What follows are suggestions for quantitative learning goals that students should have acquired within each year of study. As such subsequent years’ courses can build upon this foundation. These are intended to facilitate discussion. What is not presented is a road map to achieving these goals through existing or new courses. We suggest that first agreeing on the outcome, then discussing how best to achieve it may be the most productive path forward.

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| **Year** | **Quantitative Concepts** | **Specific Learning Goals** | **Specific Skills to be Achieved** | **Possible learning activities** |
| 1 | Data culture | Students should be comfortable with a culture of ‘data’ including best practices for data collection, documentation and archiving  Students should understand what constitutes evidence and different ways of quantitative understanding.  Students should understand the concept of uncertainty in data. | Students should know how to archive and retrieve data from an electronic repository (e.g., gihub, FigShare, dryad) and demonstrate they can attribute (cite) these data properly.  Students should be able to describe what is metadata and develop a metadata file for their own data.  Students should be able to describe what kind of quantitative data accompanies a particular research project they encounter. | Have students collect their own data to address a problem. They should design their own data collection sheet and create a database along with metadata, for archiving online (ideally, they can re-use this data set in future course work).  Give students an easy-to-understand research paper and have them read it and identify what the quantitative data are. Have them think beyond the data as presented in the paper to discuss what the scientists measured, and think about what was *not* measured, and the implications of this. |
| 1 | Creating and displaying quantitative information | Students should be able to recognize the different ways that quantitative data are displayed in biology (e.g., scatter plots, box plots, bar graphs, maps, phylogenetic trees, “box and arrow” diagrams).  Students should begin to understand and recognize dimensionality of data in graphical display.  Students should appreciate the importance of detailed figure captions.  Students should be aware of the importance of scale in figures (maps and graphs) | Students should be able to take simple data sets and create an appropriate graph (scatter plot, bar graph, with error bars) using computer software (e.g., Excel, Rstudio, ggplot).  Students should be able to make a simple 2-dimensional graph, with uncertainty displayed, and write an appropriate caption.  Students should recognize and understand what a log-scale is on a graph. | Give students simple data sets and have them create different kinds of graphs (line, bar, scatter plot), displaying the variation (error bars) as appropriate.  Give students sample figures from peer-reviewed articles and have them scrutinize the caption and figure closely. Have them discuss the dimensions of data shown, the utility of the caption and any uncertainties.  Let students graph their own data and write a caption. |
| 1 | Interpreting and communicating quantitative information | Students should be able to interpret data presented using figures and/or tables. | Students should be able to translate between words and quantitative displays (e.g., translate text that says “y increased twice as fast with x1 treatment than x2 treatment) into a visual graph and vice-versa.  Students should understand the different kinds of trends that data show (positive/negative; linear/non-linear). | Interactive lectures where professor displays a figure (graph, map, phylogenetic tree) and has students write an interpretation; or where professor shows text and students draw a “cartoon” figure. |
| 1 | Statistical analysis | Students should develop an appreciation of the importance of statistics in biology.  Students should grasp key introductory statistics concepts | Students should be able to recognize where to apply statistical analysis is a simple experimental design.  Students should be able to define/understand the following terms/concepts: *independent/dependent variable, x/y axis, positive/negative trend, linear/non-linear relationship, mean, standard deviation, normal distributions, sample vs. population, random sampling* | Give students an easy-to-understand research paper that includes a simple statistical test and have them discuss the importance of the statistics.  Within a research paper and/or lab exercise, have students identify independent/dependent variables, name and describe the trends, talk about the sampling strategy applied. |
| 1 | Mathematical modelling | Students should become familiar with mathematical notation | Students should understand how notation as presented in biology (e.g., dN/dt = rN) translates to the form y = mx + b | Lab exercise/lecture material |
| 1 | Coding/Programming/Software | Students should be aware that there are a range of software packages used to do quantitative work in Biology (R, Excel, MatLab, ArcGIS, etc.) | Students should gain skills in troubleshooting when using software.  Students should gain awareness that freeware packages contain extensive documentation (readme files, “Hello World” file) | Guest “mini-lectures” highlighting quant tools used by colleagues in the department.  Give students an achievable software-related challenge/problem that they have to solve using online resources. |
| 2 | Data culture |  |  |  |
| 2 | Creating and displaying quantitative information |  | Students should be able to use basic programing to manipulate and visualize data |  |
| 2 | Interpreting and communicating quantitative information |  |  |  |
| 2 | Statistical analysis | Students should have a working understanding introductory statistics including concepts of probability distributions, Type I and Type II errors, sampling design.  Students should understand the importance of experimental design and how decision about experimental design affect statistical analysis. | Students should be able to define/understand the following statistical concepts: *treatment/control, sampling replicates vs. experimental replicate (some areas of biology term these technical replicate vs. biological replication), pseudoreplication, block design, randomized block design.* |  |
| 2 | Mathematical modelling |  |  |  |
| 2 | Coding/Programming/Software | Students should have a rudimentary understanding of programing; ability to manage, manipulate, and visualize data. | Students should be comfortable working with spreadsheets  Students should develop an understanding of basic programing languages (e.g., R, python) |  |
| 3 | Data culture |  |  |  |
| 3 | Creating and displaying quantitative information |  |  |  |
| 3 | Interpreting and communicating quantitative information |  |  |  |
| 3 | Statistical analysis |  | When given a problem and a range for data, students should be able to independently generate hypotheses, select and execute appropriate statistical tests, and to present results graphically. |  |
| 3 | Mathematical modelling |  |  |  |
| 3 | Coding/Programming/Software |  |  |  |
| 4 | Data culture |  | Students should be able to independently ascertain a problem. |  |
| 4 | Creating and displaying quantitative information |  |  |  |
| 4 | Interpreting and communicating quantitative information |  | Students should be able to communicate their results with the aid of figures and tables. |  |
| 4 | Statistical analysis |  | To address the problem, students should be able to design and execute a means to test hypotheses with a models, simulations or experiments. |  |
| 4 | Mathematical modelling |  |  |  |
| 4 | Coding/Programming/Software |  |  |  |