Working with Papaja

Anwesha Guha[1], Heidi Iwashita[1], Christopher Loan[1], Adam Nielsen[1], & Aaron Rothbart[1]

[1] University of Oregon

Author Note

For the purpose of EDLD 651 to work with Papaja.

Abstract

This paper will explore the process of learning papaja with our super awesome group.

Keywords: papaja, lab

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sex	frl	math_mean	math_sd	rdg_mean	rdg_sd
boy	no	492.85	46.34	441.46	32.32
boy	yes	469.87	46.09	425.38	26.63
girl	no	501.21	45.96	448.54	34.52
girl	yes	477.51	46.30	430.80	27.42

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Methods

We report how we determined our sample size, all data exclusions (if any), all manipulations, and all measures in the study.

Participants

Material

Procedure

Iwashita and Sohlberg (2019) reported results of a study investigating validity, reliability and clinical feasibility of pragmatic rating scales for assessing social communication after brain injury.

This paper reports on a secondary analysis of data from recovery high schools (Tanner-Smith, Nichols, Loan, Finch, & Moberg, 2020).

Data analysis

We used R (Version 3.6.0; R Core Team, 2020) and the R-packages *dplyr* (Version 1.0.2; Wickham et al., 2020), *forcats* (Version 0.5.0; Wickham, 2020a), *ggplot2* (Version

3.3.2; Wickham, 2016), *here* (Version 0.1; Müller, 2017), *janitor* (Version 2.0.1; Firke, 2020), *knitr* (Version 1.30; Xie, 2015), *papaja* (Version 0.1.0.9997; Aust & Barth, 2020), *purrr* (Version 0.3.4; Henry & Wickham, 2020), *readr* (Version 1.3.1; Wickham, Hester, & Francois, 2018), *rio* (Version 0.5.16; Chan, Chan, Leeper, & Becker, 2018), *stringr* (Version 1.4.0; Wickham, 2019), *tibble* (Version 3.0.4; Müller & Wickham, 2020), *tidyr* (Version 1.1.2; Wickham, 2020b), and *tidyverse* (Version 1.3.0; Wickham, Averick, et al., 2019) for all our analyses.

Results

Discussion

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