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ABSTRACT

This evaluation of CIVITAS-Hungary's "Citizen in a Democracy" competition relied on the analysis of a survey instrument, student and teacher interviews, field notes, audio recordings, and program artifacts. The evaluation is concerned with the effects of the "Citizen in a Democracy" competition on students, schools, and families in Hungary and includes suggestions for improvement. The report contains the following sections: "Executive Summary"; "Introduction to the Evaluation"; "Civitas-Hungary Initiatives and the Development of 'Citizen in a Democracy'"; "Methods"; "The 'Citizen in a Democracy' Competition"; "The Structure of the Observed Learning Outcome (SOLO)"; "Survey Results"; "Student Free Responses"; "Teacher Responses"; "The 'Citizen in a Democracy' Protocol and the SOLO Taxonomy"; "Summary"; "Interviews and Observations"; and "Conclusion." Contains 9 notes, 12 figures, 5 tables, and 12 references. Appendixes contain a map of CIVITAS regions with communities, schools, and participants; national competition structure and themes; program; protocol for the Hungarian competition; student instrument for the competition; teacher instrument for the competition; narrative matrix for student free responses for competition; and sample digital photos. (BT)

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(Polgar a Demokraciaban) 1997-1998.

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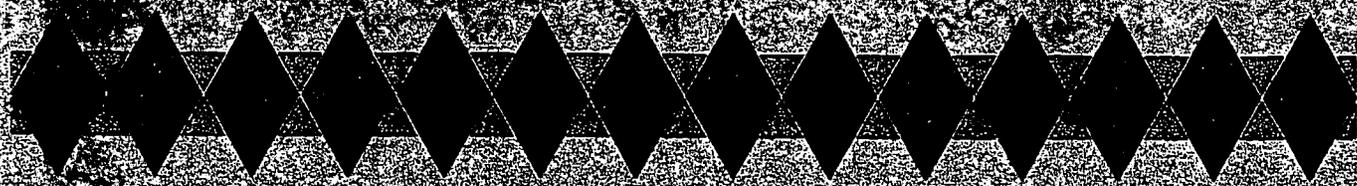
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*An Evaluation of "Citizen in a
Democracy"*

"POLGÁR A DEMOKRÁCIÁBAN"

Országos Középiskolai Verseny

1997 - 1998



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Report presented to

Annette Boyd Pitts and Ernest Abisellan

Florida Law Related Education Association, Inc.

July 1, 1998

***For the innovative, thoughtful,
and courageous Hungarian
educators who are pioneering
civic education in their new
democracy, and for their leaders
who have developed an
outstanding vision to support that
effort.***

J.W.C., C.D.D., & P.D.M.

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Executive Summary

An evaluation of Civitas-Hungary's "Citizen In A Democracy" Competition was conducted during the national finals in March 1998, by an evaluation team from the University of Central Florida. The evaluators administered a survey instrument, conducted interviews, took fieldnotes, made audio recordings, and collected artifacts associated with the Competition and other Civitas-Hungary innovations.

The evaluation determined that students believe that the Competition improved their knowledge and skills related to understanding Hungarian democracy, improved their attitudes toward that democracy, and increased their political tolerance.

The evaluators found that the majority of the stakeholders associated with CIVITAS-Hungary and the Competition believe that it is an outstanding vehicle for promotion of democratic knowledge, skills, and attitudes.

Suggestions for improvement include internationalizing the competition, reducing the length of the competition, and provision of more materials including technology for teachers.

Introduction to the Evaluation

This evaluation is a component of the third year of partnership between Civitas-Hungary, a non-governmental organization located in Budapest, and its United States partners -- The Florida Law Related Education Association, Inc., which is the primary exchange site, and Kennesaw State University, Georgia, which is the secondary exchange site.

As a part of the exchange program, the evaluators hosted a delegation from Hungary at the University of Central Florida, during March, 1998. While the primary purpose of this visit was to introduce the delegation to methods of preparation of civic educators used in higher education in the United States, the evaluators also utilized some of this period to develop insights into the evolution of Civitas-Hungary and its civic education initiatives. The exchange participants included the following: Derényi András, Nemes Zoltán, Rácz Krisztina, Simonovics Andrea, Molnár Endre, and Molnár Zsolt. Rácz and Simonovics served as translators for the evaluation team during several interviews and observations in Hungary in February and in April. Each of these participants expressed a deep commitment to the Civitas program, leadership, and its innovations.

The development of the evaluation was conducted over a six month period from September 1997 through February 1998. The initial discussion about the evaluation took place between Pitts and Setényi in September 1997, and focused upon the rationale for an evaluation, the nature of the evaluation, and the identification of the research team. Subsequent discussions were held via email between Pitts and the University of Central Florida (UCF) evaluation team, Pitts, Abisellan and Setényi, and Setényi and UCF. This is mentioned to suggest the importance of careful planning, collaboration, and front-end decision-making prior to the evaluation. This is

especially important due to the multi-national and multi-agency interaction in this evaluation project where the potential for harm is considerable.

Cornett and Dziuban met with Setènyi in February to finalize the design of the evaluation.¹

During these meetings the following were discussed and negotiated:

1. the purpose of the evaluation;
2. the background of the evaluation team;
3. proposed methods;
4. potential respondents;
5. ethical issues;
6. literature review;
7. time schedule;
8. data reporting;
9. logistics;
10. additional areas for potential evaluation.

Civitas-Hungary Initiatives and the Development of "Citizen in a Democracy"

Setènyi provided a detailed explanation of the evolution of Civitas-Hungary, the primary emphases of civic education in Hungary, and the nature of the "Citizen in a Democracy" competition. A key component of this effort is what he labels as "The Civitas Basket," the components of the curriculum of the teacher training program in civic education in Hungary. Setènyi outlined five emphases of this effort during an interview with the evaluators in February, 1998.

¹ Ernest Abisellan attended these meetings and provided invaluable assistance.

Component one stressed the importance of civic education as an interdisciplinary enterprise. He suggested that preparing youth for citizenship in a democracy necessitated a new form of teacher training that was not limited to the expertise and traditions of one discipline such as history. Instead, the leadership determined that their efforts would ensure that it was an interdisciplinary emphasis representing a variety of scholarly areas including history, sociology, economics, and school-based disciplines such as pedagogy and curriculum. He stressed that, “We have believed that there is no single department solution, but a mixture of many fields.”

Component two stressed a move to a more balanced form of pedagogy. He stated that Hungarian higher education had traditionally provided transmission-oriented instruction and memorization of factual information. This type of orientation has its clear advantages, however, it is incongruent with the new civics initiative to tell students what to think and do as the dominant form of instructional delivery. Instead, the pedagogy modeled for preservice and inservice teachers of civics should be “a ratio of lecture and seminars with practicums and field work in the balance.”

Under component three, teacher workshops were developed to prepare teachers in formal educational thinking which highlighted the importance of teacher modification of lectures and materials. The intent was to develop a cadre of teachers and teacher educators “who could go beyond the dominant transmission-orientation and overemphasis on a technicist approach to teaching and learning in civics –oriented classrooms, to a more constructivist one which might better develop civic attributes in youth” (Cornett, 1996). Setènyi reasserted in the interview that Hungary needed to develop uncertain mediators, a notion he advanced in 1996, in an earlier interview with Cornett, and which he developed in his paper, Teaching democracy in an unpopular democracy (Setènyi, 1995). Setenyi submits that,

It is here, under these circumstances that we have to establish the culture of unrestrained dialogue, the "proprietor's consciousness" of democracy. The question is to what extent the traditional Hungarian school delivering knowledge from books will be able to conform with the requirements of unrestrained dialogue. It is impossible to comment on cases, values, the truth, or forms of behavior ex cathedra; however, at present, school education overburdened with natural sciences is operating in this manner. This calls for the reevaluation of the teacher's role. The teacher's role in the last century was to be the model, whose task was to civilize. In the 1960s, a new role was attributed to the teacher, that of the professional distributor of knowledge, who is dressed into a white laboratory uniform, and by measuring and assessing is the embodiment of the new test culture. The teacher of today is an uncertain mediator: the consensual contents of education have vanished in the air, and the expectations of school users have become diversified. The school of the future will presumably require a kind of partnership relationship, where questions can be asked. And for this there is no pattern in the tradition of the Hungarian school system. (p. 5)

Cornett and Dziuban discussed the notion of the uncertain mediator with Setényi, and referenced Cornett's visit to Ágnes Feje's classroom in Szeged in 1996. During this visit, Cornett described a highly interactive classroom where students discussed problematic current events, referenced social and political concepts, connected discourse to a solid understanding of institutions, and exhibited knowledge, attitudes, and skills identified as desirable by the Civitas Standards (1996). Cornett (1996) reported the following from that observation:

In sum, because of the depth and breadth of the discussion, the quantity and quality of student participation, and the overall climate of community that was evident, I believe that this was one of the most effective examples of teacher as uncertain mediator and facilitator of student learning that I have witnessed in the past twenty years. Agnes clearly demonstrated constructivist principles as she facilitated learner engagement in activity, discourse, and reflection. The ownership of ideas in this classroom was shared by learners and the teacher. (p. 13)

Setényi agreed that this was an excellent example and that more in-depth qualitative study of teachers and their decision-making would be useful to the project and the field. Cornett and Dziuban recommended that future evaluations include significant time and resources for such a study.²

² Additional insights on Feje's teaching and beliefs are included in a later section of this report.

Financial incentives were provided for teacher participants who attended these workshops. He stated that “some were enthusiastic” while “others saw it as challenging.”

In congruence with this effort to encourage teacher mediation of the curriculum, Setényi stated that the leadership also wanted the universities to have variance in their programs. He stated that “each university has different emphases and strengths and personalities. They are clearly very different in the five regions. ... A role of the local Civitas coordinator was to provide coherence. Generally the local coordinators did a very good job.”

Component four stressed the connection of teacher education with practice in the local community. Preservice teachers were expected to study public institutions and local issues, such as local government entities, and issues of environment, crime, etc.. The end assessment related to this fieldwork was an essay and an oral examination, which was an “unusual” assessment of this type of activity.

Overarching these emphases was the development of teacher training standards. These were published as the *Civitas Association's Standards For The Teacher Training program "Civic Studies And Skills"* in 1996.

As they suggest,

Standards are an unusual innovation in Hungarian higher education. The standards are primarily made for the program's trainers working in colleges and universities. Based on Civitas standards, trainers can alter their usual lectures and workshops to make them "Civitas-compatible". At the same time, the standards of the program also indicate basic requirements against students and help the evaluation of their performance. (p. 11)

These standards set forth three areas of attainment:

- *Knowledge, meaning cognitive acquisition;*
- *Attitude, meaning affective acquisition;*
- *Skills and abilities, meaning psycho-motoric acquisition. (Civitas Association, 1996, p. 11)*

These standards also provide guidelines for observation of pupils and the teacher during visits to classrooms in internship schools. Aspects of these standards are as follows:

Characteristics of the lesson:

- *the involvement of pupils;*
- *performance level;*
- *expression of emotions;*
- *communication style;*
- *the openness of communication (reactions to suggestions, criticism and individual ideas of students);*
- *coherency and discipline;*
- *pluralism of values in communication.*

Technical characteristics:

- *the teacher's usage of didactic materials;*
- *the weight and role of conveying the knowledge;*
- *the weight and role of developing attitudes and skills;*
- *the weight and role of pupils' independent knowledge acquisition;*
- *the weight and role of the evaluation of pupils;*
- *the weight and role of motivating pupils;*
- *consideration of the pupil's age characteristics.*

The personality and professionalism of the teacher:

- *suitability as a role model of democratic personality;*
- *style, communication and metacommunication skills;*

- *the ability to divide his/her attention, perceptiveness;*
- *pace of teaching;*
- *lesson organisation;*
- *reactions, his/her way of leading debates;*
- *methods of activating pupils, usage of tools;*
- *ability to solve conflicts.* (Civitas Association, 1996, p. 39)

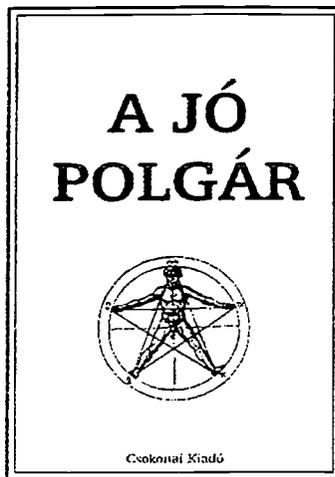
It is clear from this list of the three areas of attainment and the teacher and lesson characteristics, that the Civitas leaders have had a clear vision of the type of content and process they have expected in the classroom. The successful implementation of that vision might yield high level student participation in a civics program and serve as the foundation for teacher and student success in the “Citizen in a Democracy” program.

The Civitas leaders recognized a need to promote active learning which includes discussion of controversial, community-based issues. They stated that their approach was,

...diverging from conventional domestic methods, also put an emphasis on developing civic attitudes and skills. This approach recognises (sic) that the Hungarian and continental European education, including teacher training, traditionally centres on knowledge and emphasises the ex catedra provision of theoretical information. (Civitas Association, 1996, p. 11)

The leadership of Civitas has developed with various academics, regional directors, and teachers, a variety of materials designed to provide information and support for teaching civics. They have published several books in addition to the Association’s Standards that provide information about the content and process of teaching about democracy (see Figure 1).

While the vision has been clear to the leadership of Civitas, no evaluation had been conducted to date to determine the success of that vision until the present study.



A CIVITAS EGYESÜLET
 „POLGÁRI ISMERETEK ÉS KÉSZSÉGEK”
 TANÁRKÉPZÉSI PROGRAMJÁNAK
 KÖVETELMÉNYRENDSZERE

~
 CIVITAS ASSOCIATION'S STANDARDS
 FOR THE TEACHER TRAINING PROGRAM
 "CIVIC STUDIES AND SKILLS"



1996



Figure 1: Sample Civitas Publications.

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Purpose of the Evaluation

Two primary purposes for this evaluation evolved from that meeting: 1) the evaluators would provide evaluative data to Civitas-Hungary and the Florida Law Related Education Association (FLREA) for continuous improvement of the program; 2) the evaluators would provide the civics field with research about the program, its development, and its implementation.³ It was determined that the emphasis of the evaluation would be on the "Citizen in a Democracy" competition.

Background of the Evaluation Team

Cornett and Dziuban discussed their evaluation background briefly with Setényi, and had sent their respective vitas previously for his examination. This was done in order to establish that both evaluators had significant background in research and evaluation. It is imperative that evaluations of programs be conducted by experienced professionals if truth value and the likelihood of successful completion of the project is desired. Setényi indicated that this information about the evaluators and his prior contact with Cornett, who was a member of the first exchange group in 1996, was sufficient for him to trust that the evaluation would be done professionally. It is no small matter to open one's program to scrutiny from outsiders. It is believed that this background information and direct conversation with Setényi, as well as the endorsement of the evaluators by Pitts, were crucial for the success of the evaluation.

³ The evaluation was conducted under the sponsorship of the Florida Law Related Education Association (FLREA) with technical assistance from Annette Boyd Pitts and Ernest Abisellan and their staff. Collaboration in the design and implementation of the study was provided by János Setényi and the staff of Civitas-Hungary. However, the report was written by Jeffrey W. Cornett, Charles D. Dziuban, and Patsy D. Moskal who assume all responsibility for the design, implementation, and reporting decisions made in the conduct of this investigation.

Methods

As a result of the deliberations and on-site observations of the Budapest regional “Citizen in a Democracy” competition, it was determined that the evaluators would develop a survey instrument and it would be administered at the national finals of the “Citizen in a Democracy” competition in April 1998. In addition, the evaluators would conduct interviews, take field notes, make audio recordings, and collect artifacts.

Respondents

It was determined that the respondents would include the following:

1. students;⁴
2. teachers;
3. program organizers;
4. Civitas and FLREA leadership;
5. members of the U. S. delegation.⁵

⁴ The evaluators interviewed students, teachers, school administrators, and regional coordinators during site visits to Pécs and Szeged in February. The evaluators interviewed students, teachers, and Civitas leaders at the regional competition in Budapest and at the finals in April.

⁵ The evaluators had conversations with the U.S. delegates who were part of the exchange from April 13-26, 1998 and who visited the national finals as well as Civitas personnel and sites in Budapest, Pécs, Szeged, and Debrecen, Hungary. These delegates included: Dan O’Connell, Associate Professor of Political Science, Palm Beach Community College; Susie Grosvenor, teacher, Leon High School; Russell Landry, teacher, Leon County; Michael Odom, Social Studies Specialist, State of Florida Department of Education; Cynthia Brendle, teacher, Zephyrhills High School; Rosalie Heffernan, teacher, Our Lady of Lourdes Academy, and Toni Fuss Kirkwood-Tucker, Assistant Professor, Florida Atlantic University; Joan Murphy, FLREA; Helen Ridley, Karen Ohlsson, Judith Ann Mitchell, all of Kennesaw State University; and Paul Gritz, teacher Pebblebrook High School. These individuals contributed significantly to the evaluators’ conception of the nature and value of the evaluand. In addition, the evaluators discussed the Hungary evaluation with FLREA administrators, Civitas-Hungary staff, and members of other Civitas International projects at the conference, *Civitas: An International Civic Exchange Program in Vogösca—Sarajevo, Bosnia and Herzegovina*, during May 1998. These discussions added to the triangulation of data and enhanced the truth value of the report. For a seminal work on triangulation of qualitative data, see E. G. Guba and Y. S. Lincoln, 1981, *Effective evaluation: Improving the usefulness of evaluation results through responsive and naturalistic approaches*.

Ethical Issues

The following ethical issues were discussed as both an issue of access in negotiations with Setènyi, but also to inform the collection and reporting of data: informed consent, reciprocity, right to privacy, advocacy, research independence, ownership of data, and worthiness of the study.⁶ It was determined by Setenyi that ethics consent forms were not needed and might in fact be counterproductive in the Hungarian culture. Instead, informants were notified by Setènyi and/or the evaluators that Cornett and Dziuban were collecting evaluative data on the Civitas program and specifically on “Citizen in a Democracy”, and that it was important that they share their perspectives truthfully. The primary ethical issues were determined to be among the evaluators, Civitas-Hungary, and FLREA. Informed consent was established through the various discussions throughout the project. Reciprocity was maintained since the goal was to provide information to both agencies for the improvement of their Civitas-related work. The right to privacy was protected in that survey respondents were anonymous, and interviewees were given the choice of maintaining anonymity or not.⁷ Advocacy and research independence issues were clarified in that the evaluators’ stance throughout the evaluation was to be neutral toward the program, and independent from it. Finally, it was determined that the research would be the intellectual property of the major contributors, that is the evaluators, Civitas-Hungary, and FLREA.

Literature Review

A literature review conducted by Cornett (1997) determined that,

⁶ These ethical issues are taken from categories of ethical issues in qualitative research as described by Mathison, S., Ross, E. W., & Cornett, J. W. (Eds.), 1993). *A casebook for teaching about ethical issues in qualitative research*. Qualitative Research SIG, American Educational Research Association.

⁷ None of the respondents requested anonymity. This is no doubt due to the overall positive view of the program held by each of the respondents.

For the past two decades, researchers have consistently reported that law-related curricula and instruction make a positive impact on youth when compared with traditional approaches to teaching and learning law, civics, and government. The overall conclusion is that LRE programs have a positive effect on student knowledge about law and legal processes, and about individual rights and responsibilities.

In addition, there is evidence that LRE programs have a positive influence on student attitudes and behavior. Research studies indicate that several LRE programs have improved student attitudes toward the justice system and toward authority. In addition, research links have been made between effective LRE programs and youth who exhibit more law abiding behavior and commit fewer delinquent acts.

The most positive changes in student behavior are often associated with LRE programs where the following elements are present: instruction is of high quality and promotes higher order thinking; students are actively involved in the instructional process; teachers thoughtfully mediate the curriculum through wise selection of materials and outside resource persons; administrators actively support the program; and instructors have a network of professional peer support. (p.1)

As this evaluation will reveal, the “Citizen in a Democracy” competition’s strengths parallel these LRE elements: instruction appears to be high quality and promotes higher order thinking; students are actively involved in the process; teachers are thoughtful mediators; administrators support the program; instructors have a Civitas peer network.

Since the “Citizen in a Democracy” competition is only in its second year, no prior study of the program had been conducted.⁸ The design of the program was influenced by the *We the People...* program in the United States. According to Setényi, Balázs Hidvéghi, Executive Director of Civitas-Hungary in 1996, observed the United States competition and decided that the idea should be taken to Hungary for discussion and adaptation. Hidvéghi, Setényi, Péter Drahos, László Eich, Tibor Gál, and others worked with regional coordinators and teachers in the Civitas network to develop the “Citizen in a Democracy” competition.

⁸ Brody (1994) conducted a study of the *We the People ...* program where he examined political tolerance and the impact of the program on students’ political attitudes. In addition, the Social Studies Development Center (1993) evaluated the instructional effects of *We the People...* curriculum materials.

The "Citizen in a Democracy" Competition

The "Citizen in a Democracy" competition is a highlight of the Civitas program focusing the country's attention on students exploring applications of Hungarian democracy to the citizen's daily life. Preeminent political figures, including the President, make themselves available to the young people by serving as sources of validity, judges, and advisors.

The competition is an adaptation of the "We the People..." program involving 6 regions, 43 communities, 86 schools, 101 teachers and 688 students throughout Hungary (see Appendix A).

The Competition has three themes: 1) constitutionalism; 2) human rights; and, 3) political science. It has three competitive phases: 1) regional qualifiers; 2) regional finals; and 3) the national final (see Appendix B).

The competition is rigorous and lasts approximately seven hours (see Appendix C). This day-long competition receives widespread media coverage showcasing Hungary's youth participating in a free exchange on the implications and responsibilities of civic life.

There were fourteen teams in the finals and the overall performance of each team was generally quite good, with ten teams scoring higher than 290 points. An analysis of the team scores reveals a range of 74.3 points from the highest ranked to the lowest ranked team. The top three finishers were separated by only 27.1 points, with the top two separated by only 5.4 points (see Figure 2).

The translated protocol for the 1998 competition is presented in Table 1 (for the original version, see Appendix D).

ÉRTÉKELÉSI LAP

~~VÉGEREDMÉNY~~

PUERI NOCTIS	295,5
ÖMBÖLI	290,9
GYALOGKAKUKK	318,7
POLICE	350,8
FAZEKAS	317,6
JOGTÖRÖK	292,2
SZABÁLYOS TETRAÉDER	286,7
HARMADIK KÖZTÁRSASÁG	286,5
GRAND ARMADA	323,7
KOALÍCIÓ	282,2
SÁGFEJÜEK	296,1
LIBERTÉ	345,2
VASBORDÁJÚAK	276,5
FÓNIX	295,8

CIVITAS EGYESÜLET

Figure 2: Final scores of teams in competition.

Table 1. Protocol for the Hungarian "Citizen in a Democracy" competition

PRELIMINARY TASK (STUDENT RIGHTS CIVIC ORGANIZATION)

Prior to the contest, each team is supposed to write an essay titled, "Introduction of a Civic Organization Specializing in Student Representation." The essay is supposed to detail a civic organization which can be set as an example and which was previously missing from local and national student representation.

NAME THAT VOICE (IDENTIFY POLITICAL FIGURE)

Four progressively longer recorded segments edited from speeches of national political figures are played to the teams. Each team must identify the speaker and the sooner they identify the speaker, the higher the score they receive.

TEST (COOPERATIVE LEARNING EXAMINATION)

Students take a test in a game format that measures their knowledge of constitutionalism, politics, and human rights derived from the content of previously required readings.

REFORM THESES

Each team is given a chapter from the Constitution of the Hungarian Republic and is asked to create a written proposal to amend it.

SUGGESTIONS OF THE OMBUDSMAN (OMBUDSMAN'S PROPOSAL)

One person from each team is selected as an ombudsman to view a video recording of a real life case in which constitutional law has been violated. This ombudsman reports back to the judges with a prepared analysis of the case detailing exactly which constitutional law or laws were violated and must make a proposal on how constitutional law can be restored in this particular case.

FACTION DEBATE

Team debate with other teams on selected topics. Each debate begins with an opening statement from one member of each team that is followed by reactions from the opposing team members. The pairs, the topics, and the stance to be represented is decided randomly for each team, therefore the judges do not evaluate the stated position, but rather how clearly each debate pair argues their position in manner and logic.

ALL PLAY (CLOSURE WITH PARTIAL INFORMATION)

Team members are given four subsequent clues on a certain topic. Those teams guessing the topic on the first clue receive the maximum amount of points, while those guessing the topic after the second, third, and fourth clues receive fewer points, respectively.

The breadth of topics and problem solving activities in Table 1 demonstrates a concentration on critical thinking in an environment characterized by considerable rigor. Scrutiny of the protocol reflects activities at all levels of Bloom's Taxonomy (knowledge, comprehension, application, analysis, synthesis, evaluation) (Bloom, et al., 1956). Also evident are such techniques as cooperative learning, shared decision making, reflective thinking, fuzzy logic solutions, and valuing in synchronous and asynchronous environments.

The "Citizen in a Democracy" competition exhibits major components of authentic assessment in that it is:

1. essential rather than tangential in that the competition represents major thematic approaches.
2. rich instead of superficial in that the competition generates important questions.
3. open ended – judges do not need to know all possible answers.
4. authentic, not contrived - the competition is grounded in Hungarian, constitutional principles, democracy and responsibility.
5. thought-provoking.
6. designed to actively involve the students as workers in interaction with other students.

As discussed above, representatives of the Florida Law Related Education Association Inc., staff members of CIVITAS-Hungary program, and the evaluators met in Budapest during February, 1998. At those meetings the need for formative evaluation data was discussed. Accordingly, two survey instruments were drafted, one for students participating in the competition and a second for their teachers. The items were appropriately modified from surveys provided by the Center for Civic Education that were previously used to collect data for the similar "We the People" competition in the United States. Initially, the selected items were

validated by the CIVITAS staff as appropriate for the objectives of the program. Subsequently, they were modified to fit the CIVITAS-Hungary -- usually through subtle but important changes in wording. All parties involved in the construction meetings agreed that a four-point Likert scale was appropriate for the rated items. For the student instrument, opportunities were provided for respondents to complete open questions to each rating item and they were asked for free responses that reflected how the "Citizen in a Democracy" Program affected their personal, family, and school life. Finally, students were asked to make suggestions for improving the program. The rating scale items for the student instrument (see Appendix E) represented three underlying areas: 1) knowledge and skills relating to Hungarian democracy, 2) attitudes toward Hungarian democracy, and 3) disposition toward political activism.

The teacher instrument (Appendix F) represented a similar format to that for students but was expanded for content. For instance, several questions were included which asked teachers to provide their perceptions of students participating in and preparing for the competition. For the free response categories respondents were asked to indicate what resources they required to make them better CIVITAS teachers.

Both instruments included questions that required students and teachers to provide demographic information namely, gender, region and school type. An ethics protocol was designed for both surveys where respondents were informed that the only purpose of the data collection and analysis was to provide information for improving the CIVITAS program, and that anonymity would be maintained at all times. Originally, all questions were prepared in English and subsequently translated into Hungarian by the CIVITAS staff. Final forms of the surveys were designed so that each question was presented to respondents in both languages thus

facilitating ease and accuracy of responses. Finally, both versions were reviewed by all parties and approved for pilot testing.

Survey Data Collection

The first phase of the evaluation called for administering the instrument to student teams participating in the finals of the competition on April 21, 1998, in Budapest and to those teachers who were in attendance and willing to participate. The purpose was two-fold. Initially, this provided an excellent opportunity to field test the surveys thus determining if students and teachers were able to complete them properly while simultaneously identifying ambiguity or confusion. Secondly, the responses of the finalists provided an excellent data set for determining whether the instruments should be administered to students and teachers throughout the country, (i.e. those who participated in the competition but did not qualify for the finals). Parenthetically, the results from the pilot study resulted in the CIVITAS staff distributing the questionnaires to all 1998 participants. Presently, those data are being collected. This report, however, reflects only the survey responses obtained at the finals.

Survey Data Analysis

The primary purpose of the first phase of questionnaire evaluation was to provide formative data to the CIVITAS staff regarding the impact of the "Citizen in a Democracy" competition for students and teachers with respect to improved knowledge and skills regarding Hungarian democracy, changes in attitudes toward Hungarian Democracy, and disposition toward political activism.

After administration of the instruments at the finals, several exploratory techniques were applied to the student data. Initially, the scalability and reliability of the responses were

determined in order to identify the most appropriate format for presentation. Once this was complete, a graphical presentation of the individual item's scores was designed. Additionally, graphics for the overall rating of the competition were examined to determine which one would best depict differences among genders, regions, and school types. The individual item responses were subjected to scaling techniques thus identifying relationships among knowledge and skills, attitudes including political tolerance, and political activism. Once this was accomplished the relationships among those constructs were determined in the presence and absence of error variance. The free responses to the students' questionnaires were analyzed with a technique enhanced by Moskal (1998) called the narrative matrix. Essentially, the technique involves an organizing structure through which the investigator identifies underlying constructs in responses by scrutinizing columns of the matrix.

Additionally, however, this study involved a second major area concentrated on the notion of "Uncertain Mediation" as a major dynamic in the pedagogy of CIVITAS teachers in Hungary. This concept, identified by Setényi (1995), depicts the dynamic tension teachers face in balancing the traditional Hungarian knowledge-based educational system with the more democratic shared decision, cooperative approaches embraced by CIVITAS. Accordingly, after careful review of the "Citizen in a Democracy" protocol Cornett and Dziuban were convinced that an evolution toward another form of uncertain mediation was evident. That uncertain mediation reflected the principles of authentic assessment and critical problem solving characterized by incomplete and sometimes contradictory information. They concluded that the competition clearly reflects higher order and critical thinking skills that are found in most higher levels of established teaching and assessment taxonomies. Accordingly, the CIVITAS "Citizen in a Democracy" protocol was evaluated using the Structure of Learned Outcomes (SOLO)

taxonomy (Biggs & Collis, 1982). SOLO, especially the Pyle-Dziuban extension (Pyle, 1998) including latent structure mediation, constitutes clear examples of where students must mediate uncertain information in order to arrive at appropriate solutions. The SOLO Taxonomy is characterized by the following problem solving activities.

THE STRUCTURE OF THE OBSERVED LEARNING OUTCOME (SOLO)

PRESTRUCTURAL: Represents inability of students to engage in the problem situation – largely because they are unable to grasp the context of the exercise. They possess minimal skills for distinguishing among relevant and irrelevant facts, often reaching closure prematurely. Students at this level become easily frustrated resorting to guessing behavior. Unfortunately, guessing frustrates students even further because of their inability to identify cues from the problem space.

UNISTRUCTURAL: This stage represents one dimensional concrete problem solving. Students require linear correspondence between problem elements and the solution, often resorting to memorizing facts. The ability to transfer knowledge is difficult because concept formation is absent. Processing multiple elements proves difficult at this stage. Accordingly, construct-based problems are attacked as a series of single, mutually independent transformations bypassing the deductive process.

MULTISTRUCTURAL: Students process several problem elements arriving at a singular solution. This stage, however, still represents a series of individual closures combined with linear models. Solutions are constrained by the diseconomy of scale associated with increasing individual elements. This stage also represents the beginning of multiple task problems.

RELATIONAL: Students recognize interactions among individual elements of the problem space. Singular solutions are still derived although based on recognizing elements "A" and "B" plus the reciprocal effect they have on each other. For the purpose of problem solving, a third variable is created which is some function of the originals. The student expands the problem to accommodate a solution outside of the initial context. Previous experience makes individuals episodic and strategic, enabling them to distinguish relevant facts and decide on a plan of action.

EXTENDED ABSTRACT: Students combine observed elements into hypothetical constructs or latent dimensions. This process leads to multiple solutions, all of which are reasonable or at least defensible. Insight and intuition help students realize that additional information is required, information which must be hypothesized or deduced. Metacognition is abandoned and replaced by frequent incremental modification of the solution process. The student functions well with lack of closure and is comfortable manipulating multiple abstract systems and observed elements.

LATENT STRUCTURE ANALYSIS (PYLE-DZIUBAN EXTENSION): At this final level, all observable data elements are transformed into latent dimensions that are manipulated at the abstract or symbolic level. The number of dimensions identified (dimensionality of the system) become the basis of a solution combined with the interactions among them. These experts integrate themselves with the solutions they are seeking (i.e., they enter the system exhibiting a seamless and fluid rigor). They think in latent systems attending to the hypothetical interactions knowing that empirical verification is possible, but not necessary. Often, the latent dimensions are transformed into reduced system that is a function of the original components. Students at this level are comfortable with concepts such as archetypal form, producing multiple solutions in an open set.

Accordingly, the elements of the “Citizen in a Democracy” competition were structured according to their appropriate levels of the Structure of Learned Outcomes taxonomy.

Survey Results

The responses of the students participating in the finals of the 1998 “Citizen in a Democracy” competition regarding the individual components of knowledge and skills, attitudes, and disposition toward political activism are presented in Figures 3 through 8. Forty of the 56 finalists returned usable questionnaires for a return rate of approximately 72%. The results are clearly positive but also reflect selective critical thinking. Figure 3 shows 98% of the students felt that they gained a deeper understanding of Hungarian Democracy through the competition where Figure 4 indicates the 95% felt they had skills as an effective citizen. Figure 5 shows that 95% felt that they gained a better understanding of their rights and responsibilities as a Hungarian citizen.

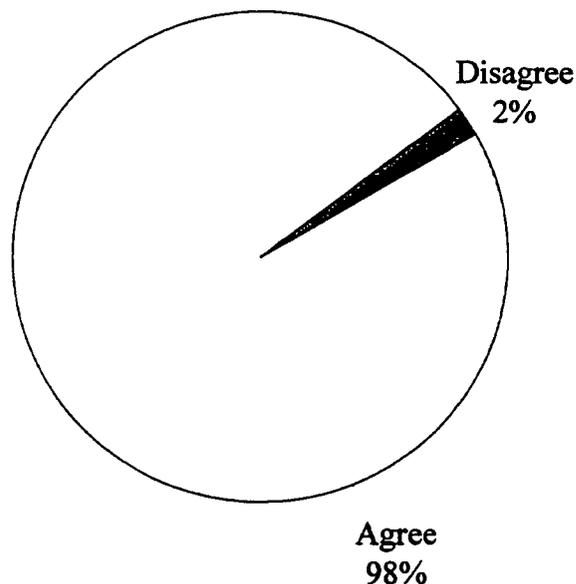


Figure 3. Percentage of students who felt they had a deeper understanding of democracy N=40, percentages rounded.

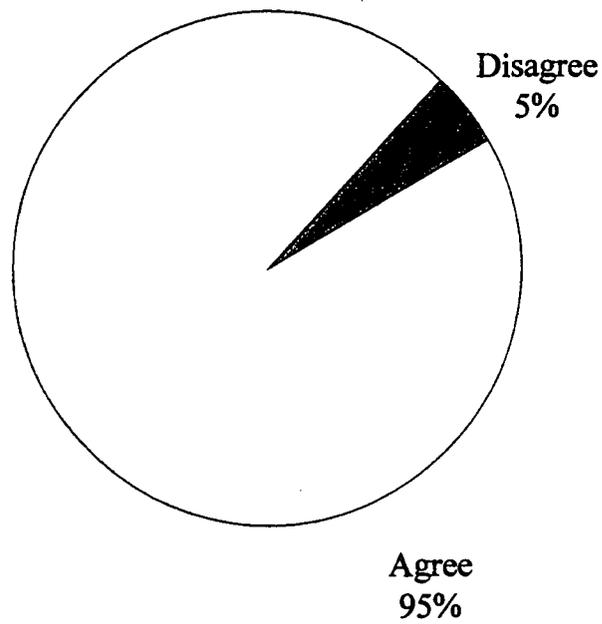


Figure 4. Percentage of students who felt they had improved their skills as an effective citizen. N=40, percentages rounded.

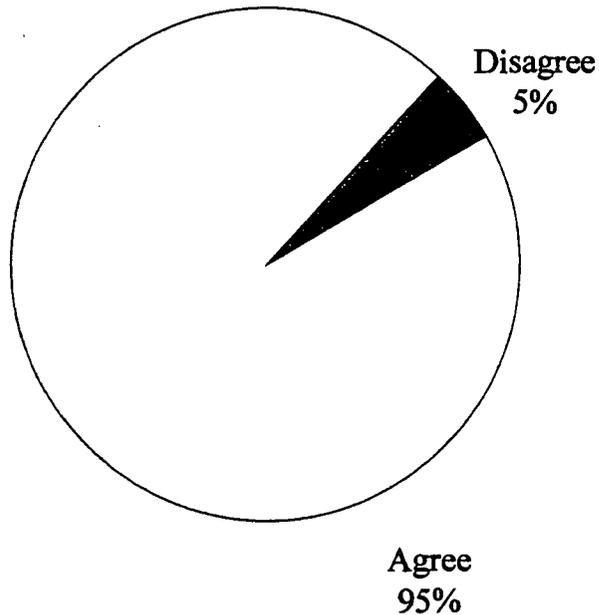


Figure 5. Percentage of students who felt they had a better understanding of their rights and responsibilities. N=40, Percentages rounded.

The attitude components of the survey responses showed that 80% (Figure 6) of the students felt that participating and preparing for the competition increased their commitment to Hungarian democracy and 73% (Figure 7) felt that they developed a greater respect for other points of view. Interestingly, of those who disagreed all provided comments indicating that they embraced disparate opinions prior to participating in ““Citizen in a Democracy”.” Figure 8 shows that 75% of the students indicated a heightened commitment toward political activism.

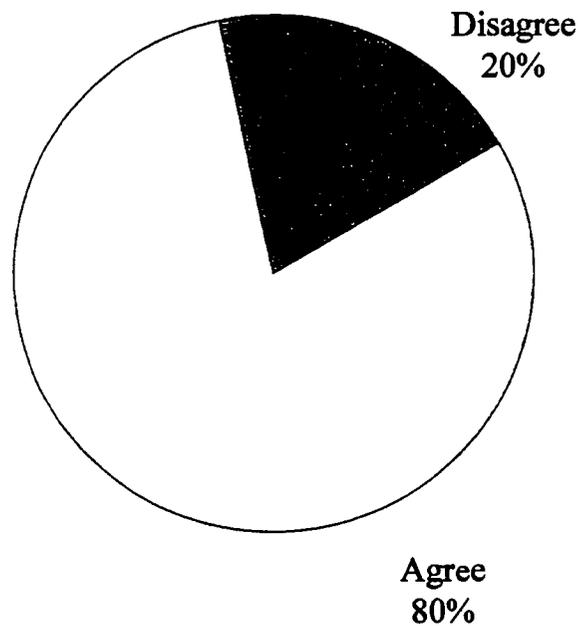


Figure 6. Percentage of students who felt they had an increased commitment to democracy. N=40, percentages rounded.

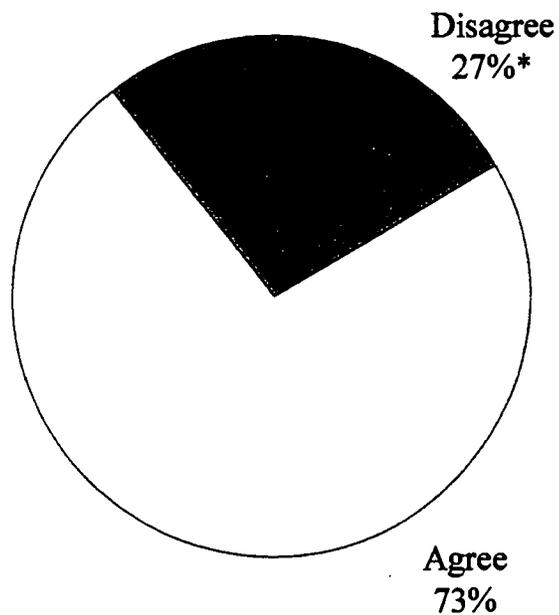


Figure 7. Percentage of students who felt they had a greater respect for other points of view. N=40, percentages rounded.

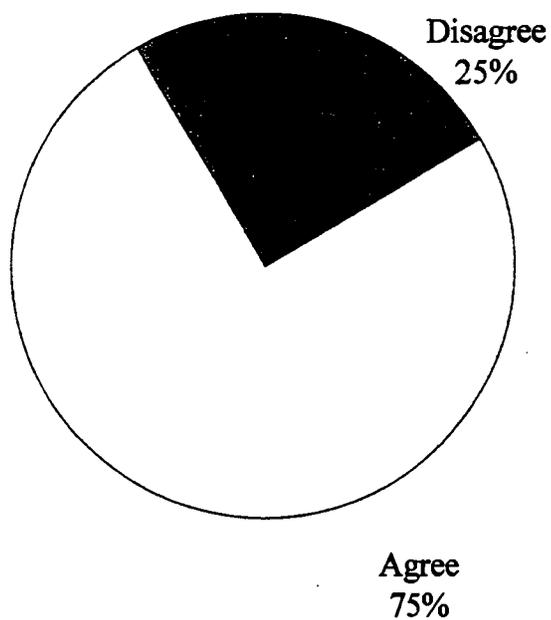


Figure 8. Percentage of students who felt they had taken a more active interest in politics. N=40, percentages rounded.

The overall reliability of the six rating scale items on the student questionnaire was .75 -- quite acceptable for such a small number of items. Accordingly, the evaluators felt justified in deriving a summed score for the competition and making comparisons by gender, region, and school type. Those results are presented in Figures 7-9 that depict boxplots of the overall ratings at the 90th, 75th, 50th, 25th, and 10th percentiles for girls compared to boys, gymnasiums compared to technical schools, and across the six CIVITAS regions in Hungary. The comparison of boys vs. girls (Figure 7) shows that the 90th percentile boys and girls are equivalent. At all other percentile ranks, however, the boys were more positive in their ratings. In addition, the girls were much more variable in their rating of the effects of the competition with an interquartile range of 11 compared to 7 for the boys. Figure 8 shows consistently higher impact ratings of the competition by the vocational/technical students when compared to those of the gymnasiums. The variability in the groups appears equivalent.

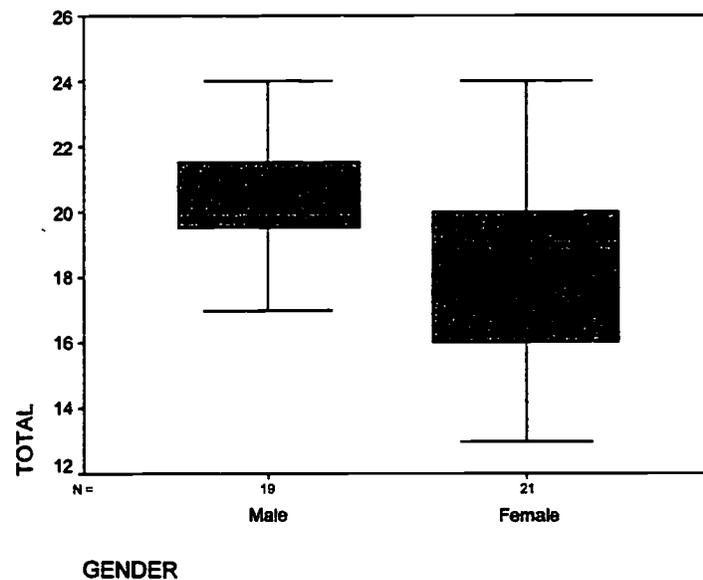
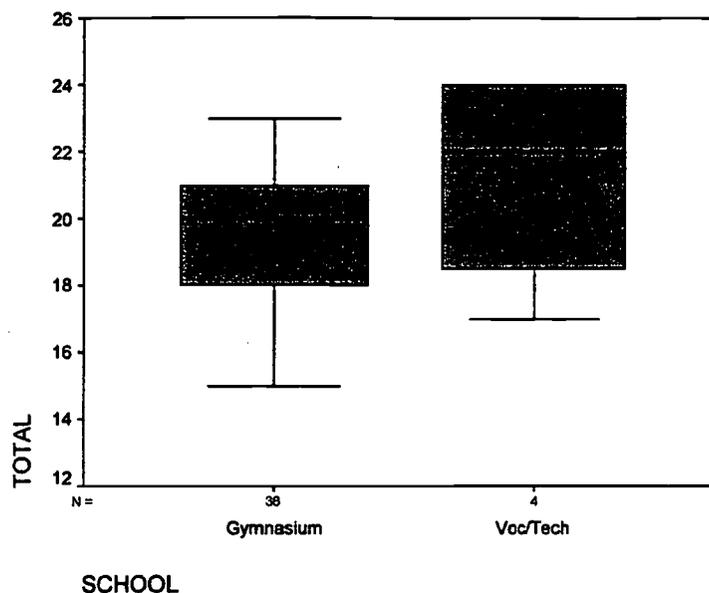


Figure 9. Overall rating of the "Citizen in a Democracy" program by gender.



¹⁰ Figure-8. Overall rating of the “Citizen in a Democracy” program by school type.

Comparison of the overall ratings by region (Figure 9) yields results showing essentially equivalent median ratings for Győr, Pécs, Szeged and Miskoc with somewhat lower ratings for the Budapest region. The greater variability in ratings was obtained from the Szeged region which was represented by a combination of gymnasiums and vocational schools. The interquartile range for that region (11) was approximately twice that of Győr, Pécs, Miskloc and Budapest.

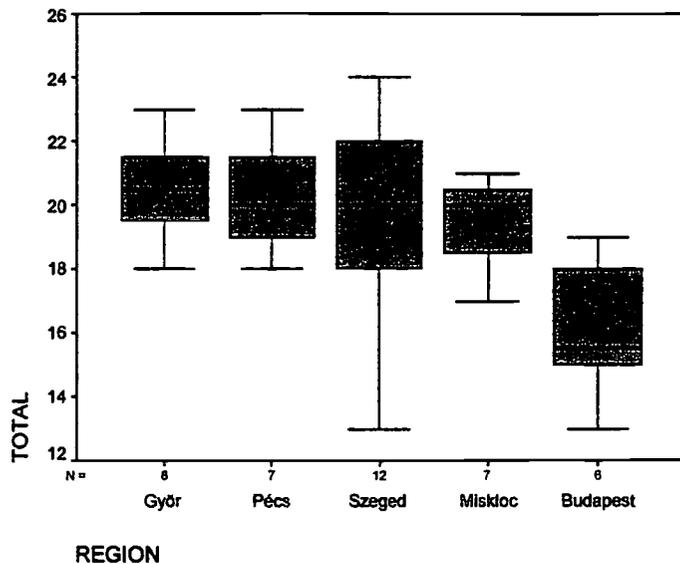


Figure 11. Overall rating of the "Citizen in a Democracy" program by region.

Figure 12 contains the results of a multidimensional scaling of the questionnaire items showing the underlying relationship among them. Clearly, the three latent dimensions retrieved depict knowledge and skills, attitudes including political tolerance, and disposition towards political activism. According to the model proposed in Figure 12, knowledge and skills are mediated by attitudes resulting in a disposition toward political activism.

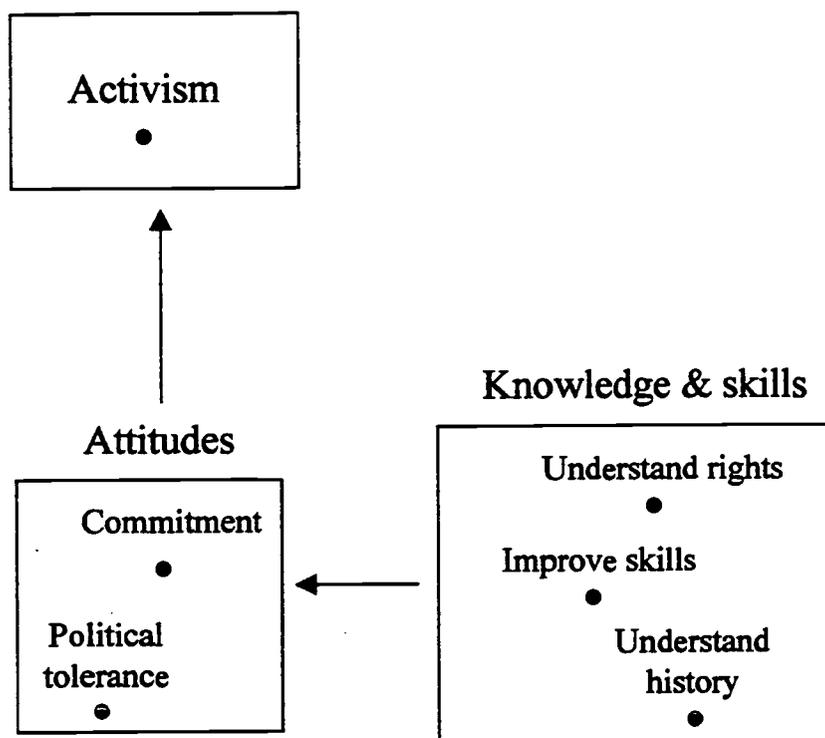


Figure 12. A scaled model of the “Citizen in a Democracy” competition.

Table 3 shows the correlations among those three constructs in the presence and absence of error variance. Generally, the results support the model suggesting that increases in knowledge and skill and positive attitudes result in the disposition to become more actively involved in the political process.

Student Free Responses

The narrative matrix for the student free regarding the impact of participating in the “Citizen in a Democracy” is presented in Appendix G. Respondents were asked to comment on the impact in terms of their personal, family, and school lives and to make suggestions for improving the competition. The results of a content analysis of the columns of the matrix yield the results contained in Tables 4 and 5.

Table 3. Correlations among knowledge/skills, attitudes, and activism.

<u>With error variance</u>			
	KS	ATT	ACT
KS			
ATT	.45		
ACT	.48	.28	

<u>With error variance removed</u>			
	KS	ATT	ACT
KS			
ATT	.63		
ACT	.61	.34	

From Table 4, students indicated that areas of personal growth was indexed by increased knowledge and skills coupled with a heightened sense of political and civic awareness. Changes in family life reflected a sense of positive valuing of the CIVITAS experience and increasing discussions in the family of the ramifications of Hungarian democracy. The school environment was impacted by the students' increased awareness of their rights, enhanced status, and self-proclaimed improvement in critical thinking. In suggesting improvements to the competition, the students felt that the program should be internationalized and shortened, thus indicating the rigor of the seven-hour competition.

Table 4. Positive components from the "Citizen in a Democracy" competition derived from the narrative matrix.

- | | |
|---|---|
| <p>◆ <u>Personal</u></p> <ul style="list-style-type: none"> - Increased knowledge - Enhanced skills - Heightened political and civic awareness | <p>◆ <u>Family</u></p> <ul style="list-style-type: none"> - Heightened family pride - Increased discussion and repartee |
| <p>◆ <u>School</u></p> <ul style="list-style-type: none"> - Increased awareness of student rights - Enhanced status - Improved critical thinking | |

Teacher Responses

Six teachers attending the competition completed usable questionnaires. The small sample size precluded statistical analysis but all agreed that their students gained a deeper understanding of Hungarian democracy, were more aware of political issues, and demonstrated a more active interest in political issues. Five of the six respondents expressed an interest in continuing with the program. Written comments such as "...program provides me with a professional freshness," "...contacts, new options, and good results in life," "I became a better educator in my own family," "Indirectly, I draw my daughter's attention to these issues," "...better contacts with students," "Students are proud of their teams, team members become role models for the rest," clearly indicate that the responding teachers perceive preparing for and participating in the competition beneficial to their personal, family, and professional lives.

When responding to possible improvements to the competition, teachers indicated that earlier notification would be helpful, the regional competitions should be expanded, and thought should be given to integrating teaching democracy with all subject areas. Several responding teachers indicated that additional curriculum materials would facilitate their teaching.

THE “Citizen in a Democracy” PROTOCOL AND THE SOLO TAXONOMY

Table 5 contains the evaluators’ classification of the “Citizen in a Democracy” protocol using the SOLO taxonomy as a reference. SOLO is scaled from inability or unwillingness to become involved in the task to Latent Structure Mediation requiring students to operate entirely with constructs (Unobservable Latent Dimensions). This highest level represents uncertain mediation, integration of knowledge, skills, attitudes, and their disposition toward political activism. Using SOLO as the scaling metric yields a roughly symmetric distribution absencing the prestructural level. The majority of the activities (60%) operate at the multistructural and relational levels where students must process multiple cues or identify the interactions among those cues if they are to reach a mediated solution. Thirty-five percent of the protocol requires students in the competition to combine latent constructs they have developed with observable information or operated entirely with constructs. Fully, 70% of the “Citizen in a Democracy” protocol demands some measure of critical thinking in order to successfully complete the requirements -- clearly demanding in its rigor.

Table 5. A structural analysis of the "Citizen in a Democracy" protocol using the SOLO taxonomy.

	Preliminary task	Name that voice	Test	Reform theses	Suggestions of the ombudsman	Political campaign	Faction debate	All play	Percentage of questions by type
Prestructural									0
Unstructural			●						5%
Multistructural		●	●		●	●		●	25%
Relational	●		●	●	●	●	●	●	35%
Extended abstract	●			●		●	●		20%
Latent structure mediation				●		●	●		15%

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SUMMARY

The survey portion of this study comprises a small pilot within a larger field-based evaluation of CIVITAS. Accordingly, the finals of the "Citizen in the Democracy" competition provide an excellent opportunity for field testing instruments and determining the relevance of the data for improving the program. Surveys of this kind hold potential for a comprehensive modeling and assessing of components of the program which is not possible through other methods. Measuring the perceptions of students and teachers in a reasonably objective format yields some notion of broadly held opinions of the constituency. Thus far, results from the first phase survey work indicate that students and teachers rate the "Citizen in a Democracy" very highly and consistently with the goals of CIVITAS while being discriminating enough to warrant further investigation.

The CIVITAS staff identifies the cognitive, behavioral, and affective components of the program as knowledge, skills, and attitudes. These components embed themselves in a broader concept termed the "CIVITAS basket." The basket as the evaluators see it as a comprehensive instructional and curriculum model featuring diversity and shared decision making mediated by critical thinking. However, as Setényi (1995) points out such concepts are not well understood nor embraced in the Hungarian education tradition resulting in teachers who must assume the role of "uncertain mediators" for a system which has no history of educational partnerships. Teachers must mediate the conflict among values held in the former knowledge-based educational system and the requirements for open dialog in the new democracy. Uncertain mediation in teaching and learning precludes singular instructional models, singular learning styles, and singular methods of testing none of which are universally appropriate and not necessarily desirable. Paradoxically, uncertainty is a fact for the real world in which students

and teachers live, decisions are made despite incomplete information. Accordingly, the survey results are augmented by a structural analyses of the "Citizen in a Democracy" protocol using the Structure of Learned Outcomes (SOLO) taxonomy as a rubric. SOLO is developmental with an obvious progression toward uncertain mediation in problem solving. This point became clear to the evaluators, as indicated earlier in this report, after reading Setényi's paper "Teaching Democracy in an Unpopular Democracy" Setényi (1995) says "The school of the future will presumably require a kind of partnership relationship, where questions can be asked. And for this, there is no pattern on the tradition of the Hungarian school system..." The higher levels of SOLO require solutions in the absence of predetermined patterns as do many activities of the "Citizen in a Democracy" competition.

The results in an earlier section of this report indicate students feel that "Citizens in a Democracy" greatly improved their knowledge and skills regarding Hungarian democracy, improved their attitudes toward democracy, and increased their political tolerance. Most students attributed an increase in their disposition toward active involvement in civic life to "Citizens in the Democracy." Overall ratings of the competition showed boys somewhat more favorable than girls, vocational/technical schools more favorable than gymnasiums and some important differences among regions. Scaling of the student responses produces a model that shows knowledge and skills mediated by attitudes which results in a disposition toward political activism. Correlations among those constructs indicate that the model is somewhat unidimensional in that increased knowledge and skills must be accompanied by positive attitudes toward democracy and differing points of view if one is to become involved in the civic life. The model suggests that knowledge or attitudes by themselves will not lead to an active citizen.

Student comments point to increased knowledge and political awareness resulting from their participation in "Citizen in a Democracy." Their families were affected by highlighted pride and increased discussion of the Hungarian democracy. In school, the "Citizen in a Democracy" helped them become aware of their students rights, enhanced their status and according to them greatly improved their ability to think critically. Their desire for international competition clearly speaks to enhanced self confidence in the face of a program that many felt was far too long.

Some teacher comments indicated that the competition resulted in their professional renewal with more options for teaching both in school and at home. They indicate that students show increased esprit and have become role models in their schools. They do indicate, however, the need for more and improved curriculum materials together with new and energized teaching ideas.

The SOLO structural analysis of the "Citizen in a Democracy" indicated that, in addition to teachers, students must be uncertain mediators if they are to succeed. Fully 70% of the protocol requires students to work in situations where only incomplete information is available and multiple competing solutions are the norm. Thirty-five percent of the activities require students to comprehend interactions among components. Twenty percent of the protocol requires students to develop hypotheses, constructs, or latent dimensions as well as their interactions. Finally, the "Citizen in a Democracy" asks students to cooperate entirely with unobservable information, information which cannot be presented to them in the problem. These activities are authentic in nature because they involve problems that cannot be presented to them in the text. These activities are authentic in nature because they involve problems that are identical to those faced by civic leaders in Hungary. They are rich in context generating more

questions than they answer, a situation that is often true in politics. Probably most important, however, they actively involve students in a democratic interaction -- a model which is entirely congruent with CIVITAS.

The results of surveying students and teachers in the finals of the "Citizen in a Democracy" competition are encouraging because of its potential usefulness to the CIVITAS staff. As long as this data provides useful information, evaluation activities should continue and expand to all levels of the competition. This insures that evaluation activities impact the entire program. For instance, the robustness of the gender, regional, and school differences should be tested at all levels of the competition. Similarly, the high satisfaction levels of students in the finals should be compared to those students who did not make the trip to Budapest. The structure of the local and regional competitions compared to the nationals with respect to critical thinking and uncertain mediation offers promise for assessing instructional comparability and validity of the national protocol.

Additionally, since CIVITAS is predicated on a shared decision model, further input from students, teachers, administrators, and project staff seems appropriate through expanded surveys or extended field studies. The evaluators find the majority of people who encounter CIVITAS feel that it is the "right thing to do". Therefore, evaluation becomes formative answering the question "How can we better prepare young people for the civic life?" The more input the staff obtains the better base they will have for such decisions.

Interviews and Observations

Interviews were conducted with teachers, students, administrators, government officials, and the program administrators. The selection of the interviewees was determined by purposeful sampling (Lincoln and Guba, 1985). This sampling is not random. Rather, it is based on the principle that interviewees should be selected because of their apparent characteristics, such as openness, willingness to disclose, observed performance, and in this case whether or not the respondent was proficient in English, since the evaluators were not fluent in Hungarian. This is a major logistical issue, since translators were not always available for interviews due to demands for their talents by other international observers at the competition.

Teachers from Hungary and the United States were interviewed to determine their perceptions of the Civitas program and specifically the "Citizen in a Democracy" competition.

Nemeth Izabella, a teacher from Szeged whose students finished second in the competition stated that she believed the program was very important for her students. She suggested that, "The strength of Civitas is it began something (for democratic education). The only problem is the Civitas program goes to only some places. We should widen it to go more places. It is very useful." (fieldnotes, 4/22/98)

Susie Grosvenor, a teacher from Florida, observed the entire finals as well as participated in the rest of the exchange program in the third year. She was enthusiastic about the program and the competition and indicated that she had learned a great deal from the exchange experience. She thought the students were knowledgeable and actively engaged during the competition. She remarked that,

The students maintained their focus and remained attentive all day, and it was a very long, busy day for them. The debate was my favorite "task" of the competition. ... with the country of Hungary in the early stages of democracy, I definitely foresee these young people who are attaining so much civic knowledge becoming the leaders of the future. (personal communication, 4/23)

Àgnes Feje, a Civitas teacher from Szeged and an active participant in the development of the program since its inception, was interviewed in-depth because Cornett (1996) had observed her teaching during the first year of the exchange and, as described earlier in this report, indicated that she was an exemplary model of the "uncertain mediator." She was observing the finals and indicated her continued enthusiastic support of the program and the competition. When asked what she tried to do to promote "The good citizen" in her classroom, she stated, "I deal with students as partners. I have to decide whether to make a good student or a good citizen. I want to make a good citizen." She made further commentary on the issues and problems in the Civitas program:

It is difficult to think in and of Civitas subjects up to now in Hungary. There have been no traditions of them. ... The emphasis has been on the delivery of huge knowledge, this is the job of the teacher. So Civitas breaks the rule for this system as it is working now. And the real or big problem in Hungary is these alternative methods do not really exist in most places. So, it takes a long time and work. There are not very many exercise books or a well organized curriculum. (transcription from interview, 4/22/98)

Local issues include the working of local self-government, the drug situation, social problems of poverty and unemployment, and possible solutions for them; structures of civic organizations and how to improve them, environmental protection, homelessness, and crime. She stated that her students learn about civil rights, what they mean and ways they can use them to solve problems.

She states that there is prejudice in her students against Gypsies. She uses the Civitas class to talk with students about this prejudice.

She continued to suggest that there are three types of problems in the content:

1) materials; 2) methods; 3) isolation of teachers. She suggested there are some ongoing breakthroughs that she sees: 1) students like it very much; 2) Civitas is providing some materials, but more are needed; 3) Civitas linkage with others in the country reduces some of the isolation. She suggested that there needs to be more interaction among the teachers and that a data base to share current issues and up-to-date statistics, and access to the internet would be helpful. She needs both hardware and software to make this happen.

These concerns are echoed by other teachers in the field. A teacher in Pècs (anonymous for the report), states that she has tried to develop lesson plans, but while they work for her, their structure does not necessarily fit the national organization's notion of lesson. She stated that she needed more practical tools and information to teach the important knowledge, skills, and attitudes to her students. She also felt a degree of "hurt and embarrassment" about trying to develop thoughtful, practical plans for the leadership of Civitas to include in a book of plans, and finding out that they did not fit the style desired. If this concern is shared by other teachers, this may be addressed by the leadership in either a training session on lesson plans, or an unedited publication of plans which exhibits both the practical ideas of teachers but leads toward a more theoretically grounded model of planning consistent with "best practice" models. This teacher also indicated that technology (hardware and software) would be useful. Overall, however, she fully supported the Civitas initiatives and appreciated the value of the program for both herself and her students.

Russ Landry, a teacher from Tallahassee, Florida, spent time observing Feje and other school-based environments while participating in the teacher exchange in Szeged. He agreed with the evaluators that Feje possessed the teacher characteristics that made her a fine role model

for other Civitas teachers. He stated that in her class, “the students were very involved. It was obvious. Àgnes is incorporating various methods in her approach, a very balanced approach. The students respond and are very receptive to her. She’s a very outstanding teacher.”

(transcription of interview, 4/22/98)

The Civitas program has the support of a number of school administrators, although the evaluators did not have the opportunity to develop a protocol specifically for this population. It seems clear that in some of the schools the administrators are highly supportive of the program and the competition (see also, Cornett, 1996). For example, József Litkei, principal of Gyakorló Gimnázium, in Pécs, stated that he thought the program needed more emphasis in the schools and that there should be more teacher training. He also suggested that the switch apparent in this program from a knowledge only emphasis to a more balanced one was important. In fact, he thought that attitudes needed more weight than currently evident in most schools. He stated that, “Attitude is very important and then comes knowledge. Students have to know the facts, but also get involved in the community.” He also emphasized the need to develop a degree area in civics so that teachers would be better trained and rewarded (interview fieldnotes, 2/98).

The competition received the support of a number of high ranking government officials who served as judges and who also stopped in to visit the competition. Demszky Gábor, the Mayor of Budapest and a judge at the competition, stated that he was highly supportive of the competition and the notion of civics education. He said that,

Last year I was first asked to participate. For me the project seems to be important and very valuable. We have already established a functioning democracy. But we need more knowledge, more information, and more participation by the members of society. Not only in the elections, but in the non-election period as well. ... these students are very intelligent, bright, knowledgeable. I compare them to the average knowledge of my time and they are much better informed and much more enlightened and sophisticated. This is something very positive. (fieldnotes, 4/22/98)

Students who were interviewed were very supportive of the competition.⁹ Judit Gőnczy, a student from Szeged, received an award of a stipend for buying books based on her superior work during the competition on the topic of human rights of women. She stated that, “the Civitas “Citizen in a Democracy” competition developed my communication skills, my debate skills, and last but not least, my actual knowledge of democracy.” (fieldnotes, 4/22)

When asked about the competition, a regional director and teacher trainer stated that “The students enjoy it.” A teacher in her region stated, “Kids normally have competitive spirit, so they like it.” A student teacher endorsed the program and the competition in the following: “I find it especially important to help the students get acquainted with the present system and to acquire skills to act in the system. I would like students to be informed about their rights. This should be normal.” (fieldnotes, 2/98)

Finally, Charles N. Quigley, Executive Director of the Center for Civic Education, who observed the national competition, stated that it was clear that the Hungarians had successfully adapted the *We the People...* model. He enthusiastically commended the Hungarian students on their hard work and performance at the competition. He congratulated the organizers of the competition, the teachers, and the students. He remarked to the students at the close of the competition that,

I've not seen another one (competition) like it in any other country in the world. ... It has a broader range of activities than our competition. ... Just as you've learned (from us) and brought it back here, what I've learned here I'm going to take back to the United States to show my colleagues, and also share it with the many other countries with which we are working.

Second, I'd like to congratulate the teachers here. You are the key to making any program like this work. The outstanding performance of the students is clearly due to the

⁹ It proved quite difficult to interview students during the competition. First, the evaluators did not want to detract from the students performance. The students were involved in a seven hour competition and it was inappropriate to question them during the event. However, at the conclusion of the day, it was equally problematic since they were tired and hungry. Informal conversations with them at the reception which followed confirmed their enthusiasm for the event, but all seemed to agree that it was too lengthy and needed to be shortened. Additional research should be conducted with the focus on the students and their perceptions as well as indicators of knowledge, attitude, and skill changes. See the narrative matrix for a range of student comments derived from their responses to the survey instrument.

work you have done helping them develop that level of performance and that level of knowledge and excellence, and you have done just an outstanding job. And the third and most important group is the students. I think I saw 90% of the competition, and during that time there was not one issue that you discussed that is not an issue that students and adults discuss in the United States. We've also had extensive discussions about abortion, about affirmative action, about gay adoptions, about immigration... To me the performance of every group was excellent, every student did a very, very good job. ... You should feel proud of yourselves. You are tough, you have tremendous endurance. ... congratulations, you were just wonderful. It was a pleasure to see you. (transcription from speech to competition participants, 4/22/98)

Conclusion

It is evident that the "Citizen in a Democracy" Competition has been an overwhelming success as determined by the perceptions of the stakeholders and the performance of the students as judged by teachers, administrators, teacher educators, civic leaders, and the evaluators.

Civitas-Hungary has developed an exemplary competition that clearly develops and reinforces in its students the requisite civic knowledge, attitudes and skills necessary for thoughtful participation in a democratic Hungarian society. The evaluators recommend that the leadership of Civitas-Hungary continue with this competition and that they continue their efforts to improve the training of teachers in the area of civics. It is suggested that additional research be conducted which provides a more comprehensive analysis of the perceptions of participants at all stages of the competition, and that an ethnography be developed to chronicle the development of the civic knowledge, attitudes and skills of both teachers and students.

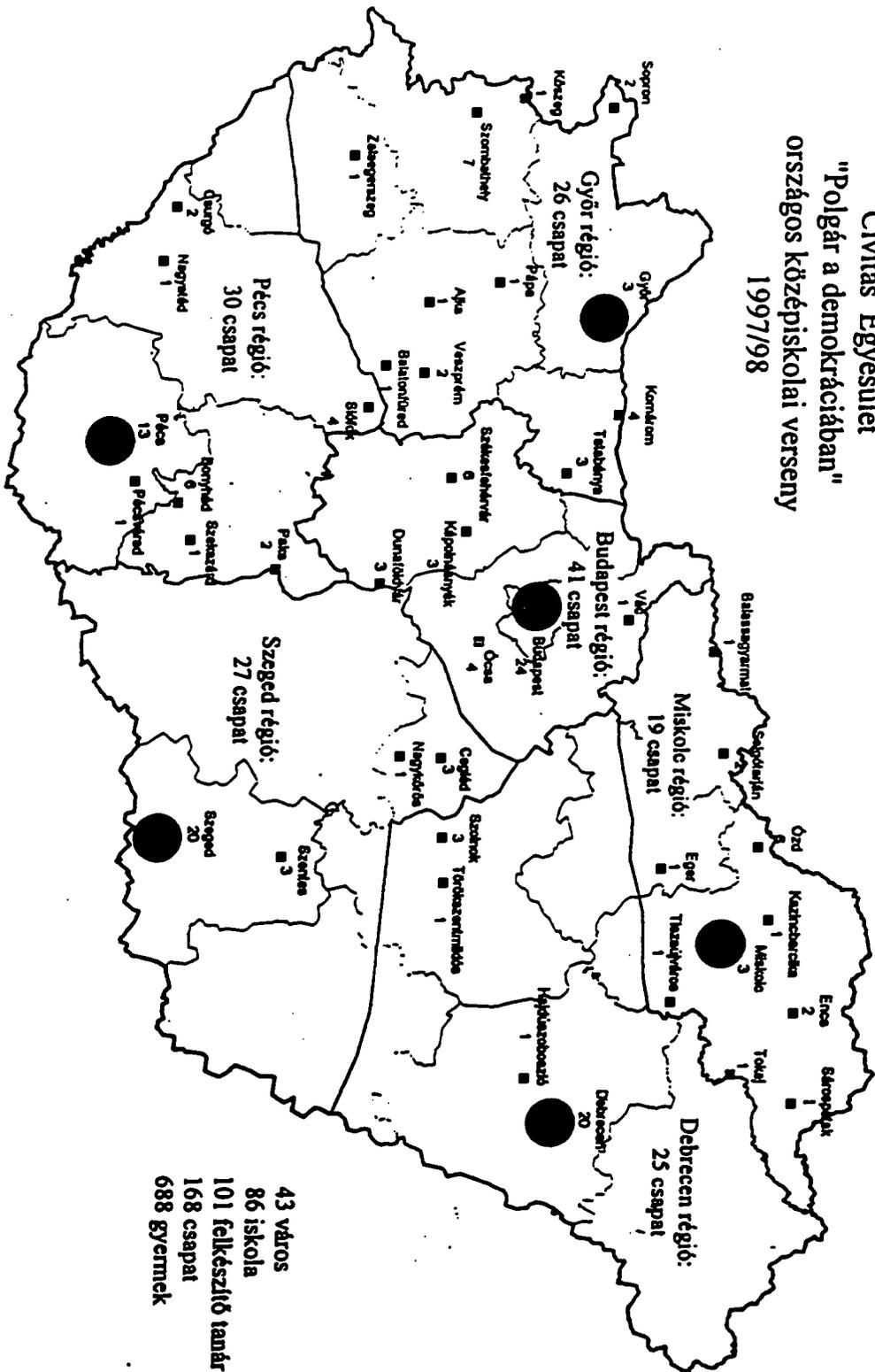
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Author.

Appendix A**Map Of Civitas Regions Including Number of Communities, Schools, Teachers and Student Participants in the "Citizen in a Democracy" Competition**

Civitas Egyesület
"Polgár a demokráciában"
országos középiskolai verseny
1997/98



43 város
 86 iskola
 101 felkészítő tanár
 168 csapat
 688 gyermek

Appendix B

“Citizen in a Democracy” National Competition Structure and Themes

**“CITIZEN IN A DEMOCRACY”
NATIONAL COMPETITION
1997/98**

STRUCTURE OF THE COMPETITION

- | | |
|-------------------------------|----------------------------|
| 1. Regional Qualifiers | December 6-13, 1997 |
| 2. Regional Finals | February 9-23, 1998 |
| 3. National Final | April 22-23, 1998 |

THEMES OF THE COMPETITION

- Constitutionalism**
- Human Rights**
- Political Science**

Appendix C
“Citizen in a Democracy” Program

“Polgár a Demokráciában”

Országos Középiskolai Verseny 1997/98

Országos Döntő

- 14 csapat -

1998. április 22.

Újvárosháza

PROGRAM

- 9:30 Regisztráció
- 10:00 *Köszöntő - Eich László, Gál Tibor programigazgatók
Zsűritagok bemutatása, tájékoztató*
- 10:10 *Köszöntő - Demszky Gábor főpolgármester*
- 10:30 *Írásbeli teszt + Felkészülés a Frakció- vita feladatra*
- 11:15 *Frakció-vita (Pro/kontra érvek megadott kérdésekre, a csapat minden tagja részvételével)
közben ombudsmani ajánlások készítése + Korteshadjárat szervezése*
- 13:00 *Frakció vita + ombudsmani ajánlások értékelése*
- 13:20 *Össz-hangzat*
- 13:35 Ebédszünet
- 14:10 *Korteshadjárat- a megadott szempontok alapján választási beszéd tartása
Közben: Írásbeli reformtézisek megfogalmazása*
- 15:40 *Korteshadjárat értékelése*
- 15:55 *Össz-játék - intézmény, fogalom, személy, stb. kitalálása jellemzők alapján*
- 16:15 *Írásbeli reformtézisek értékelése*
- 16:30 Csapatok bemutatkozása
- 16:50 *Zárzó - Chuck Quigley igazgató PEW Charitable Trusts*
- 17:00 *Eredményhirdetés - díjátadás*

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Appendix D**Protocol for the Hungarian "Citizen in a Democracy" competition in Hungarian**

“Polgár a Demokráciában”

Országos Középiskolai Verseny 1997/98

Az országos döntő felépítése

Előzetes feladat

A csapatoknak a versenyt megelőzően házi dolgozatot kell készíteni “Egy diákok érdekképviselővel foglalkozó civil szervezet bemutatása” címmel. Az esszéjellelű munkában olyan civil szerveződés ismertetését kell elvégezni, melynek tevékenysége példaértékű, és amely eddig hiányzott a helyi vagy országos diák érdekképviselő színteréről.

Össz-hangzat

Néhány ismert hazai politikus nyilvános megszólalásának négy, egyre hosszabbodó részletben történő bejátszása után a csapatoknak ki kell találni az illető nevét. Minél rövidebb bejátszás után találják ki a csapatok a megfejtendő nevet, annál több pontot kapnak.

Teszt

Tartalmi elemeiben az alkotmányosság, a politika és az emberi jogok ismeretanyagára épül. A kötelező olvasmányok tényanyagát kéri számon játékos formában.

Reformtézisek

A csapatoknak a Magyar Köztársaság Alkotmányának egy megadott fejezetével kapcsolatos reformelképzeséseiket, módosító indítványait kell megfogalmazniuk írásban.

Ombudsmani ajánlások

Csapatonként egy-egy diák előzetes felkészülés után ombudsmani beszámolót tart egy videón megtekintett valós esettel kapcsolatosan. Feladata megnevezni a konkrét jogsértéseket, és ajánlásokat tenni a jogszerűség helyreállítása érdekében.

Korteshadjárat

A csapatoknak el kell készíteniük saját pártjuk választási téziseit és szlogenjét, majd kortesbeszédet kell tartani előre meghatározott képzeletbeli helyen és előre meghatározott képzeletbeli hallgatóság előtt.

Frakció-vita

A csapatok megadott témákban vitát folytatnak egymással. A vita első részében nyitó gondolataikat mondják el, ezt követi az egymás érveire való reagálás, a tulajdonképpeni vitatkozás. Mind a párok, mind a téma, mind a képviselendő álláspont sorsolás útján dől el, ezért az értékelésnél kifejezetten a vitakészséget, és -kultúrát értékeljük, nem pedig a képviselt vélemény vélt vagy valós helyességét, illetve helytelenségét.

Össz-játék

A csapatok egymás után összesen négy információt kapnak egy-egy konkrét témáról. Minden újabb információval csökken a nyerhető pontok száma. Ha egy csapat az első információ után tudja a választ maximum, ha csak a negyedik információ elhangzása után tudja, minimum pontot kap.

Appendix E**Student instrument for "Citizen in a Democracy" competition**

POLGÁR A DEMOKRÁCIÁBAN – ÉRTÉKELÉS
“CITIZEN IN A DEMOCRACY” EVALUATION

DIÁKÉRTÉKELÉS
STUDENTS

Az értékelési felmérést a „Polgár a demokráciában”-program fejlesztése érdekében végezzük. A kérdőívre adott válaszokat bizalmasan kezeljük.

This evaluation is being conducted to improve the “Citizen in a Democracy” program. Please be assured that your responses will be kept confidential.

Karikázza be az Önre jellemző információt!
Please circle the information that best describes you:

Nem: **Nő** **Férfi**
Gender: **Male** **Female**

Város:: **Győr** **Pécs** **Szeged** **Debrecen** **Miskolc** **Budapest**
Region:

Oktatási intézmény: **Gimnázium** **Szakközépiskola** **Szakmunkásképző**
School: **Gymnasium** **Voc/Tech** **Vocational**

Az alábbi kérdéseknél karikázza be azt a számot, amely a leginkább érzékelteti, mennyire ért egyet, illetve nem ért egyet a következő állításokkal. Kérjük, hogy értékelésének magyarázatát a Megjegyzések-rovatba írja.

For the questions below, please circle the number for each scale that indicates the extent to which you agree or disagree with the following statements. Please use the comments section to explain your rating.

1. A Polgár a demokráciában-program keretében alaposabb ismerete-ket szereztem a magyar demokrácia történetével és alapelveivel kapcsolatban.	Teljesen egyetértek 4	Egyetértek 3	Nem értek egyet 2	Egyáltalán nem értek egyet 1
I have a deeper understanding of the history & principles of Hungarian democracy after having participated in the “Citizen in a Democracy” program.	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1

Megjegyzések: (Comments):

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2. A Polgár a demokráciában-program fejlesztette állampolgári készségeimet.	Teljesen egyetértek	Egyetértek	Nem értek egyet	Egyáltalán nem értek egyet
	4	3	2	1
<i>The "Citizen in a Democracy" program has improved my skills to participate as an effective citizen.</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
	4	3	2	1

Megjegyzések: (Comments):

3. A Polgár a demokráciában-programban való részvétel eredményeképpen aktívabban érdeklődöm a politikai ügyek iránt.	Teljesen egyetértek	Egyetértek	Nem értek egyet	Egyáltalán nem értek egyet
	4	3	2	1
<i>As a result of participating in the "Citizen in a Democracy" program, I have taken a more active interest in political issues.</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
	4	3	2	1

Megjegyzések: (Comments):

4. A Polgár a demokráciában-program által jobban megismertem állampolgári jogaimat és kötelességeimet.	Teljesen egyetértek	Egyetértek	Nem értek egyet	Egyáltalán nem értek egyet
	4	3	2	1
<i>The "Citizen in a Democracy" program has given me a better understanding of my rights and responsibilities as a citizen in Hungarian democracy.</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
	4	3	2	1

Megjegyzések: (Comments):

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5. A Polgár a demokráciában-program fokozta a magyar demokrácia iránti elkötelezettségemet.

Teljesen egyetértek	Egyetértek	Nem értek egyet	Egyáltalán nem értek egyet
4	3	2	1

The "Citizen in a Democracy" program has increased my commitment to democracy in Hungary

Strongly Agree	Agree	Disagree	Strongly Disagree
4	3	2	1

Megjegyzések: (Comments):

6. A Polgár a demokráciában-programban való részvételnek köszönhetően jobban tiszteletben tartom mások nézeteit.

Teljesen egyetértek	Egyetértek	Nem értek egyet	Egyáltalán nem értek egyet
4	3	2	1

As a result of participating in the "Citizen in a Democracy" program, I have a greater respect for others' points of view on important issues

Strongly Agree	Agree	Disagree	Strongly Disagree
4	3	2	1

Megjegyzések: (Comments):

7. Milyen pozitív hatással van életére a Polgár a demokráciában-programban való részvétel?
What are the positive effects in your life from participating in the "Citizen in a Democracy" program?

Személyes:
Personal:

Családi:
Family:

Iskolai:
School:

8. **Hogyan tudnánk a jövő évben továbbfejleszteni a programot?**
What should we do to improve the program next year?

9. **További megjegyzések:**
Additional comments:

Köszönjük, hogy segítségünkre volt a Civitas fejlesztésében!
Thank you for helping us improve Civitas!

Appendix F

Teacher instrument for "Citizen in a Democracy" competition

POLGÁR A DEMOKRÁCIÁBAN – ÉRTÉKELÉS
“CITIZEN IN A DEMOCRACY” EVALUATION

TANÁRI ÉRTÉKELÉS
TEACHERS

Az értékelési felmérést a „Polgár a demokráciában”-program fejlesztése érdekében végezzük. A kérdőívre adott válaszokat bizalmasan kezeljük.

This evaluation is being conducted to improve the “Citizen in a Democracy” program. Please be assured that your responses will be kept confidential.

Karikázza be az Önre jellemző információt!
Please circle the information that best describes you:

Nem:	Nő	Férfi				
Gender:	Male	Female				
Város::	Győr	Pécs	Szeged	Debrecen	Miskolc	Budapest
Region:						
Oktatási intézmény:	Gimnázium	Szakközépiskola	Szaktudományi központ	Szakközépiskola	Szaktudományi központ	Szaktudományi központ
School:	Gymnasium	Voc/Tech	Voc/Tech	Voc/Tech	Vocational	Vocational

Az alábbi kérdéseknél karikázza be azt a számot, amely a leginkább érzékelteti, mennyire ért egyet, illetve nem ért egyet a következő állításokkal. Kérjük, hogy értékelésének magyarázatát a Megjegyzések-rovatba írja.

For the questions below, please circle the number for each scale that indicates the extent to which you agree or disagree with the following statements. Please use the comments section to explain your rating.

- | | | | | |
|---|--|---|--|---|
| <p>1. A Polgár a demokráciában-program keretében alaposabb ismereteket szereztem a magyar demokrácia történetével és alapelveivel kapcsolatban.</p> | <p>Teljesen egyetértek</p> <p style="text-align: center;">4</p> | <p>Egyetértek</p> <p style="text-align: center;">3</p> | <p>Nem értek egyet</p> <p style="text-align: center;">2</p> | <p>Egyáltalán nem értek egyet</p> <p style="text-align: center;">1</p> |
| <p><i>I have a deeper understanding of the history & principles of Hungarian democracy after having participated in the “Citizen in a Democracy” program.</i></p> | <p>Strongly Agree</p> <p style="text-align: center;">4</p> | <p>Agree</p> <p style="text-align: center;">3</p> | <p>Disagree</p> <p style="text-align: center;">2</p> | <p>Strongly Disagree</p> <p style="text-align: center;">1</p> |

Megjegyzések (Comments):

2. A Polgár a demokráciában-program (Civitas) felkeltette érdek-lődésemet a magyar demokrácia iránt.	Teljesen egyetértek	Egyetértek	Nem értek egyet	Egyáltalán nem értek egyet
	4	3	2	1
<i>The "Citizen in a Democracy" program stimulated my interest in Hungarian democracy.</i>	Strongly Agree	Agree	Disagree	Strongly Disagree
	4	3	2	1

Megjegyzések (Comments):

3. A Polgár a demokráciában-programban való részvétel eredményeképpen aktívabban érdeklődöm a politikai ügyek iránt.	Teljesen egyetértek	Egyetértek	Nem értek egyet	Egyáltalán nem értek egyet
	4	3	2	1
<i>As a result of participating in the "Citizen in a Democracy" program, I have taken a more active interest in political issues.</i>	Strongly Agree	Agree	Disagree	Strongly Disagree
	4	3	2	1

Megjegyzések (Comments):

4. A Polgár a demokráciában-programban való részvétel alapo-sabb ismereteket adott diákjaimnak a magyar demokrácia történetéről és alapelveiről.	Teljesen egyetértek	Egyetértek	Nem értek egyet	Egyáltalán nem értek egyet
	4	3	2	1
<i>Participating in the program gave students a deeper understanding of history and principles of the Hungarian democracy.</i>	Strongly Agree	Agree	Disagree	Strongly Disagree
	4	3	2	1

Megjegyzések (Comments):

5. A program felkeltette diákjaim érdeklődését a magyar demokrácia iránt.	Teljesen egyetértek	Egyetértek	Nem értek egyet	Egyáltalán nem értek egyet
	4	3	2	1
The program stimulated student interest in the Hungarian democracy.	Strongly Agree	Agree	Disagree	Strongly Disagree
	4	3	2	1

Megjegyzések (*Comments*):

6. A program tudatosabbá tette diákjaimat a magyar demokratikus berendezkedéssel kapcsolatban.	Teljesen egyetértek	Egyetértek	Nem értek egyet	Egyáltalán nem értek egyet
	4	3	2	1
<i>The program made students more aware of political issues that relate to the Hungarian democracy.</i>	Strongly Agree	Agree	Disagree	Strongly Disagree
	4	3	2	1

Megjegyzések (*Comments*):

7. A programban való részvétel következtében diákjaim aktívabban érdeklődnek a politika iránt.	Teljesen egyetértek	Egyetértek	Nem értek egyet	Egyáltalán nem értek egyet
	4	3	2	1
As a result of participating in the program, my students demonstrated a more active interest in political issues.	Strongly Agree	Agree	Disagree	Strongly Disagree
	4	3	2	1

Megjegyzések (*Comments*):

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	Teljesen egyetérték	Egyetérték	Nem értek egyet	Egyáltalán nem értek egyet
8. Szeretnék ismét részt venni a programban.	4	3	2	1
I would like to participate in this program again.	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1

Megjegyzések (Comments):

9. . Milyen pozitív hatással van életére a Polgár a demokráciában-programban való részvétel?
What are the positive effects in your life from participating in the "Citizen in a Democracy" program?

Személyes:
Personal:

Családi:
Family:

Iskolai:
School:

10. Hogyan tudnánk a jövő évben továbbfejleszteni a programot?
What should we do to improve the program next year?

11. Milyen további programok, segédanyagok vagy források lennének segítségére a Polgár a demokrácia-program során?
What additional programs, materials, or resources would help you in the "Citizen in a Democracy" program?

12. További megjegyzések:
Additional comments:

Köszönjük, hogy segítségünkre volt a Civitas fejlesztésében!
Thank you for helping us improve Civitas!

Appendix G**Narrative matrix for student free responses for
"Citizen in a Democracy" competition**

Positive effects -- personal	Positive effects -- family	Positive effects -- school	Suggested improvements
I am much more interested in politics.	I think that after the competition I can understand my parents views much better than before.	Everybody in the school stopped me at the school and congratulated me.	Shorten the competition.
I gained self confidence and I got to know interesting people.		Now I better know members of our team.	More oral presentations.
	My family is very happy about my participation in the competition.	I know how to solve my law problems at school.	Make the competition international.
	I argue with my dad more, I think he counts this as negative.	I know my rights better, sometimes this causes problems because I talk even when I shouldn't.	It was great and I realized that this is the thing I want to do with my life.
I understand the political ideologies better.		I can solve problems easier.	Make the competition international.
	My family is very proud of my qualities.	I know how to solve my law problems in the school.	Make it an East European competition.
I learned a lot of things about democracy and about me. I think the competition helped me to understand the Hungarian democracy and get used to speaking in public. It was very helpful.		My reputation is growing.	Organize a program in the universities.
	My parents are very proud of me.	They are proud of our success.	I don't know, the program is quite good.
It gives me a lot of advantages in the civic life and in political discussions.		My commitment has increased toward student rights.	For example, if the program was more observational and it wouldn't include so much creativity, but more know how from books.

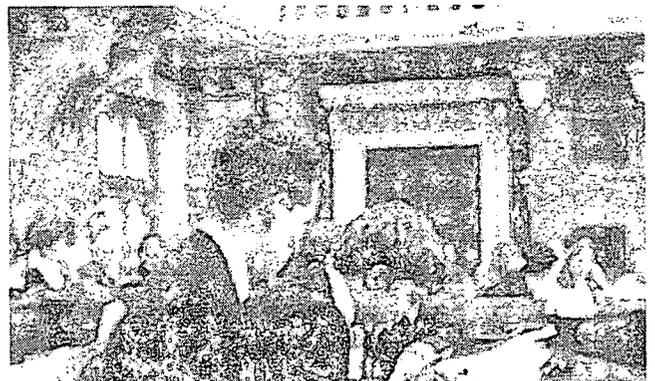
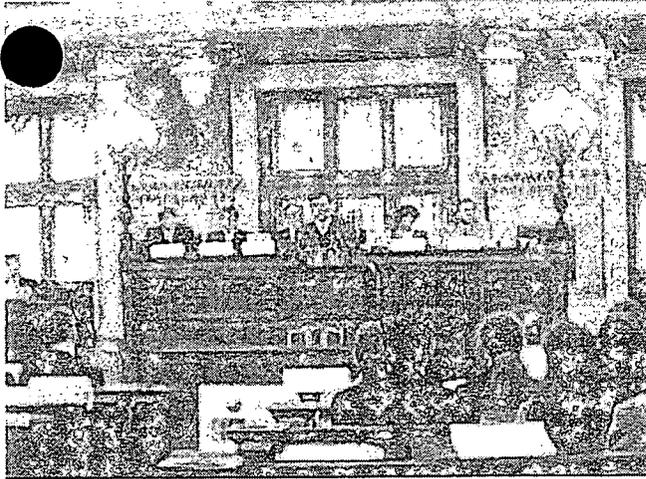
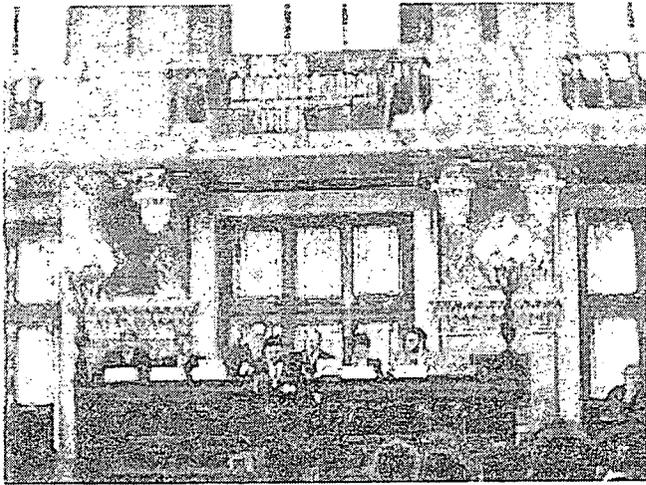
Positive effects – personal	Positive effects – family	Positive effects – school	Suggested improvements
		I have learned about students' rights.	The day was too long.
		The result of the last year gave me a good reputation at school.	Too long.
	I try to convince my family to use their civic rights.	I have a greater knowledge of our democracy and history. I can use it very well.	Give journeys to the winners.
Practice in speaking, meeting interesting people, and having experiences in politics.			I think it would be useful when more students could join this program. It would have an improving effect when there were more competition in more and more students.
I know a lot more about the political system than before the competition.			I think the exercises are very good, but I was exhausted. It will be easier if we can do this competition in two days.
I see clearly the events around me.		I am more appreciated.	Looser atmosphere, two-day competition.
I learned the basics of civilized debates.		I am more appreciated by my schoolmates.	Too heavy for one day, break it up into two days.
I learned about my rights, the creation of Hungarian democracy and (most interestingly) the Constitution of the Hungarian Republic.		Students' rights and duties help me in school, sometimes with my teachers and schoolmates.	

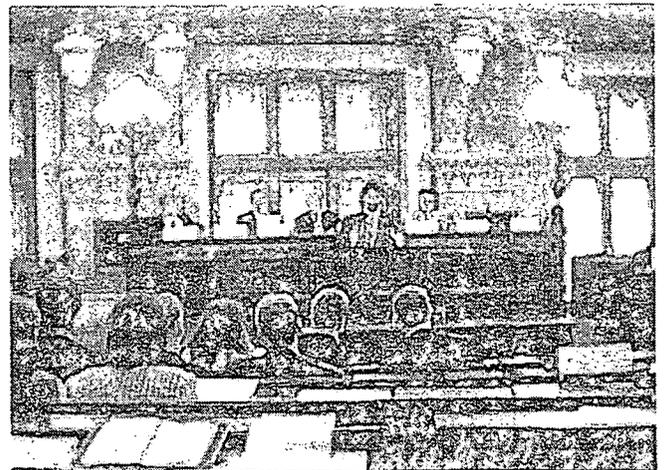
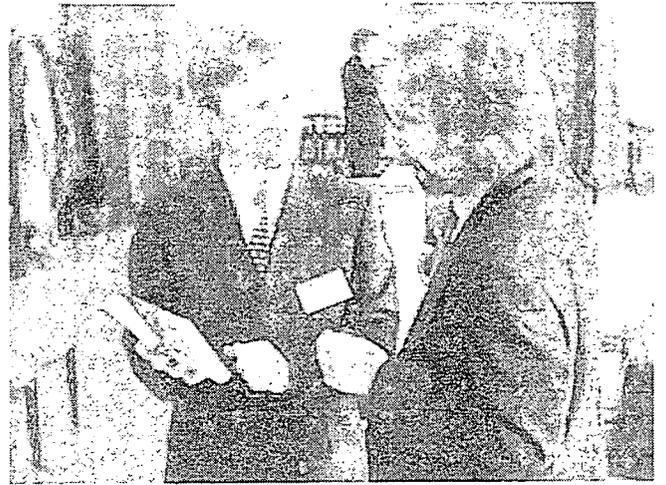
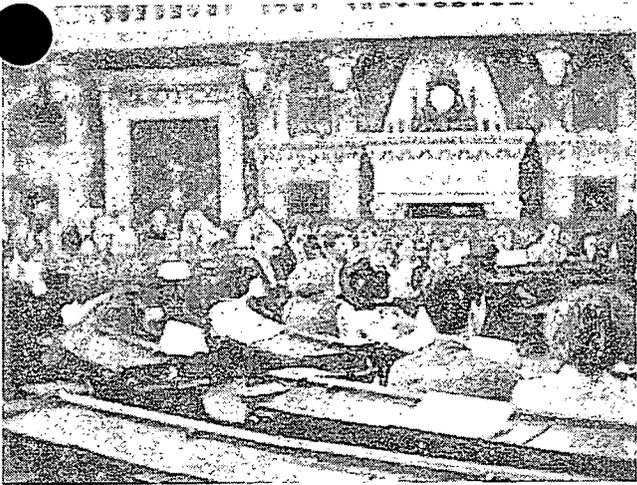
Positive effects -- personal	Positive effects -- family	Positive effects -- school	Suggested improvements
It was a nice experience. I learned very important things.	I can participate in political discussions.	I understood that the school's student government can really achieve some results.	Teachers can help more in preparation. The reading list was not directly used in the competition.
I am more intelligent.	I get more free time.	Student rights.	No internationalization. More detailed information on the tasks of the competition.
Better understanding of my rights and duties, information on the democratization in Hungary.		Student rights.	Internationalization.
I became braver in speaking before public.	My family is proud of me.	They respect my result, and I know my team, my mates.	
I met famous politicians of Hungary.		I know more about my team, my mates.	Offer more exercises.
I will introduce my rights in our country.	My family is proud of me.	My teachers are proud of me.	
I am more focused to politics.	My family is proud of me.	My schoolmates ask my opinion in questions concerning politics.	
Provided chances to have experiences.		Experience.	Oral tasks should be shorter.
Provided professional freshness.		Students are proud of their team, team members became role models for the rest.	Information and the reading list should have been sent a little earlier.
Contracts, new options, good results in life.	I need more time! I became a better "educator" in my own family.	Better contacts with students.	Further regional expansion.

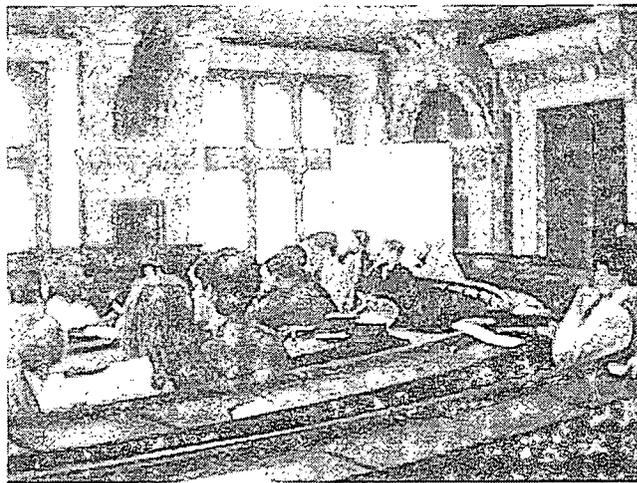
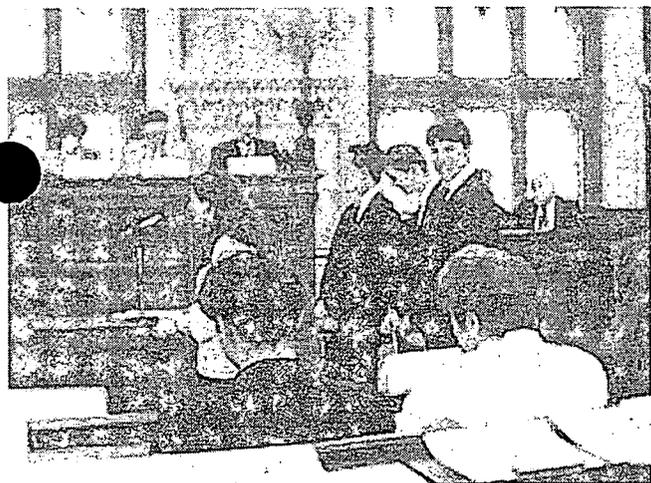
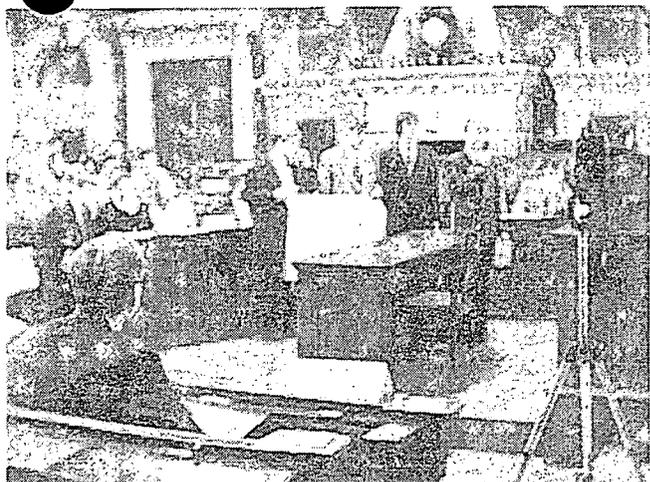
Positive effects -- personal	Positive effects -- family	Positive effects -- school	Suggested improvements
My knowledge was expanded.	I can participate in family discussions better more reasonably.	I developed the fame of my school.	We need some lectures before the competition.
I am more familiar with issues of politics and Hungarian democracy.	Now I can participate in family discussions on public issues, politics.	Because of our successful participation, our schoolmates appreciated us very much.	Lectures connected to the main topics of the competition.
My approach to politics became more sophisticated.	Now I have courage to participate in home discussions on politics/public issues.	I know my rights better, I participate in school life, Thus schoolmates appreciate me more than before.	Lectures are required.
I have read books which I would never have read otherwise.	No.	I know more about democracy and Hungarian history.	Better presents!
I see the inner logics of policy-making better	I can give my knowledge to my family.	I see my rights clearly.	More publicity, more active jury, more relaxed atmosphere.
Know more on political ideologies.		Student rights.	

Appendix H

Sample Digital Photos, "The Citizen in a Democracy Competition"









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