

Feasibility and Acceptance of chatbots embedded in healthcare curricula:



—
CEPEH report
—

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see cepeh.eu for more information

Acknowledgements

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CEPEH Team

Abstract

This document details the evaluation of each resource in terms of the feasibility and acceptance from the end-users. There was evidence of identifying the feasibility of such resources into formal training and studies exist on the acceptance of such resources, with promising results. However, all these studies defined the need for further research in the area until the use of chatbots in healthcare education became common. Furthermore, the creation process of CEPEH resources was significantly different and had improvements to current methods, due to the co-creation process, and use of low cost but effective technology.

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List of Abbreviations

CEPEH	Chatbot Enhance Personalised European Healthcare curricula
RLO	Reusable Learning Object
NLP	Natural Language Processing
NLU	Natural Language Understanding
A.I	Artificial Intelligence

Introduction

Personalised Healthcare Education is needed to meet growing demand and quality maintenance. There is a growing evidence around chatbots, namely machine conversation systems- these programs have the potential to change the way students learn and search for information.

Chatbots can quiz existing knowledge, enable higher student engagement with a learning task, or support higher-order cognitive activities. In large-scale learning scenarios with a high student-to-lecturer ratio, chatbots can help tackle the issue of individualized student support and facilitate personalised learning. However, limited examples of chatbots in European Healthcare Curricula have been utilised to combine both the continuum of cognitive processes presented in Bloom's taxonomy, with the idea that some repetitive tasks can be done with a chatbot- to provide greater access or to scale faculty time.

Thus, CEPEH strategic partnership has co-created open access chatbots utilising artificial intelligence, promoting innovative practices in digital era, by supporting current curricula and fostering open education.

CEPEH Erasmus+ strategic partnership aimed to co-design and implement new pedagogical approaches and, in particular, chatbots for European medical and nursing schools. CEPEH used participatory design to engage stakeholders (students, healthcare workforce staff, lecturers, clinicians, etc.) in order to co-design effective chatbots and release them as open access resources. Through CEPEH, effective use of digital technologies and open education were incorporated into healthcare curricula. This enabled students to increase their health and medical related skills through flexible learning.

Introduction

CEPEH expected that students adopted this new digital pedagogy and improve their skills and competences through flexible personalised learning, while the teaching staff enhanced their e-learning tool co-creation competences and make use of co-design best practices and recommendations for use. It is also expected increased cooperation between the partners. Thus, in the long term, CEPEH expects to influence the development of medical and nursing curricula with this digital innovation, foster the quality of the future healthcare workforce and further improve international competitiveness of the partners' healthcare curricula. This document details the evaluation of the resources created by the CEPEH team.

The evaluation specifically explored the feasibility and acceptance from the end-users. These end-users are learners in European healthcare higher education institutions.

There was firstly evidence for the need to identify the feasibility of chatbots and similar resources into formal education and training, with a further need to improve access to these types of learning resources. Of course, studies exist on the acceptance of chatbots, virtual patients, and many other healthcare applications, with promising results. However, through various limitations, we believed there was further research to be completed to accelerate the design, development, implementation, and evaluation processes. These have financial, stakeholder, time, and efficacy benefits. The creation process of CEPEH resources was significantly different to most in the literature, and this report highlights the approach of the CEPEH team towards enhancing personalised healthcare education can be achieved.

Background

The working practices of CEPEH are aimed at maximizing efficacy of these chatbots as learning resources, and provided a sense of shared development and ownership from all stakeholders. The process normally begins with workshops in which the project is scoped and team building occurs. The CEPEH workshops involve the widest possible team of stakeholders including tutors, students, healthcare

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workers, learning technologists, health service users and carers- depending on the materials being created.

For readers who are interested in using these high quality digital resources please access them for free at CEPEH.EU

The next section will now present the evaluation of all CEPEH chatbot resources.

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Method

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1.1 Participants

This data set had 109148 participants

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1.2 Procedure

1.3 Design

1.4 Materials

1.4.1 System Usability Scale

The System Usability Scale (SUS) was used [10] and is a widely used and adopted usability questionnaire. It is popular due to its unbiased and agnostic properties, a non proprietary, and quick scale of 10 questions.

1. I think that I would like to use this system frequently.
2. I found the system unnecessarily complex.
3. I thought the system was easy to use.
4. I think that I would need the support of a technical person to be able to use this system.
5. I found the various functions in this system were well integrated.
6. I thought there was too much inconsistency in this system.
7. I would imagine that most people would learn to use this system very quickly.
8. I found the system very cumbersome to use.
9. I felt very confident using the system.
10. I needed to learn a lot of things before I could get going with this system.

The SUS was developed with a scoring system, in which the following should be performed: For each of the odd numbered questions, subtract 1 from the score. For each of the even numbered questions, subtract their value from 5. Add up these numbers to find the total score, then multiply this by 2.5. The result is a score out of 100 and can be compared against a determined average score of 68. Further, 80.3 or higher is excellent, and 51 or under suggests significant usability problems.

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1.4.2 Computer Self-Efficacy Scale Tool

The 10 question CSEST was based on the 32-item questionnaire by Murphy, Coover, and Owen (1989). Participants were provided with the facilitator stating 'Imagine you have found a new technology product that you have previously not used. You believe this product will make your life better. It doesn't matter specifically what this technology product does, only that it is intended to make your life easier and that you have never used it before. I could use the new technology...

1. If there was no one around to tell me what to do as I go
2. If I had never used a product like it before
3. If I had only the product manuals for reference
4. If I had seen someone else using it before trying it myself
5. If I could call someone for help if I got stuck
6. If someone else had helped me get started
7. If I had a lot of time to complete the job for which the product was provided
8. If I had just the built-in help facility for assistance
9. If someone showed me how to do it first
10. If I had used similar products before this one to do the same job

1.4.3 Unified Theory of Acceptance and Use of Technology

1.4.4 Technology Acceptance Model (TAM)

The Technology Acceptance Model (TAM) [1] was specifically developed with the primary aim of identifying the determinants involved in computer acceptance in general; secondly, to examine a variety of information technology usage behaviours; and thirdly, to provide a parsimonious theoretical explanatory model. TAM suggests that attitude would be a direct predictor of the intention to use technology, which in turn would predict the actual usage of the technology. The only modification to the nine sub-scales of the questionnaire consists of applying the items to the context of chatbots. All the items, except those measuring attitudes, utilize a

1. Method

seven-point Likert scale ranging from “strongly agree” to “strongly disagree” with a middle neutral point [2].

The nine sub-scales of the questionnaire:

Ease of use of chatbots Perceived usefulness of chatbots Intention of use.
Attitude toward usage of chatbots. Perception of personal efficacy to use a chatbot resource. Perception of external control toward chatbots. Anxiety toward chatbot use. Intrinsic motivation to use chatbot resources. Perceived costs of chatbots.

1.4.5 Qualitative Measure- Focus Group Discussions

Focus groups are a pervasive means of market research and provides credible acceptance evaluators regarding the penetration that a product or service will have on a target demographic. Focus groups are a form of qualitative research consisting of interviews or structured discussions, in which a group of people are asked about their perceptions, opinions, beliefs, and attitudes towards a product, service, concept, advertisement, idea, or packaging. Questions are asked in an interactive group setting where participants are free to talk with other group members. During this process, the researcher either takes notes or records the vital points he or she is getting from the group. Researchers select members of the focus group carefully for effective and authoritative responses. Relevant stakeholders, then, can use the information collected through focus groups to receive insights on a specific product, issue, or topic focus [7].

A series of short focus group sessions identified the feasibility of CEPEH resources for formal curricular integration. These sessions, spanning no more than 1-1.5 hours and consisting of no more than 5-7 persons each explored all axes of curricular integration such as accessibility in the classroom, use case scenarios, technology requirements for curricular integration etc. These axes were formalized by the research team, in each evaluation site, to consider the curricular details of each institution.

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1.5 Analysis

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2. Results

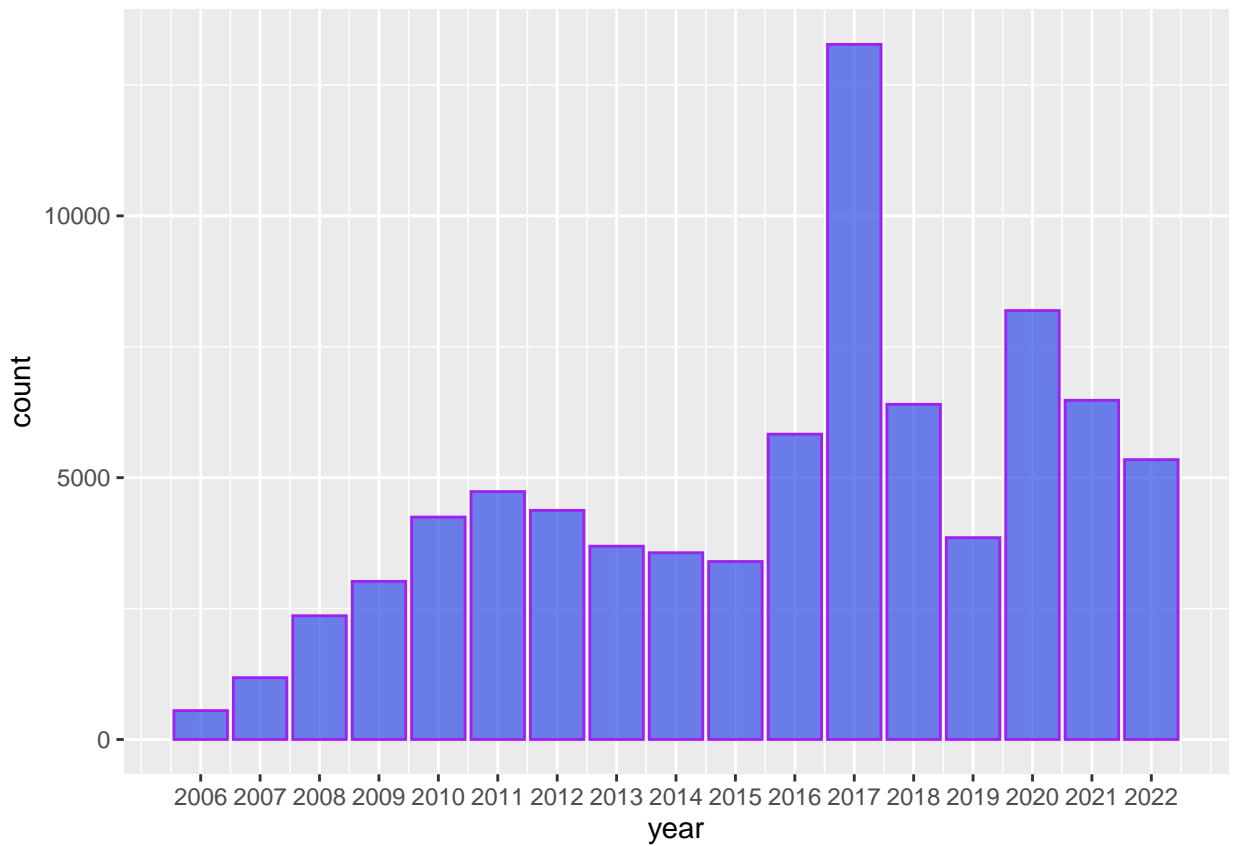
Have users in previous years shared the HELM Open RLO catalogue?

Well, we have so much data we haven't looked through it all yet.

33,571 learners told us how they found out- each answer is different.

We are through about 10% of this data and will update weekly.

2.1 System Usability Scale (SUS) Scores



To keep it short, here is a summary table showing if Stakeholders found the RLO(s) they used to be *worth recommending to others*. We hope there are few NO responses, and many YES responses.

Identity	Recommend	n
HE student	No	30
HE student	Yes	786
Healthcare professional	No	55
Healthcare professional	Yes	1311

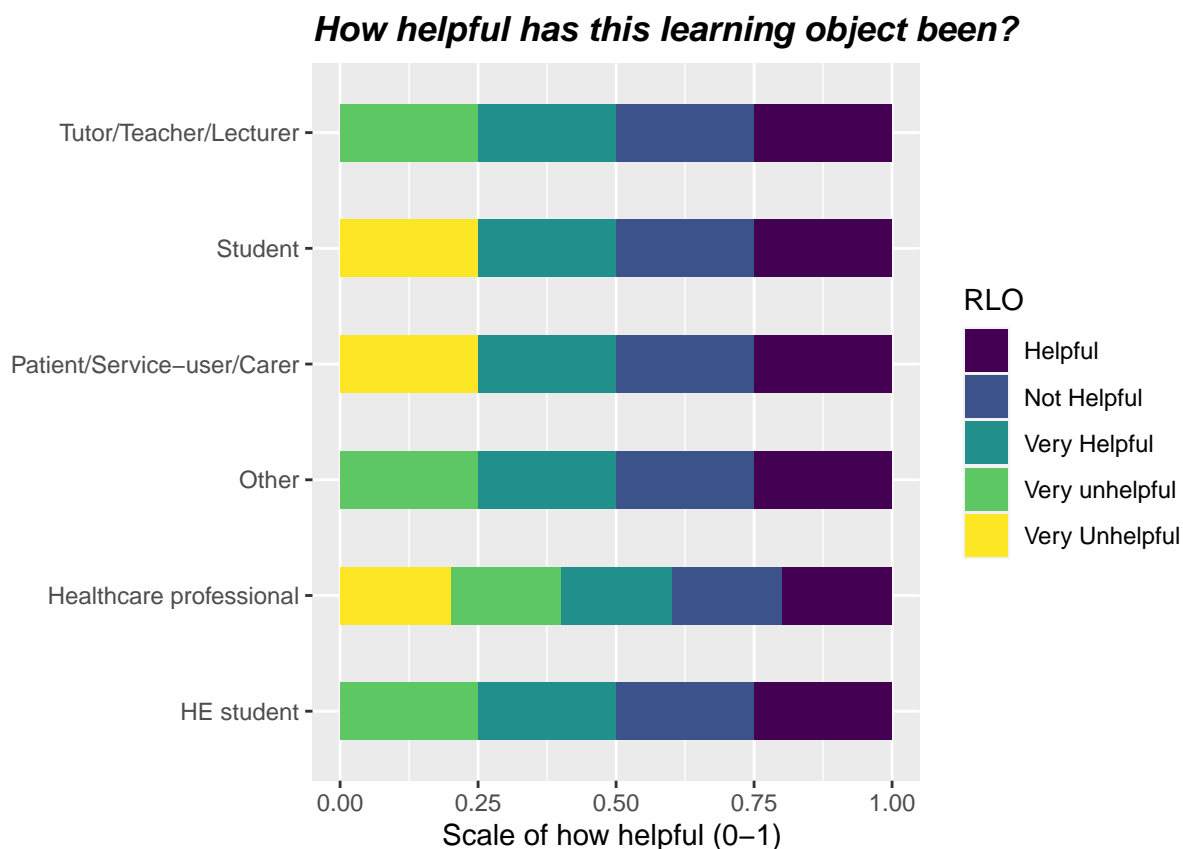
2. Results

Identity	Recommend	n
Other	No	34
Other	Yes	767
Patient/Service-user/Carer	No	2
Patient/Service-user/Carer	Yes	49
Student	No	152
Student	Yes	3164
Tutor/Teacher/Lecturer	No	5
Tutor/Teacher/Lecturer	Yes	329

Identity	RLO	n
HE student	Helpful	303
HE student	Not Helpful	8
HE student	Very Helpful	474
HE student	Very unhelpful	10
Healthcare professional	Helpful	501
Healthcare professional	Not Helpful	28
Healthcare professional	Very Helpful	817
Healthcare professional	Very unhelpful	13
Healthcare professional	Very Unhelpful	13
Other	Helpful	322
Other	Not Helpful	24
Other	Very Helpful	451
Other	Very unhelpful	5
Patient/Service-user/Carer	Helpful	16
Patient/Service-user/Carer	Not Helpful	1
Patient/Service-user/Carer	Very Helpful	42
Patient/Service-user/Carer	Very Unhelpful	2
Student	Helpful	1392
Student	Not Helpful	77
Student	Very Helpful	1863
Student	Very Unhelpful	9
Tutor/Teacher/Lecturer	Helpful	97
Tutor/Teacher/Lecturer	Not Helpful	3
Tutor/Teacher/Lecturer	Very Helpful	229
Tutor/Teacher/Lecturer	Very unhelpful	1

if you don't like boring tables, here is the same data in a graph!

2. Results



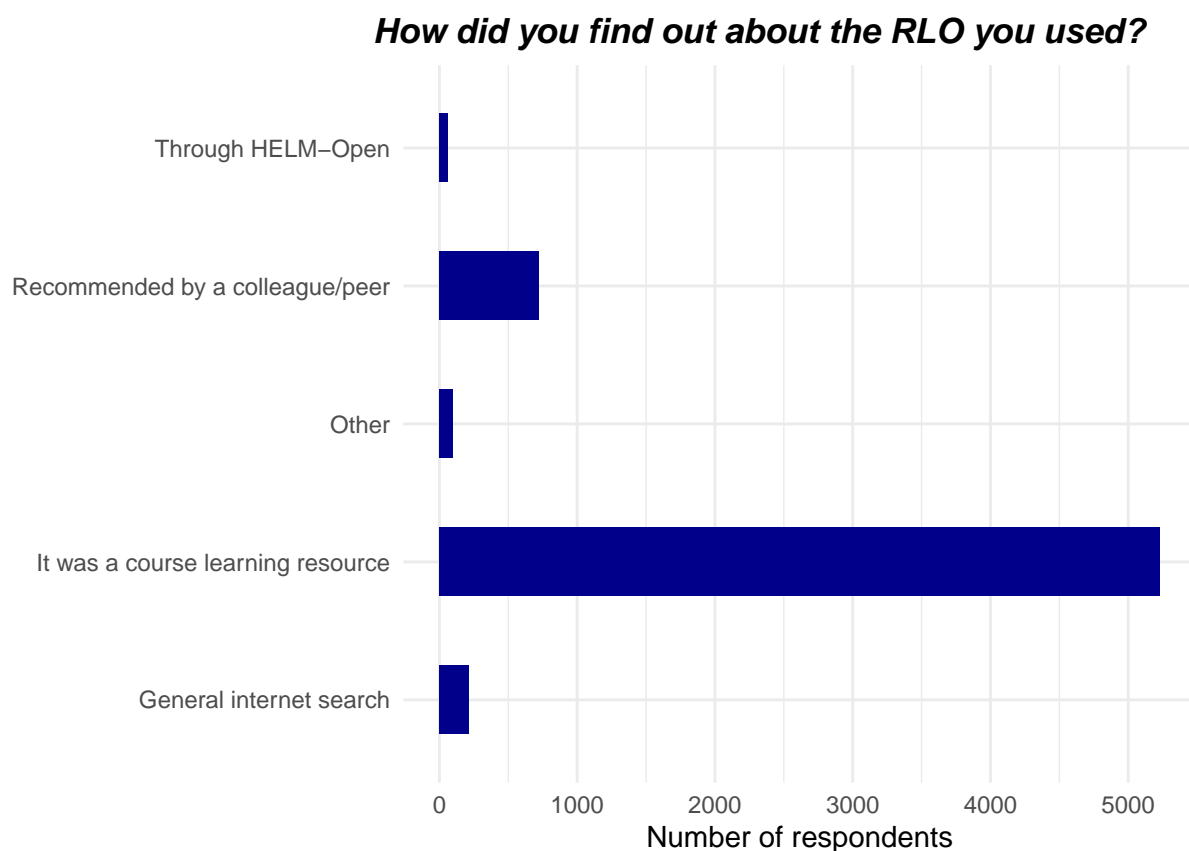
2.2 Discovering the HELM Open RLOs

2.2.1 Course Learning, Recommendations, and more

The data showed that learners *strongly recommend* the RLO(s) they used to others, but how does this translate?

For the 10% of data we have, the figure below 'How did you find out about the RLO you used' shows 700 respondents were recommended from a friend, peer, tutor, or other.

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This figure also shows how more than 6000 respondents first used the RLOs as instructed by their tutors on their course.

and if you're browsing the internet for information on a healthcare topic and come across <https://www.nottingham.ac.uk/helmopen/> :- You're 1 of about 350 people finding about our resources from internet search. Hopefully that grows, but it seems social networking is the key to sharing these tools.

A random sample of other sources are: Twitter, Aim higher days, Barnardos ignite learning, and, well, '*a random Google photo*;- our online presence seems to be in many places!

UP TO HERE1

```
# A tibble: 24 x 3
```

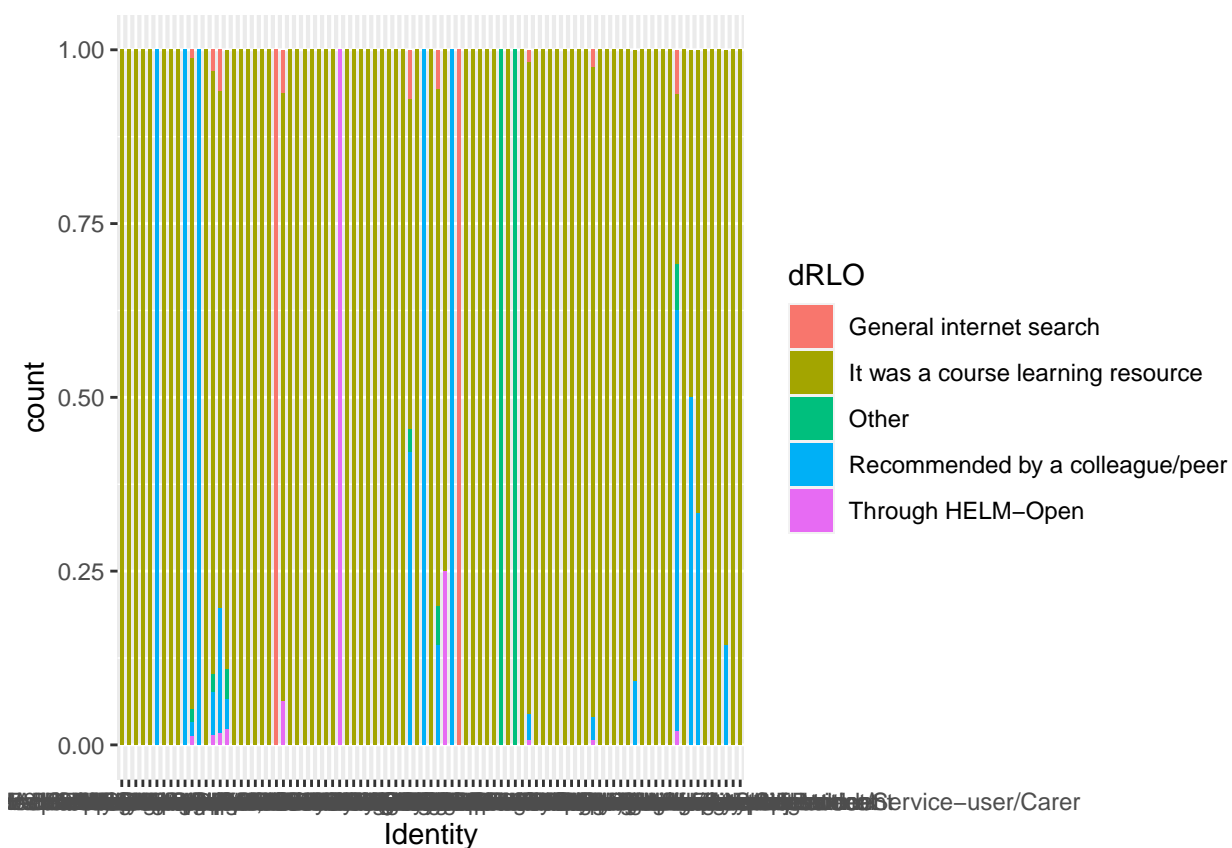
```
# Groups:   Identity, dRLO [24]
```

Identity	dRLO	n
<chr>	<chr>	<int>

2. Results

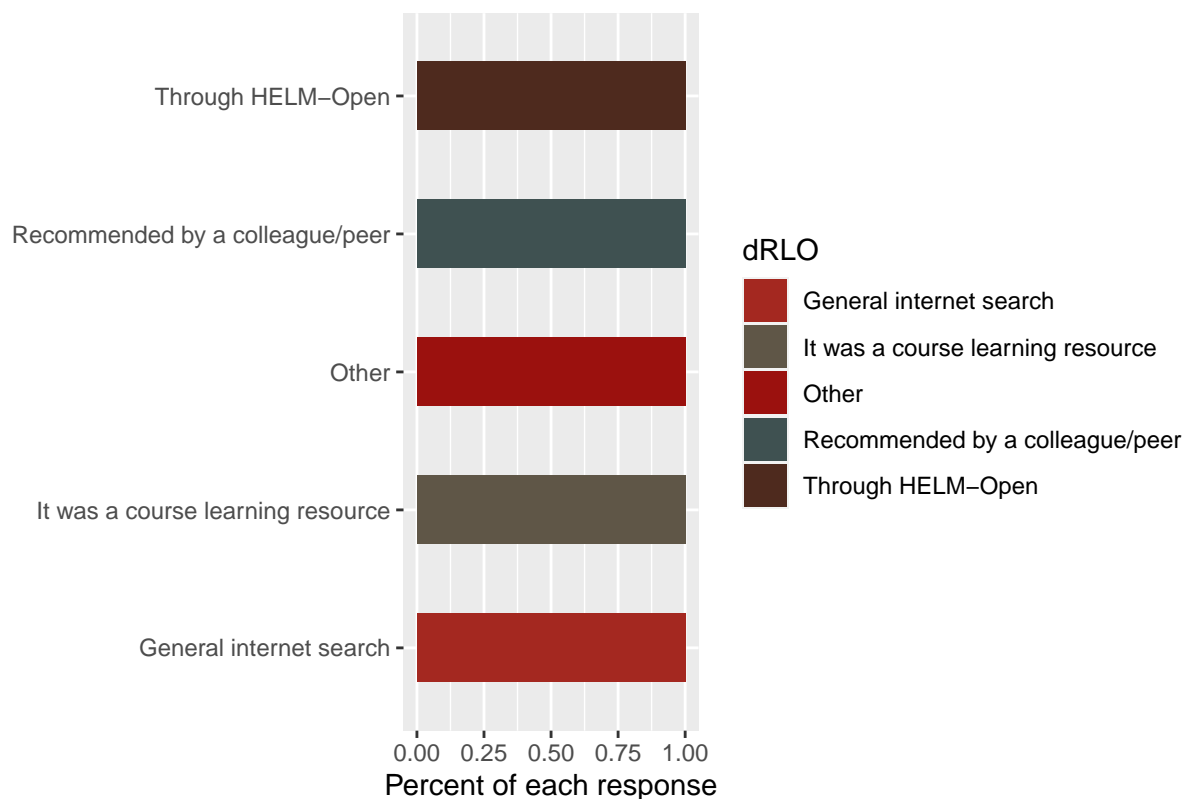
1 HE student	It was a course learning resource	80
2 HE student	Other	2
3 HE student	Recommended by a colleague/peer	4
4 HE student	Through HELM-Open	1
5 Healthcare professional	General internet search	7
6 Healthcare professional	It was a course learning resource	131
7 Healthcare professional	Other	3
8 Healthcare professional	Recommended by a colleague/peer	10
9 Other	General internet search	8
10 Other	It was a course learning resource	50

... with 14 more rows



2. Results

How helpful has this learning object been?



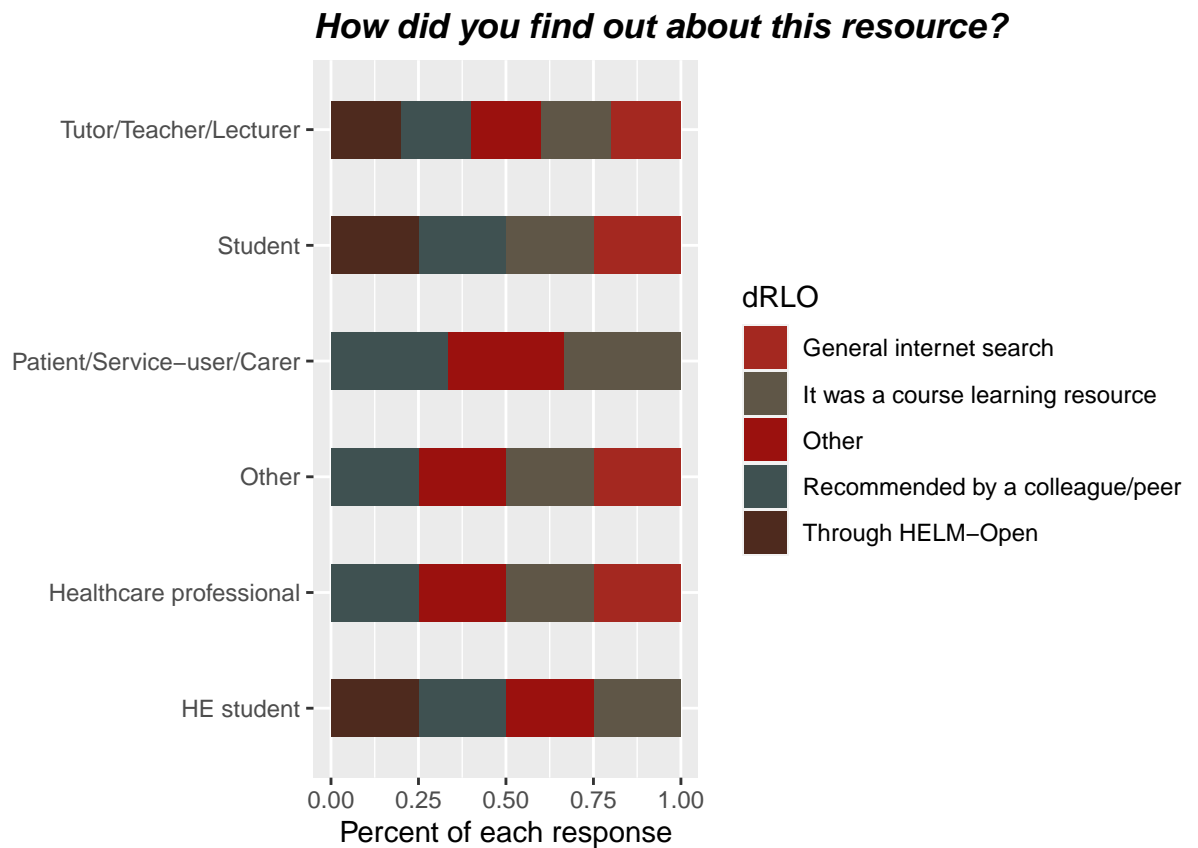
A tibble: 24 x 3

Groups: Identity, dRLO [24]

Identity	dRLO	n
<chr>	<chr>	<int>
1 HE student	It was a course learning resource	80
2 HE student	Other	2
3 HE student	Recommended by a colleague/peer	4
4 HE student	Through HELM-Open	1
5 Healthcare professional	General internet search	7
6 Healthcare professional	It was a course learning resource	131
7 Healthcare professional	Other	3
8 Healthcare professional	Recommended by a colleague/peer	10
9 Other	General internet search	8
10 Other	It was a course learning resource	50

... with 14 more rows

2. Results



2.2.2 Italics and bold

- *Italics* are done like **this** or *_this_*
- **Bold** is done like ****this**** or **__this__**
- ***Bold and italics*** is done like *****this*****, **____this____**, or (the most transparent solution, in my opinion) ****_this_****

2.2.3 Inline code

- Inline code is created with backticks like ``this``

2.2.4 Sub and superscript

Sub₂ and super² script is created like this~2~ and this^2^

2.2.5 Strikethrough

- ~~Strikethrough~~ is done ~like this~

2. Results

2.2.6 ‘Escaping’ (aka “What if I need an actual asterisk?”)

- To include an actual `*`, `_` or `\`, add another `\` in front of them: `*`, `_`, `\\`

2.2.7 Endash (–), emdash (—)

- `–` and `—` with `--` and `---`

2.2.8 Blockquotes

Do like this:

Put a `>` in front of the line.

2.2.9 Headings

Section headers are created with `#`’s of increasing number, i.e.

- `#` First-level heading
- `##` Second-level heading
- `###` Etc.

In PDF output, a level-five heading will turn into a paragraph heading, i.e. `\paragraph{My level-five heading}`, which appears as bold text on the same line as the subsequent paragraph.

2.2.10 Lists

Unordered list by starting a line with an `*` or a `-`:

- Item 1
- Item 2

Ordered lists by starting a line with a number. Notice that you can mislabel the numbers and *Markdown* will still make the order right in the output:

1. Item 1

2. Results

2. Item 2

To create a sublist, indent the values a bit (at least four spaces or a tab):

1. Item 1

2. Item 2

3. Item 3

- Item 3a
- Item 3b

2.2.11 Line breaks

The official *Markdown* way to create line breaks is by ending a line with more than two spaces.

Roses are red. Violets are blue.

This appears on the same line in the output, because we didn't add spaces after red.

Roses are red.

Violets are blue.

This appears with a line break because I added spaces after red.

I find this is confusing, so I recommend the alternative way: Ending a line with a backslash will also create a linebreak:

Roses are red.

Violets are blue.

To create a new paragraph, you put a blank line.

Therefore, this line starts its own paragraph.

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2.2.12 Hyperlinks

- [This is a hyperlink](#) created by writing the text you want turned into a clickable link in `[square brackets followed by a](https://hyperlink-in-parentheses)`

2.2.13 Footnotes

- Are created¹ by writing either `^[my footnote text]` for supplying the footnote content inline, or something like `[^a-random-footnote-label]` and supplying the text elsewhere in the format shown below ²:

`[^a-random-footnote-label]: This is a random test.`

2.2.14 Comments

To write comments within your text that won't actually be included in the output, use the same syntax as for writing comments in HTML. That is, `.`

2.2.15 Math

The syntax for writing math is stolen from LaTeX. To write a math expression that will be shown **inline**, enclose it in dollar signs. - This: `$A = \pi*r^{2}$`
Becomes: $A = \pi * r^2$

To write a math expression that will be shown in a block, enclose it in two dollar signs.

This: `$$A = \pi*r^{2}$$`

Becomes:

$$A = \pi * r^2$$

To create numbered equations, put them in an 'equation' environment and give them a label with the syntax `(\#eq:label)`, like this:

¹my footnote text

²This is a random test.

2. Results

```
\begin{equation}
  f\left(k\right) = \binom{n}{k} p^k\left(1-p\right)^{n-k}
  (\#eq:binom)
\end{equation}
```

Becomes:

$$f(k) = \binom{n}{k} p^k (1-p)^{n-k} \quad (2.1)$$

For more (e.g. how to theorems), see e.g. the documentation on bookdown.org

2.3 Executable code chunks

The magic of R Markdown is that we can add executable code within our document to make it dynamic.

We do this either as *code chunks* (generally used for loading libraries and data, performing calculations, and adding images, plots, and tables), or *inline code* (generally used for dynamically reporting results within our text).

The syntax of a code chunk is shown in Figure 2.1.

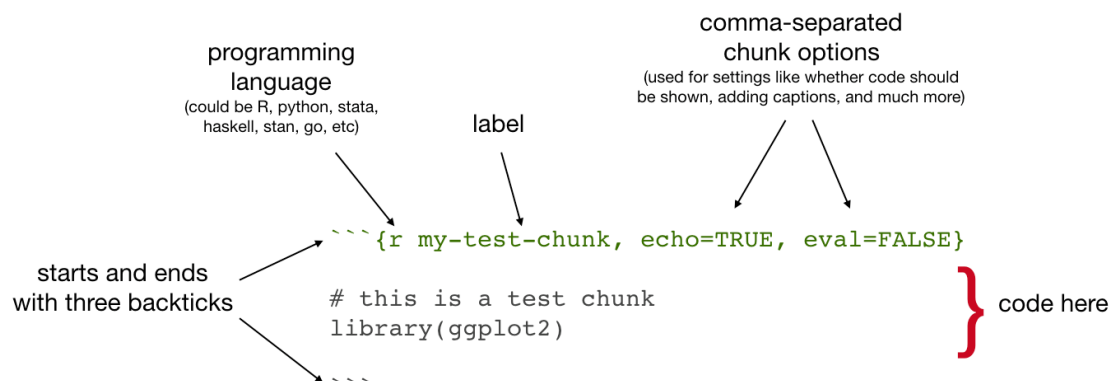


Figure 2.1: Code chunk syntax

Common chunk options include (see e.g. bookdown.org):

- **echo**: whether or not to display code in knitted output
- **eval**: whether or to to run the code in the chunk when knitting

2. Results

- `include`: whether to include anything from the from a code chunk in the output document
- `fig.cap`: figure caption
- `fig.scap`: short figure caption, which will be used in the ‘List of Figures’ in the PDF front matter

IMPORTANT: Do *not* use underscores in your chunk labels - if you do, you are likely to get an error in PDF output saying something like “! Package caption Error: \caption outside float”.

2.3.1 Setup chunks - setup, images, plots

An R Markdown document usually begins with a chunk that is used to **load libraries**, and to **set default chunk options** with `knitr::opts_chunk$set`.

In your thesis, this will probably happen in **index.Rmd** and/or as opening chunks in each of your chapters.

```
```${r} setup, include=FALSE}

don't show code unless we explicitly set echo = TRUE
knitr::opts_chunk$set(echo = FALSE)

library(tidyverse)
```
```

2.3.2 Including images

Code chunks are also used for including images, with `include_graphics` from the `knitr` package, as in [Figure 2.2](#)

Useful chunk options for figures include:

- `out.width` (use with a percentage) for setting the image size
- if you’ve got an image that gets waaay to big in your output, it will be constrained to the page width by setting `out.width = "100%"`



Figure 2.2: Oxford logo

Figure rotation

You can use the chunk option `out.extra` to rotate images.

The syntax is different for LaTeX and HTML, so for ease we might start by assigning the right string to a variable that depends on the format you're outputting to:

Then you can reference that variable as the value of `out.extra` to rotate images, as in Figure 2.3.

2.3.3 Including plots

Similarly, code chunks are used for including dynamically generated plots. You use ordinary code in R or other languages - Figure 2.4 shows a plot of the `cars` dataset of stopping distances for cars at various speeds (this dataset is built in to **R**).

Under the hood, plots are included in your document in the same way as images - when you build the book or knit a chapter, the plot is automatically generated from your code, saved as an image, then included into the output document.

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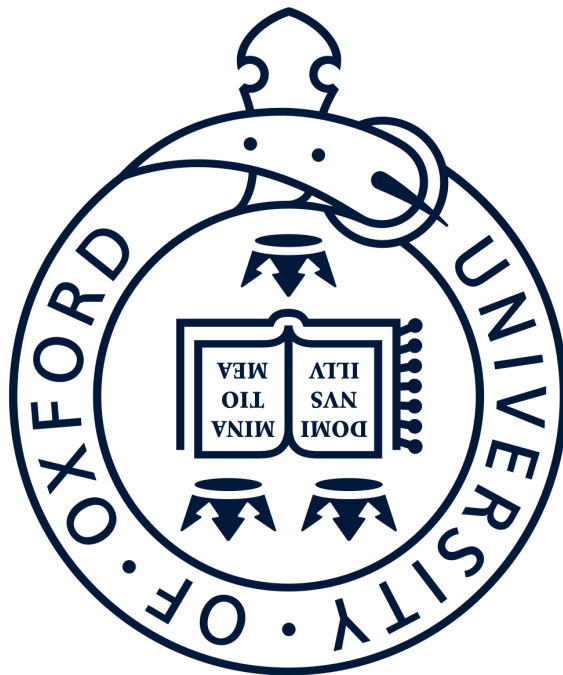


Figure 2.3: Oxford logo, rotated

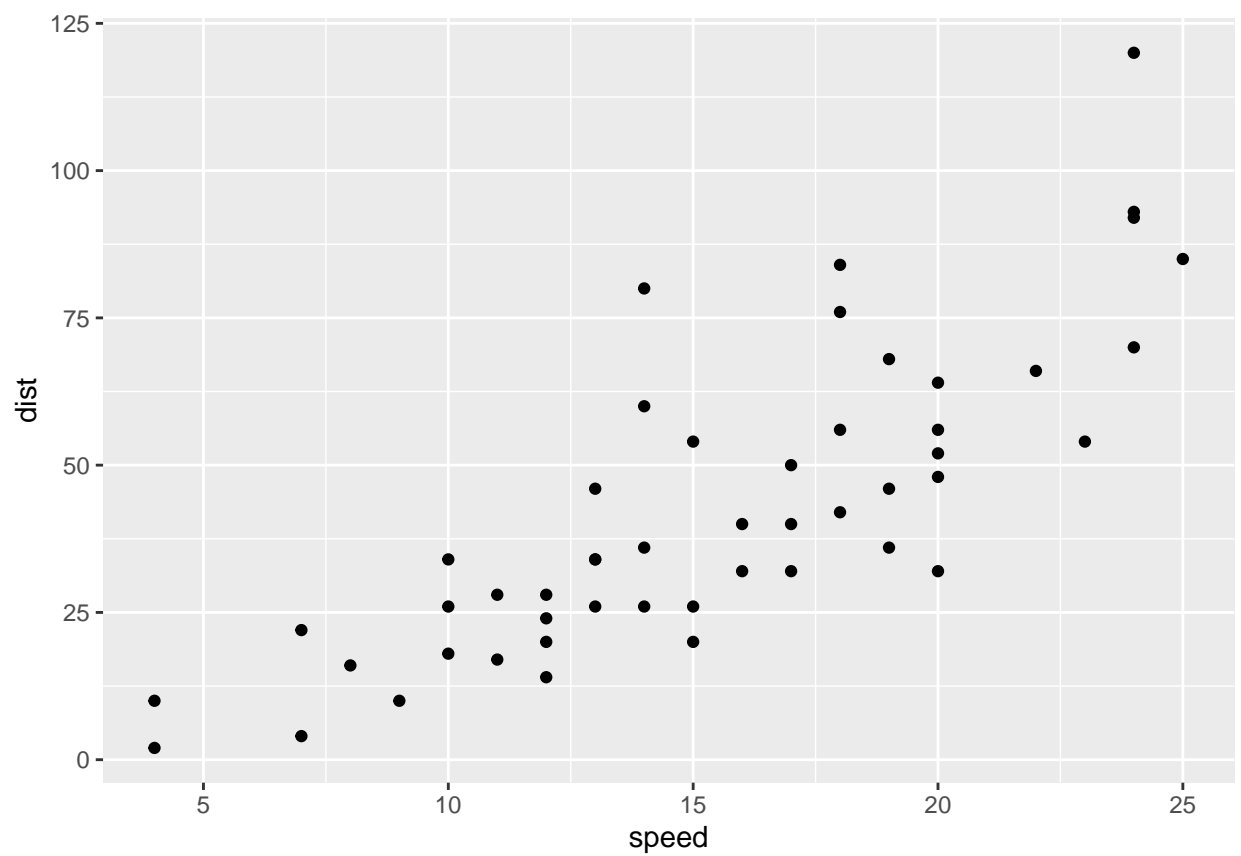


Figure 2.4: A ggplot of car stuff

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Table 2.3: A knitr kable table

| speed | dist |
|-------|------|
| 4 | 2 |
| 4 | 10 |
| 7 | 4 |
| 7 | 22 |
| 8 | 16 |
| 9 | 10 |

2.3.4 Including tables

Tables are usually included with the `kable` function from the `knitr` package.

Table 2.3 shows the first rows of that cars data - read in your own data, then use this approach to automatically generate tables.

- Gotcha: when using `kable`, captions are set inside the `kable` function
- The `kable` package is often used with the `kableExtra` package

2.3.5 Control positioning

One thing that may be annoying is the way *R Markdown* handles “floats” like tables and figures. In your PDF output, LaTeX will try to find the best place to put your object based on the text around it and until you’re really, truly done writing you should just leave it where it lies.

In general, you should allow LaTeX to do this, but if you really *really* need a figure to be positioned where you put in the document, then you can make LaTeX attempt to do this with the chunk option `fig.pos="H"`, as in Figure 2.5:



Figure 2.5: An Oxford logo that LaTeX will try to place at this position in the text

As anyone who has tried to manually play around with the placement of figures in a Word document knows, this can have lots of side effects with extra spacing on other pages, etc. Therefore, it is not generally a good idea to do this - only do it when you really need to ensure that an image follows directly under text where you refer to it (in this document, I needed to do this for Figure 4.1 in section 4.1.4). For more details, read the relevant section of the [R Markdown Cookbook](#).

2.4 Executable inline code

‘Inline code’ simply means inclusion of code inside text. The syntax for doing this is ``r R_CODE``. For example, ``r 4 + 4`` will output 8 in your text.

You will usually use this in parts of your thesis where you report results - read in data or results in a code chunk, store things you want to report in a variable, then insert the value of that variable in your text. For example, we might assign the number of rows in the `cars` dataset to a variable:

We might then write:

“In the `cars` dataset, we have ``r num_car_observations`` observations.”

2. Results

Which would output:

“In the `cars` dataset, we have 50 observations.”

2.5 Executable code in other languages than R

If you want to use other languages than R, such as Python, Julia C++, or SQL, see [the relevant section of the *R Markdown Cookbook*](#)

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Discussion

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The usual way to include citations in an *R Markdown* document is to put references in a plain text file with the extension **.bib**, in **BibTeX** format.¹ Then reference the path to this file in **index.Rmd**'s YAML header with **bibliography: example.bib**.

Most reference managers can create a .bib file with you references automatically. However, the **by far** best reference manager to use with *R Markdown* is [Zotero](#) with the [Better BibTeX plug-in](#), because the **citr** plugin for RStudio (see below) can read references directly from your Zotero library!

¹The bibliography can be in other formats as well, including EndNote (**.enl**) and RIS (**.ris**), see rmarkdown.rstudio.com/authoring_bibliographies_and_citations.

3. Citations and cross-refs

Here is an example of an entry in a **.bib** file:

```
@article{Shea2014,  
  author = {Shea, Nicholas and Boldt, Annika},  
  journal = {Trends in Cognitive Sciences},  
  pages = {186--193},  
  title = {{Supra-personal cognitive control}},  
  volume = {18},  
  year = {2014},  
  doi = {10.1016/j.tics.2014.01.006},  
}
```

In this entry highlighted section, ‘Shea2014’ is the **citation identifier**. To default way to cite an entry in your text is with this syntax: `[@citation-identifier]`.

So I might cite some things (Lottridge et al., 2012; Mill, 1965 [1843]; Shea et al., 2014).

3.0.1 Appearance of citations and references section (pandoc)

By default, **oxforddown** lets **Pandoc** handle how citations are inserted in your text and the references section. You can change the appearance of citations and references by specifying a CSL (Citation Style Language) file in the **cs1** metadata field of **index.Rmd**. By default, **oxforddown** by the American Psychological Association (7th Edition), which is an author-year format.

With this style, a number of variations on the citation syntax are useful to know:

- Put author names outside the parenthesis
 - This: `@Shea2014` says blah.
 - Becomes: Shea et al. (2014) says blah.
- Include only the citation-year (in parenthesis)
 - This: Shea et al. says blah `[-@Shea2014]`
 - Becomes: Shea et al. says blah (2014)
- Add text and page or chapter references to the citation

3. Citations and cross-refs

- This: [see @Shea2014, pp. 33–35; also @Wu2016, ch. 1]
- Becomes: Blah blah (see [Shea et al., 2014](#), pp. 33–35; also [Wu, 2016](#), ch. 1).

If you want a numerical citation style instead, try `csl: bibliography/transactions-on-computing` or just have a browse through the [Zotero Style Repository](#) and look for one you like. For convenience, you can set the line spacing and the space between the bibliographic entries in the reference section directly from the YAML header in **index.Rmd**.

If you prefer to use `biblatex` or `natbib` to handle references, see [this chapter](#).

3.0.2 Insert references easily with RStudio's Visual Editor

For an easy way to insert citations, use RStudio's [Visual Editor](#). Make sure you have the latest version of RStudio – the visual editor was originally really buggy, especially in relation to references, but as per v2022.02.0, it's great!

3.1 Cross-referencing

We can make cross-references to **sections** within our document, as well as to **figures** (images and plots) and **tables**.

The general cross-referencing syntax is `\@ref(label)`

3.1.1 Section references

Headers are automatically assigned a reference label, which is the text in lower caps separated by dashes. For example, `# My header` is automatically given the label `my-header`. So `# My header` can be referenced with `\@ref(my-section)`

Remember what we wrote in section ???

We can also use **hyperlink syntax** and add `#` before the label, though this is only guaranteed to work properly in HTML output:

- So if we write `Remember what we wrote up in [the previous section](#citations)?`
- It becomes `Remember what we wrote up in the previous section?`

Creating custom labels

It is a very good idea to create **custom labels** for our sections. This is because the automatically assigned labels will change when we change the titles of the sections - to avoid this, we can create the labels ourselves and leave them untouched if we change the section titles.

We create custom labels by adding `{#label}` after a header, e.g. `# My section {#my-label}`. See [our chapter title](#) for an example. That was section 3.

3. Citations and cross-refs



Figure 3.1: A marvel-lous meme

3.1.2 Figure (image and plot) references

- To refer to figures (i.e. images and plots) use the syntax `\@ref(fig:label)`
- **GOTCHA:** Figures and tables must have captions if you wish to cross-reference them.

Let's add an image:

We refer to this image with `\@ref(fig:captain)`. So Figure 3.1 is [this image](#).

And in Figure 2.4 we saw a [cars](#) plot.

3.1.3 Table references

- To refer to tables use the syntax `\@ref(tab:label)`

Let's include a table:

We refer to this table with `\@ref(tab:cars-table2)`. So Table 3.1 is [this table](#).

And in Table 2.3 we saw more or less [the same cars table](#).

3. Citations and cross-refs

Table 3.1: Stopping cars

| speed | dist |
|-------|------|
| 4 | 2 |
| 4 | 10 |
| 7 | 4 |
| 7 | 22 |
| 8 | 16 |

3.1.4 Including page numbers

Finally, in the PDF output we might also want to include the page number of a reference, so that it's easy to find in physical printed output. LaTeX has a command for this, which looks like this: `\pageref{fig/tab:label}` (note: curly braces, not parentheses)

When we output to PDF, we can use raw LaTeX directly in our .Rmd files. So if we wanted to include the page of the cars plot we could write:

- This: `Figure \@ref(fig:cars-plot) on page \pageref(fig:cars-plot)`
- Becomes: Figure 2.4 on page 23

Include page numbers only in PDF output

A problem here is that LaTeX commands don't display in HTML output, so in the gitbook output we'd see simply "Figure 2.4 on page".

One way to get around this is to use inline R code to insert the text, and use an `ifelse` statement to check the output format and then insert the appropriate text.

- So this: ``r ifelse(knitr::is_latex_output(), "Figure \@ref(fig:cars-plot) on page \pageref{fig:cars-plot}", "")``
- Inserts this (check this on both PDF and gitbook): Figure 2.4 on page 23

Note that we need to escape the backslash with another backslash here to get the correct output.

3.2 Collaborative writing

Best practices for collaboration and change tracking when using R Markdown are still an open question. In the blog post [One year to dissertate](#) by Lucy D’Agostino, which I highly recommend, the author notes that she knits .Rmd files to a word document, then uses the `googledrive` R package to send this to Google Drive for comments / revisions from co-authors, then incorporates Google Drive suggestions *by hand* into the .Rmd source files. This is a bit clunky, and there are ongoing discussions among the *R Markdown* developers about what the best way is to handle collaborative writing (see [issue #1463](#) on GitHub, where [CriticMarkup](#) is among the suggestions).

For now, this is an open question in the community of R Markdown users. I often knit to a format that can easily be imported to Google Docs for comments, then go over suggested revisions and manually incorporate them back in to the .Rmd source files. For articles, I sometimes upload a near-final draft to [Overleaf](#), then collaboratively make final edits to the LaTeX file there. I suspect some great solution will be developed in the not-to-distant future, probably by the RStudio team.

3.3 Additional resources

- *R Markdown: The Definitive Guide* - <https://bookdown.org/yihui/rmarkdown/>
- *R for Data Science* - <https://r4ds.had.co.nz>

4

Reusable Learning Objects- Exploring Uptake

Contents

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Here is a (very large) table with all of the currently active RLOS.

| RLO Name | Location | Start Date | SubmissionDate | Y |
|--|----------|------------|----------------|----|
| 01NCTLR Probability and inferential Statistics | NA | 09/12/2010 | 09/12/2010 | 20 |
| 01NCTLR Probability and inferential Statistics | NA | 13/04/2013 | 13/04/2013 | 20 |
| 01NCTLR Probability and inferential Statistics | NA | 01/05/2014 | 01/05/2014 | 20 |
| 01NCTLR Probability and inferential Statistics | NA | 04/05/2013 | 04/05/2013 | 20 |
| 01NCTLR Probability and inferential Statistics | NA | 15/10/2011 | 15/10/2011 | 20 |
| 01NCTLR Probability and inferential Statistics | NA | 05/01/2010 | 05/01/2010 | 20 |

4.1 Reach, Impact, and Qualatative analysis

Dealing with tables in LaTeX can be painful. This section explains the main tricks you need to make the pain go away.

4. Reusable Learning Objects- Exploring Uptake

| | mpg | cyl | disp | hp | drat | wt | qsec | vs | am | gear | carb |
|-------------------|------|-----|------|-----|------|-------|-------|----|----|------|------|
| Mazda RX4 | 21.0 | 6 | 160 | 110 | 3.90 | 2.620 | 16.46 | 0 | 1 | 4 | 4 |
| Mazda RX4 Wag | 21.0 | 6 | 160 | 110 | 3.90 | 2.875 | 17.02 | 0 | 1 | 4 | 4 |
| Datsun 710 | 22.8 | 4 | 108 | 93 | 3.85 | 2.320 | 18.61 | 1 | 1 | 4 | 1 |
| Hornet 4 Drive | 21.4 | 6 | 258 | 110 | 3.08 | 3.215 | 19.44 | 1 | 0 | 3 | 1 |
| Hornet Sportabout | 18.7 | 8 | 360 | 175 | 3.15 | 3.440 | 17.02 | 0 | 0 | 3 | 2 |
| Valiant | 18.1 | 6 | 225 | 105 | 2.76 | 3.460 | 20.22 | 1 | 0 | 3 | 1 |

(Note: if you are looking at the eBook version, you will not see much difference in this section, as it is only relevant for PDF output!)

4.1.1 Making your table pretty

When you use `kable` to create tables, you will almost certainly want to set the option `booktabs = TRUE`. This makes your table look a million times better:

Compare this to the default style, which looks terrible:

| | mpg | cyl | disp | hp | drat | wt | qsec | vs | am | gear | carb |
|-------------------|------|-----|------|-----|------|-------|-------|----|----|------|------|
| Mazda RX4 | 21.0 | 6 | 160 | 110 | 3.90 | 2.620 | 16.46 | 0 | 1 | 4 | 4 |
| Mazda RX4 Wag | 21.0 | 6 | 160 | 110 | 3.90 | 2.875 | 17.02 | 0 | 1 | 4 | 4 |
| Datsun 710 | 22.8 | 4 | 108 | 93 | 3.85 | 2.320 | 18.61 | 1 | 1 | 4 | 1 |
| Hornet 4 Drive | 21.4 | 6 | 258 | 110 | 3.08 | 3.215 | 19.44 | 1 | 0 | 3 | 1 |
| Hornet Sportabout | 18.7 | 8 | 360 | 175 | 3.15 | 3.440 | 17.02 | 0 | 0 | 3 | 2 |
| Valiant | 18.1 | 6 | 225 | 105 | 2.76 | 3.460 | 20.22 | 1 | 0 | 3 | 1 |

4.1.2 If your table is too wide

You might find that your table expands into the margins of the page, like the tables above. Fix this with the `kable_styling` function from the [kableExtra](#) package:

This scales down the table to fit the page width.

4.1.3 If your table is too long

If your table is too long to fit on a single page, set `longtable = TRUE` in the `kable` function to split the table across multiple pages.

| | mpg | cyl | disp | hp | drat | wt | qsec | vs |
|---------------|------|-----|-------|-----|------|-------|-------|----|
| Mazda RX4 | 21.0 | 6 | 160.0 | 110 | 3.90 | 2.620 | 16.46 | 0 |
| Mazda RX4 Wag | 21.0 | 6 | 160.0 | 110 | 3.90 | 2.875 | 17.02 | 0 |

4. Reusable Learning Objects- Exploring Uptake

| | | | | | | | | |
|---------------------|------|---|-------|-----|------|-------|-------|---|
| Datsun 710 | 22.8 | 4 | 108.0 | 93 | 3.85 | 2.320 | 18.61 | 1 |
| Hornet 4 Drive | 21.4 | 6 | 258.0 | 110 | 3.08 | 3.215 | 19.44 | 1 |
| Hornet Sportabout | 18.7 | 8 | 360.0 | 175 | 3.15 | 3.440 | 17.02 | 0 |
| Valiant | 18.1 | 6 | 225.0 | 105 | 2.76 | 3.460 | 20.22 | 1 |
| Duster 360 | 14.3 | 8 | 360.0 | 245 | 3.21 | 3.570 | 15.84 | 0 |
| Merc 240D | 24.4 | 4 | 146.7 | 62 | 3.69 | 3.190 | 20.00 | 1 |
| Merc 230 | 22.8 | 4 | 140.8 | 95 | 3.92 | 3.150 | 22.90 | 1 |
| Merc 280 | 19.2 | 6 | 167.6 | 123 | 3.92 | 3.440 | 18.30 | 1 |
| Merc 280C | 17.8 | 6 | 167.6 | 123 | 3.92 | 3.440 | 18.90 | 1 |
| Merc 450SE | 16.4 | 8 | 275.8 | 180 | 3.07 | 4.070 | 17.40 | 0 |
| Merc 450SL | 17.3 | 8 | 275.8 | 180 | 3.07 | 3.730 | 17.60 | 0 |
| Merc 450SLC | 15.2 | 8 | 275.8 | 180 | 3.07 | 3.780 | 18.00 | 0 |
| Cadillac Fleetwood | 10.4 | 8 | 472.0 | 205 | 2.93 | 5.250 | 17.98 | 0 |
| Lincoln Continental | 10.4 | 8 | 460.0 | 215 | 3.00 | 5.424 | 17.82 | 0 |
| Chrysler Imperial | 14.7 | 8 | 440.0 | 230 | 3.23 | 5.345 | 17.42 | 0 |
| Fiat 128 | 32.4 | 4 | 78.7 | 66 | 4.08 | 2.200 | 19.47 | 1 |
| Honda Civic | 30.4 | 4 | 75.7 | 52 | 4.93 | 1.615 | 18.52 | 1 |
| Toyota Corolla | 33.9 | 4 | 71.1 | 65 | 4.22 | 1.835 | 19.90 | 1 |
| Toyota Corona | 21.5 | 4 | 120.1 | 97 | 3.70 | 2.465 | 20.01 | 1 |
| Dodge Challenger | 15.5 | 8 | 318.0 | 150 | 2.76 | 3.520 | 16.87 | 0 |
| AMC Javelin | 15.2 | 8 | 304.0 | 150 | 3.15 | 3.435 | 17.30 | 0 |
| Camaro Z28 | 13.3 | 8 | 350.0 | 245 | 3.73 | 3.840 | 15.41 | 0 |
| Pontiac Firebird | 19.2 | 8 | 400.0 | 175 | 3.08 | 3.845 | 17.05 | 0 |
| Fiat X1-9 | 27.3 | 4 | 79.0 | 66 | 4.08 | 1.935 | 18.90 | 1 |
| Porsche 914-2 | 26.0 | 4 | 120.3 | 91 | 4.43 | 2.140 | 16.70 | 0 |
| Lotus Europa | 30.4 | 4 | 95.1 | 113 | 3.77 | 1.513 | 16.90 | 1 |
| Ford Pantera L | 15.8 | 8 | 351.0 | 264 | 4.22 | 3.170 | 14.50 | 0 |
| Ferrari Dino | 19.7 | 6 | 145.0 | 175 | 3.62 | 2.770 | 15.50 | 0 |
| Maserati Bora | 15.0 | 8 | 301.0 | 335 | 3.54 | 3.570 | 14.60 | 0 |
| Volvo 142E | 21.4 | 4 | 121.0 | 109 | 4.11 | 2.780 | 18.60 | 1 |
| Mazda RX41 | 21.0 | 6 | 160.0 | 110 | 3.90 | 2.620 | 16.46 | 0 |
| Mazda RX4 Wag1 | 21.0 | 6 | 160.0 | 110 | 3.90 | 2.875 | 17.02 | 0 |
| Datsun 7101 | 22.8 | 4 | 108.0 | 93 | 3.85 | 2.320 | 18.61 | 1 |
| Hornet 4 Drive1 | 21.4 | 6 | 258.0 | 110 | 3.08 | 3.215 | 19.44 | 1 |
| Hornet Sportabout1 | 18.7 | 8 | 360.0 | 175 | 3.15 | 3.440 | 17.02 | 0 |
| Valiant1 | 18.1 | 6 | 225.0 | 105 | 2.76 | 3.460 | 20.22 | 1 |
| Duster 3601 | 14.3 | 8 | 360.0 | 245 | 3.21 | 3.570 | 15.84 | 0 |
| Merc 240D1 | 24.4 | 4 | 146.7 | 62 | 3.69 | 3.190 | 20.00 | 1 |
| Merc 2301 | 22.8 | 4 | 140.8 | 95 | 3.92 | 3.150 | 22.90 | 1 |
| Merc 2801 | 19.2 | 6 | 167.6 | 123 | 3.92 | 3.440 | 18.30 | 1 |
| Merc 280C1 | 17.8 | 6 | 167.6 | 123 | 3.92 | 3.440 | 18.90 | 1 |
| Merc 450SE1 | 16.4 | 8 | 275.8 | 180 | 3.07 | 4.070 | 17.40 | 0 |

4. Reusable Learning Objects- Exploring Uptake

| | | | | | | | | |
|----------------------|------|---|-------|-----|------|-------|-------|---|
| Merc 450SL1 | 17.3 | 8 | 275.8 | 180 | 3.07 | 3.730 | 17.60 | 0 |
| Merc 450SLC1 | 15.2 | 8 | 275.8 | 180 | 3.07 | 3.780 | 18.00 | 0 |
| Cadillac Fleetwood1 | 10.4 | 8 | 472.0 | 205 | 2.93 | 5.250 | 17.98 | 0 |
| Lincoln Continental1 | 10.4 | 8 | 460.0 | 215 | 3.00 | 5.424 | 17.82 | 0 |
| Chrysler Imperial1 | 14.7 | 8 | 440.0 | 230 | 3.23 | 5.345 | 17.42 | 0 |
| Fiat 1281 | 32.4 | 4 | 78.7 | 66 | 4.08 | 2.200 | 19.47 | 1 |
| Honda Civic1 | 30.4 | 4 | 75.7 | 52 | 4.93 | 1.615 | 18.52 | 1 |
| Toyota Corolla1 | 33.9 | 4 | 71.1 | 65 | 4.22 | 1.835 | 19.90 | 1 |
| Toyota Corona1 | 21.5 | 4 | 120.1 | 97 | 3.70 | 2.465 | 20.01 | 1 |
| Dodge Challenger1 | 15.5 | 8 | 318.0 | 150 | 2.76 | 3.520 | 16.87 | 0 |
| AMC Javelin1 | 15.2 | 8 | 304.0 | 150 | 3.15 | 3.435 | 17.30 | 0 |
| Camaro Z281 | 13.3 | 8 | 350.0 | 245 | 3.73 | 3.840 | 15.41 | 0 |
| Pontiac Firebird1 | 19.2 | 8 | 400.0 | 175 | 3.08 | 3.845 | 17.05 | 0 |
| Fiat X1-91 | 27.3 | 4 | 79.0 | 66 | 4.08 | 1.935 | 18.90 | 1 |
| Porsche 914-21 | 26.0 | 4 | 120.3 | 91 | 4.43 | 2.140 | 16.70 | 0 |
| Lotus Europa1 | 30.4 | 4 | 95.1 | 113 | 3.77 | 1.513 | 16.90 | 1 |
| Ford Pantera L1 | 15.8 | 8 | 351.0 | 264 | 4.22 | 3.170 | 14.50 | 0 |
| Ferrari Dino1 | 19.7 | 6 | 145.0 | 175 | 3.62 | 2.770 | 15.50 | 0 |
| Maserati Bora1 | 15.0 | 8 | 301.0 | 335 | 3.54 | 3.570 | 14.60 | 0 |
| Volvo 142E1 | 21.4 | 4 | 121.0 | 109 | 4.11 | 2.780 | 18.60 | 1 |

When you do this, you'll probably want to make the header repeat on new pages. Do this with the `kable_styling` function from `kableExtra`:

| | mpg | cyl | disp | hp | drat | wt | qsec | vs | am | gear | carb |
|---------------------|------|-----|-------|-----|------|-------|-------|----|----|------|------|
| Mazda RX4 | 21.0 | 6 | 160.0 | 110 | 3.90 | 2.620 | 16.46 | 0 | 1 | 4 | 4 |
| Mazda RX4 Wag | 21.0 | 6 | 160.0 | 110 | 3.90 | 2.875 | 17.02 | 0 | 1 | 4 | 4 |
| Datsun 710 | 22.8 | 4 | 108.0 | 93 | 3.85 | 2.320 | 18.61 | 1 | 1 | 4 | 1 |
| Hornet 4 Drive | 21.4 | 6 | 258.0 | 110 | 3.08 | 3.215 | 19.44 | 1 | 0 | 3 | 1 |
| Hornet Sportabout | 18.7 | 8 | 360.0 | 175 | 3.15 | 3.440 | 17.02 | 0 | 0 | 3 | 2 |
| Valiant | 18.1 | 6 | 225.0 | 105 | 2.76 | 3.460 | 20.22 | 1 | 0 | 3 | 1 |
| Duster 360 | 14.3 | 8 | 360.0 | 245 | 3.21 | 3.570 | 15.84 | 0 | 0 | 3 | 4 |
| Merc 240D | 24.4 | 4 | 146.7 | 62 | 3.69 | 3.190 | 20.00 | 1 | 0 | 4 | 2 |
| Merc 230 | 22.8 | 4 | 140.8 | 95 | 3.92 | 3.150 | 22.90 | 1 | 0 | 4 | 2 |
| Merc 280 | 19.2 | 6 | 167.6 | 123 | 3.92 | 3.440 | 18.30 | 1 | 0 | 4 | 4 |
| Merc 280C | 17.8 | 6 | 167.6 | 123 | 3.92 | 3.440 | 18.90 | 1 | 0 | 4 | 4 |
| Merc 450SE | 16.4 | 8 | 275.8 | 180 | 3.07 | 4.070 | 17.40 | 0 | 0 | 3 | 3 |
| Merc 450SL | 17.3 | 8 | 275.8 | 180 | 3.07 | 3.730 | 17.60 | 0 | 0 | 3 | 3 |
| Merc 450SLC | 15.2 | 8 | 275.8 | 180 | 3.07 | 3.780 | 18.00 | 0 | 0 | 3 | 3 |
| Cadillac Fleetwood | 10.4 | 8 | 472.0 | 205 | 2.93 | 5.250 | 17.98 | 0 | 0 | 3 | 4 |
| Lincoln Continental | 10.4 | 8 | 460.0 | 215 | 3.00 | 5.424 | 17.82 | 0 | 0 | 3 | 4 |

4. Reusable Learning Objects- Exploring Uptake

(continued)

| | mpg | cyl | disp | hp | drat | wt | qsec | vs | am | gear | carb |
|----------------------|------|-----|-------|-----|------|-------|-------|----|----|------|------|
| Chrysler Imperial | 14.7 | 8 | 440.0 | 230 | 3.23 | 5.345 | 17.42 | 0 | 0 | 3 | 4 |
| Fiat 128 | 32.4 | 4 | 78.7 | 66 | 4.08 | 2.200 | 19.47 | 1 | 1 | 4 | 1 |
| Honda Civic | 30.4 | 4 | 75.7 | 52 | 4.93 | 1.615 | 18.52 | 1 | 1 | 4 | 2 |
| Toyota Corolla | 33.9 | 4 | 71.1 | 65 | 4.22 | 1.835 | 19.90 | 1 | 1 | 4 | 1 |
| Toyota Corona | 21.5 | 4 | 120.1 | 97 | 3.70 | 2.465 | 20.01 | 1 | 0 | 3 | 1 |
| Dodge Challenger | 15.5 | 8 | 318.0 | 150 | 2.76 | 3.520 | 16.87 | 0 | 0 | 3 | 2 |
| AMC Javelin | 15.2 | 8 | 304.0 | 150 | 3.15 | 3.435 | 17.30 | 0 | 0 | 3 | 2 |
| Camaro Z28 | 13.3 | 8 | 350.0 | 245 | 3.73 | 3.840 | 15.41 | 0 | 0 | 3 | 4 |
| Pontiac Firebird | 19.2 | 8 | 400.0 | 175 | 3.08 | 3.845 | 17.05 | 0 | 0 | 3 | 2 |
| Fiat X1-9 | 27.3 | 4 | 79.0 | 66 | 4.08 | 1.935 | 18.90 | 1 | 1 | 4 | 1 |
| Porsche 914-2 | 26.0 | 4 | 120.3 | 91 | 4.43 | 2.140 | 16.70 | 0 | 1 | 5 | 2 |
| Lotus Europa | 30.4 | 4 | 95.1 | 113 | 3.77 | 1.513 | 16.90 | 1 | 1 | 5 | 2 |
| Ford Pantera L | 15.8 | 8 | 351.0 | 264 | 4.22 | 3.170 | 14.50 | 0 | 1 | 5 | 4 |
| Ferrari Dino | 19.7 | 6 | 145.0 | 175 | 3.62 | 2.770 | 15.50 | 0 | 1 | 5 | 6 |
| Maserati Bora | 15.0 | 8 | 301.0 | 335 | 3.54 | 3.570 | 14.60 | 0 | 1 | 5 | 8 |
| Volvo 142E | 21.4 | 4 | 121.0 | 109 | 4.11 | 2.780 | 18.60 | 1 | 1 | 4 | 2 |
| Mazda RX41 | 21.0 | 6 | 160.0 | 110 | 3.90 | 2.620 | 16.46 | 0 | 1 | 4 | 4 |
| Mazda RX4 Wag1 | 21.0 | 6 | 160.0 | 110 | 3.90 | 2.875 | 17.02 | 0 | 1 | 4 | 4 |
| Datsun 7101 | 22.8 | 4 | 108.0 | 93 | 3.85 | 2.320 | 18.61 | 1 | 1 | 4 | 1 |
| Hornet 4 Drive1 | 21.4 | 6 | 258.0 | 110 | 3.08 | 3.215 | 19.44 | 1 | 0 | 3 | 1 |
| Hornet Sportabout1 | 18.7 | 8 | 360.0 | 175 | 3.15 | 3.440 | 17.02 | 0 | 0 | 3 | 2 |
| Valiant1 | 18.1 | 6 | 225.0 | 105 | 2.76 | 3.460 | 20.22 | 1 | 0 | 3 | 1 |
| Duster 3601 | 14.3 | 8 | 360.0 | 245 | 3.21 | 3.570 | 15.84 | 0 | 0 | 3 | 4 |
| Merc 240D1 | 24.4 | 4 | 146.7 | 62 | 3.69 | 3.190 | 20.00 | 1 | 0 | 4 | 2 |
| Merc 2301 | 22.8 | 4 | 140.8 | 95 | 3.92 | 3.150 | 22.90 | 1 | 0 | 4 | 2 |
| Merc 2801 | 19.2 | 6 | 167.6 | 123 | 3.92 | 3.440 | 18.30 | 1 | 0 | 4 | 4 |
| Merc 280C1 | 17.8 | 6 | 167.6 | 123 | 3.92 | 3.440 | 18.90 | 1 | 0 | 4 | 4 |
| Merc 450SE1 | 16.4 | 8 | 275.8 | 180 | 3.07 | 4.070 | 17.40 | 0 | 0 | 3 | 3 |
| Merc 450SL1 | 17.3 | 8 | 275.8 | 180 | 3.07 | 3.730 | 17.60 | 0 | 0 | 3 | 3 |
| Merc 450SLC1 | 15.2 | 8 | 275.8 | 180 | 3.07 | 3.780 | 18.00 | 0 | 0 | 3 | 3 |
| Cadillac Fleetwood1 | 10.4 | 8 | 472.0 | 205 | 2.93 | 5.250 | 17.98 | 0 | 0 | 3 | 4 |
| Lincoln Continental1 | 10.4 | 8 | 460.0 | 215 | 3.00 | 5.424 | 17.82 | 0 | 0 | 3 | 4 |
| Chrysler Imperial1 | 14.7 | 8 | 440.0 | 230 | 3.23 | 5.345 | 17.42 | 0 | 0 | 3 | 4 |
| Fiat 1281 | 32.4 | 4 | 78.7 | 66 | 4.08 | 2.200 | 19.47 | 1 | 1 | 4 | 1 |
| Honda Civic1 | 30.4 | 4 | 75.7 | 52 | 4.93 | 1.615 | 18.52 | 1 | 1 | 4 | 2 |
| Toyota Corolla1 | 33.9 | 4 | 71.1 | 65 | 4.22 | 1.835 | 19.90 | 1 | 1 | 4 | 1 |
| Toyota Corona1 | 21.5 | 4 | 120.1 | 97 | 3.70 | 2.465 | 20.01 | 1 | 0 | 3 | 1 |
| Dodge Challenger1 | 15.5 | 8 | 318.0 | 150 | 2.76 | 3.520 | 16.87 | 0 | 0 | 3 | 2 |
| AMC Javelin1 | 15.2 | 8 | 304.0 | 150 | 3.15 | 3.435 | 17.30 | 0 | 0 | 3 | 2 |

4. Reusable Learning Objects- Exploring Uptake

(continued)

| | mpg | cyl | disp | hp | drat | wt | qsec | vs | am | gear | carb |
|-------------------|------|-----|-------|-----|------|-------|-------|----|----|------|------|
| Camaro Z281 | 13.3 | 8 | 350.0 | 245 | 3.73 | 3.840 | 15.41 | 0 | 0 | 3 | 4 |
| Pontiac Firebird1 | 19.2 | 8 | 400.0 | 175 | 3.08 | 3.845 | 17.05 | 0 | 0 | 3 | 2 |
| Fiat X1-91 | 27.3 | 4 | 79.0 | 66 | 4.08 | 1.935 | 18.90 | 1 | 1 | 4 | 1 |
| Porsche 914-21 | 26.0 | 4 | 120.3 | 91 | 4.43 | 2.140 | 16.70 | 0 | 1 | 5 | 2 |
| Lotus Europa1 | 30.4 | 4 | 95.1 | 113 | 3.77 | 1.513 | 16.90 | 1 | 1 | 5 | 2 |
| Ford Pantera L1 | 15.8 | 8 | 351.0 | 264 | 4.22 | 3.170 | 14.50 | 0 | 1 | 5 | 4 |
| Ferrari Dino1 | 19.7 | 6 | 145.0 | 175 | 3.62 | 2.770 | 15.50 | 0 | 1 | 5 | 6 |
| Maserati Bora1 | 15.0 | 8 | 301.0 | 335 | 3.54 | 3.570 | 14.60 | 0 | 1 | 5 | 8 |
| Volvo 142E1 | 21.4 | 4 | 121.0 | 109 | 4.11 | 2.780 | 18.60 | 1 | 1 | 4 | 2 |

Unfortunately, we cannot use the `scale_down` option with a `longtable`. So if a `longtable` is too wide, you can either manually adjust the font size, or show the table in landscape layout. To adjust the font size, use kableExtra's `font_size` option:

| | mpg | cyl | disp | hp | drat | wt | qsec | vs | am | gear | carb |
|---------------------|------|-----|-------|-----|------|-------|-------|----|----|------|------|
| Mazda RX4 | 21.0 | 6 | 160.0 | 110 | 3.90 | 2.620 | 16.46 | 0 | 1 | 4 | 4 |
| Mazda RX4 Wag | 21.0 | 6 | 160.0 | 110 | 3.90 | 2.875 | 17.02 | 0 | 1 | 4 | 4 |
| Datsun 710 | 22.8 | 4 | 108.0 | 93 | 3.85 | 2.320 | 18.61 | 1 | 1 | 4 | 1 |
| Hornet 4 Drive | 21.4 | 6 | 258.0 | 110 | 3.08 | 3.215 | 19.44 | 1 | 0 | 3 | 1 |
| Hornet Sportabout | 18.7 | 8 | 360.0 | 175 | 3.15 | 3.440 | 17.02 | 0 | 0 | 3 | 2 |
| Valiant | 18.1 | 6 | 225.0 | 105 | 2.76 | 3.460 | 20.22 | 1 | 0 | 3 | 1 |
| Duster 360 | 14.3 | 8 | 360.0 | 245 | 3.21 | 3.570 | 15.84 | 0 | 0 | 3 | 4 |
| Merc 240D | 24.4 | 4 | 146.7 | 62 | 3.69 | 3.190 | 20.00 | 1 | 0 | 4 | 2 |
| Merc 230 | 22.8 | 4 | 140.8 | 95 | 3.92 | 3.150 | 22.90 | 1 | 0 | 4 | 2 |
| Merc 280 | 19.2 | 6 | 167.6 | 123 | 3.92 | 3.440 | 18.30 | 1 | 0 | 4 | 4 |
| Merc 280C | 17.8 | 6 | 167.6 | 123 | 3.92 | 3.440 | 18.90 | 1 | 0 | 4 | 4 |
| Merc 450SE | 16.4 | 8 | 275.8 | 180 | 3.07 | 4.070 | 17.40 | 0 | 0 | 3 | 3 |
| Merc 450SL | 17.3 | 8 | 275.8 | 180 | 3.07 | 3.730 | 17.60 | 0 | 0 | 3 | 3 |
| Merc 450SLC | 15.2 | 8 | 275.8 | 180 | 3.07 | 3.780 | 18.00 | 0 | 0 | 3 | 3 |
| Cadillac Fleetwood | 10.4 | 8 | 472.0 | 205 | 2.93 | 5.250 | 17.98 | 0 | 0 | 3 | 4 |
| Lincoln Continental | 10.4 | 8 | 460.0 | 215 | 3.00 | 5.424 | 17.82 | 0 | 0 | 3 | 4 |
| Chrysler Imperial | 14.7 | 8 | 440.0 | 230 | 3.23 | 5.345 | 17.42 | 0 | 0 | 3 | 4 |
| Fiat 128 | 32.4 | 4 | 78.7 | 66 | 4.08 | 2.200 | 19.47 | 1 | 1 | 4 | 1 |
| Honda Civic | 30.4 | 4 | 75.7 | 52 | 4.93 | 1.615 | 18.52 | 1 | 1 | 4 | 2 |
| Toyota Corolla | 33.9 | 4 | 71.1 | 65 | 4.22 | 1.835 | 19.90 | 1 | 1 | 4 | 1 |
| Toyota Corona | 21.5 | 4 | 120.1 | 97 | 3.70 | 2.465 | 20.01 | 1 | 0 | 3 | 1 |
| Dodge Challenger | 15.5 | 8 | 318.0 | 150 | 2.76 | 3.520 | 16.87 | 0 | 0 | 3 | 2 |
| AMC Javelin | 15.2 | 8 | 304.0 | 150 | 3.15 | 3.435 | 17.30 | 0 | 0 | 3 | 2 |
| Camaro Z28 | 13.3 | 8 | 350.0 | 245 | 3.73 | 3.840 | 15.41 | 0 | 0 | 3 | 4 |
| Pontiac Firebird | 19.2 | 8 | 400.0 | 175 | 3.08 | 3.845 | 17.05 | 0 | 0 | 3 | 2 |
| Fiat X1-9 | 27.3 | 4 | 79.0 | 66 | 4.08 | 1.935 | 18.90 | 1 | 1 | 4 | 1 |
| Porsche 914-2 | 26.0 | 4 | 120.3 | 91 | 4.43 | 2.140 | 16.70 | 0 | 1 | 5 | 2 |
| Lotus Europa | 30.4 | 4 | 95.1 | 113 | 3.77 | 1.513 | 16.90 | 1 | 1 | 5 | 2 |

4. Reusable Learning Objects- Exploring Uptake

(continued)

| | mpg | cyl | disp | hp | drat | wt | qsec | vs | am | gear | carb |
|----------------------|------|-----|-------|-----|------|-------|-------|----|----|------|------|
| Ford Pantera L | 15.8 | 8 | 351.0 | 264 | 4.22 | 3.170 | 14.50 | 0 | 1 | 5 | 4 |
| Ferrari Dino | 19.7 | 6 | 145.0 | 175 | 3.62 | 2.770 | 15.50 | 0 | 1 | 5 | 6 |
| Maserati Bora | 15.0 | 8 | 301.0 | 335 | 3.54 | 3.570 | 14.60 | 0 | 1 | 5 | 8 |
| Volvo 142E | 21.4 | 4 | 121.0 | 109 | 4.11 | 2.780 | 18.60 | 1 | 1 | 4 | 2 |
| Mazda RX4i | 21.0 | 6 | 160.0 | 110 | 3.90 | 2.620 | 16.46 | 0 | 1 | 4 | 4 |
| Mazda RX4 Wag1 | 21.0 | 6 | 160.0 | 110 | 3.90 | 2.875 | 17.02 | 0 | 1 | 4 | 4 |
| Datsun 710i | 22.8 | 4 | 108.0 | 93 | 3.85 | 2.320 | 18.61 | 1 | 1 | 4 | 1 |
| Hornet 4 Drive1 | 21.4 | 6 | 258.0 | 110 | 3.08 | 3.215 | 19.44 | 1 | 0 | 3 | 1 |
| Hornet Sportabout1 | 18.7 | 8 | 360.0 | 175 | 3.15 | 3.440 | 17.02 | 0 | 0 | 3 | 2 |
| Valiant1 | 18.1 | 6 | 225.0 | 105 | 2.76 | 3.460 | 20.22 | 1 | 0 | 3 | 1 |
| Duster 360i | 14.3 | 8 | 360.0 | 245 | 3.21 | 3.570 | 15.84 | 0 | 0 | 3 | 4 |
| Merc 240D1 | 24.4 | 4 | 146.7 | 62 | 3.69 | 3.190 | 20.00 | 1 | 0 | 4 | 2 |
| Merc 230i | 22.8 | 4 | 140.8 | 95 | 3.92 | 3.150 | 22.90 | 1 | 0 | 4 | 2 |
| Merc 280i | 19.2 | 6 | 167.6 | 123 | 3.92 | 3.440 | 18.30 | 1 | 0 | 4 | 4 |
| Merc 280C1 | 17.8 | 6 | 167.6 | 123 | 3.92 | 3.440 | 18.90 | 1 | 0 | 4 | 4 |
| Merc 450SE1 | 16.4 | 8 | 275.8 | 180 | 3.07 | 4.070 | 17.40 | 0 | 0 | 3 | 3 |
| Merc 450SL1 | 17.3 | 8 | 275.8 | 180 | 3.07 | 3.730 | 17.60 | 0 | 0 | 3 | 3 |
| Merc 450SLC1 | 15.2 | 8 | 275.8 | 180 | 3.07 | 3.780 | 18.00 | 0 | 0 | 3 | 3 |
| Cadillac Fleetwood1 | 10.4 | 8 | 472.0 | 205 | 2.93 | 5.250 | 17.98 | 0 | 0 | 3 | 4 |
| Lincoln Continental1 | 10.4 | 8 | 460.0 | 215 | 3.00 | 5.424 | 17.82 | 0 | 0 | 3 | 4 |
| Chrysler Imperial1 | 14.7 | 8 | 440.0 | 230 | 3.23 | 5.345 | 17.42 | 0 | 0 | 3 | 4 |
| Fiat 128i | 32.4 | 4 | 78.7 | 66 | 4.08 | 2.200 | 19.47 | 1 | 1 | 4 | 1 |
| Honda Civic1 | 30.4 | 4 | 75.7 | 52 | 4.93 | 1.615 | 18.52 | 1 | 1 | 4 | 2 |
| Toyota Corolla1 | 33.9 | 4 | 71.1 | 65 | 4.22 | 1.835 | 19.90 | 1 | 1 | 4 | 1 |
| Toyota Corona1 | 21.5 | 4 | 120.1 | 97 | 3.70 | 2.465 | 20.01 | 1 | 0 | 3 | 1 |
| Dodge Challenger1 | 15.5 | 8 | 318.0 | 150 | 2.76 | 3.520 | 16.87 | 0 | 0 | 3 | 2 |
| AMC Javelin1 | 15.2 | 8 | 304.0 | 150 | 3.15 | 3.435 | 17.30 | 0 | 0 | 3 | 2 |
| Camaro Z28i | 13.3 | 8 | 350.0 | 245 | 3.73 | 3.840 | 15.41 | 0 | 0 | 3 | 4 |
| Pontiac Firebird1 | 19.2 | 8 | 400.0 | 175 | 3.08 | 3.845 | 17.05 | 0 | 0 | 3 | 2 |
| Fiat X1-9i | 27.3 | 4 | 79.0 | 66 | 4.08 | 1.935 | 18.90 | 1 | 1 | 4 | 1 |
| Porsche 914-2i | 26.0 | 4 | 120.3 | 91 | 4.43 | 2.140 | 16.70 | 0 | 1 | 5 | 2 |
| Lotus Europa1 | 30.4 | 4 | 95.1 | 113 | 3.77 | 1.513 | 16.90 | 1 | 1 | 5 | 2 |
| Ford Pantera L1 | 15.8 | 8 | 351.0 | 264 | 4.22 | 3.170 | 14.50 | 0 | 1 | 5 | 4 |
| Ferrari Dino1 | 19.7 | 6 | 145.0 | 175 | 3.62 | 2.770 | 15.50 | 0 | 1 | 5 | 6 |
| Maserati Bora1 | 15.0 | 8 | 301.0 | 335 | 3.54 | 3.570 | 14.60 | 0 | 1 | 5 | 8 |
| Volvo 142E1 | 21.4 | 4 | 121.0 | 109 | 4.11 | 2.780 | 18.60 | 1 | 1 | 4 | 2 |

To put the table in landscape mode, use kableExtra's `landscape` function:

| | mpg | cyl | disp | hp | drat | wt | qsec | vs | am | gear | carb |
|---------------------|------|-----|-------|-----|------|-------|-------|----|----|------|------|
| Mazda RX4 | 21.0 | 6 | 160.0 | 110 | 3.90 | 2.620 | 16.46 | 0 | 1 | 4 | 4 |
| Mazda RX4 Wag | 21.0 | 6 | 160.0 | 110 | 3.90 | 2.875 | 17.02 | 0 | 1 | 4 | 4 |
| Datsun 710 | 22.8 | 4 | 108.0 | 93 | 3.85 | 2.320 | 18.61 | 1 | 1 | 4 | 1 |
| Hornet 4 Drive | 21.4 | 6 | 258.0 | 110 | 3.08 | 3.215 | 19.44 | 1 | 0 | 3 | 1 |
| Hornet Sportabout | 18.7 | 8 | 360.0 | 175 | 3.15 | 3.440 | 17.02 | 0 | 0 | 3 | 2 |
| Valiant | 18.1 | 6 | 225.0 | 105 | 2.76 | 3.460 | 20.22 | 1 | 0 | 3 | 1 |
| Duster 360 | 14.3 | 8 | 360.0 | 245 | 3.21 | 3.570 | 15.84 | 0 | 0 | 3 | 4 |
| Merc 240D | 24.4 | 4 | 146.7 | 62 | 3.69 | 3.190 | 20.00 | 1 | 0 | 4 | 2 |
| Merc 230 | 22.8 | 4 | 140.8 | 95 | 3.92 | 3.150 | 22.90 | 1 | 0 | 4 | 2 |
| Merc 280 | 19.2 | 6 | 167.6 | 123 | 3.92 | 3.440 | 18.30 | 1 | 0 | 4 | 4 |
| Merc 280C | 17.8 | 6 | 167.6 | 123 | 3.92 | 3.440 | 18.90 | 1 | 0 | 4 | 4 |
| Merc 450SE | 16.4 | 8 | 275.8 | 180 | 3.07 | 4.070 | 17.40 | 0 | 0 | 3 | 3 |
| Merc 450SL | 17.3 | 8 | 275.8 | 180 | 3.07 | 3.730 | 17.60 | 0 | 0 | 3 | 3 |
| Merc 450SLC | 15.2 | 8 | 275.8 | 180 | 3.07 | 3.780 | 18.00 | 0 | 0 | 3 | 3 |
| Cadillac Fleetwood | 10.4 | 8 | 472.0 | 205 | 2.93 | 5.250 | 17.98 | 0 | 0 | 3 | 4 |
| Lincoln Continental | 10.4 | 8 | 460.0 | 215 | 3.00 | 5.424 | 17.82 | 0 | 0 | 3 | 4 |
| Chrysler Imperial | 14.7 | 8 | 440.0 | 230 | 3.23 | 5.345 | 17.42 | 0 | 0 | 3 | 4 |
| Fiat 128 | 32.4 | 4 | 78.7 | 66 | 4.08 | 2.200 | 19.47 | 1 | 1 | 4 | 1 |
| Honda Civic | 30.4 | 4 | 75.7 | 52 | 4.93 | 1.615 | 18.52 | 1 | 1 | 4 | 2 |
| Toyota Corolla | 33.9 | 4 | 71.1 | 65 | 4.22 | 1.835 | 19.90 | 1 | 1 | 4 | 1 |
| Toyota Corona | 21.5 | 4 | 120.1 | 97 | 3.70 | 2.465 | 20.01 | 1 | 0 | 3 | 1 |
| Dodge Challenger | 15.5 | 8 | 318.0 | 150 | 2.76 | 3.520 | 16.87 | 0 | 0 | 3 | 2 |
| AMC Javelin | 15.2 | 8 | 304.0 | 150 | 3.15 | 3.435 | 17.30 | 0 | 0 | 3 | 2 |
| Camaro Z28 | 13.3 | 8 | 350.0 | 245 | 3.73 | 3.840 | 15.41 | 0 | 0 | 3 | 4 |
| Pontiac Firebird | 19.2 | 8 | 400.0 | 175 | 3.08 | 3.845 | 17.05 | 0 | 0 | 3 | 2 |

(continued)

| | mpg | cyl | disp | hp | drat | wt | qsec | vs | am | gear | carb |
|----------------------|------|-----|-------|-----|------|-------|-------|----|----|------|------|
| Fiat X1-9 | 27.3 | 4 | 79.0 | 66 | 4.08 | 1.935 | 18.90 | 1 | 1 | 4 | 1 |
| Porsche 914-2 | 26.0 | 4 | 120.3 | 91 | 4.43 | 2.140 | 16.70 | 0 | 1 | 5 | 2 |
| Lotus Europa | 30.4 | 4 | 95.1 | 113 | 3.77 | 1.513 | 16.90 | 1 | 1 | 5 | 2 |
| Ford Pantera L | 15.8 | 8 | 351.0 | 264 | 4.22 | 3.170 | 14.50 | 0 | 1 | 5 | 4 |
| Ferrari Dino | 19.7 | 6 | 145.0 | 175 | 3.62 | 2.770 | 15.50 | 0 | 1 | 5 | 6 |
| Maserati Bora | 15.0 | 8 | 301.0 | 335 | 3.54 | 3.570 | 14.60 | 0 | 1 | 5 | 8 |
| Volvo 142E | 21.4 | 4 | 121.0 | 109 | 4.11 | 2.780 | 18.60 | 1 | 1 | 4 | 2 |
| Mazda RX41 | 21.0 | 6 | 160.0 | 110 | 3.90 | 2.620 | 16.46 | 0 | 1 | 4 | 4 |
| Mazda RX4 Wag1 | 21.0 | 6 | 160.0 | 110 | 3.90 | 2.875 | 17.02 | 0 | 1 | 4 | 4 |
| Datsun 7101 | 22.8 | 4 | 108.0 | 93 | 3.85 | 2.320 | 18.61 | 1 | 1 | 4 | 1 |
| Hornet 4 Drive1 | 21.4 | 6 | 258.0 | 110 | 3.08 | 3.215 | 19.44 | 1 | 0 | 3 | 1 |
| Hornet Sportabout1 | 18.7 | 8 | 360.0 | 175 | 3.15 | 3.440 | 17.02 | 0 | 0 | 3 | 2 |
| Valiant1 | 18.1 | 6 | 225.0 | 105 | 2.76 | 3.460 | 20.22 | 1 | 0 | 3 | 1 |
| Duster 3601 | 14.3 | 8 | 360.0 | 245 | 3.21 | 3.570 | 15.84 | 0 | 0 | 3 | 4 |
| Merc 240D1 | 24.4 | 4 | 146.7 | 62 | 3.69 | 3.190 | 20.00 | 1 | 0 | 4 | 2 |
| Merc 2301 | 22.8 | 4 | 140.8 | 95 | 3.92 | 3.150 | 22.90 | 1 | 0 | 4 | 2 |
| Merc 2801 | 19.2 | 6 | 167.6 | 123 | 3.92 | 3.440 | 18.30 | 1 | 0 | 4 | 4 |
| Merc 280C1 | 17.8 | 6 | 167.6 | 123 | 3.92 | 3.440 | 18.90 | 1 | 0 | 4 | 4 |
| Merc 450SE1 | 16.4 | 8 | 275.8 | 180 | 3.07 | 4.070 | 17.40 | 0 | 0 | 3 | 3 |
| Merc 450SL1 | 17.3 | 8 | 275.8 | 180 | 3.07 | 3.730 | 17.60 | 0 | 0 | 3 | 3 |
| Merc 450SLC1 | 15.2 | 8 | 275.8 | 180 | 3.07 | 3.780 | 18.00 | 0 | 0 | 3 | 3 |
| Cadillac Fleetwood1 | 10.4 | 8 | 472.0 | 205 | 2.93 | 5.250 | 17.98 | 0 | 0 | 3 | 4 |
| Lincoln Continental1 | 10.4 | 8 | 460.0 | 215 | 3.00 | 5.424 | 17.82 | 0 | 0 | 3 | 4 |
| Chrysler Imperial1 | 14.7 | 8 | 440.0 | 230 | 3.23 | 5.345 | 17.42 | 0 | 0 | 3 | 4 |

(continued)

| | mpg | cyl | disp | hp | drat | wt | qsec | vs | am | gear | carb |
|-------------------|------|-----|-------|-----|------|-------|-------|----|----|------|------|
| Fiat 1281 | 32.4 | 4 | 78.7 | 66 | 4.08 | 2.200 | 19.47 | 1 | 1 | 4 | 1 |
| Honda Civic1 | 30.4 | 4 | 75.7 | 52 | 4.93 | 1.615 | 18.52 | 1 | 1 | 4 | 2 |
| Toyota Corolla1 | 33.9 | 4 | 71.1 | 65 | 4.22 | 1.835 | 19.90 | 1 | 1 | 4 | 1 |
| Toyota Corona1 | 21.5 | 4 | 120.1 | 97 | 3.70 | 2.465 | 20.01 | 1 | 0 | 3 | 1 |
| Dodge Challenger1 | 15.5 | 8 | 318.0 | 150 | 2.76 | 3.520 | 16.87 | 0 | 0 | 3 | 2 |
| AMC Javelin1 | 15.2 | 8 | 304.0 | 150 | 3.15 | 3.435 | 17.30 | 0 | 0 | 3 | 2 |
| Camaro Z281 | 13.3 | 8 | 350.0 | 245 | 3.73 | 3.840 | 15.41 | 0 | 0 | 3 | 4 |
| Pontiac Firebird1 | 19.2 | 8 | 400.0 | 175 | 3.08 | 3.845 | 17.05 | 0 | 0 | 3 | 2 |
| Fiat X1-91 | 27.3 | 4 | 79.0 | 66 | 4.08 | 1.935 | 18.90 | 1 | 1 | 4 | 1 |
| Porsche 914-21 | 26.0 | 4 | 120.3 | 91 | 4.43 | 2.140 | 16.70 | 0 | 1 | 5 | 2 |
| Lotus Europa1 | 30.4 | 4 | 95.1 | 113 | 3.77 | 1.513 | 16.90 | 1 | 1 | 5 | 2 |
| Ford Pantera L1 | 15.8 | 8 | 351.0 | 264 | 4.22 | 3.170 | 14.50 | 0 | 1 | 5 | 4 |
| Ferrari Dino1 | 19.7 | 6 | 145.0 | 175 | 3.62 | 2.770 | 15.50 | 0 | 1 | 5 | 6 |
| Maserati Bora1 | 15.0 | 8 | 301.0 | 335 | 3.54 | 3.570 | 14.60 | 0 | 1 | 5 | 8 |
| Volvo 142E1 | 21.4 | 4 | 121.0 | 109 | 4.11 | 2.780 | 18.60 | 1 | 1 | 4 | 2 |

4.1.4 Max power: manually adjust the raw LaTeX output

For total flexibility, you can adjust the raw LaTeX output from `kable/kableExtra` that generates the table. Let us consider how we would do this for the example of adjusting the font size if our table is too wide: Latex has a bunch of standard commands that set an approximate font size, as shown below in Figure 4.1.

| | |
|----------------------------|-------------|
| <code>\tiny</code> | Lorem ipsum |
| <code>\scriptsize</code> | Lorem ipsum |
| <code>\footnotesize</code> | Lorem ipsum |
| <code>\small</code> | Lorem ipsum |

Figure 4.1: Font sizes in LaTeX

You could use these to manually adjust the font size in your longtable in two steps:

1. Wrap the longtable environment in, e.g., a `scriptsize` environment, by doing a string replacement in the output from `kable/kableExtra`
2. Add the attributes that make R Markdown understand that the table is a table (it seems R drops these when we do the string replacement)

| | mpg | cyl | disp | hp | drat | wt | qsec | vs | am | gear | carb |
|-------------------|------|-----|-------|-----|------|-------|-------|----|----|------|------|
| Mazda RX4 | 21.0 | 6 | 160.0 | 110 | 3.90 | 2.620 | 16.46 | 0 | 1 | 4 | 4 |
| Mazda RX4 Wag | 21.0 | 6 | 160.0 | 110 | 3.90 | 2.875 | 17.02 | 0 | 1 | 4 | 4 |
| Datsun 710 | 22.8 | 4 | 108.0 | 93 | 3.85 | 2.320 | 18.61 | 1 | 1 | 4 | 1 |
| Hornet 4 Drive | 21.4 | 6 | 258.0 | 110 | 3.08 | 3.215 | 19.44 | 1 | 0 | 3 | 1 |
| Hornet Sportabout | 18.7 | 8 | 360.0 | 175 | 3.15 | 3.440 | 17.02 | 0 | 0 | 3 | 2 |
| Valiant | 18.1 | 6 | 225.0 | 105 | 2.76 | 3.460 | 20.22 | 1 | 0 | 3 | 1 |
| Duster 360 | 14.3 | 8 | 360.0 | 245 | 3.21 | 3.570 | 15.84 | 0 | 0 | 3 | 4 |
| Merc 240D | 24.4 | 4 | 146.7 | 62 | 3.69 | 3.190 | 20.00 | 1 | 0 | 4 | 2 |
| Merc 230 | 22.8 | 4 | 140.8 | 95 | 3.92 | 3.150 | 22.90 | 1 | 0 | 4 | 2 |
| Merc 280 | 19.2 | 6 | 167.6 | 123 | 3.92 | 3.440 | 18.30 | 1 | 0 | 4 | 4 |
| Merc 280C | 17.8 | 6 | 167.6 | 123 | 3.92 | 3.440 | 18.90 | 1 | 0 | 4 | 4 |
| Merc 450SE | 16.4 | 8 | 275.8 | 180 | 3.07 | 4.070 | 17.40 | 0 | 0 | 3 | 3 |
| Merc 450SL | 17.3 | 8 | 275.8 | 180 | 3.07 | 3.730 | 17.60 | 0 | 0 | 3 | 3 |

4. Reusable Learning Objects- Exploring Uptake

(continued)

| | mpg | cyl | disp | hp | drat | wt | qsec | vs | am | gear | carb |
|----------------------|------|-----|-------|-----|------|-------|-------|----|----|------|------|
| Merc 450SLC | 15.2 | 8 | 275.8 | 180 | 3.07 | 3.780 | 18.00 | 0 | 0 | 3 | 3 |
| Cadillac Fleetwood | 10.4 | 8 | 472.0 | 205 | 2.93 | 5.250 | 17.98 | 0 | 0 | 3 | 4 |
| Lincoln Continental | 10.4 | 8 | 460.0 | 215 | 3.00 | 5.424 | 17.82 | 0 | 0 | 3 | 4 |
| Chrysler Imperial | 14.7 | 8 | 440.0 | 230 | 3.23 | 5.345 | 17.42 | 0 | 0 | 3 | 4 |
| Fiat 128 | 32.4 | 4 | 78.7 | 66 | 4.08 | 2.200 | 19.47 | 1 | 1 | 4 | 1 |
| Honda Civic | 30.4 | 4 | 75.7 | 52 | 4.93 | 1.615 | 18.52 | 1 | 1 | 4 | 2 |
| Toyota Corolla | 33.9 | 4 | 71.1 | 65 | 4.22 | 1.835 | 19.90 | 1 | 1 | 4 | 1 |
| Toyota Corona | 21.5 | 4 | 120.1 | 97 | 3.70 | 2.465 | 20.01 | 1 | 0 | 3 | 1 |
| Dodge Challenger | 15.5 | 8 | 318.0 | 150 | 2.76 | 3.520 | 16.87 | 0 | 0 | 3 | 2 |
| AMC Javelin | 15.2 | 8 | 304.0 | 150 | 3.15 | 3.435 | 17.30 | 0 | 0 | 3 | 2 |
| Camaro Z28 | 13.3 | 8 | 350.0 | 245 | 3.73 | 3.840 | 15.41 | 0 | 0 | 3 | 4 |
| Pontiac Firebird | 19.2 | 8 | 400.0 | 175 | 3.08 | 3.845 | 17.05 | 0 | 0 | 3 | 2 |
| Fiat X1-9 | 27.3 | 4 | 79.0 | 66 | 4.08 | 1.935 | 18.90 | 1 | 1 | 4 | 1 |
| Porsche 914-2 | 26.0 | 4 | 120.3 | 91 | 4.43 | 2.140 | 16.70 | 0 | 1 | 5 | 2 |
| Lotus Europa | 30.4 | 4 | 95.1 | 113 | 3.77 | 1.513 | 16.90 | 1 | 1 | 5 | 2 |
| Ford Pantera L | 15.8 | 8 | 351.0 | 264 | 4.22 | 3.170 | 14.50 | 0 | 1 | 5 | 4 |
| Ferrari Dino | 19.7 | 6 | 145.0 | 175 | 3.62 | 2.770 | 15.50 | 0 | 1 | 5 | 6 |
| Maserati Bora | 15.0 | 8 | 301.0 | 335 | 3.54 | 3.570 | 14.60 | 0 | 1 | 5 | 8 |
| Volvo 142E | 21.4 | 4 | 121.0 | 109 | 4.11 | 2.780 | 18.60 | 1 | 1 | 4 | 2 |
| Mazda RX41 | 21.0 | 6 | 160.0 | 110 | 3.90 | 2.620 | 16.46 | 0 | 1 | 4 | 4 |
| Mazda RX4 Wag1 | 21.0 | 6 | 160.0 | 110 | 3.90 | 2.875 | 17.02 | 0 | 1 | 4 | 4 |
| Datsun 7101 | 22.8 | 4 | 108.0 | 93 | 3.85 | 2.320 | 18.61 | 1 | 1 | 4 | 1 |
| Hornet 4 Drive1 | 21.4 | 6 | 258.0 | 110 | 3.08 | 3.215 | 19.44 | 1 | 0 | 3 | 1 |
| Hornet Sportabout1 | 18.7 | 8 | 360.0 | 175 | 3.15 | 3.440 | 17.02 | 0 | 0 | 3 | 2 |
| Valiant1 | 18.1 | 6 | 225.0 | 105 | 2.76 | 3.460 | 20.22 | 1 | 0 | 3 | 1 |
| Duster 3601 | 14.3 | 8 | 360.0 | 245 | 3.21 | 3.570 | 15.84 | 0 | 0 | 3 | 4 |
| Merc 240D1 | 24.4 | 4 | 146.7 | 62 | 3.69 | 3.190 | 20.00 | 1 | 0 | 4 | 2 |
| Merc 2301 | 22.8 | 4 | 140.8 | 95 | 3.92 | 3.150 | 22.90 | 1 | 0 | 4 | 2 |
| Merc 2801 | 19.2 | 6 | 167.6 | 123 | 3.92 | 3.440 | 18.30 | 1 | 0 | 4 | 4 |
| Merc 280C1 | 17.8 | 6 | 167.6 | 123 | 3.92 | 3.440 | 18.90 | 1 | 0 | 4 | 4 |
| Merc 450SE1 | 16.4 | 8 | 275.8 | 180 | 3.07 | 4.070 | 17.40 | 0 | 0 | 3 | 3 |
| Merc 450SL1 | 17.3 | 8 | 275.8 | 180 | 3.07 | 3.730 | 17.60 | 0 | 0 | 3 | 3 |
| Merc 450SLC1 | 15.2 | 8 | 275.8 | 180 | 3.07 | 3.780 | 18.00 | 0 | 0 | 3 | 3 |
| Cadillac Fleetwood1 | 10.4 | 8 | 472.0 | 205 | 2.93 | 5.250 | 17.98 | 0 | 0 | 3 | 4 |
| Lincoln Continental1 | 10.4 | 8 | 460.0 | 215 | 3.00 | 5.424 | 17.82 | 0 | 0 | 3 | 4 |
| Chrysler Imperial1 | 14.7 | 8 | 440.0 | 230 | 3.23 | 5.345 | 17.42 | 0 | 0 | 3 | 4 |
| Fiat 1281 | 32.4 | 4 | 78.7 | 66 | 4.08 | 2.200 | 19.47 | 1 | 1 | 4 | 1 |
| Honda Civic1 | 30.4 | 4 | 75.7 | 52 | 4.93 | 1.615 | 18.52 | 1 | 1 | 4 | 2 |
| Toyota Corolla1 | 33.9 | 4 | 71.1 | 65 | 4.22 | 1.835 | 19.90 | 1 | 1 | 4 | 1 |
| Toyota Corona1 | 21.5 | 4 | 120.1 | 97 | 3.70 | 2.465 | 20.01 | 1 | 0 | 3 | 1 |
| Dodge Challenger1 | 15.5 | 8 | 318.0 | 150 | 2.76 | 3.520 | 16.87 | 0 | 0 | 3 | 2 |
| AMC Javelin1 | 15.2 | 8 | 304.0 | 150 | 3.15 | 3.435 | 17.30 | 0 | 0 | 3 | 2 |
| Camaro Z281 | 13.3 | 8 | 350.0 | 245 | 3.73 | 3.840 | 15.41 | 0 | 0 | 3 | 4 |
| Pontiac Firebird1 | 19.2 | 8 | 400.0 | 175 | 3.08 | 3.845 | 17.05 | 0 | 0 | 3 | 2 |
| Fiat X1-91 | 27.3 | 4 | 79.0 | 66 | 4.08 | 1.935 | 18.90 | 1 | 1 | 4 | 1 |
| Porsche 914-21 | 26.0 | 4 | 120.3 | 91 | 4.43 | 2.140 | 16.70 | 0 | 1 | 5 | 2 |
| Lotus Europa1 | 30.4 | 4 | 95.1 | 113 | 3.77 | 1.513 | 16.90 | 1 | 1 | 5 | 2 |
| Ford Pantera L1 | 15.8 | 8 | 351.0 | 264 | 4.22 | 3.170 | 14.50 | 0 | 1 | 5 | 4 |
| Ferrari Dino1 | 19.7 | 6 | 145.0 | 175 | 3.62 | 2.770 | 15.50 | 0 | 1 | 5 | 6 |
| Maserati Bora1 | 15.0 | 8 | 301.0 | 335 | 3.54 | 3.570 | 14.60 | 0 | 1 | 5 | 8 |
| Volvo 142E1 | 21.4 | 4 | 121.0 | 109 | 4.11 | 2.780 | 18.60 | 1 | 1 | 4 | 2 |

5

Text Mining, Natural Language Processing, and Sentiment Analysis

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This chapter describes a number of additional tips and tricks as well as possible customizations to the `oxforddown` thesis.

5.1 Chunk caching and the `__bookdown_files` folder

If you set `cache=TRUE` in a code chunk, in order to cache its results if it's time-consuming to run see [the R Markdown documentation](#), then the files for the caching are stored in the `**__bookdown_files**` folder.

If you don't use caching and you would like to just have the `**__bookdown_files**` folder deleted after the build process is complete, then set `allow_cache = FALSE` in `index.Rmd`'s call to `knit_thesis`.

That is, your YAML should then look like this:

```
knit: (function(input, ...) {  
  thesis_formats <- "pdf";  
  
  source("scripts_and_filters/knit-functions.R");  
  knit_thesis(input, thesis_formats, allow_cache = FALSE, ...)  
})
```

5.2 Front matter

5.2.1 Shorten captions shown in the list of figures (PDF)

You might want your list of figures (which follows the table of contents) to have shorter (or just different) figure descriptions than the actual figure captions.

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Do this using the chunk option `fig.scap` ('short caption'), for example `{r captain-image, fig.cap="A very long and descriptive (and potentially boring) caption that doesn't fit in the list of figures, but helps the reader understand what the figure communicates.", fig.scap="A concise description for the list of figures"}`

5.2.2 Shorten captions shown in the list of tables (PDF)

You might want your list of tables (which follows the list of figures in your thesis front matter) to have shorter (or just different) table descriptions than the actual table captions.

If you are using `knitr::kable` to generate a table, you can do this with the argument `caption.short`, e.g.:

```
knitr::kable(mtcars,
  caption = "A very long and descriptive (and
    ↪ potentially
    ↪ boring) caption that doesn't fit in the list of
    ↪ figures,
    ↪ but helps the reader understand what the figure
    ↪ communicates.",
  caption.short = "A concise description for the list of
    ↪ tables")
```

5.3 Shorten running header (PDF)

You might want a chapter's running header (i.e. the header showing the title of the current chapter at the top of page) to be shorter (or just different) to the actual chapter title.

Do this by adding the latex command `\chaptermark{My shorter version}` after your chapter title.

For example, chapter 3's running header is simply 'Cites and cross-refs', because it begins like this:

```
# Citations, cross-references, and collaboration {#cites-and-refs}  
\chaptermark{Cites and cross-refs}
```

5.4 Unnumbered chapters

To make chapters unnumbered (normally only relevant to the Introduction and/or the Conclusion), follow the chapter header with `{-}`, e.g. `# Introduction {-}`.

When you do this, you must also follow the heading with these two latex commands:

```
\adjustmtc  
\markboth{The Name of Your Unnumbered Chapter}{{}}
```

Otherwise the chapter's mini table of contents and the running header will show the previous chapter.

5.5 Beginning chapters with quotes (PDF)

The OxThesis LaTeX template lets you inject some wittiness into your thesis by including a block of type `savequote` at the beginning of chapters. To do this, use the syntax ````\{block type='savequote'\}`.¹

Add the reference for the quote with the chunk option `quote_author="my author name"`. You will also want to add the chunk option `include=knitr::is_latex_output()` so that quotes are only included in PDF output.

It's not possible to use markdown syntax inside chunk options, so if you want to e.g. italicise a book name in the reference use a '[text reference](#)': Create a named piece of text with `'(ref:label-name) My text'`, then point to this in the chunk option with `quote_author='(ref:label-name)'`.

¹For more on custom block types, see the relevant section in *Authoring Books with R Markdown*.

5.6 Highlighting corrections (HTML & PDF)

For when it comes time to do corrections, you may want to highlight changes made when you submit a post-viva, corrected copy to your examiners so they can quickly verify you've completed the task. You can do so like this:

5.6.1 Short, inline corrections

Highlight **short, inline corrections** by doing `[like this]{.correction}` — the text between the square brackets will then **be highlighted in blue** in the output.

Note that pandoc might get confused by citations and cross-references inside inline corrections. In particular, it might get confused by `"[what @Shea2014 said]{.correction}"` which becomes **what Shea et al. (2014)** said In such cases, you can use LaTeX syntax directly. The correction highlighting uses the `soul` package, so you can do like this:

- If using biblatex for references, use `"\hl{what \textcite{Shea2014} said}"`
- If using natbib for references, use `"\hl{what \cite{Shea2014} said}"`

Using raw LaTeX has the drawback of corrections then not showing up in HTML output at all, but you might only care about correction highlighting in the PDF for your examiners anyway!

5.6.2 Blocks of added or changed material

Highlight entire **blocks of added or changed material** by putting them in a block of type `correction`, using the syntax ````\block type='correction'`.2` Like so:

Note that correction blocks cannot be included in word output.

²In the `.tex` file for PDF output, this will put the content between `\begin{correction}` and `\end{correction}`; in gitbook output it will be put between `<div class="correction">` and `</div>`.

5.6.3 Stopping corrections from being highlighted

To turn off correction highlighting, go to the YAML header of **index.Rmd**, then:

- PDF output: set `corrections: false`
- HTML output: remove or comment out - `templates/corrections.css`

5.7 Apply custom font color and highlighting to text (HTML & PDF)

The lua filter that adds the functionality to highlight corrections adds two more tricks: you can apply your own choice of colour to highlight text, or change the font color. The syntax is as follows:

Here's [some text in pink highlighting]{highlight="pink"}

Becomes: Here's some text in pink highlighting.

[Here's some text with blue font]{color="blue"}

Becomes: Here's some text with blue font

Finally — never, ever actually do this – [here's some text with black highlighting and yellow font]{highlight="black" color="yellow"}

Becomes: here's some text with black highlighting and yellow font

The file `scripts_and_filters/colour_and_highlight.lua` implements this, if you want to fiddle around with it. It works with both PDF and HTML output.

5.8 Adding a second abstract (PDF)

You may need two abstracts in your thesis, if you e.g. need both an abstract in English and some other language.

You can add a second abstract in **index.Rmd** like so:

```
abstract-second-heading: "Resumé"
abstract-second: "This is the second abstract, for example in
↪ beautiful French."
```

5.9 Including another paper in your thesis - embed a PDF document

You may want to embed existing PDF documents into the thesis, for example if your department allows a ‘portfolio’ style thesis and you need to include an existing typeset publication as a chapter.

In gitbook output, you can simply use `knitr::include_graphics` and it should include a scrollable (and downloadable) PDF. You will probably want to set the chunk options `out.width='100%'` and `out.height='1000px'`:

In LaTeX output, however, this approach can cause odd behaviour. Therefore, when you build your thesis to PDF, split the PDF into an alphanumerically sorted sequence of **single-page** PDF files (you can do this automatically with the package `pdftools`). You can then use the appropriate LaTeX command to insert them, as shown below (for brevity, in the `oxforddown` PDF sample content we’re only including two pages). *Note that the chunk option `results='asis'` must be set.* You may also want to remove margins from the PDF files, which you can do with Adobe Acrobat (paid version) and likely other software.

```
# install.packages(pdftools)
# split PDF into pages stored in
↪ figures/sample-content/pdf_embed_example/split/
#
↪ pdftools::pdf_split("figures/sample-content/pdf_embed_example/Lyngs2020_FB.pdf",
#   output =
↪ "figures/sample-content/pdf_embed_example/split/")

# grab the pages
pages <-
↪ list.files("figures/sample-content/pdf_embed_example/split",
↪   full.names = TRUE)

# set how wide you want the inserted PDFs to be:
# 1.0 is 100 per cent of the oxforddown PDF page width;
# you may want to make it a bit bigger
pdf_width <- 1.2

# for each PDF page, insert it nicely and
```

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```
# end with a page break
cat(stringr::str_c("\\newpage \\begin{center}
↪ \\makebox[\\linewidth][c]{\\includegraphics[width=", pdf_width,
↪ "\\linewidth]{", pages, "}} \\end{center}"))
```

‘I Just Want to Hack Myself to Not Get Distracted’: Evaluating Design Interventions for Self-Control on Facebook

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ABSTRACT

Beyond being the world’s largest social network, Facebook is for many also one of its greatest sources of digital distraction. For students, problematic use has been associated with negative effects on academic achievement and general wellbeing. To understand what strategies could help users regain control, we investigated how simple interventions to the Facebook UI affect behaviour and perceived control. We assigned 58 university students to one of three interventions: goal reminders, removed newsfeed, or white background (control). We logged use for 6 weeks, applied interventions in the middle weeks, and administered fortnightly surveys. Both goal reminders and removed newsfeed helped participants stay on task and avoid distraction. However, goal reminders were often annoying, and removing the newsfeed made some fear missing out on information. Our findings point to future interventions such as controls for adjusting types and amount of available information, and flexible blocking which matches individual definitions of ‘distraction’.

Author Keywords

Facebook; problematic use; self-control; distraction; ICT non-use; addiction; focus; interruptions

CCS Concepts

•Human-centered computing → Empirical studies in HCI;

INTRODUCTION

Research on ‘Problematic Facebook Use’ (PFU) has investigated correlations between Facebook use and negative effects on outcomes such as level of academic achievement [35] and subjective wellbeing [58, 57]. A cross-cutting finding is that negative outcomes are associated with difficulty at exerting self-control over use, as well as specific use patterns including viewing friends’ wide-audience broadcasts rather than receiving targeted communication from strong ties [13, 58].

Much of this work has focused on self-control over Facebook use in student populations [2, 44, 46], with media multitasking research finding that students often give in to use which provides short-term ‘guilty pleasures’ over important, but aversive academic tasks [76, 88, 60]. In the present paper, we present a mixed-methods study exploring how two interventions to Facebook — goal reminders and removing the newsfeed — affect university students’ patterns of use and perceived control over Facebook use. To triangulate self-report with objective measurement, our study combined usage logging with fortnightly surveys and post-study interviews.

We found that both interventions helped participants stay on task and use Facebook more in line with their intentions. In terms of use patterns, goal reminders led to less scrolling, fewer and shorter visits, and less time on site, whereas removing the newsfeed led to less scrolling, shorter visits, and less content ‘liked’. However, goal reminders were often experienced as annoying, and removing the newsfeed made some participants fear missing out on information. After the study, participants suggested a range of design solutions to mitigate self-control struggles on Facebook, including controls for filtering or removing the newsfeed, reminders of time spent and of use goals, and removing features that drive engagement. As an exploratory study, this work should be followed by confirmatory studies to assess whether our findings replicate, and how they may generalise beyond a student population.

RELATED WORK

Struggles with Facebook use

Whereas many uses of Facebook offer important benefits, such as social support, rapid spread of information, or facilitation of real-world interactions [78], a substantial amount of research has focused on negative aspects [58]. For example, studies have reported correlations between patterns of Facebook use and lower academic achievement [77, 86], low self-esteem, depression and anxiety [51], feelings of isolation and loneliness [2], and general psychological distress [15]. Such ‘Problematic Facebook Use’ (PFU) has been studied under various names (including ‘Facebook dependence’ [87] and ‘Facebook addiction’ [5]), but a recent review summarised a common definition as ‘problematic behaviour characterised by addictive-like symptoms and/or self-regulation difficulties related to Facebook use leading to negative consequences in personal and social life’ [58].

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CHI 2020 Paper

CHI 2020, April 25–30, 2020, Honolulu, HI, USA

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5.10 Including another paper in your thesis - R Markdown child document

Sometimes you want to include another paper you are currently writing as a chapter in your thesis. Above 5.9, we described the simplest way to do this: include the other paper as a pdf. However, in some cases you instead want to include the R Markdown source from this paper, and have it compiled within your thesis. This is a little bit more tricky, because you need to keep careful track of your file paths, but it is possible by [including the paper as a child document](#). There are four main steps:

1. Include the paper as a child document
2. Make file paths compatible with knitting the article on its own, as well as when it's include in your thesis
3. Make header levels correct
4. Make figure widths correct

5.10.1 An example paper in another folder

Take this simple example (files for this are in [this GitHub repository](#)):

```
|--paper_to_include
|   |--my_paper.Rmd
|   |--data
|   |   |--cat_salt.csv
|   |--figures
|   |   |--cat.jpg
|
|--thesis
```

As the chart suggests, you have another folder, **paper_to_include/** living in the same containing folder as your thesis folder. In the **paper_to_include** folder, the file **my_paper.Rmd** is where you write the paper. In **my_paper.Rmd**, you read in a CSV file found in the subfolder **data/cats.csv**, and also an image from the subfolder **figures/cat.jpg**.

5.10.2 Step 1: Include paper as a child document

In your thesis folder, create an Rmd file for the chapter where you want to include another paper. Add one or more code chunks that include R Markdown files from that paper as child documents:

```
# Including an external chapter

```{r child = "../paper_to_include/my_paper.Rmd"}
```
```

5.10.3 Step 2: Make file paths compatible

Use `parameters` to adjust the file path of images based on values you set in the YAML header of an R Markdown file. In `my_paper.Rmd`, create a parameter called `other_path` and set it to an empty string:

```
---
title: "A fabulous article in a different folder"
params:
  other_path: ""
---
```

In `my_paper.Rmd`, put this at the start of the filepath when you read in data or include images:

```
library(tidyverse)
library(knitr)

cat_data <- read_csv(str_c(params$other_path, "data/cats.csv"))
include_graphics(str_c(params$other_path, "figures/cat.jpg"))
```

Finally, in your thesis folder's `index.Rmd` file, also create the parameter `other_path`. But here, set it to where the `paper_to_include/` folder is relative to your thesis folder:

```
params:
  other_path: "../paper_to_include/"
```

Note on HTML output

Note that if you want to host an HTML version on your thesis online, you will need to include graphics in the content that you host online - the internet obviously won't be able to see filepaths that are just referring to stuff in another folder on your computer!

5.10.4 Step 3: Make sure header levels are correct

Unless the paper you want to include is also written as a book, your header levels are probably going to be off. That is, the level 1 headers (# Some header) you use for main sections in the other paper turns into chapter titles when included in your thesis.

To avoid this, first *increment all heading levels by one in `paper_to_include/my_paper.Rmd`* (# Some header -> ## Some header). Then in `paper_to_include/` create a [lua filter](#) that decrements header levels by one: Create a text file, save it as `reduce_header_level.lua`, and give it the content below.

```
function Header(el)
  if (el.level <= 1) then
    error("I don't know how to decrease the level of h1")
  end
  el.level = el.level - 1
  return el
end
```

In the YAML header of `paper_to_include/my_paper.Rmd`, use this filter:

```
---
title: "A fabulous article in a different folder"
params:
  other_path: ""
output:
  pdf_document:
    pandoc_args: ["--lua-filter=reduce_header_level.lua"]
---
```

Now, your header levels will be correct both when you knit the paper on its own and when its included in your thesis.

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NOTE: There might be no need to use a lua filter to shift heading - it seems you could simply use `pandoc_args: ["--shift-heading-level-by=-1"]` (see <https://pandoc.org/MANUAL.html#reader-options>)

5.10.5 Step 4. Make sure figure widths are correct

It might be that your figure widths when knitting your paper on its own, and when including it in your thesis, need to be different. You can again use parameters to set figure widths.

Imagine you want figure width to be 80% of the page width when knitting your paper on its own, but 100% in your thesis. In `paper_to_include/my_paper.Rmd`, first add a parameter we could call `out_width` and set it to the string "80%":

```
---
title: "A fabulous article in a different folder"
params:
  other_path: ""
  out_width: "80%"
output:
  pdf_document:
    pandoc_args: ["--lua-filter=reduce_header_level.lua"]
---
```

Then, make sure use that parameter to set the output width when you include figures in `paper_to_include/my_paper.Rmd`:

```
```{r, out.width=params$out_width, fig.cap="A very funny cat"}
include_graphics(str_c(params$other_path, "figures/cat.jpg"))
```
```

Finally, create the parameter `out_width` in your thesis' `index.Rmd` file:

```
params:
  other_path: "../paper_to_include/"
  out_width: "80%"
```

Now, the output width of your figure will be 80% when knitting your paper on its own, and 100% when knitting it as child document of your thesis.

5.11 Customizing citations and referencing

5.11.1 Using a .csl file with pandoc

See section 3.0.1.

The only drawbacks to letting pandoc handle citations is that (i) it does not support chapter bibliographies, (ii) if you're a LaTeX veteran, you might be more comfortable with `biblatex` or `natbib`.

5.11.2 Using biblatex

To use `biblatex` to handle citations, first uncomment this in `index.Rmd`, YAML header:

```
use-biblatex: true
bib-latex-options: "style=authoryear, sorting=nyt, backend=biber,
↪ maxcitenames=2, useprefix, doi=true, isbn=false,
↪ uniquename=false"
```

Then tell R Markdown to use `biblatex` when inserting citations, by setting `citation_package: biblatex`:

```
output:
  bookdown::pdf_book:
    citation_package: biblatex
```

To customise the appearance of citations, change `bib-latex-options`. For example, to get **numerical citations**, with references in order of their appearance in the text, set it to

```
bib-latex-options: "style=numeric-comp, sorting=none,
↪ backend=biber, maxcitenames=2, useprefix, doi=true, isbn=false,
↪ uniquename=false"
```

Adding chapter bibliographies

If you would like chapter bibliographies, first add “`refsection=chapter`” to the `biblatex` options, for example like this:

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```
bib-latex-options: "refsection=chapter, style=authoryear,  
↪ sorting=nyt, backend=biber, maxcitenames=2, useprefix,  
↪ doi=true, isbn=false, uniquename=false"
```

Second, set the parameter `insertHeadingInPDF: false` in `index.Rmd`, to suppress the inclusion of a ‘References’ heading at the end of the thesis.

```
params:  
  insertHeadingInPDF: false
```

Finally insert this line at the end of each chapter, to print the bibliographies there:

```
\printbibliography[segment=\therefsection,heading=subbibliography]
```

5.11.3 Using natbib

To use `natbib` to handle citations, first uncomment this in `index.Rmd`, YAML header:

```
use-natbib: true  
natbib-citation-style: authoryear #for science, you might want  
↪ numbers,square  
natbib-bibliography-style: templates/ACM-Reference-Format.bst #e.g.  
↪ "plainnat", unsrtnat, or path to a .bst file
```

Then tell R Markdown to use `natbib` when inserting citations, by setting `citation_package: natbib`:

```
output:  
  bookdown::pdf_book:  
    citation_package: natbib
```

To customise the appearance of citations, change what `.bst` file you point to in `natbib-bibliography-style`.

5.12 Customizing the page headers and footers (PDF)

This can now be done directly in **index.Rmd**'s YAML header. If you are a LaTeX expert and need further customisation that what's currently provided, you can tweak the relevant sections of **templates/template.tex** - the relevant code is beneath the line that begins `\usepackage{fancyhdr}`.

5.13 Diving in to the OxThesis LaTeX template (PDF)

For LaTeX minded people, you can read through **templates/template.tex** to see which additional customisation options are available as well as **templates/ociamthesis.cls** which supplies the base class. For example, **template.tex** provides an option for master's degree submissions, which changes identifying information to candidate number and includes a word count. At the time of writing, you must set this directly in **template.tex** rather than from the YAML header in **index.Rmd**.

5.14 Customising to a different university

5.14.1 The minimal route

If the front matter in the OxThesis LaTeX template is suitable to your university, customising **oxforddown** to your needs could be as simple as putting the name of your institution and the path to your university's logo in **index.Rmd**:

```
university: University of You
university-logo: figures/your-logo-here.pdf
```

5.14.2 Replacing the entire title page with your required content

If you have a **.tex** file with some required front matter from your university that you want to replace the OxThesis template's title page altogether, you can provide

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a filepath to this file in `index.Rmd`. `oxforddown`'s sample content includes and example of this — if you use the YAML below, your front matter will look like this:

```
alternative-title-page:
  ↪ front-and-back-matter/alt-title-page-example.tex
```

| | | |
|--|--|--|
| <p>Title of your Thesis</p> <p>John Doe</p> | <p>Thesis committee</p> <p>Promotor:
Prof.dr. J. Smith
Professor of Geo-information Science and Remote Sensing
Wageningen University</p> <p>Co-promotors:
Dr. Name of co-promotor
Assistant Professor, Laboratory of Geo-information Science and Remote Sensing
Wageningen University</p> <p>Other members:
Prof.dr. Jury member 1, Wageningen University
Prof.dr. Jury member 2, Affiliation
Prof.dr. Jury member 3, Affiliation
Prof.dr. Jury member 4, Affiliation</p> <p>This research was conducted under the auspices of the C.T. de Wa Graduate School of Production Ecology & Resource Conservation (PERC)</p> | <p>Title of your thesis</p> <p>John Doe</p> <p>Thesis
submitted in fulfillment of the requirements for the degree of doctor at
Wageningen University
by the authority of the Rector Magnificus
Prof. Dr A.P.J. Mol,
in the presence of the
Thesis Committee appointed by the Academic Board
to be defended in public
on Date of your defense
at 4 p.m. in the Aula.</p> |
| <p>John Doe
Title of your thesis
77 pages
PhD thesis, Wageningen University, Wageningen, NL (2015)
With references, with summary in English
ISBN XXX-YYY</p> | <p>For Yihui Xie</p> | <p>Acknowledgements</p> <p>This is where you will normally thank your advisor, colleagues, family and friends, as well as funding and institutional support. In our case, we will give our praises to the people who developed the ideas and tools that allow us to push open science a little step forward by writing plain-text, transparent, and reproducible theses in R Markdown.</p> <p>We must be grateful to John Graham for inventing the original version of Markdown, to John MacFarlane for creating Pandoc (http://pandoc.org) which converts Markdown to a large number of output formats, and to Yihui Xie for creating Beamer which introduced R Markdown as a way of embedding code in Markdown documents, and bookdown which added tools for individual and longer-form writing.</p> <p>Special thanks to Christine Loney, who created the thimblestone package that helped many a PhD student write their theses in R Markdown. And a very special thanks to John MacFarlane, whose adoption of Sam Fooks' adaptation of Keith Gillen's original auctex template for writing an Oxford University DPhil thesis in LaTeX provided the template that I in turn adopted for R Markdown.</p> <p>Finally, profuse thanks to JJ Allaire, the founder and CEO of RStudio, and Hadley Wickham, the mastermind of the tidyverse without whom we'd all just given up and done data science in Python instead. Thanks for making data science easier, more accessible, and more fun for us all.</p> <p>Ulrik Lyngø
Linacre College, Oxford
2 December 2018</p> |

Conclusion

If we don't want Conclusion to have a chapter number next to it, we can add the `{-}` attribute.

More info

And here's some other random info: the first paragraph after a chapter title or section head *shouldn't be* indented, because indents are to tell the reader that you're starting a new paragraph. Since that's obvious after a chapter or section title, proper typesetting doesn't add an indent there.

This paragraph, by contrast, *will* be indented as it should because it is not the first one after the 'More info' heading. All hail LaTeX. (If you're reading the HTML version, you won't see any indentation - have a look at the PDF version to understand what in the earth this section is babbling on about).

Appendices



The First Appendix

This first appendix includes an R chunk that was hidden in the document (using `echo = FALSE`) to help with readability:

In 02-rmd-basics-code.Rmd

```
library(tidyverse)
knitr::include_graphics("figures/sample-content/chunk-parts.png")
```

And here's another one from the same chapter, i.e. Chapter [2.3](#):

```
knitr::include_graphics("figures/sample-content/beltcrest.png")
```

B

The Second Appendix, for Fun

References

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