Big Data Analyst

INIT DAY

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Credits

Dev League: Jason, Russel, Vic, Nat
Tori and Olina
Justin Simcock and Jon Page
Michael, Justine, Hunter

What's the Endgame?

Using Data to Enhance your Career and Work

Working in Data Science

Data Science Jobs: Job Listings
Data Science Jobs in Hawaii: Job Listings
Skills needed: O-Net

Working in Data Science

‘ike Group – Data Scientist

including **data profiling and exploration, hypothesis testing, and statistical modeling**) using either **R or Python; statistical modeling and machine learning techniques and model evaluation metrics**; **SQL** and/or **NoSQL; Tableau, Shiny, ggplot2, D3; using APIs**

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Working in Data Science

Hawaiian Airlines Analyst – Sales Analytics & Strategy

Create dashboards; Build complex and robust models to analyze Sales data and make recommendations; Strong communication skills, including written and verbal communication; SQL knowledge;

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Working in Data Science

HMSA – Data Analytics

Verbally and visually present results, analytics; Consult with business users to **create sustainable analytical items** such as benefit utilization **performance indicators, and data analysis models** to meet the business needs. **Experience integrating data from multiple systems and creating data sets.**

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Working in Data Science

School of Nursing Hawaii Keiki Program – Data Analyst

Data Analyst: **data collection, data "cleaning", and data management**;Analyze evaluation/program data using **basic and contemporary/advanced statistical methods** as well as **interpret/write-up results**; **Present data** to Hawaii Keiki Program staff; **develop data collection tools** to allow for effective collection of Hawaii Keiki program data.

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Using Data in your own Business / Organization

How this class is designed to get you there!

1. A Skill Building Environment

2. Guide you through building a Portfolio

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Why is this important?

From Quora:

Would you hire a data scientist with no Degree?

My Journey Through Data Analysis Education

1993	UIL – Maps, Charts, and Graphs (6th Grade)
1996	Mandatory Computer Science for all Freshman (9th Grade)
1996-1999	Computer Science Academic Competitions, State Level (9th-12th)
1999-2003	Section Leader, Introductory Computer Science 4 years
2002	Microsoft Software Internship
1999-2003	Stanford BS Computer Science – 'C' in Database Course
2003-2006	Google, Click fraud, python, SQL, internal tools development
2006-2008	Hawaii International Film Festival, PHP Intranet Development
2008-2010	Freelance and nonprofit Web Development
2010-2013	MBA, Courses in Stats, Econ, Entrepreneurship, Market Research, GIS, Finance
2010-2014	Academic Research Support at UHERO, Ruby on Rails, Data Architecture, Data Viz
2012-2014	Civic Technology, Data Visualization
2014-2017	Launched Bikeshare

Values of Learning, Particularly in Technology

“These 40 weeks attempt to capture the benefit of everything I’ve learned over the past 20 years.”

Values of Learning, Particularly in Technology

Motivations

When you want something, you will learn how to get it. That something could be a new job, a new client, a new hobby, or simply curiosity. But you have to want something, and there really is no substitute for that motivation when it comes to learning

Values of Learning, Particularly in Technology

Mental Models

- Understanding begins with a mental model of a concept. Those mental models may start simply, but can develop significantly more richness over time.

Questions

- Reflecting on questions helps you call up analogies you can bring to bear on mental models you are forming.The DevLeague coaches and experts (and perhaps you and your cohort mates) seek to ask those questions that help you arrive at “answers” that reflect your experience or hypotheses that are consistent with the evidence you have observed in your own life.

Analogies

- You already know a lot about how the world works. If you find a relevant analogy, you can use it to pre-populate your mental models for new ideas and new concepts.
- Your experience is rich with analogies. Those analogies don’t only help you, they also help your cohort-mates

Values of Learning, Particularly in Technology

Trials/Experiments

- Your first mental models / hypotheses are not always correct. Being perceptive about the available evidence, and applying a good test help you validate or disprove hypotheses that you start with.
- “Truth” is simply those models that work in consistent ways on relevant phenomena.

Variations

- Testing your mental model with slight variations gives you a better understanding of how it works
- If you are going to spend time practicing something, practice controlled variations to maximize how much you learn about it.
- Relatedly, hearing slightly different explanations from multiple people create more opportunities to understand a topic.

Teaching to Learn

- The best way to learn something is to teach it.
- Having more teachers means more support for everyone who is a learner.
- If everyone is a teacher, and everyone is a learner, then ultimately you are capable of teaching yourself.

Values of Learning, Particularly in Technology

Learning How to Learn

- Technology changes fast. The most important thing in learning technology is understanding how to teach yourself new things as those changes occur.
- Having a foundation to build on is a critical success factor in learning something new
- So is having a community to turn to
- So is knowing the how you (individually) learn best

Teams

- The most important and most challenging work is accomplished by teams that communicate well and support a variety of individual specialties. This is true in life as well as technology.

Project Based Learning

- A team project is a great way to wrap all of the ideas above into a comprehensive learning environment.

The Blue Print

What does this look like in Practice?
Defining your custom path

- Leverage the environment
- Communicate to your cohort and coaching team how to support you

The Blue Print: Modules

Acquiring Data and Data Formats
Basic Data Manipulation
Exploratory Data Analysis
Experimental Design and Research Methods
Probability Theory
Inferential Statistics
Machine Learning
Data Governance
Production Development
Data Products

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The Blue Print: Sprints

		as a Data Journalist	as a Data Engineer	as a Statistical Modeler	as a Business Analyst
Acquiring Data and Data Formats	"Getting" the data you want to analyze means downloading it from websites, connecting to and querying databases, extracting it from HTML webpages, interfacing with APIs (application programmer interfaces) importing and exporting files, and converting back and forth between data formats. Programming languages, databases, command line-based applications and graphical applications each have something to offer. **Tools: Excel, Python, Command Line | Pre-reqs: git, Jupyter Notebooks**				
	Sprint 1 (weeks 1-2) Data Formats and Terminology	...I need to identify data formats to successfully load it into tools and investigate it	...I need to be able to be able to programmatically read, write, edit, and convert data files so that my tools can work with data sources	...I need to understand the basic terminology and structure of data so that I can apply statistical analyses	...I need to understand the story of where the data came from so I know how it is relevant to my action or recommendation
	Sprint 2 (weeks 3-4) Connecting to Data Sources	... I need to construct datasets from web resources, so that I can investigate issues where data is not readily available	... I need to understand the full technology operating system stack and ecosystem, so that I can interact with tools	...I need to understand basic scripting so that I can save repeatable analyses and work	... I need to be able to connect to my corporate databases, APIs, and data warehouses so that I can make use of available data resources

The Blue Print: Subspecialties

Data Journalist:	Communication and Investigation
Data Engineer:	Systems, Automation, and Computing Performance
Statistical Modeler:	Theoretical, Model Performance
Business Analyst:	Business Applications, Decision Making Support

The Blue Print: Customizing User Stories

A user story is expressed in the form:

"As a _____ I need _____ so that _____".

The Blue Print: Customizing User Stories

As a Data Journalist, I need to summarize the data I have so that I can report basic findings

As a Bikeshare Program Manager, I need to summarize ride data I have so I can discuss rebalancing with the Operations Team

BIG DATA ANALYST SPRINT SCHEDULE

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Sprint Line-up Presentation

The sprint will begin with a presentation of key ideas and concepts relating to the sprint lineup. This will serve as the jumping off point for the builders to take over driving the skill-building process. All of the remaining ceremonies are driven by you!

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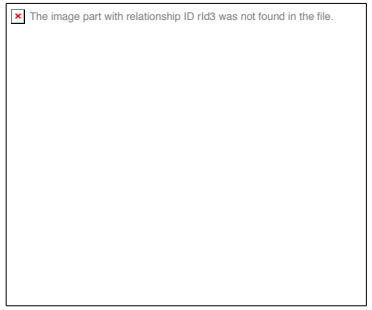
Sprint Line-up Q&A

forming the central questions that motivate the skill building process. Q/A is your chance to direct all of those questions – to the coaching team, to your classmates, to yourself! If we have a master builder or industry expert, they'll be available to start answering the questions as well. Critically, the responses we come up with during Q/A will just be the beginning of answering those questions. The coaches and master builders may have some experience with each of the questions you ask, but ultimately we all have something to learn from a well-formed and well investigated question.



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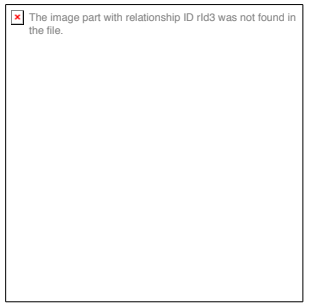

Concept Mapping

In Concept Mapping, the entire team works on a “mind map” of the key ideas and concepts targeted by the sprint lineup. The mind map explains the relationships between ideas, generally creating a model of how this domain of knowledge works. Not everything will be “right” in the first mapping session, but the relationships will be hypotheses that can be tested and updated through the project process.

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Project Research

Review of projects proposed by the coaching team or other examples you find. The objective is to generate ideas for a project that will help you develop the specific skill you are interested in.

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Huddle

Huddles are the chance for the cohort to come together on what needs to get accomplished that day in the classroom. The strength and conditioning coach will check in with where everyone is in the process and the each member of the cohort will try to remove “blockers” to each other’s work.

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Project Pitches

The projects that each builder undertakes during a work session will be selected from a list of 20-30 projects that the builders collectively pitch on the second day of the sprint. The builders will reflect on what kind of project would be useful to them to build the skills in the sprint lineup. All of these ideas will be “pitched” in a fast paced brainstorming session designed to get the broadest possible range of meaningful projects

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Project Selection

. As a builder you will ultimately pick a project that is challenging and that you don’t quite know how to do. Coaches will work with you to refine the project into a proposal that describes what the project is and how you expect it to help.

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Write-up Proposal

The Proposal writeup will initiate the documentation process for your project. Here you will articulate your intented outcome, your plan of attack, what resources or help you might need, and how you expect this to help your overall goals. As a bonus, the notebook you start here will be part of the final deliverable for the sprint.

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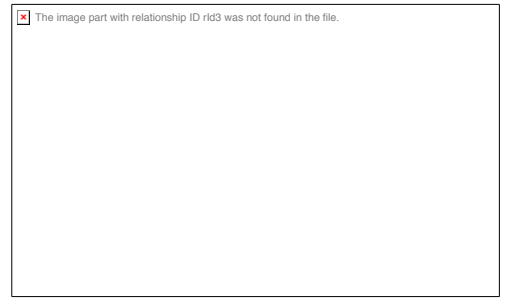
Work on Projects

This is your class time to get to work. If you need to learn things along the way, your coaching staff and teammates can come together as needed in 1:1 sessions, small group lectures, live coding demos, or sharing helpful tutorials and resources.



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Work in Progress Updates

You will have several opportunities to present your work in progress to the class. These will take the form of publicly presenting your working code, working files, and unfinished process as you go through it. It's a great chance to give and receive feedback and ideas as well as get technical help if you're stuck.

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Pair Walkthrough

The pair walk-through is one of the final stages of each project. When the core analytical or technical work is done, you will pair up with a partner and walk them through your entire process to start the process of efficiently communicating it.

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Packaging

You can then take the feedback into the packaging stage in which you prepare the final report, visualization, or presentation version of your work.

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Presentation Prep

Each Sprint will conclude with a 20 slide, 5 minute lightning talk about your project. This is a key part of communicating what you learned to yourself and your cohort and an essential skill in modern data teams. Take the time to honor the work you did on the project by assembling a clear and useful presentation.

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Sprint Review

The sprint review will be the final presentation of your projects and has two parts. Part 1 is a lightning presentation – 20 slides, each shown for 20 seconds -- to distill your project down to its most significant contributions to your portfolio, your learning, and the world. The second part will be a Q/A period with the rest of the cohort in which you answer questions about your project documentation (the jupyter notebook you will be adding to the class portfolio). The review is your chance to assess what you learned and what next steps you want to take to go further with these ideas.

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Concept Map Updates

Here we check in as a cohort on the original concept map we created on the first day of the sprint. What connections have changed? What concepts have we added? What is our new understanding?

SPRINT SCHEDULE OVERVIEW

	WEEK 1			WEEK 2		
	TUESDAY	WEDNESDAY	THURSDAY	TUESDAY	WEDNESDAY	THURSDAY
6:00	Sprint Line-up Presentation	Huddle	Huddle	WIP Huddle	Pair Walkthrough	Sprint Review
6:15		Project Pitches	Work on Projects			
6:30				Work on Projects		
6:45						
7:00	Sprint Line-up Q&A	Project Selection			Packaging	
7:15						
7:30						
7:45						
8:00	Break	Break	Break	Break	Break	Break
8:15	Concept Mapping	Write-up Proposal	Work on Projects	Work on Projects	Presentation Prep	Concept Map Updates
8:30						
8:45						
9:00		Values of Project to Portfolio				
9:15						Retrospective
9:30	Project Research		Work in Progress Updates	Work in Progress Updates	Notebook Push	
9:45						

Retrospective

Finally, we will conclude each sprint with a retrospective, that reflects on the team and interpersonal dynamics of the cohort. How effective is our communication? Are we creating a challenging and supportive learning environment? Do any members of the cohort feel like they can be doing more to help others? Do we need something else from the coaching team? Do we need to update our process? People are both the most valuable assets and ultimate focus for these sprints, so it's critical to continually improve the team dynamics.

… and now for some installations!