

Information literacy learning for professional tourism education using a BYOD-based flipped classroom

Abstract

This article introduces the practice of a BYOD-based flipped classroom for professional tourism education, with a specific focus on the collaborative learning processes in an information literacy education program. We begin by discussing how, as educators, BYOD-based education helped better incorporate academic expertise within the context of first-year information literacy education. Next, we discuss the results of the classroom student questionnaire. The findings suggest that students have a limited understanding of concepts like files, folders, and directories. That may indicate that the currently popular “desktop metaphor” is no longer working as a user interface.