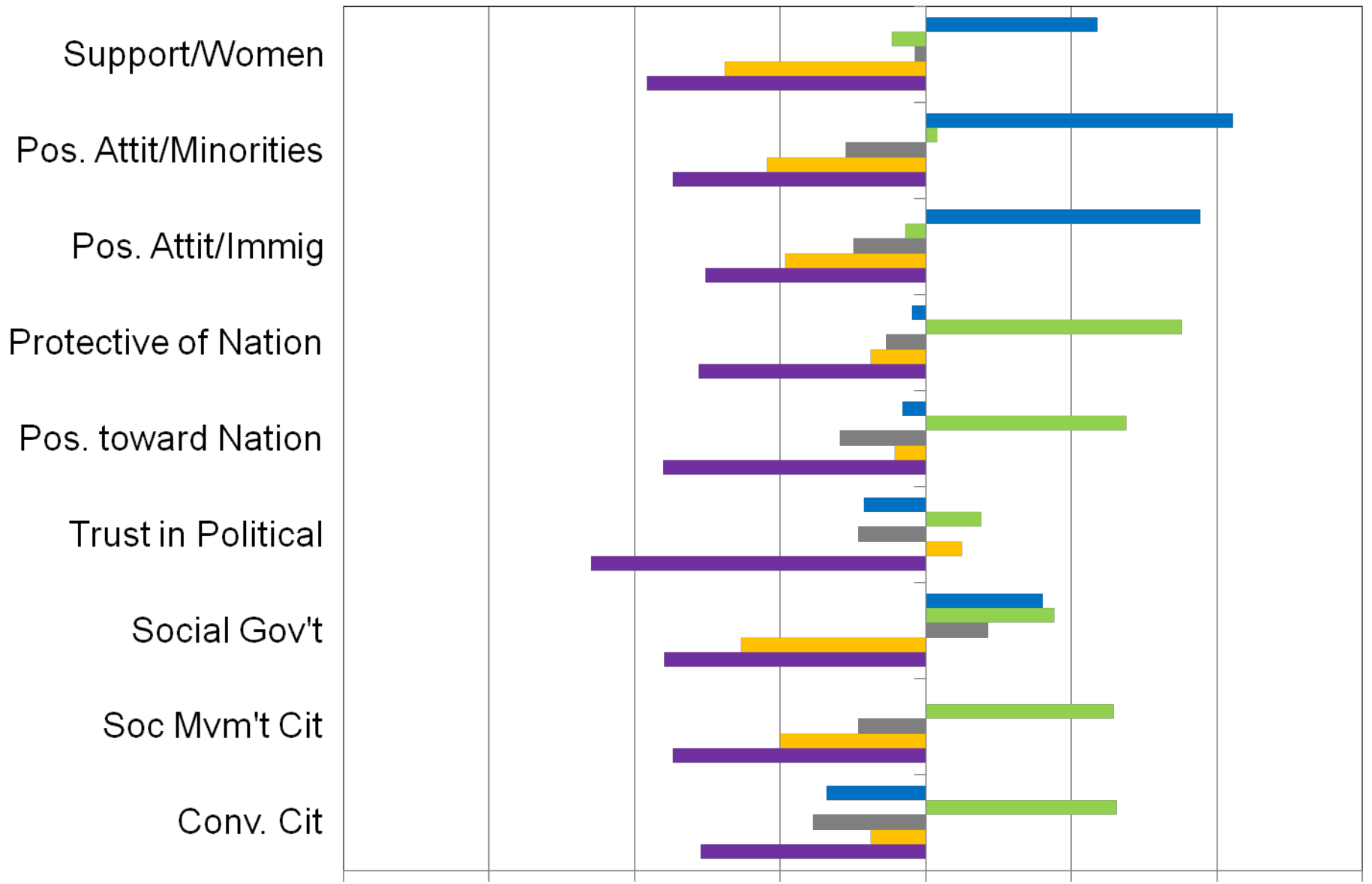
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■ Social Justice ■ Conventional ■ Indifferent ■ Disaffected ■ Alienated



6 7 8 9 10 11 12 13

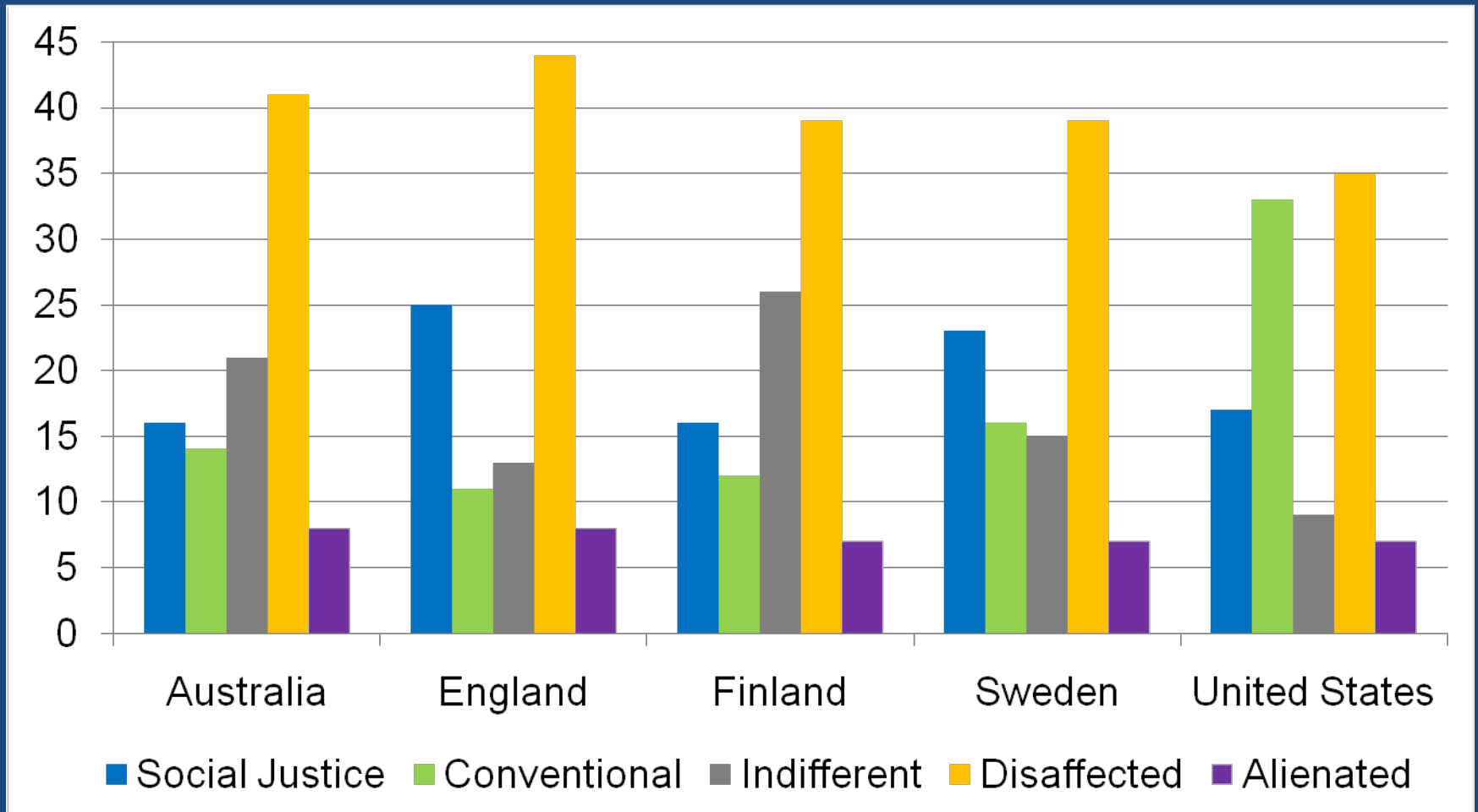


■ Social Justice ■ Conventional ■ Indifferent ■ Disaffected ■ Alienated

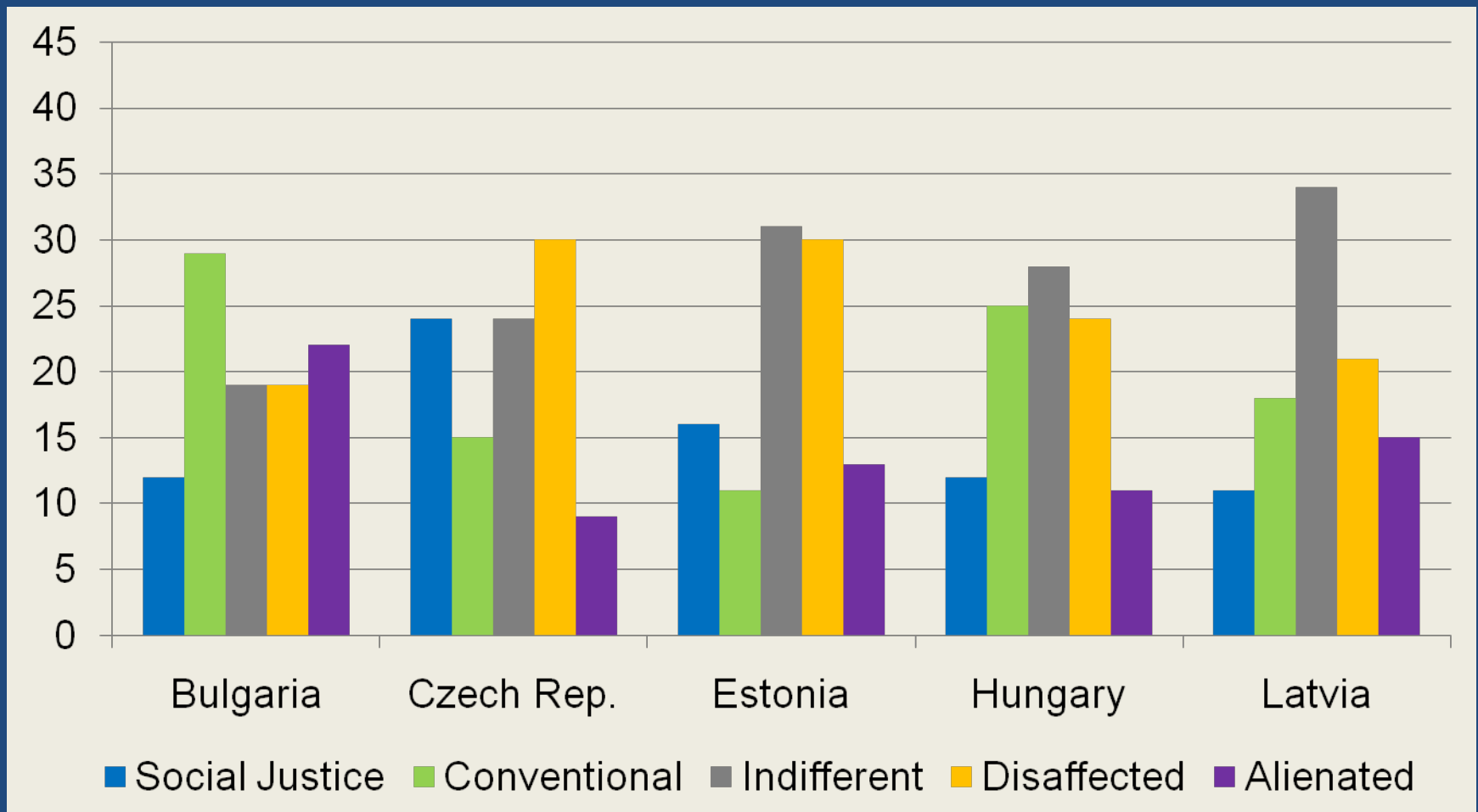
# Parallel Cluster Group 5

- Alienated Cluster (Anti-Social Justice)
  - Uniformly negative attitudes about rights for minorities and immigrants
  - Trust 1 ½ SDs below the international mean
  - **Motto:** I'm angry about the immigrants and minority groups in my country, and I don't trust the government. I have the right to do what I want."

# Distributions of Cluster Groups in “Western Europe” (%)



# Distribution of Cluster Groups in “Eastern Europe” (%)



# Summary of Cluster Analysis

- In all countries more than half are Indifferent, Disaffected, or Alienated
- Conventional is second largest cluster *only* in U.S.
- About 7% are Alienated
  - Higher in Bulgaria

# Civic Beliefs in Cluster Groups

- 25% of Alienated youth think it is “not important to obey the law”
  - 1% for Conventional; 6% for Disaffected
- Alienated youth expect to protest
- Positive Social Justice oriented do not expect to protest

# Who are the Alienated Students in Socio-culturally Diverse Societies?

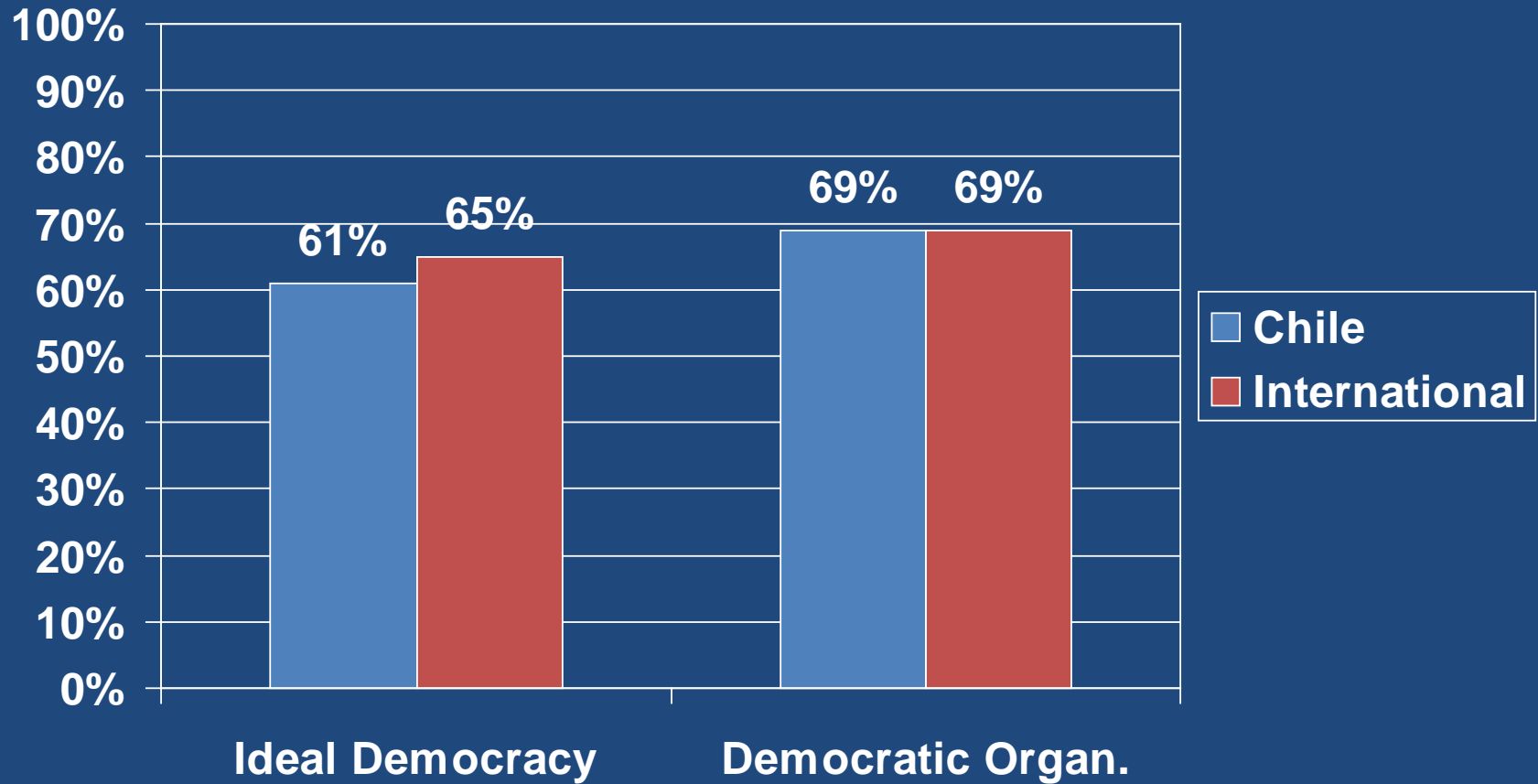
- Alienated Cluster members more likely:
  - To be male
  - To spend extensive time with peers outside the home
  - To lack a sense of membership in the school community
  - To lack the experience of a respectful climate for discussion in their classrooms
  - To be from low SES only in Eastern Europe



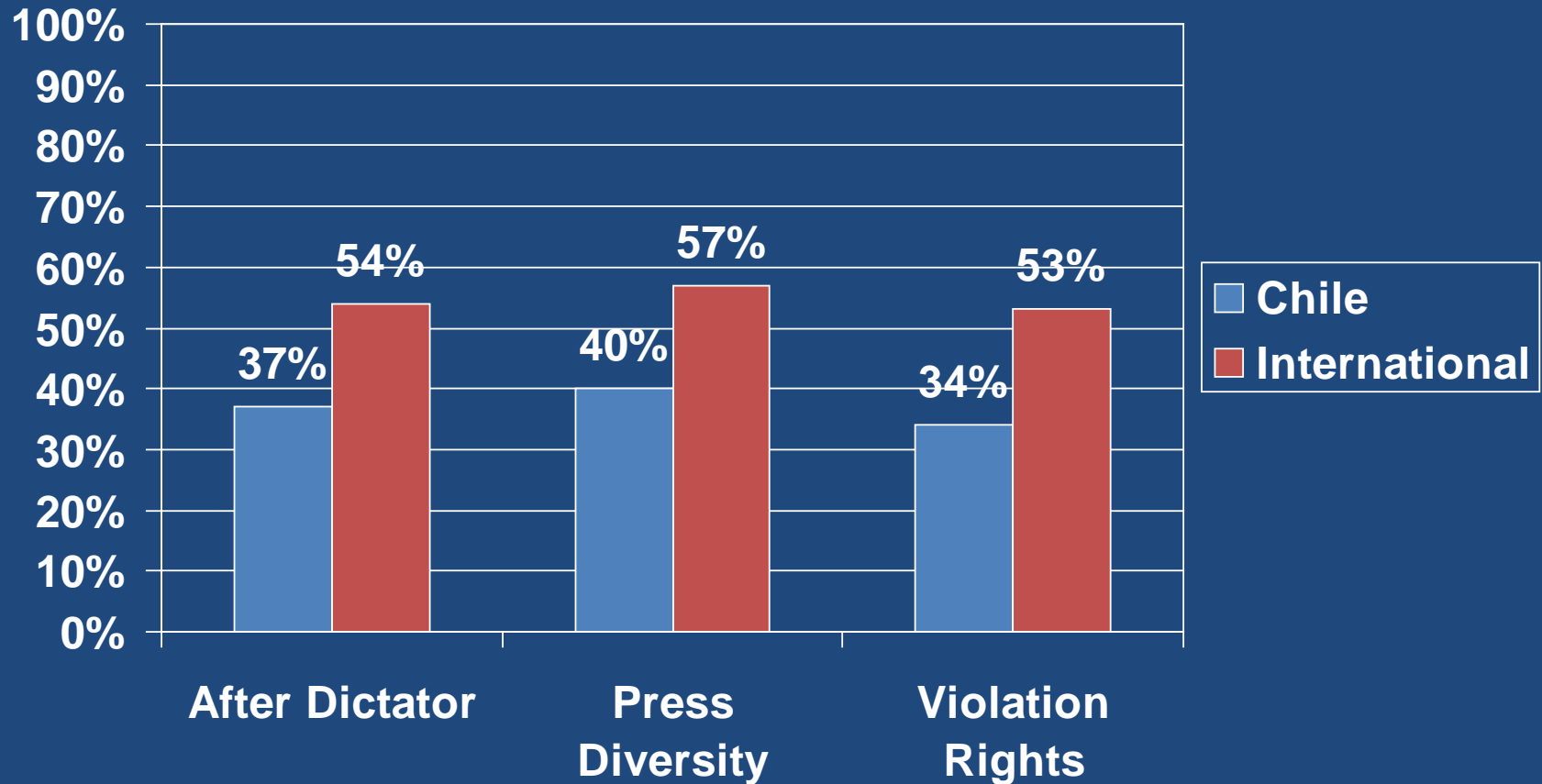
**“Unpacking” National Context  
with CIVED Data**



# Percent of Chilean 14-year-olds Answering Questions about Ideals Correctly



# Percent of Chilean 14-year-olds Answering Potential Threats Questions Correctly




# Focus on Predicting Positive Attitudes to Immigrants and to Human Rights

- Living in a national context where
  - the government takes human rights seriously in dealing with other governments
  - policies allow immigrants to apply for citizenship relatively soon after arrival
- Having a school context where
  - students have a say in how the school runs
  - open discussion is welcome in the classroom
  - opportunities for contact with diverse groups

# Findings of Concern in Cohort Who Are Now Young Adults

- Substantial proportions had strong anti-immigrant feelings at 14 years of age
  - between 7 and 10% across countries
- Sense of national identity in many students based on exclusion of immigrants or ethnic groups
- Small proportions of teachers think anti-racism education is important



**Analysis of Adolescents'  
Workplace Competencies in  
Relation to Classroom  
Processes**

# Background

- Reason for the analysis
  - Gap in empirical research base about workplace competencies
  - Close match between data in IEA CIVED study and lists of workplace competencies

# Workplace Competencies

## [Also 21<sup>st</sup> Century]

- Media literacy (ability to understand communications in a variety of formats)
- Ability to understand the economic system and global factors
- Ability to solve problems with civic dimensions
- Skill in cooperative work with diverse others
- Information and communications technology
- Creativity and innovation

# **Workplace Competencies in CIVED**

- **Knowledge-based competencies**
  - **Media Literacy Skills (13 items)**
  - **Economics Knowledge (12 items)**
- **Behaviorally-based competencies**
  - **Follows the News Media (2 items)**
  - **Experience at School with Diversity, Cooperation and Learning about Other Countries (3 items)**
- **Attitudinally-based competencies**
  - **Sense of Efficacy in Discussing Issues (4 items)**
  - **Norms of Social/Civic Responsibility (4 items)**
  - **Attitudes toward Ethnic Minorities (4 items)**



# Comparison of Educational Groups

- Aim: Identify groups reflecting different experiences in social studies classrooms
- Open classroom climate for discussion (5 item scale)
  - Sample: “Students feel free to express opinions in class even when their opinions are different from most of the other students.”
- Traditional teaching (4 item scale)
  - Sample: “Teachers lecture and the students take notes.”

# Educational Groups

## Open class climate

Low

High

Traditional  
teaching

Low

*Neither*

*Interactive*

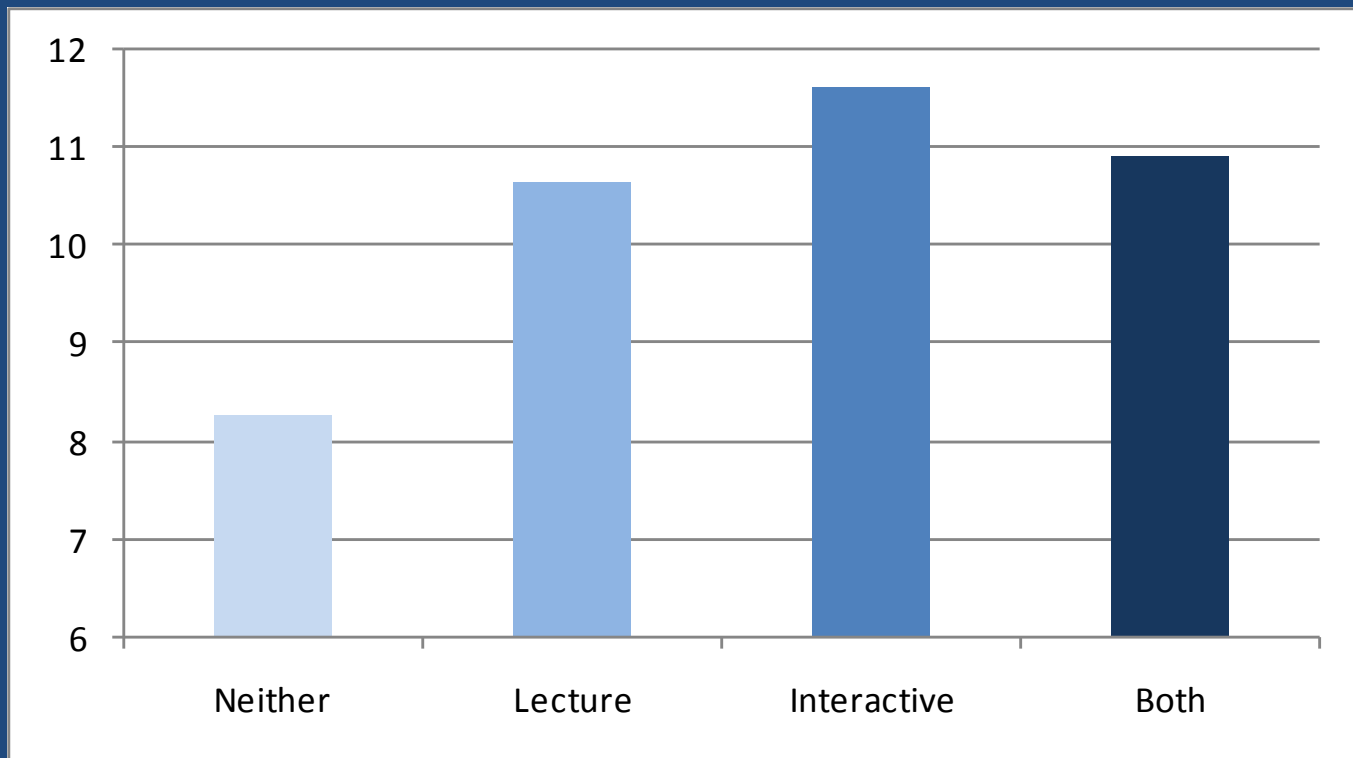
High

*Lecture*

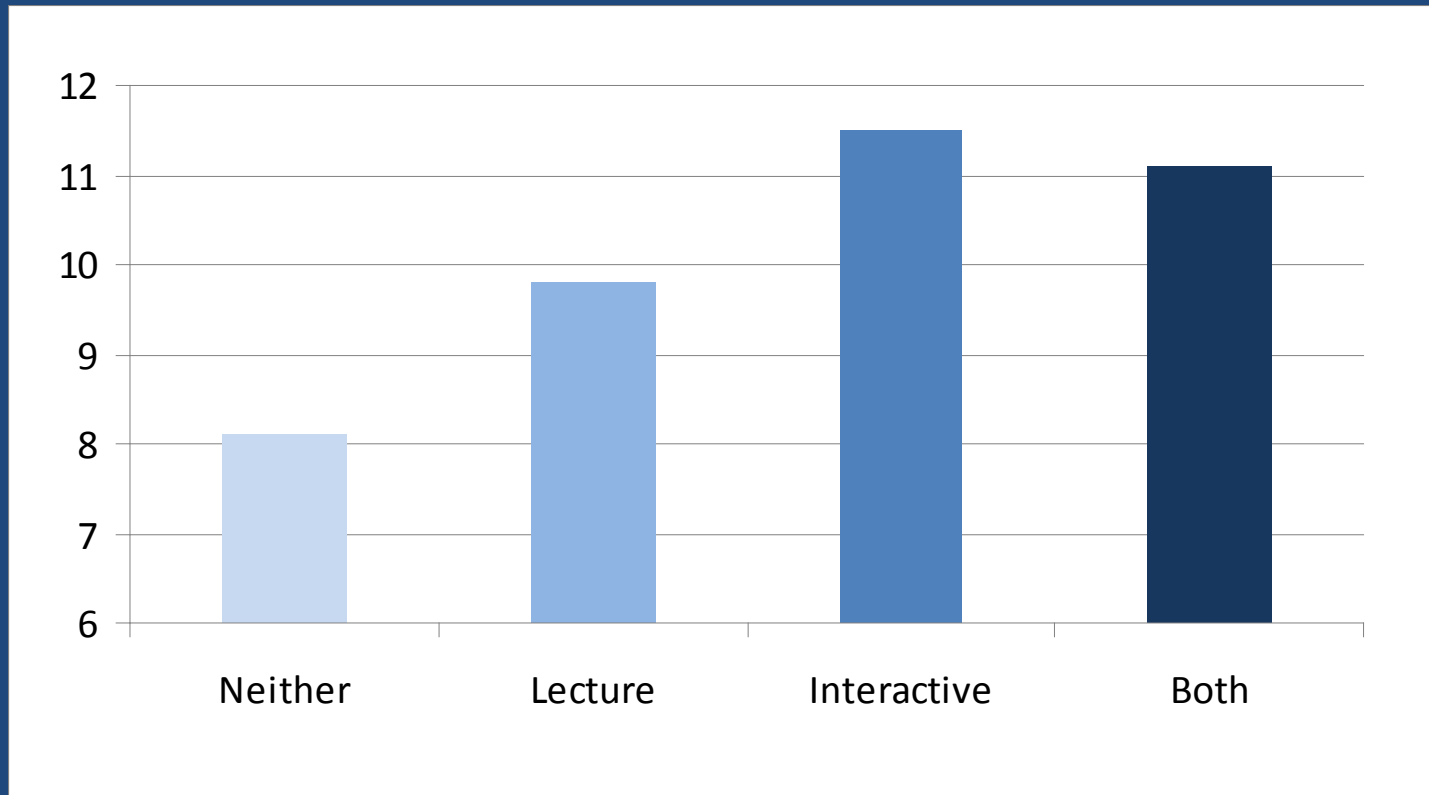
*Both*

Low	<i>Neither</i>	<i>Interactive</i>
High	<i>Lecture</i>	<i>Both</i>

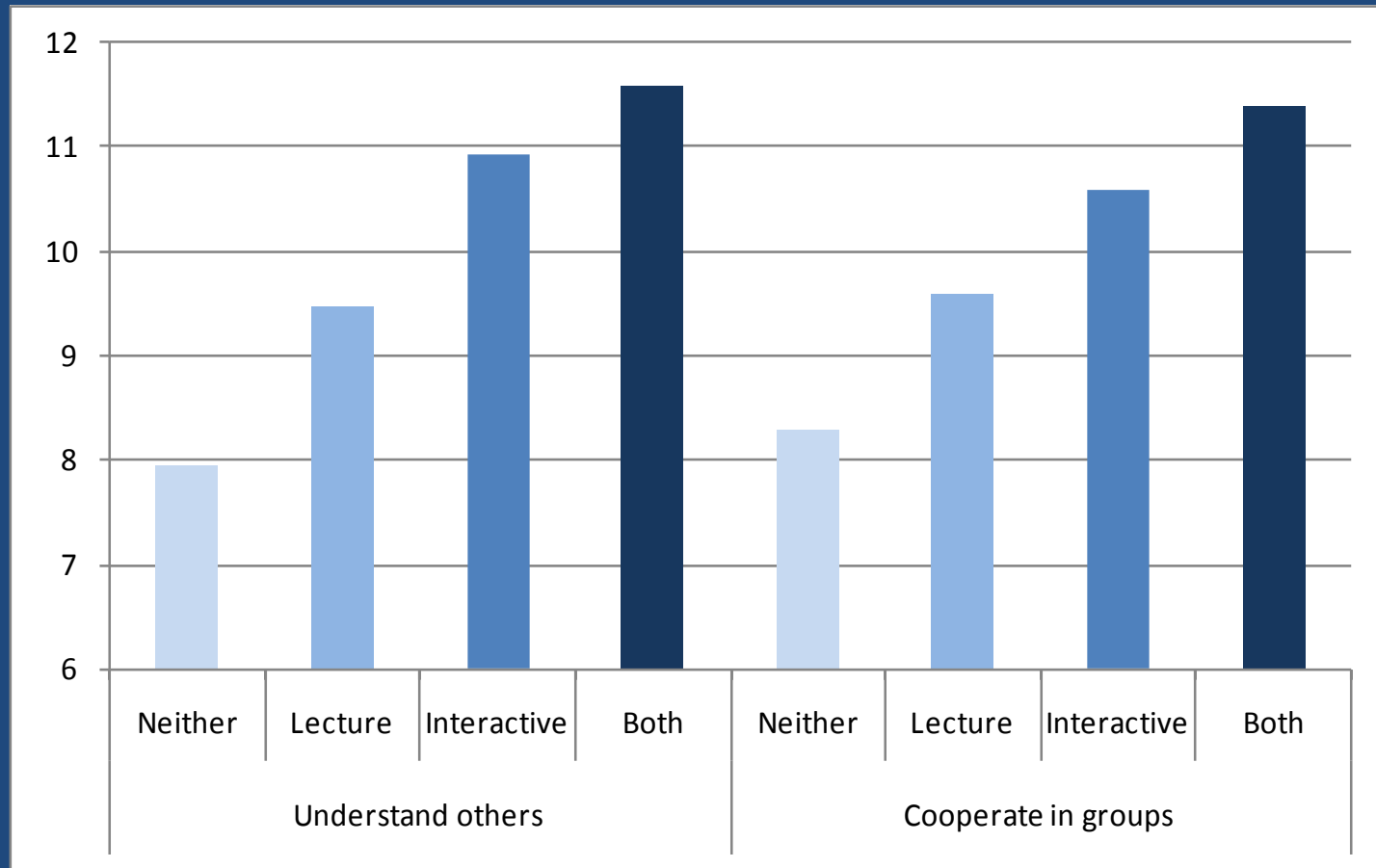
# Media Literacy Skills (Means) by Educational Group



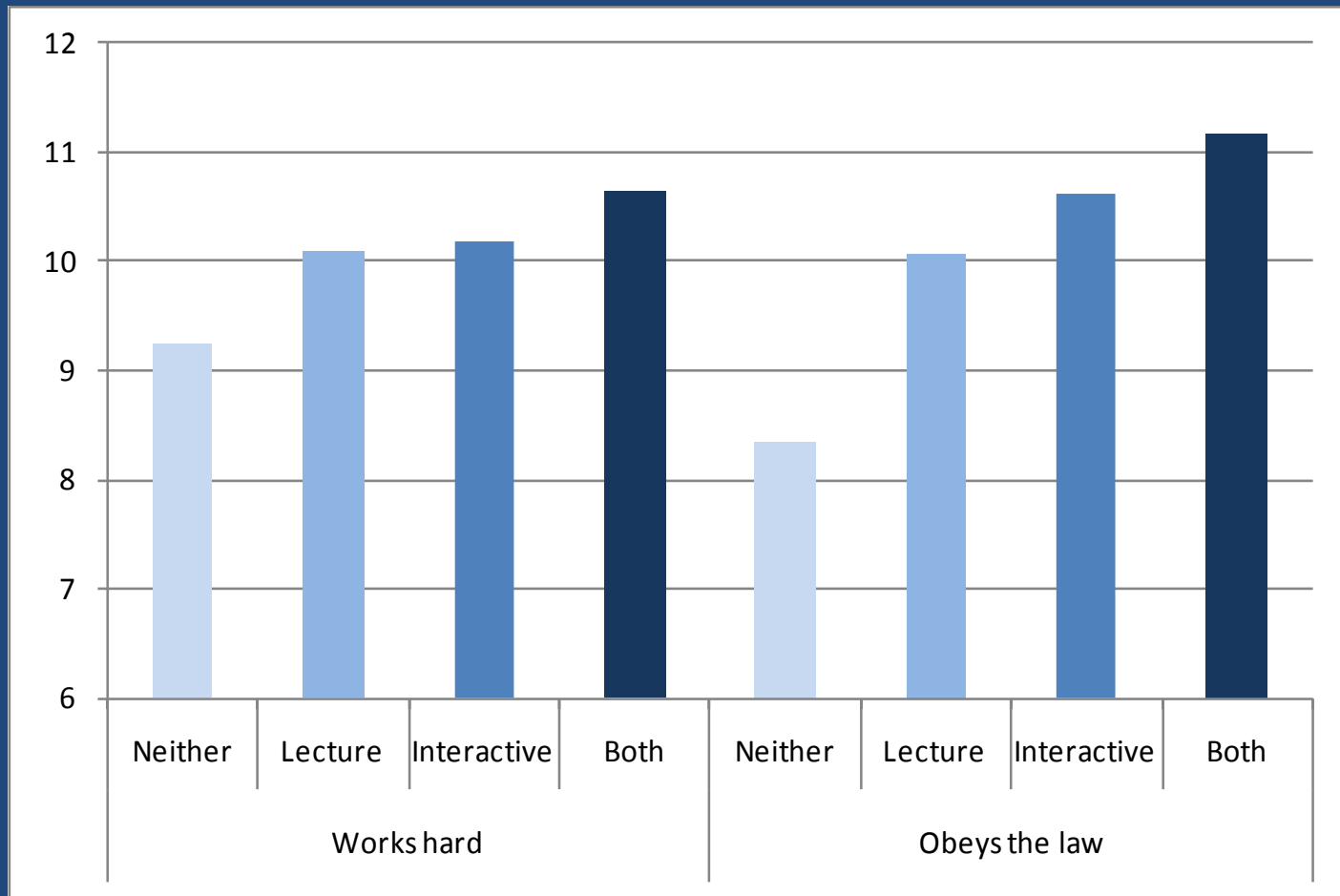
# Attitude toward Ethnic Groups (Means) by Educational Experience



# Mean Learning Experiences (Means) by Educational Group

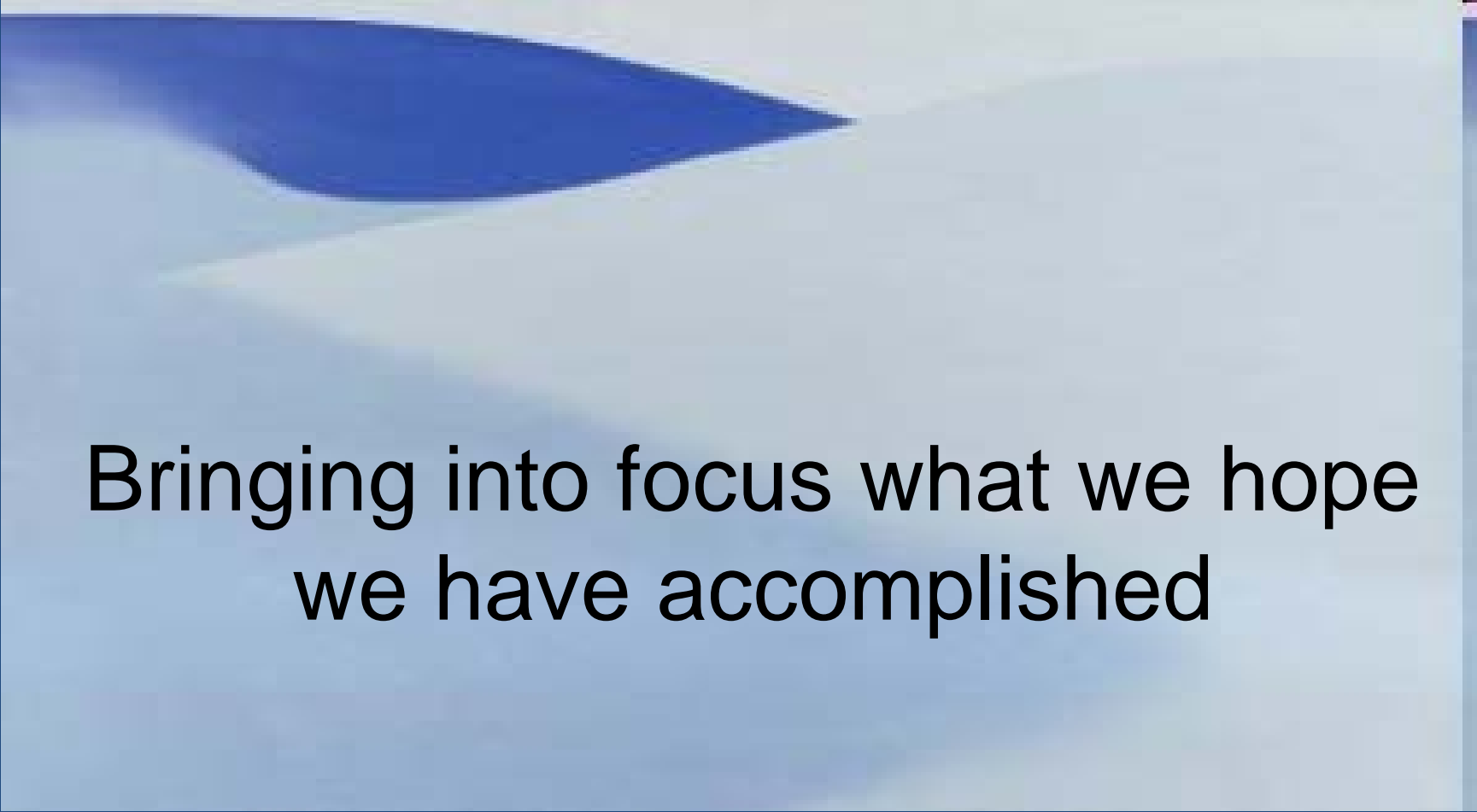


# Mean Norms of Responsibility (Means) by Educational Experience



# Summary of Findings

- Both interactive and lecture-based classes foster 21<sup>st</sup>Century competencies
- Students who have neither experience lower on all competencies
- Interactive discussion (alone or with lecture) superior to lecture-based alone on all competencies examined
- Similar results in Estonia, Latvia, Russia



Bringing into focus what we hope  
we have accomplished



# We hope we have convinced you of

- The potential of including studies in civic engagement and citizenship in ILSAs to contribute an understanding of
  - diverse outcomes with patterns sometimes different from math/science achievement
  - skills all young adults need in their nations or communities (and also workplaces)
  - the nature and extent of rise in Xenophobic attitudes in Western Europe
  - adolescents' social contexts across nations

# Further, we hope to have convinced you that

- Including studies like CIVED and ICCS in ILSA provides the potential for primary and secondary analysis focused on
  - achievement scores in an important domain
  - clusters or profiles of attitudes
  - youth attitudes paralleling adult attitudes (ISSP)
  - the national context as it influences students
  - the school context and the importance of open classroom climates and processes

# Finally, some broad recommendations

- Exploring an ILSA of “preparation for citizenship” (“or citizenship and workplace”) incorporating
  - existing items and scales (cost-effective)
  - current global discourses
- Incorporating reflections from international perspectives into all ILSAs
  - establish an international group to reflect about studies/secondary analysis and retain an innovative edge
  - seek funding for international early career scholars



## Thanks

To colleagues for presentation help and feedback  
(Further details: [jtpurta@umd.edu](mailto:jtpurta@umd.edu))