

Teaching R Outside the Classroom: Supporting Instructors and Learners

Genentech
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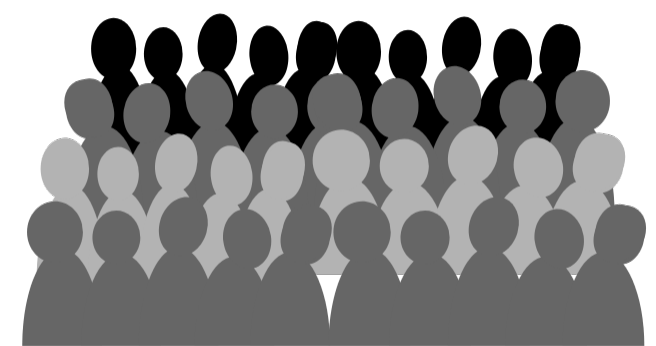


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¹Genentech, Inc.; ²The Carpentries; ³University of Chicago; ⁴Northwestern University



R training in non-traditional settings



There is a demand for R training without the demands of a traditional classroom.

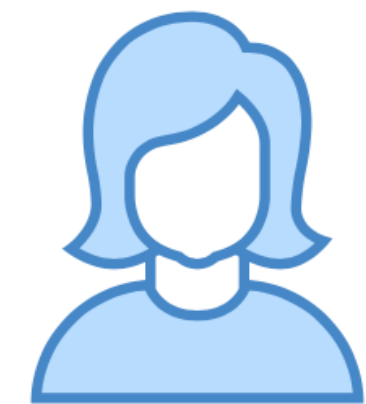


There are many online tools & resources for learning R, but not as many frameworks for formal teaching outside of a classroom.

Who can teach? Anyone & everyone!

Different perspectives, experiences and training can contribute.

Formal Instructor



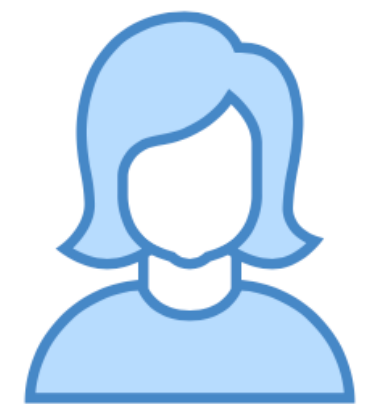
Familiar with the classroom setting

Peer Instructor



Experience as a student

Non-Peer Instructor

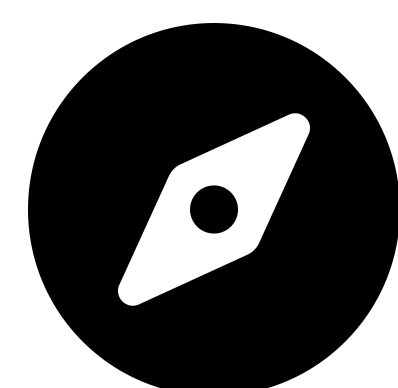


Provides diverse perspectives

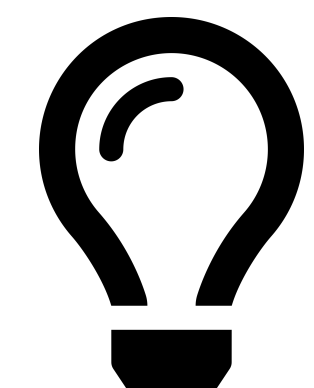
Teaching R in the Workplace

The perceived value of R training may differ between team members & organizations. However, there are some goals that everyone can agree on:

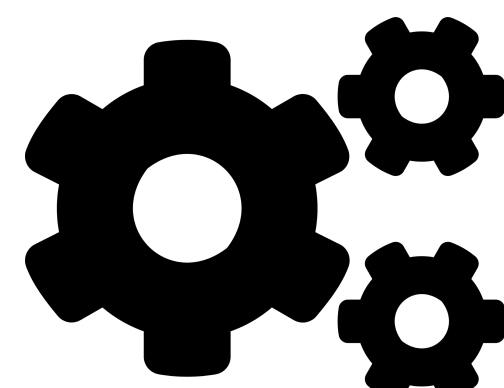
Organization Mission



Demonstrated Expertise



Increased Efficiency



Find us on Twitter! @dotdatdas @CivicAngela @kitkatbar429

Teaching format: where motivations meet

Instructors

Instructional Goals


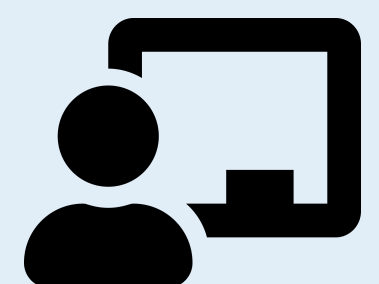
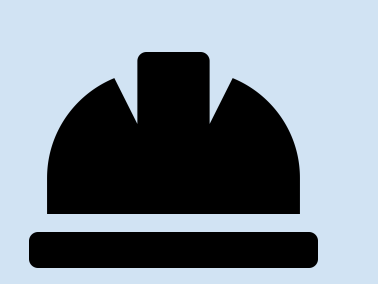
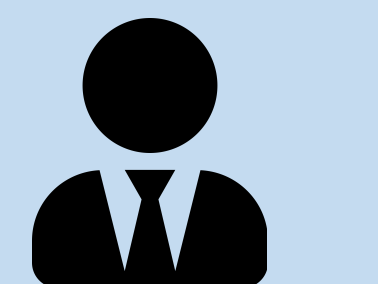
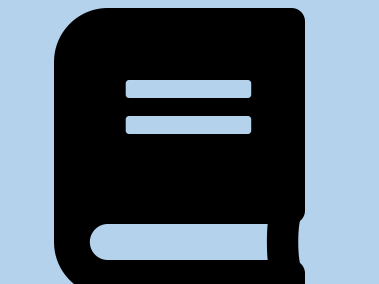
Refine team skills
“Let’s learn to use this new R package!”

Expand team skills
“Let’s start using R!”

Professional Development

Show leadership in a learning community

Demonstrate expertise

	 Peer learning	 Seminar	 Workshop	 Corporate Training	 Traditional Course
What is it?	Discuss a specific topic with fellow learners	Lecture series with rotating speakers	1 or 2 day interactive course	Short course or workshop in a corporate workplace	A formal course that meets regularly
What works?	Learners decide goals and help each other	Learn a variety of perspectives	Hands-on active learning	Learners have similar backgrounds	Recurring interactions with concepts
Limitations	Teaching responsibilities are on the learners	May lack continuity	Proficiency depends on continued practice	Time commitment may require manager buy-in	Significant time commitment

Has a **specific use case** for R

Wants to learn **different applications** for R

Similar expertise and/or backgrounds

Different disciplinary and/or computing expertise

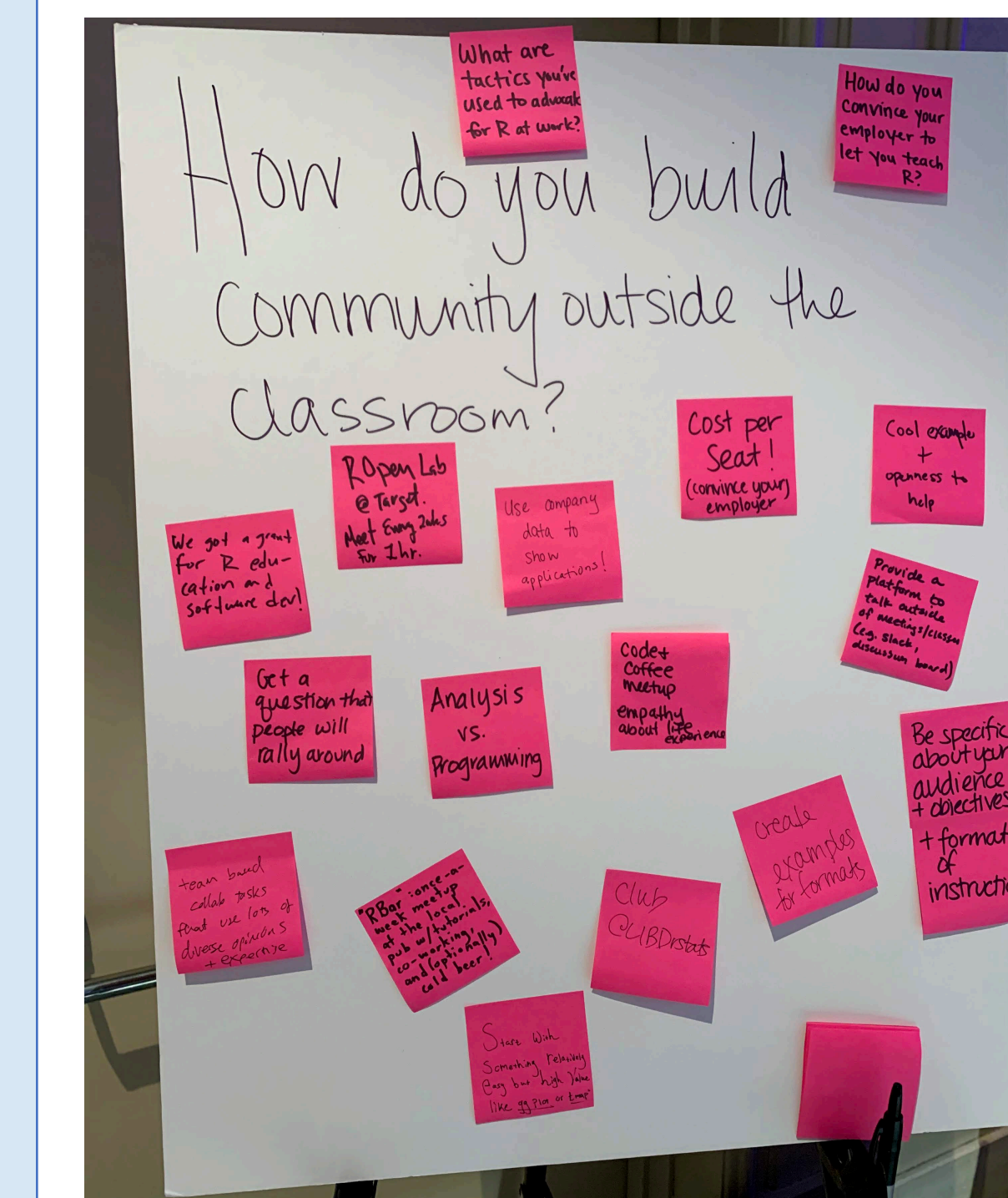
Learning Goals

Learner Background

Learners

We asked you!

Question for those teaching [#rstats](#) or building [#rstats](#) communities in non-academic contexts: how did you get training or teaching incorporated into your work? What tactics worked for your employer or institution?



Thank you for sharing your learning community insights with us at [rstudio::conf\(2020\)!](#)

See responses on Twitter: tinyurl.com/teachR-tweets

Resources



Acknowledgements

We would like to thank the [#rstats](#), the Carpentries, and the R-Ladies communities for embracing this discussion, as well as the organizers of [rstudio::conf\(2020\)](#) for their support. Diya would like to thank her former colleagues at the Berkeley Institute for Data Science. Angela would like to thank colleagues and learners at the Center for Spatial Data Science at the University of Chicago. Katherine would like to thank colleagues at Northwestern University’s Searle Center for Advancing Learning & Teaching.

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