

# GLidD

(Growth & Learning identification powered by Instructional Design)

Operated by GIP-TRIAD & Learning Initiative Inc.

**GIP-TRIAD checks the competence acquisition through **the written materials by students****

- GIP-TRIAD prepares a series of **Reflective Questions** related to the competencies
- Students need to answer Reflective Questions sufficiently
- Answer should be **self-experienced evidence based**
- If the answer is not sufficient,  
students need to re-write the answer according to feedbacks
- System is web-based

# Example

Reflective Question: **Tell us the social significance of your research**

## Student Answer (1<sup>st</sup> time )

It would contribute to development of a novel strategy to treat hypercholesterolemia and the associated diseases such as gallbladder stone diseases

## Feedback

Missing Point: Representative / specific example not shown in the answers  
“development of a novel strategy to treat hypercholesterolemia and the associated diseases such as gallbladder stone diseases”

=> You may want to specify more rather than using the abstract expression like “a novel strategy” and only a name of disease.

## Student Answer (2<sup>nd</sup> time)

For the treatment of energy metabolic disorders, it is important to decrease both of plasma cholesterol and triglycerides. However, the combination of anti-hypercholesterolemic drug, statin, anti-hypertriglyceremic drug, fibrate, is known to induce side-effect, myopathy. If this can reveal that CREBH has the effect to decrease not only plasma triglyceride but also plasma cholesterol, this study would contribute a development of a novel strategy to treat dyslipidemia and its related energy metabolic diseases including cholelithiasis and cardiovascular disease.

## Feedback

Sufficiently and appropriately answered to Reflective Question

## For GIP-TRIAD

Step1 (1 <sup>st</sup> Semester)	Step2 (2 <sup>nd</sup> -3 <sup>rd</sup> Semester)	Step3 (4 <sup>th</sup> Semester)
<b>Fundamental Level</b> Fundamental competencies at the end of 1st semester	<b>Application Level</b> Ready for Comprehensive Report at the end of 3rd semester	<b>Expected Diploma Level</b>

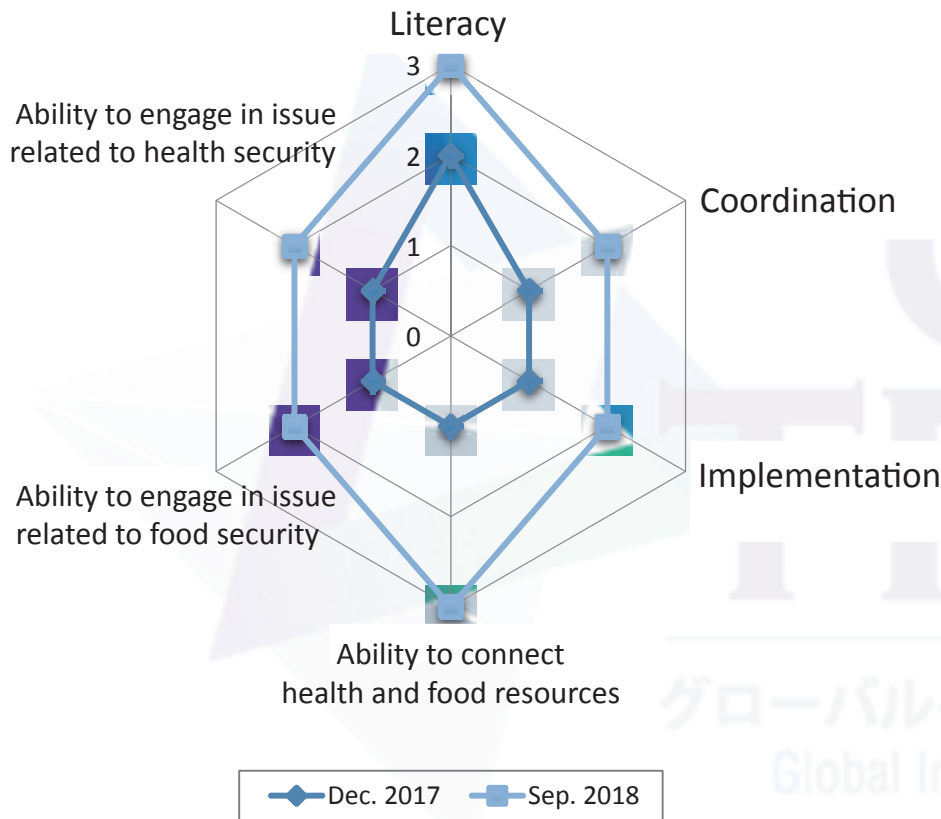
### Rubric Criteria Development

	The number of RQ		
	Step1	Step2	Step3
<b>G1. Literacy</b>			
Ability to think in an interdisciplinary manner with subject expertise	7	8	9
Language ability for application of specialized knowledge and abilities	4	4	4
<b>G2. Coordination</b>			
Abilities for judgment and planning in an overseas field setting	5	6	7
Abilities for multinational discussion and diplomacy	6	9	9
Management ability in different fields and industries	7	7	8
<b>G3. Implementation</b>			
Implementation ability to give shape to ideas and put them into action	13	13	16
Expressive ability for making presentations and self-branding	7	8	8
<b>Subject Specific Competences</b>			
Ability to engage in issues related to food security and biotechnology	3	6	6
Ability to engage in issues related to health security and biotechnology	3	6	6
Ability to connect food resources and health	3	6	6
<b>G-extra. Career Development</b>			
	14	21	22



# Visible Progress

Name	Taro Tsukuba
Semester	1 <sup>st</sup>
Student ID	20170317
Entrance Date	Sep, 2017



Literacy

Coordination

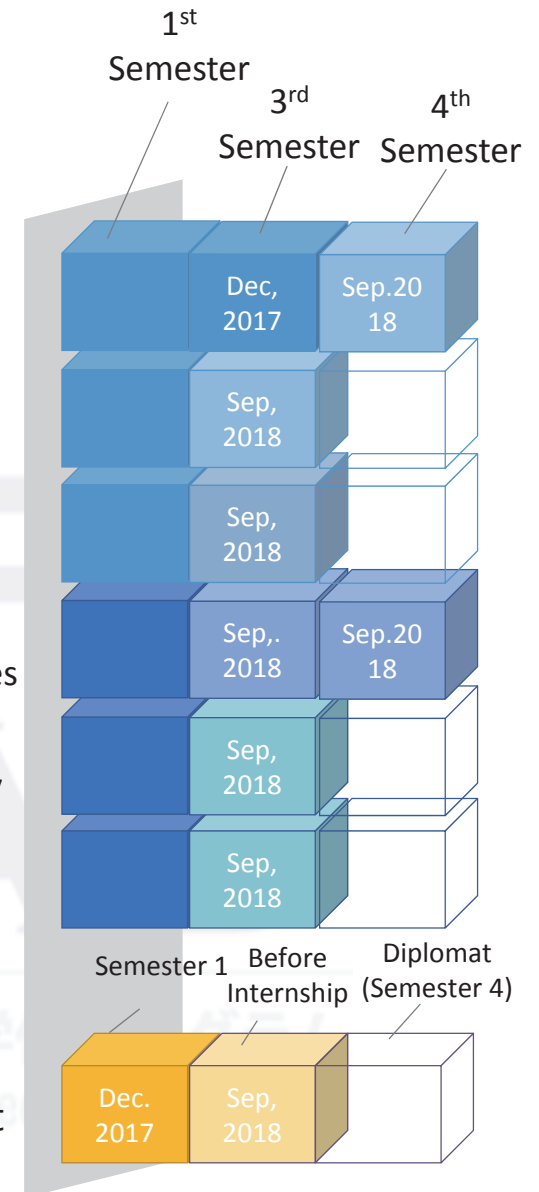
Implementation

Ability to connect health and food resources

Ability to engage in issue related to health security

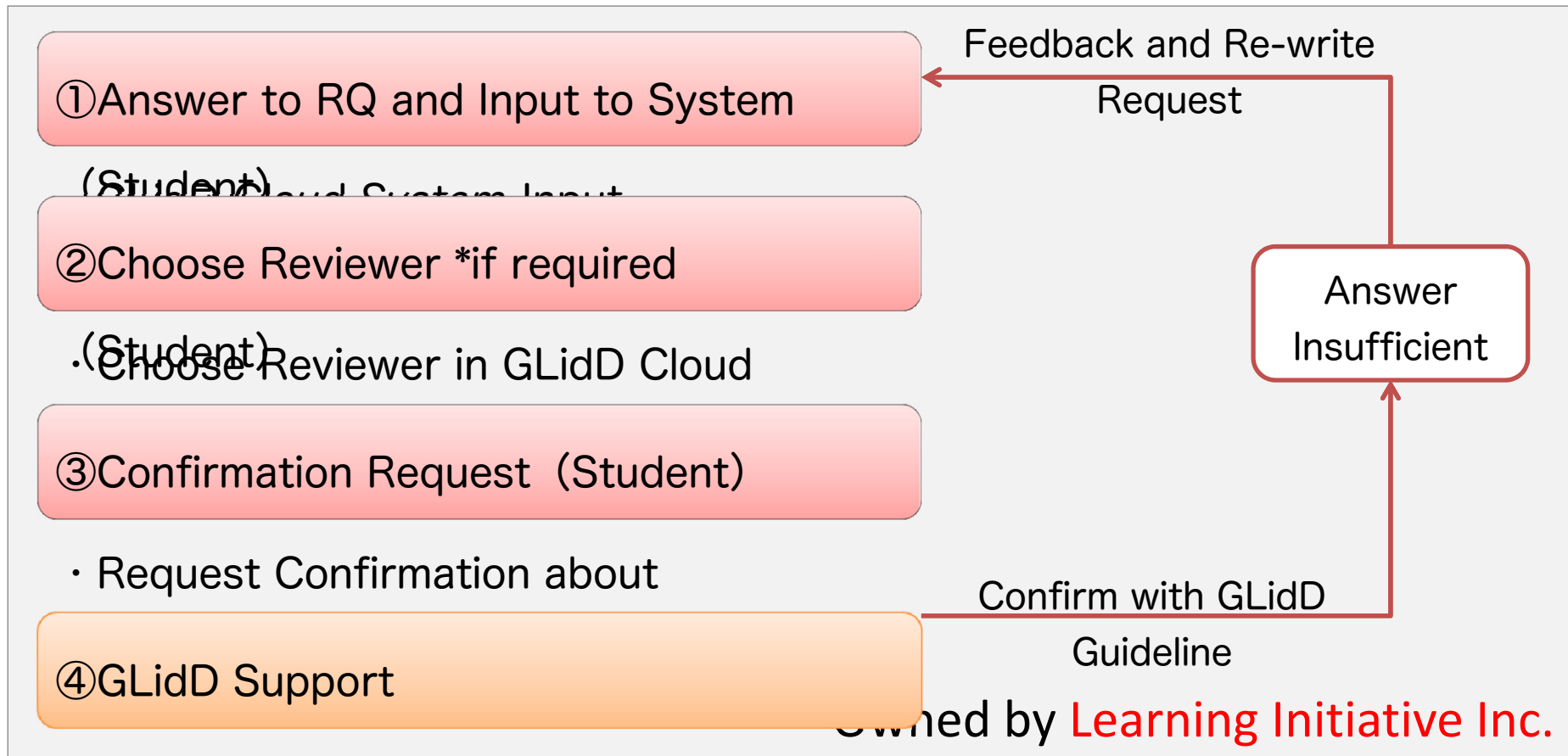
Ability to engage in issue related to food security

Career Development

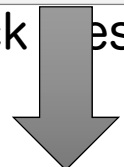


=> After completion, GIP-TRIAD will offer the **certificate**

# Support System (Web-based)



• Check description and Make Feedback Once Evidence Confirmed



GIP-TRIAD side Confirmation by Career and Capability Development Department

**Student Support**

- Learning Initiative Inc.  
Mr. Kitajima and Mr. Asano
- GIP-TRIAD  
Prof. Ohniwa and Prof. Okabe

# GLidD Summary

## Formative Diploma Competency Assessment & Building Instrument

1. Full Customized Rubric
2. Evidence Based Competency Assurance
3. Student Self-regulated web-system
4. Assessment & Feedback Model

### Benefit for Learning

Enhance  
Retention from Learning

Meta-Cognize  
Formative Competency  
Status

Develop  
Transferable  
Competencies

### Benefit for Faculty

Objectively assess the competency level

Provide instruction based on visible students' status