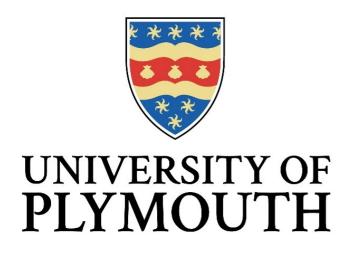
From SPSS to R at Plymouth Psychology

Prof. Andy J. Wills

From SPSS to R

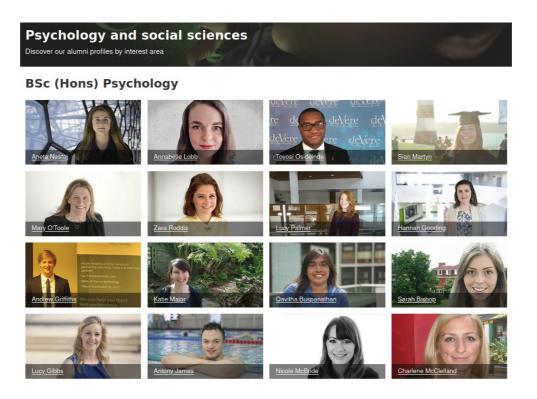
In 2018, the School of Psychology at the University of Plymouth began teaching R to all new undergraduates.





From SPSS to R

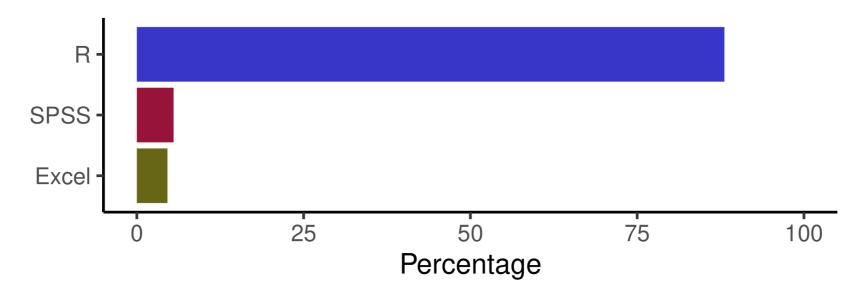
We're typical in terms of entry grades (65th of 115; Guardian 2021)



From SPSS to R

In 2021, our first R cohort graduated.

88% primarily used R in their final project.

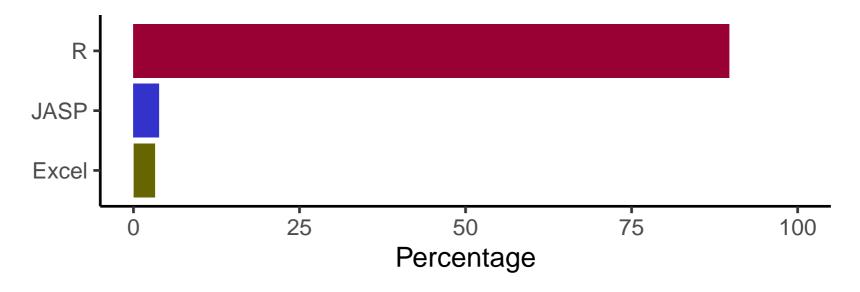


<u>Methodology:</u> Data comprise 2020/21 PSYC605 dissertations submitted via the DLE before the referral period (N=133). Submissions containing no quantitative analysis were excluded (N=13), as were dissertations where the software used was not apparent (N=11). Where projects involved neuroscience (N=8), results indicate the software for behavioural analysis. The graph above does not represent two cases where idiosyncratic software was clearly used (JASP, and an online chi-square calculator).

From SPSS to R (2022 edition)

In 2022, our second R cohort graduated.

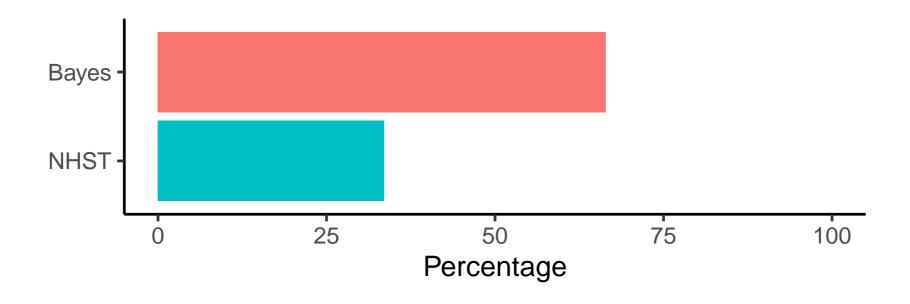
90% primarily used R in their final project. SPSS didn't make the Top 3.



<u>Methodology:</u> Data comprise 2021/22 PSYC605 dissertations submitted via the DLE before the referral period (N=215). Submissions containing no quantitative behavioural analysis were excluded (N=26), as were dissertations where the software used was not apparent (N=33). The graph above represents the top 3 software choices, which overall account for 97% of choices. Both SPSS and Jamovi were chosen twice: Stata was chosen once.

Majority Bayesian analysis

In 2022, two-thirds of students used Bayesian analysis in their final project.

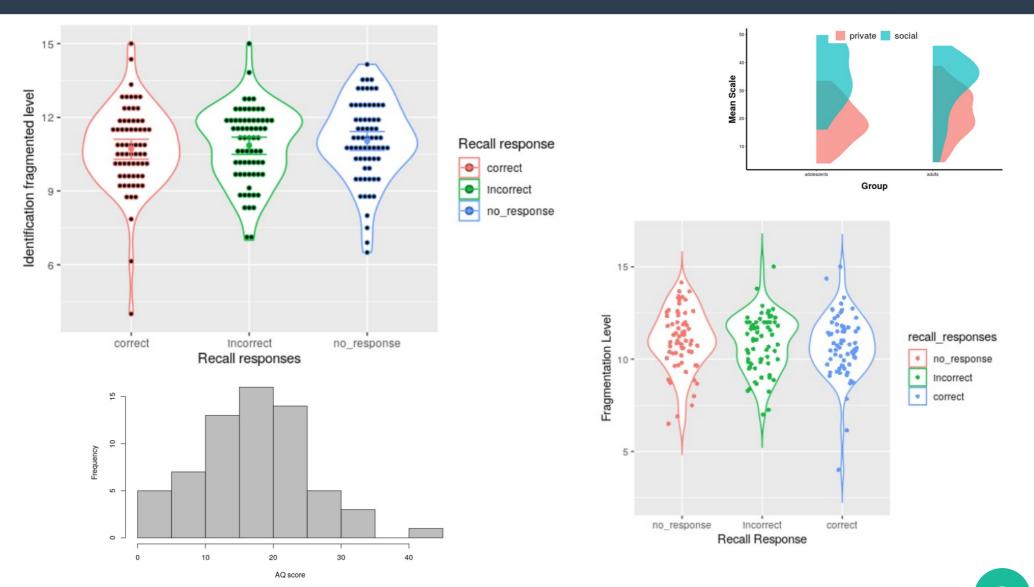


Methodology: As previous graph

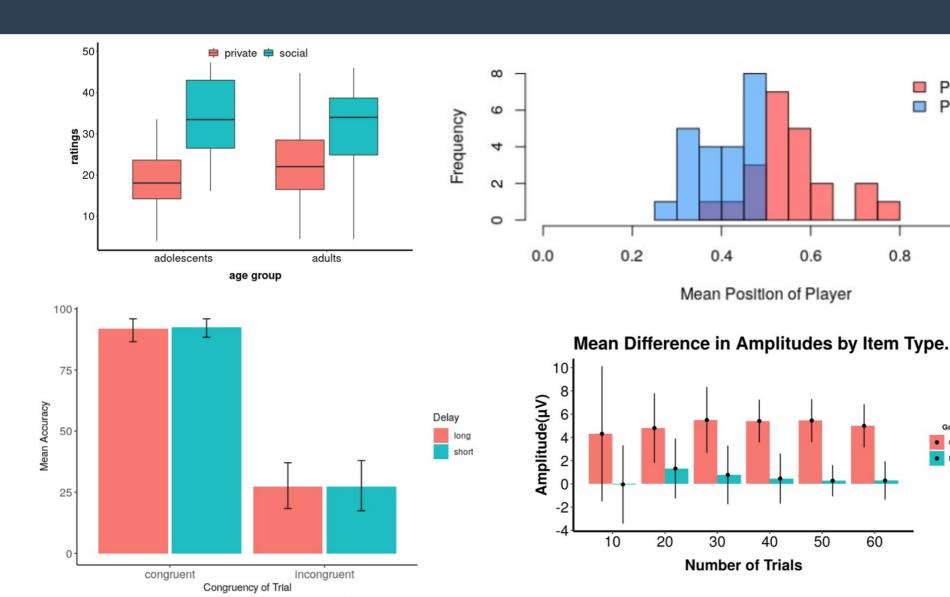
Beautiful graphs

Here are some of the things they produced...

R gallery (2021)



R gallery (2021)



Bars are 95% within-subject confidence intervals

Player 1

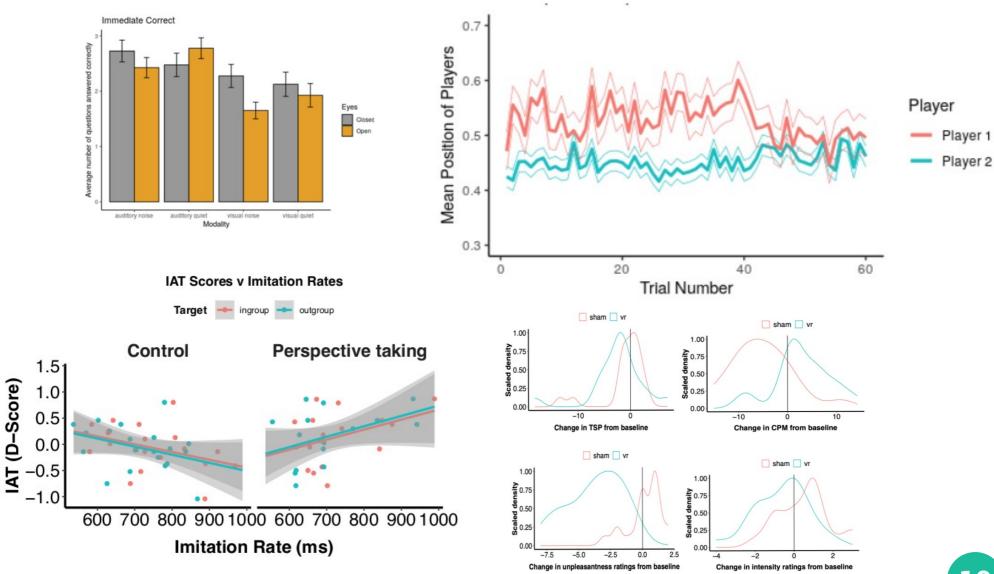
Player 2

1.0

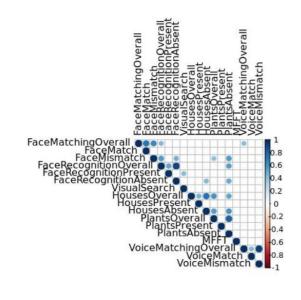
Group Guilty

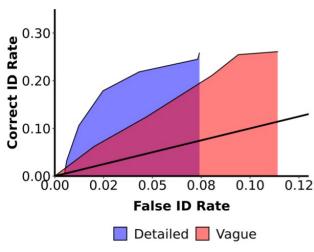
Innocent

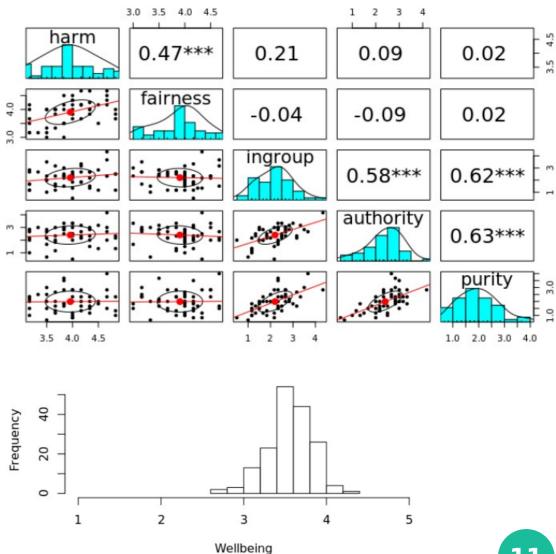
R gallery (2021)



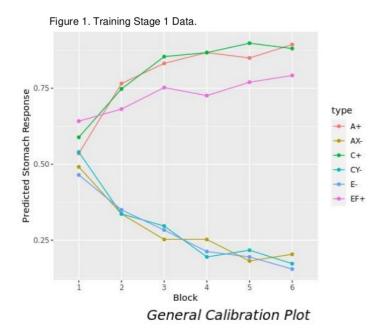
R gallery (2022)



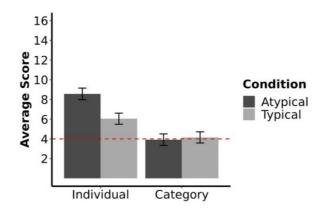


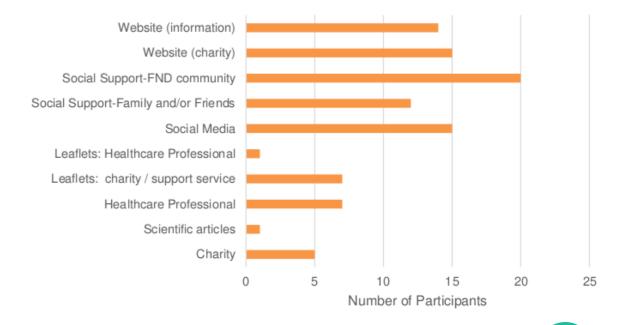


R gallery (2022)



Accuracy 0 20 40 60 80 100 Confidence





Outline

- 1st Why teach R? Nine reasons.
- 2nd How to teach R.
- 3rd Organizational change.

Why R? Student experience



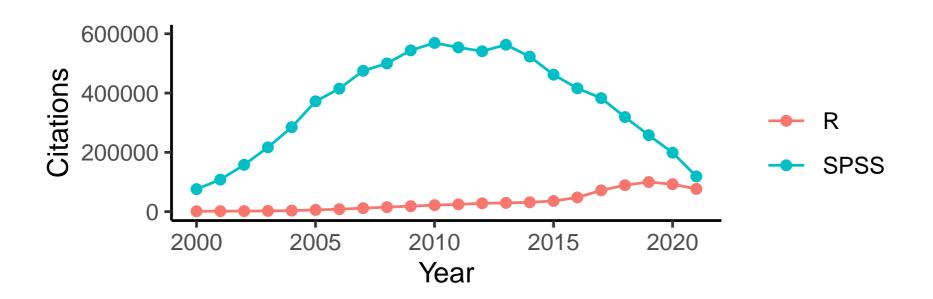
To R or to SPSS: Does autonomous choice of learning technology affect competency & anxiety in Psychology undergraduates?

Dale J. Barr, Phil McAleer, Niamh Stack and Maxine V. Swingler
Contact: philip.mcaleer@glasgow.ac.uk
Twitter: @UofGPsychology, @dalejbarr, @mcaleerp, @Eavanmac

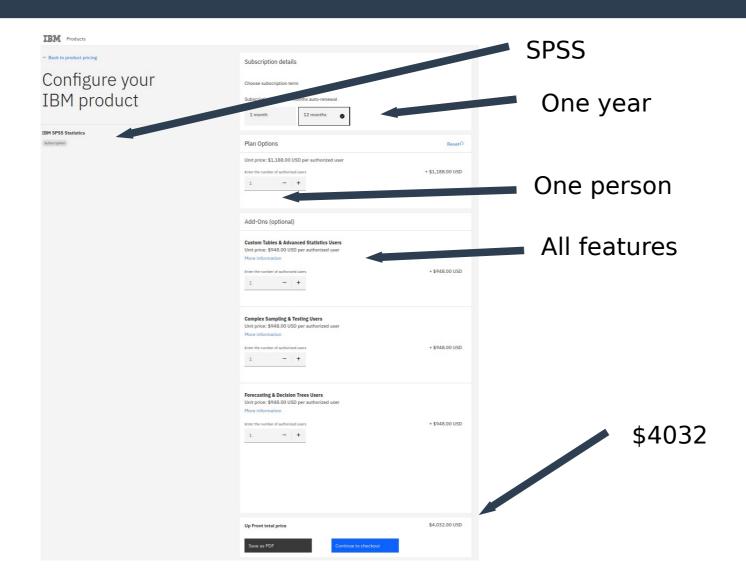
STARS Subscales by software choice R SPSS WorthTestTeacherInterpretationAsk_For_HelpMean Anxiety Rating (1 – 5)



Why R? Employability



Why R? Free



Why R? Never out of date



Contributed Packages

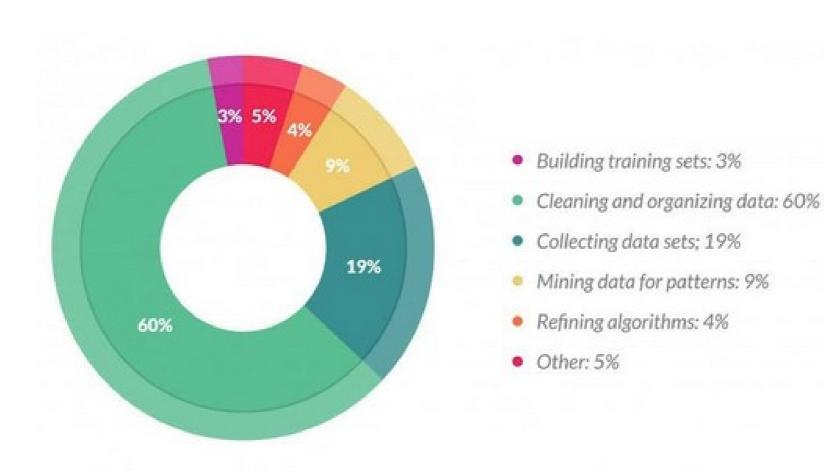
Available Packages

Currently, the CRAN package repository features 18258 available packages.



IBM® SPSS® can talk to R. It's something of a well-kept secret,

Why R? Great at preprocessing



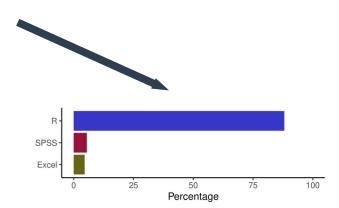
Why R? Accurate



Why R? Reproducible

	Α	В	С
1	ppt	staff	primary_soft
2	11294669	M	SPSS
3	11294836		R
	44004045	O 111	

```
Analysis of 2020/21 dissertations
library(tidyverse)
dta <- read csv("outcomes.csv")</pre>
 ## Data is all PSYC605 dissertations submitted before referral
nrow(dta) # N = 133
quant <- dta %>% filter(primary soft != "qual") # Remove qual projects
nrow(quant) # N = 120
quant <- quant %>% filter(primary soft != "unclear") # Remove unclear cases
N <- nrow(quant) # 109
soft <- quant %>% group by(primary soft) %>% summarise(N = n()) # Count softwares
soft$pc <- soft$N * 100 / N
soft <- soft %>% arrange(N)
## Graph
horbar <- soft %>%
   ggplot(aes(x = reorder(primary soft, N), y = pc, fill = primary soft)) +
   ylim(0, 100) +
   geom col() + coord flip() + theme classic() + ylab("Percentage") + xlab("") +
   theme(legend.position="none") +
   scale fill manual(values=c( "#666600", "#3333CC", "#990033"))
ggsave(file = "horbar.pdf", plot = horbar, units = "cm", width = 12, height = 4)
```

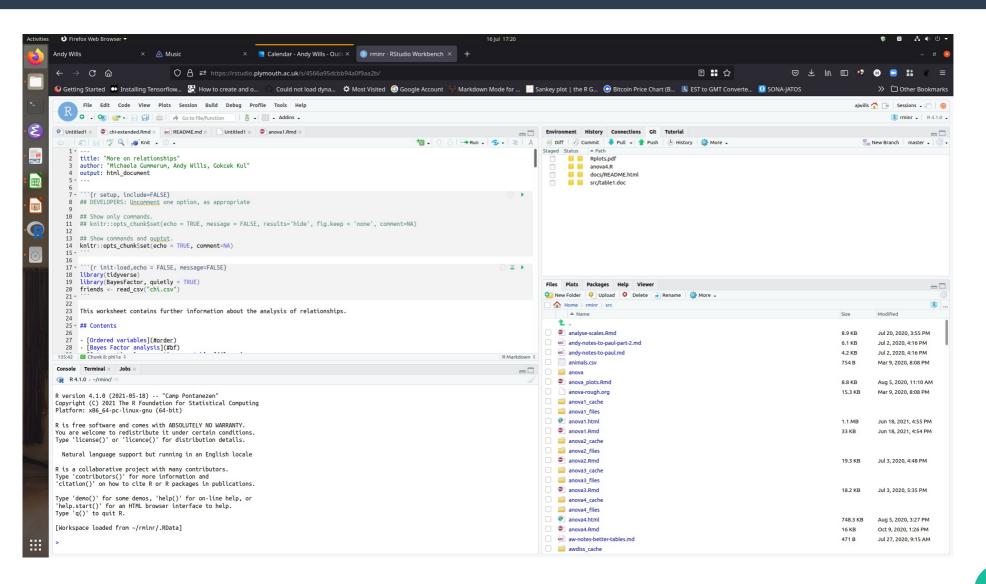


Why R? Open source

 All software has bugs. Making the source code available means it's more likely those bugs are found and fixed.

 All software is abandoned by its creators. Open source software only dies if no one in the world cares enough to maintain it.

Why R? Works inside a browser



How to teach R

- Stats is a tool
- Training an apprentice
 - Lots of practice on few techniques
 - Build competence by fading support
 - Breadth through optionality





Organizational change – 1 of 3

Cohort roll-out

2017: Planning

2018: Stage 1 R

2019: Stage 1+2 R

2020: Dissertation students only know R.

- Support from Head of School
- Curriculum Review Group

Organizational change - 2 of 3

Applied social psychology

- Care more.
- Work harder, longer, more persistently.
- Have better arguments.

Communication

 Synchronous versus asynchronous

Staff training

A World Without Email Reimagining Work in the Age of Overload



Cal Newport

Find focus, transform productivity, improve communication

'Read this superb book, It might just change your ble, it's changing mine. Tim Harford, author of How in Make the World Add Up.

Organizational change - 3 of 3

Written materials

- andywills.info/rminr (Creative Commons)
- Trial your materials
- Systems for co-authorship
- Maintaining oversight

Minimize tech support

- rstudio.plymouth.ac.uk
 - 2080 users, 100 simultaneous.
 - 12 core, 128GB never exceeds 50% utilization.

Questions?

andy@willslab.co.uk www.andywills.info @ajwills72