Opportunities for Moral Education Researchers to Use Archived Attitudinal Data with a Social Justice Emphasis

Judith Torney-Purta, University of Maryland, College Park, jtpurta@umd.edu
David Bleckley, CivicLEADS Data Archive, ICPSR, University of Michigan, dbleckle@umich.edu
Andres Sandoval-Hernandez, University of Bath, England ash22@bath.ac.uk

Emailed questions are welcomed by all three authors.

Conceptual and Practical Background for this Poster: In the peri-pandemic period many researchers can anticipate challenges in collecting data to study issues of social justice as they relate to moral education. Even after strict COVID restrictions are loosened, many school authorities will be unwilling to allow students to spend class time filling out research surveys because of the need to make up for lost months of schooling. Archived and freely-available datasets from survey studies of civic- and social-justice-related topics can be accessed and analyzed by moral education researchers during this transitional time. Data about social justice issues can be accessed from the CivicLEADS.org data archive at ICPSR (University of Michigan) and from national assessment agencies in Latin America. These data can be used by researchers in many types of analysis and to address a variety of research problems. Note: for more general information about some of these studies see *Influences of the IEA Civic and Citizenship Education Studies,* a book available from IEA Hamburg.

Using Data from CivicLEADS.org for Social Justice-Related Research Problems:

The Civic Learning, Engagement, and Action Data Sharing (CivicLEADS) Project is an archive of 23 studies curated at ICPSR, related to the intersection of civic education and engagement and established by a Spencer Foundation grant. Many of these studies draw upon nationally-representative U.S. samples, and five include international samples. These include responses to reliable scales that examine students' perspectives on social justice themes like women's rights, immigrants' rights, and neighborhood diversity. In total over 200,000 variables are archived and searchable at CivicLEADS, thousands of which are on topics such as fairness, diversity, human rights, equity, access, and participation. Example variables from CivicLEADS are presented in the adjacent table.

Table: Example social justice-related attitudinal data variables archived at CivicLEADS

Study Title	Variable Name and Survey Question Text
International Civic and Citizenship Education Study, 2016	IS3G24B: How much do you agree or disagree with the following statements? Men and women should have the same rights in every way.
Processes Influencing Democratic Ownership and Participation (PIDOP) in nine European Countries, 2009-2012	EMOT_DISCR_1: To what extent do you feel each of the following emotions when you think of instances of discrimination against minority groups where you live? Anger about discrimination against minority groups
The Stanford Civic Purpose Project: Longitudinal Study of Youth Civic Engagement in California, 2011-2013	USMEANS_11T2: How central are each of the following to what America stands for: Discrimination against minority groups?

Data Collections Using Instruments in Spanish / Recopilaciones de datos utilizando instrumentos en español:

Researchers and practitioners committed to the improvement of civic and citizenship education in Latin America, supported by national assessment agencies, have built an extensive set of resources to examine students' capacity to recognize their rights and duties, and to reflect on relevant political and social conflicts to find solutions to improve their local and global communities. The resulting datasets are available in most countries in the region, are (in most cases) nationally representative, cover most educational levels (from primary to higher education) and include robust scales that measure both cognitive (e.g., civic knowledge, multiperspectivism, systemic thinking, etc.) and attitudinal outcomes (e.g., attitudes towards violence, diversity, discrimination, gender roles, etc.).

Investigadores y profesionales comprometidos con la mejora de la educación cívica y ciudadana en América Latina, con el respaldo agencias de evaluación nacionales, han creado un extenso conjunto de recursos para examinar la capacidad de los estudiantes para reconocer sus derechos y deberes, y para reflexionar sobre los conflictos políticos y sociales relevantes para encontrar soluciones para mejorar sus comunidades locales y globales. Los conjuntos de datos resultantes están disponibles en la mayoría de los países de la región, son (en la mayoría de los casos) representativos a nivel nacional, cubren la mayoría de los niveles educativos (desde la primaria hasta educación superior) e incluyen escalas sólidas que miden resultados tanto cognitivos (e.g., conocimiento cívico, multiperpectivismo, pensamiento sistémico , etc.), como de actitudes (e.g., actitudes hacia la violencia, la diversidad, la discriminación, los roles de género).

Examples of these archives from which these data can be accessed are / Ejemplos de estos archivos desde los que se puede acceder a estos datos son:

- Pruebas Saber de Colombia - Instituto Colombiano para la Evaluación de la Educación (ICFES)
- Pruebas PLANEA de México - Instituto Nacional para la Evaluación de la Educación (INEE)

PUBLICATIONS CONTAINING SECONDARY ANALYSIS AND OTHER MATERIAL RELATED TO MORAL EDUCATION:

A. Books:

Malak-Minkiewicz, B. & Torney-Purta, J. (Eds.). (2021). *Influences of the IEA civic and citizenship education studies: Practice, policy and research across countries and regions*. Amsterdam, Netherlands: IEA and Springer. [contains a chapter on moral education]
https://link.springer.com/content/pdf/10.1007%2F978-3-030-71102-3.pdf

Torney-Purta, J., Lehmann, R., Oswald, H., & Schulz, W. (2001)*. Citizenship and education in twenty-eight countries: Civic knowledge and engagement at age 14.* Amsterdam, Netherlands: International Association for the Evaluation of Educational Achievement.[contains detailed presentation of country differences in attitude scales such women's rights and immigrants' rights– includes data from the United States] https://www.iea.nl/sites/default/files/2019-04/CIVED_Phase2_Age_Fourteen.pdf

B. Articles

Reichert, F., Torney-Purta, J. & Liang, W. (2020). Teachers' organizational participation: Profiles in 12 countries and correlates in teaching-related practices. *Theory and Research in Social Education**
https://doi.org/10.1080/00933104.2020.1795764 Winner of the Maslovaty Award presented by the Moral and Democratic Education SIG of the European Association for Research in Learning and Instruction, 2021

Reichert, F. & Torney-Purta, J. (2019). A cross-national comparison of teachers' beliefs about the aims of civic education in 12 countries: A person-centered analysis. *Teaching and Teacher Education,*
http://doi.org/10.1016/j tate.2018.09.995.

Knowles, R., Torney-Purta, J. & Barber, C. (2018). Enhancing citizenship learning with international comparative research: Analyses of IEA civic education datasets. *Citizenship Teaching and Learning, 13*, 7-30. http://www.ingentaconnect.com/content/intellect/ctl/2018/00000013/00000001/art00002

Torney-Purta, J., Wilkenfeld, B., & Barber, C. (2008). How adolescents in twenty-seven countries understand, support and practice international human rights. *Journal of Social Issues, 4(4),* 857-880.

Torney-Purta, J., Barber, C., & Wilkenfeld, B. (2007). Latino adolescents' civic development in the United States: Research results from the IEA Civic Education Study. *Journal of Youth and Adolescence, 36,* 111-125.