**Timetable**

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| **Time** | **Section** | **Who?** |
| **13:00 – 13:10** | **General Chitchat** |  |
| **13:10 - 13:20** | **Introductions – why are you here?**  *Everybody to introduce themselves. Teaching team to outline how they use R and why they wanted to be involved in teaching. Also, to outline this is a pilot and will be a short course.* | **Led by Naomi** |
| **13:20- 13:25** | **Short Presentation – Led by Rob**  *What is R, Benefits of R generally, Benefits of R for decision modelling, employability, my own experience using R Markdown, ggplot, Shiny & Github.*  *Ensure everyone has RStudio downloaded* | **Led by Rob** |
| **13:25 – 13:30** | **Structure of the course & post-its**  *Outline of the course content, post-its to indicate how happy you are with a topic.* | **Led by Amy** |
| **13:30 - 14:15** | **Session 1 – 45mins**  *45-minute session led by Rob covering:*   * *Navigating RStudio* * *Basic Operations* * *Objects* * *Evaluations* | **Led by Rob** |
| **14:15 – 14:30** | **Break – 15mins** | |
| **14:30 – 15:15** | **Session 2 – 45mins**  *45-minute session led by Sarah covering:*   * *Object classes* * *Basic Operations* * *Operations on different data structures* * *Subsetting data* | **Led by Sarah** |
| **15:15 – 13:30** | **Break – 15mins** | |
| **15:30 – 16:15** | **Session 3 – 45mins**  *45-minute session led by Tom covering:*   * *Keeping track of progress in R* * *Setting working directories* * *Importing data* * *Summarizing data* | **Led by Tom** |
| **16:15 – 16:30** | **Break – 15mins** | |
| **16:30 – 16:45** | **Recap & Extras**  *15-minute session covering:*   * *How to troubleshoot and where to find info.* * *Where to go to learn more, Swirl- Intro to R.* | **Led by Rob & Tom** |
| **16:45 – 17:00** | **Feedback and course development** | **Led by Naomi** |

**Skills for further course development**

Skills for further course development. Looking to know in a years’ time/ by the end of your PhD where you’d expect to be with these things. Not to show off but to determine whether we have capacity to teach them. For example I would be very happy to teach something that I was ‘**confident**’ in, quite happy to lead something I was ‘**competent**’ in, fine to help someone else teach something I could ‘**Understand and can Apply’**, but probably wouldn’t want to teach a course focused on the topic if I only had **‘Some basic understanding’**.

Key –

1 = No idea

2 = Some basic understanding

3 = Understand and can apply

4 = Competent

5 = Confident

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| **Skill** | **Rob now** | **Rob + yr** |  | **Amy** | **Paul** | **Naomi** | **Tom** |  |
| Markov Model | 3 | 3 |  |  |  |  |  |  |
| Microsimulation | 3 | 3 |  |  |  |  |  |  |
| Tidyverse | 4 | 5 |  |  |  |  |  |  |
| Custom Functions | 4 | 5 |  |  |  |  |  |  |
| Cohort MicroSim Models | 5 | 5 |  |  |  |  |  |  |
| R-Shiny | 4 | 5 |  |  |  |  |  |  |
| R-Markdown | 4 | 5 |  |  |  |  |  |  |
| Github | 2 | 3 |  |  |  |  |  |  |
| Package creation | 2 | 3 |  |  |  |  |  |  |
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