The Role of Data Literacy in Building Competencies for LIS Professionals

Moyosore Adegboye[a], Sneha Vaidhyam[b]

[a]University of Pittsburgh, United states of America

[b]University of Pittsburgh, United states of America

moa120@pitt.edu[a], sav94@pitt.edu[b]

ABSTRACT

In today's information-driven society, LIS professionals must possess a wide range of competencies to succeed in their roles. With the increasing amount of digital information being created and shared, the ability to work with data has become a critical competency for LIS professionals. This competency is known as "data literacy". Our goal is to explore the role of data literacy in building competencies for LIS professionals. A mixed-methods approach was used, involving a comprehensive literature review and data collection through surveys with LIS professionals. The results of this study suggest that LIS professionals require competencies related to data collection, analysis, interpretation, and communication in order to effectively work with data. Integration of data literacy into LIS education and training programs can be achieved through various strategies, including curriculum development, training workshops, and mentorship programs. Existing data literacy programs were found to have varying levels of effectiveness, highlighting the need for further improvement. Based on the research findings, the study provides recommendations for the integration of data literacy into LIS education and training programs, including interdisciplinary course development, use of real-world data sets, and partnerships with data-driven organizations. The study concludes that the integration of data literacy into LIS education and training is essential for the success of LIS professionals in their roles and for the advancement of the LIS field. Overall, this study underscores the need for LIS professionals to possess data literacy competencies to succeed in their roles and contribute to the advancement of the LIS field.

ALISE RESEARCH TAXONOMY TOPICS

Information literacy; big data; Teaching faculty; Continuing education

AUTHOR KEYWORDS

Data; Literacy; LIS; Competencies; Education