

## INTERDISCIPLINARY GLOBAL SKILLS

**Definition:** 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.

| Criterion                   | BASIC LEVEL (1)   | INTERMEDIATE LEVEL (2)   | ADVANCED LEVEL (3)   |
|-----------------------------|---|--|--|
| <b>Critical Thinking</b>    | 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.  |
| <b>Integration Analysis</b> | 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.   |
| <b>Global Perspective</b>   | 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. |