Lecture01

New Section Sunday

Fucker Does

Wanker Doesnt'

Section heading 2007

ABCDES

Test Slide

List One

- Item A
- Item B
- Item C

List Two

- Item X
- Item Y
- Item Z

Quarto enables collaborating across coding comfort levels

Quarto enables collaborating across coding comfort levels, which means it's a friendly tool Also means we can broaden our idea of collaborators substantially and earlier.

And, then RStudio IDE Visual Editor further lowers barriers

I'll do one final demo here - Friendly for new learners, also for experienced users.

Think about how you might use this yourself, and teach a colleague

Slide heading

```html
<footer class="footer">
  <div class="persistent">
    <strong>Slides:</strong>
    <a href="https://bit.ly/thenext50">bit.ly/thenext50</a> &bull;
    <strong>Contact:</strong>
    <a href="https://www.linkedin.com/in/planetoftheweb">LinkedIn</a> |
    <a href="https://www.linkedin.com/learning/instructors/ray-villalobos">courses</a>
    | <a href="https://twitter.com/planetoftheweb">@planetoftheweb</a> |
    <a href="https://github.com/planetoftheweb">github</a>
  </div>
  <div class="smaller">Use arrows to navigate, esc for overview</div>
</footer>
```

Text here. You can use the mark tag to highlight things in some formats. 2007

level 3 heading

text

level 4 heading

text

New slide heading

An educator's perspective of the tidyverse

Mine Çetinkaya-Rundel, Johanna Hardin, Benjamin S. Baumer, Amelia McNamara, Nicholas J. Horton, Colin Rundel

Computing makes up a large and growing component of data science and statistics courses. Many of those courses, especially when taught by faculty who are statisticians by training, teach R as the programming language. A number of instructors have opted to build much of their teaching around use of the tidyverse. The tidyverse, in the words of its developers, "is a collection of R packages that share a high-level design philosophy and low-level grammar and data structures, so that learning one package makes it easier to learn the next". These shared principles have led to the widespread adoption of the tidyverse ecosystem. A large part of this usage is because the tidyverse tools have been intentionally designed to ease the learning process and make it easier for users to learn new functions as they engage with additional pieces of the larger ecosystem. Moreover, the functionality offered by the packages within the tidyverse spans the entire data science cycle, which includes data import, visualisation, wrangling, modeling, and communication. We believe the tidyverse provides an effective and efficient pathway for undergraduate students at all levels and majors to gain computational skills and thinking needed throughout the data science cycle. In this paper, we introduce the tidyverse from an educator's perspective, touching on the "what" (a brief introduction to the tidyverse), the "how" (scoping and implementation options), and the "why" (pedagogical benefits, opportunities, and challenges).

Incremental lists

- Put in code fence
- Using three colons

Slide Title

Txt – bullet – bullet 2

Emoji

⊠ Totes work, except in PDF output, boo.

References

(Andorsky, 2020; Datu et al., 2021; King, 2021; Rice et al., 2021)

Speaker notes

Include speaker notes in another fenced code block.

> Like this.

Columns

Put your contents in column code blocks

To make them show up in two columns

New Heading 1 2007

Fade in

Fade out

Highlight red

Fade in, then out

Slide up while fading in

References

Andorsky, N. (2020). *Decoding the why: How behavioral science is driving the next generation of product design*.

Datu, J. A. D., McInerney, D. M., Żemojtel-Piotrowska, M., Hitokoto, H., & Datu, N. D. (2021). Is grittiness next to happiness? Examining the association of triarchic model of grit dimensions with well-being outcomes. *Journal of Happiness Studies*, *22*(2), 981–1009. https://doi.org/10.1007/s10902-020-00260-6

King, M. (2021). *Social chemistry: Decoding the patterns of human connection*. Dutton.

Rice, L., Alquist, J. L., Penuliar, M., Donato, F. V., & Price, M. M. (2021). Engaging students in a research methods writing lab online. *Teaching of Psychology*, *48*(1), 18–25. https://doi.org/10.1177/0098628320959954