



SECONDARY ANALYSIS OF IEA CIVIC EDUCATION STUDY²

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Background

“It has not been possible in this volume to explore many questions interesting to policy-makers, educators and researchers. IEA will release the full set of data in 2002 for use by the research community which will be able to conduct many additional analyses”. Torney-Purta, J., Lehmann, R., Oswald, H. & Schulz, W. (2001). *Citizenship and Education in Twenty-eight Countries – Civic Knowledge and Engagement at Age Fourteen*. Amsterdam: IEA, p.26

Since the release of the international reports of the IEA Civic Education Study³ there has been a considerable amount of secondary data analysis in order to build on the original analysis. A key centre for this secondary analysis has been at the University of Maryland in the United States under the leadership of Professor Judith Torney-Purta⁴

¹ http://www.iea.nl/iea_studies_datasets.html#616

² http://www2.hu-berlin.de/empir_bf/iea_e1.html

³ <http://www.wam.umd.edu/~jtpurta/interreport.htm> ;
http://www.wam.umd.edu/~jtpurta/UpperSecondary_files/Civics%20Booklet%20JA.pdf

⁴ <http://www.wam.umd.edu/~jtpurta/>

In addition to this important work, the Centre for Citizenship Education has also been involved in secondary analysis of the IEA Civic Education data. Listed below are the outcomes of that analysis by colleagues affiliated with the Centre

2003

Mellor, S and Kennedy. K. (2003). Australian students' democratic values and attitudes towards participation: Indicators from the IEA civic education study *International Journal of Educational Research*, 39(6), 525-537

W.O. Lee. (2003). Students' concepts and attitudes toward citizenship: The case of Hong Kong. *International Journal of Educational Research*, 39(6), 591-607

C. Hahn (2003). Democratic values and citizen action: a view from US ninth graders *International Journal of Educational Research*, 39(6), 633-642

2005

C. Hahn (2005). US students becoming citizens. In S. Wilde (Ed.). *Political and Citizenship Education: international perspectives*. Oxford: Symposium Books, 13-27.

K.Kennedy and S. Mellor. (2005). Developing a 'Democracy of the Mind': lessons for Australian schools from the IEA Civic Education Study. In S. Wilde (Ed.). *Political and Citizenship Education: international perspectives*. Oxford: Symposium Books, 49-60.

W.O.Lee. (2005). Aspirations for democracy in the absence of a democracy: Civic education in Hong Kong before and after 1997. In S. Wilde (Ed.). *Political and Citizenship Education: international perspectives*. Oxford: Symposium Books, 61-86.

K. Kennedy. (2005). Student attitudes to minority groups in twenty eight countries: What does it mean to be tolerant? *Comparative Education Bulletin*, 8, pp36-42

2006

K. Kennedy and S. Mellor. (2006). Australian students' civic attitudes towards institutions supporting social capital. *Educational Psychology*, 26(2), 251-272

K. Kennedy. (2006). The gendered nature of students' attitudes to minority groups: Implications for teacher education. *International Journal of Citizenship Teaching and Learning*, 2(1), 55-64.

<http://www.citized.info/ijcte/Vol%202%20Number%201/017.pdf>

K. Kennedy. C. Hahn. WO Lee. (2006). Becoming Apolitical: A comparison of students' constructions of citizenship in Australia, Hong Kong and the United States. Paper presented at the Annual Conference of the Comparative and International Education Society, Honolulu, March.

Kerry J Kennedy. (2006). The dimensionality of 'active citizenship': Student constructions of participation in democratic societies. Paper presented at the Annual

Conference of the International Association for Applied Psychology, Athens, 16-21 July 2006

Kennedy, K. (2006). "*Making the Numbers Dance*" A Reconsideration of the "New Gender Gap" in Civic Education and the Implications for Classrooms. Key Note Address delivered at *Challenges and Possibilities in Gender Equity Education: The Second International Conference in the Asia Pacific*, Hong Kong, 22-24 June 2006
<http://www.eoc.org.hk/eoc/upload/2006711104913137728.doc>