

DOCUMENT RESUME

ED 102 189

95

TM 004 158

TITLE IEA Six-Subject Survey Instruments: Civic Education Teacher Questionnaire.

INSTITUTION International Association for the Evaluation of Educational Achievement, Stockholm (Sweden).

SPONS AGENCY Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England).; Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden).; Volkswagen Foundation, Hanover (West Germany).

NOTE 15p.; For related documents, see TM 004 138-163 and ED 034 290 and 300

EDRS PRICE MF-\$0.76 HC-\$1.58 PLUS POSTAGE

DESCRIPTORS *Academic Achievement; Background; Civics; *Comparative Education; *Cross Cultural Studies; *Questionnaires; *Teachers

IDENTIFIERS *International Evaluation Educational Achievement

ABSTRACT

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. This questionnaire surveyed information regarding teachers of Civic Education. (RC)

ED102189

IEA SIX-SUBJECT SURVEY INSTRUMENTS

The basic procedures to be followed in the main testing of the IEA Six-Subject Survey were set out in a series of manuals:

- Stage 2 IEA/M1 Manual for National Centers
- IEA/M2 Manual for School Coordinators
- IEA/M3 Manual for Test Administrators
- Stage 3 IEA/M1/Stage 3 Manual for National Centers
- IEA/M2/Stage 3 Manual for School Coordinators
- IEA/M3/Stage 3 Manual for Test Administrators

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
AL SOURCE. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT
THE OFFICIAL POSITION OR POLICY OF
THE NATIONAL INSTITUTE OF
EDUCATION.

These manuals are available from ERIC Clearinghouse.

The following extracts from these manuals have been appended to this particular IEA instrument to provide researchers with the minimum necessary test instruction information (e.g., such things as the instructions on the practice items and the warnings concerning the amount of time left for the test have been omitted here). For full details, please consult the appropriate manuals.

The Data Bank Instrument Number which appears below is a new number, assigned since the instruments were administered for the purpose of easily linking items in the instruments with the resultant variables in the Data Bank holdings. Each such variable is named in the codebook using the new instrument number and (usually) the number of the item within the instrument from which the variable is derived. The key to the new instrument numbers is as follows:

1: Type of Instrument

- E = Examination (student)
- Q = Questionnaire (student)
- T = Teacher questionnaire
- S = School questionnaire

2: Student Population

- 1 = I
- 2 = II
- 3 = III
- 4 = IV
- 5 = I and II
- 6 = II and I
- 7 = I, II and IV
- 8 = I and IV
- S = IV Specialist
- N = NA: Teacher or School questionnaire

3: Subject

- S = Science
- R = Reading Comprehension
- L = Literature
- M = Mother Tongue (Reading Comprehension and Literature)
- E = English as a Foreign Language
- F = French as a Foreign Language
- C = Civic Education
- 2 = All Stage 2 Subjects
- 3 = All Stage 3 Subjects
- 5 = All Stage 2 and Stage 3 Subjects

4-5: Instrument Within Type

One or two characters used when necessary to uniquely identify each instrument when there is more than one instrument of the same type.

Instrument Name Teacher Questionnaire: Civic Education

Data Bank Instrument Number TNC

M 004 158

IEA/M2/Stage 3

p. 7

The School Co-ordinator is responsible for passing on the Teacher Envelopes to the appropriate teachers and to do everything possible to ensure their return, completed. (Each teacher is expected to fill in only two or three of the parts of the questionnaires. The parts which are appropriate are explained in the questionnaires themselves). Teachers should be requested to insert their completed answer cards into the Teacher Return Envelope which can then be sealed.

The School Co-ordinator should collect the Teacher Return Envelopes for return to the National Center.

TEACHER QUESTIONNAIRE

CIVIC EDUCATION

In items 1-5 please indicate how many semesters of full-time training have you completed at a post-secondary institution? (Note: A full academic year is here counted as equivalent with two semesters).

	A. 0 Semester	B. 1 or 2 Semesters	C. 3 or 4 Semesters	D. 5 or 6 Semesters	E. More Than 6
1. Political Science	A.	B.	C.	D.	E.
2. History/Geography	A.	B.	C.	D.	E.
3. Sociology/Psychology	A.	B.	C.	D.	E.
4. Economics	A.	B.	C.	D.	E.
5. Other Social Science	A.	B.	C.	D.	E.

In items 6-10 please indicate approximately how many weeks full-time-in-service training you have received in the last five years in each of the following subjects.

	A. 0 Weeks	B. 1 or 2 Weeks	C. 3 or 4 Weeks	D. 5 to 9 Weeks	E. More Than 9 Weeks
6. Political Science	A.	B.	C.	D.	E.
7. History/Geography	A.	B.	C.	D.	E.
8. Sociology/Psychology	A.	B.	C.	D.	E.
9. Economics	A.	B.	C.	D.	E.
10. Other Social Science	A.	B.	C.	D.	E.

- 11. Indicate the approximate number of years you have been teaching Social Studies/Civic Education:**
- A. Less than 2 years**
 - B. Between 2 and 5 years**
 - C. Between 5 and 10 years**
 - D. Between 10 and 20 years**
 - E. More than 20 years**
- 12. Indicate the extent to which you have students prepare and give reports.**
- A. Rarely**
 - B. Sometimes**
 - C. Often**

13. Indicate from which of the following sources you obtain most of the information you use in your teaching about current public affairs.
- A. Newspapers
 - B. Radio
 - C. Television
 - D. Magazines
 - E. Other sources
14. Indicate if you have taken part in any Social Studies/Civic Education curriculum reform project by using and reporting back on trial materials, etc.
- A. Yes, I have taken part.
 - B. No, I have not taken part.
15. Indicate whether or not in the last six weeks of school you have had other persons give presentations to your students in Social Studies/Civic Education during school time.
- A. No other persons have made presentations to my students.
 - B. Other teachers have made presentations to my students.
 - C. Persons from outside the school have made presentations to my students.
16. Indicate the one subject in the following list in which you are most interested.
- A. History
 - B. Geography
 - C. Economics
 - D. Sociology
 - E. Political Science
17. Indicate if you have worked in an occupation (excluding military service) other than teaching for at least two years.
- A. Yes
 - B. No

18. Are you a member of _____?
 (National Center to enter name of major Social Studies/Civic Education teaching association of country.)
- A. Yes
- B. No

In items 19-29 please indicate whether you feel a teacher should or should not engage in each of the following activities, (ASSUMING THE TEACHER WANTED TO).

	A Should	B Should Not
19. Explain to the class reasons for preferring one party over another in a national election	A	B
20. Allow an atheist to express his views before school classes	A	B
21. Argue in class against the censoring of literature by those who feel it is controversial or immoral	A	B
22. Speak out in class against Fascists and objectionable or unpopular political groups	A	B
23. Speak out in class in favor of nationalization of large privately owned industry	A	B
24. Speak out in class in favor of the political and economic union of Europe	A	B
25. Allow the distribution of free enterprise literature put out by the Stock Exchange or the National Chamber of Commerce and banking groups	A	B
26. Speak in class favorably about Marxist Communism and circulate appropriate material	A	B

- 27. Argue in class that trade labor unions should be further regulated or controlled by the government
- 28. Speak out in class against the government
- 29. Speak out in class against racial discrimination

A Should	B Should Not
A	B
A	B
A	B

Items 30-37 list some activities which schools could provide for their students. In each case indicate whether you think such activities should or should not be provided.

- 30. Take part in making decisions about the school curriculum
- 31. Take part in making decisions about discipline
- 32. Take part in making decisions about initiating and the running of school clubs and societies, etc.
- 33. Take part in "mock" election campaigns in school
- 34. Work for a political party on an election campaign as a part of a school project
- 35. Discuss current political issues in class
- 36. Take one side of a political issue in a school debate
- 37. Take part in voluntary social work

A Should be Provided	B Should not be Provided
A	B
A	B
A	B
A	B
A	B
A	B
A	B
A	B
A	B

For Teachers of Populations II and IV Only

Items 54 to 62 list possible topics which could be introduced at some point in Grades 7-12. For each topic, indicate the importance you would attach to it for the general education of all students.

	A Substantial	B Mod. Imp.	C Of little Imp.	D Should not be taught
54. The activities of important political figures in the political system (i.e. what the Prime Minister/President <u>does</u> , what the Queen/Secretary of State <u>does</u> , etc.	A	B	C	D
55. The major functions of institutions in the political system	A	B	C	D
56. The workings of local government and the social services	A	B	C	D
57. The ideology of democracy	A	B	C	D
58. The ideology and structure of the major political parties	A	B	C	D
59. "Non-western" cultures	A	B	C	D
60. The political history of the (country name)	A	B	C	D
61. Important national social problems (such as racial tension and crime).	A	B	C	D
62. Important international problems (such as over-population).	A	B	C	D

ACCOMPANYING NOTES

TEACHER QUESTIONNAIRE

Population of Teachers to whom Teacher Questionnaires should be given:

Population I

All classroom teachers in selected schools who are teaching students aged 10-11 or younger. In large schools, a sub-sample of this population can be taken. This sub-sample size should be at least 5 teachers per school. All selected teachers should be requested to complete the General Section of the questionnaire.

Depending on the subjects being tested in the country and the number of samples of schools being drawn (i.e., one sample for French, English and Civic Education, separate samples for each subject or some combination of this), the appropriate sections for the various subjects should be given.

Populations II and IV

Again depending on the subjects tested and the country's sampling design, the target population definition of teachers is as follows:

- French teachers: all teachers who teach French in the school
- English teachers: all teachers who teach English in the school
- Civic Education teachers: all teachers who teach Civic Education and Social Studies in any of its branches (i.e., History, Geography, Sociology, Economics and Political Science).

All teachers will complete the general section and the relevant other section(s) according to what they teach. (Note: If a country has drawn more than one sample of schools, e.g., one sample for a foreign language and another for Civic Education, then Civic Education teachers in a school not testing in Civic Education should not complete the Civic Education section. Similarly, foreign language teachers in schools testing only in Civic Education should not complete the foreign language section.)

(Please refer to the note about the definition of Civic Education in the General Notes accompanying these questionnaires.)

Q.5 This is full-time training and such phenomena as 'Referenjarbeit' in Germany should be included. The term 'excluding part-repetition of courses' refers to repeating a year in a higher education course. Thus, if it has taken a teacher 4 years to complete what is normally a 3 year course this should be recorded as 3 years.

Q.10 By general teachers' association or union is meant either regional or national association e.g., National Education Association, American Federation of Teachers, N.U.T. etc.

Q.25 The term 'printed drill material' includes both work books and other books which comprise primarily many routine exercises.

Q.36. This should be treated as an unscaled variable. National Centers should develop a set of up to ten categories which will cover the range of possible circumstances in their country. The categories should be arranged in order of their position in the academic hierarchy (if possible),

Category A will be "I have received no training at all".

Categories B,C and D should be used for institutions which do not give degrees.

Categories E, F and G should be used for institutions giving first degrees but not allowing for graduate study.

Categories H, I and J should be reserved for university type institutions.

See the General Notes for further explanation of unscaled variables.

French and English as a Foreign Language

Q.7 National Centers should fill in the name of their native language as option A.

Civic Education

All questions are international options.

GENERAL NOTES

1. Instructions for all questionnaires should encourage all respondents to give a response to every item. It is left to National Centers to frame the statement for their own countries. Indeed, test administrators and school co-ordinators should be asked by National Centers to ensure that all questionnaire items are completed.
2. Obviously greater freedom is permissible in the translation of questionnaire items than in test items. In some instances items will have to be completely adapted for national use. However, where an international code has been provided, it is essential that the information is obtained nationally in such a way that the international coding can be applied.
3. In the stem of most questions the word "indicate" has been used. Where the National Center has decided to use an MRC card, the stem will have to be changed to read something like "indicate by blackening in the appropriate space on the answer card". Where punch cards will be returned by a National Center, their stem should be changed to something like "indicate by circling the appropriate letter below".
4. Some questions in which the response indicates the grouping of a continuous variable, a short-hand convention using the signs \geq (less than or equal to) and $<$ (greater than) has been used. National Centers should translate these signs into appropriate words for the respondents to the questionnaires. The convention has been used for the sake of accuracy.
5. Where appropriate, national examples should be given in order to help respondents answer the questions accurately.
6. Unscaled Variables. Where it has been difficult to evolve an international scale which adequately represents different practices in participating countries, the variable has been designated as an international unscaled variable. National Centers are asked to formulate for each of these variables up to a nine-point scale which will be appropriate for use within their country and which agrees with the general outline provided in the specific accompanying notes. The purpose of this outline is to ensure a certain uniformity of categorisation between the different countries, that is, all countries should collect data on the same dimension and ordered in the same way. It is important that National Centers transmit copies of their classificatory schemes to IEA International.

7. In order to secure the most accurate information to questionnaire items, countries may wish to consider assigning several of the items as "home tasks" for the student. Students would be asked to find out the answer to several of the items in preparation for completing the questionnaire. Such items which could profitably be assigned as "home tasks" include: Father's Occupation and Father's and Mother's Education.
8. In a number of countries, students will require some guidance from teachers in answering questionnaire items. Such guidance is appropriate and desirable. It is quite possible that, in some situations, teachers will read questionnaire items aloud, discuss points of clarification, allow time for students to supply an answer and proceed to the next item. Such a step by step approach to the completion of the student questionnaire may be necessary at the 10-year-old level in various countries where students have had little or no experience with questionnaires. Where students may be expected to give the same answer (e.g., number of students in class, grade student is in, etc.) the best procedure is for the teacher to supply the answer and get all students to enter it in. It is, of course, clear that no help will be given to students when answering the tests (as opposed to the questionnaires).
9. Where students are requested to give a quantitative response to an item, e.g. number of hours of homework, these are to be coded to the nearest whole hour, year, etc.
10. Where a response of zero or none is given to a questionnaire item, this is to be coded 0 on the punch card. Where an individual has failed to record a questionnaire item, the appropriate column should be left blank. The distinction between a blank and a zero is an important one.
11. Wherever coding or punching schemes are being used in the coding of responses, minimum and maximum values for each variable are set forth in the international coding scheme. Where a student indicates a response which is greater than the maximum value, it is to be coded as the maximum value. Thus, if the maximum value for a certain variable is 25, a response of 30 would be coded as 25, since 25 means 25 or more.

12. The definition of Civic Education to be used within any one country will be left to each National Center to decide. This is because the content and nomenclature of Civic Education courses will vary from country to country. The definition arrived at should be sent to IEA International in Stockholm.