



Teaching big data analytics by NOT teaching it

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With Internet, we are seeing an exponential growth in the amount of data. How to ready our students to make sense of such "big data" is becoming a challenging question facing today's educators. In this talk, I will describe my experience from both conducting big data analytic research and teaching it in the software programming course for senior students here in University of Toronto. I will argue that although the "big-data" trend introduces many exciting new problems, from a programming perspective, there are no additional technical challenges to students' existing skillsets that are developed by existing curriculum. Therefore, to prepare our students for the big data analytic problems, educators should keep focusing on develop students' fundamental knowledge in computer and software programming, instead of reforming existing curriculums beyond mere introduction of the big-data analytic problems.

Keywords: big data analytics; education.