

# When Big Data Meets LIS Education

*“Errors using inadequate data are much less than those using no data at all.” Charles Babbage, inventor and mathematician*

Knowledge extracted from the creation and manipulation of large data sets is increasingly helping to meet the information needs of business, science, public policy, economics, government and the public.. The need for LIS education to address big data trends *raises two important questions: 1) What is the role of Library and Information Science Education in preparing library professionals to manage big data to enhance service content and delivery?; and 2) What are the ways in which library and information science programs can integrate big data issues and technology into LIS curricula?*

What big data content and content parameters should be included in LIS education?

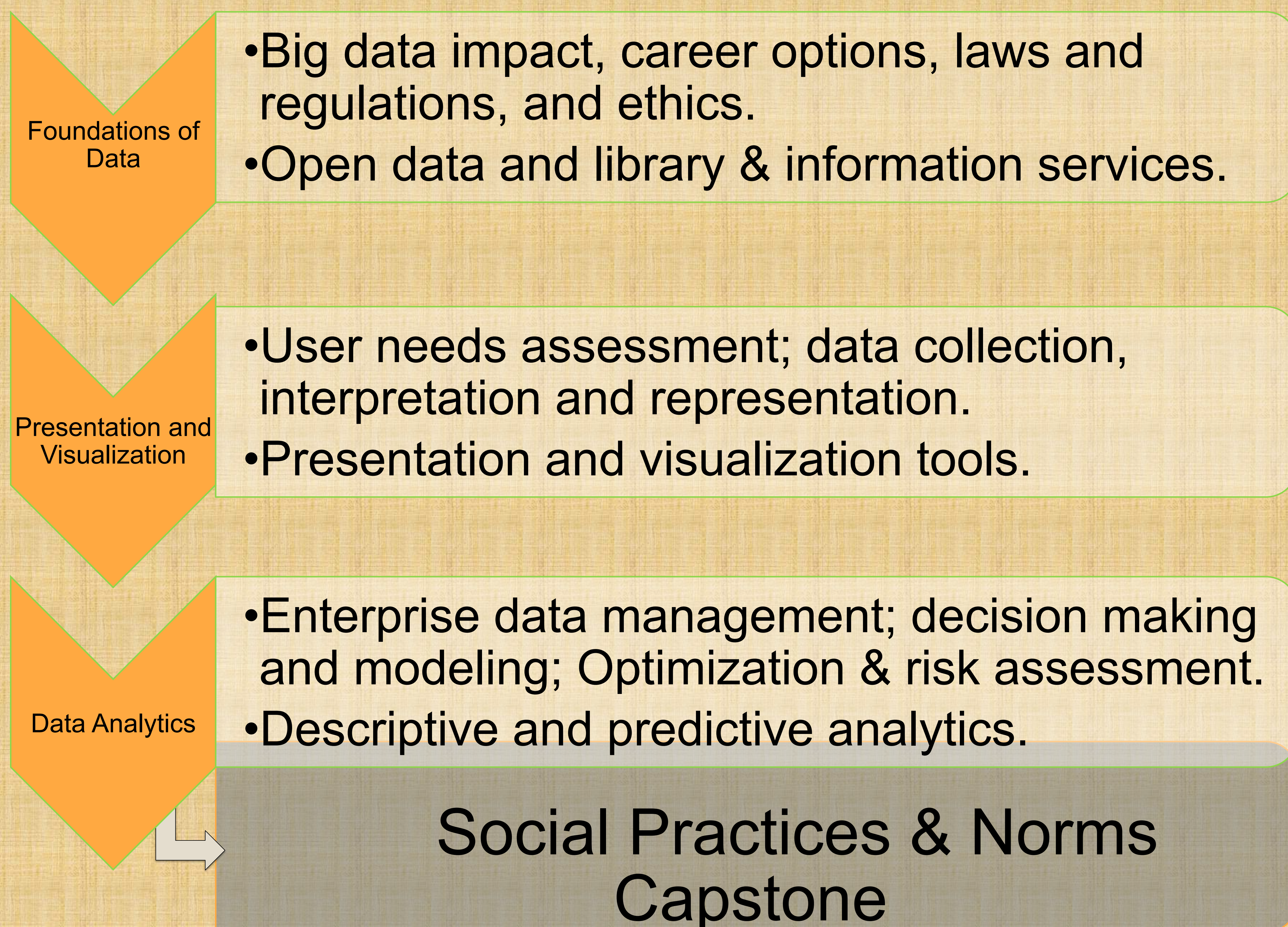
Which types of library employees most need training and education in big data?

What LIS partners can assist in big data education?

What are the most appropriate education formats and pedagogy for integrating big data content in the LIS curriculum?

What should be the metrics for an outcome-based evaluation of a big data component within an LIS curriculum?

## LIS Education Infrastructure



THE UNIVERSITY OF  
**TENNESSEE**  
KNOXVILLE

Ed Cortez, Ph.D.  
School of Information Sciences  
ecortez@utk.edu