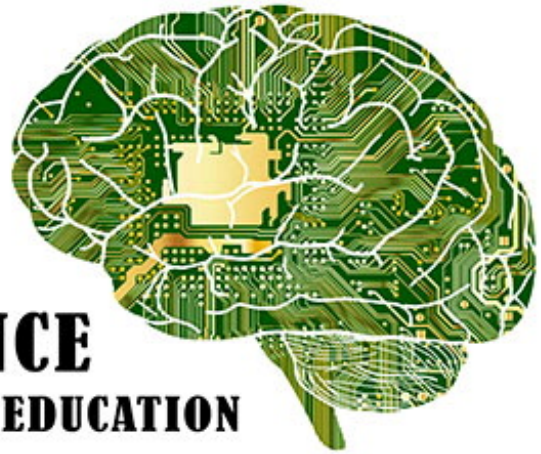
The Data Science Education Roundtable (DSERT)

nas.edu/DSERT



ROUNDTABLE ON
DATA SCIENCE
POST-SECONDARY EDUCATION

Bring together CS, math/stat, and domain fields

Strengthen ties between industry and academia

Call attention to new programs and courses

Join us June 13th for a look at PhD level studies

all videos, presentations, and written summaries available at nas.edu/dsert

Past meetings:

Foundations of Data Science

Domain Expertise and Data Science

DS Education in the Workplace

Alternative Mechanisms for DS Education

Ethics and Privacy into DS Education

Reproducibility and DS as a Process

Future meetings:

June 13, 2018: DS education at the PhD Level, Washington, DC (tentative)

September 17, 2018: Improving Female and URM participation in Data Science

December 10, 2018: DS Education at 2-year Colleges

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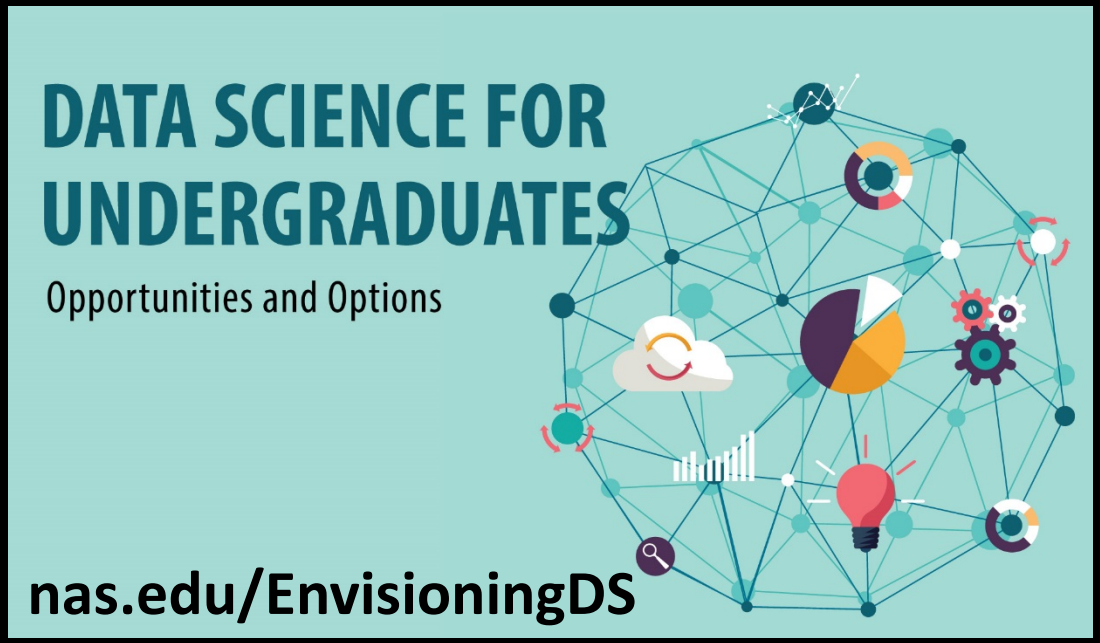
Data Science for Undergraduates: Opportunities and Options

…academic institutions should encourage the development of a basic understanding of data science in all undergraduates.

…academic institutions should embrace data science as a vital new field that requires specifically tailored instruction…

Over the course of the study, the committee completed 9 Webinars, 2 workshops, published one interim report, and the recently released final report.

Download all slides, videos, and publications at nas.edu/envisioningDS



Questions to prompt discussion

- Can you describe a few of the most exciting or creative examples of data science education courses or programs you heard about over the course of these projects and how statistics played a role?
- From the information collected during the study and roundtable, how should undergraduate statistics education evolve to keep up with the new field of data science?
- How should statistics educators work with disciplinary groups (e.g., biology) to revise curricula so their majors can participate in the technical workforce and interact with data scientists?
- Do you see data science courses displacing statistics courses at a) the introductory level, i.e., Stat 101, b) professional classes, e.g., for MBA students, and c) advanced specialists degrees?
- How can industry leverage these recommendations and how can universities partner with employers to support continuing education for data scientists working in industry today?