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## Motivations for Civic Engagement Among College Students

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**Motivations for Civic Engagement among College Students**

A Thesis

Presented to the College of Education

and

The Honors Program

of

Butler University

In Partial Fulfillment

of the Requirements for Graduation Honors

Claire Elizabeth Farrington

5/2/2024

## Motivations for Civic Engagement Among College Students

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## **Introduction**

In the summer of 2023, I completed a part-time internship at Women4Change, an Indiana non-profit that “provides civic learning and equips Hoosiers to engage in our democracy to achieve better outcomes in health, economic stability, and personal safety for women in Indiana” (Women4Change, 2023). It was during this time that I had a conversation about voter turnout that piqued my interest. In Australia (where I grew up) voting is mandatory, and individuals may face small fines for failing to vote. Therefore, the idea of voluntary voting was quite foreign to me and I wanted to explore why people choose to participate or refrain from participating in voting in the United States. When I began to have conversations with peers and coworkers, questions surrounding the efficacy and importance of civic education arose. As I began my research, it became evident that most civic education is primarily targeted at high school students. Beyond high school, there are few easily recognizable civic education programs. As such, I began to direct my research more toward civic education and civic engagement in colleges. This thesis aims to examine the motivations for and barriers to civic engagement (in the form of voting) for college students at a private, predominantly white institution in the Midwest, serving roughly 4500 undergraduate students.

## **Rationale**

Within the United States, voter participation in a presidential election has never exceeded 67.7% (Census, 2023). Although voting is voluntary in the United States, it is one of the most important aspects of democracy and therefore one of the greatest measures of civic engagement (The White House, 2021). Many studies examine the motivations behind voting, yet very few of these, if any, focus on the motivations, or disincentives, specific to college students. Barnhardt et al. (2015)

suggest that colleges and universities are places where students develop their social responsibility and civility, but does this include their desire to participate in voting?

Given that civic learning is essential and can actively increase civic engagement, in the form of voting, civic education should be readily available to all citizens of all ages (Winthrop, 2020). However, civic education typically only widely occurs in high school civics, government, and history classes, before the age when individuals can vote. There are very few easily accessible and well-advertised post-high school opportunities for civic education. College is a formative time for developing an individual's political interest and civic engagement. Accordingly, it represents an ideal time for continued civic education. The findings from this research aim to provide a scaffold for future quality civic education programs that increase civic engagement among college students.

## **Literature Review**

### **Importance of Civic Education**

According to the Merriam-Webster dictionary civics is a “social science dealing with the rights and duties of citizens” (2024). Youthpower.org (2018) adds that “civic education can be broadly defined as the provision of information and learning experiences to equip and empower citizens to participate in democratic processes”. Research has shown that a quality civic education can increase self-efficacy surrounding civic participation and proactive civic engagement in activities like volunteering and voting (The Council of State Governments, 2022). Among other reasons, this is thought to be because individuals who receive quality civic education are more adept at understanding public issues and “view political engagement as a means of addressing communal challenges” (Campaign for the Civic Mission of Schools, 2011, p. 6). Civic education also has the potential to induce a

sense of responsibility when it comes to electoral participation and strengthens democracy by providing citizens with accurate civic knowledge that can help them navigate civic and political life (The Council of State Governments, 2022, p. 2)(Civics for Adults, 2023).

### **The Current State of Civic Education**

Despite these benefits, according to the Center for American Progress, civic knowledge surrounding the structure of government, rights and responsibilities, and methods of public engagement is at an “all-time low” (Shapiro and Brown, 2018). This reflects poorly on the current state of civic education in the United States . In their “State Leader Policy Brief: Civic Education” The Council of State Governments Healthy States National Task Force (2022, p. 2) writes that this can be partially attributed to a lack of federal investment in civic instruction for K-12 students. This brief further clarifies that “federal government invests five cents per student for civics instruction, but \$54 per student for Science, Technology, Engineering, and Math (STEM)” (The Council of State Governments, 2022, p. 2).

In response to this, many new policy ideas for school curriculums have been put forth. In Indiana, at the start of the 2023-2024 school year, new civic education standards for high school students were implemented. These standards require that students take a class in the second semester of 6th grade to learn about the foundations of government, the functions of government, and the role of citizens in a democracy (Jenner, 2022). While these new standards are a noticeable improvement and investment in civic instruction, the quality of civic education across the country remains very inconsistent.



## **What is Quality Civic Education?**

According to the “2018 Brown Center Report on American Education: An Inventory of State Civics Requirements” a high-quality civic education must enable people with three things: civic knowledge, civic skills, and civic dispositions (Quintero et al, 2018). In this context, civic knowledge is defined as “an understanding of government structure, government processes, and relevant social studies knowledge and concepts”, civic skills are “abilities that enable students to participate in a democracy as responsible citizens” and civic dispositions are described as “attitudes important in a democracy such as a sense of civic duty and concern for the welfare of others” (Quintero et al, 2018). Civic education programs must be more than a revision of concepts, people, and events found in an outdated textbook. Instead, civic education should take on a more innovative approach that involves experiential learning, problem-solving, and community service among other things (Quintero et al, 2018).

Some states, like Colorado, Maryland, , Idaho, and Delaware as well as Washington, D.C. have made progress toward incorporating such a civic education model into their curriculum. In Colorado, students participate in a program called Judicially Speaking that explains to them how judges think through the decisions they make, thus increasing students' knowledge of civic processes (Bailey, 2021). This program also incorporates mock trials and role-play allowing students to participate in these processes. In Maryland, Washington D.C., and Idaho, schools require students to complete a certain number of community service hours to satisfy their civic education requirements (Bailey, 2021). Interestingly, Delaware provides students with one excused absence to participate in protests, marches or visit a place of political significance. These examples function to demonstrate the importance of real-world

applications and active participation that encourage lifelong civic engagement as opposed to simply the memorization of concepts, people, and places.

Knowledge and competency of educators are also essential aspects of quality civic education. According to the Campaign for the Civic Mission of Schools (2011), a teacher's professional development in civics is predictive of students' civic knowledge and attitudes. Professional development is required to ensure quality and to provide foundational civic knowledge that is consistent across trained social studies teachers, schools, and communities (Campaign for the Civic Mission of Schools, 2011, p. 38). To be effective, professional development must be content-focused, active, ongoing, collaborative, and connected to curriculum and standards (Campaign for the Civic Mission of Schools, 2011, p. 38). Despite this “between 30 and 40 percent of secondary social studies teachers have not received any teacher preparation or in-service training on how to support students' civic development” (Kaufman, 2021). As such, many teachers “lack the training and instructional resources to support students' civic development” (Kaufman, 2021).

Due to this dearth of training, many teachers lack the confidence, skills, strategies or motivations to talk about controversial topics with their students. To tackle this issue, the Southern Poverty Law Center has a twenty-year-old program called Learning for Justice (Southern Poverty Law Center, 2023). Learning for Justice is a professional development tool that not only funds projects to engage youth and encourage civics in action, but also provides frameworks to guide teachers in approaching and discussing divisive concepts with their students. It provides educators with resources about many topics including race and ethnicity, religion, ability, class, immigration, gender and sexuality, bullying and bias, and rights and activism (Southern Poverty Law Center, 2023).

Despite levels of professional development, legal limits governing what educators are allowed to teach can also severely impact educators' abilities to explore controversial topics. According to Bauld (2023), in the past two years, 18 states have imposed bans on discussing certain topics in classrooms, for example, race, gender, and sexuality. In 2021 Texas went even further banning “assignments involving communication between students and federal, state, or local officials” (Bauld, 2023). According to Woo et. al (2023), in response to these bans, one in four educators have had to change their instructional methods and content. These bans directly impact the dissemination of quality civic education in schools by restricting the discussion of political topics and teachers' autonomy, and preventing many forms of experiential learning.

While the responsibility of administering quality civic education in the United States rests primarily upon middle and high school teachers, limited opportunities for professional development combined with restrictive legislation is preventing them from adequately doing so.

### **Civic Education in the Digital Era**

As the number and percentage of individuals who spend time online increases, as does the potential for technology to become a tool that helps develop civic education and engagement. For example, technology can increase community engagement and social connectivity by allowing people to create online meeting sites and crowdfund for important social issues. Technology, specifically digital platforms, has the potential to empower citizens to engage with their physical *and* online communities to create social change. Digital platforms can also be used to enhance traditional civic education programs. For example, iCivics, a non-profit founded by Justice Sandra Day O’Connor, is a website that provides teachers with resources to

enhance their civic education practices. It is also a space for children to learn more about civics by participating in online games and activities (iCivics, 2023).

However, the increased potential and use of digital technologies escalate the importance of digital citizenship and literacy. According to USAID (2023, p. 2) online civic education programming often “takes place in spaces where individuals may be exposed to harassment and surveillance and may be susceptible to misinformation”. Thus, before relying on digital technologies as a means of civic education, individuals must be taught how to safely interact with and navigate these spaces. As with any education, civic education must be multifaceted and not rely on digital technology alone.

### **Civic Education Beyond High School**

Although the need for civic education does not dissipate once an individual finishes high school, after this point civic education opportunities and programs become very sparse. While most elementary and high schools have civic education requirements that regulate the amount and content of civic-related classes students must take, the majority of colleges do not. Nor is there a mandatory civic education program for individuals who do not attend high school or are no longer in any form of schooling. There are a few digital platforms that try to fill this void, including the Center for Strategic and International Studies’ (CSIS) Civics for Adults, and [Learn.civiced.org](https://www.learn.civiced.org).

The CSIS created Civics for Adults in response to the growing need for adults to be more civically engaged. Civics for Adults is a guide that aims to foster greater civic understanding in adults (Center for Strategic and International Studies, 2022). The guide can be used by businesses to engage their employees and by content providers who are seeking ways to adapt other civic resources to be appropriate for

adults. The website provides important information as to how civics can be effectively conveyed to adults. Some of the guide's goals include building public resilience, countering disinformation, and empowering individuals to hold institutions accountable. Somewhat similarly, Learn.civiced.org is a site "for educators and lifelong learners" (Center for Civic Education, 2023). This website provides three, free, self-paced courses and a variety of instructor-led courses to the public. It also has a civics forum where educators throughout the country can discuss civic education content and share pedagogical ideas. Learn.civiced.org further provides free instructional resources, book recommendations, website links, and other reports, research, and articles relevant to civics and civic education.

The Civics for Adults website and the Center for Civic Education's "Learn" program are trying to fill the void of civic education opportunities for adults. While there is no data to reflect how many people utilize the Civics for Adults guidelines, in 2023, the Center for Civic Education reached over 737,000 individuals through all of their online resources (Center for Civic Education, 2023). Although this is notable, the number of individuals reached through the Learn program for adults is likely only a fraction of this. Despite these programs best efforts, they cannot provide enough resources for the whole country, and accessible civic education opportunities for individuals beyond high school remain very limited.

### **Importance of Civic Engagement and Voting**

As defined by Thomas Elrich (2000) in *Civic Responsibility and Higher Education*, civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes". While definitions of

this concept vary, Elrich's encapsulates many varying aspects of civic engagement. More specifically, civic engagement can manifest itself through community service, collective action, political involvement, and social change (Adler and Goggin, 2005, p. 238–239). Civic engagement appears to have positive long-term health outcomes, is meaningful for development, and leads to greater investment in community health and well-being (The Policy Circle, 2016)(Ballard, Hoyt, and Pachucki, 2018).

Voting is a commonly used measurement of civic engagement. Voting is a valuable political right that allows citizens to hold politicians, political parties, and therefore the government accountable. In fact, voting is believed to be one of the most important duties of a citizen and the foundation of U.S. democracy because it helps protect individual rights and liberties, allows citizens to voice their opinions, shapes the future of the country, and ensures the government is responsive (Carizal, 2022). Given that the United States relies on a representative democracy, in which citizens elect their government officials through voting, voting is a foundation of U.S. democracy. Although voting is seen as both an important right and responsibility, it is not mandatory in the U.S. (United States Citizenship and Immigration Services, n.d.). The highest recorded turnout of voting-age eligible citizens in a federal election occurred in 1992 when 67.7% of the population voted (USAFacts, 2023). The second-highest turnout occurred much more recently in 2020 where 66.8% of citizens of voting age participated in the federal election. History shows that voter turnout rates in midterm, municipal, and even primary presidential elections are typically lower than this (Pew Research Center, 2023).

This is especially true for Indiana, which consistently ranks in the bottom 10 states for voter turnout (Women4Change, n.d.). In the 2020 Presidential election, Indiana reported a voter turnout of 65%, slightly below the national average (Election

Division, 2020). However, in the primary election that same year, only 24% of voting-eligible Hoosiers cast their ballots. Turnout was higher in the 2022 midterm elections (40%), but still significantly less than that of the presidential election (Election Division, 2023). However, out of all the types of elections, the 2019 municipal elections recorded the lowest turnout, at only 23% of eligible voters (Election Division, 2020). Evidently, in recent years in Indiana, the presidential general election drew the highest number of eligible Hoosier voters to the stands. Conversely, the municipal election attracted less than one-quarter of eligible voters in Indiana.

While there are practices and policies in place— like gerrymandering and voter suppression— that function to prevent certain demographics from voting, voter apathy also appears to have a notable effect on voting practices. According to POLYAS (2017), “voter apathy refers to a lack of interest in participating in elections by certain groups of voters”. Voter apathy can be caused by alienation, voter fatigue, mistrust, political disengagement, or a lack of interest in politics (Cohut 2020). It can result in increased political polarization and has a negative influence on voter turnout.

In the article “Voting is Very Important to Be a Good Member of Society Most Americans Say” by Pew Research Center, Laura Silver (2022) indicated that in 2020 about seventy percent of U.S. adults believed that voting was very important to being a good member of society. Unsurprisingly, these individuals voted at higher rates than those who believed it was not important at all (Silver, 2022). This highlights a stark distinction between voting practices, and therefore civic engagement, among those who believe in the importance of voting versus those who do not. According to the Center for American Progress, until individuals better understand their democratic rights and responsibilities, voter apathy will continue to

plague the United States and threaten American democracy (Shapiro and Brown, 2018). Evidently, to facilitate greater voter participation– and therefore civic engagement– there is a need for increased quality civic education.

### **Civic Education and Engagement at College**

In general, people with college degrees are more likely to participate in voting than people who have not attended college (Pew Research Center, 2023). According to a study by Perrin and Gillis (2019), this is because “higher education is a training ground for citizenship”. Perrin and Gillis’ study showed that even when accounting for selection (where those selected into college might be more likely to be politically active), college generally increases civic engagement.

The National Study of Learning, Voting, and Engagement (NSLVE) is a “study of U.S college and university student voting” (Thomas et. al, 2021). It collects information from over 1050 college or university campuses of any type, throughout all 50 states. According to NSLVE, in 2020, the rate of registered higher education student voters who voted hit 80% (Thomas et al., 2021). The overall student voter turnout was 66% which is comparable to the national voting rate of 66.8%, and undergraduate students voted at the same rate as their graduate student counterparts. White women had the highest sex-by-race voting rate (73%) and females voted at higher rates than males overall, and within all race/ethnicity categories. Interestingly, “the highest voting rates were achieved at private baccalaureate degree-granting (BA) and private doctoral-granting (Ph.D.) institutions” (Thomas et al., 2021). Overall, these results may be explained by variations in institutional resources, retention of more affluent students (who vote at higher rates than those in lower classes), or the influence of liberal arts and sciences on voting practices.



Individuals who studied Education, Library Studies, Social Science, History, or Agriculture and Natural Resources, voted at higher rates (68% -71%) than those in other fields (56%- 65%). This supports Perris and Gillis' (2019) findings which further showed that “social sciences and humanities coursework and two high-impact experiences (being mentored and engaging in a community-based project) were associated with political engagement” post-graduation. Their hypothesis that students who take more social sciences and humanities courses during college are more likely to be politically active than those who take fewer classes was confirmed, indicating that these classes provide individuals with civic gains. Importantly, Perrin and Gillis (2019) note that differences in civic engagement by social class (measured by parental income) persist even after graduating college. This suggests that social class has more of an impact on voting practices than educational attainment.

One initiative serving higher education institutions is the ALL IN Campus Democracy Challenge (ALL IN). ALL IN is an initiative of the nonprofit Civic Nation. ALL IN works with colleges and universities in the United States to improve “nonpartisan civic learning, political engagement, and voter participation on campuses nationwide” (Civic Nation, 2021). ALL IN provides resources to help campuses and students navigate the voting processes by planning their election day, clarifying voting terms, and providing a list of ways students can get involved in increasing voter turnout themselves. Their ultimate goal is to make civic education and voting participation an expected part of the culture at all colleges and universities across the country.

## **The Truman Commission on Higher Education**

In 1947 the President, Harry S Truman, made public a report on the Commission on Higher Education. Among other things, this report called for increased attendance and access to higher education in the United States and stated that one of the primary goals of higher education is to expand democracy to better understand friends, within the country and further abroad around the globe. The report stated that higher education should prepare citizens to take on more democratic responsibility. President Harry S. Truman proclaimed that “the coming of the atomic age... has underscored the need for education and research for the self-protection of our democracy, for demonstrating the merits of our way of life to other peoples” (1947). He further urged that higher education should take the responsibility for this education to “take its proper place in our national effort to strengthen democracy” (Truman, 1947). Although this report was released over three-quarters of a decade ago it remains relevant and supports the idea that colleges and universities should provide quality civic education to their students.

## **Method and Documentation**

### **Research Question and Definitions**

This research, aims to examine differing perspectives of civic engagement among college students and interpretations of the role of civic education. The main research question is: *How do college students' perspectives on, and previous experiences with civic engagement and civic education impact their desire to vote and voting participation?*

Other sub-questions that helped to guide the research include:

- *What motivates college students to vote?*

- *What discourages college students from voting?*
- *What does a successful and engaging civic education experience look like according to young adults?*
- *How can these results inform the creation of a civic education program targeted toward young adults?*

For this research, participants will not be provided with definitions of civic education or civic engagement as they will be asked how they define these things.

### **Data Collection**

In attempting to understand experiences with civic education, civic engagement, and voting from the perspective of college students, data was obtained through qualitative, semi-structured interviews. Semi-structured interviews are suitable for interviews led by a single researcher and relatively predictable situations. Using this method allowed the researcher to consistently explore the main topics but also granted them the freedom to ask relevant follow-up questions and probe to uncover more information specific to each participant.

The research plan was submitted to and approved by the Butler Institutional Review Board. Before participating in these interviews, participants completed an informed consent form indicating their willingness to be involved in this research. The statement of informed consent form that was used can be found in Appendix 1. The interviews primarily consisted of open-ended questions but also relied on a few close-ended questions. The interview guide found in Appendix 2 was used as a framework to work from in each interview.

After approval was received from the Institutional Review Board, 10 interviews were conducted between the dates of 12/19/2023 and 2/5/2024. The audio from the interviews was recorded and transcribed for analysis purposes. These

interview recordings and transcriptions were kept confidential in a password-protected folder on a password-protected computer. The main researcher was the only person who had access to this data. Once this paper was submitted, the recordings were destroyed and the transcriptions deleted.

### ***Sampling and Sample Criteria***

To meet the sampling criteria, participants had to be full-time undergraduate students enrolled at Butler University in the Spring of 2024. Additionally, they had to have turned 18 before the November 2023 election to ensure they had had the opportunity to vote at least once before being interviewed. Participants also needed to be eligible to vote in the United States, as this research strictly examines voting participation and civic education in the United States, where voting is voluntary.

The interviews aimed to sample a variety of college students including students who try to vote regularly and students who have never voted despite being legally able to do so. Snowball sampling was used to attempt to achieve this balance. Two individuals whom the researcher knew to typically vote, and two individuals who did not, were purposefully selected. These individuals then each recruited two more individuals, and so on. The sample recruitment script is in Appendix 3.

Out of the 10 participants in the sample five identified as male and five identified as female. Their ages ranged from 19 to 23 and there was a mix of sophomores, juniors, and seniors. Participants went to high school in many different states in the Midwest including Indiana, Michigan, Minnesota, Ohio, Illinois, and Tennessee. Their main areas of study were varied and included Biology, Spanish, Chemistry, Biomedical Engineering, Computer Science, Dance and Arts Administration, Business Law, Finance, Health Science, Biochemistry, Exploratory Business, Economics, Psychology, Criminology, and Social Work. This sample also

yielded a diverse range of self-identified political leanings among participants including liberal, conservative, independent, and centralist.

### **Data Analysis**

Qualitative content analysis was used to analyze the data collected from the interviews. This type of data analysis allowed the researcher to identify patterns and themes amongst participants' responses and also investigate the meaning created. The sampling unit used was items, which allowed the researcher to look at the entire message each participant conveyed each time they spoke and then compare these with other participants to find similarities, patterns, and themes. Emergent coding was used whereby categories were established after a preliminary examination of the data and an inductive reasoning approach allowed various themes to emerge as analysis was conducted. In using these techniques the researcher aimed to interpret the manifest and latent meanings behind the thoughts and feelings of the participants. To help with the coding process, the researcher utilized the program ATLAS.ti which they had experience using thanks to a research methods class they took in the Fall of 2023.

### **Results**

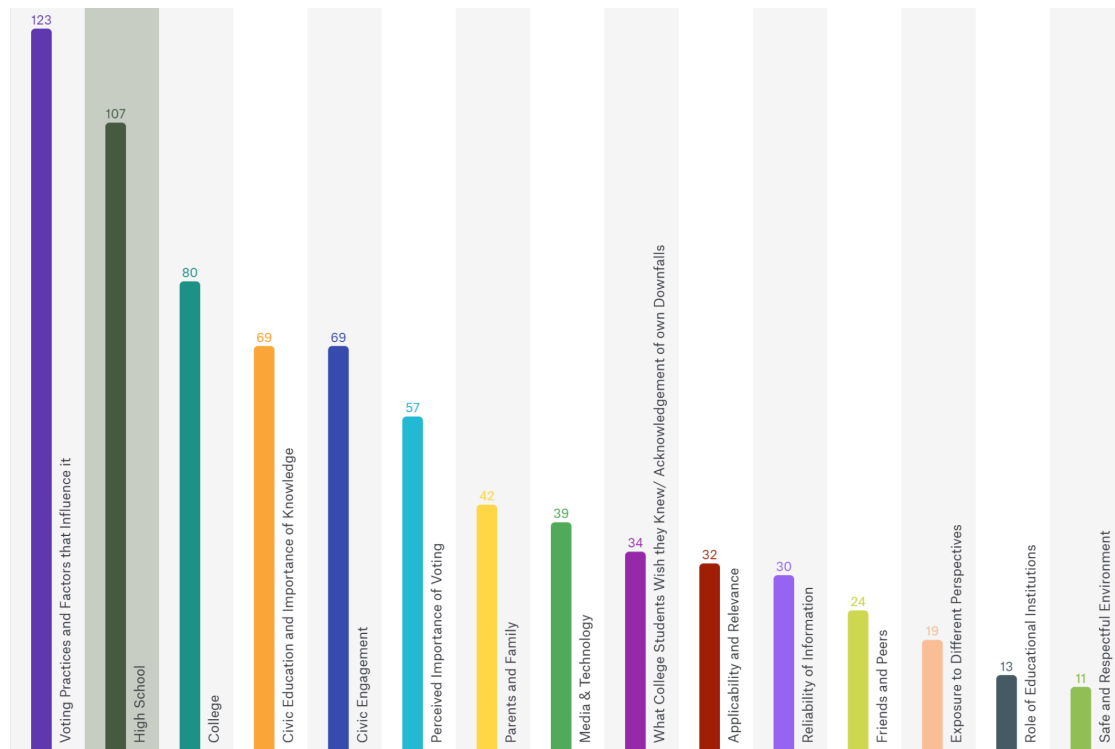
Through analyzing the transcripts from the 10 interviews conducted, 15 main codes became evident: “Civic Education and the Importance of Being Knowledgeable”, “Civic Engagement”, “High School Experiences”, “College Experiences”, “Family”, “Peers”, “Media and Technology”, “Reliability of Information”, “Safe and Respectful Environment”, “Exposure to Different Perspectives”, “Applicability and Relevance”, “The Perceived Role of Educational Institutions”, “What College Students Wish They Knew”, “The Perceived Importance of Voting”, and “Voting Practices and Factors that Affect This”. These codes fall under the broader code groups of *Definitions*, *Formal Education*, *Informal Education*,

*Factors Influencing the Effectiveness of Civic Education, Voting, and Moving*

*Forward.* Figure 1 shows how frequently each of these codes occurred in all ten interviews combined.

**Figure 1**

*Code Distribution Table*



*Note:* Code Frequency is not indicative of code importance.

This results section will accentuate the significance of each of these codes and what they reveal about college students, their experiences with civic education, and their motivations for voting. All interview transcripts can be found in the Appendices (Appendix 4- Appendix 13).

**Definitions**

This *Definitions* code group consists of the codes “Civic Education and the Importance of Being Knowledgeable”, and “Civic Engagement”. It explores definitions provided by participants for the concepts of civic education and civic engagement.

***Civic Education and the Importance of Being Knowledgeable.***

Personal definitions of civic education varied greatly amongst the interviewees. For example, when asked how they would define civic education, Participant 1 responded “I would describe it as probably being educated on voting and all things related to economics and the government, and how it functions in a country”. This definition is reflective of many other participants who defined civic education similarly as education about how things like the government, politics, and democracy work. Some other participants, however, provided more in-depth definitions that emphasized learning about engagement and action as essential components of civic education. Participant 3 reflected:

*It's not necessarily just in schooling. I feel like that's a big part of it, it's like kind of where the foundation is laid. But I feel like it's just like educating yourself on politics. And just kind of like finding your stance in the whole political realm, which can be confusing and overwhelming. But also, I feel like just educating yourself on like advocating and like just being an active part of the community. And just like, I don't know doing, basically doing your role as like a citizen of the United States, and just like educating yourself on how you personally best can do that.*

In this, Participant 3 clearly states that they believe civic education does not occur strictly in schools and that individuals have the responsibility to take an active role in seeking and improving on their civic education

While individual definitions of civic education varied in breadth and depth when looking at and combining the definitions of all the interviewees, a very nuanced definition emerges. Combined, the interviewees believe that civic education includes

education about the government, voting, economics, politics, democracy, and civic engagement. It also entails understanding the influence each person, as an individual, can have on these aspects, educating oneself on their role as a U.S. citizen, and finding one's stance on political issues. When thinking about how their definitions might compare to their peers, interviewees stated that definitions might differ based on upbringing, sophistication, or political leaning. In contrast to this, one participant believed that because they surrounded themselves with people similar to them, their definition of civic education was very consistent with that of their peers.

In their interviews, participants often directly or indirectly mentioned the importance of civic education when they stressed the need to stay up-to-date with information and be knowledgeable, especially when it comes to making informed decisions and voting. Participants believed that social media, family, educational institutions, and peers had the agency to provide this information but it was not always beneficial or reliable. This recurring connection between education and voting will be explored further later on.

### ***Civic Engagement***

Similarly to definitions of civic education, there was significant variation between participants' definitions of civic engagement. Participant 5 explored the connection and differences between civic education and civic engagement when they reflected:

*I feel like it's (civic engagement) maybe a little similar to education, you use your civic education to be engaged. More so like the act of like being engaged with your community and like your state and nation. The process of doing that versus like being educated and like knowing how to do it and then actually doing it.*



So while civic education is being knowledgeable and understanding processes, Participant 5 believes civic engagement involves action that uses or expands upon one's civic education.

This idea of being “active” was a consistent theme among the participants' definitions of civic engagement. The notion was often mentioned directly when participants talked about being active in politics and being an active citizen or active participant in society. An example of this is when Participant 1 expressed that civic engagement included:

*Being an active participant in the process of voting and voting on legislation and anything related to like civics and stuff like that... it's important to be active in that regard, especially in the community, to like to speak up and stuff like that.*

For some, being “active” simply involved voting but for others, it entailed working in any capacity, or having positive interactions with peers. Positive interactions with peers that provided a context for civic engagement included being encouraged by others to get involved politically, being respectful of other people's views, and listening to “outsiders” perspectives on voting and politics— specifically people who grew up in countries other than the United States.

According to interviewees, one could also demonstrate civic engagement by paying attention to the news and politics at all levels (local, state, and national), showing support for candidates, volunteering, joining clubs, signing petitions, and advocating for issues. Out of all of these potential civic engagement actions, voting proved itself as the most familiar and was typically the first example participants gave when listing ways to be civically engaged. This was highlighted by Participant 10 who commented, “I think there are other actions that fall under it, none I can name off

the top of my head. But I think for me, voting would be one of the main actions that falls under that category”. Although many of the other participants indicated they believed that civic engagement was more than just voting, the idea that voting is the principal demonstration of civic engagement was universal among all interviewees. Another less notable but still important aspect of civic engagement that arose was discussion, especially with peers and family. One participant noted that if more discussion took place, it could potentially “lead to different forms of engagement, and just kind of creates a positive train going forward”. This is an interesting assertion that suggests engaging in discussion might be a way to prompt further civic engagement.

Similar to civic education, Participants were aware that their understanding of the concept of civic engagement might be different from their peers. Participants believed that definitions might diverge due to different factors like upbringing, support for civic involvement from family, education, and political leaning.

### **Formal Education**

The codes “High School” and “College” fall under the code group *Formal Education*. Formal education refers to specific classes interviewees took in educational institutions, and other experiences they had in these spaces. Interestingly, several interviewees referred to their formal education in high school and college as a “base” that formed the foundation of their civic education. For example, when reflecting on their formal civic education experiences, Participant 2 stated:

*I think that I got like a pretty well-rounded entry-level education about it. I think a lot of the further education that I've learned has been more so like on my own doing and like from my friends, not necessarily from the classes that I've taken. But I think that the classes that I took did push me in the right direction to get involved.*

Other interviewees also expressed this perspective, specifying that high school and college classes acted as a base that other factors like parents, family, and friends built upon, thus developing a broader understanding of civic education. This is important to note because it shows that while formal education might provide a rudimentary civic education, informal education plays a pivotal role in deepening and expanding understanding of civic skills, dispositions, and behaviors.

### ***High School***

In high school, interviewees took a variety of classes including World History, AP Government, AP U.S. History, AP World History, AP Comparative Government, European History, U.S. Politics, and AP Civics. Each interviewee took at least one of these classes in high school. These classes were taught in various formats. Some were analytical and document-based, while others were discussion-based or included role-plays. Naturally, these classes explored various topics, ranging from migration patterns to historical court cases, the importance of voting, branches of government, major events in U.S. history, the way government works, and how this has changed over time. Evidently, in their high school classes interviewees were taught many different things, however, they had conflicting ideas of how impactful the classes and their content were. On one hand, Participant 1 reflected on their high school classes, stating, “I feel like it gave me a better understanding of the whole idea of civics, and being an active citizen in society, in a productive society”. On the other hand, Participant 6 indicated, “I did take those classes, but I feel like I didn't learn a lot about like going forward, how you can make a difference”. These two perspectives are conflicting and raise questions surrounding the consistency and efficacy of high school civic education classes.

Importantly, one notable high school experience that profoundly impacted an interviewee arose not from a specific class, but from being involved in the National Honor Society. Participant 2 explained their experience volunteering at polling booths and how this impacted them.

*I needed volunteer hours, and there was an opportunity for us because my high school is one of the voting centers in my hometown. And so, the National Honors Society all of us were given the option, we could go volunteer and work the polls for the day. So, on voting day I went to our auxiliary gym and when people came in to vote, I registered them and gave them the voting sheet and stuff... We never really talked about like the complete process like you walk in, you give them your ID, you know. So, being able to see that really prepared me because then, when I did go, I knew exactly what to do. So, I think that that was also something really important.*

This exposure and involvement in the voting process in some capacity was of great benefit to this interviewee and helped prepare them for when they were eligible to vote. Interestingly, the same participant also noted that in one of their classes, they spent an in-class period registering to vote.

### ***College***

While not all interviewees mentioned their college classes, those who did indicated they had positively influenced their understanding of civics and/or their civic practices. Some college classes mentioned included Abolition, Text and Ideas: American Vision, Constitutional Law, Freedom and Movement across the Transatlantic, Business Law, Accounting, Business Ethics, and Women Writing in the World. Participant 3 felt as though classes contributed varying amounts to civic

education based on their field of study. When talking about the classes at Butler they stated:

*They all have their little elements to it, but I'd say, obviously law and political science majors (are more civics-related). I'd say, being a criminology, psychology, major there's moments of, like I was saying, advocating more than civic education of like you should vote.... But I feel like at Butler at least, they offer the core classes which also kind of help you. It's basically a way to force and make sure that you do have that. I took a class, a TI that was American Visions, understanding the American dream and stuff. So that was kind of like my little dose of civic education.*

This participant believes not all college classes contributed equally to individuals' civic education and that classes in certain majors have a greater influence than others.

Alongside classes, students mentioned increased opportunities at college for engagement through activities like volunteering, philanthropy events, and involvement in clubs. As a whole, interviewees believe college is an environment that exposes them to different people who are more likely to talk about political issues which can expand and change perspective. Several interviewees explicitly explained how their understanding of civic education and civic engagement has changed since attending Butler University. Participant 2 reflects on this change:

*I realize that it's (civic engagement) a lot more than just voting. I mean, yeah, as simple as it is. Prior to this, I thought that it was just like, "Okay, I need to go vote", and that's all that I can do. And Butler, as a whole has shown me that there's a lot more to it than that, in terms of like the different clubs and stuff that they promote. And also, just because of the people that I've met, like I said earlier.*

This change in definitions suggests that colleges do indeed influence student's understanding of civic education and engagement.

### **Informal Education**

The next three codes, "Family", "Peers", and "Social Media" fall under the code group *Informal Education*. This group includes all factors outside of formal classes and education that have influenced participants' knowledge and understanding of civic education.

#### ***Family***

When discussing their civic education all participants mentioned the impact their parents and/or family have had. This suggests that family is a very influential and important setting for informal civic education to occur. Participants learned various things from their families including how to submit absentee ballots, updates on current events and news, and when elections are occurring. Parents often acted as educators informing their children and answering any questions they might have about civic and political life. Parents not only taught individuals how to complete their absentee ballots but also assisted regularly by mailing and filling out these ballots on behalf of the interviewees. In addition to this, parents sometimes provided important candidate information that helped participants make important voting decisions. In some cases, this was unbiased, factual information, but in others it was personal opinions or beliefs about candidates.

Several participants believed that their parents passed beliefs and knowledge down to them which had a large impact on their current viewpoint and values. A tangible example of this revealed itself when Participant 10 discussed their parents' voting practices.

*My dad votes for an independent in most presidential elections because he doesn't like either of the candidates, like when it was Trump versus Biden, he was like, "I'm just gonna vote for an Independent". I think it's more beneficial to do that than not vote. I don't see any reason to not vote.*

From this, it becomes clear that parents can influence beliefs and ideals and also have the potential to pass down dispositions that favor civic engagement. Other participants acknowledged that their parents played a vital role in educating them but also noted that they were encouraged and given the space to form their own opinions.

Interestingly, several participants mentioned accompanying their parents when they went to vote either before or after they, themselves were eligible to vote.

Participant 2 reflects on their experience of voting with their parents:

*Having parents who, despite our differing political views, still want me to know that my voice is important, and so, like, encouraging me to be active, and then even going with me when we went to vote, is pretty influential.*

Clearly, this was a very positive experience for this participant. It exposed them to the process of voting which increased their comfortability and confidence moving forward.

### ***Peers***

Peers and friends were another source of informal civic education for the interviewees. Many participants noted that they met and interacted with new people at college who were from different hometowns, cities, and even countries. One participant noted the significance of this, reflecting:

*I would say, especially since coming to college, I mean meeting new people who are from places different than you is super influential because naturally some of those people are more engaged and politically knowledgeable more so*

*than you are, or I am. So, coming into contact with those people who are encouraging me to use my voice and get involved is, I would say, more beneficial than most of the classes that I've taken.*

Peers often initiated conversations about politics, sharing their own opinions and helping to inform interviewees. These peers were not always close friends of the interviewees and thus contributed new perspectives.

When more closely examining the impact of friends, college friends appeared to have more influence on participants' civic education than high school friends. Comparing the two, Participant 3 suggested that their college friends “are much more likely to talk about political things or things they are passionate about” regardless of how controversial their opinions may be.

However, interactions with peers were not always positive. Participant 7 recounted several stories of feeling isolated because of their opinions which differed from that of most of their peers. They expanded on the way interactions with peers in formal and informal civic education settings have affected their civic engagement stating, “because I often feel like surrounded by people who don't necessarily agree with me fully, I just have stayed out of it, and that's led to the lack of interest and the lack of information, and I don't vote”. Thus, while peers have the potential to positively influence one's civic engagement and dispositions when individuals are excluded due to the beliefs that they are entitled to have, civic engagement suffers.

### ***Media***

The third prominent type of informal education was media. Media is a very broad term that encompasses various types of media including social media, the news, newsletters, campaign banners, posters, and other online information. In participant interviews, social media asserted itself as the most prevalent and impactful type of



media. Within this, Instagram was discussed most often, and TikTok and Twitter were also mentioned as sources of civic education.

Specifically from social media, participants learned how to apply for absentee ballots, became more aware of election dates, and received messages encouraging or urging them to vote. Participants felt that messages about elections served as timely reminders that prompted them to vote which they might have forgotten to do had they not interacted with these posts. Participant 9 discussed one specific TikTok page that has been very informative and memorable to them. They explained the page, sharing:

*There's a representative of the house I forget his first name. His last name's Jackson, Representative Jackson. He has a TikTok page that's gotten super popular. Pretty much all he does is, once a week, he 's very level and very just face to face, he tells you what's going on in Congress.*

Participant 9 then continued to share that they had benefited from receiving such information that was presented to them in a way that was engaging and easy to interpret and understand.

Evidently, social media is an important tool that serves as a platform for civic education. Interestingly, social media can also be used as a means of civic engagement. For example, when expanding on ways individuals can be active and engaged Participant 2 stated, “I'm more in favor of peaceful protesting, but protesting of any sort, just advocacy in general, using your voice on social media, like you could post on your Instagram story”. Thus, social media is a very influential form of media that is present in the daily lives of all participants. It can be noted that social media is realizing its vast potential to inform and engage individuals with civics.

Despite the benefits of social media platforms as potential sites for education and engagement, many participants agreed that the information generated from social

media may lack reliability and validity. Participants believed that social media can be very polarized and that news sources often swing one way or the other. This can lead to confusion and distrust. Participant 5 expands on this saying:

*It can get a little lost in social media. Everything can be a little distorted... So, I feel like it can be a positive thing but you have to kind of be careful of what you're reading and whether it's truth or not... So, I don't know, I feel like there's some gray area there and like, what can you trust on the Internet?*

Hence, where social media has the potential to inform, it also has the potential to mislead and participants believe that if individuals are not wary of this it can have detrimental effects.

### **Factors Influencing the Effectiveness of Civic Education**

In the responses from interviewees, it became evident that several important factors influenced the effectiveness of both formal and informal civic education. These factors were mentioned both directly and indirectly when individuals discussed their experiences. The main four factors are “Reliability of Information”, “Exposure to Different Perspectives”, “Applicability and Relevance”, and “Environment”.

#### ***Reliability of Information***

From the perspective of the interviewees, one of the main factors that influence how effective civic education can be is the reliability of the information conveyed. As explored above, many of the participants recognize that this is especially true for social media. On social media, participants acknowledged that the information they see is often chosen by algorithms, not always accurate, and can be tainted by bias. Although polarization and bias in social media are very prominent worries among college students, these things are not limited to social media alone. Participants believe they are potentially present in all avenues of civic education.

For example, participants noted that the content of civic education classes often failed to take in multiple perspectives, and only presented information from one point of view. Participant 9 shared an example of this when they stated that “the American education system bolsters the U.S., throughout its history, you know, makes us look like the good guys in a majority of times”. While this Participant has the hindsight to know this is not the whole truth, for many other individuals, high school classes are the only form of civic education they receive before college, thus they may never be exposed to other information that counters this.

Even when participants felt as though the curriculum was unbiased, sometimes teachers were not. Participant 1 expands on this when they say, “I feel like a lot of the values of the teachers were communicated through the civic education that I received. Like it just depends on who you had as a teacher whether they were neutral or biased”. This seemingly ever-presence of some kind of bias leads to confusion and apathy among college students. This can then transform into frustration and anger, as demonstrated by Participant 4 when they exclaimed “I need to be more educated, and I don't know where to get my sources from, because everything is skewed in the news, so I don't know what the f\*\*\* to believe”. Participant 4's frustration exposes the need for unbiased sources of information that college students can trust and rely on. College students understand and vocalize this need for impartiality and reducing bias in information. When considering the role educational institutions should play in civic education Participant 7 shared:

*I think it's just important that they stay like, what's the word? Impartial. It needs to be based on like any information they're giving up is facts on rules, or like being very rigid about showing both sides of every coin, so everyone is*

*capable of making their own informed decision rather than feeling pushed either way.*

While educational institutions should inform and develop their students knowledge about civic education and engagement, they must be wary of the information they disseminate. Students need to feel informed enough to make decisions but not feel like they have been pushed to make them by someone else's agenda. This is a difficult balance to achieve. State laws governing how history can be portrayed and what issues must be avoided by educational institutions, especially public ones, makes this an even more impossible task.

### ***Safe and Respectful Environment***

Another factor that is important to the facilitation of civic education and engagement is the environment it takes place in. Specifically, participants believed that respect and feeling safe were the most crucial parts of this. Participant 3 accentuated this when they said "in class we always had a respectful environment. So, people could feel comfortable saying what they wanted to which I feel like is important". As alluded to here, a respectful environment encourages feelings of safety and comfort which can foster engagement and participation. Other participants added that everyone is entitled to their own opinions even if they are "different" and these should be discussed openly. To feel inclined to share these opinions people must feel safe, respected, and as though they will be well-received by their peers.

While some participants believed their teachers and classrooms were successful at creating and maintaining such an environment, one participant discussed the negative effects of attempting to learn in a space that was not. Participant 7 reflected on a time their class was participating in a mock election stating "It was like a little cult and if you didn't join in you were the out-group... It just kind of made me a

little bit quieter on the topic because I wasn't looking for an argument". Because their environment lacked respect for diversity, this interviewee felt uncomfortable voicing their own opinion in this situation and many others since.

More broadly outside of the classroom, hostile environments have a similar effect. Participant 7 added:

*A lot of times I try and just kinda stay out of conversations or stay quiet because I feel like I'm often surrounded by people that don't necessarily agree with my beliefs... A lot of people, if you don't agree with them, they don't wanna talk to you or they'll be outwardly angry.*

Hence, without an environment in which one feels safe expressing their opinion and feeling that they will be heard, they are unlikely to contribute. Conversely, a respectful environment encourages engagement and people to share their opinions no matter how similar or different they are to others. This presence and value of different perspectives is another important aspect of civic education.

### ***Exposure to Different Perspectives***

In their interviews, many participants highlighted the impact and importance of being exposed to different people and perspectives. Participants perceived exposure to different perspectives as beneficial and some even wished this was a bigger part of their high school civic education experience. For example, Participant 3 stated:

*I wish high school was more like college. I wish that it could have been like my college discussions where we actually talk and hear about different opinions from people versus like, here's the lecture slide and the book kind of vibe.*

This shows how Participant 3 values exposure to different perspectives, especially in the classroom environment. Interviewees expressed their desire to be exposed to more people and ideas as well as for teachers to present more than one perspective of the

content they delivered in class. Specifically, Participant 6 reflected, “I feel like a lot of the history stuff that we did learn, even before high school and stuff, left out a lot of things or didn't take in multiple perspectives”. They added that they wish this is something they had in high school. Outside of the classroom interviewees enjoyed meeting new people who expanded their horizons and challenged them to think differently. One participant also indicated that they wished they had learned more about other people's perspectives through social media. They reflected that on social media “you don't see everything and there's just more to what you believe in. More people believe in other things, and those should be learned and comprehended by all”.

Overall, participants believed that being exposed to different people and perspectives increased their attempts at empathy and understanding of viewpoints dissimilar to their own. Thus, this factor has the ability to positively influence one's civic education experience.

### ***Applicability and Relevance***

The final factor that influenced how effective civic education was for participants was how relevant or applicable they found the information shared with them. For example, there were varying opinions on how applicable history and civics classes were to individuals' lives and this had an impact on how well they learned and retained knowledge from these classes. On one hand, some participants thought it was important to take the classes they did to learn about how the government works, how bills get passed through Congress, and the liberal-conservative continuum. Other interviewees, like Participant 9, questioned why they had to take these classes at all. They exclaimed, “I'm not really a huge history guy. I think it's ridiculous that I was required to take those classes, in my opinion”.

Additionally, many participants noted that they did not feel engaged in their high school civics classes. Some noted that these classes didn't feel applicable to them, their lives, and their trajectories and thus felt irrelevant. When considering their high school classes Participant 1 noted that:

*I can't say that I retained much of the information now, cause I'm not really using much of it other than for voting... I feel like it should have resonated with me more, but it just didn't have that. It was just another class to me at that point... But I don't think I took it as seriously as like my AP Bio, or AP Chemistry, or AP Lit, or something like that. I feel like those were more applicable to the field that I wanted to.*

This shows that because Participant 1 didn't feel like their high school civic education classes related to the field they intended to go into, they did not connect to the content and consequently could not recall much of it. Accordingly, how relevant individuals perceive civic education to be to their lives, has a significant impact on whether they will truly learn and retain information from such classes. Participant 5 reiterated this idea adding, in reference to their high school civic education classes, "if it was something that was applicable to my life and that I would use going forward, I would know more about it". In a democratic society like the United States, civic education is inherently relevant to every individual's life. As such, this comment raises an interesting question about how effectively curriculum and educators convey this connection and importance. How up-to-date content and textbooks were also had an influence on how applicable interviews perceived classes to be. Historical and old or outdated sources were harder for interviewees to relate to and learn from.

## **Voting**

The two codes, “Perceived Importance of Voting”, and “Voting Practices and Factors that Affect This”, fall under the code group *Voting*. This code group explores college students’ perspectives on and motivations for voting.

### ***Perceived Importance of Voting***

While participant's voting habits and experiences with civic education varied, all participants considered voting to be extremely important. Some believed it was important because voting kept the country functioning “correctly” and others voiced that it is a way to “get your voice out there” and “have a say in what’s going on”. Many participants also defined voting as a right or duty, accentuating how important they perceived it to be. Participants referred to voting as a “civic duty”, “a right that is “probably taken for granted”, and noted that “because I’m an American citizen, and I have that right so I should use it”.

Despite acknowledging voting as an important right in general, Participant 9 explores why voting is not a very meaningful right to them specifically. They asserted:

*I mean, when I think about it from like a conceptual standpoint, hypothetically it's very important. I think that right is very important. With all the democracy and everything I think that having the right to vote is crucial. But I haven't voted and honestly, it doesn't even really feel like it's affected me, you know. So, like for me personally it doesn't feel like that important of a right... I feel like a lot of people talk about the right to vote as an important right, and to me, it feels like I'm not really exercising that right. Just because I don't know what even I would vote on, you know.*



This highlights that perspectives on the importance of voting can be influenced by one's voting habits and perception of how informed they feel.

Although voting in general is perceived as important, this importance varies by type of election. Interestingly, participants had different ideas of which types of elections were more important. One participant explained why they believed all types were equally important.

*I would say they're all equally as important. The lower the election, so the mayor or representatives, have the ability to do something within your community, and they can kind of shout you out when they're in Congress instead of the President just addressing the State as a whole. So, I would say they're equally as important, but for different reasons.*

Conversely, some participants understood Presidential elections to be the most important. For example, Participant 9 explained why they were more likely to vote in a Presidential election stating "Like I said, a presidential election, I feel more willing. It feels more important". In contrast to this, Participant 2 believed that local elections were more significant than state or national elections.

*I think it's super important at the local level because obviously, that's more so the popular vote, and even at the state level, but then it becomes a little like more of a grey area with the Presidential election. Just cause, like we've said with the electoral college and everything, just because the candidate gets the popular vote doesn't mean that they get the overall vote.*

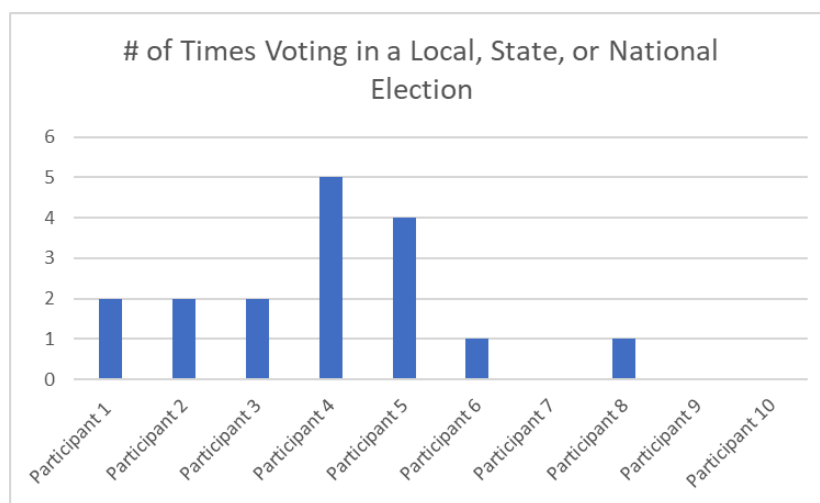
Evidently, perspectives on how important voting is vary by election. There is no consistent finding that one type of election is more important than the other, and this instead is dependent on individual perceptions of which elections hold more weight.

### *Voting Practices and Factors that Influence This*

In this sample, all participants had to be eligible to vote for at least one election prior to their interviews. However, while participants had the opportunity to vote, not all did. Figure 2 displays the number of times each participant indicated they had voted in a Local, State, or National election.

**Figure 2**

*Number of Times Participants voted in Local, State, or National Elections*



Collectively, participants voted a total of 17 times. Several participants had not voted at all, and one indicated that they had voted 5 times. On average, participants had voted 1.7 times before completing their interviews.

From interviews with participants, it became evident that there are a variety of reasons why individuals choose to vote or not vote. The main factors that play into one's decision to vote are the type of election, how educated they feel, how passionate they are about the issues on the ballot, how impactful they perceive their vote to be, their political leaning, and absentee voting. In most cases, a combination of several of these factors influenced an individual's desire, willingness, and likelihood to vote.

Among the seven participants who were not from Indiana, absentee voting was listed as the main reason most individuals did not vote in the November 2023 Election

or other elections in the past. They note that absentee voting requires individuals to take many extra steps and this increases the overall difficulty of voting. Participant 5 corroborates this when they reflected on instances they had not voted in the past.

*I think it revolves around the complications of absentee voting. Cause it just takes a while to register for your ballot, get it sent to you, and then send it back, and it has to be in by a certain day. I've fallen into that deadline issue before, and that was the reason. I sent my vote in but it didn't get there in time.*

This is true for several of the other participants who also noted that there were times they didn't register to get their absentee ballot soon enough, or the ballot arrived late, and in some cases, not at all. Most often, these complications meant that individuals chose not to vote or failed to vote in time. Interestingly, in response to these difficulties, some participants had their parents mail and, in one case, even fill out their absentee ballots in an attempt to avoid these complications. The participant who had their parents complete their absentee ballot did not indicate that they were aware this was against the law, or that their absentee ballot could get denied if the signature their parents provided did not match the signature the government had on file.

A significant reason the majority of females in this study chose to vote was because they felt like their human rights were being threatened. More specifically, their desire for reproductive freedom and access to abortion was a catalyst for their voting engagement and participation. For example, when Participant 2 explained what motivated them to vote they reflected:

*Just so I can keep my rights, I'd say is my biggest motivator. Or just so, I can live a happy and safe life, and you know I don't know if I'll have kids in the future or not, but if I do, I'd like to bring them into a world where they also have the rights. And so, in that sense, just so I can live a safe life.*

Other female participants agreed and also voted because they were passionate about their rights as women and wanted to protect these rights by voting in opposition to abortion bans and restrictions. These issues made participants more engaged and prompted them to ensure they received their absentee ballots in time to cast their vote on matters that they deemed to be incredibly important. Hence, passion for social issues and human rights is a significant motivator to vote, especially for female college students at this University.

Another factor that influences college students' voting practices is how educated and informed they feel on both the practice of voting and who they are voting for. Participant 3 explored the connection between their civic education and voting practices, they exclaimed:

*If I'm gonna vote, I want it to be educated. I don't want to be circling people on the ballot just because I feel like it. The more educated you are, the more likely you are to want to be engaged. If you're more educated, then you'll look more into who you're voting for, and like who you would want in that position, and what difference that will make in your life cause the decisions that are made through the polls, directly affect you*

Thus, this interviewee suggests they vote when they are educated on who is on their ballot and how well these individuals might be able to perform the required roles and responsibilities in the role they hope to be in. As a result, this participant suggests they are less likely to vote when they do not have this information. Participant 9 corroborated this idea by noting:

*Now I'm 18 and I can vote, and like I just mentioned, there's all these elections going on, and I don't even know really what they're for. You know, I know there's hundreds and hundreds of elected positions and officials, and I don't*

*even know what probably half of their jobs are, much less what they do... I don't know what even I would vote on.*

Here, Participant 9 laments their own lack of civic education and explains how this causes them to be less inclined to vote. Without important information on particular candidates, roles, or issues on ballots, many individuals are discouraged from voting.

How college students view the impact and importance of their own vote also has the potential to influence whether or not they make it to the polls, or receive and send their absentee ballots before deadlines. One Participant summarized that “even if you are one vote out of millions of votes, it still matters” and if everyone adopts this viewpoint they believe we will see change. In a similar way, Participant 5 noted how their understanding of how important their own vote is, encourages them to vote more. They explained that they knew the difference one vote can make and stated that “I can see farther down the line, like, the effects of my vote and I just feel pretty passionate about those decisions to be made. So, I want to do everything in my power to make a difference”. In this case, it is within their power to vote, so they do because they understand the positive impact this can have. Not all interviewees felt the same way. In stark contrast to this, Participant 2 said their biggest obstacle to their voting participation was associated with the lack of a difference they thought their vote made. Participant 2 said:

*I'm just one person, and realistically like how big of a difference can I make? And I think that that holds even more true in presidential elections, because I mean sometimes the person who gets the popular vote does not end up winning...And so that's more difficult for me just because it's just hard to grasp like, does it really matter? I'm only one person.*

Hence, how one understands the power that their vote can hold can have a significant effect on their voting practices.

The above Participant statement also brings up another notable point, in that the type of election also influenced participants' likelihood of voting. Earlier in this paper the variation in interviewees' perceptions of election importance based on the type of election was explored. Similarly, the type of election had different varying effects on voting practices for different individuals. One participant assured that in elections, "if it's national, I'm going to vote", whereas another participant stated that local elections "are the ones that I'd be more likely to vote in because they also are more likely to have a greater application to my life". Thus, participants are more likely to vote in the elections that they deem more important or applicable to their own lives, and this varies from participant to participant.

Subsequently, a lack of faith in the election process proved to decrease interviewees' motivation to vote. For Participant 7, part of the reason they didn't vote or intend to vote was because they struggled to see themselves reflected in any of the candidates that truly had a chance of winning. In addition to this, another Participant acknowledged that they rarely voted for the candidates they actually supported. This is because they didn't want to commit their vote to an individual they didn't think would win. Another aspect of the election process that discouraged participants from voting was the Electoral College. Participant 10 expanded on this declaring:

*In Minnesota I'd probably be less likely to vote. With the whole electoral college thing, Minnesota is such a blue state it feels like my vote's not really going to sway the equation, you know? I guess it could be the same for Indiana being such a red state, my vote, you know, against how many conservative people live here is not ultimately going to count for anything.*

In this example, the participant suggests they feel as though their vote would only “count” in a swing state. They proceed to add that this would not be true if the Electoral College was removed, and thus, this would increase their motivation to vote. Interestingly, this Participant indicated that they were still more willing to vote in a presidential election than a state or local election. Accordingly, various aspects of the election processes contribute to feelings of distrust and a lack of faith in elections as a whole, which decreased voting motivation among college students in this study.

As mentioned in an earlier section, several participants had the opportunity to spend time at voting centers prior to when they were eligible to vote. These experiences had a positive effect on participant’s desire to vote. By being exposed to the process of voting, participants noted that they felt more comfortable and at ease when they first voted. Consequently, moving forward, they had more confidence and felt more prepared to cast their vote. Participant 2 expands on this:

*Because prior to that (her volunteering experience at the polls), I was like, “I don't even know where I go. What do I need? What do I do?”. I had no idea. But then, being able to have that opportunity and be in the area where I was like, “Okay, these are the sheets that each voter gets” and then they go to the machine, and they put it in the machine, and we had to count the ballots also. So, it was a very well-rounded experience. It was, like I said, very daunting beforehand and then afterward like, it's a 5 min process.*

Evidently, this experience increased the participant’s understanding of what voting entails and what was required of individuals on election day. Being exposed to this information made the task of voting seem less daunting and made them more willing to vote themselves. In a similar way, when the same participant spent an in-class period

in high school registering to vote, they felt as though this made the idea of voting less scary and thus increased their likelihood of voting in future elections.

Finally, some participants also felt as though their political leaning influenced their perspective of voting and their voting practices. For example, Participant 8, who identified as a conservative, believed that their political leaning influences their intention to vote. They stated:

*I feel like being a conservative right now, I feel like things aren't going the way that we, as Conservatives, think they should. So, I think that we care a little bit more that we want to see things the way that we want them to go.*

Interestingly, this participant also noted that this is probably true for Liberals who think things “aren’t going their way”. This is, in fact, supported by Participant who identified as a Liberal and declared:

*I just feel like everyone deserves the right to have a happy and safe life, and I know that not all Conservatives think that way. And so, I would say that because of how I identify like politically, I feel it's more important to get involved.*

This adds some validity to Participant 8’s comment that individuals are more motivated to vote when they feel things are not going the way they want them to based on their political beliefs.

### **Moving Forward**

Throughout the interviews, participants were granted the opportunity to reflect on their civic education and civic engagement experiences and think about things they wished had been done differently. They also considered the role that education institutions currently, and should play in providing civic education for students. The



codes “The Percieved Role of Educational Institutions” and “What College Students Wish They Knew” will be further explored in this code group, *Moving Forward*.

### ***The Perceived Role of Educational Institutions***

Overall, Participants believed that high schools and higher educational institutions can, and should, improve on providing and advertising opportunities for civic engagement. In addition to this, interviewees said they should aim to disseminate more information to students, specifically pertaining to voting, the voting process– including absentee voting, and how to read and understand issues on ballots– and candidate information. Importantly, any information shared by educational institutions must be neutral or impartial to allow room for students to interpret this information in the way they want to. Critically, one participant noted that schools must get better at “teaching students to be open-minded and make decisions for themselves”.

In terms of promoting civic engagement, participants believed it was important that educational institutions advertise student organizations more to spread awareness about them and use social media to advocate for voting opportunities for their students. Outside of the dissemination of information, participants also thought it necessary that educational institutions create and maintain safe environments that foster individual's confidence to share their opinions.

### ***What College Students Wish They Knew***

From these interviews, it became apparent that there are many things college students wished they knew more about. One participant’s reflection on the first time they voted demonstrates this. They explained how the first time they went to the voting area, and asserted:

*I almost started crying because I didn't know anyone. I thought I was just voting on Donald Trump or Joe Biden. 30 f\*\*\*ing names I had to vote for, and I hadn't heard of one of them, so I was like, "Oh, my God". And I couldn't bring my phone and look stuff up, so I just had to vote. And I don't think I voted for a lot of them.*

Following on from this, the same participant wishes that they had access to more information that could have helped them feel more prepared to vote. Specifically, they desired to know:

*What to look up, or where to get my information from that's not biased on the news. When election day was, like I know November second, but I had no clue that there were other elections. I had no clue that we elected people on the State level like there's state elections like there are city elections...*

Other participants shared similar sentiments and desired to know more about how to read, understand, and interpret laws. As students were cognizant of how polarized information from the media can be, they also wished they knew how to identify fake news and where they could find unbiased sources. Additionally, given that absentee voting caused issues for many participants, some wished they knew more about absentee ballots and their required timing for different kinds of elections.

Participants also wish that the importance of voting was accentuated more and that they truly understood the power of voting and "being engaged in community decisions". In addition to this, one participant would have loved to have known earlier, that there are more ways to be civically engaged than just voting. Specifically, they wish they knew more about protesting, advocacy, and other things like petitions.

## Discussion

From the literature review it became evident that civic engagement is intrinsic to a healthy democracy. Within this, voting— an extremely important right, and responsibility – is one of the main pillars of civic engagement. Participants in this study supported this idea that voting is an important right and duty that allows citizens to hold representatives accountable and shape the future by voicing their opinions. However, many also acknowledged a lack of understanding about the physical process of voting. The literature review also revealed that civic education is a means through which understanding of and desire to participate in voting can be increased. Additionally, college is intended to prepare students for life in the “real” world, it is an ideal time to instill and strengthen lifelong civic values, skills, dispositions, and behaviors through civic education.

However, reflective comments from participants stating things like “props to you for doing this because it really did get me thinking”, “I guess I hadn't really thought about things like that” and “I just think that it's very important that you're like shedding light” on these topics, indicate that college students are not being encouraged to think about civics or civic engagement often. Thus, there is a clear need for colleges to actively create and provide students with civic education and engagement programs. The literature suggests that to ensure this program can be considered “quality”, effective, and encourages lifelong civic engagement, it should provide individuals with opportunities for experiential learning, problem-solving, and community service. Results from this study about college student’s motivations for voting have the ability to further inform what such a program should look like.

When considering the results from this study in the light of the research question: *How do college students' perspectives on, and previous experiences with*

*civic engagement and civic education impact their desire to vote and voting participation?*, it becomes evident that perspectives and experiences with civic education and engagement significantly impact voting beliefs and practices. While the connection between formal education and voting is less straightforward, informal education appears to have a positive impact on voting practices and civic dispositions. Family, friends, and the media encourage individuals to vote by providing critical information regarding how and when to vote they can do so. Various aspects of formal education play a role in either increasing or decreasing students' motivation for civic participation. Isolated, each aspect has a relatively small effect on whether an individual chooses to vote or not. However, when combined, several factors can severely impact one's likelihood and desire to vote.

With this in mind, as deduced from this research, it is suggested that future quality civic education programs for college students be structured around 4 E's. These 4 E's are Education, Engagement, Environment, and Exposure. First and foremost, civic education programs should Educate students about the logistics of voting, including how to register to vote, why voting is important (in ALL types elections), how to vote (both in-person and absentee), and the difference individual votes can have on democracy and the future of the country as a whole. This education, where and when possible, should also include pertinent information about candidates and issues on upcoming election ballots to help students feel informed and prepared to vote.

Next, the researcher suggests that civic education programs both Engage and promote engagement. According to participants, to be seen as engaging, these programs should use reliable and relevant information that students can count on as being neutral and impartial. Additionally, content needs to have an established

connection and thus relevance to the lives of college students, or they are unlikely to retain information from potential programs.

In addition to this, the Environment created and maintained in civic education programs is vital. Students must feel comfortable and safe voicing their opinions in civic education spaces. To promote such an environment, educators play a pivotal role in encouraging input from everyone and navigating potentially divisive content.

This leads to the final E, Exposure. Civic education programs for college students need to expose individuals to diverse people, perspectives, ideas, and content. These things should broaden their understanding of civics and civility, challenging them to be open-minded, respectful, and empathetic. On top of this, these programs should expose students (especially those who have yet to vote), to the voting process. This could be through providing them with opportunities to work at polls, observe others voting, or fill out sample ballots. These experiences increase familiarity with the voting process and decrease feelings of nervousness and anxiety around voting. They help individuals understand the things they must do when they vote therefore preparing them and increasing their motivation to do so.

Importantly, social media can, and should, be used as a tool to in all four areas of this program. College students interact with social media regularly and note the impact it has already had on their civic education. If utilized properly, social media can help younger audiences connect with civic content and be an effective way to present information. However, social media and technology should not be used in a vacuum, and should complement other mediums. Additionally, digital citizenship must be taught in civic education programs to help individuals navigate online life and the bombardment of potentially unreliable information that social media can promote.

Evidently, these four aspects, Education, Engagement, Environment, and Exposure are interconnected and interdependent. A truly successful civic program that increases college students' motivation for voting would ideally incorporate and utilize all four components. Within this, programs need to work hard to achieve impartiality and thus reliability, and be relevant to students' current and future lives. In their interview, Participant 5 stated "I think everyone should do it (vote), but they have to have the right resources to do so". A program that prioritizes the 4 E's will help provide college students with the right resources— including education, skills, motivation, and dispositions— they need to vote.

A civic education program that follows this framework would be most beneficial as a mandatory class credit that all students, regardless of area of study, must complete at some point during their time at college. While students in all majors should be required to take a civic education class that builds upon this framework, in order to be relevant, the class should look different for students in different areas of study. Educators in individual majors or colleges, should collaborate to discover and develop these nuances. Additionally, one way to promote reliability, exposure to ideas, and a positive environment is to require program facilitators to undergo professional development and become familiar with all the resources at their disposal. This could, for example, include the Southern Poverty Law Center's Learning for Justice Program which provides frameworks to guide teachers in approaching and discussing divisive concepts with their students.

It is important to note that this study only examined those who attend college, and therefore, who have typically graduated from high school. This means that all participants participated in some kind of civic education in high school. This also means this research potentially overlooks all individuals who have not attended high

school and therefore their opinions and perspectives are not represented in the results. This study focused on students at a predominantly white institution (PWI) with an undergraduate enrollment of just shy of 4500 students. Thus, the research is only representative of a small college in the Midwest and is not generalizable to all students at universities and colleges across the U.S. Additionally, as established in the literature review, social class can have more of an impact on voting practices than educational attainment. As such, given that social class can also impact one's ability to access higher education, the sample and therefore data, may be skewed.

In addition to this, although interviews were an appropriate method for this research, they are time-consuming and as a result, there was a small sample size. Furthermore, most research that utilizes qualitative coding has more than one coder to ensure reliability. However, given there was only one researcher, there is no interrater reliability to substantiate the analysis. This research also fails to examine significant structural barriers, like voter suppression, that prevent individuals from voting.

## **Conclusion**

This study considered both literature and results from qualitative interviews. It examined the importance of civic education for college students and how this influences their motivation for civic engagement, in the form of voting. The results showed that participants had varying definitions of civic education, engagement, and different reasons for their voting participation. Overall, participants believed their experiences with formal civic education programs were lacking in breadth, relevance, and impartiality. This highlights a need for a new and consistent approach to civic education programs for college students.

Ultimately, college is an incredibly important time to educate and engage students with civics. Not only are higher education institutions expected to prepare

citizens to take on more democratic responsibility, they are the perfect place to do so as they are places where individuals from all walks of life meet and interact.

Accordingly, findings from both the literature review and study were used to inform the creation of a framework for civic education program for college students. It is suggested that civic education programs created for college students include and utilize the 4 Es. The 4 E's are Education, Engagement, Environment, and Exposure. These programs need **educate** students on the importance of voting, why they should vote, and how to vote. They should also be **engaging**. They must be relevant to students' lives, and provide opportunities for avenues of civic engagement other than voting, for example, joining clubs, or volunteering. Civic education programs should create a safe and respectful **environment** where students feel comfortable sharing their opinions no matter how different they may be. The final main aspect civic education programs for college students should have is opportunities for **exposure**. This includes exposure to new perspectives and people, and exposure to voting processes which may come in the form of mock elections, or opportunities to volunteer and polling places on election days. In addition to this, civic education programs must present reliable information that college students can trust as representative of many perspectives, and/or impartial.

Future research, beyond the scope of this thesis, could analyze how this framework could be adjusted to apply to all young adults, including those at historically black colleges and universities (HBCUs) and those who do not attend college. It could also investigate structural barriers to voting like social class, voter suppression, and accessibility on college campuses.



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## **Appendices**

### **Appendix 1- Statement of Informed Consent**

#### **STATEMENT OF INFORMED CONSENT FORM**

You may be eligible to take part in a research study. This form contains important information that will help you decide whether to join the study. If you decide to join the study, you will be asked to sign this form before you can start study-related activities. Before you do, take the time to carefully review this information

The purpose of this study is to explore and examine various perspectives of civic engagement among college students and their interpretation of the role of civic education. This study is conducted by Claire Farrington (Butler University) and the contact information for her and the Butler University Institutional Review Board (IRB) may be found at the end of this document.

You are asked to participate in this study because you are eligible to vote in the U.S., and are a full-time undergraduate student enrolled at Butler University in the Fall of 2023 or Spring of 2024. If you are not eligible to vote in the U.S. and/or are not a full-time undergraduate student enrolled at Butler University in the Fall of 2023 or Spring of 2024, then you cannot participate in this study.

By consenting to participate in this study, you are consenting to participate in an interview in which you will be asked questions surrounding the topics of civic education, civic engagement, and voting expected to last approximately 35-45 minutes. You are also consenting to audio recording for transcription purposes and the risks and benefits that may accompany participation.

You can decide not to be in this study. Taking part in this study is completely voluntary. You do not have to participate if you don't want to. You may also leave the study at any time. If you leave the study before it is finished, there will be no penalty to you. Even if you decide to join the study now, you are free to leave at any time if you change your mind.

Pseudonyms will be used throughout the research to protect your identity. Researchers will apply pseudonyms during transcription and use these pseudonyms in published articles and presentations.

Responses to interview questions will be kept confidential. A transcript will be generated from an audio recording of your interview. Digital audio recordings and transcripts will be stored in password-protected folders on the researchers' password-protected computers and phones. Only the researcher involved in this project will have access to this data. All raw data, including audio recordings, and transcripts will be permanently deleted once the final results are published.

We cannot guarantee or promise that you will receive any personal benefits from this study. However, benefits may include feeling like you are contributing to knowledge surrounding civic education programs. Your responses may be used in published documents but will be identifiable only to the primary researcher. The risks of participating in this study are minimal.

The researcher conducting this study is Claire Farrington. Should you have any questions about the study, or would like a copy of this informed consent form you should contact Claire Farrington ([claire.farrington7@gmail.com](mailto:claire.farrington7@gmail.com), (212) 729-4811).

*By checking the following boxes you affirm the following statements:*

- I am a full-time undergraduate student at Butler University enrolled in the Fall of 2023 or Spring of 2024.
- I am eligible to vote in the United States.
- I understand the total time commitment required is approximately 35-45 minutes.
- I acknowledge that my interview will be recorded with a recording device for transcription purposes.
- I understand that my withdrawal from this study may occur at any time
- I understand the possible benefits and risks of my participation in this study.



*By signing your name in the designated area below you consent to participating in this study.*

\_\_\_\_\_  
**(Print) Your First Name**

\_\_\_\_\_  
**(Print) Your Last Name**

\_\_\_\_\_  
**Your Signature**

\_\_\_\_\_  
**Today's Date**

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## Appendix 2- Interview Guide

### INTERVIEW GUIDE

- How old are you?
- What year level are you in at Butler?
- How long have you lived in Indiana?
- Did you take any AP government, American history, or civics classes in high school?
  - If yes, which ones?
- Since turning eighteen, roughly how many state or national elections have you voted in?

#### Topic 1- Civic Education

- How would you describe the concept of civic education?
  - How do you think this is similar or different from the way your peers interpret the concept of civic education?
  - How would you describe your experiences with civic education?
    - In what settings have these experiences primarily taken place?
- (If the participant took any of the high school classes mentioned earlier) How do you perceive the impact your high school classes (AP gov/Civics/ U.S. History) have had on your civic education as a whole?
  - Describe some of the things you learned about in your AP Gov/Civics/ U.S. History class.
  - What are some things you wish you had learned about in AP Gov/Civics/ U.S. history class?
  - What role should high schools and colleges play in providing civic education opportunities for their students?
- (If the participant named another setting earlier) How do you perceive the impact your <INSERT SETTING HERE> has had on your civic education as a whole?
  - Describe some of the things you learned about in/at <INSERT SETTING HERE>
  - What are some things you wish you had learned about in/at <INSERT SETTING HERE>?

- What role should <INSERT SETTING HERE> play in providing civic education opportunities?
- What does civic education mean to you?
- What places or institutions should bear the most responsibility in terms of teaching civic education?

## Topic 2- Civic Engagement and Voting

- How would you describe the term civic engagement?
  - How has your interpretation of the term civic engagement changed since coming to Butler University?
  - How do you think your interpretation of the term civic engagement is similar or different to that of your peers?
- How do you understand the relationship between civic education and voting?
  - How do you think your understanding of civic education influences your voting participation?
  - How did your high school civic education prepare or fail to prepare you to feel ready to vote?
- During elections, what are your reasons for voting or refraining from voting?
  - Did you vote in the November 2023 election?
    - (If yes) Describe your reasons why.
    - (If no) Describe your reasons why not.
- If you feel comfortable sharing, would you consider yourself more liberal or conservative?
  - How, if at all, do you think this influences your voting participation?
- What does civic engagement mean to you?
- How important do you perceive voting to be?
- Do you intend to vote in the next state or national election?

## Closing questions

- How long have you attended Butler University?
- What is your major?
- When do you plan to graduate?
- Do you have any feedback for me regarding this process?

### **Appendix 3- Participant Recruitment Script**

#### PARTICIPANT RECRUITMENT SCRIPT

Hi (prospective participant name),

My name is Claire Farrington and I am currently completing my honors thesis on Motivations for Civic Engagement among College Students. I am reaching out to invite you to participate in my research. This will require you to be a part of an interview in which you will be asked questions about your civic education experiences, civic engagement practices, and motivations for voting. The interview will last approximately 35- 45 minutes. I am asking you to participate in this interview because you are a full-time undergraduate student at Butler University and a U.S. citizen who is eligible to vote.

The goal of these interviews is to gain information that will inform the creation of a civic education program at Butler University and other colleges in the Midwest. I am not interviewing everyone at Butler University, so your input will be particularly important and helpful in creating a program that is engaging and tailored to students like you.

Please let me know within two weeks if you are interested in participating. My email address is [cfarrington@butler.edu](mailto:cfarrington@butler.edu) and my phone number is +1 212 729 4811.

Thank you for considering my request.

## Appendix 4- Participant 1 Interview Transcript

Claire Farrington: Okay, and then just so you know, you can also leave at any time, and you do not have to answer any questions if you don't feel comfortable answering them.

Participant 1: Okay, good.

Claire Farrington: Ready. Hi.

Participant 1: Oh, hi.

Claire Farrington: Okay. We are just gonna start with some easier questions, and then we'll work our way into the good stuff. How old are you?

Participant 1: I'm 22 years old.

Claire Farrington: And what year level are you in at Butler?

Participant 1: I am a senior. Do I have to put that in sixteenth grade?

Claire Farrington: Sixteenth grade? There you go! How long have you lived in Indiana?

Participant 1: For 21 years.

Claire Farrington: Nice. So, you went to high school in Indiana as well?

Participant 1: I did. I did. I went through the whole Indian school system. It was interesting.

Claire Farrington: While you were at high school, did you take any AP Government, American History, or other civics classes in high school?

Participant 1: I did. I took a civics class and a government class. And they both were AP-related, dual credit-related classes.

Claire Farrington: That's awesome. Since turning 18, are you able to give me a rough estimate of how many elections you voted in? They can be state or national elections.

Participant 1: So, in the first election I was able to vote in, I don't think I voted. But the last election that I was able to vote in I did vote. Then every 4 years. 2 elections since then. 2, whatever. So, I just remember not being not going to the voting stands when I just turned 18. But after that, we didn't have a great election nationally, not state, the state ones weren't advertised as much as the national elections, obviously because of the media and stuff like that. But yeah, the state ones I didn't vote in, but I mean the national ones had some State options like you could pick and choose. So, you pick like who you want as your president. And then there was like who you wanted for governor and stuff. I did those.

Claire Farrington: Okay. Cool. So now I'm just gonna ask for a few definitions from you. And just in your own words what you think a few different things mean. And then I'm just gonna ask a couple of more questions about those AP classes that you mentioned. So first of all, how do you describe the concept of civic education?

Participant 1: I would describe it as probably being educated on voting and all things related to economics and the government, and how it functions in a country. Yeah, I think more so that's how I would describe it. Pretty short.

Claire Farrington: It works and gets the job done. How do you think your definition might be similar or different from the way your peers interpret the concept of civic education?

Participant 1: I think my peers would agree with my definition. But there are some, especially in the realm of political science and law, that will probably say otherwise. Give more of an in-depth definition, especially political science. But

at least, for a general standpoint of like just an average definition, I feel like it accurately represents the term.

Claire Farrington: Awesome. How would you describe your experiences with civic education?

Participant 1: I would say it's been interesting. I was, I lived, well I still live, I guess, in a pretty rural town that's mainly like right-leaning. There's not much diversity either, so it kind of contributed to the whole right-leaningness in a way, and I felt that through the education system type thing. But I feel like a lot of the values of the teachers were kinda communicated through the civic education that I received. They showed attitudes towards some topics and other attributes towards other topics, but overall, they did hit all the topics they needed to be in the syllabus and of state standards. But you can like it just depends on who you had as a teacher on whether they were neutral or biased in a way.

Claire Farrington: So, just to clarify I'm like understanding you right. You felt as though the curriculum itself was biased, biased to be more conservative or right-leaning, as you said, and the teachers, or those like disseminating the civic education also were biased?

Participant 1: More so, the syllabus itself was just like, like the syllabus itself, had its topics, and then you had to cover the topics, so I don't think that that was much like right-leaning. It was the teacher itself teaching the students. And then you could see the bias of the teacher.

Claire Farrington: Awesome. Thank you. So, you mentioned that you took both AP Civics and AP Gov. How would you perceive the impact of these two classes on your civic education as a whole?

Participant 1: I feel like it gave me a better understanding of the whole idea of civics, and being an active citizen in society, in a productive society. I can't say that I retained much of the information now, cause I'm not really using much of it other than for voting, and maybe a little bit, for like keeping up in the news with some of like Senate, and like Presidential, and worldwide stuff. But like, mostly, yeah, I would say, I feel like it should have resonated with me more, but it just didn't have that. It was just another class to me at that point.

Claire Farrington: Do you think you understood or like felt the importance of those classes? Or did you perceive them as important?

Participant 1: Obviously, I took it seriously. And all my friends were in it, and it wasn't an easy class in itself. Like you still had to work a little bit, and understanding all the concepts and stuff, you still had to work a little bit at understanding it, but I don't think I took it as seriously as like my AP bio, or AP chemistry, or AP lit, or something like that. I feel like those were more applicable to the field that I wanted to go into versus AP Gov and AP civics. But I mean, I still use stuff. It's just I don't think it's for me but for other people.

Claire Farrington: Okay, cool. Are you able to, actually, you already described some of the things that you learned about in those classes. So instead, I'm gonna ask you what are some of the things that you wish you had learned about in your civics and government class?

Participant 1: Oh, I don't think they, they went into much depth about global affairs. And I feel like a lot of all that we see on the news and TV and stuff like that are global affairs issues. And we only see like, people only understand one thing, and not like the whole. Like how much it resonates to other countries and stuff like that, and who's involved and how it affects those countries involved and stuff like that. So, I feel like global affairs should have been talked about at least a little more. I think the syllabus itself only sticks to national affairs. So, it's only like State legislature, stuff, and legislation and like the basis of making laws and stuff like that. Nothing like too complicated. But yeah, I think I think global affairs I feel like should have been touched on and emphasized a little more, because I feel like that it's kind of a lot of what we see in today's society.

Claire Farrington: Yeah, for sure. What role do you think the high schools and colleges should play in providing civic education opportunities for students?

Participant 1: I think obviously advocacy for, voting advocacy for like State voting, especially just being an active citizen in like the whole decision-making

process. I feel like colleges and high schools should emphasize more on social media. Especially, I see it more on a college campus than in high school, advocating for voting and stuff like that in. Not much of the population of a high school can vote at that point. So, but at least for college, you'll see like a lot of professors, at least my freshman year, a lot of my professors cancelled class just so we could vote. And I know some professors do that year by year, even for State voting and stuff like that. So, I feel like colleges are doing a decent job at that. I don't think high schools are following suit in that part which, I mean, only like 5% of high school, or like whoever's 18 in the high school, can vote which is not much. But I feel like, yeah, just advocacy. Or being active, and not just sitting back and watching and like just being an active participant be knowledgeable about like what's going on and stuff like that. So, like, you don't want to just vote blindly. Advocacy to vote.

Claire Farrington: And do you think colleges should be the ones providing, or should provide information about voting? Or who?

Participant 1: I feel like it's hard to be neutral when you give a view on candidates and stuff like that. So yes and no in a way because it just would be tough. Like you can't just be like, oh, this guy is like they're gonna somehow there's gonna be one more. It's gonna be tough to like, just provide a brief description of each candidate, and not be biased. But in terms of legislator or legislation, I feel like there should be a little description on like, or at least background on what it's doing and stuff like that. But in terms of like candidate-wise, that'll just be a little tougher. But I feel like it can happen. But it's just it's tough to do that. But yeah, just like the background, brief background, nothing like too in-depth because I don't think that'll keep much attention.

Claire Farrington: Cool. Do you think that your civic education has taken place in any other settings? Aside from high school or college.

Participant 1: I feel like it just takes place, I feel like my parents gave me a little bit of a civic education. I feel like most people's parents give them a little bit of civic education. And then like watching the news. I feel like that gave me a good bit of civic education. I used to watch it a lot more than I do now, just because of time. And then, like friends just being around the community and stuff like that. You start to see campaign-like banners and stuff like that. And you'll hear conversations between two people. You'll go to like a shop, and you'll hear like conversations, and like be a third party to the conversations and hear stuff. And yeah, I feel like those all have contributed to my civic education, along with the education that I received.

Claire Farrington: Cool. In comparing, like the education from college and high school versus that from your parents, friends, and the news, how do you perceive the impact of those latter three (so parents, friends, and the news) on your civic education?

Participant 1: So, like just focusing on the latter three?

Claire Farrington: Yeah, compared to college and high school.

Participant 1: So, I feel like the college and High school gave me more of a basis. And then like my parent's family and like the community, have like grown my base into something more. Only purely because I feel like if you don't have that base you don't really understand what, especially on the news, they're throwing out. Like random terms and stuff, I wouldn't know unless I had the civic education that my college or high school had provided. So yeah, I feel like college and high school gave me a basis. And then family, friends, and stuff. My family still gave me a basis for some stuff, especially like political affiliation and stuff like that. Most people get it from their parents and stuff like that, or at least swayed by their parents towards a specific way. But yeah, I still think, like college and high school, you have to understand, those terms that people are throwing out before you can actually yeah.

Claire Farrington: Cool. Okay, let's move on to civic engagement. How would you describe the term civic engagement?

Participant 1: I feel like it's just it's being able to have, not using the word engage, but I feel like it's just being an active participant in the process of voting and voting on legislation and anything related to like civics and stuff like that. Honestly, it's kind of a bare-bones, definition and ambiguous, but I'm gonna

go with it. But yeah, just being active in the community, and I think with it you have to be a little knowledgeable to like, just do outside reading and stuff.

Claire Farrington: Can you expand a little bit upon what you mean by being active in the community, or what that might look like?

Participant 1: So, like that might look like going to your local like mayor election, or going to your local Senate meeting, or like providing just input to the local legislator and leaders about like what you want to see or what you want to see change in your community. Just from like an outsider or citizen's point of view, because they only get one side of things. And they don't really, I feel like, not many people have input, not a lot of the citizens, only a select few. So, it's important to be active in that regard, especially in the community, to like to speak up and stuff like that. So, in that way, your definition of civic engagement goes beyond simply just voting.

Claire Farrington: Cool. How do you think your interpretation of the term civic engagement has changed since coming to Butler University?

Participant 1: I feel like it's been, I think, especially the last part when I was talking about like being active in like speaking up and stuff like that, I think I learned that from being here these last 4 years. Because in my town we don't have any universities or anything like that. So, like high school students don't really have much of a say in legislator, legislation, and like any sort of Town Hall meetings and stuff like that. So, the idea that you can make a difference, even though you're just one person, and you'll see on-campus marches and stuff like that. I've only seen those in like big cities and stuff like that. So, I feel like college expanded the definition for me. And what you can do to be like engaged and stuff like that, and active.

Claire Farrington: Cool, awesome, and kind of similar to when we were talking about civic education, how do you think your interpretation of the term civic engagement is similar or different to your peers? Interpretation?

Participant 1: I feel like it is similar, but I feel like some of my friends are more civically engaged than I am, and so their definition might expand more than what I've said. But regardless, I feel like they would agree with most of the points that I've said. Yeah, they would just expand on it more and hit more points than I probably would not hit on. So, I would not really think about it until I like, really get like a light bulb.

Claire Farrington: Cool. Thank you. So then, linking the two concepts that we've been talking a little bit about. How do you understand the relationship between civic education and voting? Just specifically voting, not civic engagement as a whole, just voting.

Participant 1: So civic education and voting like the correlation. Oh, okay. So, I feel like having a good civic education gives you a better understanding of voting. So, I think it's kind of, what is it cause and effect? Type thing is that I think it's more of a yeah. So, like, I feel like, if it's back to the whole thing of if you have a basis, then you can expand on your base. So, I feel like, yeah, having a good civic education helps you understand more. And you know what you're voting for or understand what you're voting for. So yeah, I think so like a cause-and-effect type thing.

Claire Farrington: Yeah, awesome. So then, how did your high school civic education prepare or fail to prepare you to feel ready to vote?

Participant 1: I feel like my high school, they didn't really push voting onto us. Only purely because my class was young. So, there wasn't much of us that like were able to vote. But they would like promote voting, but not as much as what you see as like a college campus, or like I would go with my dad sometimes when he went to vote, when I was in like middle school and stuff like that, and I thought it was fun. You push buttons on a little ballot, and it was cool. But I feel like just as I grew older and understood more, there were a lot more moving parts to that decision. and yeah.

Claire Farrington: Beyond, promoting voting, do you feel that your high school civic education helped you to understand why people vote, or the importance of voting? Does that affect your voting practices?

Participant 1: Not really. More so on the importance of voting. Why you should vote it was like you vote because you want to be civically engaged like you want to be



an active citizen. And yeah, like, not much explanation on that. But like how it works and stuff like that, there was more explanation on that. I feel like the whole why, and stuff like that, I learned later. From just like hearing about it, and just like reading and stuff like that seeing it in practice. Type thing. But yeah, I feel like for basis of like what voting is and, like others, like civics, related topics, they provide a good basis. But like the whys, I feel like were kinda iffy. Only because I feel like I feel like you can't really, I feel like then bias starting to creep in at some points.

Claire Farrington: Cool. During elections, you mentioned this a little earlier, so I'll just ask you to expand on that. What are your main reasons for voting or refraining from voting?

Participant 1: So, the only reason I didn't vote when I first like when I turned 18, it's because I mean, I just turned 18. I didn't know what to do with myself at that point. So, like you, you just become an adult. And then you're like, oh, I can do whatever. And so, I mean, I just was like, "Oh cool!". I missed it and I didn't think much about it. Later, though, I was like, "Oh, I probably should do that." And I didn't know how much like I didn't realize like; oh you have to like actually like sign up. You have to do this whole process and stuff like that. That was a whole thing that I didn't realize was a part of the whole process. But I think it's just important cause you have to, I mean it goes back to the whole thing about speaking up speaking your mind choosing what you want, what you think would be the best type of thing. And I mean, yeah, it's like. yeah. Especially at the national level, I feel like that's even harder to get a say in. But I mean, you're doing your best by voting and stuff like that.

Claire Farrington: So, voting is a way to kind of voice your opinion?

Participant 1: Yeah, yeah.

Claire Farrington: Cool. Did you vote in the November election?

Participant 1: No.

Claire Farrington: Okay, was it because you didn't know that it was happening?

Participant 1: Probably honestly.

Claire Farrington: Makes sense. I don't have too many more questions. But to finish up if you feel comfortable sharing, would you consider yourself more liberal or conservative?

Participant 1: I would say, more liberal, as of yeah, probably leaning more liberal. I feel like the last 4 years in the United States have been interesting in terms of national-style stuff. And I feel like that's definitely swayed me to be more liberal. I think before that I leaned a little right or honestly in the middle. Only purely because, am I allowed to say controversial stuff, or no? Well, there wasn't much racist like openly racist things like before, like, that's bad. So, like there weren't like open racists like you couldn't just willy-nilly do whatever, say whatever you like. Yeah, I feel like as of recent like as of the last 5, 6 years, I feel like I've been more on the Liberal side.

Claire Farrington: Do you think this leaning influences your voting participation?

Participant 1: Yeah, I feel like, and I can't say this for everyone, but I feel like most of my friends and the family, and stuff like that are left swaying or left-leaning. I feel like they have more of a, they feel like it's their, what's the best way to say? It's like a duty of theirs to vote, because it's like, I mean, it's important. It's very important to them to vote because they, I feel like they have the same definition that, like it's your say. So, I feel like, yeah, I feel like it sways my voting habits.

Claire Farrington: Cool. So how important overall do you perceive voting to be?

Participant 1: I feel like it's pretty important. I feel like I'm just beating the same drum. I feel like it's your only time that you can like have a say in what's going on, especially, I think, more so on the national level. I feel like it's the state level is important. But I feel like, to me at least, it's not as important as the national level. Because ultimately like, who knows what's gonna happen if the wrong person's in power, which we've kind of seen what's happened, the divide. But

I mean, we don't want the divide. That's not what we want. But I feel like, I'm just beating in the same drum. It's yeah. It's your way of speaking up.

Claire Farrington: Awesome. Do you intend to vote in the next State or national election?

Participant 1: Not the state one, but the national one.

Claire Farrington: Alright, just a couple of easy ones. To finish up, how long have you attended Butler?

Participant 1: 4 years

Claire Farrington: Awesome. What's your major?

Participant 1: I am a Biochem major.

Claire Farrington: When do you plan to graduate?

Participant 1: The spring of 2024.

Claire Farrington: Okay, awesome. Well, thank you for joining me today. I'll be working on coding this in the next few months, weeks, a month or so, and if at any point you decide that you don't want your answers to be used, just let me know, and I'll delete all this stuff. It's gonna be anonymous, so I'm gonna use pseudonyms. So, your name won't be able to be connected to any information.

Participant 1: What's my pseudonym?

Claire Farrington: Oh, probably participant one.

Participant 1: What the hell? Can I be like Trident?

Claire Farrington: Sure.

Participant 1: Oh, wait! No, that's stupid. Can I tell you my pseudonym?

Claire Farrington: Yeah, if you want. I'll write it down right now.

Participant 1: Well, well, I don't have one right now.

Claire Farrington: Well, thank you so much for your time.

Participant 1: Thank you for interviewing me.

Claire Farrington: See you soon.

Participant 1: See you soon. Bye-bye.

## Appendix 5- Participant 2 Interview Transcript

Claire Farrington: Okay. Alright, you ready to go?

Participant 2: Yes, ma'am.

Claire Farrington: Okay, we're gonna start easy. How old are you?

Participant 2: I am 20.

Claire Farrington: And what year level are you in a Butler?

Participant 2: I am a junior or a third year.

Claire Farrington: Nice! How long have you lived in Indiana?

Participant 2: I've lived here my whole life.

Claire Farrington: We love Indy. So, you went to high school here?

Participant 2: Obviously, yeah.

Claire Farrington: Did you take any AP Gov., American history, or civics classes in high school?

Participant 2: I took AP Gov, my senior year, and AP U.S. History I want to say, my sophomore year.

Claire Farrington: Okay, you did it all. Since turning 18, roughly, just a very rough estimate, how many state or national elections have you voted in?

Participant 2: I believe 2.

Claire Farrington: Nice. How would you describe the concept or term civic education?

Participant 2: To me, that would mean like education about your involvement and the government, and like the ways in which you can involve yourself, such as voting, or even to the extent of like advocacy, for others, or like things that you're passionate about, but it's just education about anything of that sort.

Claire Farrington: Cool. How do you think your definition might be similar or different from how your friends or peers might define civic education?

Participant 2: I think that it would partially be dependent, probably on your upbringing, and like, if your family or friends have encouraged you to vote and get involved or not. And also, just like the education that you received, and I think probably even a little bit on your like political opinions because if you lean more heavily one way, you're probably more likely to engage than people who fall more in the middle.

Claire Farrington: Yeah. Nice. How would you describe your experiences with civic education?

Participant 2: I think that I got like a pretty well-rounded entry-level education about it. I think a lot of the further education that I've learned has been more so

like on my own doing and like from my friends, not necessarily from the classes that I've taken. But I think that the classes that I took did push me in the right direction to get involved. But just that further education has had to come from other sources.

Claire Farrington: Nice, and aside from your friends and classes, what other settings has your civic education taken place in?

Participant 2: My parents for sure. And I would say also, partially on social media, just from like hearing about things and then, for lack of a better word, like influencers just being like, "Oh, you guys need to vote on this like, get involved. Use your voice". So yeah, I think family, and then social media, probably.

Claire Farrington: Yeah, awesome. So, you mentioned that you took AP Gov and AP U.S. History. How do you perceive the impact of these high school classes on your civic education as a whole?

Participant 2: I would say, AP U.S. history did not have a big impact, but obviously the government class had a much larger impact like we talked about court cases all the time we talked about how we could get involved. And then we even spent one in-class period one day registering to vote if we could. Yeah, so that class was like heavily influential in my education about it, because prior to that, I was like, "Oh, the President!", we vote for the President, but there's a lot more to it. I think that I probably would have come to learn the things that I know now about it, but it would have taken a lot longer if I had not taken that class and gotten a peek into what all it was for.

Claire Farrington: Sure, and not everyone takes those classes, hey? Do you have to apply for them?

Participant 2: At my school, they kind of shove AP classes down your throat. And then, I know this is not the case at all schools, but like my school, did have an option you could take like normal entry-level government, or you could take the AP government, so you learn more about it. But one way or another they did want all graduating seniors to take a government class.

Claire Farrington: Yeah. So, you talked a little bit about some of the stuff that you did learn in your Gov and your U.S. History class. But what are some of the things that you might have wished you had learned more about in them?

Participant 2: I think I would have benefited from knowing that there are a lot more ways to get involved than just voting. Because, I mean, there's so many different ways that you can get involved, whether it's signing petitions or advocating, peacefully protesting whatever your heart desires, and we kind of focus just more on the like you should go vote. So, I think that making it clear that even if you don't want to vote, there are things that you can do to get your voice out there. I think that that would be really important to learn.

Claire Farrington: Awesome. What role should high schools and colleges play in providing civic education opportunities for students?

Participant 2: I think that I am appreciative that I had to take a government class my senior year of high school. So, I think that taking a class like that is important, because, you know, like you get to learn how our government works, like the basis of it. And so, I think that that class is really good for a lot of people to take. And then, as far as college, I think just keeping it like, keeping the environment a safe place where people can feel comfortable talking about what they think is important. And then maybe even as far as having clubs or, I don't know what else universities could necessarily offer, but something to the effect of giving people an outlet to get involved. Because also, like, if you're not a U.S. citizen, you can't vote here, but I think giving anyone interested in certain matters, giving them an outlet to get involved that is not related to voting would be really important. Then other people could get involved, even if they don't live here.

Claire Farrington: How effective do you think the Butler is at providing those outlets to get involved?

Participant 2: I'm not super active in it. I think that part of it is dependent on your feelings about being politically active and engaging but I do think that they could do a better job of advertising opportunities, because I've heard that there maybe are some, but never from Butler itself. I've always heard it from the club,

so I think that the university could do a better job of maybe expanding the opportunities, but also like getting the word out about what's happening.

Claire Farrington: Cool. So, you mentioned briefly you think that your parents, friends, and social media have had an impact on your civic education. How do you perceive the impact of them versus school on your civic education?

Participant 2: I think that especially my friends and family, have had a much bigger impact. I would say, especially since coming to college, I mean meeting new people who are from places different than you is super influential because naturally some of those people are more engaged and politically knowledgeable more so than you are, or I am. So, coming into contact with those people who are encouraging me to use my voice and get involved is, I would say, more beneficial than most of the classes that I've taken, just because it is difficult, or I guess, like taboo for a professor to be like, "Oh, you should support this movement". And I think that's only applicable in certain classes. And then, just with my parents, I've voted with them. One of the times that I voted we all went together. Yeah, so I think just having parents who, despite our differing political views, they still want me to know that my voice is important, and so, like, encouraging me to be active, and then even going with me when we went to vote, is obviously pretty influential.

Claire Farrington: Yeah, especially if as you said you do potentially have different perspectives, the fact that you can still vote together and be engaged together despite those differences is, I feel like, really special. So, we've talked about school, friends, and family, do you think any other institutions should bear responsibility for teaching civic education?

Participant 2: Nothing's really coming to mind. And I think I feel like there probably are some places, but then it becomes more difficult because obviously, the businesses don't want it to get into the middle of differing political opinions. And I think that also, with like separation of Church and State, you know, you don't necessarily want certain organizations or places, or people to get the idea that they're more so leaning one way in favor of certain things. Just because I think that that could cause some big issues. And I think, for like the sake of the businesses, that's probably why, there's a lot of places that don't use their platform to have people become educated just because they don't want to. I mean, at the end of the day they're a business, and they want what's in their best interest, and they don't want to lose business. So, I think that probably the biggest role should be within schools and organizations of that sort.

Claire Farrington: Cool. Okay, so we've talked a lot about civic education, we're gonna move on to civic engagement. How would you describe the term civic engagement?

Participant 2: I think, becoming involved in the system that you're a part of and being vocal about the things that you find imperative to how you live your life, and doing so in any way that can get your voice heard.

Claire Farrington: Would you be able to expand on maybe some of the ways people would be able to get their voice heard?

Participant 2: Sure, yeah. I, mean, I mentioned some earlier like, I'm more in favor of peaceful protesting, but protesting of any sort, just advocacy in general, using your voice on social media, like you could post on your Instagram story however someone sees fit. But through social media and then, if you're really passionate about it, I mean, you could go out somewhere and like, hold signs up, just talk to people. Yeah.

Claire Farrington: Cool. How has your interpretation of the term civic engagement changed since coming to Butler?

Participant 2: I realize that it's a lot more than just voting. I mean, yeah, as simple as it is. Prior to this, I thought that it was just like, "Okay, I need to go vote", and that's all that I can do. And Butler, as a whole has shown me that there's a lot more to it than that, in terms of like the different clubs and stuff that they promote. And also, just because of the people that I've met, like I said earlier. And then also some of my classes, like the social work classes learning about different ways you can make your voice heard.

Claire Farrington: How do you think your interpretation of the term civic engagement might be similar or different to your peers?

Participant 2: I feel like it would probably be pretty similar. I feel like most people are under the impression that it's voting. And then the difference comes with how much you know or think that people should get involved. But I would say, it's probably pretty similar.

Claire Farrington: Cool. How do you understand the relationship between civic education and voting?

Participant 2: Can you say that again?

Claire Farrington: Yeah. How do you understand the relationship between civic education and voting? So, like, do you think there's a connection between the two? And if so, what kind of connection?

Participant 2: I definitely think that there is one. For example, my senior year of high school, not even gonna lie, I had no intent of registering to vote because I was kind of like, "Oh, I'm only one person like I can't really make a difference". And even though I still feel like that sometimes, I do know that it's important to vote, and that was shown to me by my class. So, I feel as though there's a pretty big relationship between them. I also know that there were a lot of people in that class who also weren't going to go vote, and then since we all had to register to vote in class that did change.

Claire Farrington: Do you think being forced almost to register for voting helped to prepare you to feel ready to vote?

Participant 2: Oh, absolutely. Yeah. Cause it's just, I mean, you turn 18, you can vote. It's kind of a daunting thing because it's like one of the first things you really can do as an adult. And so, I mean, it was so simple to do. But it was a little like, "Wow, this is kind of scary", I'm really an adult now. So yeah, in a way being forced to made it less scary and made it more likely for me to vote.

Claire Farrington: So, do you think there are any other ways that your high school education prepared or didn't prepare you to feel ready to vote?

Participant 2: I think another way it prepared me which, this was more of an opportunity that wasn't given to me by taking my AP Gov class, but I was in the National Honors Society. So, I needed volunteer hours, and there was an opportunity for us because my high school is one of the voting centers in my hometown. And so, the National Honors Society all of us were given the option, we could go volunteer and work the polls for the day. So, on voting day I went to our auxiliary gym and when people came in to vote, I registered them and gave them the voting sheet and stuff. And so, even though that wasn't directly like education from my class or from my high school, it was an opportunity given to me. I knew what to expect when I could go vote and we never really talked about like the complete process like you walk in, you give them your ID, you know. So, being able to see that really prepared me because then, when I did go, I knew exactly what to do. So, I think that that was also something really important that I learned and was prepared for, but I wouldn't necessarily say it was from my class opportunity.

Claire Farrington: Do you think that that helped reduce the anxiety or fear, or any other feelings about having to vote and the process?

Participant 2: Yeah, absolutely. Because prior to that, I was like, "I don't even know where I go. What do I need? What do I do?". I had no idea. But then, being able to have that opportunity and be in the area where I was like, "Okay, these are the sheets that each voter gets" and then they go to the machine, and they put it in the machine, and we had to count the ballots also. So, it was a very well-rounded experience. It was, like I said, very daunting beforehand and then afterward like, it's a 5 min process.

Claire Farrington: Nice. That's actually really cool. I just assume that most people that would volunteer at polling booths retired or whatever.

Participant 2: Yeah, I mean, my grandma always said did when I was little.

Claire Farrington: That's really cool. During elections, and this can be state, local, or national elections, what are your reasons for voting or reasons for not voting?

Participant 2: I think this is gonna be very feminist of me. But I think just so I can keep my rights, I'd say is my biggest motivator. Or just so, I can live a happy

and safe life, and you know I don't know if I'll have kids in the future or not, but if I do, I'd like to bring them into a world where they also have the rights. And so, in that sense, just so I can live a safe life. But then also, people who don't necessarily identify as "normally" in quotes, as other people can also live a safe life because everyone deserves to be able to live a safe and happy life, regardless of however they identify for anything. I just want everyone to be happy and safe and so I think that that is probably my biggest motivator.

Claire Farrington: Are there any factors that make you second guess voting, or make you less inclined to want to vote?

Participant 2: I think just the fact that it always comes down to, I'm just one person, and realistically like how big of a difference can I make? And I think that that holds even more true in presidential elections, because I mean sometimes the person who gets the popular vote does not end up winning. So, that's when it becomes incredibly difficult, especially living in a state that's not a swing state. And like, you know, every time it's gonna go to the Republican side. And so that's more difficult for me just because it's just hard to grasp like, does it really matter? I'm only one person, I live in a state that typically goes red. But I just have to remind myself that it's just my civic duty. But yeah, that would be my biggest challenge, I think.

Claire Farrington: Yeah, did you learn about like the Electoral College in your classes?

Participant 2: Yeah, I did. I don't remember most of it, but we learned about I mean, pretty much everything with that. So, we learned about the House, the Senate, the Electoral College, all of that. And then it was my senior year with the last Presidential election, and so we had, like every day we went or when it was election day, we went in and had the map pulled up on our big screen up in the front. And we were watching the decisions roll in and the states and stuff. So yeah, we learned all about that.

Claire Farrington: Interesting. I mean, you might not remember, cause it's a long time ago, but I'm interested to know if you remember anything about how they taught you about the Electoral College. Like it's benefits compared to just accepting the popular vote.

Participant 2: I don't completely remember how it works anymore. But I do want to say that one of the points was that it was made because it helps smaller states have more of an impact. I think. I could be thinking about a different thing. But I wanna say it's because it helped states with a smaller population have more of an impact, I guess than they would if it was just the popular vote. But I am a little skeptical of that. So, it's confusing.

Claire Farrington: You have already kind of hinted at this, but if you feel comfortable sharing, would you consider yourself more liberal or conservative?

Participant 2: Oh, definitely more liberal.

Claire Farrington: Do you think that this influences your voting participation?

Participant 2: Yeah, I think it does. because I mean, like I kind of said earlier, with the way that our society is, there are so many controversial topics. I just feel like everyone deserves the right to have a happy and safe life, and I know that not all Conservatives think that way. And so, I would say that because of how I identify like politically, I feel it's more important to get involved because I want everyone to feel safe and comfortable.

Claire Farrington: Overall, you've hinted at this, and I don't mean to make you restate everything you've said, but how important do you think voting is?

Participant 2: I think for me, personally, I think that's better explained at the different levels. I think it's super important at the local level because obviously, that's more so the popular vote, and even at the state level, but then it becomes a little like more of a grey area with the Presidential election. Just cause, like we've said with the electoral college and everything, just because the candidate gets the popular vote doesn't mean that they get the overall vote. Then also, at least with the past election, when I was looking at some of the people a lot of the people that I really liked were the smaller candidates. And then it's even more difficult to commit yourself to vote because when you take a step back and look at it, they don't stand a chance. At the end of the day, it's the main Republican and the main Democratic candidate and those are really the big ones. And

then you have, like everyone else. And so, it's especially difficult when, like you see people at the Green Party, and they care about the environment. And then, you know, well I can't vote for them. But it's kinda like, I don't want to say throwing my vote away, but in a way it is. Yeah.

Claire Farrington: Yeah, when you voted last, oh, did I ask you if you voted in the recent November election last year?

Participant 2: You didn't ask, I don't think, but I did.

Claire Farrington: Awesome, sorry. When you voted, or when you do vote, how do you go about looking at candidates and coming to a decision on who you're gonna vote for?

Participant 2: Not even gonna lie for that election I went in, and I clicked the button that just said all Democratic. The election prior to that was different. I did kind of look into people, but also, if I had more time, I could look into people more in-depth. I just kind of skimmed a lot of the people that I thought would maybe, if I voted for them, would have a chance of winning and picked who I agreed with the most. But yeah, this past time was just a straight ticket.

Claire Farrington: OK, we moved pretty quickly through all of that, so I just have a couple of closing questions. And then if you have any other comments. How long have you attended university?

Participant 2: 3 years

Claire Farrington: And what's your major?

Participant 2: Social work and psychology.

Claire Farrington: Not like I haven't asked you that the past 2 days. When do you plan to graduate?

Participant 2: I plan to graduate in May of 2025.

Claire Farrington: Wow! Are there any other comments that you have on anything that we've spoken about, or anything else you want to add?

Participant 2: I don't think so, except, just like props to you for doing this because it really did get me thinking.

Claire Farrington: I had a research methods class with Dr. Hutson last semester, and I used that as a way to figure out how I would do this research. So, I conducted a fake interview with As with pretty much all the same questions, and even when I interviewed him again, it's so interesting to see what else he said or what he didn't say and compare that. But it's so interesting people care about different things. And you'll say something I'm like, "Wow, like, I never consider that" like when you mentioned the popular vote and electoral college that really got me thinking because I hadn't considered that. Yeah, it really must feel like your vote might not count.

Participant 2: Yeah, that's like one of the things like you said, I mean, I've lived here my whole life, I've taken a couple of classes now, right? I still don't understand how it works. And it's just like, it's crazy that that's how are we. Our system is set up, and it's just like I don't know, especially like I said, living in a state that always goes red. It's like it doesn't really matter, but it's my civic duty.

Claire Farrington: I don't know if you have ever thought about this, but, and it's a very theoretical question, could you ever see the U.S. changing to a different system where the popular vote wins?

Participant 2: I don't think so, mainly because that would require agreement amongst both political sides. If it does happen, it'll be far in the future. But also, my opinions on the future are irrelevant to that because I think that we're all gonna die eventually. So, like, will we even reach that point? But I think, I don't think it's possible, but if it was, it'd be far in the future, because you'd have to get the majority of both sides to agree. And I just don't see that happening.



Claire Farrington: That is so interesting cause there are so many examples of other countries that happen that way, and there seems to be, and maybe this is just an outsider's perspective, but also because I've lived here and I've lived in another place, but there seems to be less polarization. Obviously, people still disagree, but it's not as "I hate you. I can't speak to you" disagreement. More "Oh, that's what you think". But it's not a bad thing.

Participant 2: Yeah. Well, and I think, in terms of conversations like this, I feel like your opinion on it is very influential, just because you have seen different ways. And like an outsider's point of view for topics like this, I think, are important, just because you're looking at it more from like an unbiased sense of view or point of view. As you're not like, I mean, obviously, you're living here, but you're not actively engaging in it. I think that yours and others' opinions that don't live here, what aren't citizens here but live here, I think it's interesting to hear.

Claire Farrington: It's just so interesting hearing why people vote or why people don't vote. Because I'm like at home, we just vote, and if you don't, you might get fine. The world is a crazy place. Well, apart from that, do you have any feedback for me regarding the interview process.

Participant 2: No, I think it was all good. Your questions were like I guess, sometimes loaded, but like not too difficult to understand. So, I like that. They made me think. The presentation was good. I don't know. It was all good, very good interview experience.

Claire Farrington: Awesome. Thank you. The good thing about this is like, when I interview my friends, it does really feel more like a conversation sometimes, and then it's like there are a few questions that I have to ask. Well, apart from that, I'm gonna be using the recording to do some coding. If at any point in the next few weeks you decide that you don't want this to be used, just let me know, and I'll delete it. I am going to use a pseudonym, so your name won't be connected to anything you said.

Participant 2: Sounds good. Send me your research when it's all done, I wanna read it.

Claire Farrington: I will. It might not be that exciting, but it'll be something so thank you.

## Appendix 6- Participant 3 Interview Transcript

Claire Farrington: Okay. So, it's mostly the interview is just gonna be me asking some questions about like your definition of things like civic education and civic engagement. And then just like asking about your perspective on those things and voting. Okay, you ready?

Participant 3: Yes.

Claire Farrington: Okay. How old are you?

Participant 3: I'm 20

Claire Farrington: Nice. And what year level are you in a Butler?

Participant 3: I'm a junior.

Claire Farrington: And how long have you lived in Indiana?

Participant 3: Since just coming to college. So, 3 years now.

Claire Farrington: And you went to high school in Michigan?

Participant 3: Yep.

Claire Farrington: At high school did you take any AP Government, American History, or Civics classes, or anything like that?

Participant 3: Yes, I took AP World History, AP Comparative Government, and AP Government, and I think that was it. I took AP World instead of AP U.S. History.

Claire Farrington: Awesome since turning 18, this can just be a very rough estimate, I don't expect you to know exactly, but how many State or National elections have you voted in?

Participant 3: Let's see. So, I voted in the last Presidential election, I think. Maybe I didn't. When was the last Presidential election? I don't even know.

Claire Farrington: In 2020?

Participant 3: Yeah, so I didn't, I wasn't 18 yet. So, I didn't vote in that one. I voted last year. Yeah, it was like the one about like abortion basically, like that was on the bill. I think I might have voted the year before just for, like a ... honestly, I should be better about voting, but I feel like I only think about the Presidential election, or if it's like something I'm passionate about, then I'll vote in it. So, I'd say, two. Sorry, that was a long answer.

Claire Farrington: You already answered one of my other questions! Okay, how would you describe the concept of civic education?

Participant 3: I feel like it's just, like it's not necessarily just in schooling. I feel like that's a big part of it, it's like kind of where the foundation is laid. But I feel like it's just like educating yourself on politics. And just kind of like finding your stance in the whole political realm, which can be confusing and overwhelming. But also, I feel like just educating yourself on like advocating and like just being an active part of the community. And just like, I don't know doing, basically doing your role as like a citizen of the United States, and just like educating yourself on how you personally best can do that.

Claire Farrington: What are some of the roles that, like a citizen of the United States should do in terms of being an active member?

Participant 3: Um. Well, I'd say vote for sure. And just like I guess staying, I'm not very good at this, but staying up to date with like things that are going on in the U.S. Like government, and just like things that are like new bills, or like talk about things like that, but also on the world stage too. And maybe just like finding things that interest you, or like movements that are inspiring to you, and maybe seeing the small things that you can do. And so, this is an example from this past week, but in one of my classes, abolition, we talked about how like just changing your language about speaking about people who are formally incarcerated is something that you could do. That's I feel like a part of your role as a citizen, and like just being respectful of others and their views, and who they are.

Claire Farrington: Yeah, thank you. How would you describe your, actually no. How do you think your perspective of civic education and your definition is similar or different to your peers definitions?

Participant 3: I'd say it's probably like pretty similar. I feel like it's not a common thing to come up in conversation, obviously. But I feel like I surround myself with people that are like similarly viewed, or like, just have similar outtakes on life, and just like everything. So, I feel like it would align pretty well, but I also feel like I don't know the exact definition, so it might be less scholarly other people might say, but I would say that it has the same general like parts to it.

Claire Farrington: Cool. How would you describe your experiences with civic education?

Participant 3: I feel like good. I'd say that I feel like my high school, and even some of my classes that I've taken in college, have done a good job of like educating me on just like history, and politics, and just those things, and like being a member of the community and like advocating. I also feel like social media definitely influences it too, and I feel like sometimes it's hard cause you can get caught in very polarized things. As you know, a lot of the new sources either swing one way or the other. But I mean, I feel like for the most part, like I'd say, I already forgot the question. So, I feel like it's overall like it's good. And I just, I definitely need to take on more responsibility of being more or being a larger member of the community.

Claire Farrington: So, you mentioned school classes, and then also social media. Has your civic education occurred in any other settings? Or have there been any other things that have influenced your civic education?

Participant 3: I don't know if this is necessarily considered civic education, but I just feel like interacting with people that have different views than me. I feel like that is definitely important because it like makes me think about how other people see and like, maybe why they act in a certain way. And I've never participated in like a march, or anything like that, but I've seen it before, so I feel like that's also another way that I've seen civic engagement and education. But I feel like mainly just school and social media, and my parents, too. I feel like they've always just tried to educate me on things like that.

Claire Farrington: Yeah, awesome. So, you mentioned that you did take a bunch of classes in high school AP World, AP Comparative, and AP Gov, how do you perceive the impact of these high school classes on your civic education as a whole?

Participant 3: Yeah, I mean, like I said earlier, it's a good base cause I feel like if you don't, like I definitely need more improvement when it comes to my education about civic matters, but, for example, I didn't know how a bill was passed through like Congress and everything. And like I just know that before

taking those classes. And I feel like it was just important to help me understand the conservative versus Liberal, and just other things like that, that are all very political. But yeah, I just feel like it created a good base and also just taught, like, I just remember in class we always had a respectful environment. So, people could feel comfortable saying what they wanted to which I feel like is important when it comes to civic education.

Claire Farrington: Especially cause some of the things that you would discuss in that class could be considered controversial, like, people are gonna naturally have different perspectives on them.

Participant 3: Yeah, exactly

Claire Farrington: Nice. You mentioned how bills get passed through Congress, and how you learned about that. What are some of the other things that you learned about in all of these classes, or each of them individually?

Participant 3: Yeah, I feel like, so AP World was definitely less like the U.S like it was just learning about, like you know, like slavery but more like the roots of slavery, and European history, which was more like the world. I feel like comparative was a lot of like comparing the U.S. Government to other governments. So, I feel like that was also important because it just showed what a democracy versus like a Communist society is like, just like all those different things, and how it affects the economy, society socially, and all that. And then AP Gov, that one is kind of blurry in my memory. But I feel like just learning about like the roots of how our government came to be, and also just basically the whole like the left to the right, like the whole kind of, like, I don't know. I feel like there are so many diagrams of different like levels, not levels, but like, you know what I mean, differences between stuff. And then just, I feel like Congress, and the House of Representatives, and the Senate, and like all the different parts of the Government.

Claire Farrington: I'm assuming the answer is, yes, but like did you learn about the Electoral College?

Participant 3: Yeah, I feel like not a ton. But I do like, obviously, I know what that is.

Claire Farrington: Yeah, we were talking about it, and I don't understand it, no matter how much I learn about it. What are some of the things that you didn't but might have wished you had learned in those classes?

Participant 3: I feel like for the class I would memorize certain things to do a good job on the quiz, or the project, or the grade, or whatever, but I feel like I didn't internalize it very well. So, I feel like now I don't have the best grasp. I feel like if I were to be in a group of people and have a conversation about something like this, I would kind of not really say much because I don't feel super educated and comfortable. And that's on me to do more of that. I just feel like it's less about the content, and more about how I approached the class, and viewed it more as this is important for my I guess civic role, versus like this is just a class and a grade.

Claire Farrington: Yeah, for me when I think of memorization stuff usually it's because there are exams in that class. Do you think the format of the curriculum and the way you got tested influenced the way you perceived the class?

Participant 3: Probably yeah. I only took the AP World exam, like the final one, because I just didn't feel like paying for the other ones. But still in the class we had a final and we had quizzes. So, I feel like it was more focused on like, it almost felt like the teacher was trying to check the box off like, "Okay, we talked about this". I wish that it could have been like my college discussions where we actually talk and hear about different opinions from people versus like, here's the lecture slide, and from the book kind of vibe. And we're only gonna talk about this for like a day, so. And I also feel like a lot of the time it is very historical. This is also part of a lack of resources in my high school, but I feel like a lot of the time we were reading things that were very old. So, it was just kinda, it wasn't new which affects things.

Claire Farrington: Felt kind of outdated?

Participant 3: Yeah.

Claire Farrington: What role do you think that high schools and colleges or other educational institutions should play in providing civic education opportunities for students?

Participant 3: I think it's important for it to be required in high school, because it's, again, it's a good base. And honestly like, I took history classes from elementary all the way up, because I think it's important that people educate themselves about U.S. History and U.S. Politics, so we don't repeat the bad things that happened in the past all over again. And I feel like it also creates a sense of American identity, I guess. And I think in college it's also just as important. I feel like it's more like major dependent. For example, I feel like some of my classes take on elements that could be considered civic education. For example, my abolition class I'm about to take is talking about prison abolition, and that kind of thing. So, it's more like the advocating route. But I think it's important, just because a lot of people won't go out of their way outside of class to like, do extra. And maybe they'll just take in what they see on Instagram and be like, "Oh, this must be the truth" when they don't know that maybe it's not necessarily completely accurate, and not tainted by views and stuff.

Claire Farrington: Right. You said it's kind of dependent on Major. What majors do you think have more aspects of civic education or civic education values in them than others?

Participant 3: I mean, they all have their little elements to it, but I'd say, obviously law and political science majors. I'd say, like being a criminology, psychology, major there's moments of, like I was saying, advocating more than civic education of like you should vote. I mean, I guess kind of that's a part of it. But I feel like business, I mean, I'm not really business like I don't really know much about that, but I feel like maybe being not as much. Or maybe it's more like economically related. But I feel like at Butler at least, they offer the core classes which are also kind of help you. It's basically a way to like kind of force and make sure that you do have that, like, I took a class at TI that was like American visions, understanding like American, the American dream and stuff. So that was kind of like my little dose of civic education.

Claire Farrington: Yes. We're gonna go back to like social media and parents and friends, how do you think they impact those things? Let me rephrase. How do you interpret the impact of those things on your civic education as a whole in comparison to your schoolwork?

Participant 3: Yeah, I'd say that where I'm at now in my life, I feel like I'm definitely more influenced by social media, my friends, and family. Just because I'm not taking many civic education courses. But I'd say that my parents for example, my mom, when it came to like last year, with the whole abortion law and everything, my mom was like "You should vote". And I remember she sent me this page of the highlights of each person on the ballot, and just going over them. And she didn't insert her opinion. But she, like obviously, that was a big moment because I would have had to go out and do my own research if I hadn't had that. I feel like they don't really try to influence me a lot, just because they want me to make my own opinions and stuff. But I feel like my friends, I'd say they're very influential just because of like just like who I'm friends with. I feel like a lot of my friends are very passionate about certain civic issues, and they're not afraid to share their opinions on them. For example, my boyfriend, Jack, is kind of the polar opposite of me when it comes to political, civic stuff. So, it's just interesting to pick fights with him. I feel like social media also, a lot of the news sources are very, they're left leaning or right leaning. Or you see a lot of like memes or things on Instagram, that are like making fun of certain things. I feel like I try my best to avoid that, and I don't really watch the news often, but it definitely influences things.

Claire Farrington: Sure, especially social media as well, cause if you're seeing something that confirms your perspective, or your leaning, then you're gonna keep seeing stuff that confirms. Each person is seeing what they want to see. What places or institutions, it can be ones that we've spoken about, or others if you can think of any, should bear the most responsibility for teaching civic education?

Participant 3: I mean definitely like, education. Secondary and elementary school. I mean, not so much elementary school, except like little kids, but high school and college. But I also feel like I don't know. I feel like that's kind of tricky because I feel like the government could like maybe they do this, but like host educational, like there's so much there's so much stuff on the Internet but it's hard to know what to use, I guess. I don't know. I think it also really falls on the individual, too. But I guess I wouldn't say there's like a specific institution that is solely responsible. I feel like there are a lot of things that take on the

role of kind of like helping to shape what a person should know about civic education and engagement.

Claire Farrington: Well, thank you for mentioning civic engagement, because now we're going to talk about that for a little. Now, how do you describe the term civic engagement?

Participant 3: I feel like it's kind of similar to education, but obviously it's more like actually going out. Not just like educating yourself, but being out in the community, standing for what you believe in, and advocating for what you believe in. And just like basically carrying out your duties as an American citizen when it comes to like voting and just like all the other things, that go in with that. But I also feel another huge part of that, at least to me, is civic engagement. It's important that you're respectful of others' views and also very respectful of like, like your own views. I don't know if that's the right way to put it, but, like someone else is gonna have very different opinions, and that's fine, as long as you don't try to change what they think, or they change what you think. I feel like that's how it should be. Unless they're like crazy and have some really weird opinions. I don't know, I just feel like a big part of civic engagement should be respect. Because, again, everyone's entitled to their own opinion and beliefs, but we should still be able to talk about it.

Claire Farrington: How has your interpretation of civic engagement changed since coming to Butler?

Participant 3: I feel like it definitely has. I would say it's more prominent. I feel like my college friends compared to my high school friends are much more likely to talk about political things or things they're passionate about. I don't know, just more likely to think and talk about those sorts of things. I also feel like because Butler is, I would say more liberal, it's like a more liberal college, I feel like there are things on campus, posters, they send out like emails or like things like that which are definitely more like, "join this club for X, Y, Z". More advocating for things, or they have those little communities on campus that help people get involved and follow what they're passionate for. And I also feel like now that I'm in college, I'm definitely more likely to see social media, or just like, on the top of my Instagram feed, it always says vote. Cause, for example, sometimes I forget what month it is and I'm like, "Oh yeah, the election is coming" up. I will say it does make it more challenging for me being an out-of-state person. To have to get my ballot mailed, and then mail it in. Obviously, it's not that big a deal, but it's like it's different than just going to like Hinkle and voting, if I was to live in Indiana.

Claire Farrington: So, would that be something that potentially would stop you from wanting to vote?

Participant 3: I feel like, yeah. I feel like maybe more of the littler, not littler, all are important, but not like the Presidential election, something smaller. If I don't already feel super passionate about the things going on in it, and then "Oh, I have to remember to get my ballot mailed to me and then turn it in", I feel like all those things combined might cause me to not vote. And I feel like that's also why I haven't voted as much as I should. So yeah, I definitely feel like that plays a role.

Claire Farrington: What else makes you refrain from voting?

Participant 3: This makes me feel like a terrible person, but just like being busy and I feel like if I'm gonna vote, I want it to be educated. I don't want to be circling people on the ballot just because I feel like it. And I feel like sometimes, for example, when my mom sent me all that information on those people, I would have had to go out and do that myself, and sometimes when I don't have a ton of time, that's hard. Yeah, I just feel like, mainly time because it never would be I'm not passionate about it. I just feel like it's more the having to spend time and effort doing it kind of outweighs the passion part of it.

Claire Farrington: Yeah, that makes sense. On the flip side, what are some reasons why you vote?

Participant 3: For example, the abortion things last year, which was definitely the main reason I voted that time. I really didn't, not I didn't care, but I didn't really pay much attention to the other things on that ballot. It was more like I wanted to exercise that right because I was passionate about my rights as a woman. And I also feel like Presidential, too, because it's very important. I'm not saying that other positions in the government aren't important, but I feel like the

Presidential one is just like, "Oh, everyone should vote for that". Like, I should exercise my right to vote, because I'm an American citizen, and I have that right, So I should use it.

Claire Farrington: Awesome. So, how important do you think voting is?

Participant 3: I think it's really important. Especially in the world we live in today, because you have the super right people, and the super left people, and in-betweens, you just have so many differing opinions. And I feel like all the people voting with all different opinions is what keeps the country kinda functioning right. Because if, for example, a bunch of right-leaning people were voting, and that was pretty much it, it would be skewed in that direction. It could lead to problems the same way it could if it was a bunch of left-leaning people. It just it keeps it balanced and I feel like that's important.

Claire Farrington: Do you think that your political, leaning impacts or influences your voting participation?

Participant 3: I feel like for me, it wouldn't. I would definitely say I'm more left-leaning, but it depends on the issue. Because certain things I feel like I'm more like, I'm not like strict left. I feel like it depends on what the issue is. I feel like depending on whatever party you're a part of, or whatever side you are I feel like you should vote. I don't feel like my party necessarily is what convinces me to vote.

Claire Farrington: Okay. well, I only have a few more questions. How do you understand the relationship between civic education and voting?

Participant 3: I feel like the education kind of helps you create your own opinion and understand your role in voting, and how important it can be, and how to vote correctly. Even like looking at the ballot and being like, "What do I do?", and just how to exercise your right, I guess.

Claire Farrington: How do you think that your civic education, in high school specifically, prepared or failed to prepare you to feel ready to vote?

Participant 3: I think it prepared me. I feel like it gave me a good basis. I feel like also my mom was very helpful. I remember my brother and I when we were younger went with her to vote, mainly because she didn't have childcare to take care of us. But just being in the school and standing in the line, and being with her when she voted, and being in that environment was really important. So, I definitely think it's important. And I feel like I might not realize how important it is, but if I didn't have the education then it would be a lot different.

Claire Farrington: Great! To finish up, how long have you attended Butler University?

Participant 3: 3 years.

Claire Farrington: And what's your major?

Participant 3: I'm a psychology and criminology double Major.

Claire Farrington: When do you plan to graduate?

Participant 3: Next spring.

Claire Farrington: Nice. And then, any comments or any lingering thoughts about anything that we've spoken about?

Participant 3: I think I'm good. I hope I gave you enough.

Claire Farrington: You did! If you decide to change your mind and you don't want anything you've said to be used, just let me know. I can easily delete it all and take it out. But if you're still willing for me to use it, I'll use a pseudonym, so nothing you said will be linked or connected to your name.

Participant 3: Sounds good.

Claire Farrington: Cool. Well, that is all. Do you have any feedback for me regarding this process or any of the questions?

Participant 3: I mean, not really. I guess I hadn't really thought about things like that, so I kind of enjoyed being like, "Hmm, I should do some more research myself". But yeah, I don't know. It's just interesting, it's very important to do that kind of research, too.

Claire Farrington: It is really interesting for me because back home, we have to vote, I think you might get a fine if you don't. But the culture is, you grow up and once you turn 18 you register to vote, and then you vote in every election. So why people don't or why people do is interesting. Yeah, okay, well, thank you so much.

Participant 3: Alright! I'll see you later.

## **Appendix 7- Participant 4 Interview Transcript**

Claire Farrington: Alright. We'll start with some easy ones. You should know the answer to these. How old are you?

Participant 4: 22

Claire Farrington: Nice! What year level are you in at Butler?

Participant 4: Senior.

Claire Farrington: Nice! And how long have you lived in Indiana?

Participant 4: 3 and a half years.

Claire Farrington: Where did you go to high school?

Participant 4: Troy, Athens High School in Michigan

Claire Farrington: Cool. Did you take any AP Government, American History, or Civics classes in high school?

Participant 4: Well, I took Gov. my senior spring, but we had COVID-19, so I didn't learn anything.

Claire Farrington: Cool, alright.

Participant 4: And then I took World History.

Claire Farrington: Yeah, that's good to know. Since turning 18, can you give me a rough estimate on how many State or National elections you voted in?

Participant 4: Oh. 5.



Claire Farrington: Thank you. Okay, now I'm just gonna ask you to give me a couple of definitions from your perspective of some concepts that I'm gonna say, and then I'll just ask you more about those things and your experiences with them. So, firstly, how would you describe the concept of civic education.

Participant 4: Just education regarding your rights to vote and getting access to being able to vote. And things like that, I guess, along the realms of voting, but also like from the legal realm. I don't really know.

Claire Farrington: How do you think that your definition might be similar or different to the way your peers would define civic education?

Participant 4: Probably not as sophisticated. And I think mine probably stems more around voting, whereas those might have encompassed a broader range of civic education.

Claire Farrington: Nice. How do you describe your own experiences with civic education?

Participant 4: Probably pretty limited. For example, my only course in school that I've like learned about it was that like Government class, and we literally didn't have class, we just did a couple of assignments that I looked up online. And then also from my parent's standpoint, I think that they have helped with civic education, like when I have questions they've like been there to answer. So, I have them as a good resource but that might also be like biased cause they like feed me their information. But pretty limited.

Claire Farrington: Hmm, and what other settings, you mentioned school and your parents, are there any other settings in which you think your civic education experiences have taken place?

Participant 4: Probably, like social media, the news, and even with being on SAAC here at Butler trying to promote people to like get people to vote. I guess, kind of in that realm, and like knowing, I guess I don't even know if that's civic education, but knowing when specific dates and polls are too. Yeah.

Claire Farrington: So, you already talked a little bit about your GOV class, but I guess we can also include your World History class. You mentioned that your government class you feel like you didn't really get much from, but how would you perceive the impact of both of those classes on your civic education as a whole?

Participant 4: Well, I think if it was during like a normal school year it would have been helpful cause I had just turned 18 when I was taking the class. So it was kind of important for me to be learning that stuff. I guess if I would have learned it a couple of years earlier, I could have easily like written it off because it didn't apply to me as much. Wait! Can you vote when you're 18 or 16? 18, right? And so, I think that it could have helped a lot. It just didn't because I literally don't really recall anything from that class and the processes and stuff like that. I just remembered my teacher telling me that I should vote because every vote matters. So, I guess from that standpoint it was good. But my world history class is more like, I guess history oriented but it did talk about women's rights and the importance of voting as a woman too.

Claire Farrington: Okay, what are some things that you wish you had learned in those classes? You mentioned more about voting but is there anything else you can think of?

Participant 4: Probably how to distinguish in the news

really what laws mean. For example, there was one last year that was taking place about abortion, and 2 different things on the law that was wanting to be passed, or whatever and there were so many polarized opinions about it. For example, my parents were like, well, I didn't want to vote on it because it had also talked about, there were other aspects of the law. But when you look it up online, knowing how to read the exact law terms like that, they use kinda confusing ones. Also being able to distinguish what is fake news on social media because people are gonna put what they want you to think so they are gonna word it in their own way and it can be completely incorrect. So, I think that's what I still wish that I knew, because then sometimes I just resort to "I don't have enough information on this. I'm not gonna vote", so I wish that I had more information on that.

Claire Farrington: Yes. Yeah, that's definitely a big thing, especially, I would say in recent years.

Participant 4: Also, getting an absentee ballot and the timing of it, I guess. Like, I have an absentee ballot being sent here for the primary election, I don't know something taking place in February. But I wasn't home during some other times and the absentee ballot was sent to my house. My parents filled it out for me, but knowing when I have to fill that out by specific dates, because you have to fill it out by this date so it can be sent back here, and also just dates of when like elections would be because I just thought that there would be like one election every 4 years, but elections are like every year for different things that are important. And you never really learn specifics about how often you'd be required to vote or like when elections are. Yeah, I never knew really about that. And I wasn't curious so I never asked. I don't think I knew what an absentee ballot was until 2020, my freshman year was the Presidential election, so I figured it out then, cause I wanted to vote in that. I didn't want Donald Trump to win but before that, I didn't know of it. Yeah.

Claire Farrington: What role do you think high schools and colleges should play in providing civic education opportunities?

Participant 4: First, I think when you're like a freshman, sophomore in high school maybe it doesn't have to be as important. But I think that is probably the most important time to like, get it in your head like, "This is important for me to vote" when you're younger. Then, the first time you vote, I don't know, it's a cool thing to be able to be involved and it's also a right that is probably taken for granted now. For example, women didn't use to be able to vote and I know that civic education is more than just voting, but like that's how you can get your voice out there. So I think that they should definitely start in high school. And then in college, it's another independent place that you're on your own and so I think it's important for people to know, just like, have the information and do what they please with it. I think that it's very important and colleges should play a critical part in that education. Because, where else are you gonna get your information from? Probably the news, and that's not the most reliable. Then, like once you go off to your work, they're not gonna be educating you necessarily on civic education, you should just know it when you get there. So, I think that high school and college are very critical.

Claire Farrington: You mentioned that you also think social media and your parents have played a role in your civic education. As a whole, compared to school, how do you perceive the impact of your family and social media on your civic education?

Participant 4: I think that my family, not like more important than school, but a lot of times you come home from school and you talk to your parents about stuff and if they're like, "Oh, voting's stupid" or like "civic education is stupid", you're gonna have that mindset. So I think that can play a big role in it. And my parents have always been, not that they don't share their political views as much, but especially when I was in high school I had really no clue what their political views were, which was kind of good cause it let me form my own opinions. But social media, I think can be a really good way to get people to vote, or be educated in that realm of things. But I also think that, like we said, it can be detrimental, because it can be so polarized. But for school, I guess it's hard because I don't remember sitting in class learning about it from a teacher. But I could see how that could be nice, cause it's like, "Okay, I'm actually learning about this stuff. It's important". Whereas if you see it on social media like, "Oh, it's just another post" type thing. I think the most influential in my life has been my family on my civic education.

Claire Farrington: Cool. What places or institutions (school, family, social media, or other) do you think should be most responsible for teaching civic education?

Participant 4: I think schools for sure, like, obviously, you're gonna get an impact by your family but it shouldn't be your family's job to teach you about civic education. I think it should definitely be on educational institutions.

Claire Farrington: Okay, we can talk about civic engagement now for a bit. How would you describe the term Civic engagement?

Participant 4: Well, I guess knowing that term compared to civic education, I would probably use my definition for civic education. Probably being active in politics, whether that's voting or going out and like using your voice. I don't know. Yeah.

Claire Farrington: Cool. Do you think your interpretation of civic engagement has changed since coming to Butler? And if so, how?

Participant 4: Yeah, I feel like, when I was in high school, I was like, "Okay, civic engagement, voting, that's all I do", but you can do so much more than that. I feel like being engaged with politics, I've like taken it on myself to like be educated more, too, and so being more engaged with the politics, and like what they mean. Obviously, it's still hard sometimes to understand what things mean, but also there's the promoting it further, and being engaged, and like getting other people to get engaged too, instead of just doing it on your own. So, I think that has changed. Okay, so kind of in that sense, like advocacy for other people's engagement.

Claire Farrington: Cool. How do you understand the relationship between civic education and voting?

Participant 4: Well, I think that if you're like, can you give me a definition of civic education?

Claire Farrington: I mean, it's what you think, this is all from your perspective. So, what you learn about in high school, like what you learn from your parents, do you think there's a relationship between that and voting?

Participant 4: Yeah, I think so, because if you don't understand, kind of like what we talked about, if you're not understanding the importance of voting, or being engaged in politics, or if you're not being engaged, or if you don't understand what certain politicians are supporting or things like that, you're just probably not gonna be inclined to vote or be engaged. Personally, sometimes I'm like, "I don't know what this means so I just am gonna ignore it", I'm like, "Oh, it doesn't apply to me". So I think if you're more educated, you're going to be way more likely to be engaged. Sometimes I try to figure it out but sometimes I'm just like, "Oh, yeah", so it goes hand in hand.

Claire Farrington: How do you? How did your high school civic education prepare or fail to prepare you to feel ready to vote?

Participant 4: They failed me. I went to the fucking voting area the first time, and I like almost started crying because I didn't know anyone. I thought I was just voting on Donald Trump or Joe Biden. 30 fucking names I had to vote for, and I hadn't heard of one of them, so I was like, "Oh, my God". And I couldn't bring my phone and look stuff up, so I just had to vote. And I don't think I voted for a lot of them, because I was like, "Who's against abortion?", and I didn't know. So I felt like I didn't know crap.

Claire Farrington: Yeah, in terms of like the actual processes on voting day and how to vote, that's what you're referring to? Sorry, you feel like they failed to prepare you for what you would have to do on election day.

Participant 4: Yeah. And, how to get information to be prepared for that. What to look up, or where to get my information from that's not biased on the news, when election day was, like I know November second, but I had no clue that there were other elections. I had no clue that we elected people on the State level like there's state elections like there are city elections, no clue about that. So, they failed in every single thing in life.

Claire Farrington: Good to know. Talking about city, state, and national elections. Do you think the type of election impacts how likely you are to vote?

Participant 4: Oh, for sure. If it's national, I'm going to vote. If it's city obviously that's important because that's gonna impact the things in my city, but I just don't look at it as important. Because, it's not gonna be always held on November 2, like the Presidential election, so I don't know that date and I also just didn't know that there were those.

Claire Farrington: During elections, you've talked about some of your reasons for not voting. What are some of your reasons for voting?

Participant 4: When Donald Trump is running. I'm just kidding. Well, for example, the presidential election like that's one of those things like, "Okay, you should vote for that". But also, if there, for example, like women's rights, that's something that I'm like, "Okay, I'm gonna vote for" because it like applies to me directly. And I know that you shouldn't just vote if it just applies to you

directly but that's more of like, "Okay, I'm gonna vote on this". Or if I'm more educated on the topic I'm gonna vote about it or vote for it. If I'm not educated, I'm like, "Well, I don't wanna screw up", I don't want to just be one of those people that are like "I'm just gonna vote this". I'd rather just not mess with the data. Or if my friends are voting, I'm like, "Okay, maybe I'll vote", because then I'll be able to hear their opinions about what they're voting for, too. My family's voting, if someone tells me to vote, I'm like, "Oh, okay, I'll vote". If social media, if I see it on social media, it's not like I feel that inclined about it. But yeah, those are some reasons.

Claire Farrington: Are there any other reasons aside from like, actually, no, I feel like you covered a lot of reasons for not voting, so we're gonna skip that one did you vote in the November 2023 election?

Participant 4: No

Claire Farrington: Would you be able to elaborate on why not?

Participant 4: Because my absence ballot was at my house.

Claire Farrington: Okay, cool, perfect. Thank you. Okay. If you feel comfortable sharing, would you consider yourself more liberal or conservative?

Participant 4: Liberal.

Claire Farrington: How, if at all, do you think this influences your voting participation?

Participant 4: Well, I feel like right now, with everything going on a lot of times Liberals, are more on the pro-choice side, for example. So last year, when it was all the abortion laws, that's obviously a very big topic in the United States right now. So I think that has kind of influenced me to be like, "Okay, I need to vote" but also for human rights. Because sometimes Liberals are more human rights. Yeah, I don't know, just like makes me want to vote against Donald Trump, so that too.

Claire Farrington: Awesome. As a whole, how important do you perceive voting to be?

Participant 4: You see, I think that I understand it's more important now. If you asked me like 2 years ago 3 years ago, I would have been like, "My vote doesn't matter. I'm just one person". I realize too, even from our women's rights FYS, and my own life experiences, that you're one person but one vote does matter. Your voice does matter. So, I think that I feel more of a desire, but it's also kinda cool to go vote and be like, "Yeah. Cool". Wait! What was your question?

Claire Farrington: How important do you perceive voting to be?

Participant 4: I perceive it now to be very important, even though sometimes I don't always do it. But if I was home, or I have an absentee ballot.

Claire Farrington: Cool. And you said, just clarifying, that that importance has changed over time, in the past few years.

Participant 4: Fuck yes.

Claire Farrington: This transcript is gonna be great. Do you intend to vote in the next State or National election?

Participant 4: Yeah, I have an absentee ballot coming in February. It's like the preliminary, yeah, that one. So, it's coming in the mail right now. It should be.

Claire Farrington: Alright. Well, that's pretty much all the meaty stuff. I just have a couple of final ones to finish up. How long have you attended Butler University?

Participant 4: I don't know. 3 and a half years in one week.

Claire Farrington: What is your major?

Participant 4: Health sciences.

Claire Farrington: When do you plan to graduate?

Participant 4: May of 2024.

Claire Farrington: Then, do you have any lingering thoughts or any other comments that you want to make on anything we've discussed, or something else?

Participant 4: I need to be more educated, and I don't know where to get my sources from, because everything is skewed in the news, so I don't know what the fuck to believe.

Claire Farrington: That's fair. That's actually part of the reason why I'm looking at this stuff.

Participant 4: Please help me.

Claire Farrington: Yeah, to think about how we can come up with a program for college students, and it would just be unbiased straight facts.

Participant 4: And not fucking fox news, or whatever the other one is! They're all like, "I wanna poison your brain. The other person wants to just give free money to people who are lazy sitting on their bum". It's crazy.

Claire Farrington: Politics is wild, in many countries, but especially this one. Do you have any feedback for me regarding this process?

Participant 4: I'm excited to see what you come up with.

Claire Farrington: Well, that's all I have. Thanks for joining I'm gonna use the transcription to do some coding, but if at any point you decide that you don't want any of this to be used, just let me know.

Participant 4: Okay.

## **Appendix 8- Participant 5 Interview Transcript**

Claire Farrington: Beautiful. Okay. Hi!

Participant 5: Hello!

Claire Farrington: How are you?

Participant 5: Good! How are you?

Claire Farrington: Good. So we will start with some easy questions and then I'm gonna ask you to define a couple of concepts, and then I'll ask you more about your experiences, mostly to do with civic education and voting, and that kind of stuff. Okay, how old are you?

Participant 5: I'm 23.

Claire Farrington: Perfect. How long have you lived in Indiana?

Participant 5: I moved out here for my freshman year, so, August of 2019. Four and a half years.

Claire Farrington: Nice. Where did you go to high school?

Participant 5: I went to Notre Dame High School in Cincinnati, Ohio.

Claire Farrington: Awesome. And did you take any, it could be A.P., or not A. P., Government, American history, World history, or Civics, classes in high school?

Participant 5: Yes, I took A.P. Gov., A.P U.S. History and A.P. World History.

Claire Farrington: Wow.

Participant 5: Yes.

Claire Farrington: Since turning 18, can you give me a very rough estimate of how many State or National elections you've participated in or voted in?

Participant 5: Rough estimate. Let's say, I'd say like 4 or 5, and some of those were remote, like, I mailed in my ballot somewhere.

Claire Farrington Yeah. Awesome. Okay. How would you describe the concept of civic education?

Participant 5: Civic education I feel like is knowing what your role is regarding voting and just overall in the society, and how you can influence and affect decisions that are being made. But most importantly, being educated on it, and knowing how you can do what, and where, getting connected in those ways.

Claire Farrington: Awesome. Thank you. How do you think that your view or definition of civic education might be similar or different to your peers?

Participant 5: I feel like it might be a little different. I don't know, cause we don't talk about it a ton. I feel like it's just something that you either do or you don't do, and it's not like super spoken about. But I feel like my mom has helped me be more involved with my civic duty because we weren't really educated about absentee ballots, and not living in the same state or close enough to home to drive home for an election. She helped me get my absentee ballot and send it back in, and whatnot, and I feel like some of my friends either don't have that education like from their parents, or they're just unaware that you can do that, or it's too difficult. So, I feel like in that way it might be a little different.

Claire Farrington: Cool. Thank you. How would you describe your experiences with civic education?

Participant 5: I would say that, I don't know, I feel like I definitely could be more educated and whatnot but I feel like I've tried my best to stay involved, especially since being away. I was so excited to vote for the first time when I was at home and that was a really cool experience. And I think, knowing how much of an impact just one vote can have. Then also, I feel like I'd be a little more outspoken about it with my friends to make sure that everyone knows that they have the right, which is important because people didn't used to have that right, and the duty to perform in elections and stuff. And I feel like that's important. So, it could be better. But I feel like, I have a good base to work with.

Claire Farrington: For sure, thank you. So, you mentioned that like, your mom has been a big factor in your civic education. In what other settings do you think your civic education has primarily taken place?

Participant 5: Like who's helped me, or like, where?

Claire Farrington: Yeah, or like, where did you learn about?

Participant 5: Hmm, okay. I mean, nothing really sticks out to me in high school. I did take those classes, but I feel like I didn't learn a lot about like going forward, how you can make a difference. It's more like going back in time and what it used to be, and like what it is now. But I feel like that is a big area that could be expanded upon, especially in high schools. Cause that's when you are turning 18 and can vote but, I mean, not a ton of other places other than my mom helping me. I feel like social media sometimes, especially surrounding the 2020 election, that was a big turning point. I feel like for a lot of people, like, the parties got polarized a little bit. And so like, I decided, "Oh, yeah, that is like pretty big and I should be using my voice more now than ever" because it was a super big decision for the whole nation. And I feel like during that time, like on Instagram, I would see "this is how you can apply for an absentee ballot if you are out of state" and stuff like that. So, I feel like that is a positive influence of social media.

Claire Farrington: Cool. Thank you. So you talk ea little bit about how you learned about how things used to be, and then the way they are now in your classes. Can you describe some of the other things that you learned in either your AP Gov., U.S. History, World history, or economics class?

Participant 5: A lot of history and I don't really love history so a lot of it didn't really stick in my brain. I feel, I don't know, a lot of dates, and people, and wars, and all that jazz but I'm a science girl so I mean, a lot of it didn't stick. I feel like that's also pretty telling, if it was something that was applicable to my life and that I would use going forward, I would know more about it. But it was a lot of like court cases that are momentous now, I guess. That is something that did stick, prohibition, and women's suffrage movement, and the civil rights movement, and feel like it is important to be educated on that. So, I do have that background but other than that, not a whole ton.

Claire Farrington: What are some things that you maybe wish you had of learned in those classes?

Participant 5: I wish that I would have learned more about civic education like we're talking about now and voting and how important it is to vote. Like, I remember my AP Gov. teacher really stressing that cause it was like getting a little bit closer to the 2020 election and whatnot. So she was a big advocate for voting but it wasn't part of the curriculum per se that was just her kind of encouraging us to go vote. I feel like a lot of people don't think that it will make a difference so they just don't do it, which is a little disheartening cause if everyone has that same mindset, then it will carry far, and then that can end up making a big difference. So, I feel like more emphasis on the power of your vote and being engaged in community decisions and whatnot is important.

Claire Farrington: Thank you. What role do you think high schools and colleges should play in providing civic education opportunities for students?

Participant 5: I think a big role could be played there. Just because my mom has helped me, I like have that from her, but obviously not everyone has that role in their life. If more people did have that, and just someone to tell you "this is where you have to go", "This is what you have to do", in order to be able to use your voice and whatnot, that would help a lot of people. It's hard to vote absentee. It's difficult. And I think that might be for a little bit of a reason, but it is possible. I feel like if there were more resources like, "If you're from this state, this is what you have to do", I don't know if that's a thing, but if there is something like that, that could help a lot of people. Maybe, like some educational courses, you can just go to and like, this is ways to get involved.

Claire Farrington: You mentioned again that your mom has been a big influence, aside from like the absentee ballot, describe some of the other things that she's taught you in the context of civic education.

Participant 5: I feel like she's pretty like in tune with what's happening in the world and like decisions that are gonna be made and whatnot. I don't really watch much news when I'm at school and super busy, so I feel like she keeps me up to date on that sort of thing. She like knows a lot about it, and goes on Twitter, a lot which I know isn't the best resource, but she knows from all angles stuff about like hot topics. And I feel like being educated on the world happenings is important when you're well informed and going into situations where you could like help or be against something, if that makes sense. I also feel like she just keeps me responsible and up to date on what I can do and when elections are cause there's primaries that are super important, leading forward into the actual election in November, and so knowing when those are, and how to go vote for them.

Claire Farrington: So you also mentioned social media a little earlier. What role do you think social media should play in providing civic education opportunities?

Participant 5: Yeah, I think that's a hard one cause it can get a little lost in social media. Everything can be a little distorted. But I do think it can serve a positive role, because so many people our age are on social media, and that's where they get their information. So, I feel like it can be a positive thing but you have to kind of be careful of what you're reading and whether it's truth or not. So, I feel like it's a good way to reach our like generation, cause not all of us like watch the news, or like read articles and stuff, so I feel like that's a good way to reach us. And we have such a big impact going forward and can make a big difference, and like what decisions are made and stuff. So, I don't know, I feel like it's just it's a little, there's some gray area there and like, what can you trust on the Internet? But I feel like it's a good way to reach the crowd that you're maybe wanting to.

Claire Farrington: Yeah, cool. Thank you. Okay. How would you describe the term civic engagement?

Participant 5: Feel like it's maybe a little similar to education, you use your civic education to be engaged. More so like the act of like being engaged with your community and like your state and nation. The process of doing that versus like being educated and like knowing how to do it and then actually doing it.

Claire Farrington: Hmm, would you be able to expand on like what that engagement could look like?

Participant 5: Yeah, I mean, I feel like it's voting. It's like being involved in protests, like peaceful protests downtown, or something like that. Kind of just using your voice, and like making it heard. Signing petitions if they're out there. Petitions, protests, voting, also like engaging with your peers like I mentioned earlier. I feel like that can also be a part of that, just speaking about it, cause I feel like it's really not talked a lot around like my friends and stuff. So, I feel like if we are more engaged in that way, then that can lead to different forms of engagement, and just kind of creates a positive train going forward. Yeah, like a forum for people to actually discuss.

Claire Farrington: How's your interpretation of the term civic engagement changed since coming to Butler?

Participant 5: I feel like it definitely has changed. Like in high school, I was just excited to vote, it was like, "Okay, this is my party and this is what I'm gonna vote for". But it's definitely changed. I feel like the 2020 election was big and a lot of movements that happened around that time that I feel like have made me more engaged and educated. Both of those I feel like have definitely been increased because I realized that there's a need for people to understand what's going on and not just be passively involved, but actively knowing who you're voting for and who you're supporting.

Claire Farrington: Cool. Thank you. How do you understand the relationship between civic education and voting?

Participant 5: I mean, I kinda touched on this earlier, but I feel like the more that you're educated, the more you're gonna be engaged. I know some of my friends they could care less about voting, and they're not super educated on it. So, if that were different, I feel like maybe they would care a little bit more. So I feel like there's a direct correlation there. Maybe not causation, but the correlations pretty vast or like important in my eyes. The more educated you are, the more likely you are to want to be engaged. So I feel like that's a good starting point, you can't just go to the polls or go sign a petition not knowing what you're doing.

Claire Farrington: And by more educated, could you clarify, do you mean like, in terms of who you're voting for? Or how to vote? Or why you should vote? A combination of all those things?

Participant 5: Yeah, I definitely think it's a combination of all those things, like, one will play into the other. If you're more educated, then you'll look more into who you're voting for, and like who you would want in that position, and what difference that will make in your life cause the decisions that are made through the polls, directly affect you. And I don't think a ton of people realize that and they're a bit more passive on it, and they just kind of accept what is given to them versus knowing that they have an active role and that they can like influence that. I feel like sometimes that is a little misunderstood. So, I feel like all 3 are super important, you can't really have one and not the other to really understand.

Claire Farrington: Cool. Thank you. So how did your high school education or your high school classes that we've been talking about, prepare, or fail to prepare you to feel ready to vote?

Participant 5: I feel like, for the most part, I wasn't super prepared on how to vote. Most people turn 18 in high school, and so I feel like that is a big like area that could be improved on. Like sitting people down in a class, whether you're 18 yet or not, you'll still have the information once you get to that point. But having that in high school, you're in a setting where it can be taught by people who are educated on it and have lived it for years is a big point that I wish that I did have. Then, going forward, I could use that, like, if you're moving out of state for college, this is what you can do versus either having to look it up or ask your family about it. Some people haven't ever absentee voted because they just stay in their state so they might not even know and then you have to figure it out online, which is hard. But if there's more information about that. I would say, for the most part, it failed me going forward.



Claire Farrington: Cool. That's what I've heard from other people as well, which is really interesting. Okay, during elections, what are some of your main reasons for voting, and then, if you have any reasons for not voting as well if that makes sense?

Participant 5: Yeah, I would start out by not voting. I think it revolves around the complications of absentee voting. Cause it just takes a while to register for your ballot, get it sent to you, and then send it back, and it has to be in by a certain day. I've fallen into that deadline issue before, and that was the reason. I sent my vote in but it didn't get there in time. And then for voting, I feel like I know better now, like the difference that my vote can make so, I feel like that's a big reason why I can. And I'm more educated than I was before but I definitely can be even more educated going forward. And I feel like the issues surrounding women recently have been a big influence on why I've been more engaged with voting and making sure that I get my ballot in time. Last time I had my parents just drop it off because my mom was working at the polls so she could just make sure that it was there this time.

Claire Farrington: Cool did you vote in the November 2023 election? I think it was called an off-year election.

Participant 5: I did not. That was the one that I didn't get in time.

Claire Farrington: Okay, and that was because of the absentee ballot.

Participant 5: Yeah.

Claire Farrington: Cool. If you feel comfortable sharing, would you consider yourself more liberal or conservative?

Participant 5: I am more liberal.

Claire Farrington: How, if at all do you think this influences your voting?

Participant 5: I think that it does influence, I don't know. So, in high school, well, grade school, growing up my family was always Republican and then that has changed recently. It's more the whole picture of human rights versus financial reasons. So, because that little shift happened, then everything that's going on, I feel like I understand there is big importance behind voting, and the issues can be very big, or they can be "Oh, this could lead into something else that could lead into that". I can see farther down the line, like, the effects of my vote and I just feel pretty passionate about those decisions to be made. So, I want to do everything in my power to make a difference.

Claire Farrington: Yeah, awesome. Thank you. Overall, you've kind of touched on this, but to hear from you, how important do you perceive voting to be?

Participant 5: I think it's really important. And the more that you're educated on it the more you realize how important it is. And I also think it's really important because my sister she works on legislating bills and stuff in like the Ohio House, for women's rights to like medical treatment versus like them having to pay for it themselves. Type of thing. And I just think that there are so many things that having a voice and voting, can like impact. I see that through my sister, through my mom, like working at the polls. And it's just like, I don't know, I think it's super important. I think everyone should do it, but they have to have like the right resources to do so.

Claire Farrington: Right. I didn't know that about your sister that's really cool. Does she work for the government or?

Participant 5: No, she works for a nonprofit for breast cancer treatment so she's always lobbying to get more access for people.

Claire Farrington: She's probably really busy right now because it's legislative session.

Participant 5: Yeah.

Claire Farrington: That's really cool. Do you intend to vote in the next election? I think the next one is the February primaries.

Participant 5: I do, indeed.

Claire Farrington: Awesome. Thank you. Well, that's pretty much all the meaty parts. So I'll just ask if you a few little ones. How long have you attended Butler?

Participant 5: 4 and a half years.

Claire Farrington: And what's your major?

Participant 5: Health sciences with PA as well.

Claire Farrington: Are there any other comments? Or anything else you want to say about any of the content we've covered? Or other thoughts relating to this interview?

Participant 5: I just think that it's very important that you're like shedding light. I'm looking forward to reading your final thesis. I think it's really important.

Claire Farrington: Thank you.

Participant 5: It'll be interesting to see what you come up with.

Claire Farrington: it's gonna take some work, but hopefully, I'll at least be able to come up with some recommendations. Cool, well, that is all I have for you. Thank you for helping. I'm gonna be using the transcriptions to code a little. And if you decide that you don't want any of this to be used, just let me know, and I can remove everything. Otherwise, I'll use pseudonyms, so nothing you say will be connected to your name. Okay, thank you so much!

Participant 5: Of course.

## **Appendix 9- Participant 6 Interview Transcript**

Claire Farrington: Okay, let's do it. How old are you?

Participant 6: I am 21.

Claire Farrington: Nice, and what year level are you in a Butler?

Participant 6: Senior.

Claire Farrington: Cool, how long have you lived in Indiana?

Participant 6: 3 and a half years.

Claire Farrington: Where did you go to high school?

Participant 6: I went to high school at Kingsley High School, and then Interlocken and Arts Academy.

Claire Farrington: In Michigan?

Participant 6: In Michigan, yes.

Claire Farrington: Oh, yeah, awesome. Did you take any other AP or non-AP classes like Government, American History, Civics, or anything like that?

Participant 6: I took a politics class, but that was about it. Other than, like, the U.S. History and things like that throughout high school.

Claire Farrington: With the U.S. History, was that like a core requirement or something?

Participant 6: Yes.

Claire Farrington: Okay, cool. Since turning 18 roughly, how many State or National elections have you voted in? It can be a complete estimate. I don't expect you to know the exact number.

Participant 6: I think. Just the presidential one. I did the 2020 presidential one.

Claire Farrington: Cool, alright. So I'm just gonna ask you for a couple of definitions. And then I'm gonna ask a little bit more about your high school experience. How would you describe the concept of civic education?

Participant 6: Like knowing how to live in or learning how to live in like the political culture and everything in the country.

Claire Farrington: It's whatever you think! How would you describe your experiences with civic education?

Participant 6: Let's see. Sorry, it takes me like 2 secs to think. I would say my political class helped me learn the most because you were learning about politics and voting, and how the government works. Things like that. So I feel like that's where I learned the most.

Claire Farrington: Can you think of or are there any other settings in which you've learned about civic education, this doesn't have to be like traditional school, but any other places or people?

Participant 6: I would say, my family. And then people around me, people talking about politics and like encouraging people to vote, and everything like that.

Claire Farrington: Cool so would you be able to describe some of the things that you talked about in your history and politics classes?

Participant 6: The history classes were basically from like the beginning of the United States, like the development of the Constitution, Bill of Rights, all those kinds of things. And then we went from then until like 9/11 is when we stopped time-wise. So, anything throughout that I feel like we learned a lot about. And then, I mean we learned about how the U.S. was involved in different wars and things like that. And then the politics class was developing your own opinions and like learning about different sides and voting in different states. Yeah, things like that.

Claire Farrington: And then what were some of the things, you mentioned your parents, so like the people around you, what was some of the things you learned from them?

Participant 6: The practical, like actual learning how to vote. Like getting the, what are they? The ballots? And like, you're not in the state. Yeah, absentee ballots. I mean, I would say a lot of political views like when I was younger came from my parents so in that sense, I guess they were like teaching me their beliefs. Yeah.

Claire Farrington: cool. What are some of the things you wish you had learned in your history or politics classes?

Participant 6: Oh, jeez. I mean, I feel like a lot of the history stuff that we did learn, even before high school and stuff, left out a lot of things or didn't take in multiple perspectives. They're just like dated, I guess. I don't know. I feel like I liked what I learned in my politics class. That like opened, I don't know, I saw a lot more different like topics and ideas and things like that when I was in my first high school.

Claire Farrington: Were they instruction in the politics class? So, for example, was it heavily lecture-based, or activity-based, or discussion based?

Participant 6: It was pretty discussion-based, we all sat kind of like around the classroom where we could see each other pretty well. We'd have a little bit of lecture, but most of the time I feel like we'd bring up a topic that kind of is relevant for the class, and like things that we'd been learning about, and then everyone would be open to discussing their ideas, I feel like it was pretty good, as far as allowing everyone to share their opinions. I mean, I would say, the majority, at least, the teacher was very open to different ideas. Yeah, mostly discussion.

Claire Farrington: Awesome. Thank you. Okay. What role do you think high schools and colleges should play in providing civic education opportunities for students?

Participant 6: I think they should be more encouraging, especially when you're turning 18, getting you able to register to vote. And like learning all the things that you need to do and bring with you, and how to get absentee ballots, especially if a lot of people are going to college, and like making sure people get them in a timely manner, so they can actually vote. I don't know, just learning about how to do that and then also explaining, cause a lot of the things that you are voting on, at least law-wise, I feel like isn't very easy to read, so like teaching people how to understand what you're actually voting for.

Claire Farrington: Yeah, awesome. And the first part you're saying just to clarify, you mean, like the physical process of going to the ballots like casting your ballot everything you need to do that?

Participant 6: Yes

Claire Farrington: Where or how did you eventually learn to do that? If it wasn't in those classes.

Participant 6: I asked my mom, like how to do it. And then also, just the online thing. I mean, we have the website for your state that like tells you how to do it. It's, yeah, they're usually kind of hard to navigate, the websites I found, but that's pretty much how I figured it out.

Claire Farrington: Oh, thank you. Okay, we're gonna talk about civic engagement and voting now. So how would you describe the term civic engagement?

Participant 6: I mean. I would say, like voting and paying attention to politics, and I mean your state, and then the country as a whole, I guess. I don't know.

Claire Farrington: Well, that's great. Thank you. How, if at all, do you think your interpretation of civic engagement, how you just explained it, changed since coming to college?

Participant 6: I mean, I feel like it's kind of stayed pretty similar. I feel like that was kind of my view in high school. I mean, I feel like as I've got, I mean it just doesn't show in like how much I voted, but I feel like I learned that it's more important. I've learned that compared to other areas, like countries around the world and stuff like that, and how much of a big deal it is the United States to get up and vote on things.

Claire Farrington: Yeah, like an appreciation for voting as a right.

Participant 6: Yes, that. And just, I mean maybe it's just like the locations I have been in, but I feel like people put more of an emphasis on it, or I'd notice that as I've gotten older, and gone to different places. But yeah.

Claire Farrington: Yeah, people care different amounts. How do you understand the relationship between civic education and voting?

Participant 6: I mean, I would think that the more you know about it and understand the term the more you would do it. I feel like when I was in the politics class, I mean, partly because it was required, but I feel like I was more engaged when I was learning about it. I feel like the more you learn about it the more you find it interesting, I guess. I don't know. And then like if you're actively learning about it, the more engaged you are.

Claire Farrington: Yes, yeah, cool. How do you think your high school classes, the ones that we've been talking about have prepared or failed to prepare you to feel ready to vote? We kind of already talked about it, but yeah, if you could just expand on that.

Participant 6: I think, maybe I'll say like, if I had stayed at my first high school I wouldn't have had the political class that actually like opened me up to like politics and things like that. Politics weren't really discussed that often, and we learned about history and things like that. But I feel like I would still not care very much if I had stayed there. So, I guess I could have been failed if I had stayed and not learned about it.

Claire Farrington: Yeah. And that politics class was compulsory at the second school that you went to, but not at all schools in like your State? Is that right?

Participant 6: Yeah, I don't think if I stayed, because I went to the first school like the public school for 2 years, and then last 2 years I went to the other school, where I got to take the politics class and that was optional. Yes, yes, oh shoot! I forgot my train of thought. Sorry, I forgot I was talking about.

Claire Farrington: That's okay. The politics class and you probably wouldn't have had that at your first high school.

Participant 6: Yeah. Yeah, I do think that's I learned the most about like anything civic engagement, education, whatever. Yeah. I mean, I do think it's good to learn about like history and stuff like that, that's important, too. So, I mean, that was good,

Claire Farrington: During elections. What are your reasons for voting, and then reasons for not voting?

Participant 6: So, in the past the reason I haven't voted was like I didn't get my ballot, I didn't do that soon enough, or it didn't come in the mail. So that was why I didn't before, why I haven't since the presidential election. Reasons for... I feel like it's good to know about what's going on, and changes that can be made and things like that. Especially when you're like, that's gonna be the things that actually get into the system in society. Like as we're getting into society more they affect like this, we got our futures. So like, yeah, having a say in your future.

Claire Farrington: Cool. Did you vote in the November election of last year? I think it was like an off-year election.

Participant 6: Oh, yeah, I don't remember what they called it, but I did not.

Claire Farrington: And was that because of something to do with the absentee ballot, or something different?

Participant 6: The ballot.

Claire Farrington: Cool? Overall, how important do you perceive voting to be?

Participant 6: I would say pretty important. I mean, I've also learned about a lot of ways, so like in one of my college classes, it was constitutional law last semester, I learned a lot about how difficult it is to make changes to like at least the constitution and national memory and things like that. So, I mean, I feel like at the very least, voting is like a way to do that. So pretty important.

Claire Farrington: Hmm, yeah. What else did you learn about in the constitutional law class?

Participant 6: We learned about like mostly the Bill of Rights and amendments and how those kind of came to be. Like different core cases. Yeah, because most of the way certain laws and things like that changed that we learned about were through court cases. We also talked about how the process of changing a lot just takes so long. Yeah, different things. We talked about the current things like the right to abortions and health care and things like that.

Claire Farrington: Nice. And was that like a core requirement for your major?

Participant 6: For my minor. Yeah. Well, actually, no, no, no. Sorry, that was an elective course that I could take.

Claire Farrington: Cool. Yeah, nice. Do you intend to vote in the, I think, the November election?

Participant 6: Yes.

Claire Farrington: Okay. sweet. Well, honestly, that's pretty much all the main stuff. I just have a few little extra baby questions to finish up. How long have you attended Butler University?

Participant 6: 3 and a half years.

Claire Farrington: Nice! And what's your major?

Participant 6: Dance and Arts Administration. Well, I guess Dance/ Arts admin, and then the minor is business law.

Claire Farrington: When do you plan to graduate?

Participant 6: This May.

Claire Farrington: Now that you brought up that your minor is Business Law, I might just ask you a little bit more about the classes that you've had to take to get that minor apart from Constitutional Law.

Participant 6: Yeah, I took like Accounting, Economics. Let's see, I had taken a Business Law class, a Business Ethics class, then a Pre-Business Law class, I don't remember what it was called, but there's like base principles and whatever. Something like that.

Claire Farrington: Were the Business and Constitutional law classes similar or different?

Participant 6: They covered very different areas in law. A lot of the things the business law had to do with contracts and land ownership, and those kinds of things. The Constitution was like the country as a whole. Yeah, a lot of the business stuff we learned about Indiana law and just like thought processes from the business owner's perspective of things you need to watch out for and make sure you're doing.

Claire Farrington: Nice. Well, that is honestly all I have for you. I hope it was relatively painless. Do you have any thoughts or comments, comments on anything that we've gone over? Anything you want to add?

Participant 6: I don't think so.

Claire Farrington: Well, as I said, I'm gonna use the transcription to code but I'm gonna use pseudonyms, so your name won't be connected to any of the information. And once again, if you change your mind and don't want it to be used, that is more than okay. Just let me know. Thanks so much for helping me out.

Participant 6: Yes, of course. Anything for you.

Claire Farrington: I'll see you later tonight.

Participant 6: Yes. bye.

## **Appendix 10- Participant 7 Interview Transcript**

Claire Farrington: Okay. We will start with a couple of easy ones. How old are you?

Participant 7: I'm 22 years old.

Claire Farrington: Nice, and what year level are you in at Butler?

Participant 7: I'm a senior.

Claire Farrington: Cool. How long have you lived in Indiana?

Participant 7: 22 years.

Claire Farrington: Nice. So, you went to high school here and everything?

Participant 7: Yes, I went to the International School of Indiana over on Michigan Road.

Claire Farrington: Nice, that's so close. That's cool.

Participant 7: Well, and the elementary school was right here on campus as well. So, I have pretty much have been right here.

Claire Farrington: Nice. Well, I feel like you might have some different answers to a lot of the other people because I'm assuming the international school has a different curriculum so this could be interesting. I don't know if this question actually applies but I'm gonna ask anyway, did you take any, doesn't have to be AP, but any kind of Government, American History, World History, or Civics classes at high school?

Participant 7: Oh, in high school we did something about like the French Revolution and had to do a like a simulation of King Louis court thing when the guy's head was chopped off. I was one of his attorneys or something. And then in that same class, we did, I think I was some sort of seat in the Senate, and we were arguing topics but truthfully, I don't remember anything about it. It was like a little 2-month unit, maybe. Then I did take IB Business in my Junior and Senior year if you count that as an economics class. But it was mostly focused on businesses, not the political side of it.

Claire Farrington: Okay, have you taken any kind of political classes in high school or college?

Participant 7: I'm currently taking a class called Freedom and Movement across the transatlantic. And yeah, our first couple of days we were talking about some of, and I don't really know, I should have paid more attention, we were talking about some of like the basic ideas of like Socialism and stuff, some like the original Liberals.

Claire Farrington: Cool? Is that your GHS?

Participant 7: Yes.

Claire Farrington: Nice. Alright since turning 18, are you able to roughly estimate how many state or national elections you voted in?

Participant 7: 0

Claire Farrington: Okay. And how would you describe the concept of civic education?

Participant 7: I mean it's like knowing, the systems of the government, the hierarchy structure is probably important, and maybe the topics of power that they each control.

Claire Farrington: How would you describe, like your own experiences with civic education?

Participant 7: Well, in fifth grade we had a unit about like the structure of the Government, and how decisions are made, and all that truthfully. I couldn't tell ye how it all works. I didn't pay that much attention in that unit. It didn't interest me. Could you repeat the question? So, I know where I'm going with this.

Claire Farrington: How would you describe your experiences with civic education?

Participant 7: My experiences of civic education. Oh, I would say that my school maybe was a little bit pushy with some ideologies, like, I know teachers aren't necessarily supposed to share their personal opinions and stuff, but especially like being an international school most of my teachers were foreign. So, throughout high school, there were a lot of opinions thrown around the immigration policies under Trump. Then also before that, like for the 2 elections when Obama won, we did like a little mock election in the school where everybody got to vote. Then we picked the winner at the end and found out at the end of the day. But it was like everybody was pushing each other to vote for Obama. It was like a little cult and if you didn't join in you were the out-group. And like I was. I was talking about this a little bit, it was like, especially in first grade, it's kind of funny to look back on because I remember specifically thinking, "Huh. Obama probably looks like George Washington 'cause he's gonna be the President". I had never seen the guy, so I assumed he looked like George Washington because that's what Presidents look like.

Claire Farrington: Nice. That's cool that they did some role-play stuff. Interesting. You mentioned you felt as though some like the teachers might have been pushing their beliefs, do you think that influenced your beliefs at all?

Participant 7: No, not at all. If anything, it just kind of made me a little bit quieter on the topic because I wasn't looking for an argument.



Claire Farrington: Yes. Do you discuss politics or government, or proposed bills, or anything of the sort with your family or friends?

Participant 7: I mean, if it's brought into the conversation and I have any kind of opinion I may share it but I'm never gonna bring that kind of stuff up. It really doesn't interest me, and usually I don't even know what's happening until it's already happened. I don't really keep up with all that, unfortunately.

Claire Farrington: That's fair, is there anything that you wish you had learned in like any of the classes that we've been talking about?

Participant 7: I don't know. I feel like it'd be cool to learn all of the rules behind the economics. That's why I took the business class. I thought we'd learn more about that, but it was a lot more like private business and how to run a business and all that.

Claire Farrington: Interesting, not like large scale?

Participant 7: Yeah. Like, how does it work that the U.S. is in a ton of debt? Where does it go? How do they get it back? I don't know.

Claire Farrington: Yeah. Interesting. Nice. What role, if any, do you think high schools and colleges should play in providing civic education opportunities for students?

Participant 7: Yeah, I think it's just important that they stay like, what's the word? Impartial. It needs to be based on like any information they're giving up is facts on rules, or like being very rigid about showing both sides of every coin, so everyone is capable of making their own informed decision rather than feeling pushed either way.

Claire Farrington: In terms of choosing certain candidates, are you talking about this in the context of voting? Or just like in general.

Participant 7: Yeah, like choosing candidates. Or even just like choosing on certain topics whether you affiliate more right or left. Just like understanding where one side comes from on their ideology, and where the other side comes from on their ideology, I guess. Yes. So having multiple perspectives at all times teaching.

Claire Farrington: Awesome. Yes. nice. Okay, a little similar, but also a little different. How do you describe the term civic engagement?

Participant 7: Probably it'd be like not me. You know, actually paying attention to what's going on, knowing if there's an election coming up and voting in it. Then you're engaging with civics. I don't know how else you would engage with civics outside of the voting structure, or just showing your support for candidates or decisions throughout the years.

Claire Farrington: Yeah. How do you understand the relationship between civic education and voting.

Participant 7: I mean ideally, your civic education would prepare you to vote in accordance with your beliefs.

Claire Farrington: Nice. Would you be able to expand on some of the reasons why you typically don't vote?

Participant 7: Yeah. Like I said, I just don't pay enough attention. Usually, I'll get a text from my mom that the polls close today, and it's like, I go to work, and I have to hit the gym, so I'm not voting in addition to it. Yeah, I just don't. It's not something that interests me, so I don't pay much attention.

Claire Farrington: Yeah. That's fair. If you got more information earlier to be able to vote, would you consider it? Or is like the primary factor interest?

Participant 7: Yeah, my guess is if somebody laid all the information out on a silver platter for me to take in, probably increase my chances of voting. I can't guarantee it because I haven't tried that.

Claire Farrington: Thank you. If you feel comfortable sharing, would you consider yourself more liberal or conservative?

Participant 7: Probably more conservative. Definitely not a very far right, more centrist I'd like to think. But yeah, more on the right side.

Claire Farrington: How? If at all, do you think this influences your voting participation?

Participant 7: Well. Like I said before, a lot of times I try and just kinda stay out of conversations or stay quiet because I feel like I'm often surrounded by people that don't necessarily agree with my beliefs. And at least in recent years, that can kind of cause hostile environments. A lot of people, if you don't agree with them, they don't wanna talk to you or they'll be outwardly angry. That was especially the case at my high school, granted during those 4 years with Trump, everybody was mad. So that kind of made everybody a little extra vocal. Yeah. Sorry, what was the question?

Claire Farrington: How, if at all, do you think your political leaning influences, your voting participation?

Participant 7: Right. Yes. So, because I often feel like surrounded by people who don't necessarily agree with me fully, I just have stayed out of it, and that's led to the lack of interest and the lack of information, and I don't vote.

Claire Farrington: You mentioned that, specifically in your high school, a lot of the time you wouldn't feel comfortable sharing your opinions because you disagreed with other people. Is there anything that you can think of that high schools or colleges can do to better facilitate those discussions and be more open? You mentioned that staying impartial was a big thing, but can you think of anything else?

Participant 7: I don't know. I mean, if anything, it could be a good idea for, like, Heck! They could have the staff go up, and maybe this is a terrible idea because now the staff is getting involved in demonstrating beliefs potentially. But if the staff were to have a debate between themselves as if they were candidates, or just regular people discussing and show how to have an open-minded and courteous discussion while disagreeing. Because I feel like a lot of the people in my high school were very into politics, they were watching all the debates. They were watching all the people online talking about the debates and that's where you see a lot of the aggression. And so, it's all learned stuff from online. They're not just like that like they're probably not born like that. It's a learned activity to be aggressive like that so demonstrating how to engage in these conversations like a normal person could maybe help.

Claire Farrington: Yeah. And that would help you and perhaps other people in your position feel more comfortable sharing your own opinions?

Participant 7: Maybe. It's an idea.

Claire Farrington: Yeah, I like it a lot. It makes a lot of sense. I wish people were able to engage in those discussions more frequently, but I also wonder if, and this is just me thinking about what you're saying, you know those mock debates where you're given a side to be on, and you don't get to choose, so like it might be completely opposite to what you feel, and what your beliefs are? But you have to argue it anyway. I always think that there's such a good way to get people to see things from another perspective.

Participant 7: That's a good point. Yeah. You can have the debates where you're forced to argue from what normally would be your opponent's side of the story cause then you have to think like them and that would generate some sort of empathy. And that's a big part of it as well.

Claire Farrington: There was something else that you said... Oh yeah, you mentioned, your peers and that you felt that they were learning a lot from social media. Do you think that's, from your perspective, a pretty common experience?

Participant 7: Yeah. I mean, social media is the news. Now nobody watches the news unless they're old, as far as I'm aware. So, you get your news from social media. Social media is all, in short form so it's meant to be aggressive and exclamatory. And so, they're gonna pick up that in their everyday expression. There's probably a lot of psychology research involved in that kind of stuff.

Claire Farrington: Ever since TikTok and stuff like that, it's crazy how much information people are taking in, but you don't know how valid or reliable it is.

Participant 7: Right. And also, like how much you're actually taking in when it's in those small snippets. It's almost over-stimulating at a certain point. Yeah, I've tried to get off a lot of that.

Claire Farrington: Me, too. The only social media I really use is Instagram. Even then I'm still trying to limit my use of that. I'll catch myself in the reels looking at plants a little too often.

Participant 7: Yeah, the reels are just as bad as the TikTok. I got my mom hooked on reels and now I get I get 20 dog videos a day.

Claire Farrington: I do appreciate being sent a good reel or memory, but also half the time I just open and close them without actually looking at them. Okay, I feel like you've alluded to this a lot, and I like what you've been seeing, and how interested or disinterested you are in voting. Would you be able to, I guess, clarify how important you perceive voting to be?

Participant 7: I think it's very important, which is kind of funny, considering I don't vote. I wish that I cared more about voting, I just have so many other things that are important to me in my day-to-day life that it's so far on the back burner. I mean, obviously, we're in a democracy. If people don't vote, then their opinions aren't heard, and our leader won't be a proper representation. If anything, that is also part of why I don't vote. I don't see myself reflected in the candidates, at least the ones that have any chance at winning.

Claire Farrington: And is that true for all elections or just local, just State, just national, or across the board?

Participant 7: Again, I haven't paid enough attention, I haven't paid enough attention to the local ones. If anything, those are the ones that I'd be more likely to vote in because they also are more likely to have a greater application to my life with me being in Indiana.

Claire Farrington: Yeah, like a more immediate effect on you and your family. Do you intend to vote in the next State or national election?

Participant 7: When is that?

Claire Farrington: I think there's a primary in February, and then the Presidential is in November, I believe.

Participant 7: What's a primary?

Claire Farrington: The primary, I'm not exactly sure how it works here, but I think it's to narrow down the candidates for the Presidential election.

Participant 7: Oh, that makes sense. I do feel like I remember people were voting for President, and then it was like, all of a sudden, they were voting again. I was like, "Wait! I thought we already did that". When is the next one for like the locals, you know? Or did I miss it?

Claire Farrington: I don't know. I know there was an off-year election last November, but I don't know when the next local election is.

Participant 7: I'm sure I'll get a text from my mom.

Claire Farrington: Well, you know, that's pretty much all of the big meaty stuff. Do you have any other comments or thoughts on like anything that we've discussed that you want to add?

Participant 7: I don't think so.

Claire Farrington: Cool. Alright then, we'll just finish up with a few more easy ones. How long have you attended Butler University?

Participant 7: This is year 4.

Claire Farrington: Nice. And what's your major?

Participant 7: Biology and Spanish double Major with a Chemistry Minor

Claire Farrington: Wow! So much going on. When do you plan to graduate?

Participant 7: I'll be walking in May, but technically graduating in August because I'm going to Panama with Dr. Balani on their tropical field biology trip as the Spanish translator for my last 3 Spanish credits.

Claire Farrington: That is so cool, oh my Gosh. That's at the start of summer?

Participant 7: It's like one week after finals, I think. I want to say, it's 2 weeks.

Claire Farrington: That sounds absolutely incredible, I would love to hear all about it. Aside from that, I know you've had a long day, so I'm not gonna keep you any longer. Do you have any feedback for me regarding anything that we've discussed, this interview, or anything else?

Participant 7: Good interview.

Claire Farrington: Thank you. You were very helpful. I loved chatting. It's always interesting to talk to people about stuff that you don't normally talk to them about because you really do learn a lot. Cool. Thank you so much. I'm gonna use the transcription to do my coding but I'll use a pseudonym, so your name won't be connected to anything you've said. And again, if you decide that you don't want any of this to be used, just let me know. It's not a problem.

Participant 7: Sounds good. Good luck with your writing your paper.

Claire Farrington: Thank you. Thanks for helping. See, you.

## **Appendix 11- Participant 8 Interview Transcript**

Claire Farrington: So, there's absolutely no wrong answer. Okay, let's do it. How old are you?

Participant 8: 21.

Claire Farrington: And what year level are you in at Butler,

Participant 8: Senior.

Claire Farrington: How long have you lived in Indiana?

Participant 8: Almost 4 years.

Claire Farrington: Nice? Where did you go to high school?

Participant 8: Nequa Valley High School in Naperville, Illinois.

Claire Farrington: Oh, okay. Did you take any Government, American History, or Civics classes at high school?

Participant 8: I took American History, and then I also took Government, but that got canceled because of Covid.

Claire Farrington: Okay. Since turning 18, roughly how many State or National elections have you voted in?

Participant 8: One.

Claire Farrington: Cool. How would you describe the concept of civic education?

Participant 8: Civic education is just, I would say, the concept of doing your duty within society.

Claire Farrington: What does that like duty include?

Participant 8: I would say, voting is one of them. Working, I would say being kind to people is another one. Personally, I think that is really important. That's all I can think of.

Claire Farrington: How would you describe your own experiences with civic education?

Participant 8: I would say they've been good, but I definitely feel like I could have been taught more. Personally, it's not like it was really touched on that much in schooling. I would say, it was more of a thing that was taught by your parents, siblings, or friends.

Claire Farrington: Do you think that, based on your experiences, or maybe conversations that you've had with friends, do you think that is also true for your friends?

Participant 8: Yeah.

Claire Farrington: So, you kind of briefly touched on it. But how do you perceive the impact of your high school classes, that Government class which got canceled, or the American History class, on your civic education as a whole?

Participant 8: The idea of a couple of different viewpoints but I would say those viewpoints are from our own. Now that America is more diverse, I would say it's important to keep up with different virtues and other people. So, I think it'd be important to incorporate those views in just the duty of an American citizen.

Claire Farrington: What were some of the things that you learned about in your History class, and Government if you learned anything before it got canceled?

Participant 8: In Government, we just learned about the concept of voting, and that you have the right to vote and that it is essential that you vote because if you don't vote that means other people probably don't vote either. And you're not getting the, I would say, values or thinking of everyone as a whole, you're only getting a select group of people.

Claire Farrington: Mm. And then your history class?

Participant 8: In the History class we kinda just learned about the history of the U.S. and just how we became a democracy and how, to this day, it's important that you vote. I know voting rules and laws have changed over time. But those were definitely touched on in that class, how everything's changed.

Claire Farrington: Is there anything that you wish you had learned in either of those classes?

Participant 8: I know we were told to vote, but I wish we would learn the absolute importance, like that it's very essential to vote. It wasn't like on the front burner about being able to vote but I think it should be definitely front and center.

Claire Farrington: Like more of an explanation on why you should vote?

Participant 8: I think that other people could know that as well. I feel like some people are like, "I don't care. I'll just push it aside".

Claire Farrington: Okay, cool. What role do you think high schools and colleges should play in providing civic education for students?

Participant 8: Personally, I think high school should teach it more than colleges because you're younger and your mind is still developing. I think that if you're taught at a younger age, I think you'll use those skills and learnings that you obtained later on in life. You'll kind of get more use from them and you'll be comfortable with the decisions you make.

Claire Farrington: Do you think there have been any other settings or things that have contributed to your civic education, aside from school?

Participant 8: I would say social media definitely does a little bit. I mean, depending on what side you're on, or what you believe in, you've listened to those people, and they kinda contribute to, I would say, the role that you should have in the community and what your duty is, or what your job is.

Claire Farrington: What role do you think social media should play in civic education?

Participant 8: Even me, like it's impacted me. And I definitely think it has other people as well.

Claire Farrington: In what ways has it impacted you?

Participant 8: I would say that like with civic engagement, like depending on what you listen to, that's really only what you're gonna listen to and only what you're gonna believe in. You don't see everything and there's just more to what you believe in. More people believe in other things, and those should be learned and comprehended by all.

Claire Farrington: And you feel like social media doesn't do a good job?

Participant 8: Social media goes to whatever side.

Claire Farrington: Yeah. Oh, it's crazy what they can do with those algorithms. Is there anything that you wish you could learn from social media?

Participant 8: I would just say, other people's perspectives. Yeah.

Claire Farrington: So, just more access to different viewpoints. Okay, cool. This is a very similar term to civic education so it's okay if the concepts overlapped overlap. How would you describe the term civic engagement? And I know you've already mentioned it a couple of times as well.

Participant 8: I mean just the duty that you have and how you interact with others in the community and what you can contribute.

Claire Farrington: Has your interpretation of that term changed at all since coming to Butler University?

Participant 8: I would say definitely. I mean high school, my town, I've grown up with those people and we kind of have very similar perspectives. Then when you get to college you hear more things and you meet a variety of people, you meet people from different countries. So, I would say yes, it has changed. Hearing more or hearing what it's all about and the many aspects that contribute to it.

Claire Farrington: Do you think your understanding of the term civic engagement is similar or different to your peers, and why?

Participant 8: I would say it's more similar to my peers. I feel like as you grow up you kinda develop similar personalities and similar interests. Once you do that you kind of develop the same viewpoints on things and different concerns, agree with different groups more than others. So, yeah. Very similar.

Claire Farrington: Thank you. Okay. How would you explain, or how do you understand the relationship between civic education and voting?

Participant 8: Can you say that again? My house is screaming.

Claire Farrington: I can hear that. What's going on over there?

Participant 8: Playing 2 K.

Claire Farrington: Oh, nice.

Participant 8: Yeah, sorry.

Claire Farrington: Oh, no, it's all good. How do you understand the relationship between civic education and voting? Or do you think there's a relationship between civic education and voting?

Participant 8: I think there is a relationship because I feel like our elected officials have the power to address public concern and deal with it. So, I think voting and the education that we receive are very similar because whatever you have learned can then be passed on to whoever you vote for, or whoever was voted for. So yeah.

Claire Farrington: So, you think that it can help like inform voting decisions?

Participant 8: Yeah.

Claire Farrington: Cool. How do you think your understanding of civic education influences your voting?

Participant 8: I mean, I would say I've had a pretty similar and constant viewpoint on civic education my whole life and I feel like it's kind of remained the same with voting, even though I've only done it once. I feel like to this day it's still very similar. Yeah, my education has kind of just remained the same.

Claire Farrington: It's okay if you don't, do you have like a rough timeline of which election you voted in?

Participant 8: 2020.

Claire Farrington: Nice. What were some of the reasons why you voted in that election?

Participant 8: I would say I voted because it was the first time that I was really able to vote for something big. I feel like it was important to just get my vote out there and I feel like if everyone thinks that way, that each vote definitely matters, things will be able to change. But yeah, just my first time being able to vote, I was kind of excited for it, and to see if my decision could make an impact.

Claire Farrington: And in some of the other elections since then, what are some of your reasons for not voting?

Participant 8: I would just say I'm in Indiana, I haven't really gotten the Illinois papers. I haven't really been paying attention to like governor, or mayor, or senator, or Representatives cause usually those come in the mail. I haven't really put that to the forefront, I've kind of been focusing on school. Hopefully, this is picking up my voice.

Claire Farrington: Yeah, I'm sure. It usually does pretty well. So just to make sure that I understand you correctly, you mentioned 2 things: one of them was that you're in Indiana which means that you would have to do an absentee ballot, and then the other was that you don't necessarily have information on candidates.

Participant 8: Yeah, cause I'm not at home.

Claire Farrington: Yeah. And do you feel like if you were at home, it would be easier to access that kind of information?

Participant 8: I feel like it definitely would because, I mean, if I'm driving around town, I would see signs with people that are running. I feel like looking at propaganda and information signs definitely contributes to your own thinking especially when you're at home. I see it all the time in Indiana but I'm like who is that person?

Claire Farrington: Yeah, that makes sense. If you feel comfortable sharing, would you consider yourself more liberal or conservative?

Participant 8: Conservative.

Claire Farrington: How, if at all, do you think this influences your voting participation.

Participant 8: I would say it is more important because I feel like being a conservative right now, I feel like things aren't going the way that we, as Conservatives, think they should. So, I think that we care a little bit more that we want to see things the way that we want them to go. So, I would say that it's kind of more important now. Yeah. I feel like that's kind of the same for all people just like, if things aren't going the way that you think they should, I feel like that would kind of prompt you to vote even more, even though you should regardless.

Claire Farrington: Right. And by all people you mean people on both sides of that continuum?

Participant 8: Yeah.

Claire Farrington: As a whole how important do you perceive voting to be?

Participant 8: I think it's important. If you don't vote there could be other people doing the same thing, and you're not getting everyone's opinion. So, I think everyone should vote, even if you are one vote out of millions of votes, it still matters.

Claire Farrington: Does the type of election influence your likelihood of voting, for example, are you more likely to vote in a Presidential election than a Local or State election?

Participant 8: Are you saying right now? Or just in general? I mean obviously right now, like I mentioned earlier, I feel like the Presidential one was more important, just because I was at school, and I didn't have the time, but I would say they're all equally as important. The lower the election, so the mayor or representatives, have the ability to do something within your community, and they can kind of shout you out when they're in Congress instead of the President just addressing the State as a whole. So, I would say they're equally as important, but for different reasons. Yeah.

Claire Farrington: So, to just make sure that I'm understanding correctly local is important because the people that get elected, and what they say and do can like directly influence you. Presidential is important, on a larger scale.

Participant 8: Yeah.

Claire Farrington: You mentioned earlier some issues with getting access to information about candidates, ballots, elections, and all that kind of thing. Is there anything that you can think of that would improve your access to that? Or is there something that would help you to be able to get that information, or somewhere where you wish you could get that information from? That was a lot of questions.

Participant 8: I would say maybe reading newsletters from your hometown. Maybe while you're at school, or like the Presidential election, I had my mom send me my absentee ballot from home. I feel like it's not her duty to send it to me, I feel like it's my duty to ask her to send it to me. I feel like I should have been able to, or I should have had her send me the other local ones but there's no point in voting if you're not really informed. I would say you have to make an informed decision you can't just blindly check whoever you think you want. But I would say, just reading newsletters.

Claire Farrington: Does it matter where those newsletters come from?

Participant 8: I would say they would have to come from my town.

Claire Farrington: I missed this one, but I think it's important. How do you think your high school classes, so what you did of the government class and the history



class, prepared or failed to prepare you to feel ready to vote? How did your high school classes prepare or not prepare you to feel ready to vote?

Participant 8: I feel like they did an okay job with it. I mean, at the time most people aren't 18 in your last year. College, I mean, second semester yeah, but we didn't have one, so it was kind of hard to be informed about that but they kind of touched on it generally. I would say they touched on the concept, but not kind of the specifics. I would say the specifics are kind of learned from those that you spend the most time with.

## **Appendix 12- Participant 9 Interview Transcript**

Claire Farrington: Alright. Let's do it. I'll start with a few easy ones, and then we'll work into the bigger stuff. How old are you?

Participant 9: I'm 19

Claire Farrington: Nice. And what year level are you in at Butler?

Participant 9: Sophomore.

Claire Farrington: How long have you lived in Indiana?

Participant 9: 2 years

Claire Farrington: Nice, and where did you go to High School?

Participant 9: Minnetonka, Minnesota.

Claire Farrington: Nice. Did you take any Government, History, or Civics classes in high school?

Participant 9: I'm trying to remember. I took a few history courses. I think I took one that was like ancient civilizations through 1,500. And then I took APUSH as well.

Claire Farrington: And that's A.P. U.S. History? Nice. Since turning 18, can you tell me how many State or National elections you've voted in?

Participant 9: It's big, fat 0.

Claire Farrington: I can't imagine there's even been many since you turned 18.

Participant 9: Yeah. I mean, sure the small-time ones, but I don't follow politics and I don't really know about any small-time elections.

Claire Farrington: Okay, so how would you describe the concept of civic education?

Participant 9: Hmm. I think in general, I would say, civic education is learning about the system, you know, that we have here. Learning about your rights within that system. I mean, I feel like that's pretty much it. It's just yeah, it's how the government works, how things are run.

Claire Farrington: And by the system, what exactly are you referring to?

Participant 9: Well, I guess I would say just the government and all of the different branches of the government, how they interact with each other, how they're all regulated. You know, things like checks and balances, and that type of stuff.

Claire Farrington: Awesome. Thank you. How would you describe your own experiences with civic education?

Participant 9: I would say, not up to the level that I wish it was. I feel like, as much as I wish I did about how our government works, I feel like there was kind of the base level education that we got in elementary school where we go over the 3 main branches and what all their roles and responsibilities are and like I said, checks and balances. But I felt like after middle school, I don't think we really talked much about the government at least in the sense of how it is today. We maybe learned about how the government was in the past, but yeah.

Claire Farrington: You said you wish you knew more. What do you wish you knew more about? Or what are some things that you wish you knew?

Participant 9: Well, I mean when it comes to like, now I'm 18 and I can vote, and like I just mentioned, there's all these elections going on, and I don't even know really what they're for. You know, I know there's hundreds and hundreds of elected positions and officials, and I don't even know what probably half of their jobs are, much less what they do. And so, I feel like a lot of people talk about the right to vote as an important right, and to me, it feels like I'm not really exercising that right. Just because I don't know what even I would vote on, you know.

Claire Farrington: Yeah, for sure. It is so difficult when the States vary a lot as well, even just from one state to the other can be hard. How do you think your definition of civic education might be similar or different to some of your peers?

Participant 9: Hmm. It's hard cause I feel like civic education is such a broad term. I think it's open. Some would say civic education is learning to be a good person, others add within your community. Yeah.

Claire Farrington: So, it varies based on like, maybe broadness or specificity? Cool. How do you perceive the impact, I feel like the ancient civilization might be less relevant, but that history class and your AP U.S. History classes, let me rephrase. How do you perceive the impact of those classes on your civic education as a whole?

Participant 9: I'm trying to think, I mean both of them, they were both document-based courses. So, there was a lot of focus on analyzing, like firsthand, like letters and old government documents. Things like that. I think that definitely was like beneficial just to get more experience reading that type of language understanding, you know, what those different things mean when you're like looking through. I think to be honest it's given me a little bit less trust in the Government cause in a lot of the history courses we would go over things that are like common misconceptions. Things that are commonly thought to be, you know, different and just how easy it is for that information to be manipulated. And like even seeing in my AP U.S. History class, we would talk about how the American education system bolsters the U.S., throughout its history, you know, makes us look like the good guys in a majority of times. So, I don't know, I thought that was interesting to learn about at the very least.

Claire Farrington: Yeah, for sure. What are some other things that you learned about in those classes?

Participant 9: I'm trying to remember cause they were both 3 and 4 years ago now. Other than obviously learning the major events, I mean AP U.S. History, I felt was pretty politically focused, like it was a lot about learning about how the government was being run through the different courses of history. The other one, the ancient civilization one, it more focused on the migration of societies, where people moved throughout history, how each of these different civilizations rose and fell, and where people came from.

Claire Farrington: Nice. And you mentioned some of the things that you would have liked to learn about civic education as a whole, but was there anything more you would have liked to learn, in those classes specifically?

Participant 9: To be honest, no. I'm not really a huge history guy. I think it's ridiculous that I was required to take those classes, in my opinion. So, I don't know, I got plenty of history, in my opinion.

Claire Farrington: What role do you think high schools and colleges should play in providing civic education opportunities for students?

Participant 9: I mean, I don't know, in my high school at least our student government felt like it really didn't do very much at all. I never once saw something that I was like, "Oh, yeah, student government's putting that together, they're running this thing, or see some changes that they made in the school". So, I never had any inclination to join the student government, but I feel like that's an opportunity that would be great for learning about it. So maybe just giving student government more of an authority position, make it something that more people can participate in, or something.

Claire Farrington: Both the role and availability of positions for student governments? Cool. Are there any other settings in which you think you've learned about civic education?

Participant 9: I mean, I guess that comes back to how you define it. Cause certainly if you go with the definition of civic education, of being a good person within your community, I will say anything I volunteered for, right, like doing Top Soccer stuff, doing the philanthropy events with Delt, like finding ways to get involved in that sense. In terms of civic education relating to the government and how I kind of defined it, yeah, I don't think there's really been much outside of, you know, the little bit that I had in school.

Claire Farrington: Cool. Okay, so this is a similar term, but also can be different based on how you define it. How would you describe the term civic engagement?

Participant 9: So yeah, that to me, that one goes a lot more towards like the community. I don't think of government as much. Civic engagement is more along the lines of being a good person within your community like finding ways to get involved whether it's volunteering or, even I would consider joining clubs and doing things with your community as part of civic engagement.

Claire Farrington: And how has your interpretation of civic engagement changed since coming to Butler University? Or has it at all?

Participant 9: I don't think it's necessarily changed that much. I guess maybe being at Butler I've had a lot more opportunities to get involved in volunteering and like philanthropy-type events. So, I think it's maybe become more accessible to me to be civically engaged.

Claire Farrington: And where did you get most of those opportunities from?

Participant 9: The majority would be from Delt.

Claire Farrington: Cool. How do you understand the relationship between civic education and voting?

Participant 9: I mean, when it comes to voting, it's always best to be as informed as possible. I think with the civic education piece of that, as I mentioned before, understanding how our government system works, what all these different things mean, and how everything interacts with each other you can use all of that to make an informed decision when voting, you know. So, if there's someone that says they have such and such policy, if I'm educated enough to know what that policy actually means, you know, if they say they're making some change to Congress, and they're changing the number of seats, to know what that means would inform my decision.

Claire Farrington: So how did your high school classes, and I guess we can include the elementary class or middle school classes as well because you mentioned them briefly, but how did they prepare or fail to prepare you to feel ready to vote?

Participant 9: You know I mean, like, I said, I feel like in terms of voting for the President I'd feel pretty comfortable. I know, I think, enough about the Government and the Presidential position what I'd be looking for to make that vote. But where it comes short is like voting for a congressman or a Senator. I don't know enough about what they do in their positions to really make an educated vote.

Claire Farrington: Just going off that, does the type of election impact how willing you are or how capable you feel about voting?

Participant 9: Yeah, certainly. And like I said, a presidential election, I feel more willing. It feels more important.

Claire Farrington: You've mentioned a lot about feeling informed, are there any other reasons why you haven't voted?

Participant 9: I guess this also technically counts as being informed, I don't really know how, especially for those smaller elections. I feel like Presidential election they make such a big deal out of it. There are all these different places you can go and vote but for the other stuff, I wouldn't even know how I vote for like the Minnesota Senator, or anything like that.

Claire Farrington: Okay. If you feel comfortable sharing, would you consider yourself more liberal or conservative?

Participant 9: I'd say, more liberal than conservative.

Claire Farrington: How, if at all, do you think this influences your voting participation?

Participant 9: Well, I guess in Minnesota I'd probably be less likely to vote. With the whole electoral college thing, Minnesota is such a blue state it feels like my vote's not really going to sway the equation, you know? I guess it could be the same for Indiana being such a red state, my vote, you know, against how many conservative people live here is not ultimately going to count for anything.

Claire Farrington: So, either way, there's a feeling of my voice not gonna count?

Participant 9: Unless you're in a swing state then it is a lot less important.

Claire Farrington: How important, as a whole, do you perceive voting to be?

Participant 9: I mean, when I think about it from like a conceptual standpoint, hypothetically it's very important. I think that right is very important. With all the democracy and everything I think that having the right to vote is crucial. But I haven't voted and honestly, it doesn't even really feel like it's affected me, you know. So, like for me personally it doesn't feel like that important of a right.

Claire Farrington: Is there anything that you can think of that might encourage you to vote more?

Participant 9: I mean the obvious one would be to get rid of the Electoral College. Personally, I think it should literally just be straight-up votes, every single vote gets counted. Whoever gets the popular vote. I don't understand at all why, that's not how it's run but certainly, if that was the case, then I feel like a vote will always count, no matter where I am or what state I'm voting in.

Claire Farrington: Yeah, that's interesting. I don't know much about the Electoral College.

Participant 9: I mean, at the end of the day it all comes back to it was a class thing. It's like the rich people keeping the rich in power and the Electoral College was a way for them to control the votes and put who they wanted in.

Claire Farrington: Can you ever see a future where the U.S. doesn't use the Electoral College?

Participant 9: I mean, I wanna say yes because it seems so logical to me to abolish that system, right? But at the same time, I feel like it's one of those things where it's because it's kind of been built that way. It's like harder to get rid of it. And I'm assuming behind the scenes these, you know, the different parties are probably lobbying to keep the system. I don't know. That's just my guess cause if it didn't benefit them, it wouldn't work that way.

Claire Farrington: Interesting. That is very true. I didn't think about that. Okay. Do you intend to vote in the next State or national election?

Participant 9: Yes,

Claire Farrington: Cool. Well, that was most of the actual meaty stuff so there are just a few little final questions to finish it out. How long have you attended Butler University?

Participant 9: 2 years

Claire Farrington: Nice. What's your major?

Participant 9: Biomedical engineering and computer science.

Claire Farrington: And when do you plan to graduate?

Participant 9: It'll be 2027.

Claire Farrington: Wow! That feels like a long way away. Make the most of it. Do you have any comments or anything you want to add about anything that we've spoken about?

Participant 9: No, I think we got through most of it.

Claire Farrington: Yeah, I agree. Thank you for your honesty. It makes everything a whole lot easier, and I think that I have some really good stuff to go off. Why I'm looking at all this stuff is to try and see how colleges can be more involved in educating college students about voting and disseminating information on how they can vote, where they can vote, and who they're voting for.

Participant 9: Oh, actually I do have something to add. There's a representative of the house I forget his first name. His last name's Jackson, Representative Jackson. He has a TikTok page that's gotten super popular. Pretty much all he does is, once a week, he just it's like very level and very just face to face, he tells you what's going on in Congress. And I've really enjoyed watching those videos. I felt like I learned a lot. And like just having someone completely unbiased lay out what's happening. It was cool to see.

Claire Farrington: Nice. And this is on TikTok, you said?

Participant 9: That was his whole thing, he's trying to connect to the Gen Z audience. He's a younger guy, I think he's got to be late thirties or early forties.

Claire Farrington: Have you seen anything else like that on social media?

Participant 9: So far no, just that one.

Claire Farrington: And he's from Indiana, is that right?

Participant 9: I actually don't know. Jeff Jackson, a North Carolina Congressman.

Claire Farrington: Interesting. cool, and that's been beneficial to you?

Participant 9: I'm so honestly, I'm surprised that more politicians haven't been hopping on that train of trying to connect to the younger audience.

Claire Farrington: Well, I feel like, historically people feel like young people don't vote. But in recent years the college voting rates have been on par with the national and whole demographic voting rates.

Participant 9: Probably cause it's the money thing, I think at the end of the day it all comes back, as all the old people are all the rich people.

Claire Farrington: That is very true. Well, do you have any feedback for me regarding this process?

Participant 9: No, it was super smooth, super easy.

Claire Farrington: Thank you so much for helping me out. I'm gonna use the transcription to do some qualitative coding. But if at any point you decide that you don't want me to use any of this, just let me know, and I can easily get rid of it.

Participant 9: Cool.

Claire Farrington: Sweet. Well, thank you. I'll see you there. Bye.

## **Appendix 13- Participant 10 Interview Transcript**

Claire Farrington: Alright, let's go for it. I'll just start with a couple of easy questions. How old are you?

Participant 10: I'm 20

Claire Farrington: Nice, and what year level are you in?

Participant 10: I'm a sophomore. So, second year.

Claire Farrington: cool. How long have you lived in Indiana?

Participant 10: I guess 2 years. I guess this is my second year.

Claire Farrington: And where did you go to high school?

Participant 10: I went to Memphis University School.

Claire Farrington: Cool and whereabouts is that?

Participant 10: Memphis, Tennessee.

Claire Farrington: Did you take any government, history, or civics classes there?

Participant 10: I took history classes. 2 American history classes, one European history, and then a film history class.

Claire Farrington: Okay. Since turning 18 roughly, how many State or national elections have you voted in?

Participant 10: I have not voted in any.

Claire Farrington: Okay, how would you describe the concept of civic education?

Participant 10: Civic education is just the education about government, politics, and our democracy, and how it works.

Claire Farrington: How would you describe your own experiences with civic education?

Participant 10: I took AP U.S. History, so we learned about a lot of the government from that class. But outside of that, I didn't take AP Gov even though it was offered at my high school.

Claire Farrington: Okay. Are there any other settings in which you think you've learned about civic education?

Participant 10: I mean conversations with my family and my parents at home. We're not a huge, like politically involved family. We don't consider ourselves Republicans or Democrats, we consider ourselves more independent. Both sides have good points, you know.

Claire Farrington: Yeah. So, you mentioned the history classes that you took in high school, and you kind of briefly talked about this before, how do you perceive the impact of those classes on your civic education as a whole?

Participant 10: I think it's important to learn about the past and how that affects the present. So much of that is, you know, looking at the government of the past and what's worked and what hasn't worked and looking at the present and kind of what's going on. We can then make decisions in that aspect of you know, we've looked at what has worked and what hasn't worked.

Claire Farrington: Can you describe some of the other things that you learned about in those classes?

Participant 10: Just general, you know U.S. History and general European history. Specific events, you know, like we started with the foundation of the United States, and walked our way up to about as present day as we could. It was during Covid, so it was kind of sucky, but we did our best.

Claire Farrington: Did that change like, how much of the class you participated in?

Participant 10: Yeah, it did. The professor that I had he hated Zoom and online stuff. It was a toss-up of how it worked. Sometimes we'd have class, sometimes we wouldn't like it got cut out early because of technological issues or he didn't want to try and figure something out.

Claire Farrington: What are some things that you maybe wish you had learned in those classes?

Participant 10: I don't know. I'm not really sure. I haven't had a history class in a minute. I guess I would've wished that I learned more of the why behind some things. As an Econ Major, you know that's kind of my thing is the why rather than just the do.

Claire Farrington: Right. So, could you give me examples of maybe some of the whys?

Participant 10: Yeah, like, you know, the why behind some of the policies.

and amendments. The Bill of Rights is huge, but like you look at it and, for me now it makes sense why it is the way that it is, but looking back, I wonder if it was the same reasons for having them as it is today.

Claire Farrington: So, you mentioned that you feel like you've learned a bit from your family as well. What are some of the things that you've learned from them?

Participant 10: Yeah, to be open-minded. More general things, we haven't gotten really specific. I haven't taken advantage of being 18 plus like I should have but I also haven't been back home during any of the elections, so I haven't had the chance to vote because I've been here. Obviously, there are ways to get around it, and that's just the lazy answer. But I wouldn't say there's a whole lot that I learned in the household. We just have conversations about the nature or about the world, and what's going on and things that are in it.

Claire Farrington: Does that involve like discussions of current events?

Participant 10: Yeah.

Claire Farrington: Cool. Is there anything that you wish they had taught you about civic education, apart from what you've spoken about?

Participant 10: Not particularly, I mean, I think between them and school I learned a good amount of you know the process.

Claire Farrington: Okay. What role do you think high schools and colleges should play in providing civic education opportunities for students?

Participant 10: I probably have a different perspective on it because of where I was raised and the school that I went to. I went to an all-boys high school, so it was very different the way that it was taught in my high school in terms of, we focused more on aspects of voting and what that looks like rather than being empowered to do stuff.

Participant 10: But I think that schools could do a better job of teaching students to be open-minded and kind of make decisions for themselves.

Claire Farrington: Okay, cool. We'll move on, how would you describe the term civic engagement?

Participant 10: Civic engagement is taking action in the democratic process whether that be like the political process, the voting aspect, or the action of it, that type of stuff.

Claire Farrington: Are there any actions that you would include within that definition?

Participant 10: To be honest, I think there are other actions that fall under it, none I can name off the top of my head. But I think for me, voting would be one of the main actions that falls under that category.

Claire Farrington: The biggest one? Cool. Okay, how do you think that your interpretation of civic engagement has changed since coming to Butler, if at all?

Participant 10: I don't think it's changed that much, just because there's not a lot that I've been able to do while I've been here. Most of my civic engagement would be with stuff back home because there hasn't been a national election during my time at Butler. So, it's kinda hard for me to say in that aspect, and without being home and being able to vote for State or county elections, it's been it's been very low on my end.



Claire Farrington: Okay, cool. How do you understand the relationship between civic education and voting?

Participant 10: Well, I guess I don't know if this is off-topic or not, but I guess citizens, it's our duty to vote and take process and civil or civic education is part of that. While we're in school it should be stressed, or the importance of using our votes should be stressed. I don't know if I said that right.

Claire Farrington: Yeah, for sure. Do you think that that was the case in school, or did they not stress that?

Participant 10: I don't think it was super stressed. Then, again, like where I went to high school it was just like we all knew, but I wouldn't say it was explicitly said.

Claire Farrington: Cool. How do you think that your high school civic education prepared or failed to prepare you to feel ready to vote?

Participant 10: I would say I would say it prepared me well because it taught me so much, just like life experiences being there. But in terms of having an open mind, I think a lot of people my age kind of follow their parents and aren't up to date as much as they could be or should be. I think, even for myself, I'm probably not as up-to-date on current events as I could be or should be. Not having all the facts, that's on you but there's also more to that, you know. It's sort of out of your control.

Claire Farrington: Especially when you're living in a State different to the one that you grew up in, and that you're probably registered to vote in. Okay, so what are your main reasons for not voting?

Participant 10: Just in any election? I don't think there's any real reason not to vote, I think abstaining from your vote is just throwing it away. My dad votes for an independent in most presidential elections because he doesn't like either of the candidates, like when it was Trump versus Biden, he was like, "I'm just gonna vote for an Independent". I think it's more beneficial to do that than not vote. I don't see any reason to not vote.

Claire Farrington: I could be wrong, but I'm assuming that there's been at least some kind of state, or even local, at home since you've been here. Is the main reason that you haven't voted in them simply because you haven't been home?

Participant 10: Yeah, because I haven't been home, I haven't been paying a lot of attention to it, and to be honest, even if I was home, I wouldn't say that I would know enough to have an educated vote. That being said, I probably would still vote.

Claire Farrington: Okay. Cool. Do you know much about the absentee ballots and how they work?

Participant 10: I don't.

Claire Farrington: Yeah, I don't either. Okay. You mentioned that your parents and you consider yourselves more independent as opposed to Liberal or conservative. How, if at all, do you think this influences your voting participation? You kind of touched on it when talking about your dad.

Participant 10: Yeah, a lot of it's the way that we grew up. Memphis is a very conservative city, and I would go to an all-boys high school with a lot more well-to-do families, so grew up very conservative. I mean, if I had to pick, I'd be more conservative. My dad runs a small business so a lot of what we do aligns more with conservative values, but that being said, I think it's incredibly stupid to vote Republican because you claim to be a Republican. I think that's just, I think that's so stupid.

Claire Farrington: Could you explain a little more your thinking behind that?

Participant 10: Yeah, a lot of people just vote red to vote red like they don't look at the person that's running and what it is like. I think a lot of what I appreciate with my family is we do have a lot of political discussions. Like Donald Trump as a president, if he shut his mouth, he'd be a fine president. He had a lot of good policies and did a lot of things for the economy, but you can't overlook how foul he spoke. And a lot of people are just gonna vote for him again because he has the chance to be a Republican candidate, but I think it's our duty, as

citizens, to be like "We cannot have this guy lead our country". Especially in today's world, with how impactful words are. I don't know if that answers your question.

Claire Farrington: It does. I'm trying to think how to word this. Do you feel as though a lot of other people vote purely Republican versus Democrat, based on whether they're Republican versus Democrat, not necessarily looking at the policies that they put into place?

Participant 10: I don't know. I'd say it's pretty equal. I'd probably say that the same amount of people vote red just because they're red, and the same amount of people vote blue just because it's blue.

Claire Farrington: Yeah. Do you think that's a pretty stagnant position? Like once you're on one side, it's hard to get to the other.

Participant 10: For the majority of the population, I would guess yeah. A lot of people are just stubborn and set in their ways. That's how it is.

Claire Farrington: Okay, as a whole, how important do you think voting is?

Participant 10: I think it's pretty important. Again, with any official, whether it be the president of my fraternity or the president of the U.S., it's all a voting process and you're a part of it. Your vote does matter, and you do have an opinion. Whether you're in the minority or the majority you still have an opinion, and I think it's worth it to cast your vote in that aspect.

Claire Farrington: Cool. Do you intend to vote in the next State or National election?

Participant 10: Yeah. If I'm home, yes.

Claire Farrington: Cool. Well, that was most of the main questions I had. There are just a few little ones to finish off. How long have you attended Butler University?

Participant 10: 2 years. I guess this is my second year.

Claire Farrington: And what's your Major?

Participant 10: I an exploratory business Major but I will declare, Econ and possibly ABT or Finance. I'm not sure which one yet.

Claire Farrington: What's ABT?

Participant 10: Applied business technology.

Claire Farrington: When do you plan to graduate?

Participant 10: 2026. May 26, to be specific.

Claire Farrington: Well, that is most of the questions I have. Do you have any other comments that you want to add about anything we've spoken about?

Participant 10: I don't think so. I think that's pretty much it.

Claire Farrington: Any feedback from me regarding this interview?

Participant 10: No, I had a fun time.

Claire Farrington: So glad to hear it. Well, thank you. I appreciate you taking the time to meet up. You were my last interview so now I just have to start doing the analysis! Anyway, thank you. I'll see you tomorrow night.

Participant 10: You're welcome.



## Appendix 14- Codes, Code Distribution, and Code Information

Code Name	Code Comment	Code Group	# of Quotations with this Code
Parents and Family	This code encompasses all references to parents and family and the impact that they have had on the participants and their experiences.	Informal Education	42
Friends and Peers	This code includes all mentions of and comparisons to peers or friends. It includes when participants discuss the impact their friends and peers have had on them	Informal Education	24
Media & Technology	This code encompasses all references to technology and media. It includes discussions of social media and news media, including in written form. For example, newspapers.	Informal Education	39
High School	This code includes all mentions of high school. It includes references to classes taken at high school, what was learned in these classes, what participants wish they had have learned in these classes and references to other high school experiences outside of classes.	Formal Education	107
College	This code includes all mentions of College. It includes references to classes taken at College, what was learned in these classes, what participants wish they had have learned in these classes and references to other College experiences outside of classes. It also includes important information about how long the participants have attended and lived at college, what their majors are, and when they plan to graduate	Formal Education	80
Perceived Importance of Voting	This code encompasses all the participant's perspectives on the importance of voting. It includes references to voting as an important right or duty, and as a way to get one's voice heard or speak out. It also includes comments about the varying importance of different kinds of elections.	Voting	57
Civic Engagement	This code encompasses participants' definitions of Civic Engagement including mentions of being an active participant or active in the community, voicing one's opinion or using one's voice.	Underst. of Civic Engagement	69
Voting Practices and Factors that Influence it	This code encompasses all aspects of participants' voting practices and the various things that can influence this participation. It includes the amount of time participants have voted and their intentions to vote in the future. It also includes stories of voting exposure, and descriptions of how passion, education, the type of election or one's political leaning may impact their decision to vote or not vote. This code also includes comments about the impact of "one vote", including both instances when individuals are less inclined to vote because they are only one person, and when they note that even one person can make a difference.	Voting	123
What College Students Wish they Knew	This code includes mentions of information and things that participants wished they had learned or wish they currently knew. It includes mentions of their downfalls and reflections on what they think they could know more about.	Moving Forward	34
Civic Education	This code includes participants' definitions of civic education and times when they emphasize the importance of being informed, educated and/or knowledgeable. It also includes comments where the participants note the importance of staying up to date with current events.	Underst. of Civic Education	69
Reliability of Information	This code encompasses discussions of how reliable or unreliable information is. It includes mentions of bias, skewed information, polarization, and how up-to-date information is.	Factors Influencing Effectiveness of Civic Ed	30
Safe and Respectful Environment	This code encompasses mentions of the importance of having a safe and respectful learning environment. It also includes mentions of aspects that contribute to a safe learning environment like empathy and respect.	Factors Influencing Effectiveness of Civic Ed	11
Exposure to Different Perspectives	This code encompasses mentions of exposure to other beliefs, opinions, or perspectives and the importance of this. It also includes participants' discussions of a lack of diversity or lack of exposure to other perspectives and the impact of this.	Factors Influencing Effectiveness of Civic Ed	19
Applicability and Relevance	This code encompasses mentions of the applicability and relevance of Civic Education. It includes discussions of how relevant or irrelevant classes were to individual's lives and how this impacts the retention of information. It also includes references to learning that was extremely applicable and beneficial to the participants moving forward.	Factors Influencing Effectiveness of Civic Ed	32
Role of Educational Institutions	This code encompasses participants' reflections on the role educational institutions should play in providing civic education opportunities for students.	Moving Forward	13

**Appendix 15- Code Book**

document	quotation	codes
Participant 1 Transcript.docx	I would describe it as probably being educated on voting and all things related to economics and the government, and how it functions in a country. Yeah, I think more so that's how I would describe it. Pretty short.	Civic Education and Importance of Knowledge
Participant 1 Transcript.docx	I did. I took a civics class and a government class. And they both were AP-related, dual credit-related classes.	High School
Participant 1 Transcript.docx	I think my peers would agree with my definition. But there are some, especially in the realm of political science and law, that will probably say otherwise. Give more of an in-depth definition, especially political science. But at least, for a general standpoint of like just an average definition, I feel like it accurately represents the term.	Friends and Peers, Civic Education and Importance of Knowledge
Participant 1 Transcript.docx	More so, the syllabus itself was just like, like the syllabus itself, had its topics, and then you had to cover the topics, so I don't think that that was much like right-leaning. It was the teacher itself teaching the students. And then you could see the bias of the teacher.	High School, Reliability of Information
Participant 1 Transcript.docx	I feel like it gave me a better understanding of the whole idea of civics, and being an active citizen in society, in a productive society. I can't say that I retained much of the information now, cause I'm not really using much of it other than for voting, and maybe a little bit, for like keeping up in the news with some of like Senate, and like Presidential, and worldwide stuff. But like, mostly, yeah, I would say, I feel like it should have resonated with me more, but it just didn't have that. It was just another class to me at that point.	Media & Technology, Civic Engagement, High School, Applicability and Relevance
Participant 1 Transcript.docx	Obviously, I took it seriously. And all my friends were in it, and it wasn't an easy class in itself. Like you still had to work a little bit, and understanding all the concepts and stuff, you still had to work a little bit at understanding it, but I don't think I took it as seriously as like my AP bio, or AP chemistry, or AP lit, or something like that. I feel like those were more applicable to the field that I wanted to go into versus AP Gov and AP civics. But I mean, I still use stuff. It's just I don't think it's for me but for other people.	Friends and Peers, High School, Applicability and Relevance
Participant 1 Transcript.docx	Oh, I don't think they, they went into much depth about global affairs. And I feel like a lot of all that we see on the news and TV and stuff like that are global affairs issues. And we only see like, people only understand one thing, and not like the whole. Like how much it resonates to other countries and stuff like that, and who's involved and how it affects those countries involved and stuff like that. So, I feel like global affairs should have been talked about at least a little more. I think the syllabus itself only sticks to national affairs. So, it's only like State legislature, stuff, and legislation and like the basis of making laws and stuff like that. Nothing like too complicated. But yeah, I think I think global affairs I feel like should have been touched on and emphasized a little more, because I feel like that it's kind of a lot of what we see in today's society.	Media & Technology, High School, What College Students Wish they Knew/ Acknowledgment of own Downfalls, Applicability and Relevance, Exposure to Different Perspectives

<p>Participant 1 Transcript.docx</p>	<p>I think obviously advocacy for, voting advocacy for like State voting, especially just being an active citizen in like the whole decision-making process. I feel like colleges and high schools should emphasize more on social media. Especially, I see it more on a college campus than in high school, advocating for voting and stuff like that in. Not much of the population of a high school can vote at that point. So, but at least for college, you'll see like a lot of professors, at least my freshman year, a lot of my professors cancelled class just so we could vote. And I know some professors do that year by year, even for State voting and stuff like that. So, I feel like colleges are doing a decent job at that. I don't think high schools are following suit in that part which, I mean, only like 5% of high school, or like whoever's 18 in the high school, can vote which is not much. But I feel like, yeah, just advocacy. Or being active, and not just sitting back and watching and like just being an active participant be knowledgeable about like what's going on and stuff like that. So, like, you don't want to just vote blindly. Advocacy to vote.</p>	<p>Media &amp; Technology, High School, College, Civic Engagement, Voting Practices and Factors that Influence it, Civic Education and Importance of Knowledge, Role of Educational Institutions</p>
<p>Participant 1 Transcript.docx</p>	<p>I feel like it just takes place, I feel like my parents gave me a little bit of a civic education. I feel like most people's parents give them a little bit of civic education. And then like watching the news. I feel like that gave me a good bit of civic education. I used to watch it a lot more than I do now, just because of time. And then, like friends just being around the community and stuff like that. You start to see campaign-like banners and stuff like that. And you'll hear conversations between two people. You'll go to like a shop, and you'll hear like conversations, and like be a third party to the conversations and hear stuff. And yeah, I feel like those all have contributed to my civic education, along with the education that I received.</p>	<p>Media &amp; Technology, Friends and Peers, Parents and Family</p>
<p>Participant 1 Transcript.docx</p>	<p>So, I feel like the college and High school gave me more of a basis. And then like my parent's family and like the community, have like grown my base into something more. Only purely because I feel like if you don't have that base you don't really understand what, especially on the news, they're throwing out. Like random terms and stuff, I wouldn't know unless I had the civic education that my college or high school had provided. So yeah, I feel like college and high school gave me a basis. And then family, friends, and stuff. My family still gave me a basis for some stuff, especially like political affiliation and stuff like that. Most people get it from their parents and stuff like that, or at least swayed by their parents towards a specific way. But yeah, I still think, like college and high school, you have to understand, those terms that people are throwing out before you can actually yeah.</p>	<p>Parents and Family, Friends and Peers, Media &amp; Technology, College, High School, Civic Education and Importance of Knowledge</p>
<p>Participant 1 Transcript.docx</p>	<p>I feel like it's just it's being able to have, not using the word engage, but I feel like it's just being an active participant in the process of voting and voting on legislation and anything related to like civics and stuff like that. Honestly, it's kind of a bare-bones, definition and ambiguous, but I'm gonna go with it. But yeah, just being active in the community, and I think with it you have to be a little knowledgeable to like, just do outside reading and stuff.</p>	<p>Civic Engagement, Voting Practices and Factors that Influence it</p>
<p>Participant 1 Transcript.docx</p>	<p>So, like that might look like going to your local like mayor election, or going to your local Senate meeting, or like providing just input to the local legislator and leaders about like what you want to see or what you want to see change in your community. Just from like an outsider or citizen's point of view, because they only get one side of things. And they don't really, I feel like, not many people have input, not a lot of the citizens, only a select few. So, it's important to be active in that regard, especially in the community, to like to speak up and stuff like that. So, in that way, your definition of civic engagement goes beyond simply just voting.</p>	<p>Civic Engagement</p>
<p>Participant 1 Transcript.docx</p>	<p>I feel like it's been, I think, especially the last part when I was talking about like being active in like speaking up and stuff like that, I think I learned that from being here these last 4 years. Because in my town we don't have any universities or anything like that. So, like high school students don't really have much of a say in legislator, legislation, and like any sort of Town Hall meetings and stuff like that. So, the idea that you can make a difference, even though you're just one person, and you'll see on-campus marches and stuff like that. I've only seen those in like big cities and stuff like that. So, I feel like college expanded the definition for me. And what you can do to be like engaged and stuff like that, and active.</p>	<p>Civic Engagement, College, High School</p>

<p>Participant 1 Transcript.docx</p>	<p>I feel like it is similar, but I feel like some of my friends are more civically engaged than I am, and so their definition might expand more than what I've said. But regardless, I feel like they would agree with most of the points that I've said. Yeah, they would just expand on it more and hit more points than I probably would not hit on. So, I would not really think about it until I like, really get like a light bulb.</p>	<p>Civic Engagement, Friends and Peers</p>
<p>Participant 1 Transcript.docx</p>	<p>So civic education and voting like the correlation. Oh, okay. So, I feel like having a good civic education gives you a better understanding of voting. So, I think it's kind of, what is it cause and effect? Type thing is that I think it's more of a yeah. So, like, I feel like, if it's back to the whole thing of if you have a basis, then you can expand on your base. So, I feel like, yeah, having a good civic education helps you understand more. And you know what you're voting for or understand what you're voting for. So yeah, I think so like a cause-and-effect type thing.</p>	<p>Civic Engagement, Voting Practices and Factors that Influence it, Civic Education and Importance of Knowledge</p>
<p>Participant 1 Transcript.docx</p>	<p>I feel like my high school, they didn't really push voting onto us. Only purely because my class was young. So, there wasn't much of us that like were able to vote. But they would like promote voting, but not as much as what you see as like a college campus, or like I would go with my dad sometimes when he went to vote, when I was in like middle school and stuff like that, and I thought it was fun. You push buttons on a little ballot, and it was cool. But I feel like just as I grew older and understood more, there were a lot more moving parts to that decision. and yeah.</p>	<p>Perceived Importance of Voting, Parents and Family, Voting Practices and Factors that Influence it, College, High School</p>
<p>Participant 1 Transcript.docx</p>	<p>Not really. More so on the importance of voting. Why you should vote it was like you vote because you want to be civically engaged like you want to be an active citizen. And yeah, like, not much explanation on that. But like how it works and stuff like that, there was more explanation on that. I feel like the whole why, and stuff like that, I learned later. From just like hearing about it, and just like reading and stuff like that seeing it in practice. Type thing. But yeah, I feel like for basis of like what voting is and, like others, like civics, related topics, they provide a good basis. But like the whys, I feel like were kinda iffy. Only because I feel like I feel like you can't really, I feel like then bias starting to creep in at some points.</p>	<p>Perceived Importance of Voting, High School, What College Students Wish they Knew/ Acknowledgment of own Downfalls, Reliability of Information</p>
<p>Participant 1 Transcript.docx</p>	<p>So, the only reason I didn't vote when I first like when I turned 18, it's because I mean, I just turned 18. I didn't know what to do with myself at that point. So, like you, you just become an adult. And then you're like, oh, I can do whatever. And so, I mean, I just was like, "Oh cool!". I missed it and I didn't think much about it. Later, though, I was like, "Oh, I probably should do that." And I didn't know how much like I didn't realize like; oh you have to like actually like sign up. You have to do this whole process and stuff like that. That was a whole thing that I didn't realize was a part of the whole process. But I think it's just important cause you have to, I mean it goes back to the whole thing about speaking up speaking your mind choosing what you want, what you think would be the best type of thing. And I mean, yeah, it's like. yeah. Especially at the national level, I feel like that's even harder to get a say in. But I mean, you're doing your best by voting and stuff like that.</p>	<p>Voting Practices and Factors that Influence it, Perceived Importance of Voting</p>
<p>Participant 1 Transcript.docx</p>	<p>Yeah, I feel like, and I can't say this for everyone, but I feel like most of my friends and the family, and stuff like that are left swaying or left-leaning. I feel like they have more of a, they feel like it's their, what's the best way to say? It's like a duty of theirs to vote, because it's like, I mean, it's important. It's very important to them to vote because they, I feel like they have the same definition that, like it's your say. So, I feel like, yeah, I feel like it sways my voting habits.</p>	<p>Parents and Family, Friends and Peers, Voting Practices and Factors that Influence it, Perceived Importance of Voting</p>

Participant 1 Transcript.docx	I feel like it's pretty important. I feel like I'm just beating the same drum. I feel like it's your only time that you can like have a say in what's going on, especially, I think, more so on the national level. I feel like it's the state level is important. But I feel like, to me at least, it's not as important as the national level. Because ultimately like, who knows what's gonna happen if the wrong person's in power, which we've kind of seen what's happened, the divide. But I mean, we don't want the divide. That's not what we want. But I feel like, I'm just beating in the same drum. It's yeah. It's your way of speaking up.	Perceived Importance of Voting, Civic Engagement
Participant 1 Transcript.docx	So, in the first election I was able to vote in, I don't think I voted. But the last election that I was able to vote in I did vote. Then every 4 years. 2 elections since then. 2, whatever. So, I just remember not being not going to the voting stands when I just turned 18. But after that, we didn't have a great election nationally, not state, the state ones weren't advertised as much as the national elections, obviously because of the media and stuff like that. But yeah, the state ones I didn't vote in, but I mean the national ones had some State options like you could pick and choose. So, you pick like who you want as your president. And then there was like who you wanted for governor and stuff. I did those.	Media & Technology, Voting Practices and Factors that Influence it
Participant 1 Transcript.docx	I would say it's been interesting. I was, I lived, well I still live, I guess, in a pretty rural town that's mainly like right-leaning. There's not much diversity either, so it kind of contributed to the whole right-leaningness in a way, and I felt that through the education system type thing. But I feel like a lot of the values of the teachers were kinda communicated through the civic education that I received. They showed attitudes towards some topics and other attributes towards other topics, but overall, they did hit all the topics they needed to be in the syllabus and of state standards. But you can like it just depends on who you had as a teacher on whether they were neutral or biased in a way.	High School, Reliability of Information, Exposure to Different Perspectives
Participant 1 Transcript.docx	I feel like it's hard to be neutral when you give a view on candidates and stuff like that. So yes and no in a way because it just would be tough. Like you can't just be like, oh, this guy is like they're gonna somehow there's gonna be one more. It's gonna be tough to like, just provide a brief description of each candidate, and not be biased. But in terms of legislator or legislation, I feel like there should be a little description on like, or at least background on what it's doing and stuff like that. But in terms of like candidate-wise, that'll just be a little tougher. But I feel like it can happen. But it's just it's tough to do that. But yeah, just like the background, brief background, nothing like too in-depth because I don't think that'll keep much attention.	College, Reliability of Information, Role of Educational Institutions
Participant 1 Transcript.docx	I would say, more liberal, as of yeah, probably leaning more liberal. I feel like the last 4 years in the United States have been interesting in terms of national-style stuff. And I feel like that's definitely swayed me to be more liberal. I think before that I leaned a little right or honestly in the middle. Only purely because, am I allowed to say controversial stuff, or no? Well, there wasn't much racist like openly racist things like before, like, that's bad. So, like there weren't like open racists like you couldn't just willy-nilly do whatever, say whatever you like. Yeah, I feel like as of recent like as of the last 5, 6 years, I feel like I've been more on the Liberal side.	Civic Engagement
Participant 1 Transcript.docx	Not the state one, but the national one.	Voting Practices and Factors that Influence it
Participant 1 Transcript.docx	I am a senior. Do I have to put that in sixteenth grade?	College
Participant 1 Transcript.docx	I did. I did. I went through the whole Indiana school system. It was interesting.	High School
Participant 1 Transcript.docx	Yeah, yeah.	Perceived Importance of Voting
Participant 1 Transcript.docx	No.	Voting Practices and Factors that Influence it



Participant 1 Transcript.docx	Probably honestly.	Voting Practices and Factors that Influence it
Participant 1 Transcript.docx	4 years	College
Participant 1 Transcript.docx	I am a Biochem major.	College
Participant 1 Transcript.docx	The spring of 2024.	College
Participant 2 Transcript.docx	I took AP Gov, my senior year, and AP U.S. History I want to say, my sophomore year.	High School
Participant 2 Transcript.docx	I believe 2.	Voting Practices and Factors that Influence it
Participant 2 Transcript.docx	To me, that would mean like education about your involvement and the government, and like the ways in which you can involve yourself, such as voting, or even to the extent of like advocacy, for others, or like things that you're passionate about, but it's just education about anything of that sort.	Civic Engagement, Civic Education and Importance of Knowledge
Participant 2 Transcript.docx	I think that it would partially be dependent, probably on your upbringing, and like, if your family or friends have encouraged you to vote and get involved or not. And also, just like the education that you received, and I think probably even a little bit on your like political opinions because if you lean more heavily one way, you're probably more likely to engage than people who fall more in the middle.	Friends and Peers, Parents and Family, Voting Practices and Factors that Influence it, Civic Education and Importance of Knowledge
Participant 2 Transcript.docx	I think that I got like a pretty well-rounded entry-level education about it. I think a lot of the further education that I've learned has been more so like on my own doing and like from my friends, not necessarily from the classes that I've taken. But I think that the classes that I took did push me in the right direction to get involved. But just that further education has had to come from other sources.	Friends and Peers, High School
Participant 2 Transcript.docx	My parents for sure. And I would say also, partially on social media, just from like hearing about things and then, for lack of a better word, like influencers just being like, "Oh, you guys need to vote on this like, get involved. Use your voice". So yeah, I think family, and then social media, probably.	Parents and Family, Media & Technology, Civic Engagement
Participant 2 Transcript.docx	I would say, AP U.S. history did not have a big impact, but obviously the government class had a much larger impact like we talked about court cases all the time we talked about how we could get involved. And then we even spent one in-class period one day registering to vote if we could. Yeah, so that class was like heavily influential in my education about it, because prior to that, I was like, "Oh, the President!", we vote for the President, but there's a lot more to it. I think that I probably would have come to learn the things that I know now about it, but it would have taken a lot longer if I had not taken that class and gotten a peek into what all it was for.	Voting Practices and Factors that Influence it, High School, Civic Engagement, Applicability and Relevance

<p>Participant 2 Transcript.docx</p>	<p>At my school, they kind of shove AP classes down your throat. And then, I know this is not the case at all schools, but like my school, did have an option you could take like normal entry-level government, or you could take the AP government, so you learn more about it. But one way or another they did want all graduating seniors to take a government class.</p>	<p>High School</p>
<p>Participant 2 Transcript.docx</p>	<p>I think I would have benefited from knowing that there are a lot more ways to get involved than just voting. Because, I mean, there's so many different ways that you can get involved, whether it's signing petitions or advocating, peacefully protesting whatever your heart desires, and we kind of focus just more on the like you should go vote. So, I think that making it clear that even if you don't want to vote, there are things that you can do to get your voice out there. I think that that would be really important to learn.</p>	<p>Civic Engagement, High School, What College Students Wish they Knew/ Acknowledgment of own Downfalls, Civic Education and Importance of Knowledge</p>
<p>Participant 2 Transcript.docx</p>	<p>I think that I am appreciative that I had to take a government class my senior year of high school. So, I think that taking a class like that is important, because, you know, like you get to learn how our government works, like the basis of it. And so, I think that that class is really good for a lot of people to take. And then, as far as college, I think just keeping it like, keeping the environment a safe place where people can feel comfortable talking about what they think is important. And then maybe even as far as having clubs or, I don't know what else universities could necessarily offer, but something to the effect of giving people an outlet to get involved. Because also, like, if you're not a U.S. citizen, you can't vote here, but I think giving anyone interested in certain matters, giving them an outlet to get involved that is not related to voting would be really important. Then other people could get involved, even if they don't live here.</p>	<p>College, High School, Civic Engagement, Applicability and Relevance, Safe and Respectful Environment, Role of Educational Institutions</p>
<p>Participant 2 Transcript.docx</p>	<p>I'm not super active in it. I think that part of it is dependent on your feelings about being politically active and engaging but I do think that they could do a better job of advertising opportunities, because I've heard that there maybe are some, but never from Butler itself. I've always heard it from the club, so I think that the university could do a better job of maybe expanding the opportunities, but also like getting the word out about what's happening.</p>	<p>College, What College Students Wish they Knew/ Acknowledgment of own Downfalls, Role of Educational Institutions</p>
<p>Participant 2 Transcript.docx</p>	<p>I think that especially my friends and family, have had a much bigger impact. I would say, especially since coming to college, I mean meeting new people who are from places different than you is super influential because naturally some of those people are more engaged and politically knowledgeable more so than you are, or I am. So, coming into contact with those people who are encouraging me to use my voice and get involved is, I would say, more beneficial than most of the classes that I've taken, just because it is difficult, or I guess, like taboo for a professor to be like, "Oh, you should support this movement". And I think that's only applicable in certain classes. And then, just with my parents, I've voted with them. One of the times that I voted we all went together. Yeah, so I think just having parents who, despite our differing political views, they still want me to know that my voice is important, and so, like, encouraging me to be active, and then even going with me when we went to vote, is obviously pretty influential.</p>	<p>Civic Engagement, Friends and Peers, Parents and Family, Voting Practices and Factors that Influence it, College, High School, Applicability and Relevance</p>
<p>Participant 2 Transcript.docx</p>	<p>Nothing's really coming to mind. And I think I feel like there probably are some places, but then it becomes more difficult because obviously, the businesses don't want it to get into the middle of differing political opinions. And I think that also, with like separation of Church and State, you know, you don't necessarily want certain organizations or places, or people to get the idea that they're more so leaning one way in favor of certain things. Just because I think that that could cause some big issues. And I think, for like the sake of the businesses, that's probably why, there's a lot of places that don't use their platform to have people become educated just because they don't want to. I mean, at the end of the day they're a business, and they want what's in their best interest, and they don't want to lose business. So, I think that probably the biggest role should be within schools and organizations of that sort.</p>	<p>Reliability of Information</p>

Participant 2 Transcript.docx	I think, becoming involved in the system that you're a part of and being vocal about the things that you find imperative to how you live your life, and doing so in any way that can get your voice heard.	Civic Engagement
Participant 2 Transcript.docx	Sure, yeah. I mean, I mentioned some earlier like, I'm more in favor of peaceful protesting, but protesting of any sort, just advocacy in general, using your voice on social media, like you could post on your Instagram story however someone sees fit. But through social media and then, if you're really passionate about it, I mean, you could go out somewhere and like, hold signs up, just talk to people.	Civic Engagement, Media & Technology
Participant 2 Transcript.docx	I realize that it's a lot more than just voting. I mean, yeah, as simple as it is. Prior to this, I thought that it was just like, "Okay, I need to go vote", and that's all that I can do. And Butler, as a whole has shown me that there's a lot more to it than that, in terms of like the different clubs and stuff that they promote. And also, just because of the people that I've met, like I said earlier. And then also some of my classes, like the social work classes learning about different ways you can make your voice heard.	Civic Engagement, Perceived Importance of Voting, College
Participant 2 Transcript.docx	I feel like it would probably be pretty similar. I feel like most people are under the impression that it's voting. And then the difference comes with how much you know or think that people should get involved. But I would say, it's probably pretty similar.	Civic Engagement
Participant 2 Transcript.docx	I definitely think that there is one. For example, my senior year of high school, not even gonna lie, I had no intent of registering to vote because I was kind of like, "Oh, I'm only one person like I can't really make a difference". And even though I still feel like that sometimes, I do know that it's important to vote, and that was shown to me by my class. So, I feel as though there's a pretty big relationship between them. I also know that there were a lot of people in that class who also weren't going to go vote, and then since we all had to register to vote in class that did change.	Voting Practices and Factors that Influence it, High School, Civic Education and Importance of Knowledge, Applicability and Relevance
Participant 2 Transcript.docx	Oh, absolutely. Yeah. Cause it's just, I mean, you turn 18, you can vote. It's kind of a daunting thing because it's like one of the first things you really can do as an adult. And so, I mean, it was so simple to do. But it was a little like, "Wow, this is kind of scary", I'm really an adult now. So yeah, in a way being forced to made it less scary and made it more likely for me to vote.	Voting Practices and Factors that Influence it, High School
Participant 2 Transcript.docx	I think another way it prepared me which, this was more of an opportunity that wasn't given to me by taking my AP Gov class, but I was in the National Honors Society. So, I needed volunteer hours, and there was an opportunity for us because my high school is one of the voting centers in my hometown. And so, the National Honors Society all of us were given the option, we could go volunteer and work the polls for the day. So, on voting day I went to our auxiliary gym and when people came in to vote, I registered them and gave them the voting sheet and stuff. And so, even though that wasn't directly like education from my class or from my high school, it was an opportunity given to me. I knew what to expect when I could go vote and we never really talked about like the complete process like you walk in, you give them your ID, you know. So, being able to see that really prepared me because then, when I did go, I knew exactly what to do. So, I think that that was also something really important that I learned and was prepared for, but I wouldn't necessarily say it was from my class opportunity.	Civic Engagement, Voting Practices and Factors that Influence it, High School, Civic Education and Importance of Knowledge
Participant 2 Transcript.docx	Yeah, absolutely. Because prior to that, I was like, "I don't even know where I go. What do I need? What do I do?". I had no idea. But then, being able to have that opportunity and be in the area where I was like, "Okay, these are the sheets that each voter gets" and then they go to the machine, and they put it in the machine, and we had to count the ballots also. So, it was a very well-rounded experience. It was, like I said, very daunting beforehand and then afterward like, it's a 5 min process.	Voting Practices and Factors that Influence it, High School

Participant 2 Transcript.docx	I think this is gonna be very feminist of me. But I think just so I can keep my rights, I'd say is my biggest motivator. Or just so, I can live a happy and safe life, and you know I don't know if I'll have kids in the future or not, but if I do, I'd like to bring them into a world where they also have the rights. And so, in that sense, just so I can live a safe life. But then also, people who don't necessarily identify as "normally" in quotes, as other people can also live a safe life because everyone deserves to be able to live a safe and happy life, regardless of however they identify for anything. I just want everyone to be happy and safe and so I think that that is probably my biggest motivator.	Voting Practices and Factors that Influence it, Perceived Importance of Voting
Participant 2 Transcript.docx	I think just the fact that it always comes down to, I'm just one person, and realistically like how big of a difference can I make? And I think that that holds even more true in presidential elections, because I mean sometimes the person who gets the popular vote does not end up winning. So, that's when it becomes incredibly difficult, especially living in a state that's not a swing state. And like, you know, every time it's gonna go to the Republican side. And so that's more difficult for me just because it's just hard to grasp like, does it really matter? I'm only one person, I live in a state that typically goes red. But I just have to remind myself that it's just my civic duty. But yeah, that would be my biggest challenge, I think.	Voting Practices and Factors that Influence it, Perceived Importance of Voting
Participant 2 Transcript.docx	Yeah, I did. I don't remember most of it, but we learned about I mean, pretty much everything with that. So, we learned about the House, the Senate, the Electoral College, all of that. And then it was my senior year with the last Presidential election, and so we had, like every day we went or when it was election day, we went in and had the map pulled up on our big screen up in the front. And we were watching the decisions roll in and the states and stuff. So yeah, we learned all about that.	Voting Practices and Factors that Influence it, High School
Participant 2 Transcript.docx	Yeah, I think it does. because I mean, like I kind of said earlier, with the way that our society is, there are so many controversial topics. I just feel like everyone deserves the right to have a happy and safe life, and I know that not all Conservatives think that way. And so, I would say that because of how I identify like politically, I feel it's more important to get involved because I want everyone to feel safe and comfortable.	Voting Practices and Factors that Influence it, Perceived Importance of Voting
Participant 2 Transcript.docx	I think for me, personally, I think that's better explained at the different levels. I think it's super important at the local level because obviously, that's more so the popular vote, and even at the state level, but then it becomes a little like more of a grey area with the Presidential election. Just cause, like we've said with the electoral college and everything, just because the candidate gets the popular vote doesn't mean that they get the overall vote. Then also, at least with the past election, when I was looking at some of the people a lot of the people that I really liked were the smaller candidates. And then it's even more difficult to commit yourself to vote because when you take a step back and look at it, they don't stand a chance. At the end of the day, it's the main Republican and the main Democratic candidate and those are really the big ones. And then you have, like everyone else. And so, it's especially difficult when, like you see people at the Green Party, and they care about the environment. And then, you know, well I can't vote for them. But it's kinda like, I don't want to say throwing my vote away, but in a way it is. Yeah.	Perceived Importance of Voting, Voting Practices and Factors that Influence it
Participant 2 Transcript.docx	Not even gonna lie for that election I went in, and I clicked the button that just said all Democratic. The election prior to that was different. I did kind of look into people, but also, if I had more time, I could look into people more in-depth. I just kind of skimmed a lot of the people that I thought would maybe, if I voted for them, would have a chance of winning and picked who I agreed with the most. But yeah, this past time was just a straight ticket.	Voting Practices and Factors that Influence it
Participant 2 Transcript.docx	Yeah, that's like one of the things like you said, I mean, I've lived here my whole life, I've taken a couple of classes now, right? I still don't understand how it works. And it's just like, it's crazy that that's how are we. Our system is set up, and it's just like I don't know, especially like I said, living in a state that always goes red. It's like it doesn't really matter, but it's my civic duty.	High School, Perceived Importance of Voting
Participant 2 Transcript.docx	Yeah. Well, and I think, in terms of conversations like this, I feel like your opinion on it is very influential, just because you have seen different ways. And like an outsider's point of view for topics like this, I think, are important, just because you're looking at it more from like an unbiased sense of view or point of view. As you're not like, I mean, obviously, you're living here, but you're not actively engaging in it. I think that yours and others' opinions that don't live here, what aren't citizens here but live here, I think it's interesting to hear.	Civic Engagement, Exposure to Different Perspectives
Participant 2 Transcript.docx	I am a junior or a third year.	College

Participant 2 Transcript.docx	I don't completely remember how it works anymore. But I do want to say that one of the points was that it was made because it helps smaller states have more of an impact. I think. I could be thinking about a different thing. But I wanna say it's because it helped states with a smaller population have more of an impact, I guess than they would if it was just the popular vote. But I am a little skeptical of that. So, it's confusing.	Applicability and Relevance
Participant 2 Transcript.docx	Oh, definitely more liberal.	Voting Practices and Factors that Influence it
Participant 2 Transcript.docx	You didn't ask, I don't think, but I did.	Voting Practices and Factors that Influence it
Participant 2 Transcript.docx	3 years	College
Participant 2 Transcript.docx	Social work and psychology.	College
Participant 2 Transcript.docx	I plan to graduate in May of 2025.	College
Participant 2 Transcript.docx	Obviously, yeah.	High School
Participant 3 Transcript.docx	Yes, I took AP World History, AP Comparative Government, and AP Government, and I think that was it. I took AP World instead of AP U.S. History.	High School
Participant 3 Transcript.docx	Yeah, so I didn't, I wasn't 18 yet. So, I didn't vote in that one. I voted last year. Yeah, it was like the one about like abortion basically, like that was on the bill. I think I might have voted the year before just for, like a ... honestly, I should be better about voting, but I feel like I only think about the Presidential election, or if it's like something I'm passionate about, then I'll vote in it. So, I'd say, two. Sorry, that was a long answer.	Voting Practices and Factors that Influence it
Participant 3 Transcript.docx	I feel like it's just, like it's not necessarily just in schooling. I feel like that's a big part of it, it's like kind of where the foundation is laid. But I feel like it's just like educating yourself on politics. And just kind of like finding your stance in the whole political realm, which can be confusing and overwhelming. But also, I feel like just educating yourself on like advocating and like just being an active part of the community. And just like, I don't know doing, basically doing your role as like a citizen of the United States, and just like educating yourself on how you personally best can do that.	Civic Engagement, Civic Education and Importance of Knowledge
Participant 3 Transcript.docx	Well, I'd say vote for sure. And just like I guess staying, I'm not very good at this, but staying up to date with like things that are going on in the U.S. Like government, and just like things that are like new bills, or like talk about things like that, but also on the world stage too. And maybe just like finding things that interest you, or like movements that are inspiring to you, and maybe seeing the small things that you can do. And so, this is an example from this past week, but in one of my classes, abolition, we talked about how like just changing your language about speaking about people who are formally incarcerated is something that you could do. That's I feel like a part of your role as a citizen, and like just being respectful of others and their views, and who they are.	Civic Engagement, Perceived Importance of Voting, College, Civic Education and Importance of Knowledge, Applicability and Relevance, Safe and Respectful Environment, Exposure to Different Perspectives

Participant 3 Transcript.docx	I'd say it's probably like pretty similar. I feel like it's not a common thing to come up in conversation, obviously. But I feel like I surround myself with people that are like similarly viewed, or like, just have similar outtakes on life, and just like everything. So, I feel like it would align pretty well, but I also feel like I don't know the exact definition, so it might be less scholarly other people might say, but I would say that it has the same general like parts to it.	Friends and Peers, Civic Education and Importance of Knowledge
Participant 3 Transcript.docx	I feel like good. I'd say that I feel like my high school, and even some of my classes that I've taken in college, have done a good job of like educating me on just like history, and politics, and just those things, and like being a member of the community and like advocating. I also feel like social media definitely influences it too, and I feel like sometimes it's hard cause you can get caught in very polarized things. As you know, a lot of the new sources either swing one way or the other. But I mean, I feel like for the most part, like I'd say, I already forgot the question. So, I feel like it's overall like it's good. And I just, I definitely need to take on more responsibility of being more or being a larger member of the community.	Civic Engagement, Media & Technology, College, High School, Reliability of Information
Participant 3 Transcript.docx	I don't know if this is necessarily considered civic education, but I just feel like interacting with people that have different views than me. I feel like that is definitely important because it like makes me think about how other people see and like, maybe why they act in a certain way. And I've never participated in like a march, or anything like that, but I've seen it before, so I feel like that's also another way that I've seen civic engagement and education. But I feel like mainly just school and social media, and my parents, too. I feel like they've always just tried to educate me on things like that.	Civic Engagement, Parents and Family, Media & Technology, Friends and Peers, Exposure to Different Perspectives
Participant 3 Transcript.docx	Yeah, I mean, like I said earlier, it's a good base cause I feel like if you don't, like I definitely need more improvement when it comes to my education about civic matters, but, for example, I didn't know how a bill was passed through like Congress and everything. And like I just know that before taking those classes. And I feel like it was just important to help me understand the conservative versus Liberal, and just other things like that, that are all very political. But yeah, I just feel like it created a good base and also just taught, like, I just remember in class we always had a respectful environment. So, people could feel comfortable saying what they wanted to which I feel like is important when it comes to civic education.	High School, Civic Education and Importance of Knowledge, Safe and Respectful Environment, Applicability and Relevance
Participant 3 Transcript.docx	Yeah, I feel like, so AP World was definitely less like the U.S like it was just learning about, like you know, like slavery but more like the roots of slavery, and European history, which was more like the world. I feel like comparative was a lot of like comparing the U.S. Government to other governments. So, I feel like that was also important because it just showed what a democracy versus like a Communist society is like, just like all those different things, and how it affects the economy, society socially, and all that. And then AP Gov, that one is kind of blurry in my memory. But I feel like just learning about like the roots of how our government came to be, and also just basically the whole like the left to the right, like the whole kind of, like, I don't know. I feel like there are so many diagrams of different like levels, not levels, but like, you know what I mean, differences between stuff. And then just, I feel like Congress, and the House of Representatives, and the Senate, and like all the different parts of the Government.	High School, Civic Education and Importance of Knowledge
Participant 3 Transcript.docx	I feel like for the class I would memorize certain things to do a good job on the quiz, or the project, or the grade, or whatever, but I feel like I didn't internalize it very well. So, I feel like now I don't have the best grasp. I feel like if I were to be in a group of people and have a conversation about something like this, I would kind of not really say much because I don't feel super educated and comfortable. And that's on me to do more of that. I just feel like it's less about the content, and more about how I approached the class, and viewed it more as this is important for my I guess civic role, versus like this is just a class and a grade.	High School, Applicability and Relevance, What College Students Wish they Knew/ Acknowledgment of own Downfalls

<p>Participant 3 Transcript.docx</p>	<p>Probably yeah. I only took the AP World exam, like the final one, because I just didn't feel like paying for the other ones. But still in the class we had a final and we had quizzes. So, I feel like it was more focused on like, it almost felt like the teacher was trying to check the box off like, "Okay, we talked about this". I wish that it could have been like my college discussions where we actually talk and hear about different opinions from people versus like, here's the lecture slide, and from the book kind of vibe. And we're only gonna talk about this for like a day, so. And I also feel like a lot of the time it is very historical. This is also part of a lack of resources in my high school, but I feel like a lot of the time we were reading things that were very old. So, it was just kinda, it wasn't new which affects things.</p>	<p>High School, What College Students Wish they Knew/ Acknowledgment of own Downfalls, Applicability and Relevance, Exposure to Different Perspectives</p>
<p>Participant 3 Transcript.docx</p>	<p>I think it's important for it to be required in high school, because it's, again, it's a good base. And honestly like, I took history classes from elementary all the way up, because I think it's important that people educate themselves about U.S. History and U.S. Politics, so we don't repeat the bad things that happened in the past all over again. And I feel like it also creates a sense of American identity, I guess. And I think in college it's also just as important. I feel like it's more like major dependent. For example, I feel like some of my classes take on elements that could be considered civic education. For example, my abolition class I'm about to take is talking about prison abolition, and that kind of thing. So, it's more like the advocating route. But I think it's important, just because a lot of people won't go out of their way outside of class to like, do extra. And maybe they'll just take in what they see on Instagram and be like, "Oh, this must be the truth" when they don't know that maybe it's not necessarily completely accurate, and not tainted by views and stuff.</p>	<p>Civic Engagement, College, High School, Civic Education and Importance of Knowledge, Role of Educational Institutions, Reliability of Information</p>
<p>Participant 3 Transcript.docx</p>	<p>I mean, they all have their little elements to it, but I'd say, obviously law and political science majors. I'd say, like being a criminology, psychology, major there's moments of, like I was saying, advocating more than civic education of like you should vote. I mean, I guess kind of that's a part of it. But I feel like business, I mean, I'm not really business like I don't really know much about that, but I feel like maybe being not as much. Or maybe it's more like economically related. But I feel like at Butler at least, they offer the core classes which are also kind of help you. It's basically a way to like kind of force and make sure that you do have that, like, I took a class at TI that was like American visions, understanding like American, the American dream and stuff. So that was kind of like my little dose of civic education.</p>	<p>Civic Engagement, College</p>
<p>Participant 3 Transcript.docx</p>	<p>Yeah, I'd say that where I'm at now in my life, I feel like I'm definitely more influenced by social media, my friends, and family. Just because I'm not taking many civic education courses. But I'd say that my parents for example, my mom, when it came to like last year, with the whole abortion law and everything, my mom was like "You should vote". And I remember she sent me this page of the highlights of each person on the ballot, and just going over them. And she didn't insert her opinion. But she, like obviously, that was a big moment because I would have had to go out and do my own research if I hadn't had that. I feel like they don't really try to influence me a lot, just because they want me to make my own opinions and stuff. But I feel like my friends, I'd say they're very influential just because of like just like who I'm friends with. I feel like a lot of my friends are very passionate about certain civic issues, and they're not afraid to share their opinions on them. For example, my boyfriend, Jack, is kind of the polar opposite of me when it comes to political, civic stuff. So, it's just interesting to pick fights with him. I feel like social media also, a lot of the news sources are very, they're left leaning or right leaning. Or you see a lot of like memes or things on Instagram, that are like making fun of certain things. I feel like I try my best to avoid that, and I don't really watch the news often, but it definitely influences things.</p>	<p>Friends and Peers, Parents and Family, Media &amp; Technology, Voting Practices and Factors that Influence it, Civic Engagement, Civic Education and Importance of Knowledge, Reliability of Information, Exposure to Different Perspectives</p>
<p>Participant 3 Transcript.docx</p>	<p>I mean definitely like, education. Secondary and elementary school. I mean, not so much elementary school, except like little kids, but high school and college. But I also feel like I don't know. I feel like that's kind of tricky because I feel like the government could like maybe they do this, but like host educational, like there's so much there's so much stuff on the Internet but it's hard to know what to use, I guess. I don't know. I think it also really falls on the individual, too. But I guess I wouldn't say there's like a specific institution that is solely responsible. I feel like there are a lot of things that take on the role of kind of like helping to shape what a person should know about civic education and engagement.</p>	<p>College, High School, Role of Educational Institutions, Reliability of Information</p>

<p>Participant 3 Transcript.docx</p>	<p>I feel like it's kind of similar to education, but obviously it's more like actually going out. Not just like educating yourself, but being out in the community, standing for what you believe in, and advocating for what you believe in. And just like basically carrying out your duties as an American citizen when it comes to like voting and just like all the other things, that go in with that. But I also feel another huge part of that, at least to me, is civic engagement. It's important that you're respectful of others' views and also very respectful of like, like your own views. I don't know if that's the right way to put it, but, like someone else is gonna have very different opinions, and that's fine, as long as you don't try to change what they think, or they change what you think. I feel like that's how it should be. Unless they're like crazy and have some really weird opinions. I don't know, I just feel like a big part of civic engagement should be respect. Because, again, everyone's entitled to their own opinion and beliefs, but we should still be able to talk about it.</p>	<p>Civic Engagement, Perceived Importance of Voting, Safe and Respectful Environment, Exposure to Different Perspectives</p>
<p>Participant 3 Transcript.docx</p>	<p>Let's see. So, I voted in the last Presidential election, I think. Maybe I didn't. When was the last Presidential election? I don't even know.</p>	<p>Voting Practices and Factors that Influence it</p>
<p>Participant 3 Transcript.docx</p>	<p>I feel like it definitely has. I would say it's more prominent. I feel like my college friends compared to my high school friends are much more likely to talk about political things or things they're passionate about. I don't know, just more likely to think and talk about those sorts of things. I also feel like because Butler is, I would say more liberal, it's like a more liberal college, I feel like there are things on campus, posters, they send out like emails or like things like that which are definitely more like, "join this club for X, Y, Z". More advocating for things, or they have those little communities on campus that help people get involved and follow what they're passionate for. And I also feel like now that I'm in college, I'm definitely more likely to see social media, or just like, on the top of my Instagram feed, it always says vote. Cause, for example, sometimes I forget what month it is and I'm like, "Oh yeah, the election is coming" up. I will say it does make it more challenging for me being an out-of-state person. To have to get my ballot mailed, and then mail it in. Obviously, it's not that big a deal, but it's like it's different than just going to like Hinkle and voting, if I was to live in Indiana.</p>	<p>Civic Engagement, Friends and Peers, Media &amp; Technology, Voting Practices and Factors that Influence it, College</p>
<p>Participant 3 Transcript.docx</p>	<p>I feel like, yeah. I feel like maybe more of the littler, not littler, all are important, but not like the Presidential election, something smaller. If I don't already feel super passionate about the things going on in it, and then "Oh, I have to remember to get my ballot mailed to me and then turn it in", I feel like all those things combined might cause me to not vote. And I feel like that's also why I haven't voted as much as I should. So yeah, I definitely feel like that plays a role.</p>	<p>Voting Practices and Factors that Influence it, Perceived Importance of Voting</p>
<p>Participant 3 Transcript.docx</p>	<p>This makes me feel like a terrible person, but just like being busy and I feel like if I'm gonna vote, I want it to be educated. I don't want to be circling people on the ballot just because I feel like it. And I feel like sometimes, for example, when my mom sent me all that information on those people, I would have had to go out and do that myself, and sometimes when I don't have a ton of time, that's hard. Yeah, I just feel like, mainly time because it never would be I'm not passionate about it. I just feel like it's more the having to spend time and effort doing it kind of outweighs the passion part of it.</p>	<p>Voting Practices and Factors that Influence it, Parents and Family, Civic Education and Importance of Knowledge</p>
<p>Participant 3 Transcript.docx</p>	<p>For example, the abortion things last year, which was definitely the main reason I voted that time. I really didn't, not I didn't care, but I didn't really pay much attention to the other things on that ballot. It was more like I wanted to exercise that right because I was passionate about my rights as a woman. And I also feel like Presidential, too, because it's very important. I'm not saying that other positions in the government aren't important, but I feel like the Presidential one is just like, "Oh, everyone should vote for that". Like, I should exercise my right to vote, because I'm an American citizen, and I have that right, So I should use it.</p>	<p>Voting Practices and Factors that Influence it, Perceived Importance of Voting</p>
<p>Participant 3 Transcript.docx</p>	<p>I think it's really important. Especially in the world we live in today, because you have the super right people, and the super left people, and in-betweens, you just have so many differing opinions. And I feel like all the people voting with all different opinions is what keeps the country kinda functioning right. Because if, for example, a bunch of right-leaning people were voting, and that was pretty much it, it would be skewed in that direction. It could lead to problems the same way it could if it was a bunch of left-leaning people. It just it keeps it balanced and I feel like that's important.</p>	<p>Perceived Importance of Voting</p>



Participant 3 Transcript.docx	I feel like for me, it wouldn't. I would definitely say I'm more left-leaning, but it depends on the issue. Because certain things I feel like I'm more like, I'm not like strict left. I feel like it depends on what the issue is. I feel like depending on whatever party you're a part of, or whatever side you are I feel like you should vote. I don't feel like my party necessarily is what convinces me to vote.	Voting Practices and Factors that Influence it
Participant 3 Transcript.docx	I mean, not really. I guess I hadn't really thought about things like that, so I kind of enjoyed being like, "Hmm, I should do some more research myself". But yeah, I don't know. It's just interesting, it's very important to do that kind of research, too.	
Participant 3 Transcript.docx	I think it prepared me. I feel like it gave me a good basis. I feel like also my mom was very helpful. I remember my brother and I when we were younger went with her to vote, mainly because she didn't have childcare to take care of us. But just being in the school and standing in the line, and being with her when she voted, and being in that environment was really important. So, I definitely think it's important. And I feel like I might not realize how important it is, but if I didn't have the education then it would be a lot different.	Parents and Family, Voting Practices and Factors that Influence it, High School, Civic Education and Importance of Knowledge
Participant 3 Transcript.docx	I feel like the education kind of helps you create your own opinion and understand your role in voting, and how important it can be, and how to vote correctly. Even like looking at the ballot and being like, "What do I do?", and just how to exercise your right, I guess.	Voting Practices and Factors that Influence it, Civic Engagement, Civic Education and Importance of Knowledge, Perceived Importance of Voting
Participant 3 Transcript.docx	I'm a junior.	College
Participant 3 Transcript.docx	Since just coming to college. So, 3 years now.	College
Participant 3 Transcript.docx	Yep.	High School
Participant 3 Transcript.docx	Yeah, I feel like not a ton. But I do like, obviously, I know what that is.	High School
Participant 3 Transcript.docx	3 years.	College
Participant 3 Transcript.docx	I'm a psychology and criminology double Major.	College
Participant 3 Transcript.docx	Next spring.	College
Participant 3 Transcript.docx	Yeah.	Reliability of Information, Applicability and Relevance

Participant 4 Transcript.docx	Well, I took Gov. my senior spring, but we had COVID-19, so I didn't learn anything.	High School
Participant 4 Transcript.docx	And then I took World History.	High School
Participant 4 Transcript.docx	Oh. 5.	Voting Practices and Factors that Influence it
Participant 4 Transcript.docx	Just education regarding your rights to vote and getting access to being able to vote. And things like that, I guess, along the realms of voting, but also like from the legal realm. I don't really know.	Civic Education and Importance of Knowledge, Perceived Importance of Voting
Participant 4 Transcript.docx	Probably not as sophisticated. And I think mine probably stems more around voting, whereas those might have encompassed a broader range of civic education.	Friends and Peers, Civic Education and Importance of Knowledge
Participant 4 Transcript.docx	Probably pretty limited. For example, my only course in school that I've like learned about it was that like Government class, and we literally didn't have class, we just did a couple of assignments that I looked up online. And then also from my parent's standpoint, I think that they have helped with civic education, like when I have questions they've like been there to answer. So, I have them as a good resource but that might also be like biased cause they like feed me their information. But pretty limited.	Parents and Family, High School, Reliability of Information
Participant 4 Transcript.docx	Probably, like social media, the news, and even with being on SAAC here at Butler trying to promote people to like get people to vote. I guess, kind of in that realm, and like knowing, I guess I don't even know if that's civic education, but knowing when specific dates and polls are too. Yeah.	Civic Engagement, Media & Technology
Participant 4 Transcript.docx	Well, I think if it was during like a normal school year it would have been helpful cause I had just turned 18 when I was taking the class. So it was kind of important for me to be learning that stuff. I guess if I would have learned it a couple of years earlier, I could have easily like written it off because it didn't apply to me as much. Wait! Can you vote when you're 18 or 16? 18, right? And so, I think that it could have helped a lot. It just didn't because I literally don't really recall anything from that class and the processes and stuff like that. I just remembered my teacher telling me that I should vote because every vote matters. So, I guess from that standpoint it was good. But my world history class is more like, I guess history oriented but it did talk about women's rights and the importance of voting as a woman too.	High School, Perceived Importance of Voting, Applicability and Relevance

<p>Participant 4 Transcript.docx</p>	<p>Probably how to distinguish in the news really what laws mean. For example, there was one last year that was taking place about abortion, and 2 different things on the law that was wanting to be passed, or whatever and there were so many polarized opinions about it. For example, my parents were like, well, I didn't want to vote on it because it had also talked about, there were other aspects of the law. But when you look it up online, knowing how to read the exact law terms like that, they use kinda confusing ones. Also being able to distinguish what is fake news on social media because people are gonna put what they want you to think so they are gonna word it in their own way and it can be completely incorrect. So, I think that's what I still wish that I knew, because then sometimes I just resort to "I don't have enough information on this. I'm not gonna vote", so I wish that I had more information on that.</p>	<p>Media &amp; Technology, Parents and Family, Voting Practices and Factors that Influence it, High School, What College Students Wish they Knew/ Acknowledgment of own Downfalls, Civic Education and Importance of Knowledge, Reliability of Information</p>
<p>Participant 4 Transcript.docx</p>	<p>Also, getting an absentee ballot and the timing of it, I guess. Like, I have an absentee ballot being sent here for the primary election, I don't know something taking place in February. But I wasn't home during some other times and the absentee ballot was sent to my house. My parents filled it out for me, but knowing when I have to fill that out by specific dates, because you have to fill it out by this date so it can sent back here, and also just dates of when like elections would be cause I just thought that there would be like one election every 4 years, but elections are like every year for different things that are important. And you never really learn specifics about how often you'd be required to vote or like when elections are. Yeah, I never knew really about that. And I wasn't curious so I never asked. I don't think I knew what an absentee ballot was until 2020, my freshman year was the Presidential election, so I figured it out then, cause I wanted to vote in that. I didn't want Donald Trump to win but before that, I didn't know of it. Yeah.</p>	<p>Parents and Family, Voting Practices and Factors that Influence it, What College Students Wish they Knew/ Acknowledgment of own Downfalls</p>
<p>Participant 4 Transcript.docx</p>	<p>First, I think when you're like a freshman, sophomore in high school maybe it doesn't have to be as important. But I think that is probably the most important time to like, get it in your head like, "This is important for me to vote" when you're younger. Then, the first time you vote, I don't know, it's a cool thing to be able to be involved and it's also a right that is probably taken for granted now. For example, women didn't use to be able to vote and I know that civic education is more than just voting, but like that's how you can get your voice out there. So I think that they should definitely start in high school. And then in college, it's another independent place that you're on your own and so I think it's important for people to know, just like, have the information and do what they please with it. I think that it's very important and colleges should play a critical part in that education. Because, where else are you gonna get your information from? Probably the news, and that's not the most reliable. Then, like once you go off to your work, they're not gonna be educating you necessarily on civic education, you should just know it when you get there. So, I think that high school and college are very critical.</p>	<p>Perceived Importance of Voting, College, High School, Civic Education and Importance of Knowledge, Role of Educational Institutions</p>
<p>Participant 4 Transcript.docx</p>	<p>I think that my family, not like more important than school, but a lot of times you come home from school and you talk to your parents about stuff and if they're like, "Oh, voting's stupid" or like "civic education is stupid", you're gonna have that mindset. So I think that can play a big role in it. And my parents have always been, not that they don't share their political views as much, but especially when I was in high school I had really no clue what their political views were, which was kind of good cause it let me form my own opinions. But social media, I think can be a really good way to get people to vote, or be educated in that realm of things. But I also think that, like we said, it can be detrimental, because it can be so polarized. But for school, I guess it's hard because I don't remember sitting in class learning about it from a teacher. But I could see how that could be nice, cause it's like, "Okay, I'm actually learning about this stuff. It's important". Whereas if you see it on social media like, "Oh, it's just another post" type thing. I think the most influential in my life has been my family on my civic education.</p>	<p>Parents and Family, Media &amp; Technology, High School, Reliability of Information, Applicability and Relevance</p>

<p>Participant 4 Transcript.docx</p>	<p>I think schools for sure, like, obviously, you're gonna get an impact by your family but it shouldn't be your family's job to teach you about civic education. I think it should definitely be on educational institutions.</p>	<p>Parents and Family, College, High School, What College Students Wish they Knew/ Acknowledgment of own Downfalls</p>
<p>Participant 4 Transcript.docx</p>	<p>Well, I guess knowing that term compared to civic education, I would probably use my definition for civic education. Probably being active in politics, whether that's voting or going out and like using your voice. I don't know. Yeah.</p>	<p>Civic Engagement, Perceived Importance of Voting</p>
<p>Participant 4 Transcript.docx</p>	<p>Yeah, I feel like, when I was in high school, I was like, "Okay, civic engagement, voting, that's all I do", but you can do so much more than that. I feel like being engaged with politics, I've like taken it on myself to like be educated more, too, and so being more engaged with the politics, and like what they mean. Obviously, it's still hard sometimes to understand what things mean, but also there's the promoting it further, and being engaged, and like getting other people to get engaged too, instead of just doing it on your own. So, I think that has changed. Okay, so kind of in that sense, like advocacy for other people's engagement.</p>	<p>Civic Engagement, High School</p>
<p>Participant 4 Transcript.docx</p>	<p>Yeah, I think so, because if you don't understand, kind of like what we talked about, if you're not understanding the importance of voting, or being engaged in politics, or if you're not being engaged, or if you don't understand what certain politicians are supporting or things like that, you're just probably not gonna be inclined to vote or be engaged. Personally, sometimes I'm like, "I don't know what this means so I just am gonna ignore it", I'm like, "Oh, it doesn't apply to me". So I think if you're more educated, you're going to be way more likely to be engaged. Sometimes I try to figure it out but sometimes I'm just like, "Oh, yeah", so it goes hand in hand.</p>	<p>Voting Practices and Factors that Influence it, Civic Engagement, Civic Education and Importance of Knowledge</p>
<p>Participant 4 Transcript.docx</p>	<p>They failed me. I went to the fucking voting area the first time, and I like almost started crying because I didn't know anyone. I thought I was just voting on Donald Trump or Joe Biden. 30 fucking names I had to vote for, and I hadn't heard of one of them, so I was like, "Oh, my God". And I couldn't bring my phone and look stuff up, so I just had to vote. And I don't think I voted for a lot of them, because I was like, "Who's against abortion?", and I didn't know. So I felt like I didn't know crap.</p>	<p>Voting Practices and Factors that Influence it, High School, What College Students Wish they Knew/ Acknowledgment of own Downfalls, Applicability and Relevance</p>
<p>Participant 4 Transcript.docx</p>	<p>Yeah. And, how to get information to be prepared for that. What to look up, or where to get my information from that's not biased on the news, when election day was, like I know November second, but I had no clue that there were other elections. I had no clue that we elected people on the State level like there's state elections like there are city elections, no clue about that. So, they failed in every single thing in life.</p>	<p>Media &amp; Technology, Voting Practices and Factors that Influence it, High School, What College Students Wish they Knew/ Acknowledgment of own Downfalls, Reliability of Information, Applicability and Relevance</p>

Participant 4 Transcript.docx	Oh, for sure. If it's national, I'm going to vote. If it's city obviously that's important because that's gonna impact the things in my city, but I just don't look at it as important. Because, it's not gonna be always held on November 2, like the Presidential election, so I don't know that date and I also just didn't know that there were those.	Voting Practices and Factors that Influence it, Perceived Importance of Voting
Participant 4 Transcript.docx	When Donald Trump is running. I'm just kidding. Well, for example, the presidential election like that's one of those things like, "Okay, you should vote for that". But also, if there, for example, like women's rights, that's something that I'm like, "Okay, I'm gonna vote for" because it like applies to me directly. And I know that you shouldn't just vote if it just applies to you directly but that's more of like, "Okay, I'm gonna vote on this". Or if I'm more educated on the topic I'm gonna vote about it or vote for it. If I'm not educated, I'm like, "Well, I don't wanna screw up", I don't want to just be one of those people that are like "I'm just gonna vote this". I'd rather just not mess with the data. Or if my friends are voting, I'm like, "Okay, maybe I'll vote", because then I'll be able to hear their opinions about what they're voting for, too. My family's voting, if someone tells me to vote, I'm like, "Oh, okay, I'll vote". If social media, if I see it on social media, it's not like I feel that inclined about it. But yeah, those are some reasons.	Parents and Family, Media & Technology, Voting Practices and Factors that Influence it, Civic Education and Importance of Knowledge
Participant 4 Transcript.docx	Because my absence ballot was at my house.	Voting Practices and Factors that Influence it
Participant 4 Transcript.docx	Well, I feel like right now, with everything going on a lot of times Liberals, are more on the pro-choice side, for example. So last year, when it was all the abortion laws, that's obviously a very big topic in the United States right now. So I think that has kind of influenced me to be like, "Okay, I need to vote" but also for human rights. Because sometimes Liberals are more human rights. Yeah, I don't know, just like makes me want to vote against Donald Trump, so that too.	Voting Practices and Factors that Influence it, Perceived Importance of Voting
Participant 4 Transcript.docx	You see, I think that I understand it's more important now. If you asked me like 2 years ago 3 years ago, I would have been like, "My vote doesn't matter. I'm just one person". I realize too, even from our women's rights FYS, and my own life experiences, that you're one person but one vote does matter. Your voice does matter. So, I think that I feel more of a desire, but it's also kinda cool to go vote and be like, "Yeah. Cool". Wait! What was your question?	Perceived Importance of Voting, College
Participant 4 Transcript.docx	I perceive it now to be very important, even though sometimes I don't always do it. But if I was home, or I have an absentee ballot.	Perceived Importance of Voting, Voting Practices and Factors that Influence it
Participant 4 Transcript.docx	Yeah, I have an absentee ballot coming in February. It's like the preliminary, yeah, that one. So, it's coming in the mail right now. It should be.	Voting Practices and Factors that Influence it
Participant 4 Transcript.docx	I need to be more educated, and I don't know where to get my sources from, because everything is skewed in the news, so I don't know what the fuck to believe.	Media & Technology, What College Students Wish they Knew/ Acknowledgment of own Downfalls, Civic Education and Importance of Knowledge, Reliability of Information

Participant 4 Transcript.docx	And not fucking fox news, or whatever the other one is! They're all like, "I wanna poison your brain. The other person wants to just give free money to people who are lazy sitting on their bum". It's crazy.	Media & Technology, Reliability of Information
Participant 4 Transcript.docx	Liberal	Voting Practices and Factors that Influence it
Participant 4 Transcript.docx	Fuck yes.	Civic Engagement
Participant 4 Transcript.docx	Senior.	College
Participant 4 Transcript.docx	Troy, Athens High School in Michigan	High School
Participant 4 Transcript.docx	No	Voting Practices and Factors that Influence it
Participant 4 Transcript.docx	I don't know. 3 and a half years in one week.	College
Participant 4 Transcript.docx	Health sciences.	College
Participant 4 Transcript.docx	May of 2024.	College
Participant 5 Transcript.docx	Yes, I took A.P. Gov., A.P U.S. History and A.P. World History.	High School
Participant 5 Transcript.docx	Rough estimate. Let's say, I'd say like 4 or 5, and some of those were remote, like, I mailed in my ballot somewhere.	Voting Practices and Factors that Influence it
Participant 5 Transcript.docx	Civic education I feel like is knowing what your role is regarding voting and just overall in the society, and how you can influence and affect decisions that are being made. But most importantly, being educated on it, and knowing how you can do what, and where, getting connected in those ways.	Civic Education and Importance of Knowledge
Participant 5 Transcript.docx	I feel like it might be a little different. I don't know, cause we don't talk about it a ton. I feel like it's just something that you either do or you don't do, and it's not like super spoken about. But I feel like my mom has helped me be more involved with my civic duty because we weren't really educated about absentee ballots, and not living in the same state or close enough to home to drive home for an election. She helped me get my absentee ballot and send it back in, and whatnot, and I feel like some of my friends either don't have that education like from their parents, or they're just unaware that you can do that, or it's too difficult. So, I feel like in that way it might be a little different.	Parents and Family, Friends and Peers, Voting Practices and Factors that Influence it, Civic Education and Importance of Knowledge

<p>Participant 5 Transcript.docx</p>	<p>I would say that, I don't know, I feel like I definitely could be more educated and whatnot but I feel like I've tried my best to stay involved, especially since being away. I was so excited to vote for the first time when I was at home and that was a really cool experience. And I think, knowing how much of an impact just one vote can have. Then also, I feel like I'd be a little more outspoken about it with my friends to make sure that everyone knows that they have the right, which is important because people didn't used to have that right, and the duty to perform in elections and stuff. And I feel like that's important. So, it could be better. But I feel like, I have a good base to work with.</p>	<p>Friends and Peers, Perceived Importance of Voting, Civic Engagement, Civic Education and Importance of Knowledge</p>
<p>Participant 5 Transcript.docx</p>	<p>Hmm, okay. I mean, nothing really sticks out to me in high school. I did take those classes, but I feel like I didn't learn a lot about like going forward, how you can make a difference. It's more like going back in time and what it used to be, and like what it is now. But I feel like that is a big area that could be expanded upon, especially in high schools. Cause that's when you are turning 18 and can vote but, I mean, not a ton of other places other than my mom helping me. I feel like social media sometimes, especially surrounding the 2020 election, that was a big turning point. I feel like for a lot of people, like, the parties got polarized a little bit. And so like, I decided, "Oh, yeah, that is like pretty big and I should be using my voice more now than ever" because it was a super big decision for the whole nation. And I feel like during that time, like on Instagram, I would see "this is how you can apply for an absentee ballot if you are out of state" and stuff like that. So, I feel like that is a positive influence of social media.</p>	<p>Media &amp; Technology, Perceived Importance of Voting, Voting Practices and Factors that Influence it, High School, Civic Engagement, Applicability and Relevance, Reliability of Information</p>
<p>Participant 5 Transcript.docx</p>	<p>A lot of history and I don't really love history so a lot of it didn't really stick in my brain. I feel, I don't know, a lot of dates, and people, and wars, and all that jazz but I'm a science girl so I mean, a lot of it didn't stick. I feel like that's also pretty telling, if it was something that was applicable to my life and that I would use going forward, I would know more about it. But it was a lot of like court cases that are momentous now, I guess. That is something that did stick, prohibition, and women's suffrage movement, and the civil rights movement, and feel like it is important to be educated on that. So, I do have that background but other than that, not a whole ton.</p>	<p>High School, Civic Education and Importance of Knowledge, Applicability and Relevance</p>
<p>Participant 5 Transcript.docx</p>	<p>I wish that I would have learned more about civic education like we're talking about now and voting and how important it is to vote. Like, I remember my AP Gov. teacher really stressing that cause it was like getting a little bit closer to the 2020 election and whatnot. So she was a big advocate for voting but it wasn't part of the curriculum per se that was just her kind of encouraging us to go vote. I feel like a lot of people don't think that it will make a difference so they just don't do it, which is a little disheartening cause if everyone has that same mindset, then it will carry far, and then that can end up making a big difference. So, I feel like more emphasis on the power of your vote and being engaged in community decisions and whatnot is important.</p>	<p>Perceived Importance of Voting, Voting Practices and Factors that Influence it, High School, What College Students Wish they Knew/ Acknowledgment of own Downfalls, Civic Engagement, Civic Education and Importance of Knowledge</p>
<p>Participant 5 Transcript.docx</p>	<p>I think a big role could be played there. Just because my mom has helped me, I like have that from her, but obviously not everyone has that role in their life. If more people did have that, and just someone to tell you "this is where you have to go", "This is what you have to do", in order to be able to use your voice and whatnot, that would help a lot of people. It's hard to vote absentee. It's difficult. And I think that might be for a little bit of a reason, but it is possible. I feel like if there were more resources like, "If you're from this state, this is what you have to do", I don't know if that's a thing, but if there is something like that, that could help a lot of people. Maybe, like some educational courses, you can just go to and like, this is ways to get involved.</p>	<p>Parents and Family, Voting Practices and Factors that Influence it, College, Civic Education and Importance of Knowledge, Role of Educational Institutions</p>

Participant 5 Transcript.docx	I feel like she's pretty like in tune with what's happening in the world and like decisions that are gonna be made and whatnot. I don't really watch much news when I'm at school and super busy, so I feel like she keeps me up to date on that sort of thing. She like knows a lot about it, and goes on Twitter, a lot which I know isn't the best resource, but she knows from all angles stuff about like hot topics. And I feel like being educated on the world happenings is important when you're well informed and going into situations where you could like help or be against something, if that makes sense. I also feel like she just keeps me responsible and up to date on what I can do and when elections are cause there's primaries that are super important, leading forward into the actual election in November, and so knowing when those are, and how to go vote for them.	Parents and Family, Media & Technology, Voting Practices and Factors that Influence it, Perceived Importance of Voting, Civic Education and Importance of Knowledge
Participant 5 Transcript.docx	Yeah, I think that's a hard one cause it can get a little lost in social media. Everything can be a little distorted. But I do think it can serve a positive role, because so many people our age are on social media, and that's where they get their information. So, I feel like it can be a positive thing but you have to kind of be careful of what you're reading and whether it's truth or not. So, I feel like it's a good way to reach our like generation, cause not all of us like watch the news, or like read articles and stuff, so I feel like that's a good way to reach us. And we have such a big impact going forward and can make a big difference, and like what decisions are made and stuff. So, I don't know, I feel like it's just it's a little, there's some gray area there and like, what can you trust on the Internet? But I feel like it's a good way to reach the crowd that you're maybe wanting to.	Media & Technology, Reliability of Information
Participant 5 Transcript.docx	Feel like it's maybe a little similar to education, you use your civic education to be engaged. More so like the act of like being engaged with your community and like your state and nation. The process of doing that versus like being educated and like knowing how to do it and then actually doing it.	Civic Engagement
Participant 5 Transcript.docx	Yeah, I mean, I feel like it's voting. It's like being involved in protests, like peaceful protests downtown, or something like that. Kind of just using your voice, and like making it heard. Signing petitions if they're out there. petitions, protests, voting, also like engaging with your peers like I mentioned earlier. I feel like that can also be a part of that, just speaking about it, cause I feel like it's really not talked a lot around like my friends and stuff. So, I feel like if we are more engaged in that way, then that can lead to different forms of engagement, and just kind of creates a positive train going forward. Yeah, like a forum for people to actually discuss.	Civic Engagement, Friends and Peers, Perceived Importance of Voting
Participant 5 Transcript.docx	I feel like it definitely has changed. Like in high school, I was just excited to vote, it was like, "Okay, this is my party and this is what I'm gonna vote for". But it's definitely changed. I feel like the 2020 election was big and a lot of movements that happened around that time that I feel like have made me more engaged and educated. Both of those I feel like have definitely been increased because I realized that there's a need for people to understand what's going on and not just be passively involved, but actively knowing who you're voting for and who you're supporting.	Civic Engagement, Perceived Importance of Voting, Voting Practices and Factors that Influence it, College, Civic Education and Importance of Knowledge
Participant 5 Transcript.docx	I mean, I kinda touched on this earlier, but I feel like the more that you're educated, the more you're gonna be engaged. I know some of my friends they could care less about voting, and they're not super educated on it. So, if that were different, I feel like maybe they would care a little bit more. So I feel like there's a direct correlation there. Maybe not causation, but the correlations pretty vast or like important in my eyes. The more educated you are, the more likely you are to want to be engaged. So I feel like that's a good starting point, you can't just go to the polls or go sign a petition not knowing what you're doing.	Friends and Peers, Voting Practices and Factors that Influence it, Civic Engagement, Civic Education and Importance of Knowledge



<p>Participant 5 Transcript.docx</p>	<p>Yeah, I definitely think it's a combination of all those things, like, one will play into the other. If you're more educated, then you'll look more into who you're voting for, and like who you would want in that position, and what difference that will make in your life cause the decisions that are made through the polls, directly affect you. And I don't think a ton of people realize that and they're a bit more passive on it, and they just kind of accept what is given to them versus knowing that they have an active role and that they can like influence that. I feel like sometimes that is a little misunderstood. So, I feel like all 3 are super important, you can't really have one and not the other to really understand.</p>	<p>Civic Engagement, Voting Practices and Factors that Influence it, Perceived Importance of Voting, Civic Education and Importance of Knowledge</p>
<p>Participant 5 Transcript.docx</p>	<p>I feel like, for the most part, I wasn't super prepared on how to vote. Most people turn 18 in high school, and so I feel like that is a big like area that could be improved on. Like sitting people down in a class, whether you're 18 yet or not, you'll still have the information once you get to that point. But having that in high school, you're in a setting where it can be taught by people who are educated on it and have lived it for years is a big point that I wish that I did have. Then, going forward, I could use that, like, if you're moving out of state for college, this is what you can do versus either having to look it up or ask your family about it. Some people haven't ever absentee voted because they just stay in their state so they might not even know and then you have to figure it out online, which is hard. But if there's more information about that. I would say, for the most part, it failed me going forward.</p>	<p>Parents and Family, Voting Practices and Factors that Influence it, College, High School, What College Students Wish they Knew/ Acknowledgment of own Downfalls, Civic Education and Importance of Knowledge</p>
<p>Participant 5 Transcript.docx</p>	<p>Yeah, I would start out by not voting. I think it revolves around the complications of absentee voting. Cause it just takes a while to register for your ballot, get it sent to you, and then send it back, and it has to be in by a certain day. I've fallen into that deadline issue before, and that was the reason. I sent my vote in but it didn't get there in time. And then for voting, I feel like I know better now, like the difference that my vote can make so, I feel like that's a big reason why I can. And I'm more educated than I was before but I definitely can be even more educated going forward. And I feel like the issues surrounding women recently have been a big influence on why I've been more engaged with voting and making sure that I get my ballot in time. Last time I had my parents just drop it off because my mom was working at the polls so she could just make sure that it was there this time.</p>	<p>Parents and Family, Voting Practices and Factors that Influence it, Civic Education and Importance of Knowledge</p>
<p>Participant 5 Transcript.docx</p>	<p>I think that it does influence, I don't know. So, in high school, well, grade school, growing up my family was always Republican and then that has changed recently. It's more the whole picture of human rights versus financial reasons. So, because that little shift happened, then everything that's going on, I feel like I understand there is big importance behind voting, and the issues can be very big, or they can be "Oh, this could lead into something else that could lead into that". I can see farther down the line, like, the effects of my vote and I just feel pretty passionate about those decisions to be made. So, I want to do everything in my power to make a difference.</p>	<p>Parents and Family, Voting Practices and Factors that Influence it, Perceived Importance of Voting, High School</p>
<p>Participant 5 Transcript.docx</p>	<p>I think it's really important. And the more that you're educated on it the more you realize how important it is. And I also think it's really important because my sister she works on legislating bills and stuff in like the Ohio House, for women's rights to like medical treatment versus like them having to pay for it themselves. Type of thing. And I just think that there are so many things that having a voice and voting, can like impact. I see that through my sister, through my mom, like working at the polls. And it's just like, I don't know, I think it's super important. I think everyone should do it, but they have to have like the right resources to do so.</p>	<p>Parents and Family, Perceived Importance of Voting, Civic Engagement, Civic Education and Importance of Knowledge</p>
<p>Participant 5 Transcript.docx</p>	<p>I think everyone should do it, but they have to have like the right resources to do so.</p>	
<p>Participant 5 Transcript.docx</p>	<p>No, she works for a nonprofit for breast cancer treatment so she's always lobbying to get more access for people.</p>	<p>Civic Engagement</p>

Participant 5 Transcript.docx	I do, indeed	Voting Practices and Factors that Influence it
Participant 5 Transcript.docx	I did not. That was the one that I didn't get in time.	Voting Practices and Factors that Influence it
Participant 5 Transcript.docx	Yeah.	Voting Practices and Factors that Influence it
Participant 5 Transcript.docx	I moved out here for my freshman year, so, August of 2019. Four and a half years.	College
Participant 5 Transcript.docx	4 and a half years.	College
Participant 5 Transcript.docx	Health sciences with PA as well.	College
Participant 5 Transcript.docx	I went to Notre Dame High School in Cincinnati, Ohio.	High School
Participant 6 Transcript.docx	I took a politics class, but that was about it. Other than, like, the U.S. History and things like that throughout high school.	High School
Participant 6 Transcript.docx	I think. Just the presidential one. I did the 2020 presidential one.	Voting Practices and Factors that Influence it
Participant 6 Transcript.docx	Like knowing how to live in or learning how to live in like the political culture and everything in the country.	Civic Education and Importance of Knowledge
Participant 6 Transcript.docx	: Let's see. Sorry, it takes me like 2 secs to think. I would say my political class helped me learn the most because you were learning about politics and voting, and how the government works. Things like that. So I feel like that's where I learned the most.	High School
Participant 6 Transcript.docx	I would say, my family. And then people around me, people talking about politics and like encouraging people to vote, and everything like that.	Parents and Family, Friends and Peers, Voting Practices and Factors that Influence it
Participant 6 Transcript.docx	The history classes were basically from like the beginning of the United States, like the development of the Constitution, Bill of Rights, all those kinds of things. And then we went from then until like 9/11 is when we stopped time-wise. So, anything throughout that I feel like we learned a lot about. And then, I mean we learned about how the U.S. was involved in different wars and things like that. And then the politics class was developing your own opinions and like learning about different sides and voting in different states. Yeah, things like that.	High School, Exposure to Different Perspectives

Participant 6 Transcript.docx	The practical, like actual learning how to vote. Like getting the, what are they? The ballots? And like, you're not in the state. Yeah, absentee ballots. I mean, I would say a lot of political views like when I was younger came from my parents so in that sense, I guess they were like teaching me their beliefs. Yeah.	Parents and Family, Voting Practices and Factors that Influence it, Reliability of Information
Participant 6 Transcript.docx	Oh, jeez. I mean, I feel like a lot of the history stuff that we did learn, even before high school and stuff, left out a lot of things or didn't take in multiple perspectives. They're just like dated, I guess. I don't know. I feel like I liked what I learned in my politics class. That like opened, I don't know, I saw a lot more different like topics and ideas and things like that when I was in my first high school.	High School, What College Students Wish they Knew/ Acknowledgment of own Downfalls, Reliability of Information, Exposure to Different Perspectives
Participant 6 Transcript.docx	: It was pretty discussion-based, we all sat kind of like around the classroom where we could see each other pretty well. We'd have a little bit of lecture, but most of the time I feel like we'd bring up a topic that kind of is relevant for the class, and like things that we'd been learning about, and then everyone would be open to discussing their ideas, I feel like it was pretty good, as far as allowing everyone to share their opinions. I mean, I would say, the majority, at least, the teacher was very open to different ideas. Yeah, mostly discussion.	High School, Safe and Respectful Environment, Exposure to Different Perspectives
Participant 6 Transcript.docx	I think they should be more encouraging, especially when you're turning 18, getting you able to register to vote. And like learning all the things that you need to do and bring with you, and how to get absentee ballots, especially if a lot of people are going to college, and like making sure people get them in a timely manner, so they can actually vote. I don't know, just learning about how to do that and then also explaining, cause a lot of the things that you are voting on, at least law-wise, I feel like isn't very easy to read, so like teaching people how to understand what you're actually voting for.	Voting Practices and Factors that Influence it, College, High School, Civic Education and Importance of Knowledge, Role of Educational Institutions
Participant 6 Transcript.docx	I asked my mom, like how to do it. And then also, just the online thing. I mean, we have the website for your state that like tells you how to do it. It's, yeah, they're usually kind of hard to navigate, the websites I found, but that's pretty much how I figured it out.	Parents and Family, Media & Technology, Voting Practices and Factors that Influence it
Participant 6 Transcript.docx	I mean. I would say, like voting and paying attention to politics, and I mean your state, and then the country as a whole, I guess. I don't know.	Civic Engagement
Participant 6 Transcript.docx	I mean, I feel like it's kind of stayed pretty similar. I feel like that was kind of my view in high school. I mean, I feel like as I've got, I mean it just doesn't show in like how much I voted, but I feel like I learned that it's more important. I've learned that compared to other areas, like countries around the world and stuff like that, and how much of a big deal it is the United States to get up and vote on things.	Civic Engagement, Perceived Importance of Voting, College, High School
Participant 6 Transcript.docx	Yes, that. And just, I mean maybe it's just like the locations I have been in, but I feel like people put more of an emphasis on it, or I'd notice that as I've gotten older, and gone to different places. But yeah.	Civic Engagement

Participant 6 Transcript.docx	I mean, I would think that the more you know about it and understand the term the more you would do it. I feel like when I was in the politics class, I mean, partly because it was required, but I feel like I was more engaged when I was learning about it. I feel like the more you learn about it the more you find it interesting, I guess. I don't know. And then like if you're actively learning about it, the more engaged you are.	Voting Practices and Factors that Influence it, Civic Engagement, Civic Education and Importance of Knowledge, Applicability and Relevance
Participant 6 Transcript.docx	: I think, maybe I'll say like, if I had stayed at my first high school I wouldn't have had the political class that actually like opened me up to like politics and things like that. Politics weren't really discussed that often, and we learned about history and things like that. But I feel like I would still not care very much if I had stayed there. So, I guess I could have been failed if I had stayed and not learned about it.	Voting Practices and Factors that Influence it, High School
Participant 6 Transcript.docx	Yeah, I don't think if I stayed, because I went to the first school like the public school for 2 years, and then last 2 years I went to the other school, where I got to take the politics class and that was optional. Yes, yes, oh shoot! I forgot my train of thought. Sorry, I forgot I was talking about.	High School
Participant 6 Transcript.docx	eah. Yeah, I do think that's where I learned the most about like anything civic engagement, education, whatever. Yeah. I mean, I do think it's good to learn about like history and stuff like that, that's important, too. So, I mean, that was good.	High School, Civic Engagement, Civic Education and Importance of Knowledge
Participant 6 Transcript.docx	So, in the past the reason I haven't voted was like I didn't get my ballot, I didn't do that soon enough, or it didn't come in the mail. So that was why I didn't before, why I haven't since the presidential election. Reasons for... I feel like it's good to know about what's going on, and changes that can be made and things like that. Especially when you're like, that's gonna be the things that actually get into the system in society. Like as we're getting into society more they affect like this, we got our futures. So like, yeah, having a say in your future.	Voting Practices and Factors that Influence it
Participant 6 Transcript.docx	Oh, yeah, I don't remember what they called it, but I did not.	Voting Practices and Factors that Influence it
Participant 6 Transcript.docx	The ballot.	Voting Practices and Factors that Influence it
Participant 6 Transcript.docx	I would say pretty important. I mean, I've also learned about a lot of ways, so like in one of my college classes, it was constitutional law last semester, I learned a lot about how difficult it is to make changes to like at least the constitution and national memory and things like that. So, I mean, I feel like at the very least, voting is like a way to do that. So pretty important.	Perceived Importance of Voting, College, Civic Engagement
Participant 6 Transcript.docx	We learned about like mostly the Bill of Rights and amendments and how those kind of came to be. Like different core cases. Yeah, because most of the way certain laws and things like that changed that we learned about were through court cases. We also talked about how the process of changing a lot just takes so long. Yeah, different things. We talked about the current things like the right to abortions and health care and things like that.	College
Participant 6 Transcript.docx	Yeah, I took like Accounting, Economics. Let's see, I had taken a Business Law class, a Business Ethics class, then a Pre-Business Law class, I don't remember what it was called, but there's like base principles and whatever. Something like that.	College

Participant 6 Transcript.docx	They covered very different areas in law. A lot of the things the business law had to do with contracts and land ownership, and those kinds of things. The Constitution was like the country as a whole. Yeah, a lot of the business stuff we learned about Indiana law and just like thought processes from the business owner's perspective of things you need to watch out for and make sure you're doing.	College
Participant 6 Transcript.docx	Senior.	College
Participant 6 Transcript.docx	3 and a half years.	College
Participant 6 Transcript.docx	Dance and Arts Administration. Well, I guess Dance/ Arts admin, and then the minor is business law.	College
Participant 6 Transcript.docx	This May.	College
Participant 6 Transcript.docx	I went to high school at Kingsley High School, and then Interlocken and Arts Academy.	High School
Participant 6 Transcript.docx	Yes.	Voting Practices and Factors that Influence it
Participant 7 Transcript.docx	Oh, in high school we did something about like the French Revolution and had to do a like a simulation of King Louis court thing when the guy's head was chopped off. I was one of his attorneys or something. And then in that same class, we did, I think I was some sort of seat in the Senate, and we were arguing topics but truthfully, I don't remember anything about it. It was like a little 2-month unit, maybe. Then I did take IB Business in my Junior and Senior year if you count that as an economics class. But it was mostly focused on businesses, not the political side of it.	High School, Applicability and Relevance
Participant 7 Transcript.docx	I'm currently taking a class called Freedom and Movement across the transatlantic. And yeah, our first couple of days we were talking about some of, and I don't really know, I should have paid more attention, we were talking about some of like the basic ideas of like Socialism and stuff, some like the original Liberals.	College, Applicability and Relevance
Participant 7 Transcript.docx	I mean it's like knowing, the systems of the government, the hierarchy structure is probably important, and maybe the topics of power that they each control.	Civic Education and Importance of Knowledge
Participant 7 Transcript.docx	Well, in fifth grade we had a unit about like the structure of the Government, and how decisions are made, and all that truthfully. I couldn't tell you how it all works. I didn't pay that much attention in that unit. It didn't interest me. Could you repeat the question? So, I know where I'm going with this.	High School, Applicability and Relevance

<p>Participant 7 Transcript.docx</p>	<p>My experiences of civic education. Oh, I would say that my school maybe was a little bit pushy with some ideologies, like, I know teachers aren't necessarily supposed to share their personal opinions and stuff, but especially like being an international school most of my teachers were foreign. So, throughout high school, there were a lot of opinions thrown around the immigration policies under Trump. Then also before that, like for the 2 elections when Obama won, we did like a little mock election in the school where everybody got to vote. Then we picked the winner at the end and found out at the end of the day. But it was like everybody was pushing each other to vote for Obama. It was like a little cult and if you didn't join in you were the out-group. And like I was. I was talking about this a little bit, it was like, especially in first grade, it's kind of funny to look back on because I remember specifically thinking, "Huh. Obama probably looks like George Washington 'cause he's gonna be the President". I had never seen the guy, so I assumed he looked like George Washington because that's what Presidents look like.</p>	<p>Voting Practices and Factors that Influence it, High School, Reliability of Information, Safe and Respectful Environment</p>
<p>Participant 7 Transcript.docx</p>	<p>No, not at all. If anything, it just kind of made me a little bit quieter on the topic because I wasn't looking for an argument.</p>	<p>Safe and Respectful Environment</p>
<p>Participant 7 Transcript.docx</p>	<p>I mean, if it's brought into the conversation and I have any kind of opinion I may share it but I'm never gonna bring that kind of stuff up. It really doesn't interest me, and usually I don't even know what's happening until it's already happened. I don't really keep up with all that, unfortunately.</p>	<p>Civic Education and Importance of Knowledge, Applicability and Relevance</p>
<p>Participant 7 Transcript.docx</p>	<p>I don't know. I feel like it'd be cool to learn all of the rules behind the economics. That's why I took the business class. I thought we'd learn more about that, but it was a lot more like private business and how to run a business and all that.</p>	<p>High School, What College Students Wish they Knew/ Acknowledgment of own Downfalls</p>
<p>Participant 7 Transcript.docx</p>	<p>Yeah. Like, how does it work that the U.S. is in a ton of debt? Where does it go? How do they get it back? I don't know.</p>	<p>High School, What College Students Wish they Knew/ Acknowledgment of own Downfalls</p>
<p>Participant 7 Transcript.docx</p>	<p>Yeah, I think it's just important that they stay like, what's the word? Impartial. It needs to be based on like any information they're giving up is facts on rules, or like being very rigid about showing both sides of every coin, so everyone is capable of making their own informed decision rather than feeling pushed either way.</p>	<p>College, High School, Reliability of Information, Role of Educational Institutions</p>
<p>Participant 7 Transcript.docx</p>	<p>Yeah, like choosing candidates. Or even just like choosing on certain topics whether you affiliate more right or left. Just like understanding where one side comes from on their ideology, and where the other side comes from on their ideology, I guess. Yes. So having multiple perspectives at all times teaching.</p>	<p>College, High School, What College Students Wish they Knew/ Acknowledgment of own Downfalls, Exposure to Different Perspectives</p>

<p>Participant 7 Transcript.docx</p>	<p>Probably it'd be like not me. You know, actually paying attention to what's going on, knowing if there's an election coming up and voting in it. Then you're engaging with civics. I don't know how else you would engage with civics outside of the voting structure, or just showing your support for candidates or decisions throughout the years.</p>	<p>Civic Engagement, Perceived Importance of Voting</p>
<p>Participant 7 Transcript.docx</p>	<p>I mean ideally, your civic education would prepare you to vote in accordance with your beliefs.</p>	<p>Voting Practices and Factors that Influence it</p>
<p>Participant 7 Transcript.docx</p>	<p>Yeah. Like I said, I just don't pay enough attention. Usually, I'll get a text from my mom that the polls close today, and it's like, I go to work, and I have to hit the gym, so I'm not voting in addition to it. Yeah, I just don't. It's not something that interests me, so I don't pay much attention.</p>	<p>Parents and Family, Voting Practices and Factors that Influence it, Applicability and Relevance</p>
<p>Participant 7 Transcript.docx</p>	<p>Yeah, my guess is if somebody laid all the information out on a silver platter for me to take in, probably increase my chances of voting. I can't guarantee it because I haven't tried that.</p>	<p>Voting Practices and Factors that Influence it, What College Students Wish they Knew/ Acknowledgment of own Downfalls</p>
<p>Participant 7 Transcript.docx</p>	<p>Probably more conservative. Definitely not a very far right, more centrist I'd like to think. But yeah, more on the right side.</p>	<p>Voting Practices and Factors that Influence it</p>
<p>Participant 7 Transcript.docx</p>	<p>Well. Like I said before, a lot of times I try and just kinda stay out of conversations or stay quiet because I feel like I'm often surrounded by people that don't necessarily agree with my beliefs. And at least in recent years, that can kind of cause hostile environments. A lot of people, if you don't agree with them, they don't wanna talk to you or they'll be outwardly angry. That was especially the case at my high school, granted during those 4 years with Trump, everybody was mad. So that kind of made everybody a little extra vocal. Yeah. Sorry, what was the question?</p>	<p>High School, Safe and Respectful Environment, Exposure to Different Perspectives</p>
<p>Participant 7 Transcript.docx</p>	<p>Right. Yes. So, because I often feel like surrounded by people who don't necessarily agree with me fully, I just have stayed out of it, and that's led to the lack of interest and the lack of information, and I don't vote.</p>	<p>Friends and Peers, Voting Practices and Factors that Influence it, Applicability and Relevance, Exposure to Different Perspectives</p>

<p>Participant 7 Transcript.docx</p>	<p>I don't know. I mean, if anything, it could be a good idea for, like, Heck! They could have the staff go up, and maybe this is a terrible idea because now the staff is getting involved in demonstrating beliefs potentially. But if the staff were to have a debate between themselves as if they were candidates, or just regular people discussing and show how to have an open-minded and courteous discussion while disagreeing. Because I feel like a lot of the people in my high school were very into politics, they were watching all the debates. They were watching all the people online talking about the debates and that's where you see a lot of the aggression. And so, it's all learned stuff from online. They're not just like that like they're probably not born like that. It's a learned activity to be aggressive like that so demonstrating how to engage in these conversations like a normal person could maybe help.</p>	<p>Media &amp; Technology, Voting Practices and Factors that Influence it, College, High School, What College Students Wish they Knew, Civic Engagement, Civic Education and Importance of Knowledge, Exposure to Different Perspectives, Safe and Respectful Environment</p>
<p>Participant 7 Transcript.docx</p>	<p>That's a good point. Yeah. You can have the debates where you're forced to argue from what normally would be your opponent's side of the story cause then you have to think like them and that would generate some sort of empathy. And that's a big part of it as well.</p>	<p>Civic Engagement, Exposure to Different Perspectives, Safe and Respectful Environment</p>
<p>Participant 7 Transcript.docx</p>	<p>Yeah. I mean, social media is the news. Now nobody watches the news unless they're old, as far as I'm aware. So, you get your news from social media. Social media is all, in short form so it's meant to be aggressive and exclamatory. And so, they're gonna pick up that in their everyday expression. There's probably a lot of psychology research involved in that kind of stuff.</p>	<p>Media &amp; Technology, Reliability of Information</p>
<p>Participant 7 Transcript.docx</p>	<p>Right. And also, like how much you're actually taking in when it's in those small snippets. It's almost over-stimulating at a certain point. Yeah, I've tried to get off a lot of that.</p>	<p>Media &amp; Technology, Reliability of Information</p>
<p>Participant 7 Transcript.docx</p>	<p>Yeah, the reels are just as bad as the TikTok. I got my mom hooked on reels and now I get I get 20 dog videos a day.</p>	<p>Media &amp; Technology, Parents and Family</p>
<p>Participant 7 Transcript.docx</p>	<p>I think it's very important, which is kind of funny, considering I don't vote. I wish that I cared more about voting, I just have so many other things that are important to me in my day-to-day life that it's so far on the back burner. I mean, obviously, we're in a democracy. If people don't vote, then they're their opinions aren't heard, and our leader won't be a proper representation. If anything, that is also part of why I don't vote. I don't see myself reflected in the candidates, at least the ones that have any chance at winning.</p>	<p>Perceived Importance of Voting, Voting Practices and Factors that Influence it, Civic Education and Importance of Knowledge, Applicability and Relevance</p>
<p>Participant 7 Transcript.docx</p>	<p>Again, I haven't paid enough attention, I haven't paid enough attention to the local ones. If anything, those are the ones that I'd be more likely to vote in because they also are more likely to have a greater application to my life with me being in Indiana.</p>	<p>Voting Practices and Factors that Influence it, Applicability and Relevance</p>



Participant 7 Transcript.docx	Oh, that makes sense. I do feel like I remember people were voting for President, and then it was like, all of a sudden, they were voting again. I was like, "Wait! I thought we already did that?". When is the next one for like the locals, you know? Or did I miss it?	Voting Practices and Factors that Influence it
Participant 7 Transcript.docx	I'm sure I'll get a text from my mom.	Parents and Family
Participant 7 Transcript.docx	I'm a senior.	College
Participant 7 Transcript.docx	This is year 4.	College
Participant 7 Transcript.docx	Biology and Spanish double Major with a Chemistry Minor	College
Participant 7 Transcript.docx	I'll be walking in May, but technically graduating in August because I'm going to Panama with Dr. Balani on their tropical field biology trip as the Spanish translator for my last 3 Spanish credits.	College
Participant 7 Transcript.docx	It's like one week after finals, I think. I want to say, it's 2 weeks	College
Participant 7 Transcript.docx	Yes, I went to the International School of Indiana over on Michigan Road.	High School
Participant 7 Transcript.docx	0	Voting Practices and Factors that Influence it
Participant 8 Transcript.docx	I took American History, and then I also took Government, but that got canceled because of Covid.	High School
Participant 8 Transcript.docx	I would say, voting is one of them. Working, I would say being kind to people is another one. Personally, I think that is really important. That's all I can think of.	Civic Engagement
Participant 8 Transcript.docx	I would say they've been good, but I definitely feel like I could have been taught more. Personally, it's not like it was really touched on that much in schooling. I would say, it was more of a thing that was taught by your parents, siblings, or friends.	Parents and Family, Friends and Peers, High School
Participant 8 Transcript.docx	The idea of a couple of different viewpoints but I would say those viewpoints are from our own. Now that America is more diverse, I would say it's important to keep up with different virtues and other people. So, I think it'd be important to incorporate those views in just the duty of an American citizen.	High School, What College Students Wish they Knew/ Acknowledgment of own Downfalls, Civic Education and Importance of Knowledge, Exposure to Different Perspectives

Participant 8 Transcript.docx	In Government, we just learned about the concept of voting, and that you have the right to vote and that it is essential that you vote because if you don't vote that means other people probably don't vote either. And you're not getting the, I would say, values or thinking of everyone as a whole, you're only getting a select group of people.	Perceived Importance of Voting, High School
Participant 8 Transcript.docx	In the History class we kinda just learned about the history of the U.S. and just how we became a democracy and how, to this day, it's important that you vote. I know voting rules and laws have changed over time. But those were definitely touched on in that class, how everything's changed.	Perceived Importance of Voting, High School
Participant 8 Transcript.docx	I know we were told to vote, but I wish we would learn the absolute importance, like that it's very essential to vote. It wasn't like on the front burner about being able to vote but I think it should be definitely front and center.	Perceived Importance of Voting, High School, What College Students Wish they Knew/Acknowledgement of own Downfalls
Participant 8 Transcript.docx	think that other people could know that as well. I feel like some people are like, "I don't care. I'll just push it aside".	Voting Practices and Factors that Influence it, Perceived Importance of Voting, High School, What College Students Wish they Knew/Acknowledgement of own Downfalls, Applicability and Relevance
Participant 8 Transcript.docx	Personally, I think high school should teach it more than colleges because you're younger and your mind is still developing. I think that if you're taught at a younger age, I think you'll use those skills and learnings that you obtained later on in life. You'll kind of get more use from them and you'll be comfortable with the decisions you make.	College, High School, Role of Educational Institutions
Participant 8 Transcript.docx	I would say social media definitely does a little bit. I mean, depending on what side you're on, or what you believe in, you've listened to those people, and they kinda contribute to, I would say, the role that you should have in the community and what your duty is, or what your job is.	Media & Technology, Reliability of Information
Participant 8 Transcript.docx	Even me, like it's impacted me. And I definitely think it has other people as well.	Media & Technology
Participant 8 Transcript.docx	I would say that like with civic engagement, like depending on what you listen to, that's really only what you're gonna listen to and only what you're gonna believe in. You don't see everything and there's just more to what you believe in. More people believe in other things, and those should be learned and comprehended by all.	Civic Engagement, Media & Technology, Exposure to Different Perspectives, Reliability of Information
Participant 8 Transcript.docx	Social media goes to whatever side.	Media & Technology, Reliability of Information

Participant 8 Transcript.docx	I would just say, other people's perspectives. Yeah.	Media & Technology, Exposure to Different Perspectives
Participant 8 Transcript.docx	I mean just the duty that you have and how you interact with others in the community and what you can contribute.	Civic Engagement
Participant 8 Transcript.docx	I would say definitely. I mean high school, my town, I've grown up with those people and we kind of have very similar perspectives. Then when you get to college you hear more things and you meet a variety of people, you meet people from different countries. So, I would say yes, it has changed. Hearing more or hearing what it's all about and the many aspects that contribute to it.	Civic Engagement, Friends and Peers, College, High School
Participant 8 Transcript.docx	I would say it's more similar to my peers. I feel like as you grow up you kinda develop similar personalities and similar interests. Once you do that you kind of develop the same viewpoints on things and different concerns, agree with different groups more than others. So, yeah. Very similar.	Civic Engagement, Friends and Peers
Participant 8 Transcript.docx	I think there is a relationship because I feel like our elected officials have the power to address public concern and deal with it. So, I think voting and the education that we receive are very similar because whatever you have learned can then be passed on to whoever you vote for, or whoever was voted for. So yeah.	Voting Practices and Factors that Influence it, Civic Engagement
Participant 8 Transcript.docx	I mean, I would say I've had a pretty similar and constant viewpoint on civic education my whole life and I feel like it's kind of remained the same with voting, even though I've only done it once. I feel like to this day it's still very similar. Yeah, my education has kind of just remained the same.	Civic Education and Importance of Knowledge, Voting Practices and Factors that Influence it
Participant 8 Transcript.docx	I would say I voted because it was the first time that I was really able to vote for something big. I feel like it was important to just get my vote out there and I feel like if everyone thinks that way, that each vote definitely matters, things will be able to change. But yeah, just my first time being able to vote, I was kind of excited for it, and to see if my decision could make an impact.	Voting Practices and Factors that Influence it, Perceived Importance of Voting, Civic Engagement
Participant 8 Transcript.docx	I would just say I'm in Indiana, I haven't really gotten the Illinois papers. I haven't really been paying attention to like governor, or mayor, or senator, or Representatives cause usually those come in the mail. I haven't really put that to the forefront, I've kind of been focusing on school. Hopefully, this is picking up my voice.	Voting Practices and Factors that Influence it
Participant 8 Transcript.docx	Yeah, cause I'm not at home.	Voting Practices and Factors that Influence it
Participant 8 Transcript.docx	I feel like it definitely would because, I mean, if I'm driving around town, I would see signs with people that are running. I feel like looking at propaganda and information signs definitely contributes to your own thinking especially when you're at home. I see it all the time in Indiana but I'm like who is that person?	Voting Practices and Factors that Influence it
Participant 8 Transcript.docx	Conservative.	Voting Practices and Factors that Influence it

<p>Participant 8 Transcript.docx</p>	<p>I would say it is more important because I feel like being a conservative right now, I feel like things aren't going the way that we, as Conservatives, think they should. So, I think that we care a little bit more that we want to see things the way that we want them to go. So, I would say that it's kind of more important now. Yeah. I feel like that's kind of the same for all people just like, if things aren't going the way that you think they should, I feel like that would kind of prompt you to vote even more, even though you should regardless.</p>	<p>Voting Practices and Factors that Influence it, Perceived Importance of Voting</p>
<p>Participant 8 Transcript.docx</p>	<p>I think it's important. If you don't vote there could be other people doing the same thing, and you're not getting everyone's opinion. So, I think everyone should vote, even if you are one vote out of millions of votes, it still matters.</p>	<p>Perceived Importance of Voting</p>
<p>Participant 8 Transcript.docx</p>	<p>Are you saying right now? Or just in general? I mean obviously right now, like I mentioned earlier, I feel like the Presidential one was more important, just because I was at school, and I didn't have the time, but I would say they're all equally as important. The lower the election, so the mayor or representatives, have the ability to do something within your community, and they can kind of shout you out when they're in Congress instead of the President just addressing the State as a whole. So, I would say they're equally as important, but for different reasons. Yeah.</p>	<p>Perceived Importance of Voting</p>
<p>Participant 8 Transcript.docx</p>	<p>I would say maybe reading newsletters from your hometown. Maybe while you're at school, or like the Presidential election, I had my mom send me my absentee ballot from home. I feel like it's not her duty to send it to me, I feel like it's my duty to ask her to send it to me. I feel like I should have been able to, or I should have had her send me the other local ones but there's no point in voting if you're not really informed. I would say you have to make an informed decision you can't just blindly check whoever you think you want. But I would say, just reading newsletters.</p>	<p>Media &amp; Technology, Parents and Family, Voting Practices and Factors that Influence it, Civic Education and Importance of Knowledge</p>
<p>Participant 8 Transcript.docx</p>	<p>I would say they would have to come from my town.</p>	<p>Media &amp; Technology, Voting Practices and Factors that Influence it</p>
<p>Participant 8 Transcript.docx</p>	<p>I feel like they did an okay job with it. I mean, at the time most people aren't 18 in your last year. College, I mean, second semester yeah, but we didn't have one, so it was kind of hard to be informed about that but they kind of touched on it generally. I would say they touched on the concept, but not kind of the specifics. I would say the specifics are kind of learned from those that you spend the most time with.</p>	<p>College</p>
<p>Participant 8 Transcript.docx</p>	<p>I feel like they did an okay job with it. I mean, at the time most people aren't 18 in your last year. College, I mean, second semester yeah, but we didn't have one, so it was kind of hard to be informed about that but they kind of touched on it generally. I would say they touched on the concept, but not kind of the specifics. I would say the specifics are kind of learned from those that you spend the most time with.</p> <p>Claire Farrington: And who was that in your case?</p> <p>Participant 8: My parents.</p>	<p>Parents and Family, Voting Practices and Factors that Influence it</p>
<p>Participant 8 Transcript.docx</p>	<p>Yes</p>	<p>Voting Practices and Factors that Influence it</p>
<p>Participant 8 Transcript.docx</p>	<p>Oh, I would say they have a big impact on my view viewpoint, for sure. I mean, like you know, families tend to pass down the same thinking and I kinda learned that from a young age. Yeah.</p>	<p>Parents and Family</p>

Participant 8 Transcript.docx	<p>Civic education is just, I would say, the concept of doing your duty within society.</p> <p>Claire Farrington: What does that like duty include?</p> <p>Participant 8: I would say, voting is one of them. Working, I would say being kind to people is another one. Personally, I think that is really important. That's all I can think of.</p>	Perceived Importance of Voting, Civic Education and Importance of Knowledge
Participant 8 Transcript.docx	Senior.	College
Participant 8 Transcript.docx	4 years	College
Participant 8 Transcript.docx	Finance.	College
Participant 8 Transcript.docx	May of 2024	College
Participant 8 Transcript.docx	Nequa Valley High School in Naperville, Illinois.	High School
Participant 8 Transcript.docx	One.	Voting Practices and Factors that Influence it
Participant 9 transcript.docx	I'm trying to remember. I took a few history courses. I think I took one that was like ancient civilizations through 1,500. And then I took APUSH as well.	High School
Participant 9 transcript.docx	It's big, fat 0.	Voting Practices and Factors that Influence it
Participant 9 transcript.docx	Yeah. I mean, sure the small-time ones, but I don't follow politics and I don't really know about any small-time elections.	Civic Education and Importance of Knowledge
Participant 9 transcript.docx	Hmm. I think in general, I would say, civic education is learning about the system, you know, that we have here. Learning about your rights within that system. I mean, I feel like that's pretty much it. It's just yeah, it's how the government works, how things are run.	Civic Education and Importance of Knowledge
Participant 9 transcript.docx	Well, I guess I would say just the government and all of the different branches of the government, how they interact with each other, how they're all regulated. You know, things like checks and balances, and that type of stuff.	Civic Education and Importance of Knowledge
Participant 9 transcript.docx	I would say, not up to the level that I wish it was. I feel like, as much as I wish I did about how our government works, I feel like there was kind of the base level education that we got in elementary school where we go over the 3 main branches and what all their roles and responsibilities are and like I said, checks and balances. But I felt like after middle school, I don't think we really talked much about the government at least in the sense of how it is today. We maybe learned about how the government was in the past, but yeah.	What College Students Wish they Knew/ Acknowledgment of own Downfalls, Civic Education and Importance of Knowledge

<p>Participant 9 transcript.docx</p>	<p>Well, I mean when it comes to like, now I'm 18 and I can vote, and like I just mentioned, there's all these elections going on, and I don't even know really what they're for. You know, I know there's hundreds and hundreds of elected positions and officials, and I don't even know what probably half of their jobs are, much less what they do. And so, I feel like a lot of people talk about the right to vote as an important right, and to me, it feels like I'm not really exercising that right. Just because I don't know what even I would vote on, you know.</p>	<p>Voting Practices and Factors that Influence it, Perceived Importance of Voting, What College Students Wish they Knew/ Acknowledgement of own Downfalls, Civic Education and Importance of Knowledge</p>
<p>Participant 9 transcript.docx</p>	<p>Hmm. It's hard cause I feel like civic education is such a broad term. I think it's open. Some would say civic education is learning to be a good person, others add within your community. Yeah.</p>	<p>Friends and Peers, Civic Education and Importance of Knowledge</p>
<p>Participant 9 transcript.docx</p>	<p>I'm trying to think, I mean both of them, they were both document-based courses. So, there was a lot of focus on analyzing, like firsthand, like letters and old government documents. Things like that. I think that definitely was like beneficial just to get more experience reading that type of language understanding, you know, what those different things mean when you're like looking through. I think to be honest it's given me a little bit less trust in the Government cause in a lot of the history courses we would go over things that are like common misconceptions. Things that are commonly thought to be, you know, different and just how easy it is for that information to be manipulated. And like even seeing in my AP U.S. History class, we would talk about how the American education system bolsters the U.S., throughout its history, you know, makes us look like the good guys in a majority of times. So, I don't know, I thought that was interesting to learn about at the very least.</p>	<p>High School, Reliability of Information</p>
<p>Participant 9 transcript.docx</p>	<p>I'm trying to remember cause they were both 3 and 4 years ago now. Other than obviously learning the major events, I mean AP U.S. History, I felt was pretty politically focused, like it was a lot about learning about how the government was being run through the different courses of history. The other one, the ancient civilization one, it more focused on the migration of societies, where people moved throughout history, how each of these different civilizations rose and fell, and where people came from.</p>	<p>High School</p>
<p>Participant 9 transcript.docx</p>	<p>To be honest, no. I'm not really a huge history guy. I think it's ridiculous that I was required to take those classes, in my opinion. So, I don't know, I got plenty of history, in my opinion.</p>	<p>High School, What College Students Wish they Knew/ Acknowledgement of own Downfalls, Applicability and Relevance</p>
<p>Participant 9 transcript.docx</p>	<p>I mean, I don't know, in my high school at least our student government felt like it really didn't do very much at all. I never once saw something that I was like, "Oh, yeah, student government's putting that together, they're running this thing, or see some changes that they made in the school". So, I never had any inclination to join the student government, but I feel like that's an opportunity that would be great for learning about it. So maybe just giving student government more of an authority position, make it something that more people can participate in, or something.</p>	<p>High School, Civic Education and Importance of Knowledge, Role of Educational Institutions</p>
<p>Participant 9 transcript.docx</p>	<p>I mean, I guess that comes back to how you define it. Cause certainly if you go with the definition of civic education, of being a good person within your community, I will say anything I volunteered for, right, like doing Top Soccer stuff, doing the philanthropy events with Delt, like finding ways to get involved in that sense. In terms of civic education relating to the government and how I kind of defined it, yeah, I don't think there's really been much outside of, you know, the little bit that I had in school.</p>	<p>Civic Engagement, College, Civic Education and Importance of Knowledge</p>

Participant 9 transcript.docx	So yeah, that to me, that one goes a lot more towards like the community. I don't think of government as much. Civic engagement is more along the lines of being a good person within your community like finding ways to get involved whether it's volunteering or, even I would consider joining clubs and doing things with your community as part of civic engagement.	Civic Engagement
Participant 9 transcript.docx	I don't think it's necessarily changed that much. I guess maybe being at Butler I've had a lot more opportunities to get involved in volunteering and like philanthropy-type events. So, I think it's maybe become more accessible to me to be civically engaged.	Civic Engagement, College
Participant 9 transcript.docx	I mean, when it comes to voting, it's always best to be as informed as possible. I think with the civic education piece of that, as I mentioned before, understanding how our government system works, what all these different things mean, and how everything interacts with each other you can use all of that to make an informed decision when voting, you know. So, if there's someone that says they have such and such policy, if I'm educated enough to know what that policy actually means, you know, if they say they're making some change to Congress, and they're changing the number of seats, to know what that means would inform my decision.	Voting Practices and Factors that Influence it, Civic Education and Importance of Knowledge
Participant 9 transcript.docx	You know I mean, like, I said, I feel like in terms of voting for the President I'd feel pretty comfortable. I know, I think, enough about the Government and the Presidential position what I'd be looking for to make that vote. But where it comes short is like voting for a congressman or a Senator. I don't know enough about what they do in their positions to really make an educated vote.	Voting Practices and Factors that Influence it, Civic Education and Importance of Knowledge
Participant 9 transcript.docx	Yeah, certainly. And like I said, a presidential election, I feel more willing. It feels more important.	Perceived Importance of Voting, Voting Practices and Factors that Influence it
Participant 9 transcript.docx	I guess this also technically counts as being informed, I don't really know how, especially for those smaller elections. I feel like Presidential election they make such a big deal out of it. There are all these different places you can go and vote but for the other stuff, I wouldn't even know how I vote for like the Minnesota Senator, or anything like that.	Voting Practices and Factors that Influence it, Civic Education and Importance of Knowledge
Participant 9 transcript.docx	I'd say, more liberal than conservative.	Voting Practices and Factors that Influence it
Participant 9 transcript.docx	Well, I guess in Minnesota I'd probably be less likely to vote. With the whole electoral college thing, Minnesota is such a blue state it feels like my vote's not really going to sway the equation, you know? I guess it could be the same for Indiana being such a red state, my vote, you know, against how many conservative people live here is not ultimately going to count for anything.	Voting Practices and Factors that Influence it
Participant 9 transcript.docx	I mean, when I think about it from like a conceptual standpoint, hypothetically it's very important. I think that right is very important. With all the democracy and everything I think that having the right to vote is crucial. But I haven't voted and honestly, it doesn't even really feel like it's affected me, you know. So, like for me personally it doesn't feel like that important of a right.	Perceived Importance of Voting, Applicability and Relevance

Participant 9 transcript.docx	I mean the obvious one would be to get rid of the Electoral College. Personally, I think it should literally just be straight-up votes, every single vote gets counted. Whoever gets the popular vote. I don't understand at all why, that's not how it's run but certainly, if that was the case, then I feel like a vote will always count, no matter where I am or what state I'm voting in.	Voting Practices and Factors that Influence it, What College Students Wish they Knew/ Acknowledgement of own Downfalls
Participant 9 transcript.docx	Yes,	Voting Practices and Factors that Influence it
Participant 9 transcript.docx	Oh, actually I do have something to add. There's a representative of the house I forget his first name. His last name's Jackson, Representative Jackson. He has a TikTok page that's gotten super popular. Pretty much all he does is, once a week, he just it's like very level and very just face to face, he tells you what's going on in Congress. And I've really enjoyed watching those videos. I felt like I learned a lot. And like just having someone completely unbiased lay out what's happening. It was cool to see.	Media & Technology, What College Students Wish they Knew/ Acknowledgement of own Downfalls, Reliability of Information, Applicability and Relevance
Participant 9 transcript.docx	That was his whole thing, he's trying to connect to the Gen Z audience. He's a younger guy, I think he's got to be late thirties or early forties.	Media & Technology
Participant 9 transcript.docx	I'm so honestly, I'm surprised that more politicians haven't been hopping on that train of trying to connect to the younger audience.	Media & Technology, What College Students Wish they Knew/ Acknowledgement of own Downfalls
Participant 9 transcript.docx	So far no, just that one.	Media & Technology
Participant 9 transcript.docx	Unless you're in a swing state it is a lot less important.	Perceived Importance of Voting
Participant 9 transcript.docx	2 years	College
Participant 9 transcript.docx	Sophomore.	College
Participant 9 transcript.docx	Biomedical engineering and computer science.	College
Participant 9 transcript.docx	It'll be 2027.	College



Participant 9 transcript.docx	Minnetonka, Minnesota.	High School
Participant 10 Transcript.docx	I took history classes. 2 American history classes, one European history, and then a film history class.	High School
Participant 10 Transcript.docx	Civic education is just the education about government, politics, and our democracy, and how it works.	Civic Education and Importance of Knowledge
Participant 10 Transcript.docx	I took AP U.S. History, so we learned about a lot of the government from that class. But outside of that, I didn't take AP Gov even though it was offered at my high school.	High School
Participant 10 Transcript.docx	I mean conversations with my family and my parents at home. We're not a huge, like politically involved family. We don't consider ourselves Republicans or Democrats, we consider ourselves more independent. Both sides have good points, you know.	Parents and Family
Participant 10 Transcript.docx	I think it's important to learn about the past and how that affects the present. So much of that is, you know, looking at the government of the past and what's worked and what hasn't worked and looking at the present and kind of what's going on. We can then make decisions in that aspect of you know, we've looked at what has worked and what hasn't worked.	High School, What College Students Wish they Knew/Acknowledgment of own Downfalls, Civic Education and Importance of Knowledge
Participant 10 Transcript.docx	Just general, you know U.S. History and general European history. Specific events, you know, like we started with the foundation of the United States, and walked our way up to about as present day as we could. It was during Covid, so it was kind of sucky, but we did our best.	High School, Safe and Respectful Environment
Participant 10 Transcript.docx	Yeah, it did. The professor that I had he hated Zoom and online stuff. It was a toss-up of how it worked. Sometimes we'd have class, sometimes we wouldn't like it got cut out early because of technological issues or he didn't want to try and figure something out.	High School, Media & Technology
Participant 10 Transcript.docx	I don't know. I'm not really sure. I haven't had a history class in a minute. I guess I would've wished that I learned more of the why behind some things. As an Econ Major, you know that's kind of my thing is the why rather than just the do.	College, High School, What College Students Wish they Knew/Acknowledgment of own Downfalls
Participant 10 Transcript.docx	Yeah, like, you know, the why behind some of the policies and amendments. The Bill of Rights is huge, but like you look at it and, for me now it makes sense why it is the way that it is, but looking back, I wonder if it was the same reasons for having them as it is today.	High School, What College Students Wish they Knew/Acknowledgment of own Downfalls

<p>Participant 10 Transcript.docx</p>	<p>Yeah, to be open-minded. More general things, we haven't gotten really specific. I haven't taken advantage of being 18 plus like I should have but I also haven't been back home during any of the elections, so I haven't had the chance to vote because I've been here. Obviously, there are ways to get around it, and that's just the lazy answer. But I wouldn't say there's a whole lot that I learned in the household. We just have conversations about the nature or about the world, and what's going on and things that are in it.</p>	<p>Voting Practices and Factors that Influence it, Parents and Family</p>
<p>Participant 10 Transcript.docx</p>	<p>Not particularly, I mean, I think between them and school I learned a good amount of you know the process.</p>	<p>Parents and Family, High School</p>
<p>Participant 10 Transcript.docx</p>	<p>I probably have a different perspective on it because of where I was raised and the school that I went to. I went to an all-boys high school, so it was very different the way that it was taught in my high school in terms of, we focused more on aspects of voting and what that looks like rather than being empowered to do stuff. But I think that schools could do a better job of teaching students to be open-minded and kind of make decisions for themselves.</p>	<p>High School, Civic Engagement, Civic Education and Importance of Knowledge, Role of Educational Institutions</p>
<p>Participant 10 Transcript.docx</p>	<p>Civic engagement is taking action in the democratic process whether that be like the political process, the voting aspect, or the action of it, that type of stuff.</p>	<p>Civic Engagement</p>
<p>Participant 10 Transcript.docx</p>	<p>To be honest, I think there are other actions that fall under it, none I can name off the top of my head. But I think for me, voting would be one of the main actions that falls under that category.</p>	<p>Perceived Importance of Voting, Civic Engagement</p>
<p>Participant 10 Transcript.docx</p>	<p>I don't think it's changed that much, just because there's not a lot that I've been able to do while I've been here. Most of my civic engagement would be with stuff back home because there hasn't been a national election during my time at Butler. So, it's kinda hard for me to say in that aspect, and without being home and being able to vote for State or county elections, it's been it's been very low on my end.</p>	<p>College, Civic Engagement, Voting Practices and Factors that Influence it</p>
<p>Participant 10 Transcript.docx</p>	<p>Well, I guess I don't know if this is off-topic or not, but I guess citizens, it's our duty to vote and take process and civil or civic education is part of that. While we're in school it should be stressed, or the importance of using our votes should be stressed. I don't know if I said that right.</p>	<p>Perceived Importance of Voting, What College Students Wish they Knew/Acknowledgment of own Downfalls, Civic Education and Importance of Knowledge</p>
<p>Participant 10 Transcript.docx</p>	<p>I don't think it was super stressed. Then, again, like where I went to high school it was just like we all knew, but I wouldn't say it was explicitly said.</p>	<p>High School, Perceived Importance of Voting, What College Students Wish they Knew/Acknowledgment of own Downfalls</p>

<p>Participant 10 Transcript.docx</p>	<p>I would say I would say it prepared me well because it taught me so much, just like life experiences being there. But in terms of having an open mind, I think a lot of people my age kind of follow their parents and aren't up to date as much as they could be or should be. I think, even for myself, I'm probably not as up-to-date on current events as I could be or should be. Not having all the facts, that's on you but there's also more to that, you know. It's sort of out of your control.</p>	<p>Parents and Family, High School, Voting Practices and Factors that Influence it, Civic Education and Importance of Knowledge, Reliability of Information</p>
<p>Participant 10 Transcript.docx</p>	<p>Just in any election? I don't think there's any real reason not to vote, I think abstaining from your vote is just throwing it away. My dad votes for an independent in most presidential elections because he doesn't like either of the candidates, like when it was Trump versus Biden, he was like, "I'm just gonna vote for an Independent". I think it's more beneficial to do that than not vote. I don't see any reason to not vote.</p>	<p>Parents and Family, Perceived Importance of Voting, Voting Practices and Factors that Influence it</p>
<p>Participant 10 Transcript.docx</p>	<p>Yeah, because I haven't been home, I haven't been paying a lot of attention to it, and to be honest, even if I was home, I wouldn't say that I would know enough to have an educated vote. That being said, I probably would still vote.</p>	<p>Voting Practices and Factors that Influence it, Civic Education and Importance of Knowledge</p>
<p>Participant 10 Transcript.docx</p>	<p>I don't.</p>	<p>Voting Practices and Factors that Influence it</p>
<p>Participant 10 Transcript.docx</p>	<p>Yeah, a lot of it's the way that we grew up. Memphis is a very conservative city, and I would go to an all-boys high school with a lot more well-to-do families, so grew up very conservative. I mean, if I had to pick, I'd be more conservative. My dad runs a small business so a lot of what we do aligns more with conservative values, but that being said, I think it's incredibly stupid to vote Republican because you claim to be a Republican. I think that's just, I think that's so stupid.</p>	<p>High School, Voting Practices and Factors that Influence it, Parents and Family</p>
<p>Participant 10 Transcript.docx</p>	<p>Yeah, a lot of people just vote red to vote red like they don't look at the person that's running and what it is like. I think a lot of what I appreciate with my family is we do have a lot of political discussions. Like Donald Trump as a president, if he shut his mouth, he'd be a fine president. He had a lot of good policies and did a lot of things for the economy, but you can't overlook how foul he spoke. And a lot of people are just gonna vote for him again because he has the chance to be a Republican candidate, but I think it's our duty, as citizens, to be like "We cannot have this guy lead our country". Especially in today's world, with how impactful words are. I don't know if that answers your question.</p>	<p>Voting Practices and Factors that Influence it, Parents and Family</p>
<p>Participant 10 Transcript.docx</p>	<p>I don't know. I'd say it's pretty equal. I'd probably say that the same amount of people vote red just because they're red, and the same amount of people vote blue just because it's blue.</p>	<p>Voting Practices and Factors that Influence it</p>
<p>Participant 10 Transcript.docx</p>	<p>For the majority of the population, I would guess yeah. A lot of people are just stubborn and set in their ways. That's how it is.</p>	<p>Voting Practices and Factors that Influence it</p>
<p>Participant 10 Transcript.docx</p>	<p>I think it's pretty important. Again, with any official, whether it be the president of my fraternity or the president of the U.S., it's all a voting process and you're a part of it. Your vote does matter, and you do have an opinion. Whether you're in the minority or the majority you still have an opinion, and I think it's worth it to cast your vote in that aspect.</p>	<p>Perceived Importance of Voting</p>

Participant 10 Transcript.docx	Yeah. If I'm home, yes.	Voting Practices and Factors that Influence it
Participant 10 Transcript.docx	I'm a sophomore. So, second year.	College
Participant 10 Transcript.docx	I went to Memphis University School.	High School
Participant 10 Transcript.docx	Memphis, Tennessee.	High School
Participant 10 Transcript.docx	I have not voted in any.	Voting Practices and Factors that Influence it
Participant 10 Transcript.docx	Yeah.	Parents and Family
Participant 10 Transcript.docx	2 years. I guess this is my second year.	College
Participant 10 Transcript.docx	I am exploratory business Major but I will declare, Econ and possibly ABT or Finance. I'm not sure which one yet.	College
Participant 10 Transcript.docx	Applied business technology.	College
Participant 10 Transcript.docx	2026. May 26, to be specific.	College