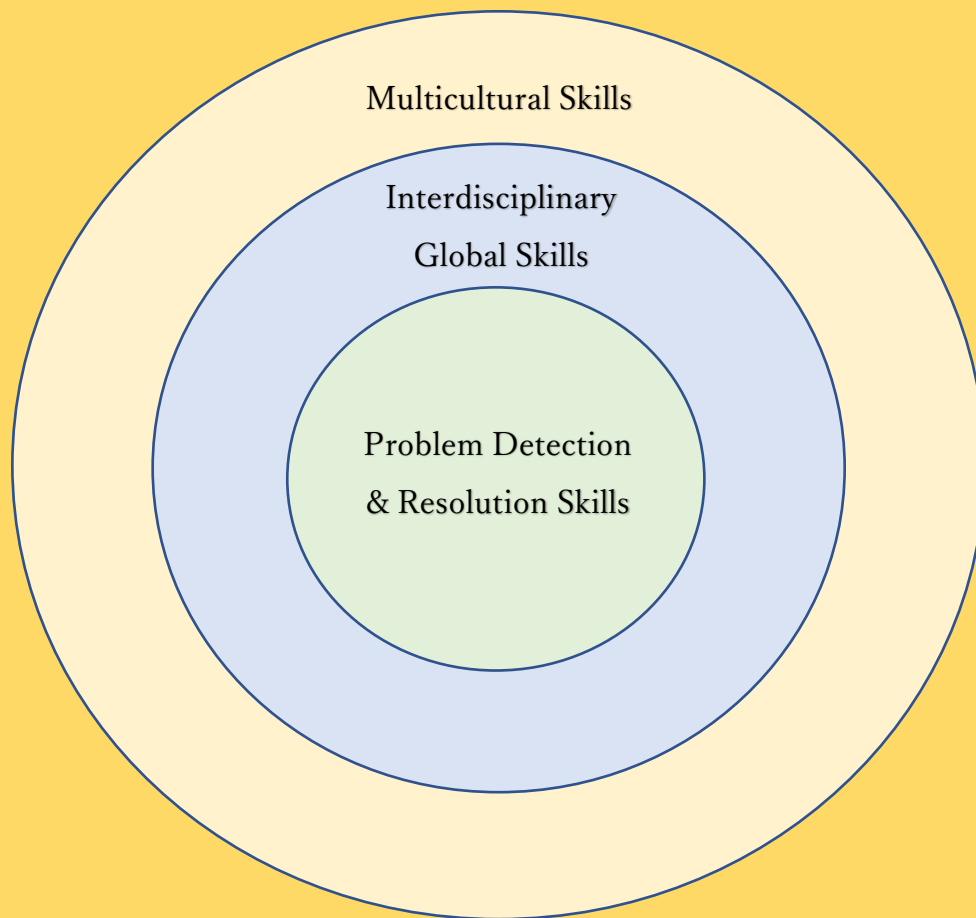


NU-COIL が養成する 3 つの力



MULTICULTURAL SKILLS RUBRIC

In the context of NU-COIL, MULTICULTURAL SKILLS refers to the ability to comprehend not only the surface level of aspects of the current Japan-U.S. relationship, but also the cultural background of Japan and the U.S. including their respective historical and religious perspectives.

INTERDISCIPLINARY GLOBAL SKILLS

In the context of NU-COIL, INTERDISCIPLINARY GLOBAL SKILLS refers to the ability to use an interdisciplinary perspective to comprehend and debate global issues that transcend regional and national borders.

PROBLEM DETECTION & RESOLUTION SKILLS RUBRIC

In the context of NU-COIL, PROBLEM DETECTION & RESOLUTION SKILLS refers to the ability to collaborate with people from different cultural backgrounds in using interdisciplinary global skills to detect and resolve problems.

	Criterion	BASIC LEVEL (1)	INTERMEDIATE LEVEL (2)	ADVANCED LEVEL (3)
MULTICULTURAL SKILLS	Knowledge	The student displays a basic or superficial understanding of own cultural rules and of other cultures, values and biases when asked. However, he/she still has some difficulty explaining them.	The student is able to comfortably recognize new perspectives regarding his/her own and other cultural rules, values and biases as a way of objectively thinking about his/her cultural identity. He/She can explain some simple differences.	The student displays a strong cultural self-awareness and understanding of other cultures. He/She is able to clearly explain his/her cultural identity as well and explain the differences as a way of enhancing intercultural understanding supported by historical, societal or religious perspectives.
	Communication Skills	The student can recognize cultural differences in communication styles but is not able to adapt their own style yet due to the lack of language ability and/or exposure to the global situation.	The student can communicate adequately in multicultural situations. He/She shows an adequate degree of understanding of cultural differences in communication styles and can adapt to them in some situations.	The student can communicate effectively in multicultural situations. He/She shows a complex understanding of cultural differences in communication styles and can adapt to them effectively.
	Attitudes & Behavior	The student displays a willingness to interact, but cannot initiate or develop interactions with people from different cultural backgrounds. He/She has minimal knowledge regarding behavioral differences.	The student can start and develop interactions with people from different cultural backgrounds. He/She is starting to adjust his/her behavior appropriately in multicultural situations.	The student is active in starting and developing interactions with people from different cultural backgrounds. He/She is able to adjust his/her behavior naturally and appropriately in multicultural situations in a respectful manner.
INTERDISCIPLINARY GLOBAL SKILLS	Critical Thinking	The student is unable to critically consider and describe global issues. He/She displays an understanding to some degree, but there is a significant lack of information.	The student is able to critically consider and describe global issues. He/She displays adequate awareness and understanding using relevant information.	The student is able to critically consider and describe global issues. He/She delivers all the relevant information necessary to indicate full understanding.
	Integration Analysis	The student is unable to explore and analyze topics in a holistic way and make valid connections across disciplinary or field perspectives. His/Her insights from different perspectives are not integrated coherently or effectively.	The student is able to explore and analyze topics in a holistic way and make valid connections across disciplinary or field perspectives. His/Her insights from different perspectives are integrated coherently or effectively.	The student is able to present integrative analysis in an innovative, creative, and well-articulated way. He/She can bring the interdisciplinary insights together coherently and effectively.
	Global Perspective	The student displays global awareness and understanding to some degree. However, he/she is unable to explain the differences of his/her cultural, societal, historical or religious identity and others enough to integrate them into the argument or discussion presented.	The student displays adequate global awareness and understanding. He/She is able to explain the differences of his/her cultural, societal, historical or religious identity and others, but unable to integrate them into the argument or discussion presented effectively and coherently.	The student displays a strong global awareness and understanding. He/She is able to clearly explain the differences of his/her cultural, societal, historical or religious identity and others to the extent to integrate them into the argument or discussion presented in a highly effective and coherent way.
PROBLEM DETECTION & RESOLUTION SKILLS	Problem Discovery & Definition	The student displays a limited ability to define a problem or issue.	The student displays the ability to define a problem or issue to an adequate extent.	The student displays the ability to define a problem or issue in adequate detail, doing so clearly and insightfully.
	Solution Proposal	The student is able to identify one or more approaches for solving a problem but it does not always apply within a specific context.	The student is able to identify multiple approaches to solve a problem, only some of which apply within a specific context.	The student is able to identify a variety of strategies for solving a problem, which apply within a specific context.
	Collaboration	The student contributes to some extent to the course project but he/she is unable to work with the others in a collaborative manner.	The student contributes to the course project and helps to facilitate the others' contribution to make the team function well.	The student makes a significant contribution to the course project and engages with the others in a manner that facilitates their contributions as well as supporting them.
	Solution Implementation & Outcome Evaluation	The student is able to implement the solution, but it does not always directly address the problem discovered. He/She can only review and evaluate solutions results superficially with no consideration of need for further work.	The student is able to implement a solution, but is limited in the number of contextual factors considered. He/She can review and evaluate solution results with some consideration of need for further work.	The student is able to implement a solution that encompasses all related factors. He/She has the ability to review and evaluate solution results with deep and thorough consideration of need for future work.