

**ENGAGING PRACTICES IN CIVICS EDUCATION:
UNITING TRADITIONAL AND CONTEMPORARY PRACTICES**

by

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Abstract

High school civics education is often an overlooked part of the senior high curriculum. As students transition from school to the college campuses and the workplace setting they must be prepared for the key roles and responsibilities of citizenship. Citizenship in the United States, as it is in many nations around the world, is a special privilege that requires a functioning body of citizen contribution to maintain and succeed. As part of an effort to provide a well-rounded and wholesome education to our young adults, social studies educators are charged with the responsibilities to enlighten and encourage civics and civic participation. The purpose of this study is to examine traditional and contemporary practices in civics education to bring light to the most impactful strategies and activities that promote civic engagement. An in-depth examination of literature provides a glimpse into the success and shortcomings of civics education over the course of its history. A student to teacher comparative survey study and its findings are also presented to provide a bead on two schools in rural Western New York and how both parties feel about the Participation in Government (PIG) course and what it provides to them. The results dictate relative agreement between students and educators on the content of civics education, but reveal shortcomings in the preparation of Senior students for active participation as citizens.

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Chapter 1 – Introduction

As high school students work their way toward graduation, they will face many important decisions for their future educational opportunities. One such decision will be their roles as American citizens and their level of civic engagement. Aptitude in the field of government and politics is influential to their roles as citizens within our democratic republic. Each major public policy issue discussed in the education setting, in the mainstream media, or in personal interactions will be directed by personal desires and informed decisions. The Miami-Dade County Public Schools provide a clear purpose for civic education which is to, “develop knowledgeable, responsible citizens whose words and actions at school and home, in the community, and in the voting booth reflect a commitment to the fundamental values and principles of the American constitutional democracy” (Doyle & Shenkman, 2006. p. 31). Educators in New York State schools are charged with the responsibility for civics education, with standards handed down jointly from the Department of Education and the Board of Regents. The overall aim of this standard is to provide students the knowledge and skill set to understand the need and function for a governmental system, to interpret and recognize the importance of the United States Constitution, and to take part as a citizen by fulfilling the roles and responsibilities via civic participation (NYSED, 2002). These standards aim to provide critical, problem-solving skills necessary to contribute to our communal function as a society.

The Tonight Show with Jay Leno aired during the ‘90s and early 2000s, was perhaps where the issue of civic knowledge has entered mainstream popular culture over the past twenty-five years. Some viewers may have seen this segment as pure entertainment, but for many it was a clear sign of disconnect between American citizens and their attention and involvement in civic life. According to a national survey released by the Annenberg Public Policy Center,

“Americans know very little about how our government works,” when asking basic knowledge of the structure of government (Pitts, 2016, p. 9). Whether it is ignorance or being misinformed, it is vital for all citizens to familiarize themselves with the United States Constitution for the protection of their rights and liberties promised by the government.

However, the entertainment media landscape has been constantly changing since the turn of the century to include more critiques of the political landscape. “Political change, including a worldwide move toward democracy,” has aided in providing a new frontier for millions of people around the globe experiencing freedom of speech within their societies (The Economist, 2013, p. 4). For the United States, the *Daily Show* and *South Park* are two examples of political satire that have become immensely popular for their situational comedy and commentary on contemporary issues and events. Both are considered to be pioneering programs which have provided substantial civic content to the millennial generation. In these pieces American citizens are often portrayed as unintelligent, misinformed, and even extreme in their views of the world. Bermudez (2015) argued that the art of inquiry problem solving is needed to, “protect against impulsive, ill-supported, or uninformed solutions” (Bermudez, 2015, p. 108). With more programming content on television and now streaming to mobile devices the ease of access of information is unparalleled compared to that of any time period in history. Civics education is an important building block to aid students to filter the ever growing overload of media content, both formal and informal.

Problem

As the millennial generation has blossomed into the largest population demographic in the United States, a lingering issue from past generations continues to exist: civic apathy. Civic apathy is an overall attitude of disinterest in extensive involvement in government or political

functions. Despite the influx of greater interaction via mobile devices and social media, there has been no significant climb in voter turnout for elections, or youth engagement in government and political institutions. The mediums of civic exchange have been revolutionized and now foster more conversation about political matters. According to Kanter and Schneider (2013), a lack of knowledge about government and politics continues to be a significant source of misinformation, bias accounts, and even false news. “Knowledgeable, engaged, globally minded citizens hold the key,” to uphold the sanctity of American democratic values (Kanter & Schneider, 2013. p .7). Civics education at the high school level serves as the base for informed political discussion, but an examination of practice is necessary in order to harness the technological revolution in communication. This can hopefully be channeled into greater action and long term involvement of our nation’s youth, stepping into the important roles as an American citizen.

The justification for examining civic education in our schools is based on the clear difference of attention given to government and politics by the engaged public. In American society that attention on our system of government is typically limited until a presidential election year. In the case of the 2016 presidential election, the amount of attention on the candidates, their competing visions, and their qualifications was central to a massive exchange of commentary. Berensen (2016) commented that Trump’s victory, “exposed real divisions and new fault lines within the American populace,” which highlights an even more pressing issue for civics educators (p. 4). Young Americans are now charged with having important collaborative skills to solve these incredible differences to promote the general health of the United States’ core principles.

Throughout the selection process in early 2016, record turnout was recorded in the primary elections for Presidential nominations of the two main political parties. This is one of the few bright spots that civics educators can point to, in supporting their claims of active engagement having an influence in society. The New York State Education Department (2002) stated that instructors may utilize a, “focus of instruction,” which provides greater feasibility to cover the conversations that interest students (p. 19). Arguably the Presidency is the most interesting and important government position our government holds. Yet, despite this great intrigue by all American voters during this election, voter turnout saw a twenty-year low at almost 55% (Wallace, 2016.)

In addition to the struggle to get our nation’s youth to pay attention and participate in the political processes, the focus of a presidential election often overshadows the majority of the government and its function to provide for its citizens. Many young Americans tend to know little about their legislative and judicial bodies, and even less about their state and community governments. The National Commission on Civic Renewal expressed this concern by warning educational institutions that, “in a time that cries out for civic action, we are in danger of becoming a nation of spectators” (Stotle, Isenberger, & Cohen, 2013, p. 8). The United States Constitution at its core creates a structure of government to serve the people, thus it is important for the people to know about it. If civic aptitude is lacking, citizens may find difficulty accessing solutions to common problems through the appropriate channels.

A popular theory of civic apathy is that civics education has long standing, traditional practices that have contributed to an, “attitude of apathy,” toward citizenship and civic engagement over the past few decades. Warren (2001) referenced decades of American social upheaval, starting in the 1960s, in which political ideologies were greatly influenced by the Great

Society, the Civil Rights Movement, and the Vietnam Conflict (p. 243). All the events stated here greatly impacted the views of younger Americans who lost a great deal of faith in the existing political parties and the leadership of the time.

For Millennials distrust was established with the controversial election of George W. Bush in 2000, a Presidential election that was won without the popular vote. On top of this election, the subsequent Presidency, with two foreign wars and a severe economic recession, would further break the trust of younger Americans. By the year 2008, Millennials had a surge in voter turnout for the first time in decades, propelling Barack Obama into office. However, a significant divide in ideology over the course of two terms led to a heated 2016 election.

With the similarly divided outcome of the 2016 Presidential election between Hillary Clinton and Donald Trump it is possible that resentment toward the political establishment, or the political processes, could return to fashion in our culture. Exit poll data suggested that more young adults, “supported a third-party candidate, or did not vote for a presidential candidate,” in 2016 compared to the previous election (Richmond, Zinshteyn, & Gross, 2016. p. 3.) As the remaining members of the Millennial generation reach adulthood over the next few years, having critical thinking skills to assess problems and to create collaborative solutions is necessary. Civics educators must be on the forefront of providing an environment that promotes engaging and experiential elements to foster greater involvement in future elections.

To offset this animosity, Warren (2001) concluded that civics education is best practiced through, “opportunities to experience,” continuing to be a focal point of contemporary curriculum (p. 243). Even with the past chaotic views of politics in the United States, civics education has continued to be an important practice to public schooling and higher education. The Participation in Government course is once again, the bedrock of most citizens’ knowledge

of government and politics. Thus, examining what can be done to provide greater civic aptitude and involvement beyond presidential years is needed. More recent innovations in the ways in which people participate in politics have made a significant impact on civic engagement. Educators must now utilize these innovations in a positive fashion in order to spur continued growth in competence and participation.

The access of information and social media is revolutionary to the world, due to the ideas and influence that can be exchanged at a rapid pace. Civics education in our nation's high schools could potentially be the cutting edge of technological literacy, which would aim to provide an ethical and research based foundation. Promoting civic engagement curriculum emphasizes the, "value of open and informed discussions of societal issues," which are vital to establishing a formidable environment for sharing ideas (Kane, Crow, & Lee, 2013, p. 420). This is where the entire school setting, not only civics educators, are responsible for aiding students in conducting appropriate conversations that utilize factual evidence while also establishing and maintaining respect of differing viewpoints.

Discussion is a traditional practice of civics education; however, the mediums that are now available present new challenges and opportunities to insert civic knowledge and skills vital to engaging citizenship. Engaging discussions should consider the interest and perspective of young adults, which demonstrate clear research and analysis, and promote a respectful environment. An, "open-classroom atmosphere," encourages students to express their views and provides the opportunity to discuss controversial public concerns (Kahne, Crow, & Lee, 2013, p. 422). Greater discussion aims to encourage students toward greater participation in civics and politics.

Perhaps the most concerning issues for civics educators' students are the retention of civic knowledge and skills and a genuine interest in engaging in political processes. Some students may attend higher education institutions that continue to promote civics, but that only covers a small part of the population. A survey from Xavier University tested the, "civic knowledge of native-born citizens compared to immigrants applying for U.S. citizenship," to provide a glimpse into this issue (Pitts, 2016, p. 10). The results reported "significantly lower results among the native-born population," on common questions related to the Constitution and the functions of the United States government. Issues were seen across the board from historical to contemporary knowledge. Attention to the news media and the issues that face millions of people are often prioritized low in citizen's minds as well.

An important influence upon the political knowledge of young Americans continues to be popular culture, specifically entertainment segments that utilize political satire. The likes of *The Tonight Show*, *South Park*, *The Daily Show*, and several others permeate the mainstream. These mediums can be very useful in attaining the attention of students, however, they are not standard to the practices of the traditional civics classroom. Civics educators, including the author, have utilized these examples as a basis of more appropriate modelling when it comes to civic conversation and engagement.

Purpose

Several issues surround the idea of civic engagement in education. For the focus of this review, this study will be to examine civic education at the 12th grade level. In New York State, during or by the senior year of high school students are required to take the Participation in Government course. Ultimately, the obligation of school districts should be to provide a curriculum above and beyond what the state standards require in order to produce more skilled

citizens, who obtain greater political knowledge, and are motivated to immerse themselves in the functioning government system.

The author has taught the Participation in Government course and has accumulated an understanding of practical knowledge essential to a satisfactory aptitude of his students' civic skills and engagement. The goal of this course has been to provide ample opportunity to involve students in government participation through enrichment activities and engagement outside of the classroom. The standard content is utilized as the base of the real life application that students can more closely relate to on a personal level. By providing real life scenario activities, interest in the content is expanded and more inquiries into government and politics have been explored.

The review begins with an examination of civics education and standards literature. Literature will include New York State and federal government publications, as well as published journal articles and empirical studies that focus on civic education standards, practices, and trends. Following this will be an evaluation of practices, traditional and contemporary, in the classroom that aim provide fundamental skills and knowledge of government and politics; that implement service learning activities; and promote community and civic engagement in the present and future.

Additional research is needed in the area of civic engagement to properly educate youth about the interworking of government and politics; to provide awareness of individual rights within our society; to create connections between school districts, students, and their communities; and to encourage civic competence to alleviate feelings of apathy toward citizen participation. For solving the problem of creating knowledgeable and engaged citizens, the literature examined will continue to uncover practices that have been found to be effective. By

gathering the resources of valuable curriculum practices with the collaboration of the entire field of civics educators will seek to provide a more comprehensive civic education for all American students.

In Chapter 2, a review of literature will address the standards and educational practices of high school senior level civics education. In addition, this review will evaluate traditional and contemporary practices to determine how effective civics education is in producing competent graduates with general knowledge of government and citizenship. Finally, this analysis will examine how classroom practices can best encourage civic participation and political engagement.

Chapter 2 – Literature Review

In Chapter 1, the research aimed to point out the value of civics education and the role it plays in developing informed and engaged young citizens. The focus of this research is to identify the most effective practices within civics education in order to foster the development of students approaching adulthood and the responsibilities of citizenship. This literature review will address the standards and educational practices of high school senior level civics education. In addition, this review will evaluate traditional and contemporary practices of civics education and the ways in which these practices produce graduates with confident or general knowledge of government and citizenship. Finally, this analysis will examine the ways in which classroom practices can best encourage civic participation and political engagement.

Civics education

The research in civic education indicates several consistent practices in the classroom since its introduction to standardized schooling. Imel (2012) examined civic education and engagement from a historical perspective. Adult education since the early 1840s has provided several examples of civic engagement programs that have ultimately contributed to the traditional classroom curriculum. Early instructional forms were primarily teacher-led activities, including platform lectures and book discussions via lyceums, which eventually blossomed into the Chautauqua movement. A primary cause of the Progressive Era reforms during this time period was the increased access to education. Imel remarked: “Unions, settlement houses, churches, and other community organizations prepared immigrant adults for their civic responsibilities,” in a fashion to assimilate newly arriving immigrants to the American way of life (p. 6). Political engagement resulted in significant changes to society that would raise living

standards for all citizens. The traditions of civic education have developed for over a century providing a base for civics educators.

In establishing a modern curriculum for civics education, policy makers, educators, students, and community members must collaborate in order to determine its core skill set. In his review of the literature related to civic education, Campbell (2008) categorized civic education into four activities:

- (1) Participation in public-spirited collective action (community service)
- (2) The capacity to be involved in the political process (civic skills)
- (3) An understanding of the nation's political system (political knowledge)
- (4) Respect for the civil liberties of others (political tolerance). (pp 489-490)

Campbell noted that rigorous instruction in all academic subjects ultimately contributes to a young person's civic development as general knowledge adds to the growth of one's character. As part of a well-rounded education, most regions in the United States and around the world have civics education as part of their curriculum. Civics education not only provides an insight into the role and responsibility one has in a nation's society, but can be a historical and cultural introduction to the mainstream.

C3 framework

The College Career and Civic Life C3 Framework for Social Studies State Standards (C3) published by the National Council for the Social Studies (NCSS), provides a comprehensive set of standards that contains the contributions of 15 national organizations, including the Center for Civic Education and the American Bar Association. The framework seeks to provide the skill set necessary for students to understand civic virtues and principles on a local, regional, and

national level in order to prepare them to discuss issues and make informed decisions.

According to the NCSS (2013), “People demonstrate civic engagement when they address public problems individually and collaboratively and when they maintain, strengthen, and improve communities, and societies” (p. 31). The standards focus on an appropriate contribution to the public sphere through the means of open forum, voting, volunteer service, and cooperating with others to better society. The purpose of developing this framework for educators is to promote a connection to the real world through the application of Common Core reading and writing standards to the skill set of civic understanding and participation.

New York State civics education

According to the New York State Department of Education (NYSED), the standards of civics education are designed to educate and motivate the next generation of active citizens. The Participation in Government course has a curriculum designed around the principle of developing young adults who can apply upper level analysis and synthesis to the study of contemporary and historical public issues. According to the Social Studies Framework the Participation in Government course aims to, “provide students with opportunities to become engaged in the political process by acquiring the knowledge and practicing the skills necessary for active citizenship” (p.45). The course ultimately aims to create a heightened awareness of a student’s rights and responsibilities as a citizen of the United States. The principle word in the title, “Participation,” is purposefully left open to the broadest interpretation in order to warrant a multitude of in class and out of class experiences that contribute to the greater understanding of government and politics.

The creation of the Participation of Government requirement for New York State high school graduates has derived from a combination of long lasting civics curriculum practice,

coupled with statistical data that reflects the reality of the curriculum (NYSED, 2016). The New Millennium Project (1998) surveyed over 70 million young Americans to sample their civic attitudes. The statistics from this study were used in an effort to promote a more effective curriculum core in schools across the United States. In the study, voter turnout was seen to have declined by half since the 1970s to almost 25% among young adults age 17-24. Educational background was seen as a major factor in whether a young American citizen casts a ballot during the election season with far more college educated individuals voting than those with a high school diploma, equivalent, or less education (NYSED, 2002). Apathy toward government is a common theme that civic educators face that is reflected in the study. Sixty-seven percent of survey respondents felt that their generation plays or will play an important role in the way that government functions, but also felt that their voices were often left unheard by those in power (NYSED, 2002).

NYS Social Studies Standard 5

Civics, Citizenship, and Government is the fifth of the New York State standards for social studies education. This standard is a required part of all social studies curricula from Kindergarten to middle school history, through high school Regents courses, and eventually to senior year Participation in Government (PIG). The overall aim of this standard is to provide students the knowledge and skill set to understand the need and function for a governmental system, to interpret and recognize the importance of the United States Constitution, and to take part as a citizen by fulfilling the roles and responsibilities via civic participation. According to the New York State Department of Education (2002) the PIG course, “is the civics capstone of a student’s K-12 social studies experience” (p. iii). New York State’s Civics, Citizenship, and Government standard is adapted from The National Standards for Civics and Government

(NSCG). Key ideas from this publication are the blue print for educators to fulfill the appropriate curriculum to cover this standard. These standards from the NSCG include:

1. The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law.
2. The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government.
3. Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.
4. The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills. (NYSESED, 2002, pp. 6-7)

These key ideas are touched upon at every grade level K-12 and serve as the basis of the Participation in Government course. Since the inception of these standards in 2002, the only major revision to the curriculum has been the addition of the reading and writing standards of Common Core. Although Common Core curriculum has established constructed modules for English Language Arts, the social studies curriculum remains largely a guideline. The NYS K-

12 Social Studies Framework, provided by the Board of Regents via the EngageNY.org website, serves to assist local districts in developing their social studies programming and intended outcomes (NYSED, 2016).

NYS participation in government curriculum.

The NYS K-12 Social Studies Framework, provided by the Board of Regents does not set a common curriculum or provide modules to teach the course. It instead provides a body of topical knowledge and skills that educators must aim to cover during the course of one semester of the school year. The areas to be touched upon include: Foundations of American Democracy; Civil Rights and Civil Liberties; Rights, Responsibilities, and Duties of Citizenship; Political and Civic Participation; and Public Policy (NYSED, 2016). The aim of the course is to provide students with opportunities to become engaged in the political process and to practice the skills needed to be an active citizen. The Framework does not have content specifications so that educators may apply local, national, and international perspectives on current events and issues. This provides a flexibility that allows key ideas to be highlighted in a manner to engage students with fresh content. (NYSED, 2016). The intent of this social studies capstone course is to provide meaningful instruction of civics and to provide ample opportunities to practice citizen roles and responsibilities.

Skill sets for PIG

As education demands shift over time, approaches to promoting knowledge and skills adapt and change to the environment. Whether it is the resources available, the inclusion of technology, or a shift in fundamental focus toward differentiated instruction, this examination of

literature aims to highlight the most impactful practices that have been implemented in order to develop the civic skills of students.

Traditional civics practice

Manning and Edwards (2014) provide evidence for the effect of civic education on young people's political participation behavior. The authors noted a "disconnection hypothesis" that exists in countries around the world, including the United States (p. 22.) Traditional activities and practices of the current institutions of government and the political process are often viewed as dishonest or incorrect. Manning and Edwards recognize that civics and citizenship are two separate subject matters. Civics relates to the knowledge of government and politics. Citizenship consists of the skill set, values, and attitudes that an individual develops as they mature into adulthood. Intervention studies, including the Active Citizenship through Technology (ACT, 2010) have noted that students develop greater civic knowledge and skills through concentrated enrichment activities (ACT, 2010). A common thread to the studies is that increased knowledge and skills will ultimately lead to greater political engagement.

Demands of increased academic rigor coupled with physical and socio-emotional development weigh as heavy adversaries to the educational setting. The traditional teacher-led model struggles to maintain a strong focus, particularly in the area of social studies where these practices have long existed. However, when coupling the effective traditional practices with more contemporary strategies and practices, the goals of establishing a curriculum that create knowledgeable and engaged citizens are far more attainable.

Lecture and discussion of societal issues.

In conducting this study, the research has aimed at looking at both traditional and contemporary practices within the PIG classroom. Lecture and discussion is at the heart of social studies education and has stood the test of time in these classrooms. However, Martens and Gainous (2013) noted the National Assessment of Educational Progress (NAEP) report card in civics, finding that a significant number of 12th graders and 8th graders score significantly below the proficient level on a national assessment of civic education. The study that was conducted by the authors took a look at the method of involving students, teachers, administrators, parents, and community in creating an open classroom climate. The findings provided a conclusion that having a comfortable setting to air personal opinions on political issues and processes with input and positive reaction helped support greater student engagement in school related activities. The authors stated that, “little work has been done to date on what specific forms of civics instruction works best” (p. 958). NAEP notes traditional teaching, active learning, technology inclusion, and maintaining an open discussion forum have shown to improve civic knowledge and encourage political participation.

According to the literature, promoting civic engagement curriculum emphasizes the value of open and informed discussions of societal issues (Kahne, Crow, & Lee, 2013). Engaging discussions that consider the interest and perspective of young adults, which demonstrate clear research and analysis, promote a respectful environment. Kahne, et al., stated that, “the conflictual nature of politics makes many youth (and adults) hesitant to engage,” however, “there is hope that normalizing this conflict will increase engagement with politics” (p. 421). An open-classroom atmosphere encourages students to express their views and provides the opportunity to discuss controversial public concerns. Kahne, et. al, reported that greater discussion leads to

greater intent to participate in civics and politics. There is a strong need for clarity in the understanding of the ways in which classroom discussions of controversial issues may impact public attitudes. By utilizing a variety of means in order to engage with the content, students will gain more insight into the issues. The authors commented: “Voting, volunteering, protesting, writing a blog about an issue, and joining a community organization are all different kinds of civic and political activity,” which could increase academic outcomes (p. 425).

Pooling community resources

Another significant factor that is important to all of education, as much as civic development of youth, is that of pooling community resources to enhance educational opportunities. Pitts (2016), for example, pointed out an effective practice that has developed to provide greater enrichment opportunities by utilizing community connections and resources. The Center for the Study of the American Dream at Xavier University (2015) conducted a survey that tested the civic knowledge of native-born citizens compared to that of the civic knowledge of immigrants applying for U.S. citizenship. The results reported significantly lower results among the native-born population including:

- 85 percent did not know the meaning of “the rule of law.”
- 82 percent could not name “two rights stated in the Declaration of Independence”
- 75 percent were not able to correctly answer “What does the judicial branch do?”
- 71 percent were unable to identify the Constitution as the “supreme law of the land.”
- 68 percent did not know how many justices are on the Supreme Court.
- 63 percent could not name one of their two US senators.
- 62 percent could not identify “What happened at the Constitutional Convention?”

- 62 percent could not answer “the name of the Speaker of the US House.” (As cited in Pitts, 2016, p 10)

These statistics note a significant lack of knowledge about civics of students born in the United States. Pitts attributes a lack of applicable study in the educational setting as a significant factor in these shortcomings. One of the proven practices in civics education is to, “provide opportunities for students to participate in simulations of democratic processes and procedures” (p. 14).

With the significant shortcomings of civics education in the state of Florida, several reform proposals and trials have been put forward to solve the issue. One such trial provided from the Florida Law Related Educational Association, Inc. (FLREA) has worked to bridge educational settings with civic professions, such as law enforcement and the judicial community (Cited in Pitts, 2016, p. 10). Practices in providing law-focused education and training have provided a significant enrichment opportunities for teachers and students. Through the incorporation of community resources to hold court simulations, conversational forums, webinars on government and justice, and others, students have performed higher overall on end-of course-assessments. One last major point made by this study is that civics education should be expanded beyond its current classroom setting to especially include, middle school and early high school students (Cited in Pitts, p. 12).

Contemporary civics practice.

Traditional approaches to civics education have not been disregarded by social studies educators, but rather modernized in order to create better prepared citizens. The inclusion of

differentiated instruction and a special focus on interest based activities has been shown to promote overall learning and engagement of students heading into the college and career world.

Media literacy

A common and effective practice of civics education that has remained part of the foundation of many instructors' curricula would be the use of current event observation, discussion, and analysis. Hobbes, Donnelly, Friesem and Moen (2013) revealed that the best indicator of student desire to participate in civic engagement is having a favorable attitude about contemporary issues and reporting. Quite often today's students have little motivation or interest in civics because they do not make the connection between the classroom and the fundamental impact of government. In this study, only 28% of graduating students believed that what they did in classrooms would directly apply to their lives in the future (p. 231). Investigating media, whether it is print or digital, has become one of the greater focuses of educators who are seeking new approaches to engage learners to conceptualize the importance of active citizenship. The ideal for new activities and experiences seeks to turn "dutiful citizens," or those who vote for the sake of voting, into "actualizing citizens," who are more connected to the idea of personal and social identity within the public sphere (p. 232). Both media analysis and media composition activities are seen as the pathway to creating thoughtful citizens. These activities allow students to apply their technological abilities to work in analyzing, evaluating, and creating media production. The NCSS (2013) has gone as far as stating that, "broadening the definition in of what is considered acceptable text to include multiple ways people read, write, view, and create information and messages" is a necessity to civics education in the 21st Century (p. 31). The National Council of Teachers of English also recognized the importance of critical analysis of

digital texts and production projects in the English Language Arts curriculum (Cited in Hobbes, et al., 2013, p. 232).

Media production

The process of media production enables students to develop one or multiple specialized skills, while learning to collaborate on a project. Cinematography, editing, sound, and visual graphics are all meaningful components that some students may see as an asset in the future. Applying this type of activity to civics education can prove to be effective due to the amount of video, or other digital media that are available to observe, interpret, and analyze. Most high schools offer a journalism or communications course that specialized in multimedia production. Hobbes, et al., (2013) noted that encouraging leadership, creativity, and collaboration to sharpen research skills and critical analysis will more likely allow students to better understand their role as citizens. Evidence points to how students', "attitudes towards news, media literacy competencies, and in-class video production experiences predict students' own anticipated civic engagement." (p. 233) Scaffolding skills and content in a manner that allows a student to have more interest and emersion in civic discussion can create a more positive attitude toward media and civic engagement.

Heggart (2015) looked at Justice Citizens, a program instituted at a Catholic High School that focused on problem-posing education. Students showed to be more engaged due to the personal interest in their local community. The creation of documentaries for film festivals was shown to incorporate civic knowledge with activism to promote self and peer awareness of political issues and processes. Topics chosen often were, "contextual to their own lived experience," and included important public policy issues (p. 283). The exit interviews of participants found that students felt that they, "became," citizens and intended to continue to be

socially active (p. 284). Students were engaged and were proud in viewing their contribution to civic life at school and in the community.

Examining social media

Social media is yet another facet of civics education as digital communication has rapidly evolved over the past decade. Both young and older individuals have instant access to unprecedented amounts of information via outlets, such as Facebook, Twitter, Instagram, and others. Bala (2014) noted that real-time commentary on images, people, places, and events are constant and serve as the fad of the millennial generation. According to Bala, “Technologies influencing the ways in which people engage in civic life are evolving rapidly” (p. 770). As reliance on social media has become mainstream, educational settings must deal with the benefits and consequences that come with it. In a civics education course, social media could be one of the most useful tools in acquiring and processing information on issues. However, social media can also pose a problem with plenty of material that could be considered biased, inaccurate, or inappropriate for the school setting. Educators of the 21st Century are now charged with the challenge to harness the utility of media to create real life application to course content. Students can use a multitude of practices from sending invitations to community activities, or to participating in a political campaign. A modern civics education could likely see the study of social media added to the curriculum as one of its core characteristics due to its greater influence on civic engagement and participation.

Participation to engage young citizens

Perhaps the greatest challenge to civics educators is the ability to provide lesson content and activities that deliver opportunities to engage young citizens to participate in the political

process. Kahne, Crow, and Lee (2013) pointed out the importance of civics education and the elements that are necessary to maintain the foundational American system of government. An itemized survey of high school students demonstrated a major lack of civic involvement and participation skills. Political attentiveness perhaps is the marquis measure of student engagement with civics content. Niemi, Hepburn, and Chapman (2000) recorded data showing that reading, watching, or reading the national news ranks less than fifty percent in every socio-economic, racial, and ethnic group. Also, conversations with parents about politics ranks very low (p. 50-52). The establishment of traditional practices coupled with contemporary effective strategies for promoting civic knowledge have pushed for a new tide of political engagement.

Service learning

Service learning is the most common means of political engagement proposed by educators, policy makers, and scholars. Kahne, et al. (2013) noted that experience in the civics setting is believed to socialize young people to value and pursue civic activity and to develop social trust. Ideally, if students are exposed to a service environment, they will be more encouraged to return and continue participating in that environment. This immersion allows students to experience opportunities for, “agency (as students respond to social problems), social relatedness (as students join with others to respond to a societal need), and political-moral understanding (as students reflect on and discuss the societal issues with which they are engaged).” (Kahne, et al., p. 422). Fostering these skills and character traits in students has been shown to establish relationships between service learning and civic outcomes. Two of the most notable curriculum practices within civics education include voter registration and education and community service opportunities.

Community service

A common practice of service learning for the high school setting is the encouragement and even mandated requirement to complete community volunteer service hours. Civic educators, administration, and guidance counselors have primarily been the source of developing the standards, requirements, and intended outcome goals for volunteer service. In most districts, the aim is to connect the student with their community on a personal level that pushes interaction and charity through practical means of participation. Niemi, Hepburn and Chapman (2000) found that these experiences are intended to provide the student with encouragement to continue to be active participants in community service as they graduate high school and become future contributors to their hometowns. It has been noted that a local volunteer participation primarily yields involvement in the local community and less with state, national, and world affairs. The establishment of community ties the very foundation of creating an active citizen, but without further interest in government and politics beyond the community the efforts of civic education fall.

Voter registration and voting

To address these problems, civics education is tasked with designing methods to more effectively educate, encourage, and enlist students to register to vote. Richie (2007) outlined the goals for educators to achieve 100% voter registration. In an effort to accomplish these goals the National Civic Review has proposed the following policies:

1. A uniform age of sixteen for advanced voter registration
2. Registration of high school students during civics classes and Constitution Day assemblies

3. Classes that explain voting mechanics and the powers of local, state, and federal elected offices and dispel common myths
4. Similar registration and civics programs for people becoming U.S. citizens
5. Automatic registration of citizens obtaining driver's licenses, permits, and filing postal forms to change addresses
6. Student poll workers, starting with stints for middle school students
7. Print and online voter guides
8. Television and radio time devoted to election information. (pp. 39)

The Participation in Government course already provides guidelines for many of these proposals. The bulk of the curriculum is primarily content knowledge. This amount of time is considerably short considering that the course is only mandated to be one semester in length. The additional proposals for voter reform would require additional investments of time and funding; however, they could prove to yield an increasing number of registered voters and perhaps active voters.

The researcher notes that as a civics educator, it is one task to register a student to vote, yet a completely different task to inspire voting participation on a regular basis throughout their lives. Straughn & Androit (2011) pointed out in their study of civic education individuals who vote often assume the investment of their time and effort will benefit themselves or their country in some way. Patriotism, or the feelings that one has toward their nation, can certainly factor into motivations to vote. However, the authors note that the education level does not necessarily equate to patriotic expression. Higher education of the liberal arts emphasizes globalization and recognition of human rights, rather than a national, or segmented identity. The bottom line is that expressing patriotism does not necessarily lead to greater voter participation, and expressing

greater voter participation does not necessarily warrant greater feelings of patriotism. More knowledgeable, skilled, and confident citizens, regardless of background are fundamental building blocks for producing competent voters.

This literature review aimed to address civic engagement in the classroom through the examination of traditional and contemporary practices. The researcher's intent is to provide additional knowledge about the perspectives of educators, and especially students when it comes to the implementation of these practices. Developing a wholesome classroom that enriches student understanding of government, politics, and volunteerism is the goal of this study to promote the creation of young, productive American citizens. In the following Methodology chapter, the researcher laid out the process in which the research study will conduct fact finding about content practices in civics.

Chapter 3 – Methodology

In the previous chapter, the researcher reviewed literature related to the societal status of civic engagement and the historical and contemporary practices of civic education in the United States. The researcher has targeted these two literature components in order to find effective strategies for civics educators, specifically those who teach the Participation in Government (PIG) course in New York State, which aims to improve civic aptitude and to promote civic engagement with students about to be graduated from high school.

The following chapter will chronicle the procedures taken for the civics education study that the researcher plans to conduct. During this study, the researcher surveyed students who have taken, or are currently taking, the PIG course. This involved gauging student thoughts related to course content, activities, and opportunities to practice citizenship roles and responsibilities. These responses were compared with that of their civics educators, who were also surveyed for their thoughts related to course material. The goal of this study was ultimately to identify those strategies that teachers utilize within the PIG course that students find the most useful about government and politics as well as encouraging students to participate in political processes.

Research Framework

During the study, the researcher used a mixed methods design, with quantitative and qualitative data to determine effective practice that promotes civic aptitude and engagement among high school students who are about to graduate. Students and educators will be surveyed with paralleling questions that focus on participant background, engagement, and preferences in the PIG course. The researcher collected quantitative data from student responses on checklist and scale-based responses. Qualitative data was collected via open ended response questions.

The mixed design hopes to identify clear similarities and differences of the point of views of students and educators to better streamline course practices.

Quantitative research provides numerically based evidence that can be utilized to simplify and address an inquiry question. Reale (2014) states that quantitative studies, “address comparative analyses,” and are beneficial for, “finding out and graduating similarities and differentiations,” in its results (p. 409). In the survey conducted, the researcher aimed to streamline responses between the two school sites to provide a generalization about the PIG course in the local area. The intent is to generate data that reflects the attitude of a locality that can be analyzed to improve civic practices in a similar area, or for the entire study to be replicated and provide the same results in a different region.

Quantitative data alone has limitations in providing critical information about a student’s background and relationship with the content in civics education. Thus, the researcher will not only collect data from course commentary, but also relevant information pertaining to outside student interests. According to Kozleski (2017), qualitative research has “utility...in producing evidence that can identify promising practices,” which can be applied to curriculum planning (p. 24). The reason the researcher has chosen include qualitative research data is to readily identify effective lesson material in civics education based on the vantage points of both the student and the educator. In seeking to better understand this relationship, qualitative research will provide, “the most robust and inclusive means,” of gathering data (Cooley, 2013, p. 250-251).

The intent of this study was not to rely on survey data alone to identify effective civics education practices. Student-led ownership of learning, which fosters reflection, dialogue, and in-depth analysis of learning, is needed in order to support identifying those gaps. The survey data collected served the purpose of gathering information in classrooms from students and

educators to parallel with reviews of literature concerning civics education practices. Ultimately the results of this study aimed to promote a high level of engagement between students and educators to specifically promote civic aptitude and involvement.

Research Setting

In order to research the relationship of effective civic education practices per students and educators, the researcher compared two neighboring school districts in rural Western New York State. The surveys conducted were of high school students who have taken or are currently enrolled in the Participation in Government (PIG) course. Additionally, the teacher at each site was also surveyed for comparative data. These surveys of students and educators were conducted in person by the researcher on March 23, 2017 and March 24, 2017. The researcher chose two neighboring school districts to provide a sampling of the area's demographic background.

According to the New York State Education Department (2017), School A has grade K-12 enrollment of 489 students in 2015-2016. Gender demographics are about 52% female and 48% male. When it comes to ethnicity, the school district is 88% white, and the remaining 12% consists of minority groups including: Latin American, Native American, African American, Asian American, and multiracial students. 11% of students are classified as having a disability. The average class size is approximately 40 students. The community of School A is a small village with a few small businesses consisting of a large agricultural surrounding. Approximately 54% of the students at School A are considered economically disadvantaged.

According to the New York State Education Department (2017), School B has a grade K-12 enrollment of 1,032 students in 2015-2016. Gender demographics are about 52% female and 48% male. When it comes to ethnicity, the school district is 74% white, 12% is Native

American, and the remaining 14% consists of minority groups including: Latin American, African American, Asian American, and multiracial students. 18% of students are identified as having a disability. The average class size is approximately 70 students. The community of School B is a larger village than that of School A consisting of more small businesses and a similar agricultural setting that is located near a federal interstate. Additionally a portion of the community that attends School B is part of a local Native American reservation. Approximately 62% of the students at School B are considered economically disadvantaged.

Research Sampling

The research study involved surveying students and educators who have, or are currently taking the Participation in Government (PIG) course. The purpose of surveying these two groups was to compare and contrast effective classroom practices in civic education. Additionally a search of academic literature provided additional insight in order to support those results.

By utilizing qualitative methodology, the researcher adopted purposeful sampling in creating a clear definition for the participants in the study. According to Coyne (1997), purposeful sampling is explicit and “describes sampling strategies in sufficient detail,” in order to allow for additional studies to replicate the procedure for a similar purpose (p. 624). The researcher used the following criteria to meet the needs of the academic research community:

1. Subjects must be enrolled in the PIG course at the high school level.
2. Subjects include both male and female participants.
3. Subjects have prior knowledge of civics and have taken or are taking the United States and Government course.

The criteria for potential teacher participants was as follows:

1. Subjects must have attained a New York State 7-12 Social Studies Teaching Certificate, or the appropriate certification to teach the course.
2. Subjects include both male and female participants.
3. Subjects must teach at least one section of the PIG course at the high school level.

After gaining approval from the Human Subjects Review Committee at the State University of New York at Fredonia (Appendix A) the researcher contacted two rural Western New York high schools to administer the student and educator surveys. A consistent exchange of information from both students and educators will ideally create a clear idea of what lesson content is interesting, engaging, and effective. Student survey data provided powerful insights on a day's work in the course and provided feedback about what the PIG course provided for them. Teacher interviews provided the same illustration of data, which can be used to categorize the more effective practices of the PIG curriculum. This feedback allows for "both the teacher and the student to have an active role," in academic decision making to fulfill student needs (Dekker-Groen, Van der Schaaf, & Stokking, 2015, p. 231-232). Ideally, the study revealed the most effective practices that spur civic engagement of students at the high school level and into an adult's role as a citizen of the United States.

Data Collection

The method of collection in this study was a comparative survey, involving both students and educators working cooperatively in the Participation in Government (PIG) course (see Appendices D and F). These surveys aimed to provide students and educators the opportunity to provide feedback on PIG course content and activities. The aim is to find data which supports a prominent level of engagement between students and educators to specifically promote civic

aptitude and involvement. Constructive feedback in these surveys was intended to “help determine skills and performance” of the educator, but especially that of the students (Cathcart, Greer, & Neale, 2014, p. 792) The goal of this survey of students and educators was to highlight useful classroom practices for civics education that fosters civic aptitude and engagement for students about to graduate high school.

The researcher scheduled interviews for and visited School A and B on March 23, 2017 and March 24, 2017 to administer the study survey. Surveys were administered during normal class periods in order to minimally disrupt the typical school day for student and educator subjects. The surveys were conducted simultaneously during the class periods, and lasted approximately 30-45 minutes in duration.

Materials were distributed to students first. The researcher provided directions to students to read the questions along. After each response, the researcher paused thirty seconds for students to respond and then proceeded to the next question. Before turning the page the researcher asked if students had any questions as well. The survey questions consisted of scale based, inventory, and open-ended short responses. Additionally, students were made aware that their answers would be confidential and would not be shared with their teacher in any capacity.

Secondly, the researcher distributed the educator materials and explained them to teachers. The questions again consisted of scale based, inventory, and open-ended short responses. Educators were also made aware that their answers would be confidential and would not be shared with their students or colleagues in any capacity.

Upon completion, the researcher collected the completed surveys from students and educators. After data was collected from both School A and School B, the researcher began an

analysis of the information with the goal of comparing and contrasting student and educator responses.

Research Data Analysis

The analysis of the data collected aimed to investigate effective and ineffective lesson materials, activities, strategies, and practices of the PIG course. Wong and Wong (1998) commented that, “Effective teachers provide content that has a purpose,” including, in this case, the promotion of civic aptitude and engagement for young citizens (p. 279-280). The researcher used document analysis to “allow participants to share their perspectives in unique ways, and provides, “participant language and wording,” to provide more authentic evidence to support the study’s intended purpose (McMillan, 2012, p. 296-297) By closely reading student and educator responses the researcher could determine the methods that students and teachers thought were effective and ineffective practices.

This project’s data analysis involved the following steps. First, the researcher read carefully through the answers and comments gathered by students’ and educators’ survey responses. Responses were coded by representative language that identifies a practice in civics education as either effective or ineffective. Scale based responses provided a value of course components per student and educator evaluation. Inventory based responses provided a measure of activity and interest per student and educator. The open-ended short response questions provided the opportunities for students and educators to provide useful feedback in their own words.

Second, answers and comments gathered in the surveys were examined and compared. Responses and commentary from students and educators were compared in order to highlight the practices in the Participation in Government course that were deemed either effective or

ineffective. The purpose of this comparison was to highlight the consensus activities that have had success increasing civic aptitude and have encouraged civic participation. The researcher focused on the related responses that were deemed to be most effective and will connect this data to the literature provided in Chapter 2 in the later discussion in the Chapter 5 discussion. The data collected on effective and engaging civic lessons in the PIG course will be utilized to construct a more contemporary PIG curriculum that embodies the most effective practices.

By conducting these data collection and analysis procedures, the qualitative results aimed to answer the question of “What effective practices spur civic engagement in young citizens?” Ideally, this study will increase the understanding of the practices that must be included in the Participation In Government course in order to keep students interested and engaged in their civic participation as a substantial part of their livelihood as a citizen of the United States of America.

Ultimately this collection of information aimed to aid in the construction of an ideal PIG course that encompasses both civic aptitude and engagement to provide comfort for students in public and private decision making processes. In Chapter 4 the research has broken down the data collected from the study sites to be further analyzed and evaluated in Chapter 5.

Chapter 4 – Results

The previous chapter discussed the methodology used to obtain results for this study of the pedagogical practices in a civics education course. The researcher visited and surveyed students taking, or who have taken, the Participation in Government (PIG) course in two neighboring schools. A similar survey was also given to the teachers enrolled in the PIG course at both sites in order to create comparative data for the researcher. With the intent to pinpoint effective practices in civics education, this chapter will demonstrate the results from the survey data.

The method of mixed research in this study was a comparative survey, involving both students and educators working cooperatively in the PIG course. Surveys have been the “predominant tool used to evaluate teaching,” for many years (Cathcart, Greer, & Neale, 2014.) This methodology used by educators to collect information from students, has been shown to provide important data used for classroom planning, whether it be student interest in the content or, their thoughts on the implementation of classroom material. Scaling and open-ended response surveys were utilized in the study in order to provide the researcher with a uniform base of student and teacher responses toward the PIG course.

Survey Factors

As part of data collection, the researcher aimed to look at some brief background information and, more importantly, thoughts related to course content, activities, and opportunities to practice citizenship roles and responsibilities. These factors were chosen specifically to provide the context of the participants and to highlight similarities and differences in their opinions about the PIG course and its effectiveness to create knowledgeable and engaged young citizens. In the following section, the data will be broken down by the different sections

of the survey of the students and the teachers, separately and together. The data combining both study sites will be shared in this chapter.

Student Survey Results

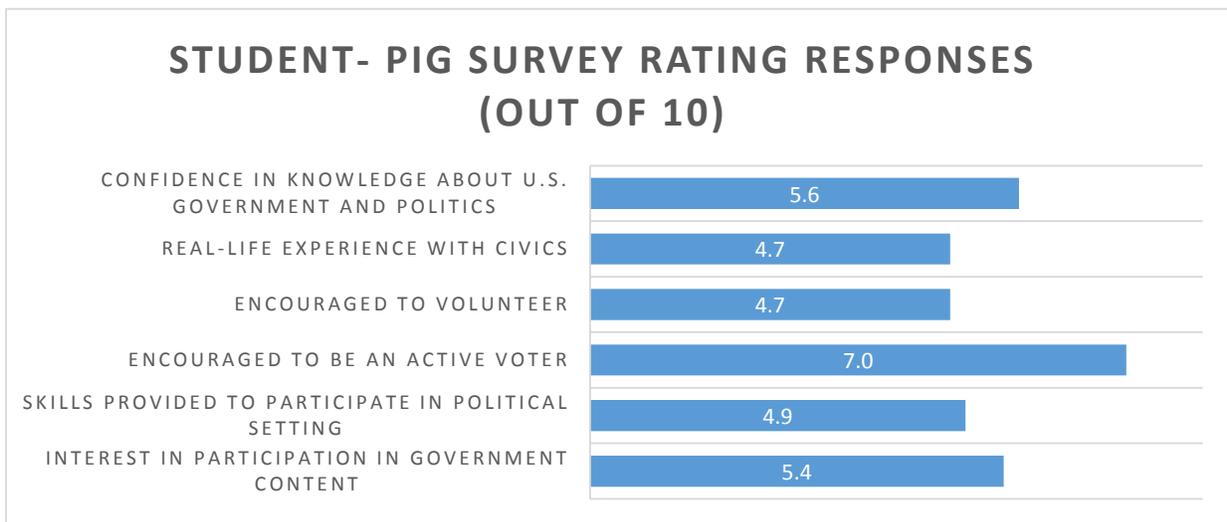
The student survey was composed of four main components including: a brief background about students' participation in class; scaled response opinion questions, a content confidence and activity check list, and a short response portion. Between School A and B, 57 students were surveyed.

In the brief background section, students were asked three initial questions about their participation in the class. First, students were asked approximately how many days of PIG class they were absent, excused or unexcused. 61% of students replied that they had missed 5 or fewer days of the 20-week course. The remaining 39% marked that they had missed 6 or more days of PIG class. Next, students were asked approximately how much time they spent on assignments outside of class each week. Almost 90% of students replied that they spend two or fewer hours on homework, projects, civic requirements, or other related work. Lastly, students were asked about their knowledge of the PIG course requirements. They were asked if their PIG teacher or school required additional participation activities to earn credit toward graduation, beyond a passing course grade. Approximately 58% of students selected "no" while the remaining 42% marked "yes" or "unsure" about this requirement.

The next portion of the survey provided scale-responses to students with questions about their thoughts on some specific items about the PIG course. These responses can be viewed in Chart 1. Questions were scaled from 1 to 10, with 1 being "minimal" and 10 being "significant" to the perspective response. The average figure provided is out of the group of 57 students who

participated in the study survey. The first question asked students their interest level in the content provided in the PIG course; students overall ranked this at a 5.4. The second question asked students how the PIG course provided practical skills to participate in a political setting; students overall ranked this at a 4.9. The third question asked students how effective the PIG course was in encouraging voting; students overall ranked this at 7.0. The fourth question asked students how effective the PIG course was in encouraging volunteerism; students overall ranked this at 4.7. The fifth question asked students how the PIG course did in providing real-life civics experiences; students overall ranked this at 5.6. The sixth question asked students how they rate their confidence and skills they have attained in the PIG course; students overall ranked this at 5.6. These results will be compared to that of the PIG teachers later in the chapter.

Chart 1.



For the content confidence portion of the survey, students were provided the New York State Social Studies Framework standards questions for the PIG course. Students were asked to mark the questions that they felt they could reasonably or confidently answer in a regular

conversation because of the PIG course. The following are the questions with the percentage of students who felt confident in knowing the answer. These responses can be viewed in Chart 2.

Chart 2.

Student Confidence in Answering PIG Standard Questions

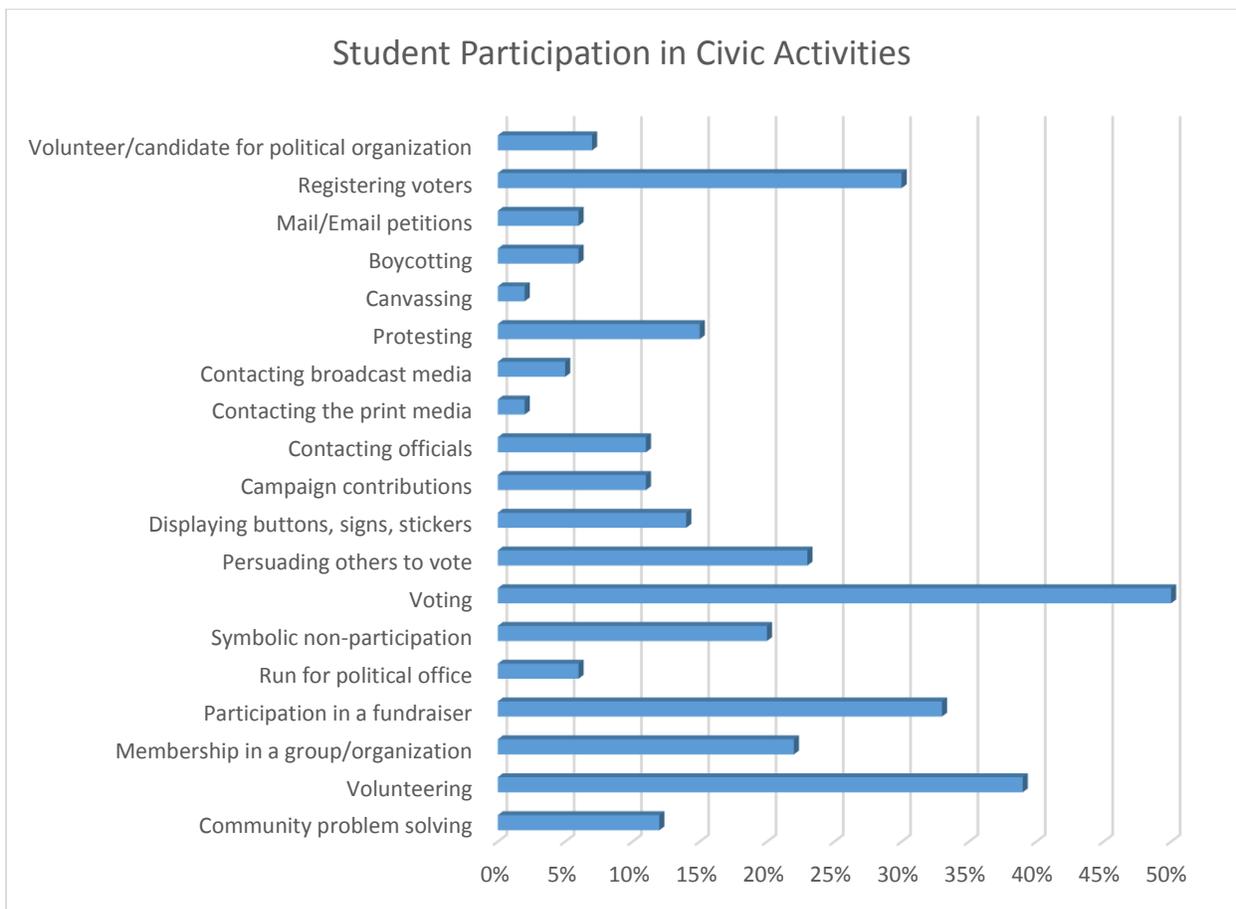
PIG Standard Questions	Student Confidence
What are the purposes and principles of government, politics, and law?	65%
What are the roles and rights of citizenship?	77%
How does someone become a citizen of the United States?	67%
Does your vote count?	84%
How does the political party system enable choice and opportunity for participation?	37%
How do you prepare yourself to vote?	63%
Why would someone seek public office?	37%
How do campaigns and elections enable choice and opportunities for participation?	51%
How do you become a more effective media consumer?	33%
Why are males ages 18 to 26 expected to register with Selective Service?	37%
What are the civic implications of taxation?	23%
How should you respond to a call for jury duty?	47%
What is the importance of the jury in a democratic system?	39%
How do you find and evaluate information on public issues of interest?	33%
Which government(s) should respond to a particular public policy issue?	32%
How does the public policy process work?	21%
How does the public policy process reflect the purposes, values, and principles of American democracy?	19%
How do citizens become more involved in working on a public issue or for a political organization?	54%
What are the legal rights and responsibilities of the individual in civic life, the work place, and school?	58%
How do your legal rights and responsibilities change as you move about in the international arena?	42%
Overall PIG Content Questions (20 total)	47.5%

The data revealed an overall confidence level in the 20 standards at approximately 47.5%. The top three responses students had the most confidence with included: “Does your vote count?” at 84%, “What are the roles and rights of citizenship?” at 77%; and, “How does someone become a citizen of the United States?” at 67%. The bottom three responses students

had the least confidence with included: “What are the civic implications of taxation?” at 23%, “How does the public policy process work?” at 21%, and, “How does the public policy process reflect the purposes, values, and principles of American democracy?” at 19%.

The last quantitative component of this student survey involved an inventory of PIG related activities. Students were asked to mark any civic experiences they may have had in class, or have completed outside of class. These results are shared in Chart 3.

Chart 3.



The data revealed that the top three civic activities that students who have taken PIG have participated in are voting (50%), volunteering (39%), and fundraising (33%). The top three

activities that students who have taken PIG have not participated in are contacting the print media (2%), canvassing (2%), and symbolic non-participation (2%). 10.5% of the students responded that they had participated in no civic activities inside or outside of class.

The last remaining section of the survey provided to student subjects were open-ended responses. Student responses overall in this section were brief, and did not reveal any significant trends related to the most beneficial and the least beneficial practices in the PIG course.

However, the short response about technology revealed that both sites primarily used some type of computer and projection equipment in the class. Other forms of technology, including personal devices, were present, but were limited in the responses provided.

Teacher Survey Results

The teacher survey was composed of four main components including: a brief background of their experience teaching PIG; scaled response opinion questions, a content confidence and activity check list, and a short response portion. Between School A and B, two teachers were surveyed for research data.

Background survey information revealed that the teacher at School A has taught the course between 6-10 years. This educator has run the PIG course to include approximately 3-5 hours of course work outside of school each week, but does not require any additional participation requirements to receive course credit. The teacher at School B differs a bit, having only taught the PIG course for 5 or fewer years. This educator has run the PIG course to include 2 or few hours of course work outside of school each week, but also does not require any additional participation requirements to receive course credit.

The next portion of the survey provided scale-responses to teachers with questions about their thoughts on some specific items about the PIG course. These responses can be viewed in Chart 4. Questions were scaled from 1 to 10, with 1 being “minimal” and 10 being “significant” to the perspective response. The average figure provided is out of the two teachers who participated in the study survey. The first question asked educators to rate their students’ interest level in the content provided in the PIG course; this ranked overall at a 6.0. The second question asked educators how they felt the PIG course provided students practical skills to participate in a political setting; this ranked overall at a 4.0. The third question asked educators how effective the PIG course was in encouraging students to vote; this ranked overall at 7.5. The fourth question asked educators how effective the PIG course was encouraging students to volunteer; this ranked at 3.5 overall. The fifth question asked educators how the PIG course did in providing students real-life civics experiences; this ranked overall at 3.0. The sixth question asked educators how they would rate their students’ confidence and skills they have attained in the PIG course; this ranked overall at 3.5. These results will be compared to that of the PIG students later in the chapter.

Chart 4.



For the content confidence portion of the survey, educators were provided the New York State Social Studies Framework standards questions for the PIG course. PIG teachers were asked to mark the questions that they felt their students could reasonably or confidently answer in a regular conversation because of the PIG course. The following are the questions with the percentage of teachers who felt confident in students knowing the answer. These responses can be viewed in Chart 5.

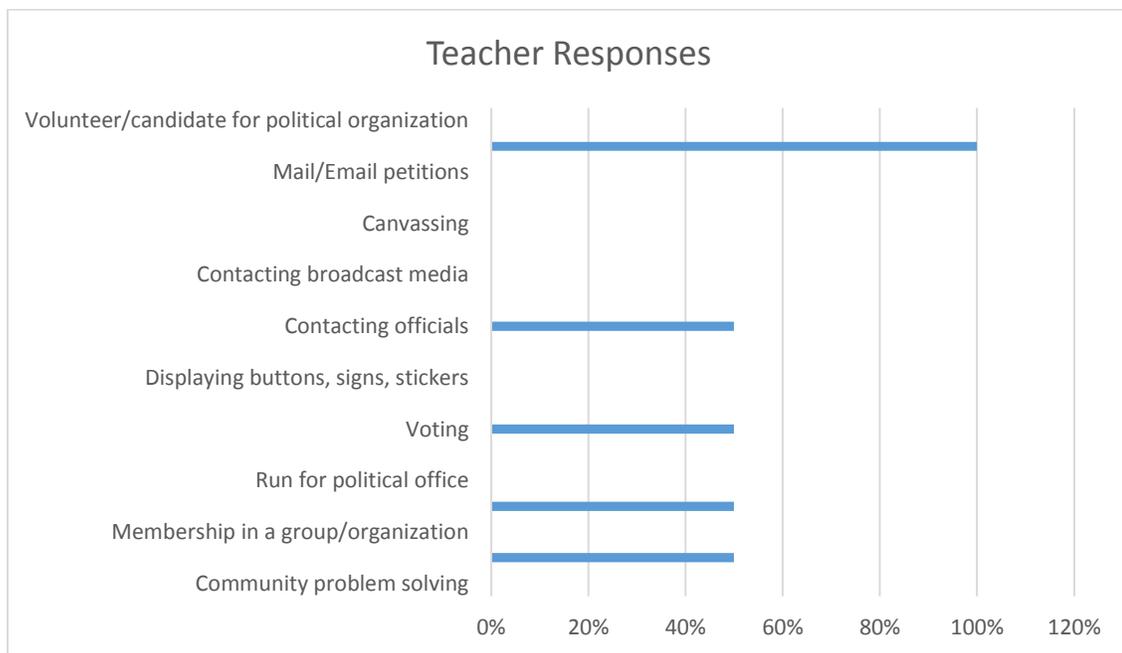
Chart 5.

PIG Standard Questions	Teacher Confidence
What are the purposes and principles of government, politics, and law?	100%
What are the roles and rights of citizenship?	100%
How does someone become a citizen of the United States?	100%
Does your vote count?	100%
How does the political party system enable choice and opportunity for participation?	50%
How do you prepare yourself to vote?	100%
Why would someone seek public office?	0%
How do campaigns and elections enable choice and opportunities for participation?	100%
How do you become a more effective media consumer?	50%
Why are males ages 18 to 26 expected to register with Selective Service?	0%
What are the civic implications of taxation?	50%
How should you respond to a call for jury duty?	100%
What is the importance of the jury in a democratic system?	50%
How do you find and evaluate information on public issues of interest?	100%
Which government(s) should respond to a particular public policy issue?	50%
How does the public policy process work?	50%
How does the public policy process reflect the purposes, values, and principles of American democracy?	50%
How do citizens become more involved in working on a public issue or for a political organization?	50%
What are the legal rights and responsibilities of the individual in civic life, the work place, and school?	100%
How do your legal rights and responsibilities change as you move about in the international arena?	0%
Overall PIG Content Questions (20 total)	50.0%

The data revealed an overall confidence in the 20 standards to be approximately 50.0%. Both educators concurred that they felt confident that their students could answer 9 of the questions listed above. Alternatively, both educators also did not feel confident that their students could answer three of the questions listed above, including: “Why would someone seek public office?” “Why are males ages 18 to 26 expected to register with the Selective Service?” and “How do your legal rights and responsibilities change as you move out about in the international arena?”

The last quantitative component of this teacher survey involved an inventory of PIG related activities. Educators were asked to mark any civic experiences they have provided in class, or feel students have completed outside of class. These results are shared in Chart 6.

Chart 6.



The data revealed that the top five civic activities that educators have provided in the PIG course in are registering voters (100%), volunteering (50%), and fundraising (50%), voting

(50%), and contacting officials (50%). The remaining participation items recorded 0% in offering these items in class, or as a direct result of the PIG course.

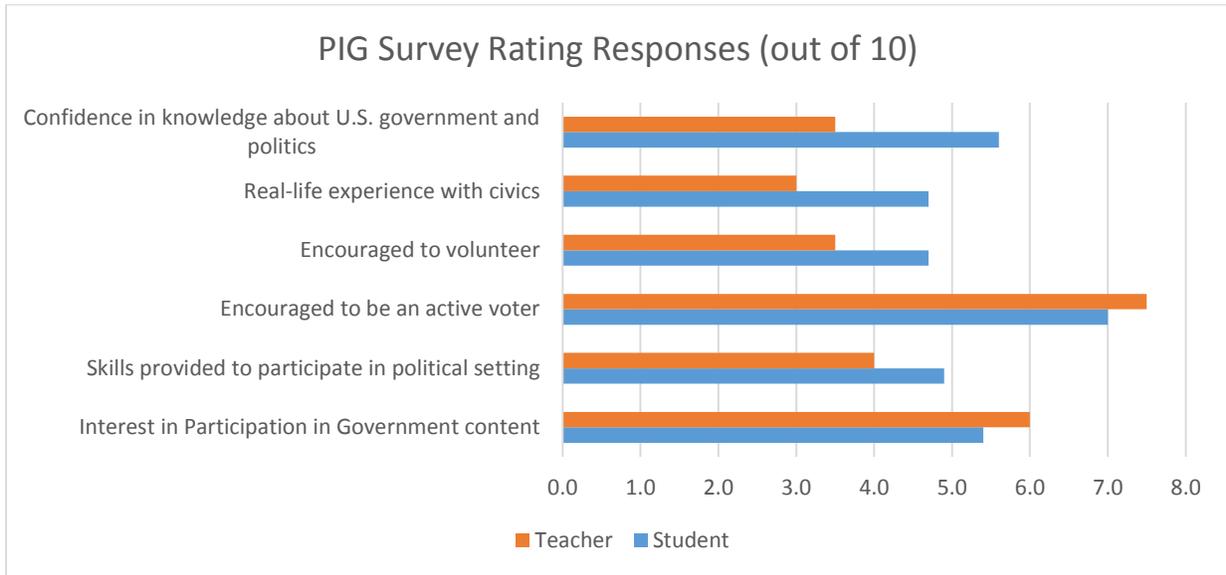
The last remaining section of the survey provided to educator subjects were open-ended responses. Teacher responses overall in this section were brief, and did not reveal any significant trends related to the most beneficial and the least beneficial practices in the PIG course. However, the short response about technology revealed, just as the students revealed, that both sites primarily used some type of computer and projection equipment in the class.

Combined Results

In comparing and contrasting student and teacher data, the researcher pinpointed the scaled survey responses and the PIG standards confidence checklist for the most relevant information. The following is an overview of these combined results.

The combined PIG scaled responses are displayed in Chart 7. Responses with less than 1.0 of a difference are comparative answers, in which the teachers and students felt alike on the topic. Responses with 1.1 or more of a difference are differing answers, in which the teachers and students felt differently on the topic.

Chart 7.



The responses in which students and educators demonstrated similarity included: effectiveness in the PIG course in encouraging voting (0.5 difference); interest in the PIG course content (0.6 difference); and the effectiveness in the PIG course in provide skills to participate in a political setting (0.9 difference). The remaining responses demonstrated differing opinions. The most differing responses included: overall confidence in skills and knowledge of government and politics (2.1); real-life experience with civics (1.7); and effectiveness in the PIG course in encouraging volunteerism (1.2).

The results of the PIG Standards Confidence Checklist is provided in Chart 8. In this portion of the survey review, results were compared between students and educators. Students provided their personal confidence in answering each question. Educators provided responses to whether they felt confident their students could answer the standard questions.

Chart 8.

PIG Standard Questions	Student Confidence	Teacher Confidence
What are the purposes and principles of government, politics, and law?	65%	100%
What are the roles and rights of citizenship?	77%	100%
How does someone become a citizen of the United States?	67%	100%
Does your vote count?	84%	100%
How does the political party system enable choice and opportunity for participation?	37%	50%
How do you prepare yourself to vote?	63%	100%
Why would someone seek public office?	37%	0%
How do campaigns and elections enable choice and opportunities for participation?	51%	100%
How do you become a more effective media consumer?	33%	50%
Why are males ages 18 to 26 expected to register with Selective Service?	37%	0%
What are the civic implications of taxation?	23%	50%
How should you respond to a call for jury duty?	47%	100%
What is the importance of the jury in a democratic system?	39%	50%
How do you find and evaluate information on public issues of interest?	33%	100%
Which government(s) should respond to a particular public policy issue?	32%	50%
How does the public policy process work?	21%	50%
How does the public policy process reflect the purposes, values, and principles of American democracy?	19%	50%
How do citizens become more involved in working on a public issue or for a political organization?	54%	50%
What are the legal rights and responsibilities of the individual in civic life, the work place, and school?	58%	100%
How do your legal rights and responsibilities change as you move about in the international arena?	42%	0%
Overall PIG Content Questions (20 total)	47.50%	50.0%

In the overall confidence in the PIG standard questions, students and teachers responded similarly. Students felt confident in answering 47.5% of the questions overall, while educators felt confident that students could answer 50% of the questions. The questions in which students and educators agreed confidence was high included: “Does your vote count?” (84%), “How does a citizen become a citizen of the United States?” (67%), and “What are the purposes and principles of government, politics, and law?” (65%). As it pertains to questions of low confidence, educators and students did not directly match up with their lowest responses.

However, low responses on question confidence for students and teachers appear to be generally similar.

This concludes the body of data evidence collected from student and teacher survey responses. The researcher next took the results of the study surveys to revisit the study question: What traditional and contemporary practices in civics education foster the creation of knowledgeable and engaged young citizens? In Chapter 5, the Discussion, the researcher will compare the data results and draw conclusions about the study question.

Chapter 5 – Discussion

As discussed in the introductory chapter, the goal of the researcher throughout the examination of the Participation in Government (PIG) course was to determine the traditional and contemporary classroom practices that are most beneficial for promoting engaged citizenship. After reviewing the literature on civics education and constructing a mixed methods methodology, the researcher collected data from two neighboring school districts in Western New York in order to sample local practices. The following chapter is a discussion of the student and teacher results and conclusions that the researcher has made about the results.

Combined Survey Conclusions

As part of the study, parallel surveys were provided to students and educators related their background involving the participation in class, opinions of the course content and outcome, and confidence in Participation in Government (PIG) course related activities. Between School A and B, 57 students and 2 teachers were surveyed for research data.

Background Questions

In the background section of the survey, student and educator responses were compared in two separate areas. First, almost 90% of students replied that they spend two or fewer hours per week on PIG homework, projects, civic requirements, or other related work outside of class. The teachers responded with a slightly higher figure of approximately two and a half hours per week on average. This revealed to the researcher that the content academic requirements of course work are relatively consistent between students and educators, indicating no significant gap in work expectations.

Next, educators at both study sites reported that they had no additional requirements of students needed for graduation credit, outside of the course grade, for the PIG course. However, 42% of students were unaware that they had no requirements asked of them to complete. This data indicated a significant disconnect between students and educators in their respective understanding of PIG course requirements. To a smaller extent, it was an early indicator of a limitation of applicable civic engagement activities for the entirety of the course.

Scaled- Responses

The next portion of the survey provided scale-responses to students and educators with questions about their thoughts on some specific items about the PIG course. To start, students were asked to provide their opinion on the level of interest of the PIG course content. Opinions were very even across the board, but, overall, statistics leaned slightly toward interested in the content with a rating of 5.4 out of 10. The researcher also notes that educators almost accurately indicated their thoughts on student interest in PIG topics at a rating of 6 out of 10. Kahne, Crow, and Lee (2013) point to the impact of open discussion and service learning as part of success in civics education. “These two practices are not mutually exclusive, but they may well enact different dynamics as means of influencing civic and political engagement...” (p. 421). Given the similar rating, opinions overall in this section will be relatively consistent. However, the researcher will highlight how consistently low these scores are. Later parts of the study show an imbalance between these two practices, where service learning is limited.

This section of the survey revealed similar responses in four of the six main categories including: “interest in voting” (0.5 difference); “interest in the content” (0.6 difference); “skills to participate in a political setting” (0.9 difference); and “interest in volunteering” (1.2 difference). For the remaining two categories, students and educators had more distance in their

responses. These included the categories of: “experience with real-life application of content” (1.7 difference); and “overall confidence in PIG content” (2.1 difference). Martens and Gainous (2013) conclude that, “fostering an open classroom climate when teaching civics is the surest way to improve,” with overall civics knowledge and engagement (p. 956). By having most responses similar, a clear connection between students and the educators of PIG appears to be well established. These statistics point out consistency in the self- assessment of students and the assessment of students by their educators.

However, the more significant trend of the responses provided is the low rating given in categories. In four of the six main categories, the combined results of educators and students ranked below a 5 out of 10 on the scaled responses. This indicates that the course has demonstrated shortcomings in establishing content which: “provides real-life applicable civics content” (3.9); “provides encouragement for volunteering” (4.1); “provides skills to participate in a political setting” (4.5); and “provides overall confidence in knowledgeability of the American political system” (4.6). These findings are consistent of that of Martens and Gainous (2013) who state that, “low levels of political knowledge and efficacy in young people,” are results of a lack of engagement (p. 957). This data points out that PIG course content does not adequately provide students with enough opportunities that satisfy their needs in these areas.

A significant highlight of the survey results was the establishment of encouraging students to participate in voting. Combined results provided a 7.3 out of 10 on the scale, an effective rating. A significant emphasis of PIG course content is dedicated to the importance, process, and impact of voting. Syvertsen, et al. (2011) would dispute these results claiming that young citizens are dependent upon future educational goals. “Youth with aspirations to graduate from 4- and 2- year colleges had higher odds of endorsing the whole range of civic indicators,”

including voting (p. 590). In the opinion of the researcher, this is a strong sign of an activity in PIG that works effectively to meet a core content goal during a student's time in the educational setting. It would be ideal to build upon this success and work on reinforcing voting and its necessity within the American democratic-republican political system.

Confidence Inventory

The confidence inventory portion of the study survey, perhaps, revealed the most about what students are getting out of the PIG course, and what educators feel they are providing. For all the questions provided, consistency is shown in the opinions students and educators have about students meeting state standards. However, the more notable evidence seen is that of the lack of confidence in numerous categories. In 12 of the 20 standards questions, students had less than 50% overall confidence in having confident or remote knowledge. According to Blevins, et al. (2014) the C3 Framework, which is mirrored by the New York State Department of Education, aims to increase, "civic understandings and knowledge in an era where formalized citizenship education is pushed to the fringes" (p. 61). Thus, in the opinion of the researcher, challenges are still well evident in this field to provide adequate confidence to students. Even educators responded similarly, having low overall confidence in their students in 11 standards questions.

The two lowest categories of confidence students responded to were: "How does the public policy work?" (21%) and "How does the public policy process reflect the purposes, values, and principles of American democracy?" (19%) Campbell (2009) places an emphasis on civics education being taught on the, "assumption that democratic engagement entails political conflict" (p. 773). This type of conflict would essentially be best demonstrated through the debate and political processes related to public policy. The researcher claims that these two

topics can arguably benefit the most from a strong influx of applicable, innovative content in PIG.

Despite noting low overall confidence in responses, a significant highlight once again was understanding the importance of voting. 84% of students claim to understand the way that votes count and the various means of participating in the process. This once again demonstrates a clear strength the PIG course has presented in both schools.

Experience Inventory and Open Ended Responses

With fostering civic engagement as a core part of this research study, students and educators were surveyed on their thoughts in providing experiential civics opportunities. Results showed that the educators felt that they provided a limited amount of applicable experience. However, student responses provided an insight into experience they may have picked up upon between PIG class and what they have encountered in the public sphere. Manning and Edward (2014) state that, “evidence for civic education increasing normative political participation,” is unpredictable at best (p. 40). The researcher noted that at least one student responded to each of the 19 categories provided, all with less than 50% experience. The greatest ranked experiences were in voting (50%), volunteering (39%), and participating in a fundraiser (33%). This may indicate that students have absorbed information about civic engagement activities from other areas, including from home or media. However, the educational setting appears to have not fulfilled these experiential needs.

The last portion of the survey provided students and educators the opportunity to provide a more comprehensive explanation of the strengths and weaknesses of the PIG course. Evidence collected from both parties was minimal on the impact of the overall results of the previous

survey items. However, the researcher did note that technology was implemented at a relatively basic level between the two school sites. Both sites primarily relied on computer projection equipment, with only School B having 1:1 devices.

Limitations to the Survey Study

Given the relatively small sampling of New York State's Participation in Government (PIG) course, the researcher has disclosed limitations in a few areas including: the size of the sampling; the proportion of student to teachers within the sampling; the depth of the opinion response ratings in the survey; and the use of open ended response in the survey. Overall, the researcher feels that improvements in these core content areas can yield even more revealing results about the effectiveness of civics education in Western New York as it compares with the rest of the state, nation, or international setting.

Sampling in this study was limited, but targeted specifically to a rural, public school setting. If the study were to be replicated, it would be ideal to maintain a targeted group of schools with similar demographics. Alternatively, a study could draw comparisons with civics education between areas with differing demographics, whether it be rural versus urban or poor district versus more affluent district. Purposeful sampling will ultimately provide the means to address any research question.

The depth of opinion answers was limited by researcher preference. As mentioned in Chapter 1, the researcher teaches the PIG course and identified the topics based on his personal experience. Once again, purposeful sampling provided the means with which the researcher intended to find, specifically confidence in the PIG content, and the participation factor. If repeated in a future study a researcher could broaden or further specify the questions.

The proportion of students to teachers in this study was also limited, given that only two educators participated. The researcher maintains that the proportion of almost 30 to one is not entirely the issue, but rather the problem may lie with the number educators that provide survey data. Given a larger sample set, of five or more educators, replication of the study may have revealed more about the educators' side of their influence and opinions of the PIG course.

Lastly, the researcher notes the open-ended response as the most significant limitation to the study. Lacking a strong prompt for students and educators to respond resulted in a lack of significant findings in this portion of the study survey. Future studies that parallel these findings should look toward providing specific prompts to reveal more qualitative data.

Study Summary

In summary, this study aimed to examine traditional and contemporary civics education practices in order to see what is encouraging graduating students to participate as active citizens in the United States. Current findings indicated that overall confidence in the course content is relatively low, but also that consistent themes, such as emphasizing voting, appears to be working. In addition, opportunities for participating in civics activities are prevalent in these schools, but students appear to continue to learn more outside of class. More work appears necessary to bolster applicable activities in the civics classroom setting to better prepare students for their roles and responsibilities as citizens. Greater support of civic participation within schools and communities are necessary in order to collaborate in producing knowledgeable and engaged young citizens.

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Appendix A

Human Subject Approval Letter



9 February 2017

Daniel Michael McNeill
c/o Robert Dahlgren, Ph.D.
Curriculum and Instruction
College of Education
Thompson Hall
The State University of New York at Fredonia

Re: Daniel Michael McNeill—What practices, Traditional or Contemporary, in Civic Education Can Best Support the Skills and Knowledge of Young Citizens Needed to Navigate and Engage in Political Processes

Your research project using human subjects has been determined Category 1, Exempt, under the United States Department of Health and Human Services Code of Federal Regulations Title 45 Public Welfare, Part 46 Protection of Human Subjects, 46.101, Subpart A (b) (1) and/or (2). This document is your approval and your study titled "What practices, Traditional or Contemporary, in Civic Education Can Best Support the Skills and Knowledge of Young Citizens Needed to Navigate and Engage in Political Processes" may proceed as described, beginning on **March 1, 2017 and ending on April 1, 2017.**

Thank you for keeping the high standards relating to research and the protection of human subjects under the auspices of the State University of New York at Fredonia.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Judith M. Horowitz'.

Judith M. Horowitz, Ph.D.
Associate Provost, Graduate Studies, Sponsored Programs
and Faculty Development
Human Subjects Administrator

Appendix B

Student Participant Parental Informed Consent Form

Student Participant Parental Informed Consent Form

Protocol Title: What practices, traditional or contemporary, in civic education can best support the skills and knowledge of young citizens needed to navigate and engage in political processes?

If this form is not returned or not signed, I will assume that permission for your son or daughter to participate in the study is not granted.

Purpose of the research study:

To study lesson content implementation in the Participation in Government (PIG) course. The investigator of the research study plans to distribute surveys to a group of current PIG students and educators to sample their opinions of effective content. Study data will be partnered with a review of literature to assemble a contemporary PIG curriculum that aims to bolster effective civic competency and engagement.

What you will be asked to do in the study:

To respond to a survey that includes both qualitative and quantitative measures.

Time Required:

Time required to complete the survey is individual to each participant, student and educator. All participants will have a maximum of 45 minutes to complete the survey.

Compensation:

There is no compensation for participating in the study.

Confidentiality:

Your identity will be kept confidential to the extent provided by the law. Participant comments and responses may only be included in the study as permitted by the participant. Data will be collected on paper and data analysis will be saved on a password protected flash drive. Both will be secured in a document safe to ensure the security and confidentiality of all documentation.

Voluntary participation:

Your participation in this study is completely voluntary. A non-response by the part of the parent or guardian, I will assume consent is not given for the child to participate in the study. You, or your child may refuse to participate in the study at any time, even after providing consent. There is no penalty for not participating.

Right to withdraw from the study:

You have the right to withdraw from the study at any time without consequence. You do not have to answer any questions you do not want to answer.

Potential Benefits and Risks:

This study will add to the research of the societal issue of civic engagement by young citizens in both the local and national political setting. The survey provided could serve as a collaborative effort by students and educators to develop a 21st century PIG curriculum that provides opportunities for students to acquire key skills and experiences to become engaged citizens. Following the study, participants will be allowed to read the research and discover how their counterparts view the current PIG curriculum and its implementation. Only survey responses pertinent to the research question will be used in the final capstone piece. Additional commentary made about students, educators, and the PIG curriculum will not be included.

Whom to contact if you have questions about the study:

Mr. Daniel McNeill, Principal Investigator (State University of New York at Fredonia)

Email: mcne4578@fredonia.edu

Dr. Robert Dahlgren, Faculty Sponsor (State University of New York at Fredonia)

Email: robert.dahlgren@fredonia.edu

Whom to contact about your rights as a research participant in the study:

Dr. Judith Horowitz

Associate Provost for Graduate Studies, Sponsored Research and Faculty Development

Maytum Hall 805

Judith.horowitz@fredonia.edu

(716) 673-4708

I have read the procedure outlined above. I am consenting for my child to participate in this study and have received a copy of this description.

Participant's signature

Date

Participant Parent/Guardian's signature
(required if participant is younger than 18 years of age)

Date

Principal investigator's signature

Date

Appendix C

Student Participant Assent Form

Student Participant Assent Form

I am doing a study to learn about the experiences of students enrolled in the Participation in Government (PIG) course. As a student who is, or has taken the course, I am asking you to help in providing important insight into your experiences in civics education. The purpose of the study is to discover what you feel are the most important lesson practices that make you feel confident and engaged as an American citizen.

If you agree to be in my study, I am going to ask you some questions about your student background, but more importantly about your preference of activities completed in the Government course. For example, I will ask you what type of projects have you completed during your time in the course.

You can ask questions about this study at any time. This survey is completely voluntary. If you decide not to participate, I will not ask you to fill out the survey. If you decide at any time not to finish, you can ask me to collect and throw away the survey and its results.

The questions I will ask are only about what you think. There are no right or wrong answers because this is not a test. These answers are confidential and will only be known to you and the researcher.

If you sign this paper, it means that you have read this and that you do want to be in the study. If you don't want to be in the study, don't sign this paper. Being in the study is up to you, and no one will be upset if you don't sign this paper or if you change your mind later.

Your signature: _____ Date _____

Your printed name: _____ Date _____

Signature of person obtaining consent: _____ Date _____

Printed name of person obtaining consent: _____ Date _____

Appendix D

Adult Educator Informed Consent Form

Adult Educator Informed Consent Form

Protocol Title: What practices, traditional or contemporary, in civic education can best support the skills and knowledge of young citizens needed to navigate and engage in political processes?

Please read this consent document carefully before you decide to participate in this study.

Purpose of the research study:

To study lesson content implementation in the Participation in Government (PIG) course. The investigator of the research study plans to distribute surveys to a group of current PIG students and educators to sample their opinions of effective content. Study data will be partnered with a review of literature to assemble a contemporary PIG curriculum that aims to bolster effective civic competency and engagement.

What you will be asked to do in the study:

To respond to a survey that includes both qualitative and quantitative measures.

Time Required:

Time required to complete the survey is individual to each participant, student and educator. All participants will have a maximum of 45 minutes to complete the survey.

Compensation:

There is no compensation for participating in the study.

Confidentiality:

Your identity will be kept confidential to the extent provided by the law. Participant comments and responses may only be included in the study as permitted by the participant. Data will be collected on paper and data analysis will be saved on a password protected flash drive. Both will be secured in a document safe to ensure the security and confidentiality of all documentation.

Voluntary participation:

Your participation in this study is completely voluntary. There is no penalty for not participating.

Right to withdraw from the study:

You have the right to withdraw from the study at any time without consequence. You do not have to answer any questions you do not want to answer.

Potential Benefits and Risks:

This study will add to the research of the societal issue of civic engagement by young citizens in both the local and national political setting. The survey provided could serve as a collaborative effort by students and educators to develop a 21st century PIG curriculum that provides opportunities for students to acquire key skills and experiences to become engaged citizens. Following the study, participants will be allowed to read the research and discover how their counterparts view the current PIG curriculum and its implementation. Only survey responses pertinent to the research question will be used in the final capstone piece. Additional commentary made about students, educators, and the PIG curriculum will not be included.

Whom to contact if you have questions about the study:

Mr. Daniel McNeill, Principal Investigator (State University of New York at Fredonia)

Email: mcne4578@fredonia.edu

Dr. Robert Dahlgren, Faculty Sponsor (State University of New York at Fredonia)

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Whom to contact about your rights as a research participant in the study:

Dr. Judith Horowitz

Associate Provost for Graduate Studies, Sponsored Research and Faculty Development

Maytum Hall 805

Judith.horowitz@fredonia.edu

(716) 673-4708

I have read the procedure outlined above. I voluntarily agree to participate in this study and have received a copy of this description.

Participant's signature

Date

Participant Parent/Guardian's signature
(required if participant is younger than 18 years of age)

Date

Principal investigator's signature

Date

Appendix E

Student Survey on Participation in Government Course

STUDENT SURVEY on PARTICIPATION IN GOVERNMENT COURSE

Study Question: What practices, traditional or contemporary, in civic education can best support the skills and knowledge of young citizens needed to navigate and engage in political processes?

Directions: Please mark your desired response.

1. How long have you been enrolled in the Participation in Government course?

Less than 1 quarter Between 1-2 quarters completed 2 quarters/course

2. What is your approximate absentee rate, excused or unexcused, from the Participation in Government course?

2 or fewer days absent 3-5 days absent 6+ days absent

3. Approximately how much time do you spend outside of the Participation in Government class on course assignments each week, including homework, projects, civic requirements, etc.?

2 or fewer hours 3-5 hours 6+ hours

4. Does your Participation in Government teacher, or school policy require additional requirements beyond course grades to earn course credit toward graduation?

Yes No Unsure

5. If your Participation in Government teacher, or school policy requires additional requirements beyond course grades, please mark with an X in the answers. If one is not listed, please select other and write in the additional requirement.

<input type="checkbox"/> Attend a Board of Education meeting	How many?	_____
<input type="checkbox"/> Attend a Village or Town Board meeting	How many?	_____
<input type="checkbox"/> Attend a Village or Town Court session	How many?	_____
<input type="checkbox"/> Complete Volunteer Service Hours	How many hours?	_____
<input type="checkbox"/> Lead/ Participate in a School Service Project		
<input type="checkbox"/> Register to Vote		
<input type="checkbox"/> Register for Selective Service		
<input type="checkbox"/> Other Requirement(s) _____		

Directions: Please circle your desired response.

6. On a scale of 1 to 10, how would you personally rate your interest in the content provided in the Participation in Government course?

Not interested at all in content Very interested in content
 1 2 3 4 5 6 7 8 9 10

7. On a scale of 1 to 10, how would you personally rate the effectiveness of the Participation in Government course in providing the skills necessary to participate in a political setting, such as a participating local board meeting?

Not effective providing skills Very effective providing skills
 1 2 3 4 5 6 7 8 9 10

8. On a scale of 1 to 10, how would you personally rate the effectiveness of the Participation in Government course in encouraging you to be an active voting citizen?

Not effective encouraging voting Very effective encouraging voting
 1 2 3 4 5 6 7 8 9 10

9. On a scale of 1 to 10, how would you personally rate the effectiveness of the Participation in Government course in encouraging you to continue to volunteer and/or contribute to your local community?

Not effective encouraging volunteerism Very effective encouraging volunteerism
 1 2 3 4 5 6 7 8 9 10

10. On a scale of 1 to 10, how would you personally rate your experiences with civics, such as a mock election or debate, in the Participation in Government course as it relates to real-life application?

Few real-life civics experiences Many real-life civics experiences
 1 2 3 4 5 6 7 8 9 10

11. On a scale of 1 to 10, how would you personally rate your confidence in the skills and knowledge you have attained about the United States government and political system through the Participation in Government course?

Not confident in skills and knowledge Very confident in skills and knowledge
 1 2 3 4 5 6 7 8 9 10

Directions: Please mark your desired response.

12. Please mark any content topic questions below that you feel confident you have learned about in the Participation in Government course. (If you are able to answer the question directly or have a general understanding.)

- What are the purposes and principles of government, politics, and the law?*
- What are the roles and rights of citizenship?*
- How does someone become a citizen of the United States?*
- Does your vote count?*
- How does the political party system enable choice and opportunity for participation?*
- How do you prepare yourself to vote?*
- Why would someone seek public office?*
- How do campaigns and elections enable choice and opportunities for participation?*
- How do you become a more effective media consumer?*
- Why are males ages 18 to 26 expected to register with Selective Service?*
- What are the civic implications of taxation?*
- How should you respond to a call for jury duty?*
- What is the importance of the jury in a democratic system?*
- How do you find and evaluate information on public issues of interest?*
- Which government(s) should respond to a particular public policy issue?*
- How does the public policy process work?*
- How does the public policy process reflect the purposes, values, and principles of American democracy?*
- How do citizens become more involved in working on a public issue or for a political organization?*
- What are the legal rights and responsibilities of the individual in civic life, the workplace, and school?*
- How do your legal rights and responsibilities change as you move about in the international arena?*

13. Please mark any civic experiences below that you have had as a student in the Participation in Government course. These experiences may have been in class, or as a result of what you have learned in class.

- | | |
|--|---|
| <input type="checkbox"/> Community problem solving | <input type="checkbox"/> Contacting officials |
| <input type="checkbox"/> Volunteering | <input type="checkbox"/> Contacting the print media |
| <input type="checkbox"/> Membership in a group/organization | <input type="checkbox"/> Contacting broadcast media |
| <input type="checkbox"/> Participation in a fundraiser | <input type="checkbox"/> Protesting |
| <input type="checkbox"/> Run for political office | <input type="checkbox"/> Canvassing |
| <input type="checkbox"/> Symbolic non-participation | <input type="checkbox"/> Boycotting |
| <input type="checkbox"/> Voting | <input type="checkbox"/> Mail/Email Petitions |
| <input type="checkbox"/> Persuading others to vote | <input type="checkbox"/> Registering voters |
| <input type="checkbox"/> Displaying buttons, signs, stickers | <input type="checkbox"/> Volunteer/candidate for political organization |
| <input type="checkbox"/> Campaign contributions | |

Directions: Please write your desired response, in either sentence or bullet format.

14. What use of technology that was used by yourself or the instructor during the Participation in Government course? Please list any and all equipment or program.

15. What do you feel were the most beneficial activities/topics from the Participation in Government course that will prepare you for citizenship?

16. What do you feel were the least beneficial activities/topics from the Participation in Government course that will prepare you for citizenship?

Appendix F

Teacher Survey on Participation in Government Course

TEACHER SURVEY on PARTICIPATION IN GOVERNMENT COURSE

Study Question: What practices, traditional or contemporary, in civic education can best support the skills and knowledge of young citizens needed to navigate and engage in political processes?

Directions: Please mark your desired response.

1. How long have you been taught the Participation in Government course?

Less than 5 years *Between 6-10 years* *11 or more years*

3. Approximately how much work time for do you provide outside of the Participation in Government class on course assignments each week, including homework, projects, civic requirements, etc.?

2 or fewer hours *3-5 hours* *6+ hours*

4. Do you, or does school policy require additional requirements beyond course grades to earn course credit toward graduation within the Participation in Government course?

Yes *No* *Unsure*

5. If you, or school policy requires additional requirements beyond course grades, please mark with an X in the answers. If one is not listed, please select other and write in the additional requirement.

<input type="checkbox"/> <i>Attend a Board of Education meeting</i>	<i>How many?</i>	<input type="text"/>
<input type="checkbox"/> <i>Attend a Village or Town Board meeting</i>	<i>How many?</i>	<input type="text"/>
<input type="checkbox"/> <i>Attend a Village or Town Court session</i>	<i>How many?</i>	<input type="text"/>
<input type="checkbox"/> <i>Complete Volunteer Service Hours</i>	<i>How many hours?</i>	<input type="text"/>
<input type="checkbox"/> <i>Lead/ Participate in a School Service Project</i>		
<input type="checkbox"/> <i>Register to Vote</i>		
<input type="checkbox"/> <i>Register for Selective Service</i>		
<input type="checkbox"/> <i>Other Requirement(s)</i> _____		

Directions: Please circle your desired response.

6. On a scale of 1 to 10, how would you personally rate the interest of your students in the content provided in the Participation in Government course?

Not interested at all in content Very interested in content
 1 2 3 4 5 6 7 8 9 10

7. On a scale of 1 to 10, how would you personally rate the effectiveness of the Participation in Government course in providing the skills necessary to participate in a political setting, such as a participating local board meeting?

Not effective providing skills Very effective providing skills
 1 2 3 4 5 6 7 8 9 10

8. On a scale of 1 to 10, how would you personally rate the effectiveness of the Participation in Government course in encouraging students to be an active voting citizens?

Not effective encouraging voting Very effective encouraging voting
 1 2 3 4 5 6 7 8 9 10

9. On a scale of 1 to 10, how would you personally rate the effectiveness of the Participation in Government course in encouraging students to continue to volunteer and/or contribute to the local community?

Not effective encouraging volunteerism Very effective encouraging volunteerism
 1 2 3 4 5 6 7 8 9 10

10. On a scale of 1 to 10, how would you personally rate your students' experiences with civics, such as a mock election or debate, in the Participation in Government course as it relates to real-life application?

Few real-life civics experiences Many real-life civics experiences
 1 2 3 4 5 6 7 8 9 10

11. On a scale of 1 to 10, how would you personally rate your students' confidence in the skills and knowledge you have attained about the United States government and political system through the Participation in Government course?

Not confident in skills and knowledge Very confident in skills and knowledge
 1 2 3 4 5 6 7 8 9 10

Directions: Please mark your desired response.

12. Please mark any content topic questions below that you feel confident your students have learned about in the Participation in Government course. (If you feel they are able to answer the question directly or have a general understanding.)

- What are the purposes and principles of government, politics, and the law?*
- What are the roles and rights of citizenship?*
- How does someone become a citizen of the United States?*
- Does your vote count?*
- How does the political party system enable choice and opportunity for participation?*
- How do you prepare yourself to vote?*
- Why would someone seek public office?*
- How do campaigns and elections enable choice and opportunities for participation?*
- How do you become a more effective media consumer?*
- Why are males ages 18 to 26 expected to register with Selective Service?*
- What are the civic implications of taxation?*
- How should you respond to a call for jury duty?*
- What is the importance of the jury in a democratic system?*
- How do you find and evaluate information on public issues of interest?*
- Which government(s) should respond to a particular public policy issue?*
- How does the public policy process work?*
- How does the public policy process reflect the purposes, values, and principles of American democracy?*
- How do citizens become more involved in working on a public issue or for a political organization?*
- What are the legal rights and responsibilities of the individual in civic life, the workplace, and school?*
- How do your legal rights and responsibilities change as you move about in the international arena?*

13. Please mark any civic experiences below that you have completed with students in the Participation in Government course. These experiences may have been in class, or as a result of what students have learned in class.

- | | |
|--|---|
| <input type="checkbox"/> Community problem solving | <input type="checkbox"/> Contacting officials |
| <input type="checkbox"/> Volunteering | <input type="checkbox"/> Contacting the print media |
| <input type="checkbox"/> Membership in a group/organization | <input type="checkbox"/> Contacting broadcast media |
| <input type="checkbox"/> Participation in a fundraiser | <input type="checkbox"/> Protesting |
| <input type="checkbox"/> Run for political office | <input type="checkbox"/> Canvassing |
| <input type="checkbox"/> Symbolic non-participation | <input type="checkbox"/> Boycotting |
| <input type="checkbox"/> Voting | <input type="checkbox"/> Mail/Email Petitions |
| <input type="checkbox"/> Persuading others to vote | <input type="checkbox"/> Registering voters |
| <input type="checkbox"/> Displaying buttons, signs, stickers | <input type="checkbox"/> Volunteer/candidate for political organization |
| <input type="checkbox"/> Campaign contributions | |

Directions: Please write your desired response, in either sentence or bullet format.

14. What use of technology that was used by yourself or the students during the Participation in Government course? Please list any and all equipment or program.

15. What do you feel are the most beneficial activities/topics from the Participation in Government course that will prepare your students citizenship?

16. What do you feel were the least beneficial activities/topics from the Participation in Government course that will prepare your students for citizenship?

Appendix G
CITI Certification

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)
COMPLETION REPORT - PART 1 OF 2
COURSEWORK REQUIREMENTS*

* NOTE: Scores on this Requirements Report reflect quiz completions at the time all requirements for the course were met. See list below for details. See separate Transcript Report for more recent quiz scores, including those on optional (supplemental) course elements.

- Name: Daniel McNeill (ID: 5401833)
- Institution Affiliation: SUNY - College at Fredonia (ID: 273)
- Institution Email: mcne4578@fredonia.edu
- Institution Unit: Curriculum and Instruction
- Phone: 7169697616

- Curriculum Group: Human Research
- Course Learner Group: Group 1.
- Stage: Stage 1 - Basic Course

- Record ID: 16760577
- Completion Date: 22-Feb-2016
- Expiration Date: 21-Feb-2018
- Minimum Passing: 80
- Reported Score*: 81

REQUIRED AND ELECTIVE MODULES ONLY	DATE COMPLETED	SCORE
Belmont Report and CITI Course Introduction (ID: 1127)	17-Feb-2016	2/3 (67%)
History and Ethical Principles - SBE (ID: 490)	22-Feb-2016	3/5 (60%)
Defining Research with Human Subjects - SBE (ID: 491)	22-Feb-2016	4/5 (80%)
The Federal Regulations - SBE (ID: 502)	22-Feb-2016	4/5 (80%)
Assessing Risk - SBE (ID: 503)	22-Feb-2016	4/5 (80%)
Informed Consent - SBE (ID: 504)	22-Feb-2016	5/5 (100%)
Privacy and Confidentiality - SBE (ID: 505)	22-Feb-2016	5/5 (100%)
Research with Prisoners - SBE (ID: 506)	22-Feb-2016	4/5 (80%)
Research with Children - SBE (ID: 507)	22-Feb-2016	5/5 (100%)
Research in Public Elementary and Secondary Schools - SBE (ID: 508)	22-Feb-2016	3/5 (60%)
International Research - SBE (ID: 509)	22-Feb-2016	4/5 (80%)
Internet-Based Research - SBE (ID: 510)	22-Feb-2016	4/5 (80%)
Avoiding Group Harms - U.S. Research Perspectives (ID: 14080)	22-Feb-2016	2/3 (67%)
Vulnerable Subjects - Research Involving Workers/Employees (ID: 483)	22-Feb-2016	4/4 (100%)
Conflicts of Interest in Research Involving Human Subjects (ID: 488)	22-Feb-2016	4/5 (80%)
SUNY Fredonia State College (ID: 587)	22-Feb-2016	No Quiz

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: www.citiprogram.org/verify?16065f7143-2ac7-4116-9684-85eb32fa082d-16760577

Collaborative Institutional Training Initiative (CITI Program)
Email: support@citiprogram.org
Phone: 866-529-5929
Web: <https://www.citiprogram.org>

**COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)
COMPLETION REPORT - PART 2 OF 2
COURSEWORK TRANSCRIPT****

** NOTE: Scores on this Transcript Report reflect the most current quiz completions, including quizzes on optional (supplemental) elements of the course. See list below for details. See separate Requirements Report for the reported scores at the time all requirements for the course were met.

- **Name:** Daniel McNeill (ID: 5401833)
- **Institution Affiliation:** SUNY - College of Fredonia (ID: 273)
- **Institution Email:** mcne4578@fredonia.edu
- **Institution Unit:** Curriculum and Instruction
- **Phone:** 7169897616

- **Curriculum Group:** Human Research
- **Course Learner Group:** Group 1.
- **Stage:** Stage 1 - Basic Course

- **Record ID:** 18760577
- **Report Date:** 27-Apr-2017
- **Current Score**:** 81

REQUIRED, ELECTIVE, AND SUPPLEMENTAL MODULES	MOST RECENT	SCORE
History and Ethical Principles - SBE (ID: 490)	22-Feb-2016	3/5 (60%)
Defining Research with Human Subjects - SBE (ID: 491)	22-Feb-2016	4/5 (80%)
Belmont Report and CITI Course Introduction (ID: 1127)	17-Feb-2016	2/3 (67%)
The Federal Regulations - SBE (ID: 502)	22-Feb-2016	4/5 (80%)
SUNY Fredonia State College (ID: 587)	22-Feb-2016	No Quiz
Assessing Risk - SBE (ID: 503)	22-Feb-2016	4/5 (80%)
Informed Consent - SBE (ID: 504)	22-Feb-2016	5/5 (100%)
Privacy and Confidentiality - SBE (ID: 505)	22-Feb-2016	5/5 (100%)
Research with Prisoners - SBE (ID: 506)	22-Feb-2016	4/5 (80%)
Research with Children - SBE (ID: 507)	22-Feb-2016	5/5 (100%)
Research in Public Elementary and Secondary Schools - SBE (ID: 508)	22-Feb-2016	3/5 (60%)
International Research - SBE (ID: 509)	22-Feb-2016	4/5 (80%)
Internet-Based Research - SBE (ID: 510)	22-Feb-2016	4/5 (80%)
Vulnerable Subjects - Research Involving Workers/Employees (ID: 483)	22-Feb-2016	4/4 (100%)
Conflicts of Interest in Research Involving Human Subjects (ID: 488)	22-Feb-2016	4/5 (80%)
Avoiding Group Harms - U.S. Research Perspectives (ID: 14080)	22-Feb-2016	2/3 (67%)

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: www.citiprogram.org/verify/?k0d5d7M3-2ae7-411d-9684-85eb326a882d-18760577

Collaborative Institutional Training Initiative (CITI Program)
 Email: support@citiprogram.org
 Phone: 888-529-5929
 Web: <https://www.citiprogram.org>