**Transition Guide: Annotated Table of Contents**

**Chapter 1 – Introduction**

**Chapter 2 – Study Designs**

Added a “When and Why” section to generate interest among students, moving to an inquiry-based approach to teaching and learning. Following a few questions that frame the issues to be discussed in the chapter (or in some cases, questions that highlight common misunderstandings) are headlines and links to recent news stories or publications on a relevant and timely topic offering an opportunity for the instructor or student to delve deeper. The section ends with a few more probing questions to facilitate in-class discussion.

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**Chapter 12 - Data Visualization – NEW!**

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* + Design Principles
  + When and How to Use Text, Tables and Figures
  + Presenting Data and Statistical Results in Tables
  + Presenting Data and Statistical Results in Figures
  + Summary
  + Practice Problems

Solutions to the practice problems for every chapter are available to instructors.

**Integrative Exercises**

Instructors using the book have repeatedly inquired about availability of data (larger, “real” datasets) for student projects and more in-depth applications. The 3rd edition includes access to a publicly available, longitudinal dataset containing data collected in the Framingham Heart Study. The dataset was developed by the National Heart, Lung and Blood Institute and is comprised of real but masked data collected in the Framingham Heart Study. The dataset is available at: <https://biolincc.nhlbi.nih.gov/teaching/>. A series of integrative exercises are developed for instructors to allow students to practice biostatistical analysis with real data using Excel.  Solutions to integrative exercises are also available to instructors.