The Practice of “Blended-learning” which utilized LMS in the librarian course:
construction of the course by Moodle, and challenges for the future

KAWASAKI Chika

In the six subjects of librarian course and one subject of the course of librarian teachers, I practiced the lesson of the blended-learning model using Moodle which is one of the LMS(Learning Management System). This paper discusses focusing on the device about course construction of Moodle, and examined through the practice for five years about the result to learning by LMS and challenges for the future. The meaning which introduces LMS into a librarian course will be able to learn the basic knowledge in library information science while repeating study and it is obtaining unified comprehension to the whole subject of librarian course.

The subjects of the librarian course which I take charge of are the following seven subjects: "Study of Library Service", "Outline of Information Service", "Management of Library", "Exercise of Information Search", "Exercise of Data Organization" for the librarian course, and "Media collection and organization in school library" for the course of librarian teachers. These are carried out at three universities using the server of the Osaka Jogakuin College. In all the courses I use Moodle to provide teaching materials and resources, and for web quizzes, evaluation of the submitted the assignment, communication by for a forum, and management of grades. During lectures, the students can call up the materials and resources on their own computers as necessary. All students takes the web quizzes every week, in order to check that that have understood the contents of the lecture, and they also submit a assignment to Moodle.

According to the reply of 488 response which is a result of Class Evaluation of seven subjects for three years, the student's resistance against use of LMS was low, rather, there was much evaluation of "intelligible", "enable a deepening of understanding", etc. The web quizzes is useful for self-study, therefore, the number of cases was 53 responses that study and review were carried out personally at home. An LMS allows the teacher to visualize such study behavior by monitoring accesses to the course contents. It also facilitates individual instruction through feedback on assignments and web tests. It has been assumed thus bended-learing is effective in a student’s increase desire to learn and instruction of individual learning.

Key words: librarian course, blended-learning, LMS, Moodle