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10 Jobs for R users from around the world (2019-05-

27)May 26, 2019
By Tal Galili

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Customer Success Representative RStudio – Posted by beckybajan SeattleWashington, United States 6 May2019 Full-Time Data Scientist @ celmatix Celmatix – Posted...

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startup – run R startup files once per hour, day, week, ...

May 26, 2019 By JottR on R

R
R version 3.4.4 (2018-03-15)
R version 3.4.4 (2018-03-15)
Copyright (C) 2018 The R Foundat
ion for Statistical Computing
Plaform: z80-zxspectrum (8-bit)
Type q() to quit R.
startup::startup() ... OK

nanotime 0.2.4

May 26, 2019

Read more w

By Thinking inside the box

To post your R job on the next post

Another minor maintenance release of the nanotime package for working with nanosecond timestamps arrived on CRAN yesterday, nanotime uses the RcppCCTZ package for (efficient) high(er) resolution time parsing and...

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MOST VISITED ARTICLES OF THE WEEK

- 1. How to write the first for loop in R
- Learning R: The Ultimate Introduction (incl. Machine Learning!)
- 3. Modern Data Science with R: A review
- 4. R Studio Shortcuts and Tips part 2
- 5. 5 Ways to Subset a Data Frame in R
- How to interactively examine any R code 4
 ways to not just read the code, but delve into
 it step-by-step
- R Sorting a data frame by the contents of a column
- 8. Create Animation in R : Learn by Examples
- 9. Installing R packages



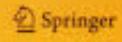
Springer Texts in Statistics

Gareth James

Daniela Witten Trevor Hastie Robert Tibshirani

An Introduction to Statistical Learning

with Applications in R



Preface

- 0.1 Why does this book exist?
- 0.2 You're not a statistician why sh...
- 0.3 Why R?
- 0.4 The golden age of data
- 0.5 An open source book
- 0.6 Acknowledgements

1 Introduction

- 1.1 What is statistical thinking?
- 1.2 What can statistics do for us?
- 1.3 Fundamental concepts of statist...
- 1.4 Causality and statistics
- 1.5 Suggested readings
- 2 Working with data
- 2.1 What are data?
- 2.2 Scales of measurement
- 2.3 What makes a good measureme..
- 2.4 Suggested readings

3 Probability

- 3.1 What is probability?
- 3.2 How do we determine probabiliti...
- 3.3 Probability distributions

■ Q A & ±



Statistical Thinking for the 21st Century

Copyright 2018 Russell A. Poldrack

Draft: 2019-04-06

Preface

0.1 Why does this book exist?

In 2018 I began teaching an undergraduate statistics course at Stanford (Psych 10/Stats 60). I had never taught statistics before, and this was a chance to shake things up. I have been increasingly unhappy with undergraduate statistics education in psychology, and I wanted to bring a number of new ideas and approaches to the class. In particular, I wanted to bring to bear the approaches that are increasingly used in real statistical practice in the 21st century. As Brad Efron and Trevor Hastie laid out so nicely in their book "Computer Age Statistical Inference: Algorithms, Evidence, and Data Science", these methods take advantage of today's increased computing power to solve statistical problems in ways that go far beyond the more standard methods that are usually taught in the undergraduate statistics course for psychology students.

The first year that I taught the class, I used Andy Field's amazing graphic novel statistics book, "An Adventure in Statistics", as the textbook. There are many things that I really like about this book – in particular, I like the way that it frames statistical practice around the building of