

3. RESEARCH/EVALUATION STUDIES

(Category 3, Item 1: submitted by John J. Patrick, United States)

Title: Best Practices in Civic Education: Changes in Students' Civic Outcomes
(Circle Working Paper 57)

Authors: Amy Syvertsen, Constance A. Flanagan, and Michael D. Stout

Date: 2007

Key Words: citizen participation, democratic values, elections, political issues, political campaigns, research methods, teaching methods

Language: English

Pages: 19

Levels of Education: Secondary (Middle and High School Students)

Publisher: Center for Information and Research on Civic Learning and Engagement (CIRCLE); University of Maryland; School of Public Policy; 2101 Van Munching Hall; College Park, MD 20742; Phone: 301-405-2790; <http://www.civicyouth.org>

Access: This document (ERIC Document: ED498893) is accessible from the website of CIRCLE or from the website of the Educational Resources Information Center, U.S. Department of Education: <http://www.eric.ed.gov/>

Abstract: Many studies have documented the instructional efficacy of civic education. However, researchers are only now starting to determine the teaching practices that are likely to bring about particular outcomes among learners. This study, one in a set of investigations to be conducted by CIRCLE, indicates deliberative classroom discussions are positively related to advances in the political interest, political knowledge, and a sense of political efficacy of students involved in such discussions. By connecting classroom teaching methods to particular outcomes among learners, the researchers conducting this set of investigations intend to provide empirical warrants for best practices or teaching methods in civic education. Those interested in this ongoing research project should periodically go to the website of CIRCLE to learn about new activities and findings of the empirical studies attempting to link certain teaching methods to particular learning outcomes.

3. RESEARCH/EVALUATION STUDIES

(Category 3, Item 2: submitted by John J. Patrick, United States)

Title: Citizenship and Education in Twenty-Eight Countries: Civic Knowledge and Engagement at Age Fourteen

Authors: Judith Torney-Purta, Rainer Lehmann, Hans Oswald, and Wolfram Schulz

Date: 2001

Key Words: adolescent learners, citizenship, civic attitudes, civic knowledge, civic engagement, civic skills, democracy, methods of teaching, political issues, political participation, research methods

Language: English

Pages: 246

Levels of Education: Secondary: Middle and High School

Publisher: International Association for the Evaluation of Educational Achievement (IEA); Herengracht 487; 1017 BT, Amsterdam, The Netherlands; Phone: + 31 20 625 3625; <http://www.wam.umd.edu/~iea/>

Access: Order this volume (ERIC Document: ED 452116) directly from the publisher or obtain the full text from the website of ERIC, Educational Resources Information Center, U.S. Department of Education: <http://www.eric.ed.gov/>

Abstract: This publication reports the findings of the IEA Civic Education Study. This international research project involved more than three thousand fourteen-year-old students of civics-related curricula in twenty-eight countries. The students, their teachers, and school administrators responded to questionnaires about inputs and outcomes of civic education. The findings pertain to the civic knowledge, civics-related intellectual skills, political participation tendencies, civic engagement, and civic attitudes of students in the participating countries. Relationships of particular methods of teaching and learning outcomes were also investigated. For example, students regularly involved in discussions of current political issues in a classroom climate distinguished by civility, tolerance, and respect for free inquiry and expression, were more likely than those not experiencing this teaching method to express political interest, political tolerance, a sense of political efficacy, and a propensity for political participation and civic engagement. Researchers also found that students with higher levels of conceptual knowledge of civics/government/politics were likely to express or exhibit desirable civic attitudes and skills associated with good citizenship in a democracy.