

BIOINFORMATICS EDUCATION

As you may recall, Drs. Hark and Wightman have been working on an NSF-sponsored project on bioinformatics and quantitative education in biology. In surveying our data, we've realized that it would be very helpful to capture some student voices from seniors who have experienced bioinformatics/quantitative education both at the introductory level in BIO 152 and in an advanced class or two—or perhaps research. We are only asking a few students to do this, so we would greatly appreciate your assistance. We want frank assessments: please don't tell us what you think we might want to hear.

If you provide us with a statement, it will be governed by the same informed consent you originally signed as part of this study in BIO 152 and/or other classes. Your responses will be anonymous and you will not be identified in any published work. We might, however, directly quote you anonymously in published work if it is helpful to have specific wording bring clarity to the issues we are studying.

We know you are very busy right now, so try to keep this to a paragraph or two. Please respond to the following prompt and email your response (without your name on it) to either Dr. Hark or Dr. Wightman BEFORE FRIDAY DECEMBER 19.

Looking back on the bioinformatics assignments in BIO 152 recitation, how did you feel about them at the time. Were they useful? Challenging? Trivial? Interesting? Boring?

Looking back on the bioinformatics assignments in BIO 152 with the perspective of all your later experiences, does your view of the bioinformatics assignments in BIO 152 change? If so, please describe how.

In your view, what would be the advantages and/or disadvantages to delaying bioinformatics education until upper-level courses?