

How stretched
is my plan(t)?

Christophe
Golé
Smith College

Plan

Applied math
at Smith

Course
development:
Modeling for
the Sciences

Biomathematical
Sciences
Concentration

How stretched is my plan(t)?

Christophe Golé
Smith College

MOSAIC, IMA 2010

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② Course development: Modeling for the Sciences

③ Biomathematical Sciences Concentration

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Calculus in context: History

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- The book **starts** with a system of 3 nonlinear ODEs (S.I.R. epidemic model) before introducing derivatives.
- emphasizes concepts over techniques, geometry over algebra, graphs over formulas, brute force over elegance, numerical solutions over closed-form solutions.

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Calculus in context: aftermath

- Almost no one teaches with Calculus in Context anymore

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- Lack of modularity?

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- Almost no one teaches with Calculus in Context anymore
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- **Yet:** At Smith, we're revamping our Calculus course for student with good HS calc preparation - will still include modeling, differential equations, as well as use of real data.

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Numerical methods and differential equations for engineering

- Taught with MATLAB

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- Root finding, linear systems of equations, ODEs and stability, curve fitting, modeling

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- Problem: “Ghetto” course, almost exclusively engineering students

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- Problem: “Ghetto” course, almost exclusively engineering students
- Solution?: **Modeling in the Sciences**, open to all science majors (inc. economics).

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Aim of “Modeling for the sciences”

- Integrate scientific computing, math modeling and science in one course

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- Integrate scientific computing, math modeling and science in one course
- Target population: sophomores or well prepared 1st years - of all scientific persuasions
- Gateway course to the new Biomathematical science concentration

Course description

MTH/CS 205 Modeling in the Sciences. This course integrates the use of mathematics and computers for modeling various phenomena drawn from the natural and social sciences. Scientific topics, organized as case studies, will span a wide range of systems at all scales, with special emphasis on the life sciences. Mathematical tools include elementary data analysis, discrete and continuous dynamical systems and Markov chains. The course will use scientific software such as Mathematica or MATLAB, and will provide elementary training in programming. Prerequisites: Calculus II, Computer science I recommended.

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People in development team (June 2010)

- Ileana Streinu (CSC), Denise Lello (BIO), Chris Golé (MTH)

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- Ileana Streinu (CSC), Denise Lello (BIO), Chris Golé (MTH)
- Students ranging from high school to postbac, with or without computer experience.

Development process

6 weeks group work including:

- Students reading chapters of textbook, and presenting them

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- Students going through Mathematica and MATLAB tutorial and labs and editing, developing them

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- Students reading chapters of textbook, and presenting them
- Students going through Mathematica and MATLAB tutorial and labs and editing, developing them
- Students proposing new activities and exercises

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Lessons learned

- Students love Mathematica's snazzy, accessible animation (Manipulate) capabilities

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- They preferred MATLAB for procedural programming and *its debugging*
- They like graphics: use Mathematica manipulations, linear transformations, photographic data

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Remaining questions

- How much of Mathematica? How much MATLAB?

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Remaining questions

- How much of Mathematica? How much MATLAB?
- How much structured curriculum, how much open projects?

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- How much of Mathematica? How much MATLAB?
- How much structured curriculum, how much open projects?
- What book, if any? (Issue: book with technology become quickly obsolete. Books without miss an important part.) (we looked at Tung, Mooney, Moler, Ellner)

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- two distinct multidisciplinary research experience, one for credit
- Capstone: a higher level course in BIO, MTH or CS, (e.g. computational biology, dynamical systems) or an honor's thesis