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An Exploration of Teacher Candidate Perceptions Concerning Their Political Role in Social Studies Education

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AN EXPLORATION OF TEACHER CANDIDATE PERCEPTIONS
CONCERNING THEIR POLITICAL ROLE IN SOCIAL STUDIES EDUCATION

by

BRIAN ZAGROCKI

A thesis submitted in partial fulfillment of the requirements
for the Honors in the Major Program in Social Science Education
in the College of Education and Human Performance
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at the University of Central Florida
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Abstract

This study argued that the purpose of social studies education is intimately connected with civic engagement. The function of civic engagement shifts in accordance with the political roles a teacher plays in the classroom (Westthamer & Kahne, 2004). The literature review defined the possible parameters of these political roles. The research then explored how secondary social science and elementary teacher candidates, if at all, planned to address the political issue of civic engagement in education and their self-awareness as political actors. This research study aimed to expand the available body of research on this topic by exploring the perceptions of social studies teacher candidates concerning their roles in promoting civic engagement. This study conducted a survey of social science and elementary teacher candidates to qualitatively measure these perceptions. The study found that teacher candidates possessed entrenched conceptions of good citizenry but fail to connect social studies' primary purpose of civic engagement with the promotion of good citizenry. The study also indicated teacher candidates lack sufficient civic engagement conceptual understanding and corresponding pedagogy to adequately perform their political roles as democratic gatekeepers. Consequently, the study's educational implications were that social studies teachers' and teacher candidates' awareness of civic engagement in the social studies classroom is necessary to facilitate an effective, ethical, and objective education. Additionally, more attention must be given in teacher candidate education to address the political reality of the social science education profession.

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Chapter One: Introduction

The social sciences are a unique discipline, as its educational purpose contextualizes its learning objectives within the relationship between citizens and society. In other words, the social sciences are unique because their purpose is the fundamental cause of education everywhere, which is creating an enlightened citizenry for the purpose of progressing society. In fact, it was Franklin Roosevelt who stated, “Democracy cannot succeed unless those who express their choice are prepared to choose wisely. The real safeguard of democracy, therefore, is education.”. But I propose to take this one step further and argue that the real safeguard of democracy is, in fact, social science education. I had the opportunity to interview a retired secondary social science education teacher who had spent decades in the field. When I asked her for her thoughts on social science education, she made the following assertion: “All other educational disciplines are vocational training.” My corollary to her statement is that all other educational disciplines are to be applied within the paradigm of our self-defined fundamental purpose, defined by our conception of citizenry, that the social sciences lay a framework for.

As a secondary social studies major, I was inspired to join the educational profession because of the impact teaching has, not just on individual students, but on the larger community. Because of this impact, specifically in the social science domain, I am interested in how individual teacher conceptions of their role in defining student relationships with society, a powerful responsibility with enormous societal implications, can impact their effectiveness in performing this role. Surprisingly, although research on civic engagement and its ties with education run abundant, little research exists concerning the impact of teacher conception of citizenship and its

effect on civic engagement (Marri et al, 2014; Westheimer & Kahne, 2004). This is despite the fact that the implications of teachers defining student conception of citizenship through the social sciences, which this research defines as a political function of teaching, permeate every function of education and society as we know it. Teachers must work towards recognizing their role in educating within the sphere of public influence. Although standards-based teaching is important in an age of accountability, teachers and teacher candidates of the social sciences must move beyond this secondary measurement of student success to evaluate a values-based teaching that centers on the fundamental purpose of social science education as a vehicle for creating good citizenry. It is time to move beyond *how* teacher candidates can be effective and instead educate teacher candidates on *why* their effectiveness as teacher candidates is important within the political context they serve.

Aristotle's treaty on politics espouses the role of politics as uncovering the good life for humanity. Teachers of social sciences, both secondary and elementary, are tasked with performing this very role in paving individual conceptions of what this good life might be. Most political roles exercise power by defining conceptions of the good life, i.e. what is right and what is wrong, and act on behalf of the public. However, social science teachers and social science teacher candidates exercise their political power by facilitating students to define their own conceptions of the good life and thus defining individual purpose within the context of society. In a world where problems of the twenty-first century are no longer readily solvable by the political elite based on an outdated conception of linear rationality, there is a call for a rebirth of democratic engagement to tackle the most pressing contemporary societal issues (Ronan et al, 2016).

Therefore, this thesis aimed to validate the political role teacher candidates perform in teaching the social sciences and uncover how teacher candidate perceptions of this role, evidenced by its intimate connection with civic engagement in the classroom, will impact the future ramifications of social science education. Chapter two provided a review of literature outlining the purpose of social sciences, connecting this purpose with civic engagement, expounding upon civic engagement's relationship with the political role teachers of social studies perform and the significance of teacher candidate awareness of this political role. Chapter three outlined the framework of the study, including population surveyed, methods of survey distribution, and explanation of data analysis procedure and rationale for included survey questions. Chapter four outlined the results of the survey, the rationale of qualitative coding utilized for short responses and limitations of the study. Chapter five provided educational implications of this study and the conclusion of findings.

Chapter Two: Literature Review

The purpose of this study was to uncover teacher candidates' perceptions of promoting civic engagement through the teaching of social studies. The literature review provided a theoretical framework outlining the intimate relationship between the purpose of social studies education and civic engagement. The literature review then provided a delineation of the three main types of civic engagement and expounds upon their relationship with teacher efficacy in promoting civic engagement. The political role teachers serve through their influence of student conception of citizenship resulting from the promotion of civic engagement was defended.

Additionally, the ramifications of this political role was outlined in detail. This explanation of the political role of teachers through their educating of the social studies reinforced the impact teacher perception of civic engagement has on both students and the larger community, thus underlying the importance of studying teacher candidate perceptions of civic engagement as it relates to social studies.

Defining the Purpose of Social Studies

The National Council for the Social Studies' (NCSS) official adoption of the purpose of social studies education was "to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse democratic-society in an interdependent world" (Schneider, 1994, p. 9). NCSS further clarified the "key defining aspects of social studies" as knowledge and involvement in civic affairs, which requires a multidisciplinary

education to address the corresponding multidisciplinary nature of civic issues (Schneider, 1994). A key caveat to this definition was knowledge *and* involvement, with the meshing of these two measures of social science competency forming the theoretical framework behind promoting civic engagement in the classroom. For a term as ubiquitous within the realm of educational research as civic engagement, it remains elusive in efforts to define in a manner that can be universally accepted within the academic community (Adler & Goggin, 2005).

The Connection between Social Studies and Civic Engagement

A study by Adler and Goggin (2005) found a range of categorically differing expectancies used to evaluate civic engagement, using criteria such as community service, collective action, political involvement and social change. Looking to utilize a working definition of civic engagement that encompasses a broad and malleable application of the term, this study defined civic engagement as “individual and collective action designed to identify and address issues of public concern” (as cited in Adler & Goggin, 2005, p. 4). This definition appropriately contextualized civic engagement’s scope within the paradigm of the NCSS’s purpose of social studies by echoing the goal of creating citizens that “make informed and reasoned decisions for the public good” by emphasizing the action, or engagement, of these decisions (Schneider, 1994, pg. 9). In addition, this delineation of civic engagement embodied major themes identified in Adler and Goggin’s categorical study of civic engagement while not limiting its application to the contested nature of civic education’s purpose. The purpose of civic education, which can be thought of as one of the primary objectives of Social Studies with which the working definition of

civic engagement applies, were succinctly represented as promoting one of the following: responsible citizenry, participatory citizenry or justice-oriented citizenry (Westheimer & Kahne, 2004).

Defining the Three Types of Civic Engagement

Responsible citizenry referred to promoting good citizenry as responsible and responsive to their community, with character education often forming the theoretical framework for developing these desired attributes (Westheimer & Kahne, 2004). Participatory citizenry, in contrast to responsible citizenry, was an active citizen in the community who is knowledgeable on social institutions and collective actions, using the knowledge to engage in and benefit their community (Westheimer & Kahne, 2004). Westheimer and Kahne's (2004) final identification for perception of civic engagement's purpose was justice-oriented citizenry, or the ability to critically assess social, cultural and political structures, while also acting upon their ability to influence systemic change. While responsibly citizenry would simply do what is socially expected, such as obeying laws and recycling, participatory citizens actively partake in the community; examples of participatory citizenry include organizing a food drive and holding leadership positions within the community (Westheimer & Kahne, 2004). Justice oriented citizenry go one step further by concerning themselves with the fundamental issues that impact the public good, asking why the problem exists rather than simply participating as an active agent in addressing the problem. As the application of civic engagement was now expanded to three distinct goals of citizenry, it is

necessary to analyze how these competing ideals may conflict with teacher facilitation of mastering, and teaching to, the purpose of social studies – civic engagement.

The Politics of Civic Engagement

Longitudinal and cross-sectional studies demonstrate education's positive impact on civic engagement (Hoskins et al, 2012; Keating & Janmaat, 2016). However, a longitudinal study by Quintelier (2015) found that, when compared to other political socialization units, schools have less impact on civic engagement than one might expect. This same study posited that more can be done to bridge this gap in education's efficacy in promoting civic engagement (Quintelier, 2015).

Understanding how different teacher and student conceptions of citizenship may influence the efficacy of civic engagement promotion in education underlied the theoretical basis for this study's argument that teachers possess a political role through teaching the social sciences. Westhaimer and Kahne (2004) utilize the latter two identified applications of civic engagement, participatory citizenry and justice-oriented citizenry, in a study to determine how aligning curriculum to one of these categories may impact the learning outcome of the students. After looking at two distinct curriculums being offered through the Surdna Foundation's Democratic Values Initiative, the former being a participatory citizenry model from Madison County Youth in Public Service and the latter being a justice-oriented approach from Bayside Students for Justice, the study found that though both programs successfully provided a democratic education, they also resulted in unique learning outcomes (Westhaimer & Kahne, 2004). Madison County's class project consisted of researching the need for, and responding to, meaningful projects within the

community i.e. organizing curbside trash pickup for recycling or developing a 5-year plan for a local fire department (Westhaimer & Kahne, 2004). As expected, after given a pre and post-test while accounting for a control group, students of the Madison County’s class project demonstrated statistically significant increases of aptitude in areas aligned with participatory citizenship, such as knowledge/social capital for community development and leadership efficacy (Westhaimer & Kahne, 2004). However, Bayside Students for Justice, instead of directly participating in involvements to reduce violence, participated in a 3-day retreat on violence-prevention and “focused their thinking on relationships between structural dynamics and the behavior of individuals” (Westhaimer & Kahne, 2004). Though the Bayside students did not display as large of an increase in their post-test scores in categories associated with participatory citizenry, they demonstrated significantly higher marks in areas associated with justice-oriented citizenry, such as interest in politics and structural/individual explanations for poverty. A chart summarizing the results is found below:

Table 1: Table illustrating student changes in learning outcomes with respect to model of civic engagement stimulus used to promote learning. From Westhaimer & Kahne, 2004.

Educating for Different Kinds of Citizenship

Factors	Change from pretest to posttest	
	Madison County Youth in Public Service	Bayside Students for Justice
Personal responsibility to help others	.21*	.09
Knowledge/social capital for community development	.94**	.17
Leadership efficacy	.31**	.12
Interest in politics	.03	.33*
Structural/individual explanations for poverty	-.10	.28*

* $p < .05$. ** $p < .01$

The findings from Westhaimer and Kahne's (2004) study illustrate that different instructions, while accomplishing the goal of social studies in promoting citizenship that makes reasoned decisions for the public good, do so with markedly different effects.

Not only is it known that curriculum affects student learning outcomes in civic engagement, "factors such as a teacher's prior life experiences, beliefs, and assumptions influence their perceptions and conceptions of citizenship and serve to craft pedagogy used in classrooms" (Marri et al, 2014). These teacher perceptions have significant impact on how "*students understand citizenship and civic engagement*" (Marri et al, 2014, italics given). A study by Marri et al collected data from course interactions, interviews, student discussions and field notes on K-6 pre-service teachers enrolled in a teacher certification program at an accredited four-year university to determine their conception of key concepts relating to civic education and civic engagement in the classroom (Marri et al, 2014). The study found that the K-6 teacher candidates predominantly conceptualized civic education and civic engagement through the lens of personal responsibility, versus participatory or justice-oriented frameworks (Marri et al, 2014). Furthermore, the effect of teacher perception of civic engagement being predominantly centered on personal responsibility was compounded by the impact these perceptions have on crafting civic engagement pedagogy and promoting a democratic school climate, both of which are central components of effectively fulfilling social study's role in facilitating the acquisition of civic engagement (Trudeau & Kruse, 2014; Lenzi et al, 2014).

This study worked to expand upon existing research by surveying teacher candidates, both elementary and secondary specialties, to determine personal views of civic engagement and the corresponding impact on student perception of citizenship. Herein lies the political nature of

social studies and its sensitive connection to civic engagement. If politics is defined, within the context of this study, as the conflict arisen in exercising power over competing viewpoints of defining the public good, the political roles of teachers and teacher candidates rests on their proven ability to influence students' conceptions of citizenship and thus, those individuals' moral interpretations of their personal roles in promoting the public welfare throughout their lives??.

Furthermore, students' conceptions of citizenship can positively change the landscape of conflict that arises from exercising power for the public good. This conflict must be understood as a product of pluralism, defined as "the political situation in which people of different fundamental beliefs and histories share equally within a common governance and live within common borders" (Weinstein, 2004, p. 236). However, the concept of equality in plurality is not fully realized, as divergent beliefs become marginalized before the crushing weight of the dominant cultural values (Osler & Starkey, 2003). Therefore, given a lack of neutrality in the political public domain of education through its indoctrination of dominant cultural values upon its citizenry, education must succeed in its ability to develop appreciation for, and critical insight of, dissonant concepts. Concordantly, "values such as pluralism, freedom, open market and equality need to be justified and defended over others, and not assumed as given social or human conditions" (Costandius & Rosochacki, 2012, p. 14). It is the critical engagement of these values through the vehicle of civic engagement that enables students to develop the complex cultural identities that will promote stability and tolerance as the world progresses along its trajectory of globalization (McDougall, 2005). By synthesizing this necessity for critical analysis of political values with the three previously identified types of civic engagement, responsible, participatory and justice oriented, a

connection forms between the roles of a social science educator and their political impact on not just citizenship identity, but the maintenance and perseverance of a democratic society.

Significance of Teachers' Awareness of Their Political Roles

If teachers are endowed with the power of political authority in the classroom through their influence of defining citizenry for their students through civic engagement, what roles does teacher awareness of this power have on their ability to accomplish the purpose of Social Studies – creating good citizens? Civic education is a fundamentally important aspect of teaching with a myriad of issues that arise due to a teacher's political roles in civic engagement instruction. These problems will not be addressed if teachers fail to acknowledge these shortcomings in civic education. First and foremost, the future civic education of students has far-reaching national and international implications. Youniss et al (2002) wrote of the importance of youth civic engagement, “youth will be the critical participants in the processes that achieve stability, even out the widening gap between rich and poor, preserve the environment, forcefully quell ethnic enmities, and render a balance between globalization and cultural traditions” (p. 139). Not only will future generations need civic education to prepare them for the complexities inherent in global citizenship, students civically engaged gain significant personal benefits from their inherent social activity. These benefits of civic engagement included lower rates of substance abuse, higher self-esteem and an increased likelihood of graduation (Barber et al, 2001).

However, issues arise when the benefits of civic engagement are spread disproportionately to different demographics. The political roles in the classroom are also a civil rights issue, where

research shows that measures of civic knowledge, skills and participation are disproportionately lower for students when accounting for race, socio-economic status and/or immigration (Levinson, 2012). Thus, the political nature of the classroom can perpetuate the disadvantages experienced by marginalized populations by limiting access to civic representation through the vehicle of unequal civic education.

In addition to the far-reaching ramifications of civic education on students and our society, teaching civic engagement in the social studies classroom requires expert navigation of the turbulent political waters. Hess and McAvoy (2015) outlined a framework for addressing the three major focal points when discussing controversial realities, which this study applies to civic engagement: context, evidence, and aims. Context referred to the political sensitivity of the surrounding community and the national level. Evidence corresponded to incorporation of contemporary research to strengthen assessments and connections students make to civic engagement. Most important of the three focal points, aims entailed the reflection of teacher objectives to identify how teacher conception of citizenship may influence the values being presented in civic engagement. This framework outlined the need for teachers to exercise professional judgment in their effort to “balance the tension between including issues that are politically authentic and establishing a classroom environment that is fair to all students” (Hess & McAvoy, 2015, p. 181). Social Studies teachers must become fully aware of their political roles in shaping the civic identity of their students so they may effectively, ethically, and objectively safeguard their perennial role as masters of promoting citizenry for the current and future welfare of society.

The next chapter will review the methodology of the study. Key components of the chapter include a restatement of the study's purpose, an overview of the study's design and execution, the coding process of responses and a rationale for what the included survey questions purported to measure.

Chapter Three: Methodology

The purpose of this study was to uncover teacher candidates' perceptions of promoting civic engagement through the teaching of the social sciences. The research question is as follows:

1. What are teacher candidates' specific conceptions of civic engagement as it relates to social studies education and their plans for incorporating civic engagement in their future classrooms?

A survey was conducted consisting of participants that are current college students pursuing a bachelor of science in education, specializing in either social science education or elementary education. The study pulled students across all spectrums of development towards the completion of their degree, with varying levels of actual classroom experience represented by classroom observation and/or interaction through an internship program. An application to the University of Central Florida International Review Board was completed and a copy of the approval form is located in Appendix A. The setting for the study is a large metropolitan university in the southeast. Students were recruited in this setting through contacting students via a database of university emails and by enlisting the help of a graduate student at the university to present the survey to social studies methods and elementary methods. Both the email and the methods classes approached by the graduate assistant narrowed the potential pool of candidates within the range of acceptable requirements by identifying students with a high likelihood of majoring in social science education or elementary education.

The survey consisted of 18 mixed-modal questions, with candidate response options including Likert-type scales (strongly disagree to strongly agree), multiple choice and free response. The survey questions were distributed and completed electronically through an online survey provided through Google Forms. The survey consisted of two sections, the first of which established that the participant had read and agreed to the study's consent form. The second section consisted of the survey questions, presented on one single page without the requirement for answering the questions in a predetermined order. A copy of the survey, provided through screenshots of the survey as presented to study participants, was provided in Appendix B. The survey took approximately 20 minutes to complete, although no time limit was given. The data was analyzed using descriptive statistics and qualitative coding. Descriptive statistical analysis consisted of reporting teacher candidate responses aimed at measuring affinity with a statement as it relates to teacher candidate perception of civic engagement in the classroom, measured with a Likert-type scale. Descriptive statistical analysis was also used through multiple choice reporting to measure the success of teacher candidates in correctly identifying civic engagement taught in the classroom, affiliation with a specific type of civic engagement when prompted and agreeableness in incorporating a range of controversial issues, with respect to civic engagement, in the classroom.

The survey also utilized qualitative coding of teacher candidate short responses. The coding process consisted of summarizing key characteristics of each short answer response. These key characteristics were summarized into three main identifiers per survey question that accurately portray the underlying principle or concept expressed by the amalgamation of corresponding responses. Additionally, the three main identifiers per survey question were influenced by the

question's design as it relates to the literature review. More detail on question design is provided below. The rate of incidence of each of these three main identifiers per response was then provided. Note that some responses exhibited more than one defining key characteristic and thus may accurately portray multiple coding identifiers; therefore, the rate of incidence of coding responses across all three bucketed main identifiers for any given survey question may reflect a cumulative percentage greater than one hundred percent.

The first set of questions of the survey focused on acquiring demographic information of the participants, which was used to determine evidence of correlation between subject identification and responses. The solicited demographic information was age, ethnicity and gender. Additionally, participants were asked to include their current major in college to discard any responses that do not meet the study's requirement for college students pursuing a degree in social studies education or elementary education.

The following question set provided a framework for participant perception and understanding of social studies education as it relates to civic engagement. The first question of the set, "In your own words, define the purpose of social studies" provided a benchmark for analyzing whether social studies teacher candidates connect their roles in education to civic engagement. The responses were coded to this effect to identify responses that include "civic engagement", "democracy", "citizenship", "informed" and "public good". The following survey question, "In your own words, what does a good citizen do?" served to gauge subject perception of civic engagement as critical to developing good citizenry. This question complemented the former by expounding upon the relationship of civic engagement as a necessary variable for a democratic citizenship, while allowing participants to potentially be unaware of education's political role as a

vehicle for promoting good citizenry. The responses were coded to identify “engagement” and “involvement” to uncover whether teachers link the tenets of civic engagement with good citizenry. The final question of this short answer response set asked for a definition of civic engagement, with the researcher notating instances where the definition aligns with the previously stated working definition identified in the literature review as “individual and collective action designed to identify and address issues of public concern” (as cited in Adler & Goggin, 2005). Responses will be coded to identify similar themes such as “public”, “identify”, “address” and “public concern”.

The following question set sought to ascertain teacher preconceptions about the type of citizen they will, knowingly or unknowingly, support the development of as it relates to Westhaimer and Khane’s (2004) three types of civic engagement: responsible, participatory, and justice-oriented. Each question was multiple choice, with responses corresponding to an affinity towards one specific civic engagement derivative. The next question set shifted focus of the survey by addressing the implementation of civic engagement in the classroom. The questions ask participants to identify means for addressing disparities in civic engagement such as race, wealth and country of origin. Additionally, it revealed whether, and to what extent, participants were willing to address controversial issues as it relates to civic engagement. The final question set, a Likert-type scale, identified the degree with which social studies teacher candidates believe their perception of citizenship will have an effect on student perception of citizenship. The implication of participants’ degree of alignment along this scale revealed the extent to which social studies teacher candidates can be expected to reflect upon and adapt best practices for addressing civic engagement in education.

With study parameters clearly defined and a rationale provided as to the purpose of each question with respect to measuring an outcome undergirded by key conceptions of civic engagement as it relates to teacher candidate perception identified in the literature review, the following chapter explored the results of the study. Additionally, the results expanded upon the qualitative coding utilized for short answer responses with respect to the key characteristics and subsequent main identifiers evidenced by the resultant data.

Chapter Four: Results

The purpose of this study was to uncover teacher candidates' perceptions of promoting civic engagement through the teaching of the social sciences. The following results shed light on the research question: what are teacher candidates' specific conceptions of civic engagement as it relates to social studies education and their plans for incorporating civic engagement in their future classrooms?

Survey Preliminary Results

At the completion of the survey's time lapse for soliciting responses on mid-March 2015, the survey registered 23 respondents that met the survey's requirements for inclusion in the data analysis as outlined in the methodology. Of these 23 respondents, the median age was 24 years old. The gender distribution of the 23 respondents was heavily weighted towards female due to the general demographics of the teaching profession as a 'pink' profession, with 74.1% identified as female and only 25.9% identified as male. The ethnicity of the respondents was 87% Caucasian, 4.3% African American, 4.3% Hispanic and 4.3% two or more races.

Of the 23 respondents, 13 (56.5%) indicated their major as Social Science Education, while 10 (43.5%) indicated their major as Elementary Education. Respondents selected one of four choices to identify what stage of their internship (required by major) they were enrolled in at the time of taking the survey. The results were 37% not having completed any internship, 11.1% having completed an internship but not currently enrolled, 22.2% currently enrolled in internship 1

and 29.6% currently enrolled in internship 2. Figure 1 provides a visual representation of these responses below.

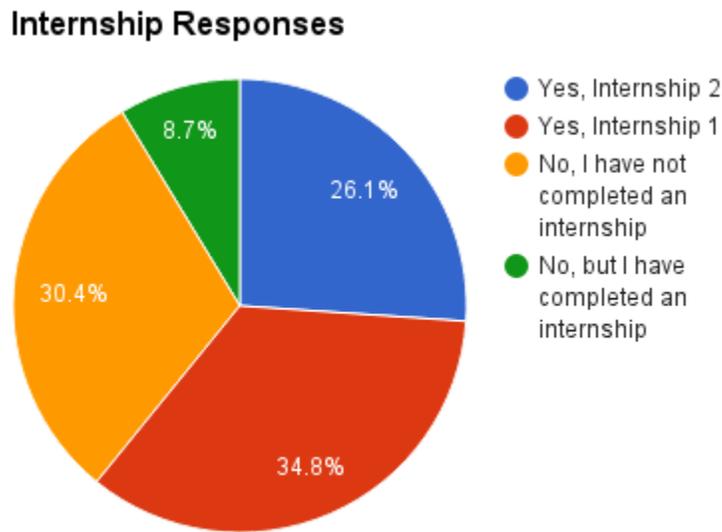


Figure 1: Figure illustrating internship responses.

Defining the Purpose of Social Studies

The first short response question asked respondents to define the purpose of social studies in their own words. The purpose of this question was to determine if teacher-candidates connected the purpose of social studies with civic engagement and to identify other objectives teacher-candidates cite as the aim of social studies. Three categories underscored the purposes of social studies proposed by the respondents; these were civic engagement, good citizenry and an informed populace. Civic engagement applied to any response that mentioned developing students to be

active in their community, with the terms “active” and “community” defined broadly to allow for a wide teacher-candidate interpretation of civic engagement. A model example of a response indicative of civic engagement was, “To teach young people about the importance of being active and engaged in their community (school, city, or government)”. Good citizenry, although good may be argued is a qualifier of citizenry that encompasses civic engagement, was in this instance defined separately from civic engagement itself. Many responses incorporated an abstract notion of good citizenry that did not necessitate either one or both of “active” or “community”, which are both required to fall under the civic engagement category. An example was the student response, “To prepare our students to become knowledgeable and accountable members of society”, with the term “accountable” providing the sufficient requirement for qualifying as good citizenry. Informed populace bridled any response that referenced either the acquiring of knowledge or the development of informational processing, such as critical thinking, without applying this acquirement or development to a distinct purpose and thus was sufficient for defining the purpose of social studies alone. An example response included, “To learn our nation's (and other's) history and culture (both current and past)”. These terms were not mutually exclusive and many responses incorporated more than one of these categories.

Of the 23 responses recorded, 52.2% addressed civic engagement, 65.2% addressed good citizenry and 78.3% addressed informed populace. Figure 2 provided a visual graph of these findings below.

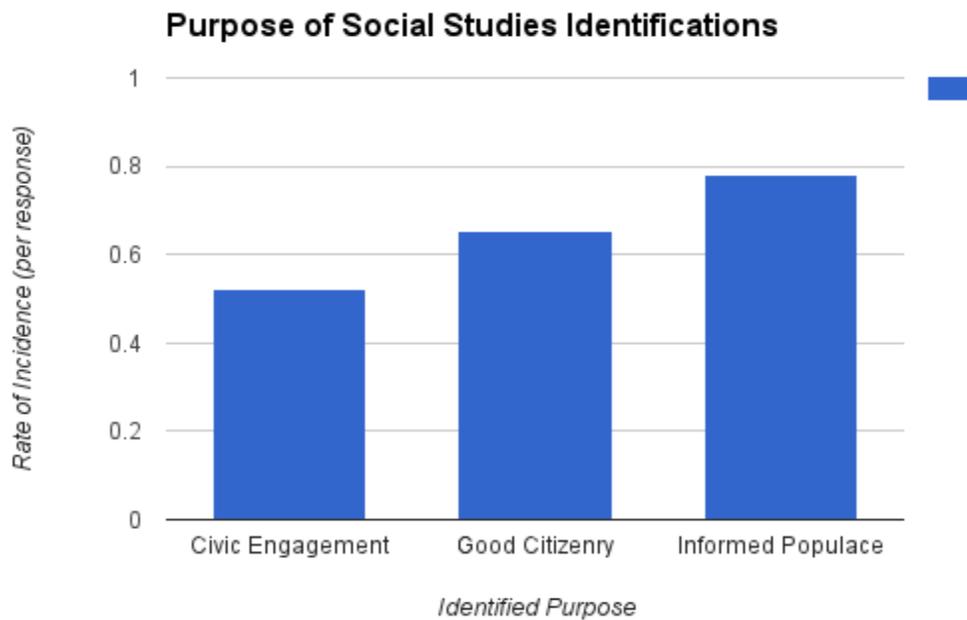


Figure 2: Figure illustrating rate of incidence of 3 identifications per purpose of social studies response

Citizen Responsibilities

The next survey question asked respondents to identify, in short response, the responsibilities of a good citizen. The purpose of this question was to determine if teacher-candidates identify civic engagement as a facet of civic responsibility, as well as to determine other criteria that teacher candidates hold for civic responsibility. When coding the responses, 3 themes developed that accurately summarized and portrayed the main ideas conveyed by the respondents – engagement, values and informed. Engagement concerned any response that indicated direct action on behalf of a citizen to benefit a community (large or small). The definition of engagement was kept purposely broad to encompass all three types of civic

engagement identified in the literature review (these three delineations are addressed elsewhere in the survey). An example of a response that addressed engagement for this question is, “Be an engaged and thoughtful member of your community, country, and/or the world”. The theme of values encompassed any response that referenced or relied upon a human construct of expected behavior, such as rules and morals. An example of this identified theme is, “To perform all of the duties expected of them by their government, such as voting and serving on a jury, and to help those who are not able to help themselves”. Finally, informed represented a category of responses that explicitly underscored knowledge for its innate value, irrespective of its relationship it creates in a community and thus differentiating itself from engagement (which requires a community to be engaged in) and values (which are a system of understood rules for behavior in relation to a community). The identified theme of informed was accurately represented by the response, “To be informed of the workings of our nation and its government”. Note that some responses indicated more than one theme.

Of the 23 responses concerning the responsibilities of a good citizen, 73.9% addressed the theme of engagement, 70% addressed the theme of values and 43.5% addressed the theme of informed. Figure 3 provides a visual clarification of these findings below.

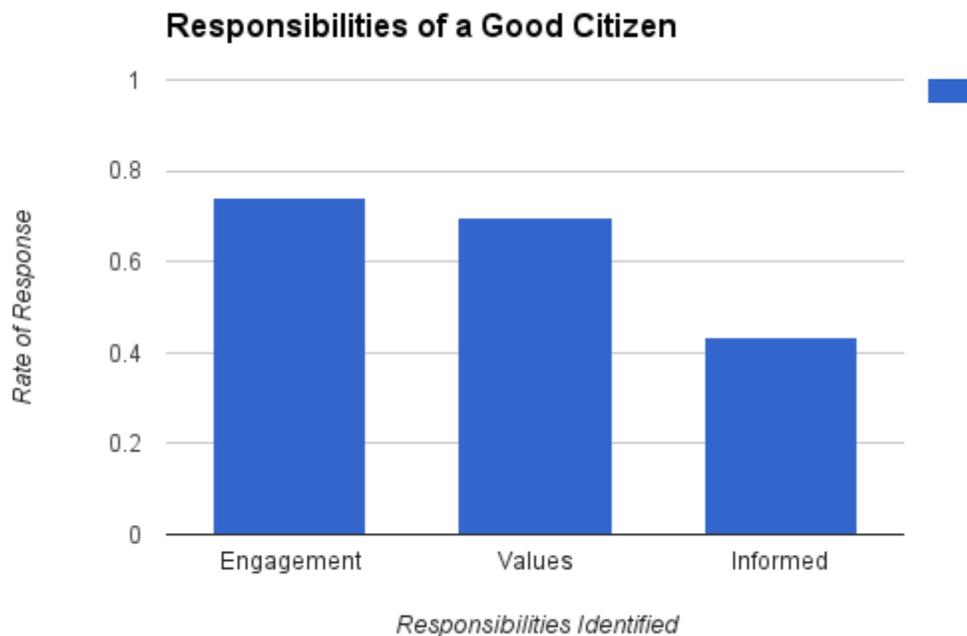


Figure 3: Figure illustrating rate of incidence of responsibilities identified per response concerning good citizenry

Civic Engagement

The following short response question asked respondents to define civic engagement. The purpose of this question was to align each respondent’s definition of civic engagement with one or more of the three types of civic engagement identified earlier – responsible, participatory and justice-oriented. A response indicating elements of responsible citizenry includes, “Civic engagement is doing your part as a citizen and helping to improve your country.” Participatory civic engagement was addressed in the response, “Citizens participation in the community, including: politics, community service, and education”. A teacher candidate’s response indicative of justice-oriented citizenry included, “Individuals who shows actions to identify and address

issues of public concern”. Of the 22 responses recorded, 22.7% addressed responsible civic engagement, 68.2% addressed participatory civic engagement and 4.5% addressed justice-oriented civic engagement. Figure 4 displays this data below.

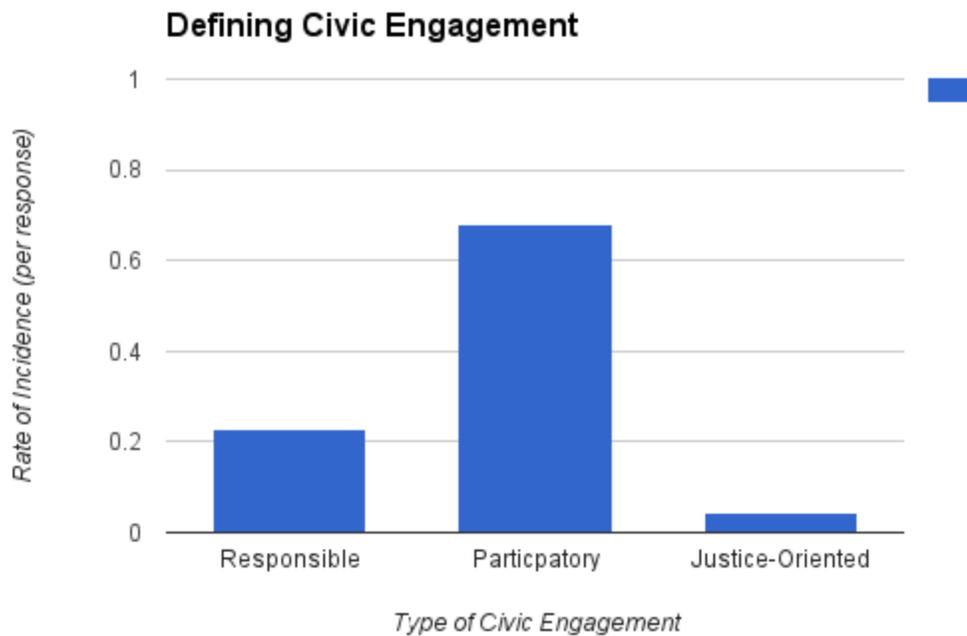


Figure 4: Figure illustrating rate of incidence of type of civic engagement per defining civic engagement response

The following question asked respondents to identify on a Likert Scale of 1-5, with 1 being the lowest and 5 being the highest, the extent to which they agreed with the statement “civic engagement is integral to social studies”. Of the 23 responses, 0% identified with a 1, 2, or 3. 43.5% identified with a 4 and 56.5% identified with a 5.

The next question gave three scenarios and the respondents were tasked with picking the one which best represented an effective way to teach civic engagement in the classroom. The

purpose of this question was to gauge whether teacher-candidates could accurately and reliably identify the practical implications of incorporating civic engagement in the classroom. Of the responses indicated, 60.9% of respondents chose the correct answer, “researching the causes of adult obesity and then instructing students to lead a class campaign to raise awareness for obesity in the community” (note this particular example is justice-oriented, as students are addressing an underlying issue that is the cause for a community issue and then taking action to address the cause itself). However, 17.4% of respondents chose incorrectly “analyzing a text on community service, paying close examples of literary structure and theme” while 21.7% chose incorrectly “using primary source documents to teach students the impact of religious tolerance on American society”. Figure 5 provided a visual representation of this data.

Which one of the following would be an effective way to teach civic engagement in the classroom?

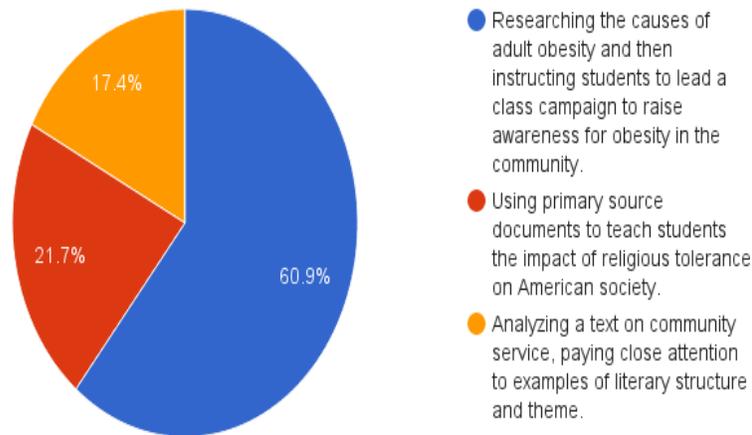


Figure 5: Figure demonstrating responses indicating whether respondents can correctly identify civic engagement being taught in a classroom

The next two questions of the survey are related, as they both ask respondents to identify with one of the 3 types of civic engagement (responsible, participatory or justice-oriented). These questions are also related to an earlier question where respondents are tasked with defining civic engagement, but this time the question narrowed the focus to their specific civic engagement identification versus broader connection of civic engagement with the purpose of social science education. The rationale for including two different questions to determine which type of civic engagement respondents identify with was to analyze whether respondents' civic engagement identification varied from their concept of a good citizen to the practical application of teaching civic engagement.

The first of the question set asks those surveyed to identify the best example of a citizen from the list of three examples provided. Of the total respondents, 21.7% selected "A citizen obeying the law by refusing to escalate a verbal fight into an illegal physical altercation," which represented a responsible civic engagement approach. Additionally, 69.6% selected "A citizen organizing a non-profit to help victims of violence by providing recovery services and legal counsel," representing participatory civic engagement. The remaining 8.7% selected "A citizen correlating violence and mental illness seeks to curb violence through mental health treatment", representing justice-oriented civic engagement.

The corresponding question from the set concerning civic engagement identification asked respondents to identify which of the three examples most closely aligns with their belief on how civic engagement should be taught. Closely paralleling the results of the previous question, most of the respondents (73.9%) selected "Engaging and benefitting the community," representing participatory civic engagement. For the response aligned with responsible participatory civic

engagement, 21.7% selected the corresponding “Teaching students how to be a responsible citizen” response option. Finally, 4.3% selected “Assessing and influencing social, cultural and political structures,” representing justice-oriented civic engagement.

Figures 6 and 7 provide a telling comparison of the previous question set concerning the civic engagement identification of respondents.

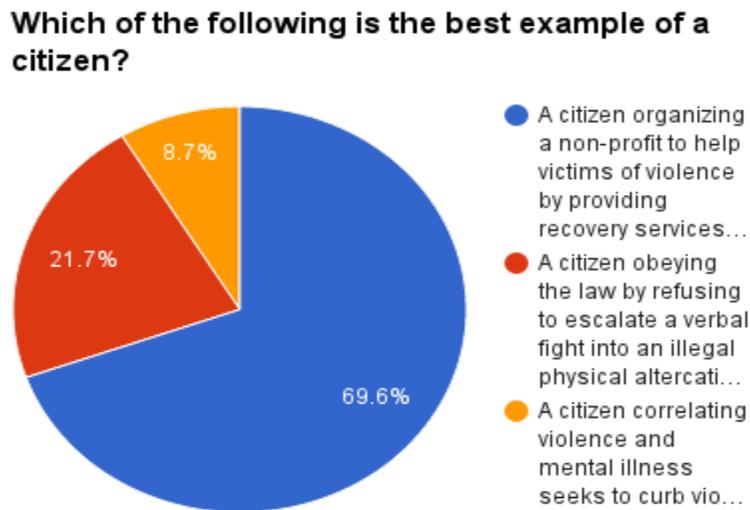


Figure 6: Figure illustrating respondents’ identification with one of the 3 types of civic engagement concerning their representation of an ideal citizen

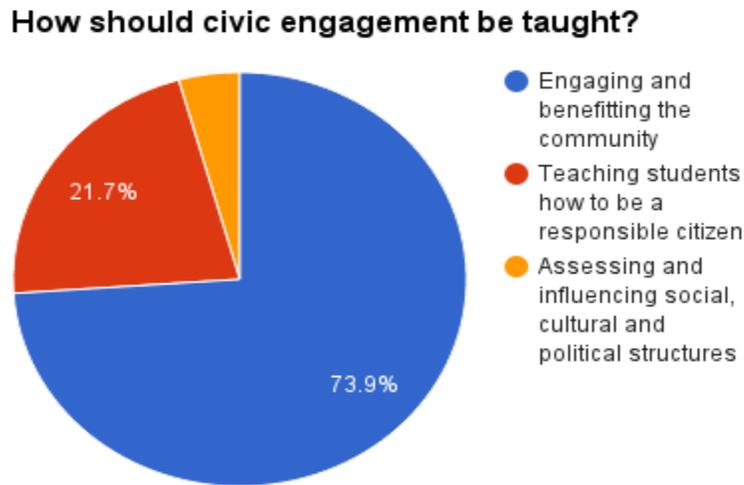


Figure 7: Figure illustrating respondents’ identification with one of the 3 types of civic engagement concerning their choice of method for teaching civic engagement

Civic Engagement Instructional Strategies for Marginalized Populations

The next question was a short response that asked respondents to identify specific instructional strategies they would take to address minority students, students in poverty and immigrant students. The purpose of this question was to determine how teacher-candidates plan to address those populations who are proven to be at a disadvantage concerning civic engagement and thus their civic representation. There were three categories of instructional strategies emerge from the responses: relevancy, inclusivity, and community (Hess & McAvoy, 2015). Responses that utilized relevancy to justify their instructional strategy did so by implicitly bridging a perceived gap between contemporary civic engagement curriculum and its connection with marginalized populations. This included the response, “Making them aware of how their social group have historically and currently make an impact on civic engagement and they steps they

took to do so”. If this connection can be bridged, it stands to reason that marginalized populations’ participation in civic engagement would increase. Another justification for instructional strategies for marginalized populations was inclusivity. Similar to relevancy, a perceived disconnect between civic engagement curriculum and marginalized populations, manifested in this case by the dominant culture’s suppression of marginalized populations, must be bridged. To make this connection, responses that referenced inclusivity spoke of creating a fair and open environment so marginalized populations will break free of societal suppression and gain the opportunity to partake in civic engagement. Inclusivity was represented by the response, “I would use the strategy of including everyone because civic engagement is important to everyone and no matter what your back ground you can help in your community in some way”. Finally, the role of community, though not mutually exclusive of either relevancy or inclusivity, was an important feature of some responses. An example of highlighting the role of community in a response was, “Hands-on, community service based civic engagement activities that the students feel will positively impact the community in which they live”. Of the 18 recorded responses concerning instructional strategies for marginalized populations, 50% addressed relevancy, 16.7% addressed inclusivity, and 38.9% addressed community. Figure 8 provides a visual illustration of the responses to instructional strategy below.

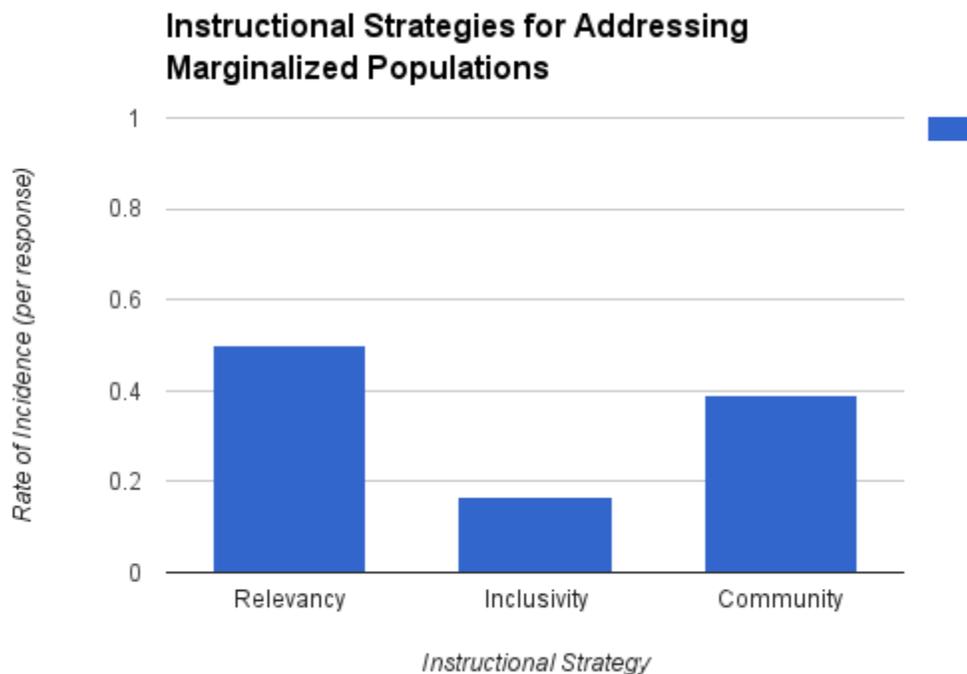


Figure 8: Figure illustrating the rate, per response, respondents addressed the specific instructional strategies

Controversy Surrounding Civic Engagement

The next survey question was a short response question asking volunteers to state their plan for addressing controversial issues in the classroom. The very nature of civic engagement leads to conflicts of value, but as discussed in the literature review, teachers must navigate these turbulent waters to ensure a robust civic engagement education. The question’s purpose was to see the degree with which responses corresponded to the framework for addressing controversies in the classroom by Hess and McAvoy (2015). Of the three focal points of this framework – context, evidence and aims – only 9.1% responses referenced context and 0% referenced evidence or aims. The strategies for addressing controversial issues in the classroom fell into one of three categories:

inclusivity, objectivity, and structure. Inclusivity included any response that made a point of respecting all opinions and perspectives on a particular controversial issue. An example of a response indicating inclusivity includes, “Presenting the issues in a moderate perspective, allowing students to develop their own opinions without belittling or ostracizing classmates' with differing perspectives”. Objectivity referred to responses that supported using a facts-based approach, such as the response, “With facts and with the thought that everyone has the right to their own opinion but being informed with facts hopefully will help them come to an informed opinion”. Structure corresponded to any response that mentioned use of strict adherence to classroom policies and procedures to manage the potential ill-effects of permitting controversial issues to move beyond the teacher’s control for censor. Structure was represented by the response, “I hope to address controversial issues in a highly structured and well-managed discourse” Interestingly, 60% of responses concerning addressing controversial issues referenced inclusivity, 55% referenced structure and 35% referenced objectivity.. Note these results represent rate of incidence of identifier per response of the solicited question and each response can present evidence of more than one identifier; therefore the cumulative percentages of identifiers per question may add up to more than one hundred percent. Figure 9 illustrated these findings below.

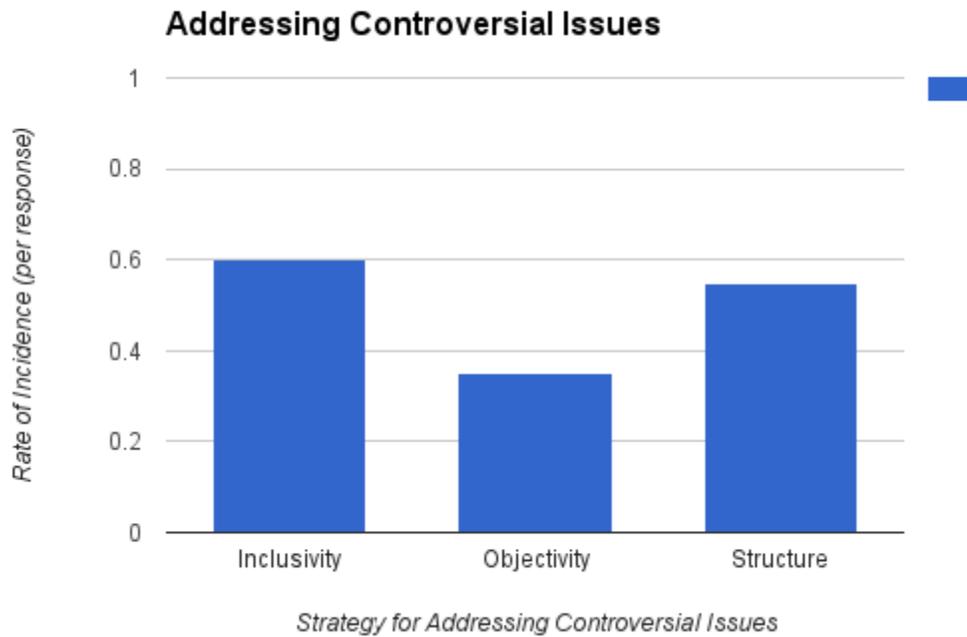


Figure 9: Figure illustrating the rate, per response, respondents addressed a specific strategy for addressing controversial issues

To understand what issues teacher candidates are willing to discuss in their classroom, the following question in the survey asked volunteers to select which issues, from a predetermined set, they would feel comfortable addressing in their future classroom. The purpose of this question was to determine the degree of openness teacher-candidates have concerning controversial issues and to analyze what any restrictions on limiting controversial issues in the classroom will have on effectively promoting civic engagement through the social sciences. Of the 22 responses, 54.5% teacher candidates felt comfortable addressing abortion, 68.2% felt comfortable addressing gay marriage, 90.9% felt comfortable addressing gun control and 95.5% felt comfortable addressing wealth inequality. Note these results represent rate of incidence of identifier per response of the

solicited question and each response can present evidence of more than one identifier; therefore the cumulative percentages of identifiers per question may add up to more than one hundred percent.

Teacher Recognition of Impact on Student Perception of Citizenship

The last question of the survey addressed teacher awareness of their impact on student perception of citizenship by asking them to identify the degree they agree with the statement “As a future teacher, you will have a large influence on your students’ perception of citizenship.” on a Likert Scale of 1 being strongly disagree through 5 being strongly agree. Of the 22 responses, 0% of responses identified as 1, 2, or 3. Most of the respondents or 86.4% identified a 5 with 13.6% of respondents choosing 4.

Limitations of Study

Though this study does provide an insight into teacher candidate perspective of civic engagement, it is limited in its applicability to understanding how this perception might transfer into demonstration of teaching civic engagement in the classroom. The analysis by Marri et al (2014) found that K-6 teacher candidates aligned most with responsible civic engagement, compared to participatory civic engagement in this study, when accounting for a much wider range of data. This data included course interactions, interviews, student discussions and field notes, all of which provide a more holistic and accurate portrayal of teacher candidate perception of civic engagement that extends beyond self-reporting of teacher candidate perception found in

this study. However, it is possible that this difference in responsible civic engagement identified in the study by Marri et al (2014), when compared to self-reported teacher candidate perception of civic engagement in this study being more closely aligned with participatory civic engagement, was indicative of the fundamental shift in perception of learning outcomes teacher candidates hold for their students when comparing K-6 and secondary teaching. As a result, the nearly half of teachers surveyed in this study that majored in secondary education may perceive civic engagement differently than their elementary education peers and thus account for this study's greater indication of teacher perception identifying as participatory civic engagement. A more holistic approach, modeled after the study by Marri et al (2014) and infusing data collection from teacher candidate academic products and experiences, would clarify the muddled relationship between teachers of differing intended audiences and whether teacher candidate perception of civic engagement is altered when presented with the practical application of civic engagement in the actual classroom.

Another limitation of this study rests on the limited scope and subsequent data provided on teacher conception of addressing controversial issues in the classroom. With controversy playing an important role in effectively promoting civic engagement in the classroom, teacher agreeability to address controversial issues and strategies for doing so are integral to their success in achieving the tenets of social studies. Exploring effective strategies for incorporating controversy in the classroom as it relates to civic engagement is suggested for future research studies.

Though beyond this scope of this study, there are promising practices for incorporating marginalized populations in civic engagement (Burroughs, 2011). A limitation of this study was an inability to explore these practices and how teacher candidate perception of civic engagement

in the classroom may influence the application of these practices. Further research on this subject is critical in ensuring marginalized populations participate in civic engagement and thus fulfill the role of social science education in mobilizing political activeness amongst the traditionally disenfranchised.

Finally, the study itself must be replicated to ensure the validity of its findings. A limitation of this study is its small sample size and reliance on descriptive statistics. The field of civic engagement in education can benefit from future quantitative studies using regression to project inferences of teacher candidate perception across a broader population than studied. Additionally, many of the teacher candidates that completed this study were still in the process of completing their teaching methods course. Future studies may uncover a relationship between teacher progression in collegiate educational courses and change in perception of civic engagement as it relates to teaching the social sciences. This study's purpose is to serve as an entry point for future exploration in the principal study of teacher perception of civic engagement in fulfilling their political roles as interpreters and guides for a new generation of civic activists.

In summary, the results of this study provide a glimpse into teacher candidate perception of civic engagement in teaching social studies and their preparedness to fulfill their political roles in interpreting student conception of citizenship. The following chapter will provide educational implications of these results to analyze how teachers' political roles may impact the field of education and the larger community.

Chapter Five: Educational Implications of Findings and Conclusions

Below are the educational implications of the findings. The purpose of this study was to uncover teacher candidates' perceptions of promoting civic engagement through the teaching of the social sciences. This chapter therefore elaborated on the study's results to provide an analysis of how teacher candidates' indications concerning their perceptions of civic engagement when teaching social studies impacts their political role in influencing student conception of citizenship.

Analysis of Respondent Demographics

The demographic information collected supported a telling narrative about the future of the teacher profession. With a median age of 24 years old and 74.1% of the study's participants identifying as female supported the trend of a surging young, female population entering the teaching workforce (Ingersoll & Merrill, 2010). The ethnicity distribution of this study roughly paralleled that of the national distribution, with both cases Caucasian identity comprising the majority of the population by over 80% (Snyder & Dillow, 2015). Given a study by Jackson, Bryan, and Larkin (2016) that found youth are acutely sensitive of "race within their school contexts", this student awareness of race divisions in their school, coupled with a burgeoning young and female teacher workforce, spoke of a necessity for teacher candidates to become cognizant of their background to bridge gaps in civic engagement between marginalized populations. Yet interestingly, no teacher candidate response addressed the necessity of

introspection to examine how existing barriers inherent in a teacher's demographic might impact their ability to promote civic engagement.

An approximate even split between Elementary Education majors and Secondary Social Science Education majors partaking in the survey provided some insights into the study as representative of multiple educational disciplines. Additionally, the distribution of progress of teacher candidates across their teacher education program as indicated by internship progress, a requirement for completing the educational degree at the respondents' university, indicated study representation of all four stages of teacher candidate internship development with 37% not having completed any internship, 11.1% having completed an internship but not currently enrolled, 22.2% currently enrolled in internship 1 and 29.6% currently enrolled in internship 2.. However, the limitations of this study were many. With such a small group of respondents, this study cannot make any generalizations to other populations of teacher candidates, but it is hoped that the study can provide insights into the possible impact teacher candidate perception of civic engagement has on their ability to fulfill their roles in shaping student conception of citizenship through the teaching of social studies. Though beyond the scope of this study, future research may prove that the stage of a teacher candidate's progression through internship may impact their interpretation of civic engagement following different durations of hands-on experience in the classroom. However, it is unlikely that teacher candidate progression through internship will have a significant impact on their interpretation of civic engagement given that the internship experience parallels teaching education in general by emphasizing pedagogy over reflection and exploration of fundamental purpose of teaching. Thus, it is also unlikely teacher candidates consequently explore their perceptions of civic engagement in teaching social studies without precursory

introspection and examination of their own relation to acting as agents in fulfilling the purpose of social studies education.

Teacher Candidates Define the Purpose of Social Studies

This exploratory study found that nearly half of the teacher candidates that participated in this study failed to connect civic engagement with the purpose of social studies education. It stands to reason that despite contemporary educational degree programs that provide excellent pedagogy and learning opportunities, perhaps not enough is being done to address the underlying purpose for which teacher candidates are seeking to enact through their roles in the teaching profession, specifically with respect to the social sciences. In fact, the most recurring theme among the teacher-candidate responses was represented succinctly in the following response by one of the teacher candidates: “the purpose of social studies is to teach students historical events that have happened in the past.” This possible trend of teacher candidates to define the purpose of social studies through a rationalization of the innate virtue of knowledge itself is paradoxically illogical and baseless without an explanation as to an application of this knowledge. This begs the question of how effectively teachers can teach the social sciences if their paradigm of the purpose of social sciences fails to align with the national standard. If teacher candidates fail to recognize their political role in promoting civic engagement through social studies education, they will effectively fail their most fundamental purpose in teaching social studies by way of malpractice.

How Teacher Candidate Perception of Civic Engagement Limits Their Political Roles in Teaching Social Studies

When given the opportunity to define the responsibilities of a good citizen, over 70% of participants optimistically connected civic engagement with good citizenry. The nature of civic engagement's relationship with promoting good citizenship was the former's role as a vehicle for the latter. For example, a student modeling justice-oriented civic engagement by addressing the cause of a societal blight is practicing good citizenship and therefore using civic engagement to develop their conception of the role citizens play in society.. This, coupled with every teacher candidate agreeing with the statement that civic engagement is integral to social studies, indicated that teacher candidates may conceptually connect civic engagement with social studies but may need the concept of civic engagement to be reinforced as a vehicle for good citizenry. This is evidenced by good citizenry being disproportionately identified as a purpose of social studies when compared to civic engagement.

Three of the survey's questions addressed the type of civic engagement teacher-candidates identified with responsible, participatory, or justice-oriented civic engagement. Irrespective of the formatting of the question or if the question changed the context with which teacher-candidates applied civic engagement, teacher-candidates overwhelmingly identified with the participatory civic engagement. This remarkable consistency in rates of incidence in teacher-candidate responses in identifying with participatory civic engagement supported the validity of well-entrenched civic engagement beliefs among teacher candidates. Additionally, teacher candidate association with participatory civic engagement was expected as it most closely aligns with conventional ideas of civic engagement concerning partaking in an active role in the community.

However, this association with participatory civic engagement was cause for concern for teacher candidates as they perform their political roles; participatory civic engagement, in contrast with justice-oriented civic engagement, was stifling in its impact on the most important of social studies education functions in shaping the individual values with respect to their relationship with a multifaceted democratic community (see *The Politics of Civic Engagement* under Literature Review).

Teacher Candidates Fail to Identify Strategies for Reinforcing Civic Engagement in Marginalized Populations

Addressing the inequitable representation of marginalized populations in civic engagement should be a top priority of social studies educators. This study found that no respondent could reference specific instructional strategies for bridging the gap between marginalized populations and civic engagement, although they did touch upon themes of relevance, inclusivity and community. An implication of this finding was a call for additional research to be conducted to study specific instructional strategies that may be incorporated into teacher training programs to ensure the perpetuation and strengthening of our representative democracy through the inclusion of diverse input. A study by Burroughs (2011) provided some guidance for future exploration of teaching civic engagement to marginalized populations, including reevaluation of what historical knowledge is taught to better ascertain applicability to civic engagement, an analysis of curriculum to better bridge historical context within the frame of marginalized populations' experiences and a new approach to teacher education aimed at better preparing future teachers for addressing civic engagement of marginalized populations.

Teacher Candidate Unpreparedness to Address Controversies in the Classroom

As discussed in the literature review, addressing controversial realities in the social sciences was a must for promoting civic engagement and through extension, a democratic citizenry. However, an analysis of teacher-candidates responses to their plans for addressing controversial realities was deficient, with an almost total disregard for the three themes identified by Hess and McAvoy (2015) as necessary for these controversies. This speaks of a need only for additional research in the field of addressing controversial issues in the classroom but also for teacher training programs to confront these realities and educate future teachers on instructional strategies concerning controversy. Additionally, perhaps an unwillingness for teachers to address sensitive issues such as abortion or gay marriage, which may be a product of unpreparedness in their education to do so, posed a risk for developing a conscientious citizenry through the vehicle of civic engagement.

Conclusion

The purpose of this study was to uncover teacher candidates' perceptions of promoting civic engagement through the teaching of the social sciences. The reason for exploring this teacher candidate perception was to justify a theoretical basis for future research on the necessity of teacher candidates to become aware of their political role in acting as societal gatekeepers by defining student relationship between themselves and society. This political role of an educator of the social sciences is grounded in their capacity to influence students' conception of citizenship

through their own preconceived notions of citizenship and their subsequent influence by way of curricula design (Westheimer & Kahne, 2004; Marri et al, 2014). This study suggested teacher candidates are aware of this influence on their students' conceptions of citizenship. In fact, 100% of teacher candidates surveyed indicated they recognize at least some impact social science education has on student conception of citizenship, with 86.4% strongly agreeing with this assertion. However, disconnect was evident in teacher candidates' failure to recognize the role of civic engagement in shaping this connection (and thus forming the basis of social studies' purpose), their association with participatory civic engagement versus justice-oriented civic engagement and their lack of educational preparedness to address marginalized populations or controversial subjects. Each of these deficiencies in teacher candidate preparedness to effectively promote social studies as its intended purpose of creating good citizens through the vehicle of civic engagement were straddled with their own unique challenges and potential solutions, as indicated throughout this chapter covering the educational implications of this study's findings. Yet there is hope for the teaching profession, and this hope is manifested in the same institution with which teacher candidates themselves will effect such great change – school. A study by Stambler (2011) found that teacher candidate educational courses can prepare teachers for the need of imbedding civic engagement as a paramount priority in our future education. Once the educational community accepts that we must reevaluate our teacher candidate education to prioritize the why of education versus the how, i.e. the purpose of social studies education versus a narrow focus on teaching pedagogical practices, our society can make real progress in all aspects of our democratic society because democracy flourishes as a result of a well-educated and engaged citizenry.

Hopefully, this research can serve as a starting point for unravelling the complex issue of social science educators' political role in serving as one of the premier defenders of the core of our national democratic values. Teachers and teacher candidates must be equipped with knowledge of their political role to ensure they continue to fight on the front lines for the very real battle between the oppression of the dominant culture and the suppression of civic engagement that serves not only as the fundamental backdrop of social studies, but as the cornerstone of our democratic way of life.

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Appendix A: IRB Approval Letter



University of Central Florida Institutional Review Board
Office of Research & Commercialization
12201 Research Parkway, Suite 501
Orlando, Florida 32826-3246
Telephone: 407-823-2901 or 407-882-2276
www.research.ucf.edu/compliance/irb.html

Approval of Exempt Human Research

From: **UCF Institutional Review Board #1
FWA00000351, IRB00001138**

To: **William B. Russell and Co-PI: Brian Zagrocki**

Date: **February 02, 2016**

Dear Researcher:

On 02/02/2016, the IRB approved the following activity as human participant research that is exempt from regulation:

Type of Review: Exempt Determination
Project Title: Teacher Candidate Perception of the Purpose of Social Studies
Education: Are Social Studies Teacher Candidates Aware They
Serve a Political Role in Promoting Civic Engagement?
Investigator: William B Russell
IRB Number: SBE-16-11974
Funding Agency:
Grant Title:
Research ID: N/A

This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about whether these changes affect the exempt status of the human research, please contact the IRB. When you have completed your research, please submit a Study Closure request in IRIS so that IRB records will be accurate.

In the conduct of this research, you are responsible to follow the requirements of the [Investigator Manual](#).

On behalf of Sophia Dziegielewski, Ph.D., L.C.S.W., UCF IRB Chair, this letter is signed by:

Signature applied by Joanne Muratori on 02/02/2016 01:34:30 PM EST

IRB Manager

Appendix B: Survey Questions

1. I have read the iRIS Study Consent Form and affirm that I willingly give consent to partake in this survey. *

Mark only one oval.

- I agree
 I disagree

Survey

2. What is your age?

3. What is your ethnicity?

Mark only one oval.

- Caucasian
 African American
 Hispanic
 Asian/Pacific Islander
 Native American/Alaskan
 2 or more races
 Prefer not to answer

4. What is your gender?

Mark only one oval.

- Male
 Female
 Other: _____

5. Are you currently a college student?

Mark only one oval.

- Yes
 No

6. What is your major?

7. Are you currently in an Internship?

Mark only one oval.

- Yes, Internship 1
- Yes, Internship 2
- No, but I have completed an internship
- No, I have not completed an internship

8. In your own words, define the purpose of social studies.

9. What are the responsibilities of a good citizen?

10. What is civic engagement?

11. Civic engagement is integral to social studies.

Mark only one oval.

	1	2	3	4	5	
strongly disagree	<input type="radio"/>	strongly agree				

12. Which one of the following would be an effective way to teach civic engagement in the classroom?

Mark only one oval.

- Researching the causes of adult obesity and then instructing students to lead a class campaign to raise awareness for obesity in the community.
- Analyzing a text on community service, paying close attention to examples of literary structure and theme.
- Using primary source documents to teach students the impact of religious tolerance on American society.

13. Which of the following is the best example of a citizen?

Mark only one oval.

- A citizen obeying the law by refusing to escalate a verbal fight into an illegal physical altercation.
- A citizen organizing a non-profit to help victims of violence by providing recovery services and legal counsel.
- A citizen correlating violence and mental illness seeks to curb violence through mental health treatment.

14. How should civic engagement be taught?

Mark only one oval.

- Engaging and benefitting the community
- Assessing and influencing social, cultural and political structures
- Teaching students how to be a responsible citizen

15. What specific instructional strategies will you take, if any, minority students, students in poverty, and immigrant students in civic engagement?

16. How do you plan to address controversial issues in the classroom?

17. Check the box of each issue, if any, you would feel appropriate to address in your classroom.

Check all that apply.

- Abortion
- Gay Marriage
- Gun Control
- Wealth Inequality

18. As a future teacher, you will have a large influence on your students' perception of citizenship.

Mark only one oval.

	1	2	3	4	5	
strongly disagree	<input type="radio"/>	strongly agree				