

# Data scraping, ingestion, and modeling: bringing cars.com into the intro stats class

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<http://nhorton.people.amherst.edu>,

<https://github.com/Amherst-Statistics/Cars-Scraping-Webinar>

# Thanks and acknowledgements

- Danny Kaplan (for the original idea)
- Project MOSAIC: Danny Kaplan (Macalester College), Randy Pruim (Calvin College), Ben Baumer (Smith College), and Johanna Hardin (Pomona College)
- NSF # 0920350

- I will describe a classroom activity where pairs of students hand scrape data from cars.com, ingest these data into R, then carry out analyses of the relationships between price, mileage, and model year for a selected type of car.
- This early in the semester activity can help illustrate the statistical problem solving process.
- The “Less Volume, More Creativity” approach utilized by the mosaic package facilitates the analysis with a minimal amount of syntax.
- Key concepts that are introduced and reinforced including data ingestion, multivariate thinking through graphical visualizations, and regression modeling.
- Extensions and additional use of the dataset will be discussed along with potential pitfalls.

# Cars, cars, and more cars



[24 Photos/Video](#)

☐ Save/Compare

## 2012 MINI Cooper Base

Highclass Gray Metallic, 2 door, FWD, Convertible, 6-Speed Manual, 1.6L I4 16V MPFI DOHC, Stock# MI265375.

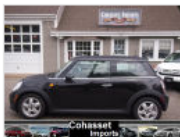
Autobahn USA ~ 47 mi. away

**888-233-5057** [Email Dealer](#)

☒ [Free CARFAX Report](#)

**\$22,500**

9,844 mi.



[15 Photos/Video](#)

☐ Save/Compare

## 2011 MINI Cooper Base

Midnight Black Metallic, 2 door, FWD, Hatchback, Automatic, 1.6L I4 16V MPFI DOHC, Stock# 093365.

Cohasset Imports ~ 87 mi. away

**888-586-6530** [Email Dealer](#)

☒ [Free CARFAX Report](#)

**\$22,500**

13,370 mi.



## 2012 MINI Cooper Base

Chili Pepper Red, 2 door, FWD, Hatchback

**\$22,165**

16,737 mi.

# Questions?

- How much do cars cost?
- How much do car prices vary?
- How are car prices associated with mileage?
- How are car prices associated with age?
- How quickly do new cars depreciate?
- How much does it cost for a car to drive a mile?

# Guidelines for Assessment and Instruction in Statistics Education (GAISE) College Report 2016

- ① Teach statistical thinking.
  - Teach statistics as an investigative process of problem-solving and decision-making.
  - Give students experience with *multivariable thinking*.
- ② Focus on conceptual understanding.
- ③ Integrate real data with a context and purpose.
- ④ Foster active learning.
- ⑤ Use technology to explore concepts and analyze data.
- ⑥ Use assessments to improve and evaluate student learning.

# Motivation for multivariate thinking

- We live in a multivariate world
- If intro stats only addresses bivariate questions (e.g., two-sample t-test) we risk becoming irrelevant
- Straightforward to consider multivariate visualizations and fit multiple regression models (Project MOSAIC “Less Volume, More Creativity”)
- *R Journal*: <https://journal.r-project.org/archive/2017/RJ-2017-024>



# Cars.com Activity

**Groups** of size two

**Duration** one or two 50-minute class periods

**Requirements** one computer per student

**Software** R/RStudio and Excel or Open Office

**Motivation** Why might we care about car prices?

# Cars.com Activity

- Group** is given a major city in the US (e.g., Atlanta or Los Angeles)
- Person 1** searches `cars.com` for used Toyota Prius cars on offer within 50 miles of that city
- Person 2** downloads the template `cars.csv` spreadsheet and open it up on their computer
- Person 1** reads out car models, year, mileage, and price
- Person 2** enters the values into the spreadsheet and reads them out for Person 1 to check
- Continue** until 40 cars have been entered (note that some groups will be really slow, so may only yield 20-25 cars)
- Person 2** emails Person 1 the `cars.csv` spreadsheet then both members upload this into RStudio

# Cars.com analysis (part 1)

- The file `student.Rmd` reads `cars.csv`
- Generates descriptive statistics (for data quality assessment, e.g., using \$ in price)
- Create visual multivariate displays (e.g., mileage by year)
- Fit regression model and display coefficients

## Cars.com analysis (part 2)

- Once `student.Rmd` runs without error, the creative step begins
- Students need to find an interesting display and fit a multiple regression model
- Goal is to make an insight
- Publish this on `rpubs.com` using a class-wide login provided by the instructor
- Quickly review several of these to see insights
- Deliverable: full credit for email to instructor (cc-ed to group partner) of modified `student.Rmd` and `cars.csv` files

```
glimpse(ds)
```

```
## Observations: 40
## Variables: 6
## $ car      <fctr> Toyota Prius, Toyota
## $ model    <fctr> Two, Two, Four, Four,
## $ price    <dbl> 21950, 20887, 19998, 1
## $ year     <int> 2016, 2016, 2013, 2014
## $ mileage  <int> 6255, 9997, 30322, 462
## $ location <fctr> Atlanta, Atlanta, Atl
```

# Examples

```
favstats(~ price, data=ds)
```

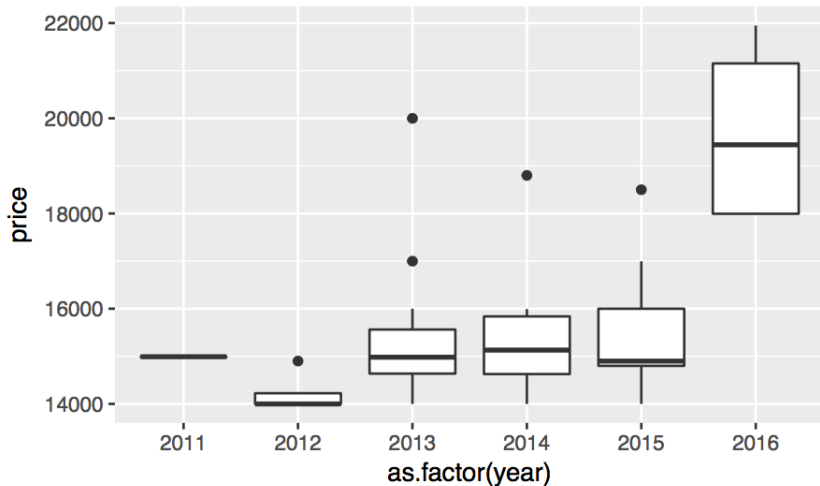
```
##      min      Q1 median      Q3      max      mean      sd  n miss
## 13999 14596 14981 15999 21950 15743.92 1965.711 40
```

```
favstats(~ mileage, data=ds)
```

```
##      min      Q1 median      Q3      max      mean      sd  n mi
## 6255 32688.25 40002 49950 63546 40057.38 14701.67 40
```

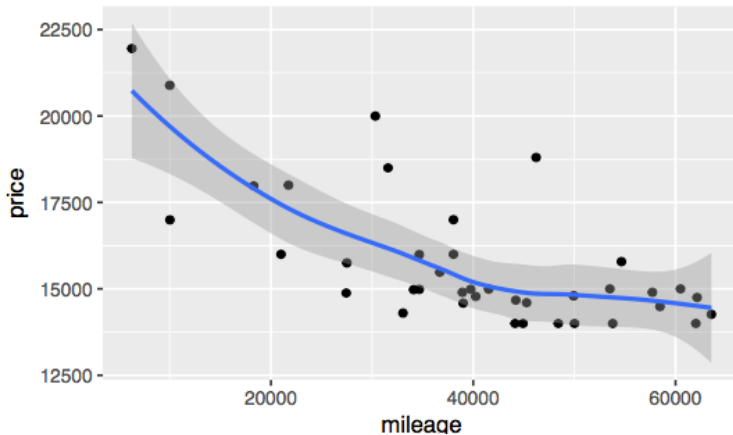
# Examples

```
gf_boxplot(price ~ as.factor(year), data=ds)
```



# Examples

```
gf_point(price ~ mileage, data=ds) %>%  
  gf_smooth()
```





# Cars.com followup (next class)

- Collate individual group data into `carscollated2017.csv`
- Perform data cleaning (e.g., numeric zip code rather than city)
- Add location to the multiple regression model
- Practice interpreting regression models with categorical predictors
- Practice interpreting regression models with interactions between mileage and year
- Seek insights: depreciation dramatic for new cars

# A used car is best bet

By Tom and Ray Magliozzi

Published: Oct. 26, 2001 12:00 a.m.

Updated: Oct. 26, 2001 10:42 a.m.



+ Leave a comment

**Question:** My beautiful, normally intelligent wife of 24 years and I disagree mightily about the best timing to buy and sell a vehicle. We're absolutely positive we're each right, and we're absolutely positive the other is wrong. The argument involves economics — how to spend the least amount of money. I say you should buy a car with about 60,000-80,000 miles on it and drive it into the ground. She thinks it's better to buy a 1- or 2-year-old car and keep it only for two or three years. It's time to replace my "driven into the ground" '87 Nissan pickup, and we need your advice. — Kurt

**Tom:** It's great to get letters from lovebirds like you two, Kurt. If this is all you've got to argue about, things must be pretty good.

**Ray:** Here's the story. Speaking from a purely economic point of view — how you spend the least amount of money on cars — you're more correct than she is. If you buy an old car, which has already taken the bulk of its depreciation hit, and then drive it into the ground, you will spend the least.

**Tom:** We actually wrote a pamphlet about this very subject, called "How to Buy a Great Used Car: What Detroit and Tokyo Don't Want You to Know." In it, we lay out several money-saving used-car strategies, and we prove mathematically that the "heap strategy" is the cheapest. If

```
tally(~ year, margins=TRUE, data=ds)
```

```
## year
## 2007 2010 2011 2012 2013 2014 2015 2016 2017 Total
##      2      5     37     45    176    237    201    126      2    831
```

```
tally(~ location, margins=TRUE, data=ds)
```

```
## location
##           40202           Atlanta           Bangor, ME           Baton Rouge
##           40           40           40           40
##           Buffalo           Chicago           Cleveland           Dallas
##           40           41           26           41
```

## Cars.com followup

```
## locationSeattle      2136.54194    463.06079
## locationTampa       -2152.29736    462.16712
## mileage              -0.06065     0.00950
## as.factor(year)2012  -251.31079   1135.10846
## as.factor(year)2013   3237.23166    894.68539
## as.factor(year)2014   3140.19070    888.34344
## as.factor(year)2015   3252.51391    885.30630
## as.factor(year)2016   8208.61054    874.47684
## mileage:as.factor(year)2012    0.01709     0.01436
## mileage:as.factor(year)2013   -0.01797     0.01215
## mileage:as.factor(year)2014   -0.00343     0.01396
## mileage:as.factor(year)2015   -0.00989     0.01393
## mileage:as.factor(year)2016   -0.18186     0.02754
##
## Residual standard error: 2040 on 790 degrees of freedom
## Multiple R-squared:  0.736, Adjusted R-squared:  0
## F-statistic: 71.2 on 31 and 790 DF,  p-value: <2e-16
```

# Cars.com followup

```
carfun <- makeFun(mod)
carfun(year=2016, mileage=1000, location='Tampa')
```

```
##      1
## 22875
```

```
carfun(year=2016, mileage=1000, location='Tampa') -
carfun(year=2016, mileage=1001, location='Tampa')
```

```
##      1
## 0.2425
```

```
carfun(year=2012, mileage=1000, location='Tampa') -
carfun(year=2012, mileage=1001, location='Tampa')
```

```
##      1
## 0.04355
```

- Interpreting model is a great exam question
- Residual diagnostics
- Outlier detection
- Account for different car models (sparsity and inconsistent coding)
- Automate data scraping

# Closing thoughts

- Ensure that students see multivariate examples early and often
- Ensure that students use real tools
- Once they have some experience with “tame data”, have them ingest their own
- Motivate automated data scraping procedures
- Practice composing and answering questions with data

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