



# Changing Models of Education – Teaching Data Science as a Case Study

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# What are the issues?



- A little about my perspective
- Motivation for Data Science as a case study
- What's wrong with the traditional classroom?
  - What are the alternatives?
- What's happening to educational programs?
  - Are MOOCs, online programs, and stackable degrees taking over?
- Challenges and my personal opinions

# A little about my perspective...

- Training and experience in teaching
- Bystander in the data science revolution
- Developing flipped and online classrooms
- Member of educational committees
- A participant in, not an expert on the process



"I know nothing about the subject,  
but I'm happy to give you my expert opinion."



# Data Scientist: The Sexiest Job of the 21st Century

by Thomas H. Davenport and D.J. Patil

FROM THE OCTOBER 2012 ISSUE

## WHAT TO READ NEXT



## Big Data: The Management Revolution

<https://hbr.org/2012/10/data-scientist-the-sexiest-job-of-the-21st-century>

<https://www.forbes.com/sites/louiscolumnbus/2018/01/29/data-scientist-is-the-best-job-in-america-according-glassdoors-2018-rankings/#b52f1c755357>

<http://pitt.libguides.com/c.php?g=12233&p=65121>



# To discuss changing models of education...

## Let's go back to the beginning...



- Sage on Stage
- Teaching by Telling
- Notes in one hand, chalk in the other

# What's wrong with the 'sage on the stage' approach?



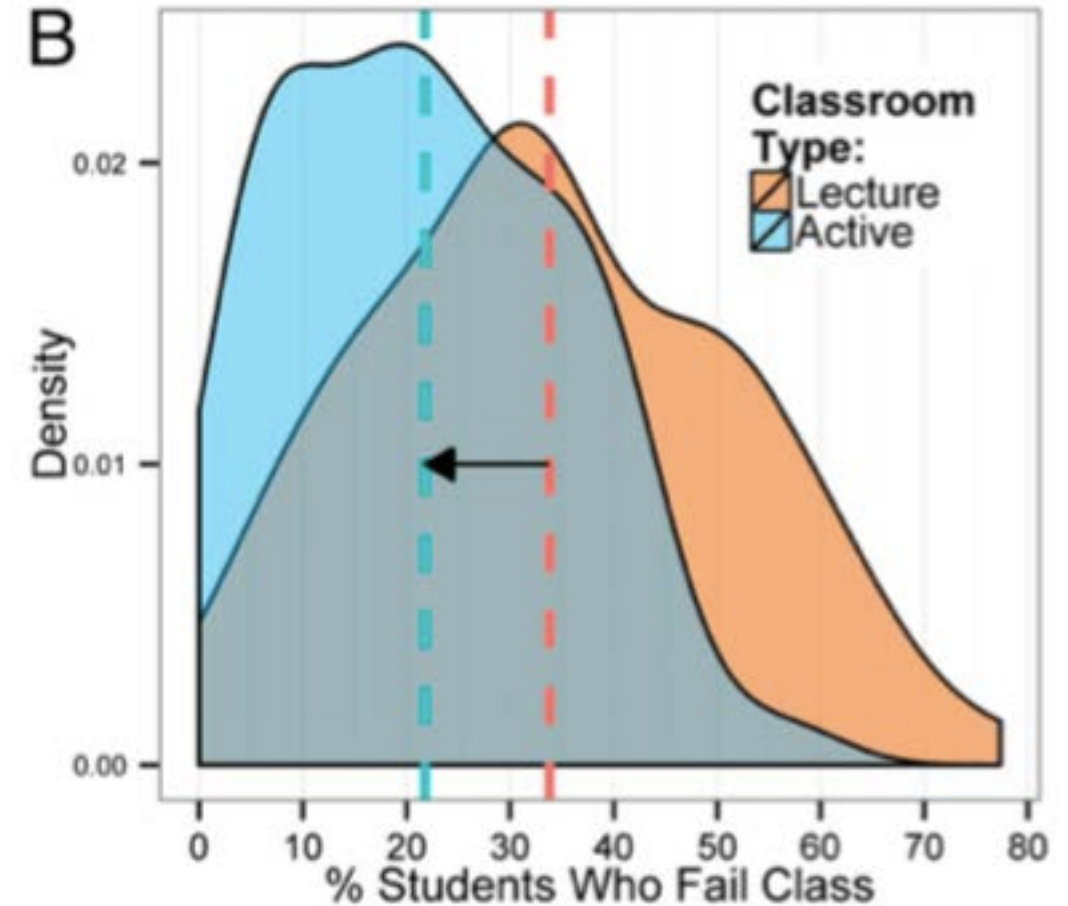
Blah? Traditional lecture classes have higher undergraduate failure rates than those using active learning techniques, new research finds. WIKIMEDIA

Lectures aren't just boring, they're Ineffective, too, study finds

By Aleszu Bajak | May. 12, 2014 , 3:00 PM

<http://www.pnas.org/content/pnas/111/23/8410.full.pdf>

<http://www.sciencemag.org/news/2014/05/lectures-arent-just-boring-theyre-ineffective-too-study-finds>



# What do we mean by active learning?

- Flipped classroom
  - ‘Lectures’ are outside of class
  - ‘Homework’ is done inside of class
- Problem-based learning
  - Self-directed learning in small groups investigating cases
  - Open-ended questions drive learning from presentation to resolution
- Process Oriented Guided Inquiry Learning (POGIL)
  - Process skills incorporated through structured activities
  - Exploration of a model, leading to the concept, followed by application

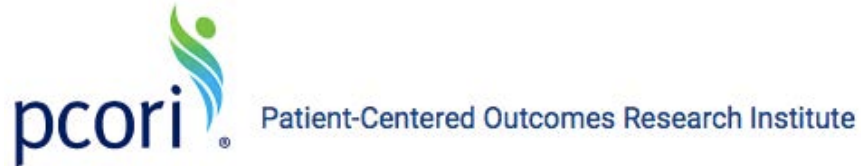
<https://www.chronicle.pitt.edu/story/turning-classroom-upside-down-good>

<http://www.springerpub.com/the-health-professions-educator.html>

<https://serc.carleton.edu/sp/library/pogil/what.html>

# Example of the Flipped Classroom

- Comparative Effectiveness Research (CLRES 2107)
- Outside of class: content from videos/articles



- During class: project-based exercises in groups



<https://cer.extensiononline.ucdavis.edu>

<https://www.pcori.org/research-results/about-our-research/research-methodology/methodology-standards-academic-curriculum>



<https://www.icre.pitt.edu/ENACT/index.aspx>

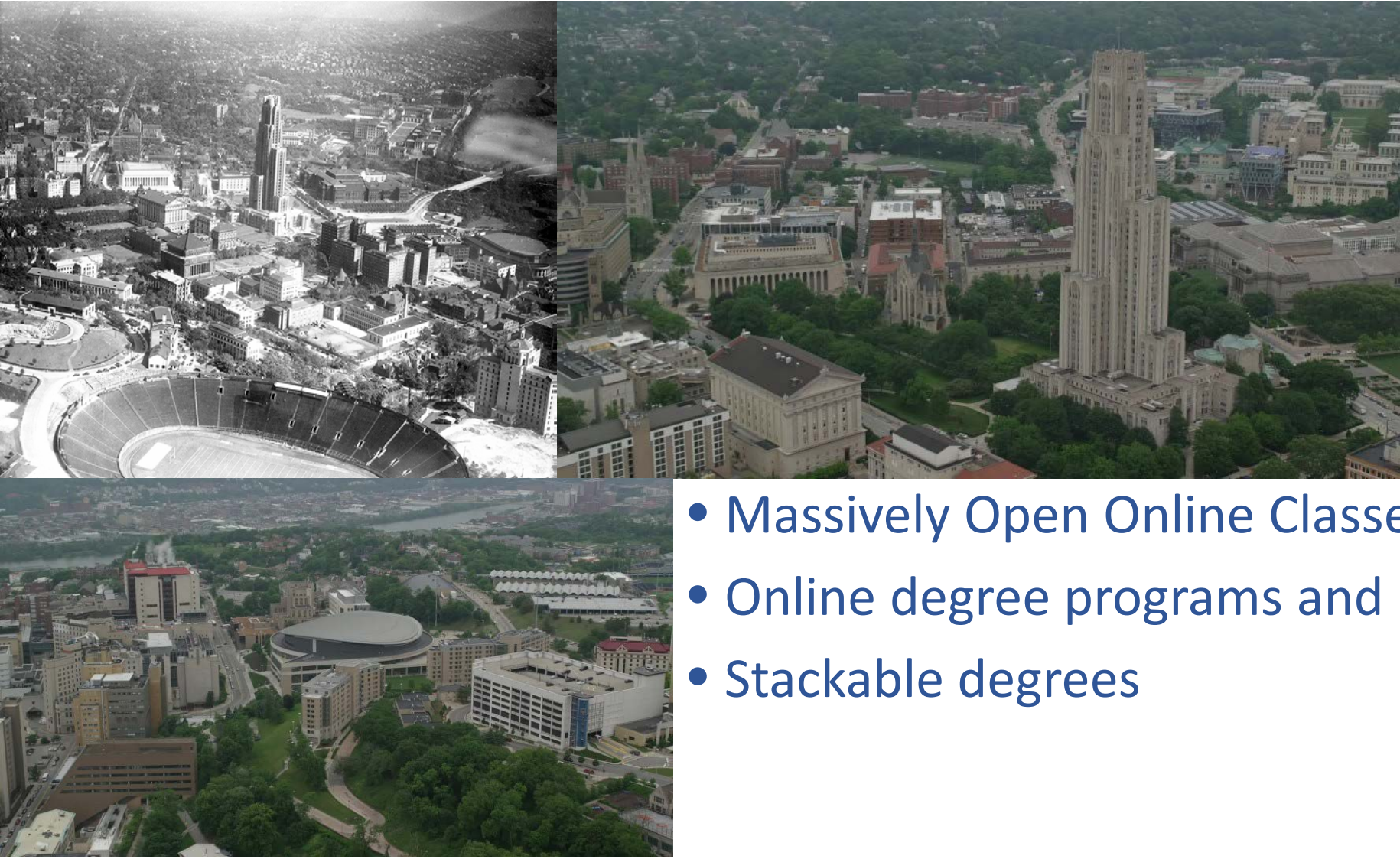


# How might this work for Data Science?

- Same challenges as a traditional course
  - Objectives, prerequisites, software, projects
- Assemble available resources
  - Stress videos + reading assignments, textbook
- Decide on a strategy for classroom activities
  - Programming, group or individual project
  - May need a team of instructors and facilitators



# What about the educational landscape?



- Massively Open Online Classes (MOOCs)
- Online degree programs and universities
- Stackable degrees

# Educational Issues in Data Science

## Curriculum Guidelines for Undergraduate Programs in Data Science

<https://www.annualreviews.org/doi/full/10.1146/annurev-statistics-060116-053930>

## There are thousands of online courses...

<https://medium.freecodecamp.org/i-ranked-all-the-best-data-science-intro-courses-based-on-thousands-of-data-points-db5dc7e3eb8e>

- Coursera has a 9-course specialization
- Many related MOOCs
- Online and in-person degrees from public, private & for-profit universities
- Stackable degrees



<https://www.coursera.org/specializations/jhu-data-science>



The banner features a blue sky background on the left and a photograph of a tall, ornate Gothic-style building on the right. The building has multiple levels of windows and decorative stonework.

# The Plan for Pitt

Making a Difference Together

Academic Years 2016–2020

## GOAL 1:

### Advance Educational Excellence

We aspire to be a university that prepares students to lead lives of impact through a supportive environment focused on a holistic and individualized approach to learning inside and outside the classroom.

## Strategies

- Enhance the curriculum
- Serve as a leader in personalizing educational experiences
- Enrich the student experience
- Promote access and affordability



# There are significant barriers



# Resources exist



University of Pittsburgh

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COURSE  
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UNIVERSITY CENTER FOR  
TEACHING AND LEARNING

LARGE  
ENROLLMENT



Agency for Healthcare Research and Quality  
Advancing Excellence in Health Care

Researcher Training and  
Workforce Development in  
Methods and Standards for Conducting Patient-  
Centered Health Outcomes Research Studies

AHRQ Training Projects Funded by PCOR Trust Fund

Advisory Council on Instructional  
Excellence

Innovation in Education Awards

BD2K Open Educational Resources for Skills Development in  
Biomedical Big Data Science (R25)

# A few closing suggestions...

- Changing models of education present many challenges
- Many options – one size does not fit all
- Implementation takes time and may take a team (and funding)
- Each faculty has to assess pros and cons
- If it was easy, every institution could do it well

# Comments welcome!

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