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| 1960s | The research scope of statistics needed to be dramatically enlarged and redirected. |
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| 1970s | Datalogy, the science of data and of data processes and its place in education。There are no tools, no paradigms, and no new science to support it. |
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| 1980s | Computer technology and statistics begin to converge. Data mining is more of a science than a methodology, and it leads to the development of data science, but with very little change. |
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| 1990s | Facing a choice between continuing concentration on traditional topics—based largely on data analysis supported by mathematical statistics—and a broader viewpoint—based on an inclusive concept of learning from data. |
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| 2000s | The statistical community has been committed to the almost exclusive use of [generative] models and it leads to irrelevant theory, questionable conclusions, and has kept statisticians from working on a large range of interesting current problems. |
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| 2010s | There are “bottlenecks” such as data openness, data quality, data privacy, and analytics. |
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|  | <https://www.tandfonline.com/doi/full/10.1080/10618600.2017.1384734> |
|  | <http://www.duozhishidai.com/article-76061-1.html> |
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|  | <https://www.forbes.com/sites/gilpress/2013/05/28/a-very-short-history-of-data-science/#4f071e4e55cf> |
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