

Model United Nations as an Active Learning Tool for Global Negotiation

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Abstract

Simulations have become a popular active learning tool used to facilitate the acquisition of specific knowledge and skills by students. This paper presents our pedagogical experiences of Model United Nations in English within the educational context of Japan. It specifically refers to the case study of Tsukuba English Models United Nations (TEMUN) organized between 2012 and 2019 at the University of Tsukuba within two programs of global education. The paper describes the process of adjusting the Model United Nations simulation to be used as pedagogical stimulus for the learning of global negotiation. After briefly introducing the educational context, the paper presents the TEMUN framework in looking at three aspects, curriculum design, teaching methods and the academic profile of participant students. Lastly, in discussing the student's expectations and perceptions assessed through pre-event and post-event surveys, the paper will show new research directions when using the MUN simulation as an active learning tool for global negotiation.

Keywords: MUN, Global Negotiation, Collaborative Problem Solving, Active Learning, Diversity

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Background

In an increasingly globalized world bringing new challenges that require multidisciplinary knowledge and transferable skills, Higher Education Institutions (HEI) around the world had to readjust and update their curricula and teaching methods in order to be able to foster new generations capable of tackling, complex challenges of societies and the world. The ability of Higher-Education Institutions to pursue necessary reforms often influences their attractiveness and competitiveness.

In Japan, during the last two decades, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) has been trying to address several educational problems that affected the attractiveness and competitiveness of Japanese universities. Such problems have been related to the decreasing number of international students willing to learn in Japanese universities, the preponderance of traditional knowledge-based teaching, lack of classes given in foreign languages, absence of interdisciplinary programs, inadequate curricula, lack of syllabi and programs in the English language, low proficiency of English language among Japanese students despite the constantly growing number of native teachers, etc. According to data collected from the official website, MEXT has put forward different plans and programs and has promoted several initiatives, among which are:

- Strategic Plan to Cultivate Japanese with English Abilities (2001)
- Global CEO (FY2007-2009~FY2012-2014)
- G30 Project: Establishing University Network for internationalization (FY2009~FY2014~)
- Promotion of Global Human Resource Development (FY2012~)
- Inter-university Exchange Project (Re-inventing Japan) (depending on the country is organized between FY2012~FY2023)
- English Education Reform Plan (2014)
- Top Global University Project (SGU) (FY2017~FY2028)

These initiatives aimed to encourage the universities to reshape their educational practices and convert their traditional way of teaching into new methods suitable to an increasingly globalized society. As a result, several Japanese universities have implemented inter- and multidisciplinary programs, with an increasing number of programs taught in English, expanded their joint degree programs with the universities abroad, and attempted to attract international teaching staff. In addition, instructors have been called to renew pedagogical contents and teaching methods to foster students' global mindsets and transcultural awareness more efficiently and implement complex experiences of transdisciplinary collaboration and innovative breakthrough-generating activities.

In this context, among the numerous programs promoted by Tsukuba University, Global Negotiation Program (GNP) organized at the graduate level between 2011-2015 and subsequent Bachelor Program in Global Issues (BPGI) organized at the undergraduate level since 2016 aimed to provide students with a suitable environment in which they can acquire multidisciplinary knowledge and skills transferable among various professional careers (scientific researchers, as well as business practitioners). The present paper describes the authors' experiences in adjusting the Model United Nations simulation to be used as a pedagogical stimulus for the learning of global negotiation within these two programs.

Model United Nations

Model United Nations (MUN) is one of the decision-making simulations used as an active learning tool at thousands of universities worldwide. In this simulation, participants play the role of a diplomat representing a particular country at the United Nations. The simulation traces its roots in an event (the simulation of the Model League of Nations) held in 1923 by the students of Harvard University in the United States (Muldoon, 1995). Although the MUN is widely used within international relations programs, policy studies or politics, due to its high versatility, it has also become a tool used to improve students' language or communication proficiency within English programs.

In Japan, MUN was introduced in 1983 by Sadako Ogata - who served between 1991 -2000 as the United Nations High Commissioner for Refugees - as a learning aid for students of international relations and was organized mainly in the Japanese language. Since 2001, in the above-mentioned efforts for internationalization and competitiveness made by MEXT and Japanese universities, the popularity of MUN has rapidly expanded among teachers of foreign languages (mainly English), international communication, negotiation, policy studies, etc.

Currently, MUN in Japan is organized at different educational levels (high-school, undergraduate, graduate), in different settings (in-class training, as well as extracurricular events), for several disciplines (e.g. international relations, public policy, politics, English language, communication studies, etc.) and aiming at different goals, such as increasing language proficiency or aid for content delivery.

Tsukuba English Models United Nations (TEMUN), the subject of our case study, was organized for seven years, between 2012 and 2019, at the University of Tsukuba, as a practical part of two programs mentioned earlier: GNP and BPGI. We aimed to adjust the MUN to fit the goals of these educational programs seeking to foster global mindsets and equip students with the knowledge and skills necessary in a globalized society.

Curriculum Design and Teaching Methods

Global negotiation, the core concept characterizing the two programs previously mentioned, is defined as practical competence "to actively engage in a consensus-building process to solve problems through dialogue in the international arena and intercultural environment" (GNP Pamphlet 2011). This complex definition goes beyond the limited aim of developing students' conversations skills or helping them to achieve higher proficiency and fluency in English. It highlights the fact that students should acquire multidisciplinary knowledge and transferable skills necessary to address different challenges and to build consensus through "collaborative problem-solving", a notion introduced by the OECD's Programme for International Student Assessment (PISA) in 2015 (OECD 2015). Students should be able to use their critical thinking to identify solutions based on specialized knowledge, engage in constructive dialogue, and demonstrate leadership and conflict management abilities while considering the cultural specificity of their counterparts.

Thus, we considered that competence of global negotiation is composed of three sets of learning items corresponding to Knowledge, Skills and Attitudes that have to be achieved by students through educational activities. These three sets of items, which can be seen in the following image, are tentatively arranged on three levels from high school to the postgraduate

level and also based on the estimated difficulty to achieve them (with those more difficult to achieve at the base).

Level I: A set of items ideally acquired at the level of secondary education before entering a university.

Level II: A set of items needed to be trained/acquired at the Bachelor level before going to graduate schools.

Level III: A set of items needed to be trained/acquired at the graduate level (Master and PhD).

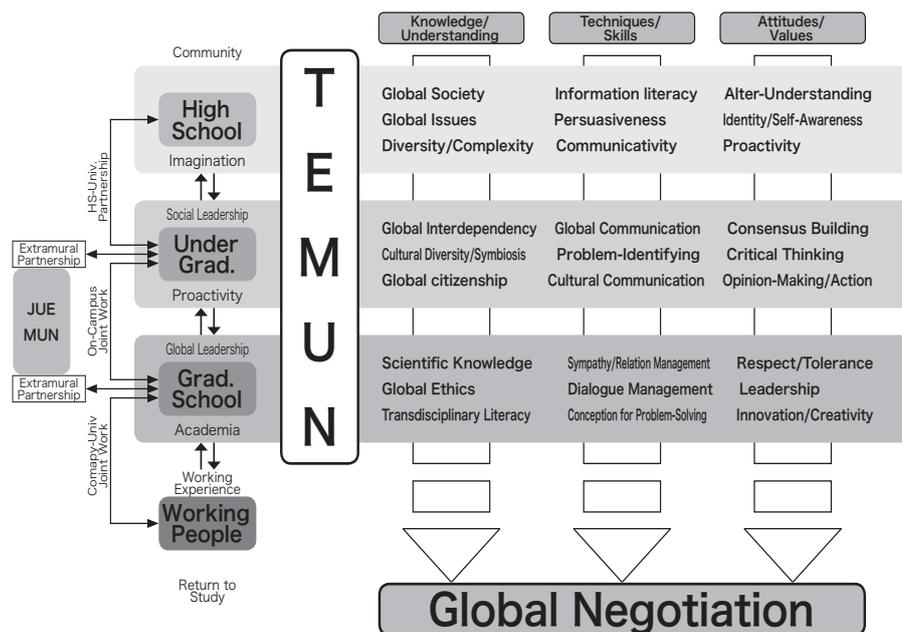


Figure 1: Pedagogic Schema of Global Negotiation Competence and TEMUN (Kida, 2014)

According to the Pedagogical schema, it is expected that all university students joining these programs have already acquired the basic level of Knowledge, Skills and Attitudes during high-school and that after taking part in the TEMUN, they will have developed the second level, which opens the path to the third level to be acquired when they will be graduate students of the program in which they are enrolled.

From the Pedagogical schema, which constitutes a conceptual framework of educational activities of MUN, we fix four educational principles in the way of teaching.

- **Content-Based Learning**, aiming to provide knowledge of a specific topic (usually concerning the agenda and the United Nations);
- **Problem-Based Learning (PBL)**, aiming to encourage students to identify problems and to find solutions, even tentative;
- **Skill-Based Training**, targeting various skills needed for good communication and smooth interactions (discourse domains, written discourse script, presentation skills, negotiation framework, message delivery, PR, persuasiveness, dialogue/relation management, etc.)
- **Attitudes-Based Training**, aiming to increase cross-cultural awareness, tolerance, mutual understanding, respect, conflict management, leadership, etc.

The preparatory course and activities of the conference were organized following these principles, and we shall describe their concrete content. The format of TEMUN included two main parts: an in-class workshop for training (i.e. preparatory course) and a two- or three-day conference following the workshop. Preparatory course consisted in an intensive training of about 15 hours in which students were trained in expressions, procedures and rules typically used at a real conference of the United Nations.

The content of the preparatory course was divided into ten topics (as seen below), each of them alternating explanations and examples provided by the instructors with interactive activities and in-group discussions.

- (1) Agenda and its subtopics.
- (2) Mechanisms of Group Discussion: Students are divided into groups (Regional Blocs and Committees) to see if there are common points and divergences about the agenda and subtopics in each group.
- (3) Introduction to the UN-type Conference: a) roles of a Regional Bloc; b) roles of a Committee; c) roles of a Delegate
- (4) Rules of Procedure and Formulaic Expressions related to: a) roll-call; b) setting a time limit on speeches; c) formal debate; d) suspending the meeting e) informal debates: moderated and un-moderated debates (caucusing)
- (5) Introduction to the UN-type Speeches and Debates: a) position speech; b) un-moderated debate in Regional Bloc; c) un-moderated debate in Committees; d) moderated debate
- (6) Debates outcomes: a) Position Papers; b) Working Papers; c) developing a negotiation strategy
- (7) Collaborative process towards the final vote and closing procedure: a) formal and informal debates on working papers; b) introducing and debating a Draft Resolution; c) closing the Speaker's List; d) voting procedures on Amendments and Draft Resolutions; e) adjourning the meeting
- (8) Strategy for consensus building: writing and introducing Draft Resolutions and Amendments.
- (9-10) Questions and Answers; Rehearsal 1&2.

After finishing the preparatory course the students put in practice what they have learned during a two-day conference, which was recorded and monitored by instructors (faculty advisors). If during the preparatory course, the instructors play an important role in introducing the terminology and procedures, in contrast, they had a limited role during the conference, discretely acting as supervisor, which led to an increased autonomy of the students. The conference includes an information session, which is a lecture delivered by United Nations experts and foreign diplomats, or a round table about a topic related to the agenda of the conference.

During the conference, students are engaged in a multidimensional process of learning, encompassing four dimensions:

- 1) assimilation of learnt knowledge and skills;
- 2) analysis and understanding of new information coming from other participants;
- 3) delivering a speech in front of a large audience and collective elaboration and production of a written text (i.e. working paper, draft resolution);
- 4) interactions and adaptation in which they have to readjust their reaction based on a changing environment between different types of sessions.

The outcomes of students' activities, which can be seen in the following figure, are collected by the instructors and used for analysis and evaluation.

Activity	Skills	Oral/Written Outcomes
Before conference (Research)	Information literacy Data collection and analysis Reading & Written discourse, Synthesis	Position Paper
During the conference (simulation)		
Delegate speech (Formal debate)	Presentation skill	Speech/memo
Unmoderate caucusing - regional bloc - committee	Debate, communication Mutual understanding Synthesis Consensus building Collaborative writing	Speech/ Working Paper
Moderate caucusing	Critical thinking Public interaction	
Amendment	Persuasion	Draft Resolution
Vote	Decision-making	Resolution

Figure 2: Activities and outcomes during the conference

Academic Profile of Students

Regarding the academic profile of participant students, TEMUN had three particular features when compared with other MUNs organized in Japan (Kida & Smith, 2019). The first is related to the joint participation of undergraduate and graduate students in both, preparatory training and the conference. During the seven editions of the TEMUN conference, more than half of the participants were undergraduate students, representing 60.6% (average for seven years). The graduate participants percentage varied from one edition to another, between 20% and 46% (in the 4th and 5th editions), but it never went lower than 20%. The average participation of international students for seven years was 37.7%. The number of participants per year (1 corresponding to 2012 and 7 corresponding to 2018) classified based on their academic level can be observed in Figure 3. This joint participation offered undergraduate students the opportunity to engage in interactions from which they could learn advanced knowledge. In turn, for graduate students it was valuable occasion to exercise different skills, ranging from leadership, team management and conflict resolution. "Others" participants were represented by students coming from neighbouring high schools. Such participation was allowed and encouraged in TEMUN, but it occurred only irregularly due to the additional tasks related to coordination and preparation with the schools interested in dispatching their students.

	1	2	3	4	5	6	7	Total
Undergraduates	25	22	43	30	44	64	83	311 (57.3%)
Graduates	18	16	26	31	36	23	19	169 (37.7%)
Others	0	0	0	6	0	14	0	20 (0.5%)
TOTAL	43	38	69	67	80	101	102	500

Figure 3. Participants classified based on their academic level

The second feature is related to the significant presence of international students taking part in the preparatory course and conference along with the Japanese students. During the seven editions of the TEMUN conference, the international students represented 63.8% (average for

seven years). The number of international and Japanese participants per year can be observed in Figure 4. Such a high rate is a common characteristic in MUN conferences, but in the Japanese context is relatively rare. For instance, the international participation rate does not exceed 30% in the first seven editions of JUEMUN (Japan University English Model United Nations) held during 2010-2016 (Kida & Parepa, 2019). In addition, within this framework, international and Japanese students not only work together during the final conference but also during the preparatory course. Therefore they had to perform in-class training within a team composed of members with different religions, ethnic backgrounds and languages. This aspect allowed for real intercultural interactions and facilitated a growing intercultural awareness.

	1	2	3	4	5	6	7	Total
International	27 (62.8%)	19 (50.0%)	31 (47.0%)	49 (72.3%)	59 (73.8%)	70 (69.3%)	69 (61.6%)	316 (63.8%)
Japanese	16 (37.2%)	19 (50.0%)	35 (53.0%)	18 (27.7%)	21 (26.3%)	31 (30.7%)	41 (38.4%)	182 (36.2%)
TOTAL	43	38	69	67	80	101	112	505

Figure 4. International and Japanese participants

The third feature is related to student's academic background in terms of their major. More than half of the participants were from Humanities and Social Sciences (HSS), representing close to two-thirds of all participants (63.6%). Social Sciences students represented a high proportion (60% of all HSS students). The significant characteristic of TEMUN is the presence of STEM (science, technology, engineering, and mathematics) students representing around one-fourth of all participants (around 26.9%). The percentage of students with multidisciplinary backgrounds (such as global issues) is relatively low and varies depending on editions. It reached a higher level in the last two editions, respectively 15.8% and 16.1%. The number of participants classified based on their major can be consulted in Figure 5.

		1	2	3	4	5	6	7	Total
HSS		38 88.4%	31 81.6%	41 62.1%	37 56.9%	46 57.4%	58 57.4%	70 62.5%	321 63.6%
	Humanities	19	9	14	22	16	16	29	125
	Social Sciences	19	22	27	15	30	42	41	196
STEM		4 9.3%	6 15.8%	15 22.7%	26 40.0%	34 42.5%	27 26.7%	24 21.4%	136 26.9%
	Life & Environmental	2	3	8	16	21	17	13	80
	Engineering & Technology	1	2	5	8	7	5	10	38
	Medical & Sports	1	1	2	2	6	5	1	18
Others	Multidisciplinary	1	1	10 15.2%	2	0	16 15.8%	18 16.1%	48 9.5%
TOTAL		43	38	69	67	80	101	112	505

Figure 5. Participants classified based on their major

This particularity provided students with a valuable occasion to experience trans-disciplinary collaboration. The students have shared or tested their knowledge and skills related to their major. For example, business negotiation students could use negotiation skills by engaging students in social sciences and STEM; those in policy studies could share and apply their knowledge about the decision-making process. In contrast, STEM students could develop concrete solutions to problems included in the conference agenda based on the knowledge related to their major (e.g. agriculture, health, etc.)

Therefore, the TEMUN format offered participants an environment, which was multicultural and multidisciplinary in crossing academic levels and reflecting a certain social and academic diversity. Students were able to engage in trans-disciplinary and cross-cultural dialogues in collaborative problem solving and consensus-building. After undergoing necessary training, students become aware of the complexity and difficulty resulting from various differences, aspects emulating at least partially the reality of a global and multicultural society.

Students' expectations and perceptions: preliminary results

In order to understand what are the participants' perceived needs and interests in specific knowledge, skills and attitudes to be acquired and developed, we submitted surveys to graduate and undergraduate students who took part in the preparatory course. The surveys were submitted twice, before participating in the conference (pre-event survey) and after their participation in the TEMUN conference (post-event survey).

The pre-event survey seeks to understand students' expectations. Preliminary findings of the survey of nineteen participants have been already presented in a previous paper (Kida & Smith, 2019), and are summarized below. The students are provided with the above-mentioned 27 items of Pedagogic Schema of Global Negotiation Competence. They are asked to select five items and to arrange them according to their interest, indicating which kind of knowledge, skills or attitudes they are keen to improve in taking part in the event. Here, students are not explained in which academic level an item is expected to be learned or acquired. For the current paper, we show only the finding concerning a difference of expectations between graduate and undergraduate (for other types of differences, such as HSS vs. STEM as well as Japanese vs. international students, the analysis will be done in the future).

The analysis shows that the graduate participants attach almost equal importance to three sets of items (Knowledge/Understanding = 31%; Techniques/Skills = 34%; Attitudes/Values = 35%). More precisely, graduate students indicate that they wish to improve Critical Thinking, know more about Global Issues, and acquire Dialogue Management and Problem-Solving skills, followed by the understanding of Cultural Diversity and Social Inclusiveness. They seem to be less interested in achieving knowledge of Trans-disciplinary Literacy, Information Literacy, and Relation Management-related skill, which are supposed to be learned at the primary academic level. In addition, knowledge, such as Global Citizenship and Cultural Communication, which are supposed to be learned at the intermediary academic level, scored relatively low in their answers. Also, the value of Identity/Self-awareness is less represented, probably because students consider it an already achieved item at a primary academic level.

Undergraduate students show higher expectations to learn skill-based items (43%) more than Knowledge items (31%) and Values items, which are the least represented in their answers (28%). Although all undergraduate students indicate their keen interest in Skill-based items, their choices appear very different and variable from one student to another depending on their different perceived needs. A representation of undergraduate/graduate expectations can be found in Figure 6.

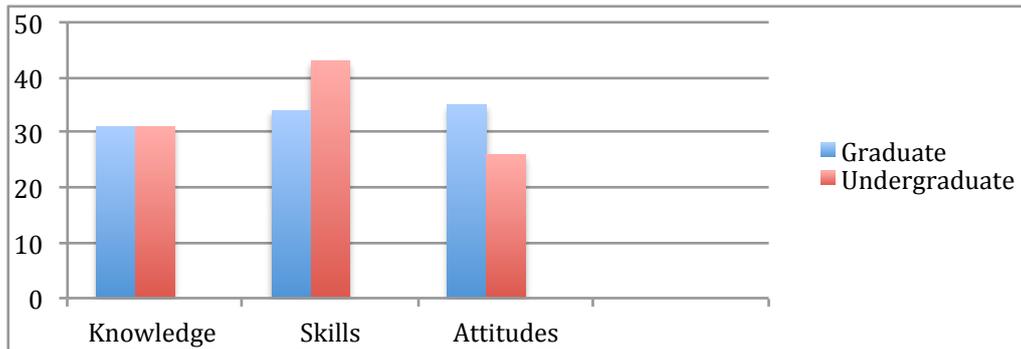


Figure 6. Pre-event expectations of undergraduate/graduate students

From the pre-event survey, we can infer that if graduate students answers indicate a similar tendency, their choice might be influenced by the contemporary trends of higher education. In fact, Critical Thinking or Global Issues are new notions that recently appeared in many universities curricula in different disciplines. In their turn, undergraduate participants, advancing in an early stage of their student career, are concerned more by acquiring concrete academic skills and techniques related to language and communication. According to their answers, they are perceived as necessary to navigate the period of university studies. Therefore, students' expectations move from skill-based and/or communicational items toward more abstract items related to values and knowledge as they advance toward a higher academic level.

The post-event survey seeks to understand students' perceptions about the learning effectiveness of the simulation for developing and acquiring Knowledge, Skills and Attitudes. In the survey, students are asked to answer two types of questions. The first type is related to the self-evaluation of their learning through participation in terms of the 27 items included in the Pedagogical Schema of Global Negotiation. The second type is related to their testimonial based on an open-ended question regarding their impressions after participation in the conference (such as how they improved their skills and/or changed values, which kind of knowledge they acquired). They evaluate own learning outcomes based on 5-scale criteria with five the highest score. In this paper, 114 students' answers are analyzed. Here, our preliminary analysis highlights differences between undergraduate (BA) and graduate (MD, master and doctor) students on the one hand and between three types of majors, specifically STEM, HSS and Multidisciplinary, on the other hand.

When examining the results based on the academic level of the participants, undergraduate students evaluate skill-based items higher than graduate students, as congruent to their expectations before the event. Unexpectedly, they considered positive outcomes in their knowledge of Global Society, Global Issues, Diversity, which differed from their expectations.

Almost all types of students positively evaluate knowledge of Global Society, Global Issues, Diversity. In contrast, it turns out that Scientific Knowledge, Leadership, Innovation/Creativity scored lower in almost all answers coming from different types of participants, suggesting that these items are considered challenging to achieve. In fact, Leadership or Creativity may be items that require extended time and various experiences in doing highly complex metacognitive operations. These items are probably difficult to learn through MUN participation, which is too short to acquire them.

As for a difference in majors, HSS students consider that they achieve better results on improving their skill-based items. Their results are higher compared to the STEM students, probably thanks to their content-related knowledge obtained in other classes of their majors (especially in social sciences). Concerning students of multidisciplinary major, who are undergraduate too, they show a specific result. First, their learning outcome about Global Issues is the highest among all students, as it is their own major. Moreover, they show a high evaluation of all Skill-based items and Attitude-based items. They consider that the simulation facilitated the achievement of attitude-based items such as Proactivity and Consensus-Building. These aspects suggest that students of multidisciplinary majors are more motivated and ready to acquire values and attitudes beyond skills and knowledge than mere undergraduate students, as they are typically learning about global issues in their regular curriculum.

Lastly, in comparing Japanese and international students, the formers tend to evaluate relatively low various items in Skills/Techniques and Attitudes/Values, suggesting that they lack confidence in their communicative competence. In addition, they see little learning outcomes in many Knowledge-based items, which are evaluated lowest by Japanese students.

A detailed view on the results of self-evaluations classified based on three criteria, academic level, Japanese/International students, the academic major can be observed in Figures 7a, 7b and 7c.

	Knowledge/Understanding								
	Global society	Global issues	Diversity	Globa interde	Cultural D.	Global citizen	Scientific K.	Global ethics	Transdiscip. L.
Overall	4.25	4.35	4.24	4.08	4.26	4.09	3.18	3.84	3.86
BA	4.43	4.42	4.40	4.19	4.42	4.27	3.35	4.04	3.98
MD	4.13	4.31	4.12	4.00	4.14	3.95	3.05	3.70	3.77
STEM	4.22	4.27	4.22	3.98	4.22	4.12	3.23	3.85	3.84
HSS	4.34	4.40	4.24	4.22	4.31	4.09	3.09	3.80	3.89
Multi	4.00	4.67	4.33	4.00	4.22	3.89	3.22	4.00	3.78
JP	4.28	4.08	4.00	3.68	4.08	3.84	3.00	3.44	3.92
Intl	4.23	4.36	4.22	4.01	4.23	4.03	3.16	3.80	3.86

Figure 7a: Students' perceptions post-event regarding Knowledge

	Skills/Techniques								
	Info Literacy	Persuasive	Communicativ	Global com.	Pb-identifying	Cultural com.	Sympathy/Rel	Dialogue man	Pb-solving
Overall	3.93	3.79	3.96	4.10	4.05	3.96	3.81	3.88	3.95
BA	4.10	4.00	4.17	4.35	4.23	4.04	4.02	4.10	4.19
MD	3.80	3.63	3.80	3.91	3.92	3.91	3.66	3.72	3.77
STEM	3.88	3.71	3.91	4.05	3.92	3.78	3.84	3.68	3.84
HSS	3.98	3.80	3.98	4.16	4.18	4.13	3.73	4.07	4.02
Multi	4.00	4.22	4.11	4.11	4.33	4.33	4.00	4.33	4.22
JP	3.76	2.92	3.36	3.80	3.56	3.12	3.52	3.24	3.32
Intl	3.92	3.71	3.89	4.06	4.02	3.89	3.80	3.86	3.89

Figure 7b: Students' perceptions post-event regarding Skills

	Attitudes/Values								
	Alter-understa	Self-awarenes	Proactivity	Consensus-B.	Critical think.	Opinion-makir	Respect/Toler	Leadership	Innova/Creat.
Overall	3.99	4.03	3.92	3.89	3.90	3.97	4.16	3.46	3.55
BA	4.23	4.29	4.35	4.38	4.21	4.33	4.33	3.73	3.81
MD	3.81	3.83	3.59	3.53	3.67	3.70	4.03	3.26	3.36
STEM	3.96	3.96	3.84	3.79	3.84	3.86	4.22	3.33	3.45
HSS	4.02	4.04	3.91	3.89	3.91	4.02	4.07	3.49	3.58
Multi	4.00	4.33	4.44	4.56	4.22	4.44	4.22	4.11	4.11
JP	3.92	3.72	3.36	3.60	3.24	3.40	3.96	2.32	2.64
Intl	3.99	4.03	3.92	3.96	3.85	3.96	4.14	3.37	3.49

Figure 7c: Students' perceptions post-event regarding Attitudes

Conclusion

From the moment of its introduction in Japan, MUN has started to play a significant role in the educational scene of higher education, in much need of internationalization in this globalized world. Initially, the MUN was used to help brush up Japanese students' language proficiency and communicative competence, and sometimes just as a kind of "speech contest" with a criterion of CAF (complexity, accuracy, fluency) of English. Nowadays, going beyond such a competition model or an erroneous understanding of "negotiation", MUN has put on a new look in trend featured by the concept of collaborative problem-solving, promoted by PISA in 2015. It becomes a powerful tool to foster students' more profound understanding of the diversity and complexity inherent to this world. This paper briefly introduced our experiences regarding a pilot project using MUN simulation to teach global negotiation. At the current moment where various new multidisciplinary and breakthrough programs based on innovation and creativity are being implemented, we define the notion of Global Negotiation as encompassing multiple sets of transferable skills and knowledge without forgetting attitudes and value-based items. Through the preliminary interpretation of the answers provided by the students who took part in preparatory courses and events within the TEMUN framework, we attempt to understand students' expectations and perceptions about the items encompassed in the Global Negotiation Competence. The findings of our analysis have suggested that knowledge of content, negotiation skills and attitudes-values of the students are interdependent. Nevertheless, these preliminary findings raise new questions opening a new research path: How is it possible to assess Global Negotiation Competence and some concrete criteria for such evaluation? Which learning environment or teaching methods better facilitate students' achievement of such competence? These questions will be our challenges for future study.

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