Bottlenecks	Comment and Resolution
Time for next-	Most commercial next-generation sequencing services can require
generation sequencing	4 to 6 weeks to sequence samples. As a result, when designing the
	course, the instructor should consider:
	• Performing environmental DNA extraction early in the course.
	• Using the wait-time for the class to perform related experiments.
	In this course, the students conducted chemical analyses of
	water samples.
	• Using real-time technologies such as Oxford Nanopore (Oxford,
	United Kingdom) MinION sequencing (Brown et al., 2017;
	Mitsuhashi et al., 2017).
Uploading metadata	The metadata formatting requirements for MG-RAST is precise and
into MG-RAST	somewhat cryptic. As a result, student submissions of the metadata
(Meyer et al., 2008).	file often failed validation. The following strategies may help overcome the bottleneck:
	<ul> <li>Download the metadata Excel template provided by MG-RAST</li> </ul>
	<ul> <li>Bowmoad the metadata Excert template provided by MO-KAS1</li> <li>Have students watch the metadata entry video tutorial produced</li> </ul>
	by Argonne National Laboratory (2012).
	<ul> <li>Have multiple students work on metadata entry. Once a student</li> </ul>
	is successful in having their metadata file validated, share that
	file with the other students.
Time for MG-RAST	Because of the high volume of work on the MG-RAST
homology search	supercomputer complex (Meyer et al., 2017), it can take a few days
	from the time sequence data is uploaded into MG-RAST until the
	operational taxonomic unit (OTU) counts are produced. To reduce
	the time for data processing:
	• Only submit sequence data files once. The students can
	aggregate sequence datasets using identification numbers
	generated by MG-RAST.
	• Choose the option of making the sequence data immediately
	available. The data queue processing algorithm places the
Data Analysis on MG	highest priority on public data.
Data Analysis on MG- RAST	Because of the huge dataset in MG-RAST and its high demand on classroom wireless internet, the students may experience difficulties
	using the analysis tools. To remedy the bottleneck:
	<ul> <li>Export the OTU count data at the species level as a tab-</li> </ul>
	delimited file.
	<ul> <li>Use a spreadsheet to delete undesired data (e.g., eukaryotes).</li> </ul>
	<ul> <li>Use spreadsheet software to format the data file into a format</li> </ul>
	compatible with MicrobiomeAnalyst (Dhariwal et al., 2017;
	Chong et al., 2020).
	• Use MicrobiomeAnalyst to perform data normalization and
	analysis.

## Table S4: Overcoming bottlenecks in student workflow

## References

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