The Adoption of e-Learning and Public Clouds in Information Literacy Training: A Look at the Organizational and Class Evaluation Aspects

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In view of the ICT advances that have made the Internet a force capable of affecting social systems, there is a growing demand for information literacy training, which equips students to interpret and utilize information selectively amid the flood of information. This paper reports on a seminar taught as part of the information literacy course cluster (a required first-year subject in all faculties), in which students who have the basic skills required to interpret and critically evaluate information on the Internet utilize a public cloud in project-based learning with the aim of acquiring the skills needed to share information with others cooperatively. Qualitative analysis showed that over 70 percent of the learners’ mutual evaluations were positive, but also revealed a number of issues. A learning management system (LMS) for organizing such courses on an e-learning basis is also outlined. The courses in the information literacy cluster support one another while the cluster functions as a unified whole. Adding e-learning techniques to team teaching makes it possible to visualize class progress and allows virtual participation by other teachers. Further, progress can be adjusted flexibly during the semester based on real-time class evaluations. These features are made possible by the adoption of a team teaching system in which learning-related information generated by real-time evaluations is shared and classes supported by various teacher aides.

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