

## Recommended T&L Technology Tools

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Recommended by: Sarah Schumacher

Tool: The Civic Mirror is an online simulation tool for students to participate in the civic process.

Vendor Contact: Regan Ross at Action-Ed (reganross@action-ed.com) or www.civicmirror.com (604) 575-3684

Cost: 

- The first class of students in a school is \$299
- Additional classes are \$99.

Hardware: None - existing labs and carts in the buildings can be used

Software: For access to the database, it is \$299 for the first "country" at a school and then \$99 for each "country" thereafter. Teachers would want to have separate countries for each of their section of the course. Central Office Student Learning division is looking at purchasing this in future years for teachers - but central funds are not available for this current year.

Service: NA

On-going: Yearly subscription

PD: \$0 - if provided during district days or after school for clock hours

Other Funding: Building funds. These will need to be used for any student manuals (free pdf or \$13.00) or teacher manuals (free for now, \$25.00 in the future) purchased in the future. Levy funds may not be used for these materials.

Target Group: Social Studies Teachers 6-12

Standard: Supports all of the Civics GLEs for Social Studies, as well as promoting many of the 21st Century Skills, including collaboration and taking and developing a position on an issue.

Need: A significant portion of the Social Studies GLEs is designated for Civics education, and teachers are always looking for ways to engage students in this learning. Teachers can certainly teach students about the US government and the implications of involved citizenship through the use of a textbook, but an online simulation such as The Civic Mirror goes much further in helping students understand the true meaning of being a citizen in a democratic society. Several teachers in our district are already using this program and have found great success with it.

Research: As this is a relatively new program, no research has yet been done to specifically link it to student learning. However, there are numerous civic education studies that speak to the

Send recommendation to Kim Mathey for further evaluation.

need for authentic, hands-on experiences to increase students' understanding of the civic process. Some of that information can be found at <http://www.civicyouth.org/PopUps/WorkingPapers/WP57Flanagan.pdf>, on pages 18 and 19 of this article [http://www.civicsurvey.org/Developing%20Citizens\\_Web\\_Version.pdf](http://www.civicsurvey.org/Developing%20Citizens_Web_Version.pdf) and on pages 4 and 5 of [http://www.civicsurvey.org/Developing%20Citizens\\_Web\\_Version.pdf](http://www.civicsurvey.org/Developing%20Citizens_Web_Version.pdf). Two other studies include: 1) Gimpel, J. G., Lay, J.C. et al. (2003). Cultivating democracy civic environments and political socialization in America. Washington, D.C., Brookings Institution Press. and 2) Niemi, R. G. and Junn, J. 1998. Civic Education: What Makes Students Learn. New Haven: Yale University Press. Specific to The Civic Mirror, you can find testimonials from participating teachers and administrators at <http://www.civicmirror.com/testimonials.php>

Support: Very little support is needed. Action-Ed provides any support needed for the database, as it is accessed through the internet.

Training: A training could be provided for local teachers in the summer for clock hours. This could be done in future years as well.