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**MEASURING CONFLICT: OPEN CLASSROOM CLIMATE AND
FOSTERING CIVIC DEVELOPMENT IN STUDENTS**

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ABSTRACT

An expression that traces back to the Vietnam War era once stated, "Dissent is the highest form of patriotism." The ability to articulate personal opinion in the public sphere is at the center of democratic practice, yet it is a skill that is often left on the wayside in the present education system. In this study, the author examines the impact of open classroom environment on the civic development of middle school students. The study specifically examines how classroom pedagogy that encourages students to express their diverse and personal opinions affects the development of trust in government institutions, political self-efficacy, and future civic participation. Using data from an existing dataset of over 2,800 U.S. students, the researcher created a statistical model to observe the relationship of open classroom environment to 1) If students believe they have an effect on the public and political system, 2) If they believe this system to be fair, and 3) If students plan on participating in the system. The study asks the following important questions: how do we encourage the students' self-efficacy through discussion of public issues, and how could we set the foundation for students to become more civically engaged through their ability to question and form opinion on public matters?

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CHAPTER ONE: Introduction

Statement of Problem

With educational focus nowadays on accountability systems, there is a need to refocus educational efforts on fostering the necessary skills in allowing our democracy to flourish. The current political vernacular faults the public education system for a multiplicity of social ills (United States Department of Education, 2010), and yet fails to support teaching the civic skills necessary for ameliorating issues in our society. While a well-informed electorate is a main justification in offering public-financed education, and in fact is a flagship in many states' constitutions (Carnegie Corporation & CIRCLE, 2003), there is a paucity in research concerning the inner-workings of classroom teachings how it affects students' democratic participation.

Yet the blame is not completely one-sided. Greater understanding of civic engagement in education is needed in order to properly implement it within school curriculum. The term "citizenship" is still ambiguous, and its meaning has changed dramatically in the last century within our nation and especially within our schools (Reuben, 1997). The transformative and relative nature of citizenship engagement has caused difficulty for education researchers, who strive to create holistic measures in order to appraise civic development in students. However, this study will hopefully aid in fulfilling existing need to recognize how civic proficiency leads to the development of both democratic knowledge as well as democratic skill.

Significance of the Study

The following study centers around a civic skill that is often undermined and sometimes discouraged in classroom pedagogy: the ability to dissent and articulate individual opinion using civil discourse. While much research has defined civic proficiency in terms of content-based knowledge concerning government, a healthy democracy requires communication and deliberation over individual and diverse ideas (Torney-Purta & Vermeer, 2004). Yet individual student voice is often ignored or even discouraged within their classrooms, and instead only minimally represented in authority-granted spaces such as student organizations (Wassell & Stith, 2005). This paper chooses to examine civil discourse in the interest that it is profoundly tied with the most foundational aspect of democratic existence, and at the same time the most often inexistent within schools.

Research Question

The study explores the degree to which an open classroom environment will facilitate the growth of civic participatory skills in students. In particular, it analyzes how discourse and discussion of multiple viewpoints over common issues will encourage students to engage in the public sphere. The guiding questions ask the following: *Do students believe that they have effect on the public and political system? Do they think the system is fair? Will they participate in the system?* To summarize, the main purpose of the paper is to create a model using existing survey data which examines trust in government institutions, efficacy in the public sphere, and perceived future civic engagement.

Definition of Terms

In order to understand the relationships this study examines, it is necessary to first unpack and specify the terms used. When defining an engaged citizen, sometimes what is imagined is in fact very narrow: research will often define civic skills in terms of knowledge, community service, and voting. However, this study attempts to ask whether students can critically think, articulate their own opinions, and then assert these opinions into the public sphere. While civil discourse is one of the many catalysts that allow students to foster these civic skills, it is effective not because of the end product, but because of the practice. Not only does civil discourse require interactive communication, but the dialogue is done with the *purpose* to deepen understanding (Kingwell, 1995). Civil discourse does not entail that agreement will be reached between all parties, but the communication that is involved during the process is committed to comprehension, versus one-sided debate or commentary. In a classroom setting, the act of civil discourse encourages civil competence through interaction that is informed and reflective of the topic (Rossi, 1996).

While some researchers frame the use of civil discourse as mostly appropriate for social studies courses, it is apparent and applicable in all forums of education. Civil discourse is present in many forms of inquiry-based teaching, where teachers encourage their students to converse with one another in order to reach mutual understanding (Hand & Greenbowe, 2005), or to juxtapose conflicting points of view in order to practice the art of rhetoric and debate (Brown, 1998).

Rossi (1996) describes current research on civil discourse in four separate approaches :

Table 1.1

Problem Solving	Public Issues	Decision Making	Moral Reasoning
Students pinpoint a dilemma or state of doubt they have, then hypothesize, collect, and sort data in order to attempt explaining the situation and to test and/or validate their initial assumptions.	Students assess and discuss public issues and conflicts that are relevant to history or to present. They defend a certain position and make judgments on human issues.	Students identify a situation requiring a decision and align themselves with the objectives of the decision-maker. They list alternative actions, and select an option that best fits with these objectives.	Students reason through ethical questions concerning the well-being of others and overall society, all while becoming less self-centered and less conformist.

This study focuses more on students collaborating on the “public issues” and “problem—solving” aspects of civil discourse. Specifically, the study defines the term “civil discourse” as the ability to critically think and accurately convey through dialogue opinions pertaining to civic issues. It is vital to understand that civil discourse is vastly dissimilar from expressing convictions based on passionate or emotional bias. The study also defines “civic engagement” as the involvement, participation, and interest of individuals in issues pertaining to the public good. Civic

skills are types of expertise an individual use to navigate through forms of engagement. The paper will characterize student aptitude in civil discourse as a desired skill in a participatory democracy, and thus a crucial skill in becoming civically engaged. However, this assumption will be expanded upon in the following sections.

CHAPTER TWO: Literature Review

Civic education is not a new concept, but its purpose and implementation varied throughout public schooling. This section will summarize how the teaching of civic skills has changed, and how its current status has left a needed space for the research of civil discourse on students' ability to articulate and assert themselves in the public sphere. Additionally, the section will delve into past research that has explored the impacts of an open classroom environment on the development of civic skills investigated in this study.

Civic Education in History

The meaning of an engaged citizen has changed dramatically in the history of our public schools, but rarely have classrooms defined civic initiatives in terms of asserting and nurturing a student's individual opinion. As government took a more central role in the United States, educators perceived that the traditionally individualistic view on civics, which mostly involved personal rights and voting, would impede the growth of a government concerned with protecting the common welfare of people (Reuben, 1997). Therefore, during the early 1900s, schools began a resettlement from the idea of the individual to a concern towards the collective, and a movement from citizenship themes of activism to citizenship themes of cooperation (Dunn, 1907; Lybarger, 1980; National Education Association, 1915). Additionally, the inclusion of children led to a decisive change in the general approach to civic pedagogy (Reuben, 1997). Focus in civic courses began to concentrate more on obedience and duty in order to reinforce civic ideas on younger children, rather than

anticipating students to become equal, participatory adults. As the NEA phrased it, civic classes “must cultivate self-control and the law abiding disposition, submission to lawful authority as a principal of character (1915).” The pedagogical language concerning citizenship changed to one of authority and deference, rather than acknowledging students’ own ability to express personal opinions (Anyon, 2011). The inclination to avoid conflict and label a “normative” citizen identity was heightened with the occurrence of 9/11. Teachers felt pressure to promote patriotism in their students, rather than encouraging a disposition to question or criticize (Kahne, & Middaugh, 2006; Noguera, & Cohen, 2006; Westheimer, 2006). Classrooms concentrating on promoting civic thought thus tended to contain an environment where there was less dissension and even more focus on the collective. Schools began inadvertently creating a gap between the ideas of civic knowledge versus of civic skill; civil discourse on social and political problems has split away from a curriculum that emphasizes content-based knowledge on how government works.

Research on Civil Discourse Outcomes

While there is limited research on the exact impact of civil discourse on long-term student outcomes, studies do show that addressing controversial topics in social studies courses has in fact led to student gains in deliberating public issues (Hess, 2004). One particular empirical study examined teachers who used controversial social issues as a platform for students to both achieve comprehension with the issues and also gain the skills to successfully articulate and dialogue their opinions with other students (Hess, 2009). The researcher found that teachers who successfully created an open environment where students felt safe in discussing political issues

also saw their students envisioning political opportunities in a way that was engaging and authentic, despite if the students were in agreement or discord (Hess, 2009). Hess's study shows strong evidence that with the guidance of a teacher who is actively engaging his or her students in discussion or debate, students have mastery experiences in a democratic lifestyle. There are also several studies that span international thresholds in proving similar: Hahn's study concerning schools in five different countries found that students who participated in the most issue-related discussions were most likely to report high trust in their government and political interest (1998). A study concerning Israeli students found that those who often participated in dialogue concerning civic issues reported higher political self-efficacy, their perceived ability to impact political institutions (Ichilov, 1991). However, the issue remains on whether these studies actually show a self-selective process: the students who are already engaged, already participating, and already showing interest are the students who may speak up more in class.

Civic Outcomes are Inter-connected

Compared to research concerning classroom discussion and efficacy, there is a limited range of knowledge concerning gains in both trust and participation related to discussion in the classroom. Potentially, the connections between efficacy, trust, and participation are closely interrelated to one another. A study from Converse found that efficacy was tied strongly with trust in government: the more an individual believed they had knowledge concerning politics, the more likely they would in turn trust the government (1972). When asked a question concerning self-efficacy, "Sometimes politics and government seem so complicated that a person like me can't

really understand what's going on," 42% respondents to the national survey disagreed in 1960. By 1970, the numbers had dropped to 26%. The decrease in efficacy was paired simultaneously with a decrease in respondents' trust of government (Miller, 1974). Yet the question remains—which outcome came first? Another study found that while efficacy is more likely to increase the chance of voting amongst participants, the very act of participating increases the efficacy of the participant in turn (Finkel, 1985). The relationship, instead of remaining linear, is instead possibly cyclical. In a study conducted by Niemi and Junn, the researchers used National Assessment of Educational Progress (NAEP) survey data to draw conclusions on civic gains related to social studies (1998). They found that discussion of social studies in the classroom led to gains in civic proficiency, which in turn is a predictor of civic participation (Campbell, 2008). Students who actively participate in the classroom later on used the knowledge they gain to assert themselves in the public sphere. Evidence also has shown that participation as well as positive attitudes towards one's community, collectively called "social capital," lead to an increase to both trust and efficacy (Putnam, 2000; Uslander, 1998). To conclude, the relationships between civil discourse and civic outcomes are not simply linear.

However, studies have hinted that civil discourse in schooling could accelerate outcomes in all three. Previous research in civic discourse shows it directly increases student knowledge (Niemi & Junn, 1998; Hess, 2009), self-efficacy (Ichilov, 1991), and trust (Hahn, 1998). However, efficacy, participation, and trust also have direct impacts on one another (Finkle, 1985; Putnam, 2000; Uslander, 1998). There is a necessity to study an open classroom facilitating civil discourse

across one sample of students in order to see the comparative difference in all three. Individually dissecting the relationships of civil discourse in trust, efficacy, and participation will allow researchers and educators to understand the pedagogical underlings of a classroom focused in democracy and its long-term implications on student engagement.

CHAPTER THREE: Theoretical Framework

Guiding Theories

Four guiding theories create the framework for the study:

- 1) Learning is a social activity that is best accomplished through interactions with other individuals and/or parties.
- 2) The preparation of youth into “democratic citizens” does not result in their singular identity but a pluralistic one, and students’ ability to represent their own informed views is a basic component of democracy.
- 3) Conflict can become a positive driving force when pertaining to civic understanding.
- 4) Civil discourse is a catalyst in a cyclical relationship between trust, efficacy, and participation

Social Learning through Discourse

Civil discourse is a deliberative process grounded in social learning theory on three distinct tiers: self-efficacy, interactive comprehension, and behavior modeling (Bandura, 1997). By effectively completing civil discourse, students gain greater self-efficacy by believing there are consequences to their dialogue. Students begin to perceive there is an open space for their voices to be heard, which allows them to make a difference through their actions and practice communicating successfully (Bandura, 2000). Civil discourse also scaffolds learning into a collective activity—because it inherently requires the presence of deep interactive practices, students must relate and intermingle with one another in dialogue in order to cooperatively reach

understanding (Vygotsky, 1978). The practice not only requires interaction, but potentially leads to interactive *learning* (Rogoff, 1990; Rogoff, 1998; Lave, 1996). Students also learn via modeling behaviors that they view in classroom settings; by practicing civil discourse and observing others' participation, students begin to increase the frequency, depth, and fluency of their communications (Bandura, 1997). Teachers act as guides as they scaffold students into mastery experiences, until students no longer see the activity as an outside entity, but a space they are involved with (Vygotsky, 1978; Rogoff, 1990). In this context, an open classroom provides students with learning experiences in political discussion, and allows students to personally associate themselves with political issues and form an identity, versus seeing issues as outside their involvement. Civil discourse thus shares a relationship with social learning and positive education outcomes on these three tiers: trust, efficacy, and participation.

Individualism and Pluralism within the Classroom

One of the dangers accompanying the “preparation” of students into civically engaged citizens is the misleading lingo of *what* an engaged citizen is. Säfström and Todd theorize that the ongoing atmosphere in our education system encourages a form of deliberative democracy where dialogue becomes a practice for overcoming dissent, rather than understanding it (2008). Previous research has agreed, proving that teachers are hesitant to touch on controversial topics in their classrooms, whether it is due to their own uncertainties, administrative concerns, or parental involvement (Hess, 2009). The presence of conflict is discouraged, and the accepted forms of thought become narrow. The identity of democratic citizenship then becomes a pre-

formed identity that is deemed “normal,” leading to a pedagogy that establishes labels on forms of engagement and opinion that are either “normal” or “non-normal.” Using this theory, we can infer that this system has the potential danger of sustaining a culture where students are socialized into believing a “democratic citizen” is a singular identity, versus one that can be represented from a variety of interests, opinions, and ways of thinking. By minimizing the ability of students to agree and dissent, schools are in fact restricting the pluralism and diversity that is realistically present in our society. The curtailing of civil discourse from multiple viewpoints also retards the sophistication of ideas and communication that could create a more representative democracy. Through discourse, schools equip students with the skill and knowledge to navigate in society, and become socialized in the act of democracy while maintaining their personal identity (Säfström & Todd, 2008).

Conflict as a Driving Force to Learning

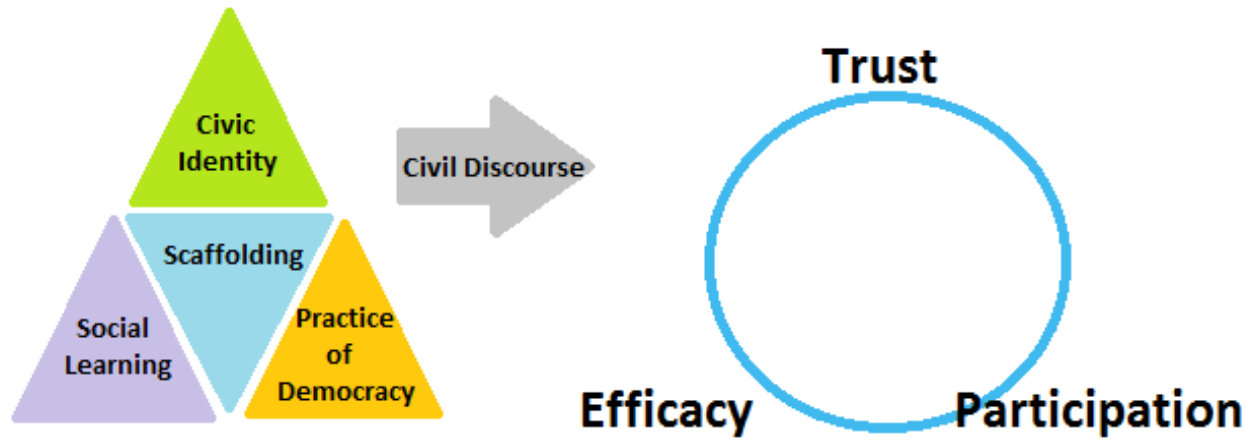
This study also relies upon Mouffe’s political theory on agonism. Mouffe makes a clear distinction between “antagonism,” which involves the relations between enemies, and “agonism,” which describes the relations between adversaries (2005). The two are vastly different—whereas agonism requires a respect for both one another and the conflict itself, antagonism entails hostility and a lack of empathy between the differing parties. Mouffe terms agonistic relations as a “conflictual consensus,” where the process of discourse does not necessarily result in an agreed conclusion or the end of conflict, but an accord concerning the conflict itself. The theory argues that though tolerance for differing viewpoints is a crucial component of democratic education, agonistic conflict gives students the capacity to negotiate

through these differing viewpoints and tie them to larger political ideas. Therefore, conflict not only is necessary to democracy, but also to greater civic understanding. This ability is especially relevant for students today, who are often surrounded by polarized media depictions of political debates where one side will often antagonistically label the other as “evil” or “wrong” without thoughtful deliberation (Kramer, 1995).

Civic Skill-Building as a Cyclical Relationship

As mentioned in the literature review, the boundaries between trust, efficacy, and civic participation are blurred (Niemi & Junn, 1998; Hess, 2009, Finkle, 1985; Putnam, 2000; Uslander, 1998). Each feed into the other, and research has not shown so far that civil discourse is exclusively linear to one or the other. Therefore, this study theorizes that instead of a relationship that is a general stepwise progression towards higher civic skill-building, an open classroom accelerates a relationship that is mutually dependent on each other to feed its growth. Instead of ladder or hierarchy, the formation of civic skills resembles more of a wheel. Civil discourse is a catalyst that can accelerate one or more spokes of the wheel, causing a domino effect in the overall velocity of civic-skill building. If civil discourse is successful in aiding students to become more articulate and proficient in one construct, whether it is trust, efficacy, and participation, it will aid students in the others. In this study, this theory is referred to as a *cycle of civics*.

Figure 2.1



CHAPTER FOUR: Method

While there are numerous methods to determine civic engagement in schools, student surveys are considered one of the most replicable and inexpensive (Marsland, Wilson, Abeyasekera, & Kleih, 2001). However, the vast majority of civic engagement surveys are either content-based or outcome-based; the previous focusing on testable materials regarding civic knowledge, and the latter attempting to link education to specific civic engagement outcomes such as voting (Torney-Purta, & Vermeer, 2004; Flanagan, Syvertsen, & Stout, 2007). In the present educational climate of emphasizing communal civics, the majority of current instruments attempting to assess civic engagement are narrow in their definitions of civic skill-building. Instead, this study will draw on IEA Civic Engagement Survey (CES) in order to examine relationships between civil discourse and civic participation. This section will cover the following ideas:

- The background of the IEA Civic Engagement Survey
- The development of the dependent variables: Trust, Efficacy, and Anticipated Engagement
- The development of the independent variables, including the main variable of interest (Open Classroom Climate,) and as control variables

IEA Civic Engagement Survey (CES)

The IEA Civic Engagement Survey was conducted internationally across 28 countries (n = 90000). Two instruments were designed: one for middle school students (age 14), and the other for upper-secondary (age 17-19). This study looks at

the instrument designed for middle schoolers (International Study of Civic Education, 2000; Torney-Purta, Lehmann, Oswald, Schulz, 2001). However, the study focuses on the surveyed U.S. sample population, which includes 2811 students and 124 schools. In the fall of 1998, the survey was administered to a single ninth-grade class in each school represented in the survey (Torney-Purta, Lehmann, Oswald, Schulz, 2001)

According to reports from the developers, the survey is content-based and concentrated on students' understanding on subjects such as democracy, national identity, and civic knowledge on political processes. However, various civic dispositions of youth were measured as well. There are approximately 200 items in the survey, categorized in 14 sections (A through N). A bulk of the survey is dedicated to testable items based on knowledge the student has on government structures, but several sections gauge the student's participatory attitudes and actions. Below is a report excerpt explaining the general variables the survey is attempting to measure (Schulz & Sibberns, 2004, p. 19).

- Type 1 items: assessing *knowledge of content*.
 - Type 2 items: assessing *skills in interpretation* of material with civic or political content (including short text passages and cartoons).
- Types 1 and 2 items formed the *test*. These items had keyed correct answers. Because civic education is an area where students' content knowledge and skills are important but not the sole focus, the National Research Coordinators suggested three other item types:
- Type 3 items: assessing how students understand *concepts* such as democracy and citizenship.
 - Type 4 items: assessing students' *attitudes* (for example, feelings of trust in the government).
 - Type 5 items: assessing students' current and expected participatory *actions* relating to politics.

The survey measures of the items this study is examining was mostly conducted on a five-point Likert scale, which ranges between “strongly agree” to “strongly disagree” and the option of “I don’t know.” The wording of the exact scale varies according to the appropriateness of the question, but with the exception of items needing more open answers concerning student background, the survey items used in this study follow this format. In order to confirm the validity of the sample and its measures, confirmatory factor analyses was completed on the survey items (Schulz & Sibberns, 2004). Cronbach’s alphas were also calculated in order to screen the items for validity purposes. While this study will not delve into the semantics of the full CES instrument, a more thorough description is available through the IEA¹².

To analyze the data, a linear regression using SPSS was completed. The results from the analysis are standardized to range between 0.0-1.0. A standard coefficient of 1.0 means if the independent variable is at its maximum, an increase of one deviation occurs in the dependent variable.

Development of the Dependent Variables

Trust in Institutions as a Dependent Variable

The measure of “Trust” was taken from the CES section of Section D: Trust in Institutions. The CES data pre-made a construct based upon six items in the total “Trust in Institutions” segment, dubbed “Trust MLE Score.” The validity of the score is fairly high, with a Cronbach alpha of .80 in the United States sample. Due to the

¹ Schulz, W., & Sibberns, H. (2004). *IEA Civic Education Study: Technical Report*. Amsterdam, The Netherlands: IEA Secretariat.

² The full survey is available in the appendix

proven validity of the measure, and the relevancy to what this survey is attempting to measure in institutional trust, “Trust MLE” was used as a dependent variable in the study.

Figure 4.1

Consider each of these institutions and select the box in the column which shows how you feel you can trust them.

	<i>never</i>	<i>only some of the time</i>	<i>most of the time</i>	<i>always</i>	<i>don't know</i>
	1	2	3	4	0
D1... The national [federal] government [in _____(the national seat of government)] ^e	i
D2... The local council or government of your town or city ^e	i
D3... Courts ^e	i
D4... The police ^e	i
D8... Political parties ^e	i
D11.. National Parliament [Congress] ^e	i

Efficacy as a Dependent Variable

The measure of “Efficacy” was taken from the CES section of Section I: The Political System. The section contained a total of ten questions, ranging from items inquiring the student’s confidence in their political knowledge to questions concerning the student’s perception of government. Unlike for “Trust,” there was no pre-made construct involving the questions. However, the section was still highly relevant to efficacy measures that have existed in previous studies (Converse, 1972). For this reason, three questions that strongly aligned with efficacy items were taking

from Section I. Using SPSS, a mean score was created from the three items in order to compute a new variable, “Efficacy.”

Figure 4.2

	<i>Strongly disagree</i>	<i>disagree</i>	<i>agree</i>	<i>strongly agree</i>	<i>don't know</i>
	1	2	3	4	0
11... The government [people in government] cares [care] a lot about what all of us think about new laws.....	i
18... I am able to understand most political issues easily.....	i
19... When people get together [organise] to demand change, the leaders in government listen.....	

Participation as a Dependent Variable

The measure of “Participation” was taken from the CES section of Section M: Political Action 2. This section is especially important because it measure the *intent* to participate as an adult, as the respondents were only in middle-school at the time and therefore did not have the full capacity to civically engage themselves in traditional civic activities, such as voting. Section M, however, had a high reliability in the United States (.74). While the CES data also pre-made a construct for this section as well, it only contained three items that did not cover the spectrum of participation needed. Instead, this study created a variable “Anticipated Engagement” from five conventional measures of political participation.

Figure 4.3

Tick one box in each column for each action to show how likely you would be to do it.

	<i>I will certainly not do this</i>	<i>I will probably not do this</i>	<i>I will probably do this</i>	<i>I will certainly do this</i>	<i>don't know</i>
	1	2	3	4	0
M1... Vote in national elections.....	i
M2... Get information about candidates before voting in an election.....	i
M3... Join a political party ⁱ	i
M4... Write letters to a newspaper about social or political concerns ⁱ	i
M5... Be a candidate for a local or city office ⁱ	i

Development of the Independent Variables

Open Classroom Climate as an Independent Variable

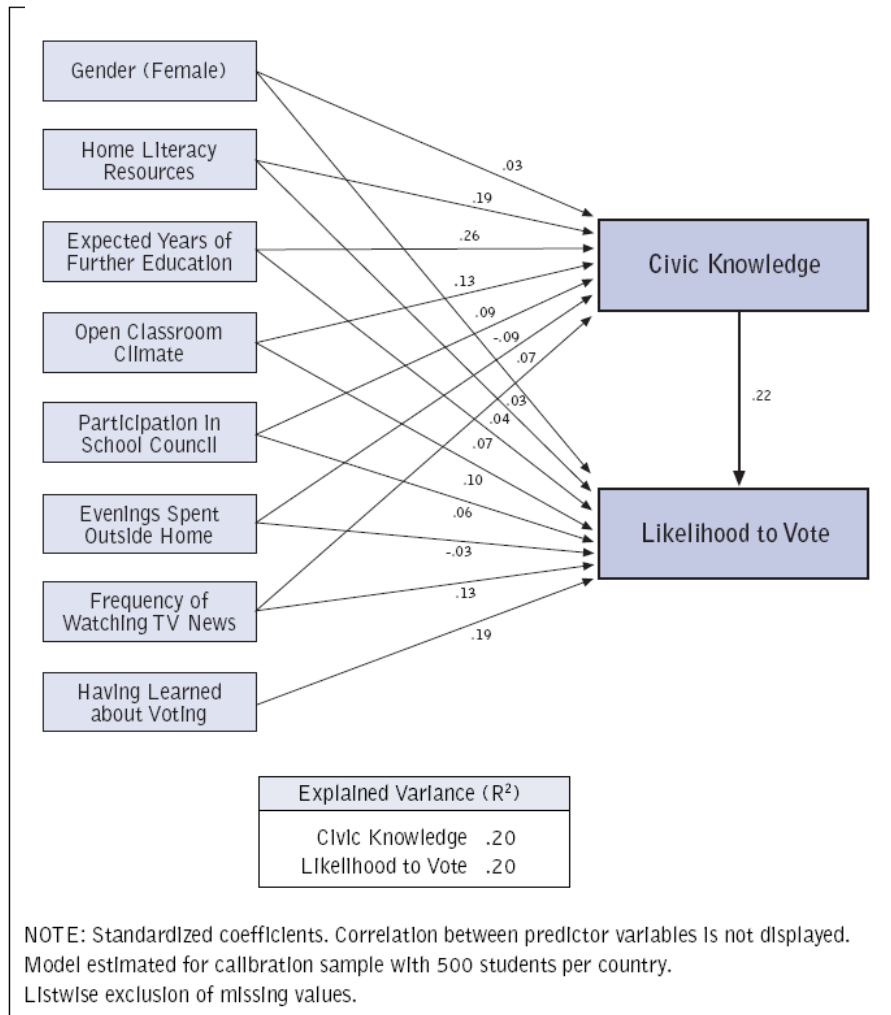
In order to explore the relationship between “Civil Discourse” and the dependent variables, a measure that gauged the amount of discussion ongoing in the classroom was needed. Luckily, the CES survey contains a construct called “Open Classroom Climate,” which specifically asks students whether they feel comfortable enough to voice their own opinions. In addition, the CES data creates a measure based off of these questions, titled “Climate MLE Score.”

Figure 4.4

	<i>never</i>	<i>rarely</i>	<i>sometimes</i>	<i>often</i>	<i>don't know</i>
	1	2	3	4	0
N1 Students feel free to disagree openly with their teachers about political and social issues during class ^k	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
N2 Students are encouraged to make up their own minds about issues ^k	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
N3 Teachers respect our opinions and encourage us to express them during class ^k	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
N5 Students feel free to express opinions in class even when their opinions are different from most of the other students ^k ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
N7 Teachers encourage us to discuss political or social issues about which people have different opinions ^k	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
N8 Teachers present several sides of [positions on] an issue when explaining it in class ^k	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

Every item relates to whether or not students feel civil discourse is implemented within their classroom pedagogy. If teacher emphasizes passive memorization and recitation, the classroom climate is ranked low. If the teacher encourages open and interactive dialogue, the climate is measured as high. The IEA also developed a correlative model based on the results of the civic variables measured and their relationship to both voting and civic knowledge that demonstrates that an Open Classroom Climate is significantly related to both (Schulz & Sibberns, 2004, p. 150).

Figure 4.5



It was found, as seen above, that climate explained a significant amount of variance in its relationship to civic knowledge; it ranked only below home resources and expected years of education, and may yield further results when tested for other civic outcomes. In addition, the measure is also strong in validity ($\alpha = .76$).

Control Variables

In order to control for conflicting factors, it was necessary to add other variables to strengthen the statistical model. Building off of previous studies

measuring open classroom climate and civic skill-building (Campbell, 2008; Uslander, 1998), we know that family resources and background make a tremendous impact on the development of the student. However, because the public CES data does not hold any information regarding family income or race, the study was limited in its ability to control for socio-economic status.

However, research has previously shown that family background is measurable in other ways. For example, the number of books in a household has always strongly correlated with both the family's income as well as the educational attainment of the child (Teachman, 1987). The CES survey contains an item that asks the participant the amount of books he or she has in their household³. Using this as a control variable, it is possible to roughly take in account "Home Resources." In addition to books, the parental education of the family has also proven itself as a strong indicator for educational and economic success (DiMaggio & Mohr, 1985). Maternal education, in particular, is correlated with the social capital of their children (Currie & Moretti, 2003; Downey, Ainsworth-Darnell, & Dufur, 1998; Keith & Finlay, 1988). Since the CES also has an item inquiring the educational level of the parent⁴, "Maternal Education" was also controlled for. The student's own expectations on their level of educational attainment also has closely related to their realistic accomplishments (Ainsworth-Darnell, & Dufur, 1998). "Expected Education" was formed from a question in the survey that asked, "How many years of further education do you expect to complete after this year?"⁵

³ Item 10, Part II in the survey

⁴ Item 12, Part II in the survey

⁵ Item 11, Part II in the survey

Along with family background, it was also important to take in account the individual student's traits. While research on gender's importance in civic matter varies, research has shown women score lower than men in participation but higher in other forms of civic understanding (Burns, Schlozman, & Verba, 2001). Therefore, gender⁶ was controlled in the model with a dummy variable: "one" represented female and "zero" represented male. Research has also shown that involvement in extra-curricular activities, especially in civic-minded ones, leads to higher likelihood of civic participation in adulthood (Burns, Schlozman, & Verba, 2001, Beck & Jennings, 1982; Putnam, 2000). To control for extracurricular activities, a variable was formed based off of the question fourteen in Part II of the survey, which inquired the amount of time students spend on extra-curriculars. The question included a reference to a list of organizations, varying from religious organizations to computer clubs. Another issue with previous studies was that the self-selective process was always unsure: students who already participated, and already felt comfortable expressing their opinions, might score high in "Open Classroom Climate" without feeling its actual classroom impact. To control for this, the study took in account two items: "Political Interest," which asked the student how interested they were in politics⁷, and "Self-Confidence," which was created from three items asking whether students in the school feel comfortable speaking up on issues⁸. This way, the study was able to control specifically for classroom effects—the model isolated "Open Classroom Climate" from the overall school atmosphere as well as the individual student interest.

⁶ Item 2, Part II in the survey

⁷ Item I10, Part II in the survey

⁸ Items J4, J6, J7, Part II in the survey

In order to control for how much the student learns about politics from media and family, “Home Discussion” and “Media Use” were included in the model as well. Previous studies have also proved Media Use and Home Discussion are both contributing factors to civic knowledge (Robinson & Levy, 1996), and therefore it is vital to include measures that control for both. The survey asked two items regarding “Home Discussion:” one asking how much the student discusses national politics with adults at home, and another asking how much the student discusses international politics with adults at home⁹. The variable for “Media Use” was based off of four questions in the survey: how much the student reads the newspaper for national issues, how much the student reads the newspaper for international issues, and how much news the student receives through the television and radio, respectively¹⁰. However, creating variables for “Home Discussion” and “Media Use” based off these items ran the risk of distorting the constructs’ purposes. For example, if a student discussed a lot of international politics at home, but a minimal amount of national politics, the variable would falsely represent the student as having an average amount of discussion. Concurrently, if a student chooses to receive all news from the television, and none from the newspapers and radio, he or she would score *very* low in “Media Use” despite a full commitment to watching the news. In order to avoid this potentially harmful misrepresentation, the MAX feature in SPSS was used to compute a new variable. Instead of calculating a broad mean across the items, “Home Discussion” and “Media Use” use the highest ranking quantity in each of the constructs they are drawing from. If a student scores a high “five” in discussing

⁹ Item L2 & L5, Part II in the survey in the survey

¹⁰ Items 7-10, Part II in the survey in the survey

national politics and a low “one” in international, the calculations used the “five” in calculating relationships instead.

CHAPTER FIVE: Findings

The final model used in analyzing the data is shown accounted for open classroom climate and ten other factors. Below is a condensed table presenting the statistical output once the model was run through SPSS. The table showcases the beta coefficient, and the standardized co-efficient in parenthesis.

Results

Table 5.1

	Trust	Efficacy	Anticipated Engagement
Variable of Interest			
Open Classroom Climate	.192 (.417)***	.174 (.006)***	.088 (.006)***
Control Variables			
Home Discussion	-.002 (.053)	.092 (.014)***	.198 (.014)***
Media Use	.076 (.064)**	.001 (.017)	.082 (.017)***
Political Interest	.088 (.074)***	.299 (.014)***	.284 (.014)***
Self Confidence	.026 (.074)	.128 (.020)***	.166 (.020)***
Expected Education	.027 (.040)	.006 (.011)	.103 (.011)***
Maternal Education	.024 (.022)	.031 (.006)	.017 (.006)
Home Resources	-.041 (.035)	-.028 (.009)	.086 (.010)***
Female	-.012 (.091)	.095 (.025)***	-.037 (.025)
Extracurricular Participation	-.033 (.044)	-.005 (.012)	-.022 (.012)
Adjusted R-Squared	.070	0.228	.378

* $p < .10$, ** $p < .05$, *** $p < .001$

Final Model: $\beta_0 + \beta_1$ Classroom Environment + β_2 Home Discussion + β_3 Media Use + β_4 Political Interest + β_5 Self-Confidence + β_6 Parental Education + β_7 Expected Education + β_8 Maternal Education + β_9 Home Resources + β_{10} Female + β_{11} Extra-Curricular Participation

Analysis

Trust

In the results for “Trust,” the R-squared shows us that the model does not explain the full extent of the relationship (.070). It is likely that trust is also dependent on factors not measurable by the CES survey, such as the individual’s agreement to present government policy or their satisfaction with the economy. However, the purpose of this study was to see the comparative impact between trust, efficacy, and anticipated participation, and the results allow us to infer “Open Classroom Climate” does indeed make a considerable impact on “Trust.” The positive, significant relationship closely ties the “Open Classroom” to outcomes in the dependent variable. One important finding was the startlingly high standard co-efficient for “Open Classroom,” which shows that as “Open Classroom” increases to its maximum capacity, “Trust” also increases by almost half a deviation (.417). Political interest and media use are the only two other significant independent variables. Interestingly, control variables that represent gender, home discussion, and socio-economic status were not significant. The results imply “Trust” is impacted by the individual’s pursuit of political knowledge and awareness more so than social background.

Efficacy

Compared to “Trust,” the results for “Efficacy” show the statistical model explains far more of individual-level variance (R-Squared = .228). “Open Classroom Climate” had a positive, significant relationship to “Efficacy.” Other significant independent variables included “Home Discussion,” “Political Interest,” “Self-Confidence,” and “Female.” The results align with both the literature and the theories covered in this survey. A higher amount of “Home Discussion” implies the student’s guardians are providing civic knowledge and confidence to their child. Concurrently, a student who is more likely to have self-confidence in voicing their opinion at school might also feel greater efficacy in making a difference. The most interesting finding was a positive, significant relationship between females and efficacy. It is possible females are more likely to feel a greater sense of efficacy compared to males when having mastery experiences, as research as shown females are more likely to score higher in understanding civic concepts despite lacking in participation (Burns, Schlozman, & Verba, 2001)

Anticipated Engagement

The R-squared for “Anticipated Engagement” is the highest out of the three dependent variables (.378). “Open Classroom Climate” shared a positive, significant relationship to “Anticipated Engagement.” All independent variables were significant at the .001 level except for maternal education, gender, and extra-curricular participation. However, it should be noted gender was only slightly over the .05 significance level in the results, and showed females as having a slightly negative participation rate compared to males. This confirms previous research mentioned in this study (Burns, Schlozman, & Verba, 2001). The strong, positive relationship

between “Open Classroom” and “Anticipated Engagement” proves discussion in the classroom also led to future participation. However, the participation variable within the survey only covers conventional forms of engagement, such as voting and sending letters to politicians. Therefore, we cannot infer future participation also involves other forms of engagement. Additionally, we cannot infer if “Anticipated Engagement” will inevitably become actual engagement.

Analysis of the Results According to the Framework

The table allows us to compare the relative impacts between the independent variables to Trust, Efficacy, and Anticipated Engagement. We can see that an “Open Classroom,” one that encourages individual opinion and discussion over diverse attitudes, is significant to all three. Interestingly, the beta co-efficients for “Open Classroom” showed it had the greatest impact on “Trust” (.192) and the least on “Participation” (.088), yet the R-squared showed the model explained the variance least for “Trust” and the most for “Participation.” It is easy to imagine an acceleration of a *cycle of civics* accelerating—civic discourse directly impacts trust, which in turn leads to an acceleration in efficacy and future participation. The students *trust in the system, believe they can make a difference, and then participate*. However, without a more robust statistical model that can take in account between-school differences, it is hard to make a decisive conclusion that the *cycle of civics* is at play.

However, the results undoubtedly show civil discourse in an open classroom leads to civic growth. All three dependent variables shared significant, positive relationships to an open classroom climate. Though deliberation of public issues, students learn to gain mastery skills in democracy. The desire to engage themselves in

the future shows that students gain not just knowledge, but view themselves as part of the democratic and public process. In essence, they are gaining a identity that the political process is not just about “other people,” but about “me.”

CHAPTER SIX: Conclusion

In this study, it was found that a classroom that encourages diverse opinion, discourse, and communication over public issues will in turn lead to student outcomes in governmental trust, political efficacy, and future participation. The results indicated that an open classroom is a positive, significant indicator to all three of these desirable democratic components. In addition, the results encouraged an idea that civic skill-building is not simply linear, as other research has attempted to prove, but instead a cyclical relationship where the growth of one civic component leads to the growth in the other.

Implications

After analyzing civic participation results from 50,000 students around the world, IEA reported the following:

One of the most important findings of the [study] was that the students' belief that they were encouraged to speak openly in class was a powerful predictor of their knowledge of and support for democratic values, and their participation in political discussion inside and outside school. In previous chapters of this report, we have noted that young people sometimes seem uncomfortable with disagreements about [political] opinions [...] On the one hand, schools must avoid political partisanship, but on the other, before they become voters, students need to acquire a sense of how and why people disagree about issues. Achievement of this objective presents a challenge in some countries (Torney-Purta et al, 2001, p. 143)

By encouraging civil discourse in schools, schools will provide common practices for youth to develop participatory skills in a growing democracy. However, there is a necessity to create these open spaces for students to not only engage in, but understand their own efficacy while doing so. Their perceptions on opportunities to participate in classrooms, schools, and communities will determine the paths that they limit themselves to take. Schooling is something that is shared throughout the world—by using it as a platform to nurture our students' ability to comprehend others' opinions; we open channels of communication and understanding across entire cultures.

Limitations and Next Steps

This study has found success in identifying civil discourse as an important aspect of democratic growth, but there are many holes that researchers can fill. Future research should locate supplementary measures from interdisciplinary fields in order to create a holistic view on the role of discourse on engagement. Additionally, while the study has found Open Classroom Climate to be significant (.000) for student trust, efficacy, and future participation, a robust model that also researches inter-school effects and includes a variety of student background indicators is necessary. Finally, numbers without context is meaningless—even if we discovered open classroom climates lead to thousands of positive outcomes, researchers and educators need to know exactly *how* the idea is implementable within all classrooms. Deeper, qualitative research is necessary to examine the underpinnings within this study's results.

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Appendix A

Full IEA CES Survey

This test booklet is in three parts. Use the first session (period) to complete Part One and Two.

Stop when you see the STOP sign.

At the end of the first session you will be given a short break. Do NOT start Part Three until after the break.

Part One

DIRECTIONS FOR PART 1

You will have 35 minutes to answer the 38 questions in this section. Each of the questions or incomplete statements in this test is followed by four possible answers. You are to decide which one of these answers is best.

Tick your answer by placing a cross (X) in the box next to the answer you think is correct.

Here is an example.

E1. Which of the following is a nation?

- A. Tokyo
- B. Australia
- C. Copenhagen
- D. Montreal

Since Australia is a nation and the others are only cities, you should have chosen the answer B as shown below.

E1. Which of the following is a nation?

- A. Tokyo
- B. Australia
- C. Copenhagen
- D. Montreal

Tick only one answer for each question. If you want to change an answer, be sure to erase the old cross completely.

Read each question carefully and answer it as well as you can. Do NOT spend too much time on any one question. If you are not sure about the answer to a question, choose the answer you think is best and continue with the next question on the test.

When you have finished the test questions in Part One this part is to be sealed before you go on to completing Part Two. Please seal these pages according to the instructions you receive from the test administrator.

You are now ready to begin the test. Do NOT turn the page to begin the test until you are told to do so.

2. Which of the following is an accurate statement about laws?

- A. Laws forbid or require certain actions [behaviours].
- B. Laws are made by the police.
- C. Laws are valid only if all citizens have voted to accept them.
- D. Laws prevent criticism of the government.

3. Which of the following is a political right? The right ...

- A. of pupils to learn about politics in school
- B. of citizens to vote and stand for [run for] election
- C. of adults to have a job
- D. of politicians to have a salary

5. A woman who has a young child is interviewed for a job at a travel agency. Which of the following is an example of discrimination [injustice]? She does not get the job because ...

- A. she has no previous experience.
- B. she is a mother.
- C. she speaks only one language.
- D. she demands a high salary.

7. In a democratic country [society] having many organisations for people to join is important because this provides ...

- A. a group to defend members who are arrested.
- B. many sources of taxes for the government.
- C. opportunities to express different points of view.
- D. a way for the government to tell people about new laws.

11. In democratic countries what is the function of having more than one political party?

- A. To represent different opinions [interests] in the national legislature [e.g. Parliament, Congress]
- B. To limit political corruption
- C. To prevent political demonstrations
- D. To encourage economic competition

12. In a democratic political system, which of the following ought to govern the country?

- A. Moral or religious leaders
- B. A small group of well-educated people
- C. Popularly elected representatives
- D. Experts on government and political affairs

16. What is the major purpose of the United Nations?

- A. Safeguarding trade between countries
- B. Maintaining peace and security among countries
- C. Deciding where countries' boundaries should be
- D. Keeping criminals from escaping to other countries

17. Which of the following is most likely to cause a government to be called non-democratic?

- A. People are prevented from criticising [not allowed to criticise] the government.
- B. The political parties criticise each other often.
- C. People must pay very high taxes.
- D. Every citizen has the right to a job.

18. Which of the following is most likely to happen if a large publisher buys many of the [smaller] newspapers in a country?

- A. Government censorship of the news is more likely.
- B. There will be less diversity of opinions presented.
- C. The price of the country's newspapers will be lowered.
- D. The amount of advertising in the newspapers will be reduced.

The next three questions are based on the following imaginary political leaflet [political advertisement].

We citizens have had enough!

A vote for the Silver Party means a vote for higher taxes.

It means an end to economic growth and a waste of our nation's resources.

Vote instead for economic growth and free enterprise.

Vote for more money left in everyone's wallet!

Let's not waste another 4 years! VOTE FOR THE GOLD PARTY.

23. This is an election leaflet [political advertisement] which has probably been issued by ...

- A. the Silver Party.
- B. a party or group in opposition to [running against] the Silver Party.
- C. a group which tries to be sure elections are fair.
- D. the Silver Party and the Gold Party together.

24. The authors of the leaflet think that higher taxes are ...

- A. a good thing.
- B. necessary in a [free] market economy.
- C. necessary for economic growth.
- D. a bad thing.

25. The party or group that has issued this leaflet is likely also to be in favour of ...

- A. reducing state [government] control of the economy.
- B. lowering of the voting age.

- C. capital punishment.
 - D. more frequent elections.
-

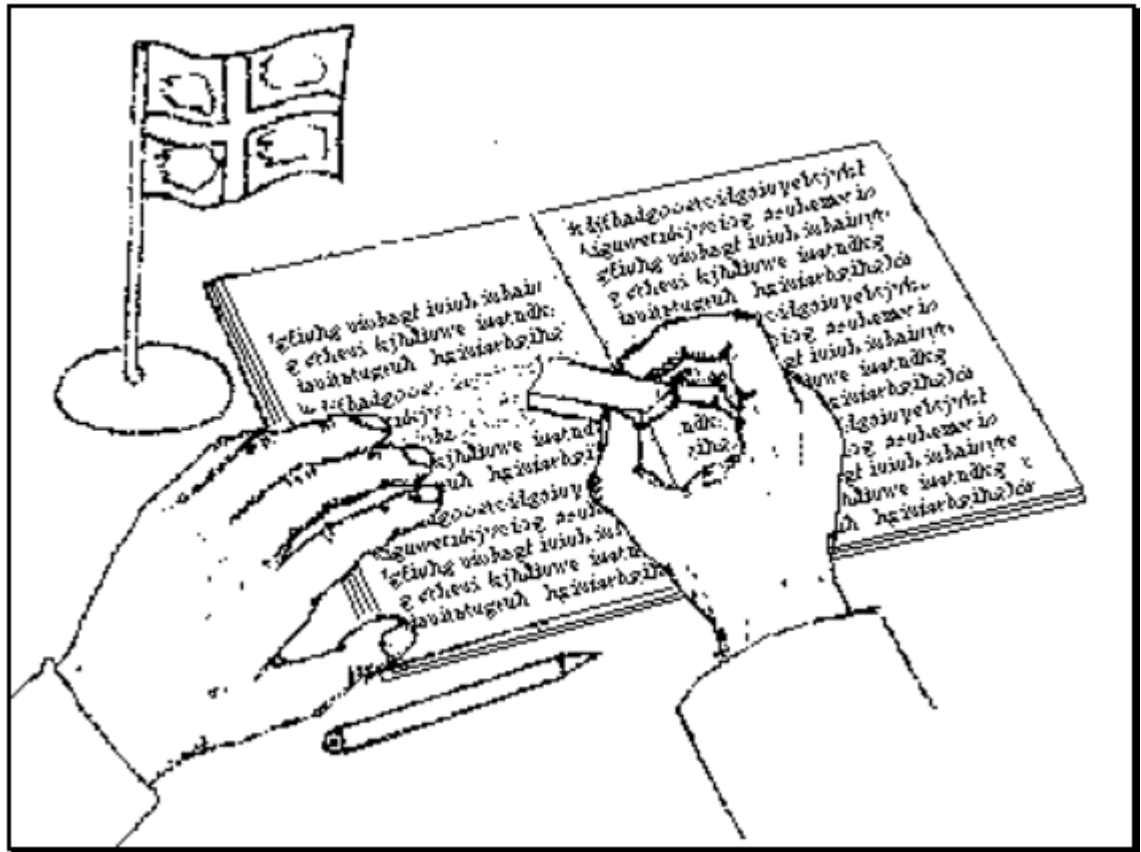
26. Two people work at the same job but one is paid less than the other. The principle of equality would be violated if the person is paid less because of ...

- A. fewer educational qualifications.
- B. less work experience.
- C. working for fewer hours.
- D. gender [sex].

The next question differs from those earlier in the test. The following question contains three statements of fact and one statement of opinion. Read each question, and then choose the opinion.

31. Three of these statements are facts and one is an opinion. Which of the following is an OPINION?

- A. Actions by individual countries are the best way to solve environmental problems.
 - B. Many countries contribute to the pollution of the environment.
 - C. Some countries offer to co-operate in order to diminish acid rain.
 - D. Water pollution often comes from several different sources.
-



36. What is the message or main point of this cartoon? History textbooks ...

- A. are sometimes changed to avoid mentioning problematic events from the past.
- B. for children must be shorter than books written for adults.
- C. are full of information that is not interesting.
- D. should be written using a computer and not a pencil.

The next question differs from those earlier in the test. The following question contains three statements of opinion and one statement of fact. Read each question, and then choose the fact.

38. Three of these statements are opinions and one is a fact. Which of the following is a FACT [the factual statement]?

- A. People with very low incomes should not pay any taxes.
- B. In many countries rich people pay higher taxes than poor people.
- C. It is fair that some citizens pay higher taxes than others.
- D. Donations to charity are the best way to reduce differences between rich and poor.

Scale Reliabilities for the 16 test items (Cronbach's Alpha) = .76-

Part Two

General Instructions:

The questions which follow are being asked to students of your age in over 25 countries. Answers to these questions help in interpreting the answers you give in other parts of this booklet.

Your answers will be **CONFIDENTIAL**. Your teachers will not see them. Other students will not see them. Please be careful in reading the instructions and answer the questions honestly.

1. On what date were you born?

Write in the month, day and year.

____ month ____ day ____ year

2. Are you a girl or a boy?

Tick one box only.

girl ¹

boy ²

3. Which best describes you?

Tick one box only.

_____ **COUNTRY LIST** _____

[A] ¹

[B] ²

[C] ³

[D]..... 4
[E]..... 5

4. Were you born in [country of test]?

No 1
Yes 2

5. If you were not born in [country of test], how old were you when you came to [country of test]?

Write in your age at the time.

I was _____ years old when I came to [name of the country].

6. How often do you speak [language of test] at home?

Tick one box only.

Never 1
Sometimes 2
Always or almost always 3

7. Does any of these people live at home with you most or all of the time?

<i>no</i>	<i>yes</i>
1	2

Mother or stepmother or female guardian	<input type="checkbox"/>	<input type="checkbox"/>
Father or stepfather or male guardian	<input type="checkbox"/>	<input type="checkbox"/>

8. Altogether, how many people live in your home?

Write in the total number of people.

_____ (*Don't forget to include yourself.*)

9. Do you get a daily newspaper at home?

No 1
Yes 2

10. About how many books are there in your home?

Do not count newspapers, magazines or books for school; tick one box only.

- None..... 1
- 1 - 10 2
- 11 - 50 3
- 51 - 100 4
- 101 - 200 5
- More than 200 6

11. How many years of further education do you expect to complete after this year?

Please include vocational education and/or higher education. Tick one box only.

- 0 years 1
- 1 or 2 years..... 2
- 3 or 4 years..... 3
- 5 or 6 years..... 4
- 7 or 8 years..... 5
- 9 or 10 years..... 6
- More than 10 years..... 7

12. How far in school did your mother and father go?

Tick only one box in each column.

	<i>Mother</i>	<i>Father</i>
Did not finish elementary school	<input type="checkbox"/> 1	<input type="checkbox"/> 1
Finished elementary school.....	<input type="checkbox"/> 2	<input type="checkbox"/> 2
Finished some high school.....	<input type="checkbox"/> 3	<input type="checkbox"/> 3
Finished high school	<input type="checkbox"/> 4	<input type="checkbox"/> 4
Some vocational/ technical education after high school.....	<input type="checkbox"/> 5	<input type="checkbox"/> 5
Some community college, college, or university courses...	<input type="checkbox"/> 6	<input type="checkbox"/> 6
Completed a bachelor's degree at a college or university ..	<input type="checkbox"/> 7	<input type="checkbox"/> 7
I don't know	<input type="checkbox"/> 0	<input type="checkbox"/> 0

-

13. Have you participated in the following organisations?

Tick the appropriate box in each row.

	<i>no</i>	<i>yes</i>
	1	2
a) A student council/student government [class or school parliament].....	<input type="checkbox"/>	<input type="checkbox"/>
b) A youth organisation affiliated with a political party or union ..	<input type="checkbox"/>	<input type="checkbox"/>
c) A group which prepares a school newspaper	<input type="checkbox"/>	<input type="checkbox"/>
d) An environmental organization.....	<input type="checkbox"/>	<input type="checkbox"/>
e) A U. N. or UNESCO Club	<input type="checkbox"/>	<input type="checkbox"/>
f) A student exchange or school partnership program	<input type="checkbox"/>	<input type="checkbox"/>
g) A human rights organisation	<input type="checkbox"/>	<input type="checkbox"/>
h) A group conducting [voluntary] activities to help the communi	<input type="checkbox"/>	<input type="checkbox"/>
i) A charity collecting money for a social cause.....	<input type="checkbox"/>	<input type="checkbox"/>
j) Boy or Girl Scouts [Guides].....	<input type="checkbox"/>	<input type="checkbox"/>
k) A cultural association [organisation] based on ethnicity	<input type="checkbox"/>	<input type="checkbox"/>
l) A computer club	<input type="checkbox"/>	<input type="checkbox"/>
m)An art, music or drama organisation	<input type="checkbox"/>	<input type="checkbox"/>
n) A sports organisation or team	<input type="checkbox"/>	<input type="checkbox"/>
o) An organisation sponsored by a religious group.....	<input type="checkbox"/>	<input type="checkbox"/>

14. Think about all the organisations listed above. How often do you attend meetings or activities for any or all of these organisations?

Almost every day (4 or more days a week) 1

Several days (1 to 3 days a week)..... 2

A few times each month

Never or almost never

In the next few questions think about the days on which you attend school.

15. How often do you spend time [directly] after school talking [hanging out] with your friends?

- Almost every day (4 or more days a week) 1
- Several days (1 to 3 days a week)..... 2
- A few times each month 3
- Never or almost never 4

16. How often do you spend time during the evening [after dinner or after --] outside your home with your friends?

- Almost every day (4 or more days a week) 1
- Several days (1 to 3 days a week)..... 2
- A few times each month 3
- Never or almost never 4

17. How much time do you spend watching television or videos on school days?

- no time 1
- less than 1 hour 2
- 1-2 hours 3
- 3-5 hours 4
- more than 5 hours..... 5

Part Three

General Instructions:

The questions in this part are being asked to students of your age in over 25 countries.

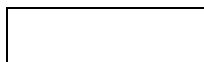
For the questions which follow there are **NO RIGHT OR WRONG ANSWERS**.

Your answers will be **CONFIDENTIAL**. Your teachers will not see them. Other students will not see them.

Please be careful in reading the instructions for the different sets of questions, and be as honest as you can in saying what you think.



Scaled items



Items not in scales

Section A: Democracy

You are going to read a list of things that might happen in a country that is a democracy. Each one of them could either be good and have positive results for democracy or it could be bad and have negative results for democracy.

There are **no right answers and no wrong answers** to these questions, because we just want to know what you think about democracy and the things that might influence it.

Please tick the box in the column which best fits your opinion. If you think that the statement does not apply, put a tick in the circle in the last column.

What is good and what is bad for democracy?

	very bad for democracy	somewhat bad for democracy	somewhat good for democracy	very good for democracy	don't know/ doesn't apply
	1	2	3	4	0
A1 When everyone has the right to express their opinions freely that is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
A2 When differences in income and wealth between the rich and the poor are small, that is.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
A3 When political leaders in power give jobs in the government [public sector] to members of their family, that is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
A4 When newspaper are free of all government [state, political] control, that is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
A5 When private businesses have no restrictions from government, that is ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

- A6 When one company owns all the newspapers, that is....
- A7 When people demand their political and social rights, that is
- A8 When immigrants are expected to give up the language and customs of their former countries, that is
- A9 When political parties have rules that support women to become political leaders, that is

– Democracy (continued) –

very bad for democracy	somewhat bad for democracy	somewhat good for democracy	very good for democracy	don't know/ doesn't apply
1	2	3	4	0

- A10 When people who are critical of the government are forbidden from speaking at public meetings, that is
- A11 When citizens have the right to elect political leaders freely that is
- A12 When courts and judges are influenced by politicians, that is.....

- A13 When many different organisations [associations] are available [exist] for people who wish to belong to them, that is
- A14 When there is a separation [segregation] between the church [institutional church] and the state [government], that is
- A15 When young people have an obligation [are obliged] to participate in activities to benefit [help] the community [society], that is
- A16 When a minimum income [living standard] is assured for everyone, that is ..
- A17 When political parties have different opinions [positions] on important issues, that is
- A18 When people participate in political parties in order to influence government, that is ...
- A19 When laws that women claim are unfair to them are changed, that is

- A20 When all the television stations present the same opinion about politics, that is.....
- A21 When people refuse to obey a law which violates human rights, that is

– Democracy (continued) –

very bad for democracy	somewhat bad for democracy	somewhat good for democracy	very good for democracy	don't know/ doesn't apply
1	2	3	4	0

- A22 When newspapers are forbidden to publish stories that might offend ethnic groups [immigrant groups, racial groups, national groups], that is
- A23 When wealthy business people have more influence on government than others, that is.....
- A24 When government leaders are trusted without question, that is
- A25 When people peacefully protest against a law they believe to be unjust, that is

Section B: Good Citizens

In the this section there are some statements that could be used to explain what a good adult citizen is or what a good adult citizen does. **There are no right and wrong answers to these questions.**

For each of these statements, tick one box to show how important you believe each is for explaining what a good adult citizen is or does.

An adult who is a good citizen ...	not important	somewhat unimportant	somewhat important	very important	don't know
	1	2	3	4	0
B1 obeys the law	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
B2 votes in every election ^a ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
B3 joins a political party ^a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
B4 works hard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
B5 would participate in a peaceful protest against a law believed to be unjust ^b	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
B6 knows about the country's history ^a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
B7 would be willing to serve in the military to defend the country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

– Good Citizens (continued) –

An adult who is a good citizen ...	not important	somewhat unimportant	somewhat important	very important	don't know
	1	2	3	4	0
B8 follows political issues in the newspaper, on the radio or on TV ^a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
B9 participates in activities to benefit people in the community [society] ^b .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
B10 shows respect for government representatives [leaders, officials] ^a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
B11 takes part in activities promoting human rights ^b	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
B12 engages in political discussions ^a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
B13 takes part in activities to protect the environment ^b	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
B14 is patriotic and loyal [devoted] to the country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
B15 would be willing to ignore [disregard] a law that violated human rights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

^a Scaled Item: **Importance of Conventional Citizenship.**

^b Scaled Item: **Importance of Social Movement-related Citizenship.**

Section C: Government

Below you will find some statements about the responsibilities of the government [state].

What responsibilities should the government have?

Read each of these statements and tick the appropriate box to decide whether what is described should or should not be the government's [state's] responsibility.

definitely should not be the government's responsibility	probably should not be the government's responsibility	probably should be the government's responsibility	definitely should be the government's responsibility	don't know
1	2	3	4	0

C1	To guarantee a job for everyone who wants one ^d	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
C2	To keep prices under control ^d	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

– What responsibilities should the government have? (continued) –

definitely should not be the government's responsibility	probably should not be the government's responsibility	probably should be the government's responsibility	definitely should be the government's responsibility	don't know
1	2	3	4	0

C3	To provide basic health care for everyone ^c ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
C4	To provide an adequate [decent] standard of living for old people ^c .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
C5	To provide industries with the support they need to grow ^d	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
C6	To provide an adequate [decent] standard of living for the unemployed ^d	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
C7	To reduce differences in income and wealth among people ^d	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

C8	To provide free basic education for all ^c	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
C9	To ensure [be sure there are] equal political opportunities for men and women ^c	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
C10	To control pollution of the environment ^c	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
C11	To guarantee peace and order [stability] within the country ^c	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
C12	To promote honesty and moral behaviour among people in the country ^c	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

^c Scaled Item: **Concept of Society-related Government Responsibilities.**

^d Scaled Item: **Concept of Economy-related Government Responsibilities.**

Section D: Trust in Institutions

In this section we will name several institutions in this country [name of country]:

How much of the time can you trust each of the following institutions?

Consider each of these institutions and select the box in the column which shows how you feel you can trust them.

never	only some of the time	most of the time	always	don't know
-------	-----------------------	------------------	--------	------------

1 2 3 4 0

D1	The national [federal] government [in _____ (the national seat of government)] ^e	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
D2	The local council or government of your town or city ^e	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
D3	Courts ^e	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
D4	The police ^e	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="radio"/>
D5	News on television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
D6	News on the radio.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
D7	News in the press [newspapers].....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
D8	Political parties ^e	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
D9	United Nations.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
D10	Schools [educational institutions]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
D11	National Parliament [Congress] ^e	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
D12	The people who live in this country [name of country].....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

^e Scaled Item: **Trust in Government-related Institutions.**

In the next sections you will find statements on different topics.

You may agree with some of the statements and disagree with others. Sometimes you will feel that you disagree or agree strongly, and sometimes you will feel less strongly.

There are no right and wrong answers to these questions, we just want to know your opinion.

Section E: Our Country

In this section you will find some statements about this country [name of country].

Please read each statement and select the box in the column which corresponds to the way you feel about the statement.

strongly disagree	disagree	Agree	strongly agree	don't know
1	2	3	4	0

- E1 To help protect jobs in this country [name of country] we should buy products made in this country [name of country]
- E2 We should keep [prevent] other countries from trying to influence political decisions in this country [name of country]
- E3 The flag of this country [name of country] is important to me^f
- E4 We should always be alert and stop threats from other countries to this country [name of country]'s political independence
- E5 This country [name of country] deserves respect from other countries for what we have accomplished
- E6 There is little to be proud of in this country [name of

country]'s history

E7 I have great love for this country [name of country]^f

E8 People should support their country even if they think their country is doing something wrong

– *Our country (continued)* –

strongly disagree	disagree	Agree	strongly agree	don't know
1	2	3	4	0

E9 This country [name of country] should be proud of what it has achieved^f

E10 The national anthem of this country [name of country] is important to me.....

E11 I would prefer to live permanently in another country^f

E12 We should stop outsiders from influencing this country [name of country]'s traditions and culture

^f Scaled Item: **Positive Attitudes toward One's Nation.**

Section F: Opportunities 1

In this section there are some statements about the chances which members of certain groups **REALLY DO HAVE** in this country [name of country].

Please read each statement and select the box in the column which corresponds to the way you feel about the statement.

strongly disagree	disagree	agree	strongly agree	don't know
1	2	3	4	0

- F1 Children who are members of certain ethnic groups [immigrant groups, national groups, racial groups] have fewer chances than other children to get a [good] secondary [high school] education in this country
- F2 Girls have fewer chances than boys to get a [good] secondary [high school] education in this country
- F3 Children from poor families have fewer chances than others to get a [good] secondary [high school] education in this country
- F4 Children who live in rural [farming] areas have fewer chances than others to get a [good] secondary [high school] education in this country

– Opportunities 1 (continued) –

	strongly disagree	disagree	agree	strongly agree	don't know
	1	2	3	4	0
F5 Adults who are members of certain ethnic groups [immigrant groups, national groups, racial groups] have fewer chances than others to get good jobs in this country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
F6 Women have fewer chances than men to get good jobs in this country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

Section G: Opportunities 2

In this sections there are some statements about the opportunities which members of certain groups **SHOULD HAVE** in this country [name of the country].

Please read each statement and select the box in the column which corresponds to the way you feel about the statement.

	strongly disagree	disagree	agree	strongly agree	don't know
	1	2	3	4	0
G1 Women should run for public office [a seat in the legislature] and take part in the government just as men do ^h	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
G2 All ethnic [racial or national] groups should have equal chances to get a good education in this country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

G3	Members of anti-democratic groups [groups that are against democracy] should be prohibited from hosting a television show talking about these [their] ideas....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
G4	Women should have the same rights as men in every way ^h	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
G5	All ethnic [racial or national] groups should have equal chances to get good jobs in this country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
G6	Women should stay out of politics ^h	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

– Opportunities 2 (continued) –

strongly disagree	disagree	agree	strongly agree	don't know
1	2	3	4	0

G7	Members of anti-democratic groups [groups that are against democracy] should be prohibited from organising peaceful [non-violent] demonstrations or rallies ..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
G8	Schools should teach students to respect members of all ethnic [racial or national] groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
G9	When jobs are scarce, men [should] have more right to a job than women ^h	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
G10	Members of anti-democratic groups [groups that are against democracy] should be prohibited from running in an election for political office.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
G11	Men and women should get equal pay when they are in the same jobs [occupations] ^h	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
G12	Members of all ethnic [racial or national] groups should be encouraged to run in elections for political office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

G13	Men are better qualified to be political leaders than women ^h	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
G14	Members of anti-democratic groups [groups that are against democracy] should be prohibited from making public speeches about these [their] ideas.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

^h Scaled Item: **Positive Attitudes toward Women’s Political and Economic Rights.**

Note that in this scale some items are stated positively and others stated negatively. The negatively stated items (G 6, 9, and 13) should be reversed when computing any score.

Section H: Immigrants

Listed below you will read several statements about immigrants and immigration in this country [name of country].

Please read each statement and select the box in the column which corresponds to the way you feel about the statement.

strongly disagree	disagree	agree	strongly agree	don't know
1	2	3	4	0

H1	Immigrants should have the opportunity [option] to keep [continue speaking] their own language ^g	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
H2	Immigrants' children should have the same opportunities for education that other children in the country have ^g	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
H3	Immigrants who live in a country for several years should have the opportunity to vote in elections ^g	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
H4	Immigrants should have the opportunity [option] to keep [continue] their own customs and lifestyle ^g	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
H5	Immigrants should have all the same rights that everyone else in a country has ^g	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
H6	Immigrants should be forbidden to engage in political activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
H7	Having many immigrants makes it difficult for a country to be united and patriotic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
H8	All countries should accept refugees who are trying to escape from wars or political persecution in other countries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

^g Scaled Item: **Positive Attitudes toward Immigrants**

Section I: The Political system

In this section there are some statements about the political system and your personal view on politics in general.

Please read each statement and select the box in the column which corresponds to the way you feel about the statement.

	Strongly disagree	disagree	agree	strongly agree	don't know
	1	2	3	4	0
I1 The government [people in government] cares [care] a lot about what all of us think about new laws	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
I2 I know more about politics than most people my age.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
I3 The government [people in government] is [are] doing its best to find out what people [ordinary people] want	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
I4 The powerful leaders in government [Government] care very little about the opinions of people [ordinary people]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
I5 When political issues or problems are being discussed, I usually have something to say.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
I6 In this country a few individuals have a lot of political power while the rest of the people have very little power.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
I7 The politicians quickly forget the needs of the voters who elected them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
I8 I am able to understand most political issues easily.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
I9 When people get together [organise] to demand change, the leaders in government listen.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

I10 I am interested in politics

Section J: School

Listed below you will find some statements on students' participation in school life.

Please read each statement and select the box in the column which corresponds to the way you feel about the statement.

Strongly disagree	disagree	agree	strongly agree	don't know
1	2	3	4	0

J1	Electing student representatives to suggest changes in how the school is run [how to solve school problems] makes schools better ^j	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
J2	Lots of positive changes happen in this school when students work together ^j	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
J3	Organising groups of students to state their opinions could help solve problems in this school ^j	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
J4	If members of my class felt they were unfairly treated, I would be willing to go with them to speak to the teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
J5	Students acting together [in groups] can have more influence on what happens in this school than students acting alone [by themselves] ^j	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
J6	I am interested in participating in discussions about school problems .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
J7	When school problems are being discussed I usually have something to say	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

^j Scaled Item: **Confidence in Participation at School.**

Section K: School Curriculum

In this section we would like to know what you have learned in school.

Please read each statement listed below and select the box in the column which corresponds to the way you feel about the statement.

	strongly disagree	disagree	agree	strongly agree	don't know
	1	2	3	4	0
K1 In school I have learned to understand people who have different ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
K2 In school I have learned to co-operate [work together] in groups with other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
K3 In school I have learned to contribute to solving problems in the community [society]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
K4 In school I have learned to be a patriotic and loyal [committed] citizen of my country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
K5 In school I have learned how to act to protect the environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
K6 In school I have learned to be concerned about what happens in other countries.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
K7 In school I have learned about the importance of voting in national and local elections.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

Section L: Political Action 1

In this set of questions you will find some activities related to politics.

For each of these activities, tick the box to show how often you do it.

How often do you have discussions of what is happening in your national [your country's] politics [government]?

	never	rarely	sometimes	often	don't know
	1	2	3	4	0
L1 With people of your own age [peers]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
L2 With parents or other adult family members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
L3 With teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

How often do you have discussions of what is happening in international politics?

	never	rarely	sometimes	often	don't know
	1	2	3	4	0
L4 With people of your own age [peers]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
L5 With parents or other adult family members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
L6 With teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

How often do you ...

never	rarely	sometimes	often	don't know
1	2	3	4	0

- L7 read articles (stories) in the newspaper about what is happening in this country?
- L8 read articles (stories) in the newspaper about what is happening in other countries?.....
- L9 listen to news broadcasts on television?.....
- L10 listen to news broadcasts on the radio?

Section M: Political Action 2

Listed below are several types of action that adults could take: **When you are an adult, what do you expect that you will do?**

Tick one box in each column for each action to show how likely you would be to do it.

	I will certainly not do this	I will probably not do this	I will probably do this	I will certainly do this	don't know
	1	2	3	4	0
M1 Vote in national elections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
M2 Get information about candidates before voting in an election	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
M3 Join a political party ⁱ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
M4 Write letters to a newspaper about social or political concerns ⁱ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
M5 Be a candidate for a local or city office ⁱ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

ⁱ Scaled Item: **Political Activities.**

Listed below are several types of action that you as a young person could take during the next few years: **What do you expect that you will do?**

Again tick one box in each column for each action to show how likely you would be to do it. If you don't know, put a tick in the circle in the last column.

	I will certainly not do this	I will probably not do this	I will probably do this	I will certainly do this	don't know
	1	2	3	4	0
M6 Volunteer time to help [benefit] [poor or elderly] people in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
M7 Collect money for a social cause	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
M8 Collect signatures for a petition.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
M9 Participate in a non-violent [peaceful] protest march or rally.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
M10 Spray-paint protest slogans on walls.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
M11 Block traffic as a form of protest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
M12 Occupy public buildings as a form of protest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

Section N: Classrooms

The next part of the questionnaire includes some statements about things that happen in your school. When answering these questions think especially about classes in history, civic education or social studies [other civic-related subjects].

Please read each statement and select the box in the column which corresponds to the way you feel about the statement.

never	rarely	sometimes	often	don't know
1	2	3	4	0

N1	Students feel free to disagree openly with their teachers about political and social issues during class ^k	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
N2	Students are encouraged to make up their own minds about issues ^k	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
N3	Teachers respect our opinions and encourage us to express them during class ^k	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
N4	Teachers place great importance [stress, emphasis] on learning facts or dates when presenting history or political events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
N5	Students feel free to express opinions in class even when their opinions are different from most of the other students ^k	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
N6	Teachers require students to memorise dates or definitions.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
N7	Teachers encourage us to discuss political or social issues about which people have different opinions ^k	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
N8	Teachers present several sides of [positions on] an issue when explaining it in class ^k	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
N9	Students bring up current political events for discussion in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

class

- N10 Memorising dates and facts is the best way to get a good grade [mark] from teachers in these classes
- N11 Teachers lecture and the students take notes
- N12 Students work on material from the textbook

^k Scaled Item: **Open Classroom Climate for Discussion.**

Angel Zheng

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Penn State University, University Park, August 2007 to December 2011
Integrated Undergraduate/Graduate Program
B.Sc.: Education and Public Policy, Minor: Community and Civic Engagement
M.A.: Education Theory & Policy

HONORS

President Freshmen Award & President Sparks Award (For attaining a 4.0 GPA),
Penn State Schreyer Honors College Scholarship, College of the Liberal Arts
Superior Academic Achievement, Bunton-Waller Scholarship, Gall Scholarship, John
K. Tsui Honors Scholarship

EXPERIENCE

World Class Education News, Boston, M.A.

Research Intern, October 2011-Present

- Connecting educators and administrators to best practices from around the globe
- Researching and publishing articles concerning current educational issues

Education Law Center, Philadelphia, P.A.

Co-Author, November 2010-June 2010

- Writing and fact-finding for a report on the social benefits of public education
- Published under the sponsorship of the Education Law Center, a public advocacy law firm

Summer Research Opportunity Program, Pennsylvania State University

Research Intern under Dr. Dana Mitra, June 2010-August 2010

- Researched civic engagement and democratic learning amongst elementary-age students.
- Created evaluative presentations to inform and consult school administrators on findings

All Stars Project, Inc., Manhattan, N.Y.

Intern, April 2008-August 2008

- Facilitated seminars to examine models of business philanthropy and corporate responsibility with the All Stars Project Board of Directors, which include CEOs of Fortune 500 companies, Managing Directors on Wall Street, hedge fund executives, and NYC attorneys

SKILLS Proficient in Microsoft Word, Excel, PowerPoint, SPSS, MiniTab, and advanced HTML. Knowledgeable in conversational Mandarin. Typing speed of 110 WPM.