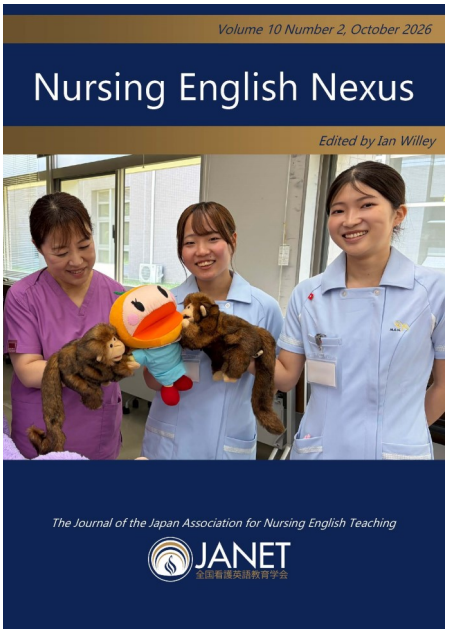
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Kumi Matsuzaki & Suma Suzuki
Japanese Red Cross Toyota College of Nursing



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Identifying Challenges in Applying the AAC&U VALUE Rubrics: A Preliminary Study of Japanese Nursing Students' Perceptions of Short-term Study Abroad Programs

Kumi Matsuzaki (k-matsuzaki@rctoyota.ac.jp) & Suma Suzuki
Japanese Red Cross Toyota College of Nursing

***Abstract**: Fostering intercultural competencies through study abroad programs is increasingly important in nursing education. While the Valid Assessment of Learning in Undergraduate Education (VALUE) Rubric, developed by the Association of American Colleges and Universities (AAC&U), is widely recognized for assessing these outcomes, its applicability to the specific learning context of Japanese nursing education remains unclear. This study explored nursing students' perceptions of the rubric to identify structural and cognitive challenges associated with its use. Semi-structured interviews were conducted with nine nursing students who participated in short-term study abroad programs and completed the rubric. The transcripts were analyzed using an inductive open-coding approach. Meaningful statements were extracted, coded, and grouped into categories. Four categories emerged: (1) Challenges in Rubric Wording and Conceptual Clarity; (2) Structural Challenges of the Rating Scale; (3) Misalignment Between the Program and the Rubric; and (4) Reflective Benefits of Rubric Use. The findings indicated linguistic, structural, and contextual barriers, while also highlighting the rubric's value in promoting reflection. Although the rubric functioned as a reflective catalyst for intercultural learning, linguistic, structural, and contextual barriers limited its effectiveness. These findings suggest that adapting rubrics for nursing education requires contextual translation that enables students to relate evaluation criteria to their experiences and learning contexts, rather than relying solely on direct linguistic translation.*

Keywords: AAC&U; intercultural learning; interviews; study abroad programs; VALUE Rubric

About the Authors: Kumi Matsuzaki is an associate professor at the Japanese Red Cross Toyota College of Nursing. Her research interests include internationalization in higher education and international students' mobility. Suma Suzuki is an associate professor at the Japanese Red Cross Toyota College of Nursing. Her research interests include English education and cooperative learning.

In higher education, internationalization of the curriculum, defined as the integration of international, intercultural, and global dimensions into program content, learning outcomes, assessment, and student support services (Leask, 2015), is crucial for fostering a global perspective among students. In Japanese nursing education, this need has become increasingly important because nurses are expected to provide culturally responsive care for people from diverse linguistic and cultural backgrounds. Growing international migration, expanding cross-border activities, increasing numbers of international visitors and foreign workers, and global health challenges such as the COVID-19 pandemic, have further highlighted the need to prepare nurses for culturally diverse healthcare settings (Huffman et al., 2020; Okugawa, 2021). The Japan Association of Nursing Programs in Universities (JANPU, 2025) emphasizes the development of competencies to support culturally diverse populations. Its recommended learning outcomes include understanding global health issues as well as the domestic impact of foreign residents' social status—such as language and visa types—on medical practices. Consequently, to address these educational goals, many nursing schools have implemented international learning opportunities, including study abroad programs. Such international exposure has been shown to significantly increase students' understanding of the health challenges faced by foreign residents in Japan (Nishihara et al., 2017).

As international learning opportunities have expanded, various approaches have been used to evaluate their educational effectiveness. Existing

studies have employed a wide range of instruments, including measures of social skills, intercultural understanding, and global competence (Miyazawa et al., 2012; Nakamura et al., 2023). Huffman et al. (2020), for example, identified multiple learning outcomes among Japanese nursing students participating in study abroad programs, including knowledge of nursing practices and health care systems, cultural awareness and sensitivity, English-language proficiency, motivation, and personal and professional development. This diversity of learning outcomes highlights the importance of using assessment approaches that can capture multiple dimensions of students' learning experiences.

Among these assessment approaches, Numazawa et al. (2020) used a modified version of the Intercultural Knowledge and Competence VALUE Rubric developed by the Association of American Colleges and Universities (AAC&U, 2009) to evaluate a short-term study abroad program for nursing students. Their study reported positive outcomes across the domains of knowledge, skills, and attitudes, suggesting the potential usefulness of the rubric for assessing intercultural learning in nursing education.

However, limited information was provided regarding how the original rubric was modified and adapted to the educational context of the program. As a result, it remains unclear whether the modified rubric adequately reflected students' learning experiences and whether students interpreted the assessment criteria as intended. Stevens and Levi (2014) argue that rubrics should be adapted to fit specific educational contexts and purposes. Therefore, examining how students understand and apply rubric criteria is an important step in evaluating the appropriateness of the assessment framework within Japanese nursing education.

Therefore, the purpose of this study was to explore the challenges in the existing AAC&U rubric through interviews with nursing students who participated in short-term study abroad programs. By analyzing students' perceptions and uncertainties during self-evaluation, this study aims to identify the structural and cognitive challenges of the rubric as an assessment tool, providing insights to develop a contextually appropriate rubric optimized for nursing education and its specific institutional philosophies.

Methods

Research Design

This study employed a qualitative exploratory design using semi-structured interviews with nursing students who had participated in short-term study abroad programs. The VALUE rubrics, developed by AAC&U, were adopted as the analytical focus because they are internationally recognized open-source frameworks widely used to assess intercultural knowledge, competence, and global learning outcomes in higher education. Although the VALUE Rubrics encompass 15 domains, it is recommended that they be appropriately modified and contextualized to suit the specific language, academic major, and program. To examine changes in students' attitudes and awareness regarding the understanding of intercultural diversity and global perspectives—which aligns with the objectives of the study abroad programs conducted at our university—this study selected eight specific components from two rubrics. From the Intercultural Knowledge and Competence VALUE Rubric, six components were chosen: (1) Cultural self-awareness (Knowledge), (2) Knowledge of cultural worldview frameworks (Knowledge), (3) Empathy (Skills), (4) Verbal and nonverbal communication (Skills), (5) Curiosity (Attitudes), and (6) Openness (Attitudes). Additionally, two components were selected from the Global Learning VALUE Rubric: (7) Global self-awareness and (8) Perspective taking. Their theoretical

grounding and broad applicability made them an appropriate starting point for examining how such competencies are interpreted and assessed in nursing education in a Japanese study abroad context.

Participants and Setting

Participants were recruited from a nursing college in Japan via purposive sampling. The inclusion criteria specified that nursing students had participated in co-curricular or extra-curricular study abroad programs. The program destinations included Thailand, Cambodia, Korea, and Australia, with each program lasting two weeks or less.

A total of nine students, who joined one or more programs, agreed to participate in the study. The individual semi-structured interviews were conducted face-to-face between May and November 2025, approximately 2 to 8 months after participants completed their respective programs (or their most recent program).

Data Collection and Interview Process

As part of the program evaluation, participating students completed the official Japanese translation of the AAC&U VALUE Rubrics (AAC&U, 2009)—specifically focusing on the eight components selected from the two rubrics mentioned above (see Appendix A)—prior to and/or immediately following their respective study abroad programs.

After completion of the programs, students who agreed to participate in this study were invited to take part in an individual semi-structured interview, lasting 60 to 80 minutes. An interview guide developed by the researchers (see Appendix B) was used to collect interview data. During the interviews, participants were asked to review their previous rubric responses. Each self-evaluation rating was followed by an in-depth inquiry into the rationale behind their choices, the specific impacts affecting their experiences, and their interpretations of the rubric text.

Furthermore, participants were explicitly asked about the clarity and comprehensibility of the descriptions, as well as their overall impressions of the rubric layout and phrasing. With the participants' prior written consent, all interviews were audio-recorded and subsequently transcribed verbatim for analysis.

Data Analysis

The verbatim transcripts were analyzed using an inductive open-coding approach to systematically abstract and categorize the textual data (Graneheim & Lundman, 2004). To ensure trustworthiness, two researchers independently read the transcripts repeatedly to achieve deep familiarization with the data. Meaningful statements reflecting students' struggles, confusion, or perceptions of the rubric were extracted and assigned open codes. These codes were then progressively clustered into subcategories and overarching conceptual categories based on their similarities and homogeneity.

Although participants were prompted with predefined rubric domains during the interviews, the analysis focused on capturing patterns in their interpretations and perceived challenges rather than applying an a priori coding framework. Throughout the analytic process, the researchers held ongoing discussions to resolve discrepancies, enhance reflexivity, and refine the final categorization. The insights gained from this process provide a foundation for revising and contextualizing the rubric to suit the attributes and learning environments of nursing students.

Ethical Considerations

This study was approved by the Institutional Review Board of the Japanese Red Cross Toyota College of Nursing (Approval No. 2433). Prior to data collection, researchers provided both written and verbal explanations regarding the study's purpose, methods, and ethical safeguards to all

potential participants. Written informed consent was obtained from all participants prior to the interviews. Participants were assured that their participation was entirely voluntary, that they could withdraw from the study at any time without penalty, and that all data would be anonymized using linked anonymization to protect their privacy.

Results

Overview of Extracted Categories

The analysis focused primarily on rubric-related challenges identified in participants' responses. All nine participants reported experiencing some form of difficulty or uncertainty when using the rubric for self-assessment. Through the open-coding process, the data were systematically abstracted into four categories, nine subcategories, and 21 representative codes. Table 1 summarizes the categories and subcategories, while the complete coding framework is provided in Appendix C. In the following sections, the findings are presented narratively under each category, with subcategories integrated into the text to illustrate key themes identified in the analysis.

Category 1: Challenges in Rubric Wording and Conceptual Clarity

This category describes participants' difficulties in understanding the wording and concepts used in the rubric. Three subcategories were identified: use of academic and discipline-specific terminology, ambiguity in evaluating broad concepts, and excessive information in rubric wording.

Participants frequently reported difficulty understanding specialized terminology used in the rubric. Terms such as "cultural worldview" and "suspending judgement" were unfamiliar to many participants and made interpretation of the rubric challenging. Some participants also indicated that concepts related to intercultural understanding and global learning were difficult to grasp because they are rarely considered in their everyday life. As a result, participants were often uncertain whether they had interpreted the rubric as intended.

Participants also described challenges in evaluating broad concepts such as empathy and worldview. They explained that these concepts were too abstract to determine what aspects of themselves should be evaluated and what criteria should be applied. Similarly, expressions such as "in historical or contemporary contexts" were viewed as ambiguous, and participants often struggled to relate them to their own experiences.

Finally, participants indicated that some rubric descriptors contained excessive amounts of information. Lengthy statements made it difficult to identify the main point of each performance level and increased the effort required to complete the self-assessment.

Category 2: Structural Challenges of the Rating Scale

This category reflects structural characteristics of the rating scale that made self-assessment difficult. Three subcategories were identified: co-

Table 1
Extracted categories and sub-categories

Category	Subcategory
1. Challenges in Rubric Wording and Conceptual Clarity	1-1. Use of Academic and Discipline-Specific Terminology 1-2. Ambiguity in Evaluating Broad Concepts 1-3. Excessive Information in Rubric Wording
2. Structural Challenges of the Rating Scal	2-1. Co-occurrence of Multiple Evaluation Dimensions Within a Single Performance Level 2-2. Ambiguity in Performance-Level Gradations 2-3. Perceived Discontinuity Between Performance Levels and Need for Finer Gradation
3. Misalignment Between the Program and the Rubric	3-1. Misalignment Between the Rubric and On-Site Experiences
4. Reflective Benefits of Rubric Use	4-1. Facilitation of Reflection and Deepened Self-Understanding. 4-2. Broadened Perspectives and Identification of New Goals

occurrence of multiple evaluation dimensions within a single performance level, ambiguity in performance-level gradations, and perceived discontinuity between performance levels and need for finer gradations.

Participants identified several structural issues, including the fact that a single performance level often encompassed multiple dimensions, such as knowledge, attitudes, and skills. However, participants perceived their level of achievement differently across these dimensions. For example, they might have considered their knowledge to correspond to a higher performance level while perceiving their skills as corresponding to a lower level. As a result, they found it difficult to select a single response option that accurately represented their overall achievement. When their perceived levels differed across dimensions, some participants therefore selected an intermediate level as a compromise.

Category 3: Misalignment Between the Program and the Rubric

This category describes discrepancies between the evaluation criteria and participants' actual learning experiences during the study abroad program.

Many participants perceived a misalignment between some rubric items and the on-site experiences during the program. Several participants felt unable to evaluate themselves on items related to history and religion because they had limited opportunities to engage with these topics during their study abroad experience. Others reported that certain rubric descriptors referred to experiences they had not encountered during the program. These findings suggest that some aspects of the rubric were not fully aligned with the specific content and learning opportunities provided within the study abroad program. As a result, participants occasionally found it difficult to provide meaningful self-assessments for certain items.

Category 4: Reflective Benefits of Rubric Use

Although participants identified various challenges associated with the rubric, they also described several educational benefits that emerged through the self-assessment process. Two subcategories were identified: facilitation of reflection and deepened self-understanding, and broadened perspectives and identification of new goals.

Participants frequently reported that completing the rubric encouraged them to reflect on their experiences more carefully. The self-assessment process prompted them to reconsider what they had learned during the program and to recognize aspects of their personal growth that they had not previously noticed. Many participants described gaining a deeper understanding of themselves and their learning through this reflective process.

Participants also indicated that the rubric broadened their perspectives and encouraged them to think about future development. Reflecting on the rubric helped them become aware of viewpoints different from their own and prompted consideration of areas for further improvement. For some participants, the rubric served as a catalyst for setting new learning goals and aspirations beyond the study abroad experience.

Overall, these findings suggest that, despite certain limitations, the rubric functioned not only as an assessment tool but also as a means of promoting reflection, self-awareness, and future-oriented learning.

Discussion

Linguistic and Structural Challenges in Applying the AAC&U VALUE Rubric

This study explored Japanese nursing students' perceptions of the AAC&U VALUE Rubric following participation in short-term study abroad programs. The findings demonstrated that the challenges experienced by participants were

attributable not only to language translation but also to the conceptual and structural characteristics inherent in the rubric itself.

Participants frequently reported difficulty understanding academic terminology and abstract concepts, such as cultural worldview and suspending judgment. Given that these concepts fall outside students' everyday experiences and the specific learning context of undergraduate nursing education, they were often uncertain whether they had correctly interpreted the criteria before attempting self-assessment. Although these concepts are fundamental to intercultural learning, they were unfamiliar to many students and difficult to relate to students' own experiences. Previous studies have emphasized that existing assessment rubrics require contextual adaptation to ensure meaningful interpretation across educational and cultural settings (Stevens & Levi, 2014). Our findings support this view by demonstrating that students struggled not only with unfamiliar terminology but also with abstract concepts and expressions that were difficult to connect to their own study abroad experiences.

In addition to terminology, participants identified structural problems within the rating scale. Performance-level descriptors often combine multiple dimensions, such as knowledge, attitudes, and skills. This multi-dimensionality makes it difficult for students to determine a single rating when these dimensions develop unevenly. Furthermore, distinctions between adjacent performance levels were frequently perceived as ambiguous, leading many participants to choose intermediate ratings as a compromise rather than as an accurate reflection of their learning. These findings suggest that adapting the AAC&U VALUE Rubric for Japanese nursing education requires not only simplification of terminology and clarification of abstract concepts but also refinement of the rating structure to improve usability and interpretability. Such adaptation may enhance students' ability to engage in meaningful self-assessment and more accurately evaluate their intercultural learning outcomes.

Alignment Between Rubric Expectations and Learning Experiences

Another critical finding was the misalignment between the learning experiences provided by short-term study abroad programs and the competencies assumed by some rubric descriptors. Several participants reported difficulty evaluating criteria related to historical, religious, or broader cultural contexts because these topics had not been addressed explicitly during their programs. Instead, students described intercultural learning as emerging primarily through daily interactions, observations, and communication with local people rather than through structured academic learning. Consequently, some rubric descriptors required students to evaluate competencies that they had limited opportunities to develop.

This finding highlights the importance of aligning assessment criteria with intended learning outcomes and actual learning opportunities. Assessment tools should encourage reflection while remaining grounded in the experiences that students can realistically encounter during short-term study abroad programs. To address this mismatch, literal linguistic translation alone may be insufficient. Rather, contextual translation is needed, whereby evaluation criteria are adapted so that students can relate them to their actual experiences and learning environments. Such contextual translation may help the rubric accurately capture the unique cognitive and non-cognitive outcomes fostered in nursing education.

The Rubric as a Reflective Catalyst

Despite these challenges, participants consistently described the rubric as educationally valuable. Completing the self-assessment encouraged students to revisit their study abroad experiences,

organize their thoughts, recognize personal growth, and identify future learning goals. Several participants also reported that the rubric introduced perspectives they had not previously considered, thereby broadening their understanding of intercultural learning.

These findings suggest that the rubric functions not only as an assessment instrument but also as a catalyst for structured reflection that promotes deeper learning. However, this reflective potential may be limited by linguistic and structural barriers within the rubric. The cognitive effort required to interpret unfamiliar terminology, navigate multidimensional performance-level descriptors, and resolve ambiguous gradations diverts students' attention away from reflection on their learning experience. If these linguistic and structural barriers are addressed through careful customization, the rubric may better support reflective learning and more effectively facilitate intercultural self-assessment.

Implications for Developing a Contextually Appropriate Nursing Rubric

The insights gained from this study offer significant implications for developing a contextually appropriate assessment tool. First, the educational value of the rubric could be further enhanced by introducing it before students participate in study abroad programs. Familiarity with the rubric and its underlying concepts prior to departure may help students consciously observe intercultural experiences throughout the program instead of viewing the rubric solely as a post-program evaluation tool. Rather than functioning as an assessment instrument, the rubric can serve as a learning scaffold that supports students' observation, reflection, and meaning making throughout the learning process.

Furthermore, the customization process should integrate the institution's educational philosophy and the values of the nursing profession. In the context of our college, this may include humanitarian values and respect for human dignity embodied in the Fundamental Principles of the Red Cross, thereby strengthening the connection between intercultural learning and professional identity formation. A value-based, contextually translated rubric may more effectively support the continuous reflective learning and professional development of nursing students.

Conclusion

This study explored the structural and cognitive challenges associated with applying the internationally recognized AAC&U VALUE Rubric to Japanese nursing students participating in short-term study abroad programs. An inductive open-coding analysis of student interviews revealed that, while the rubric demonstrated considerable potential as a reflective catalyst for intercultural learning, its current form presented significant linguistic and structural barriers. The multidimensionality of performance-level descriptors and ambiguous gradations often led students to select intermediate ratings as a compromise, while some rubric criteria were not fully aligned with the learning opportunities available within the study abroad program. These insights suggest that adapting the rubric requires more than direct linguistic translation; it also requires contextual translation that reflects students' educational experiences and learning contexts. The findings provide a foundation for the next phase of our research: the development and validation of a customized, value-based assessment rubric optimized for the unique attributes, clinical contexts, and institutional philosophies of Japanese nursing education.

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Conflicts of Interest

The authors declare no conflicts of interest associated with this manuscript.

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Appendix A

Selected Components of the AAC&U VALUE Rubrics Used in This Study (Japanese Version)
AAC&UによるVALUEルーブリック

①異文化知識・対応能力について
異文化知識・対応能力とは、「様々な文化的背景を持つ人々との効果的かつ適切な交流・関わりを可能にする一連の認識・情緒的・行動的能力及 び特性」です。以下は、用語の定義です。

文化（Culture） ある集団が共有する知識や価値観のこと。

文化的ルールと偏見（Cultural rules and biases）：社会や集団が共有する価値観に基づき、個人がその社会や集団の一員として帰属意識を持つために守るべき枠組み。

共感（Empathy）：他者の経験に対して、他者の視点を想像しながら、感情的・知的な側面を含めて寄り添うこと。

異文化体験（Intercultural experience）：自分とは異なる文化を持つ個人や集団と交流する経験。

異文化・文化の違い（Intercultural/cultural differences）：
文化的な価値観の違いによって生じる、ルール、行動、コミュニケーション、偏見の違い。
異文化との交流において評価を保留する姿勢（Suspends judgment in valuing their interactions with culturally different others）：自分と異なる文化を持つ人との交流において、すぐに評価（肯定的・否定的）を下さず、一旦判断を保留すること。先入観を避け、異なる視点を考慮する時間を持つ。

世界観（Worldview）：人が自分の経験を理解し、自分の周りの世界を意味づけする際に使用する、認知的・感情的な視点のこと。

*基準１に満たない場合は、０を選択することができる。

	4	3	2	基準　1
知識① 文化的な 自己認識	深い洞察を持ち、自分の文化的ルールや偏見に対処できる（自分の経験がどのように文化的ルールを形成してきたかを理解している。文化的な偏見を認識し、それにどのように対応するかを考えられる。その結果として、自己認識や価値観に変化が生まれることもある。）	自己の文化的ルールや偏見についての新しい視点を認識している（他文化に同じ価値観やルールを求めず、新しい視点によってもたらされた複雑さを受け入れる。）	自分の文化的ルールや偏見を認識する（自分が属する文化の価値観やルールを理解し、それに強い親しみを持っている。他文化にも同じ価値観を求める傾向がある。）	自分の文化的ルールや偏見にほとんど気づいていない（自分の文化的な価値観やルールを意識することが少なく、他の文化との違いを考えることに抵抗がある。）
知識② 文化的世界観の理解	高度な理解（他文化の複雑な要素（歴史、価値観、政治、コミュニケーションスタイル、経済、信念・習慣）を深く理解し、それらがどのように結びついているかを把握している。）	十分な理解（他文化の歴史、価値観、政治、コミュニケーションスタイル、経済、信念・習慣の相互関係を適切に理解している。）	部分的な理解（他文化の歴史、価値観、政治、コミュニケーションスタイル、経済、信念や習慣について、重要な要素をある程度理解しているが、その複雑さや背景まで十分に把握しているわけではない。）	表面的な理解（他文化の歴史、価値観、政治、コミュニケーションスタイル、経済、信念や習慣について、基本的な知識はあるが、深く理解しているわけではない。）

スキル① 共感力	異文化の体験を自分の世界観だけでなく、複数の世界観から理解し、相手の感情を尊重して寄り添う態度で行動する	二つ以上の世界観の知的・感情的な側面を理解し、交流の場で複数の視点を適切に使い分けることができる。	多文化の視点や要素を理解しようとするが、すべての状況で自分の文化的な世界観に基づいて反応する。	他者の経験を自分の文化的世界観で解釈する
スキル② 言語・非言語コミュニケーション	言語的および非言語的コミュニケーションの文化的違い（例：異なる文化での身体的接触の程度、直接的/間接的、明示的/暗示的な意味の使い方）を複雑に理解し、それを基に異文化間で共通理解をうまく調整することができる。	言語的および非言語的コミュニケーションの文化的な違いに気づき、その違いを基に共通理解を模索し始める。	言語的および非言語的コミュニケーションにおけるいくつかの文化的違いを認識し、誤解が生じる可能性に気づくが、共通理解をうまく調整できない。	言語的および非言語的コミュニケーションにおける文化的違いをほとんど理解しておらず、それを基に共通理解を得るように調整できない。
姿勢①他文化への 好奇心	他の文化について、複雑な疑問を持っている。それら疑問に対し、複数の文化的視点を反映する答えを探し、理解したことを明確に述べることができる。	他の文化について深い質問をし、その答えを積極的に求める姿勢を持っている。	他の文化について表面的な質問をする。	他の文化について学ぶことに対して、あまり関心を持たない。

②グローバル・ラーニングについて

グローバル・ラーニングは、学生が自分の行動や視点を広げ、世界規模の問題に対して積極的に取り組む力を育むことを目的としています。

視点の理解（Perspective Taking）とは　異なる視点や経験から学び、自分が世界の中でどのような立場にいるのかを理解する。そして、個人的・社会的・文化的・学問的・環境的・地域的・国際的といった、複数の視点の関連性を理解できるようになることを目標します。

文化的多様性（Cultural Diversity）とは 自己の文化的ルーツやその影響を認識するとともに、それだけでは世界で必要なすべての知識を得るには限界があることを理解する力。これには、他者の文化的多様性について敬意をもって学び、そして個人レベルでは、文化の違いを越えて、協力しながら共通の目標を達成する力が含まれる。また、社会の仕組みとして、文化がどのように分類され、権力構造の中でどのような位置を与えられているのかを比較・分析する力。これは、時代や場所によって変化するものであり、人種・民族・ジェンダー・国籍・宗教・社会階層（クラス）などの理解も含まれる。

	4	3	2	基準　1
視点の獲得	自然や人間社会における複雑な問題に対し、複数の視点（文化的・学問的・倫理的などの観点）を取り入れ、時には対立する意見がある中でも、それらを評価しながら実践的に活用し、問題解決に役立てる。	自然や人間社会の課題を探求する際に、複数の視点（文化的・学問的・倫理的などの観点）を組み合わせて考察する。	自然や人間社会に関する問題を考えるときに、異なる視点（文化的・学問的・倫理的などの観点）を明確にし、それぞれの立場を説明できる。	自己の立場（文化的・学問的・倫理的などの観点）を重視しつつ、複数の視点を認識する。
文化的多様性	様々な世界観、経験、権力構造を深く理解し、それを実践的に活用できる。意義のある異文化交流を積極的に行い、地球規模の課題解決に貢献する。）	複数の文化の価値観、権力構造、経験の重要な関連性を、歴史的に、または現在の状況に照らして詳しく分析できる。他文化と敬意をもって交流する。	歴史的または現代の文脈で、二つ以上の文化のつながりを、権力構造（社会的な格差や影響力の違い）を理解して、説明できる。その結果、異なる文化を尊重しながら交流できる。	自己の文化的視点から、他文化の歴史や現状を説明できる。異なる文化や価値観に対してある程度の関心や受け入れる姿勢を示す。

Selected Components of the AAC&U VALUE Rubrics Used in This Study (English Version)

1. Intercultural Knowledge and Competence

Intercultural Knowledge and Competence refers to *"a set of cognitive, affective, and behavioral skills and characteristics that enable effective and appropriate interaction with individuals from diverse cultural backgrounds."* The following are definitions of the terms used in this rubric.

Culture: All knowledge and values shared by a group.
Cultural rules and biases: Boundaries within which an individual operates in order to feel a sense of belonging to a society or group, based on the values shared by that society or group.
Empathy: "Empathy is the imaginary participation in another person's experience, including emotional and intellectual dimensions, by imagining his or her perspective (not by assuming the person's position)" (Bennett, 1998).
Intercultural experience: The experience of an interaction with an individual or groups of people whose culture is different from your own.
Intercultural/cultural differences: The differences in rules, behaviors, communication, and biases, based on cultural values that are different from one's own culture.
Suspends judgment in valuing their interactions with culturally different others: Postpones assessment or evaluation (positive or negative) of interactions with people
culturally different from oneself. Disconnecting from the process of automatic judgment and taking time to reflect on possibly multiple meanings.
Worldview: Worldview is the cognitive and affective lens through which people construe their experiences and make sense of the world around them.

Note: If your experience does not meet the criteria for Level 1, select 0.

	4	3	2	benchmark 1
Knowledge *Cultural self-awareness*	Articulates insights into own cultural rules and biases (e.g., seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description).	Recognizes new perspectives about own cultural rules and biases (e.g., not looking for sameness; comfortable with the complexities that new perspectives offer)	Identifies own cultural rules and biases (e.g., with a strong preference for those rules shared with own cultural group and seeks the same in others).	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group[s]) (e.g., uncomfortable with identifying possible cultural differences with others).

Knowledge *Knowledge of cultural worldview frameworks*	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Skills *Empathy*	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
Skills *Verbal and nonverbal communication*	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.

2. Global Learning

Global Learning aims to foster students' ability to broaden their perspectives and actions, and to actively engage in addressing issues on a global scale.

Perspective taking: The ability to engage and learn from perspectives and experiences different from one's own and to understand how one's place in the world both informs and limits one's knowledge. The goal is to develop the capacity to understand the interrelationships between multiple perspectives, such as personal, social, cultural, disciplinary, environmental, local, and global.

Cultural diversity: The ability to recognize the origins and influences of one's own cultural heritage along with its limitations in providing all that one needs to know in the world.

This includes the curiosity to learn respectfully about the cultural diversity of other people and on an individual level to traverse cultural boundaries to bridge differences and collaboratively reach common goals. On a systems level, the important skill of comparatively analyzing how cultures can be marked and assigned a place within power structures that determine hierarchies, inequalities, and opportunities and which can vary over time and place. This can include, but is not limited to, understanding race, ethnicity, gender, nationhood, religion, and class.

	4	3	2	benchmark 1
Perspective taking	Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e., cultural, disciplinary, and ethical.)	Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.	Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.	Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).
Cultural diversity	Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.	Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.	Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews	Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews.

Appendix B

インタビューガイド

インタビュー前の準備

(1) インタビュー日時

研究実施者は、インタビューを行う日時について研究協力者の授業に支障のない、希望される時間帯でインタビュー日時を調整して決定する。

(2) インタビュー場所

対面もしくはオンラインでインタビューを行う。

(3) インタビューに必要な物品と資料の準備

①調査ご協力のお願い

②説明書・同意書

③録音器具

④メモを取る器具

1. インタビュー中に配慮すること

・調査ご協力のお願いに基づいて本インタビュー調査の目的、方法、倫理的配慮を口頭で文書にそって説明し、研究協力者の自由意思に基づいてインタビュー協力に同意が得られるかを伺う。なお、いったん同意が得られている場合でも、中途で辞退できる権利について説明する。

・同意が得られた場合、インタビューを実施するが、インタビューに費やす１時間程度の時間をいただくことを再度お断りする。

・研究協力者にインタビュー内容を録音してよいかどうかを伺い、了解が得られた場合は録音させていただく。録音の目的は大切なインタビュー内容を正確に把握し、調査目的にかなった分析をするためであると伝える。録音された内容は本研究者ら以外が聞くことはないこと、録音内容が研究期間終了後、破棄することを説明する。

・インタビュー設問について聞かせてもらうが、研究協力者ができるだけ自由に自発的に話ができるような配慮を行い、受容的・傾聴的姿勢に徹する。決して質問攻めや強要するようなことはしない。

2. インタビュー（１時間程度）

インタビュー実施日：　　年　　月　　日（　　）

時間：　　：　　～　　：

場所：　対面もしくはオンライン

実施者：　本調査研究チームメンバー

インタビュー１：正課外の海外を拠点とする国際的な活動に参加した学生

本インタビューでは、研究課題「国際的に活動する看護学生育成のための教育活動・評価・ルーブリック開発について―赤十字の理念と建学の精神を中心にー」に関する調査ご協力のお願い」にて説明の通り、以下の質問についてお伺いします。

【質問１】あなたの背景について伺います。

① 氏名、属性

② 過去に留学や日本以外の就業や居住経験があれば教えてください。

【質問２】あなたが本研修に参加するに至った経緯について伺います。研修の参加を決めたきっかけ、動機について教えてください。

【質問３】 AACUによるルーブリックについて伺います。

（別紙ルーブリックの内容を確認しながら質問）

①「・・・」について、研修参加によりどのような影響がありましたか？もしくはなかったのでしょうか？

② これら評価項目において、研修にそぐわない項目、疑問点や不明点などありましたか？

【質問 4】研修を通じた学びについて伺います。

①研修を通じてどのような学びや気づきがありましたか？

②評価項目にはない態度や認知、非認知的な能力の変化について、何かありますか？

③研修全般の評価について伺います。

Interview Guide

<Preparation Before the Interview>

1. Interview Schedule

The researcher will arrange the interview at a date and time that is convenient for the participants and does not interfere with their academic schedule.

2. Interview Modality

The interview will be conducted either face-to-face or online, according to the participants' preferences.

3. Materials Required for the Interview

1) Participant Information Sheet
2) Consent Form
3) Audio-recording device
4) Note-taking materials

<Considerations During the Interview>

1. Based on the Participant Information Sheet, the researcher will explain the purpose, procedures, and ethical considerations of the study and confirm that the participant is willing to participate voluntarily. Participants will also be informed that they may withdraw from the study at any time without penalty.

2. If informed consent is obtained, the interview will proceed. Participants will be reminded that the interview is expected to take approximately one hour.

3. Participants will be asked for permission to audio-record the interview. If permission is granted, the interview will be recorded for the purpose of accurately capturing participants' responses and facilitating data analysis. Participants will be informed that only the research team will have access to the recordings and that all recordings will be securely destroyed after the completion of the study.

4. Throughout the interview, the researcher will encourage participants to speak freely and openly. The interviewer will maintain an accepting and attentive attitude and will avoid pressuring participants or asking questions in an intrusive manner.

Interview (Approximately 60 Minutes)

Date: _____ / _____ / _____

Time: _____ : _____ to _____ : _____

Mode: Face-to-face or Online

Interviewer: Member of the Research Team

Interview 1: Students Who Participated in Extracurricular International Activities Conducted Overseas

In this interview, participants will be asked the following questions as described in the Participant Information Sheet for the study entitled:

"Development of Educational Activities, Assessment, and Rubrics for Fostering Nursing Students Who Can Work Internationally: Focusing on the Red Cross Principles and the Founding Philosophy of the University."

Question 1: Background Information

1. Please tell us your name and current academic status (e.g., year level).

2. Have you previously studied, lived, or worked outside Japan? If so, please describe your experience.

Question 2: Motivation for Participation

Please tell us about the reasons you decided to participate in this program. What motivated you to join the program? What factors influence your decision to participate?

Question 3: AAC&U Rubrics (Using the rubric as a reference during the interview)

In what ways, if any, did participating in the program influence your development in relation to each rubric criterion?

Were there any rubric criteria that you felt did not align with your study abroad experience?

1. Were there any rubric items, terms, or expressions that you found difficult to understand?

2. Were there any rubric items that you found difficult to evaluate yourself against? Please explain why.

Question 4: Learning Outcomes from the Program

1. What did you learn from participating in the program?

2. What new insights or perspectives did you gain through this experience? Did you experience any changes in your attitudes, knowledge, skills, or personal qualities that were not reflected in the rubric items?

3. Overall, how would you evaluate the program?

Appendix C

Coding Framework: Categories, Subcategories, and Representative Codes

Category	Sub-category	Code
1. Challenges in Rubric Wording and Conceptual Clarity	1-1. Use of Academic and Discipline-Specific Terminology	- Difficulty understanding the wording and expressions used in the rubric - Unfamiliarity with rubrics for intercultural understanding and global learning - Difficulty understanding unfamiliar concepts that are rarely considered in everyday life - Uncertainty about whether the rubric wording was interpreted correctly - Difficulty understanding discipline-specific academic terminology (e.g., “cultural worldview” and “suspending judgment”)
	1-2. Ambiguity in Evaluating Broad Concepts	- Difficulty evaluating broad concepts such as “empathy” and “worldview” - Difficulty interpreting expressions such as “in historical or contemporary contexts”
	1-3. Excessive information in Rubric Wording	- Difficulty understanding rubric wording containing excessive information
2. Structural Challenges of the Rating Scale	2-1. Co-occurrence of Multiple Evaluation Dimensions Within a Single Scale Level	- Difficulty selecting a performance level because multiple dimensions were embedded within a single scale level - Selection of intermediate levels due to differences in achievement across dimensions
	2-2. Ambiguity in Performance-Level Gradations	- Difficulty distinguishing between adjacent performance levels - Repeated hesitation when selecting a performance level - Selection of intermediate levels due to unclear distinctions between performance levels
	2-3. Perceived Discontinuity Between Performance Levels and Need for Finer Gradations	- Selection of intermediate levels because the gaps between performance levels were too large - Need for more finely differentiated performance levels, including lower levels
3. Misalignment Between the Program and the Rubric	3-1. Misalignment Between the Rubric and On-Site Experiences	- Inability to respond to rubric items related to history and religion because of limited exposure during the program - Lack of experiences corresponding to the rubric items
4. Reflective Benefits of Rubric Use	4-1. Facilitation of Reflection and Deepened Self-Understanding.	- The rubric served as an opportunity for reflection - The rubric promoted deeper reflection and self-understanding
	4-2. Broadened Perspectives and Identification of New Goals	- The rubric increased awareness of perspectives beyond one’s own - Identification of new goals and aspirations