Exploring data - graphical summaries

Introduction to Quantitative Ecology
Fall 2018
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Group evaluations

1. Which of the following lines of code is the correct way to read a csv file?

A) `read.csv("mydata.csv")`

B) `my.data <- read.csv("mydata.csv")`

C) `r my.data <- read.csv(mydata.csv)`

D) `read.csv(mydata.csv, row.names = 1)`

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Group evaluations

2. Which of the following symbols is used to represent the *mean of a variable*?

A) σ
B) $\bar{x}$
C) s^2
D) x

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Group evaluations

3. Which plot would be most appropriate for visualizing the *running mean*?

A) box-whisker plot
B) line graph
C) histogram
D) bar chart

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Group evaluations

4. Which plot would be most appropriate for visualizing the relationship between *two continuous variables*?

A) histogram
B) line graph
C) box-whisker plot
D) scatter plot

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Group evaluations

5. Which of the following plots would I use to graphically represent the *distribution* of a variable?

A) histogram
B) line graph
C) box-whisker plot
D) scatter plot

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Graphical exploration

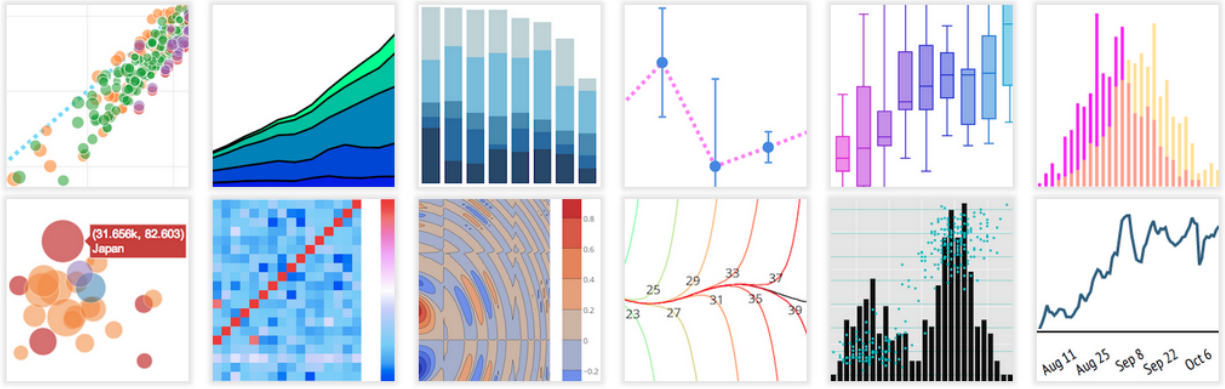
Why use graphs?

Graphical exploration

Two main reasons to use graphs:

1. Inform how to analyze the data

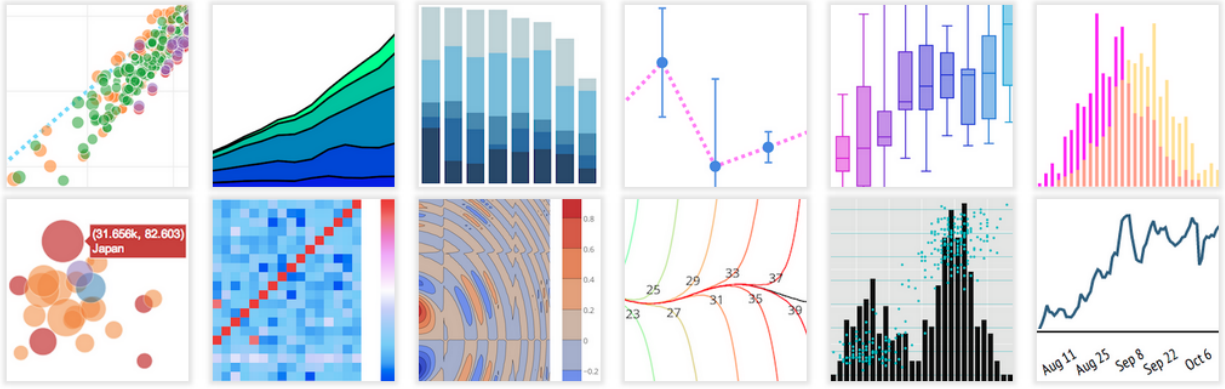
2. Presentation of the data



Graphical exploration

Two main reasons to use graphs:

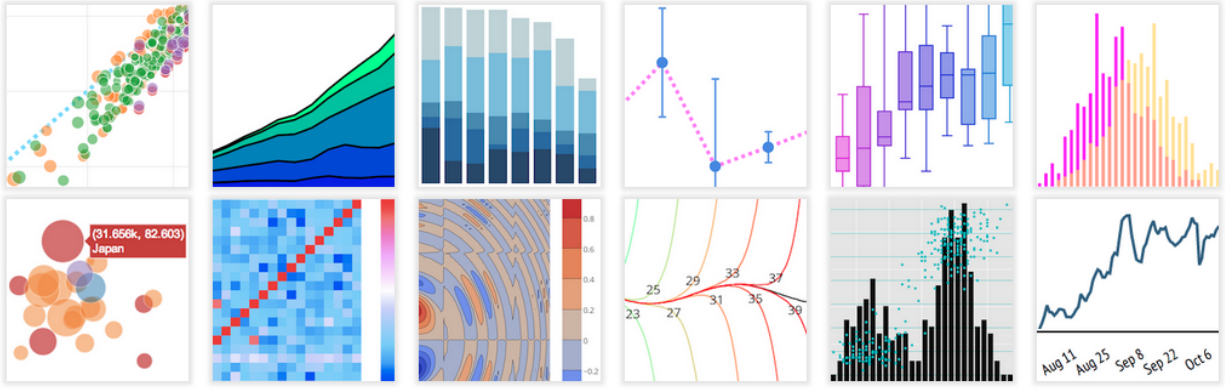
1. Inform how to analyze the data
   - visualization
   - identify patterns
   - choose appropriate statistical test
2. Presentation of the data



Graphical exploration

Two main reasons to use graphs:

1. Inform how to analyze the data
   - visualization
   - identify patterns
   - choose appropriate statistical test
2. Presentation of the data
   - summarize results
   - communicate results
   - publish results



Types of graphs - *Exploratory*

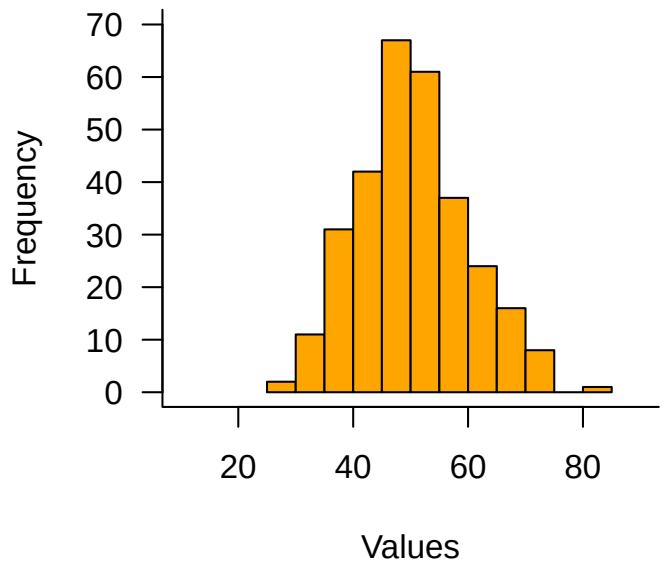
Exploratory graphs help understand the distribution of the data:

- are the data normally distributed
  - important assumption in statistics
  - determines how data are analyzed
- what is the central tendency
- what is the spread
- general summaries of the data

Exploratory: *Histogram*

- width of bars are defined data bins or intervals
- height of bars represent bin-specific frequencies

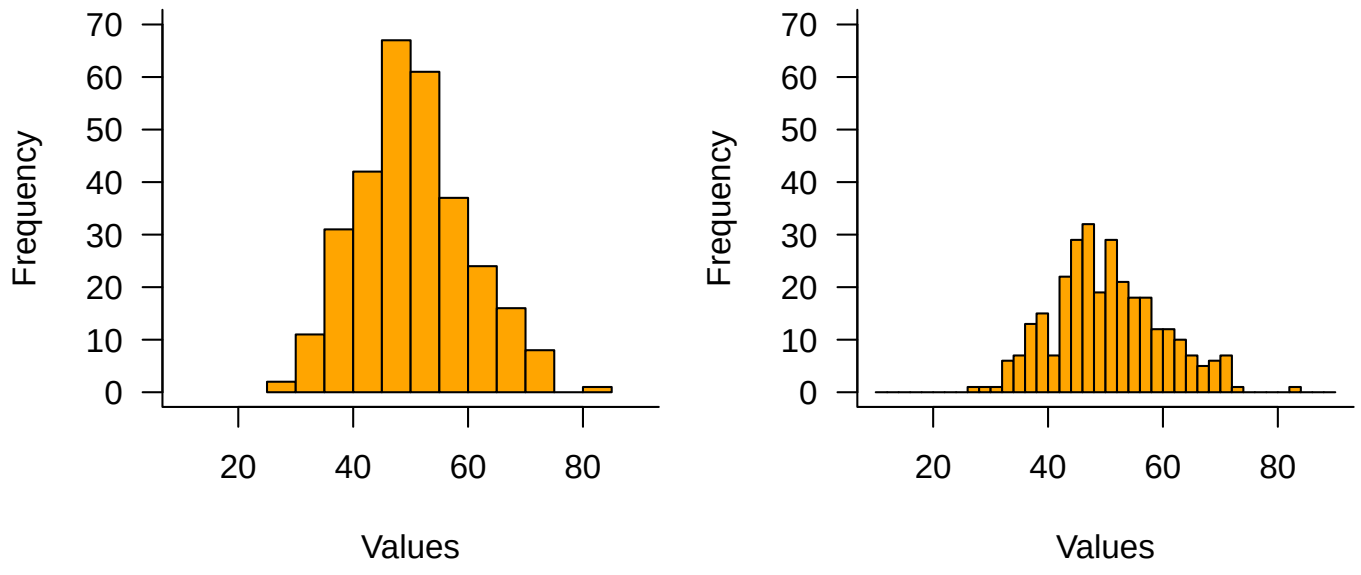
```
hist(values)
```



Exploratory: *Histogram*

- width of bars are defined data bins or intervals
- height of bars represent bin-specific frequencies

```
hist(values)
hist(values, breaks=seq(10,90,2))
```

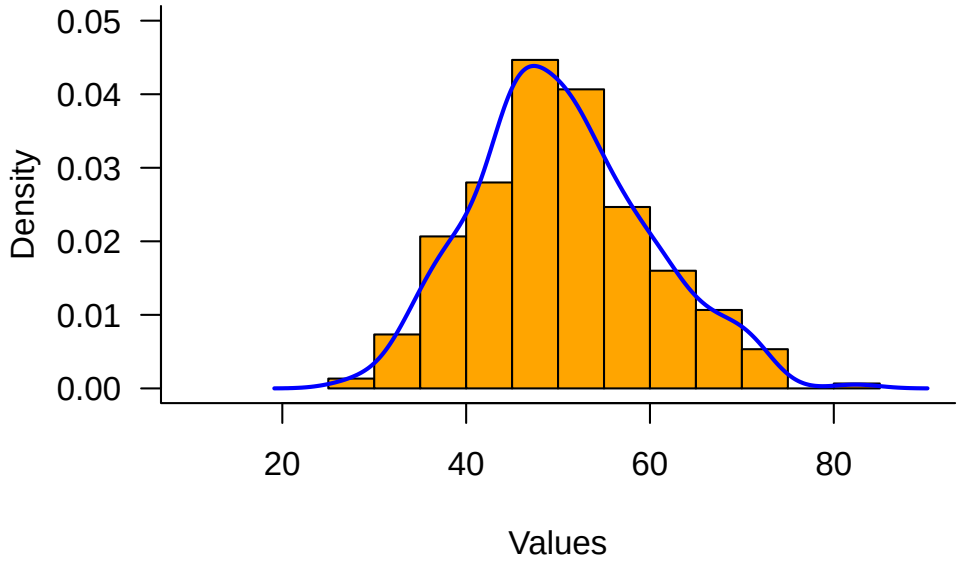


Exploratory: *Histogram + Density Plot*

A *density plot* provides a smooth representation of the histogram:

- can overlay the density plot
- requires that a *probability* version of the histogram is plotted

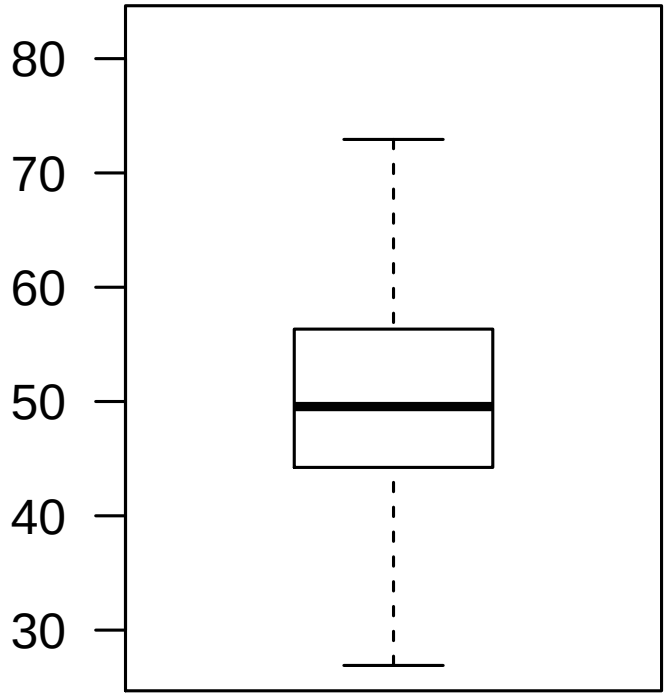
```
hist(values, probability=TRUE)
lines(density(values))
```



Exploratory: *Box-whisker/Box plot*

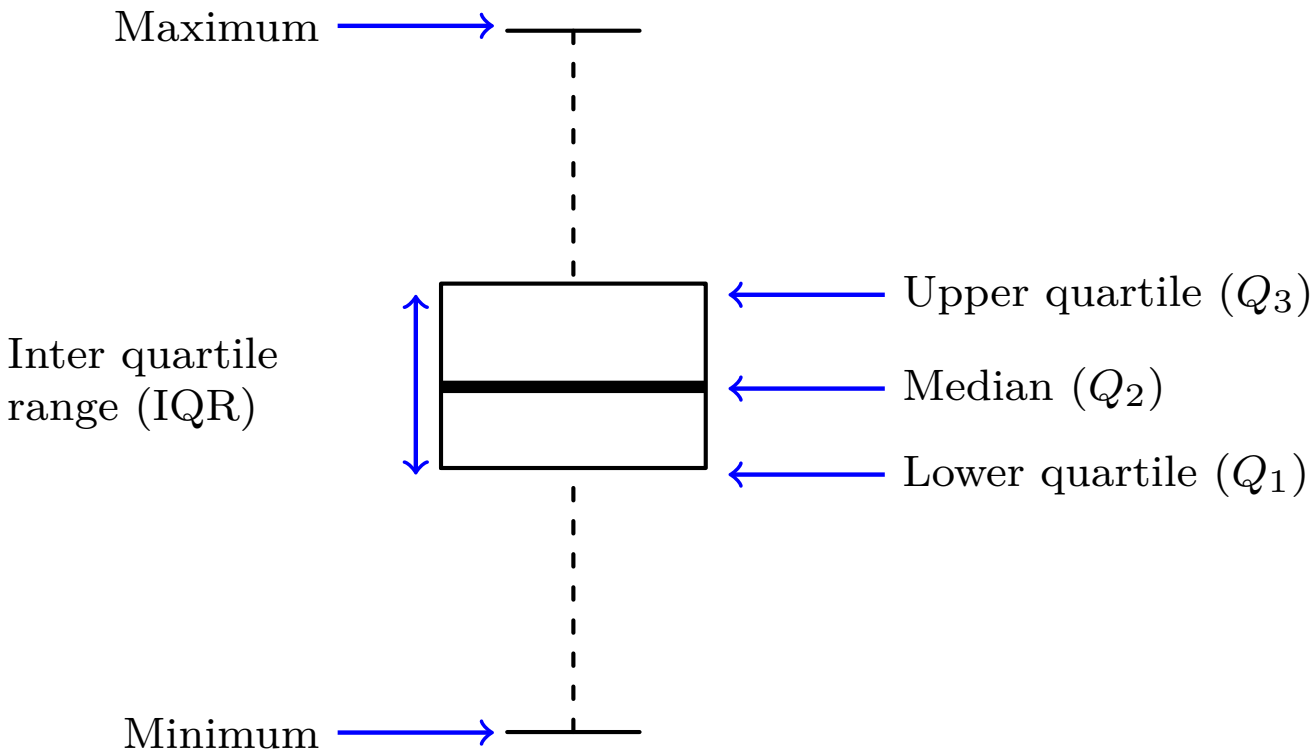
- distribution
- outliers
- symmetry or skewness

```
boxplot(values)
```



Exploratory: *Box-whisker/Box plot*

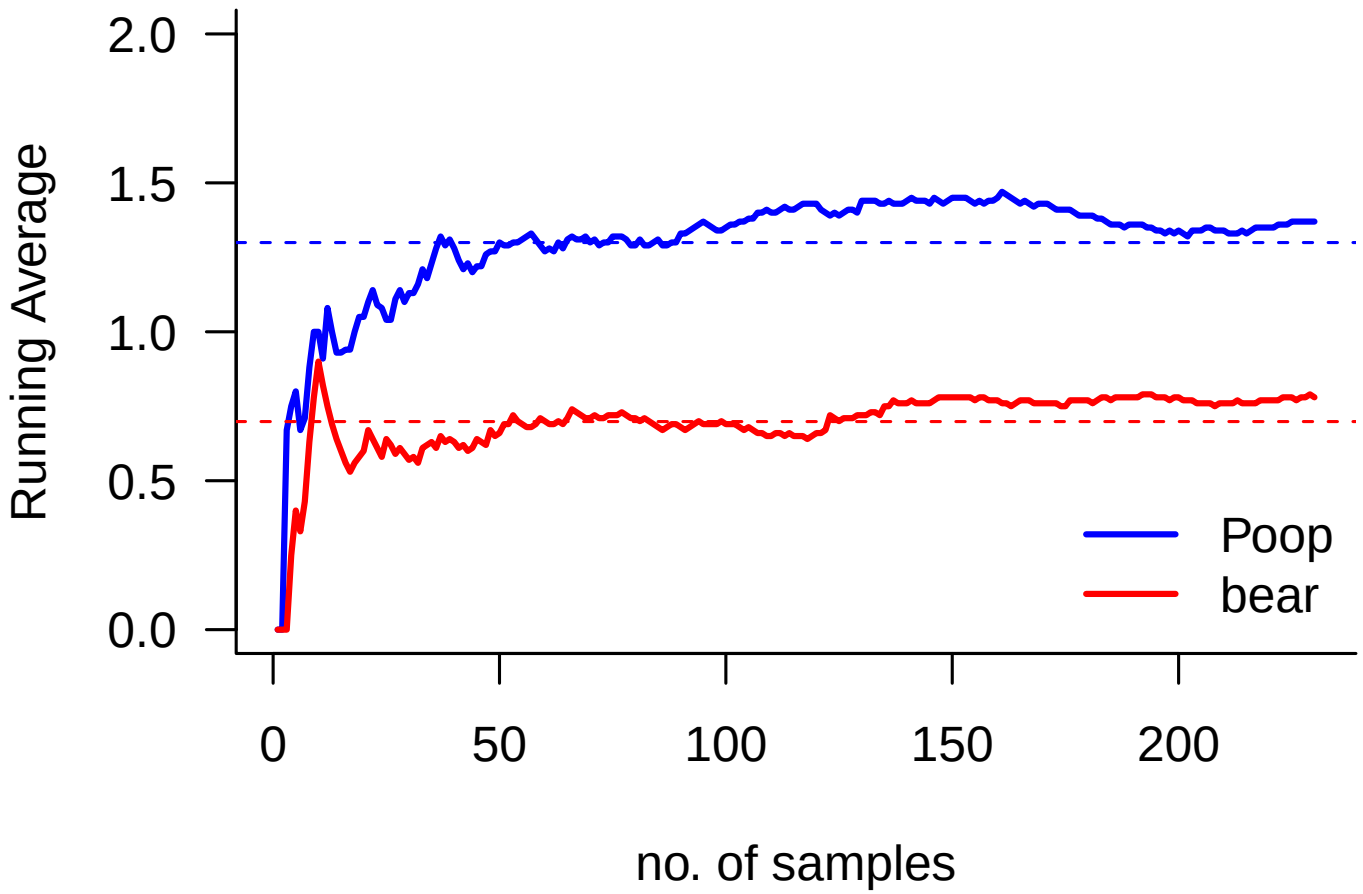
- R: `boxplot(x) # x is data`



Exploratory: *Line graph*

Line graph is a useful plot for running average or time series data

```
plot(bear.run, type="l") #"l": line, "p": points, "b": both
lines(poop.run)
```



Differences

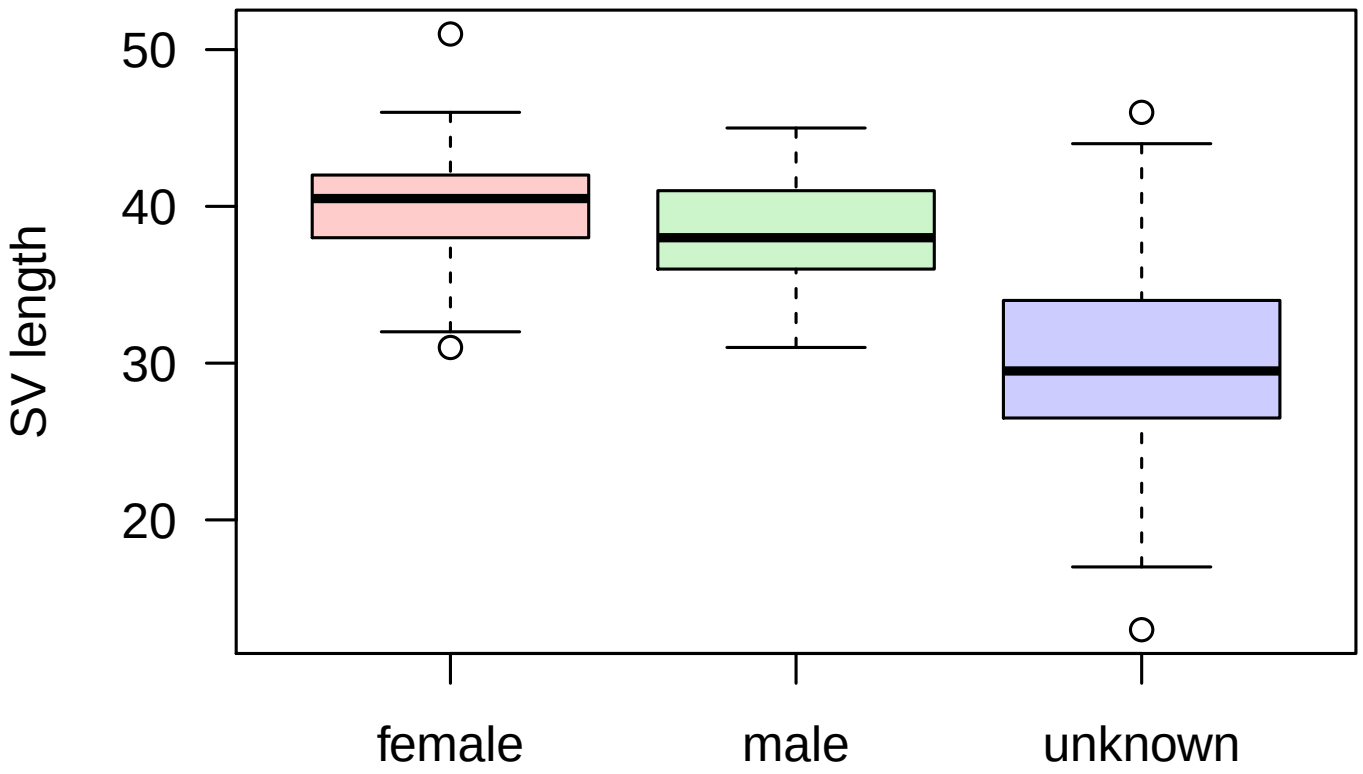
To visualize differences between groups

- box-whisker plots
  - compares averages
  - compares distribution
- bar charts
  - compares averages

Differences: *Box-whisker plot*

Compare salamander snout-vent lengths be three sexes:

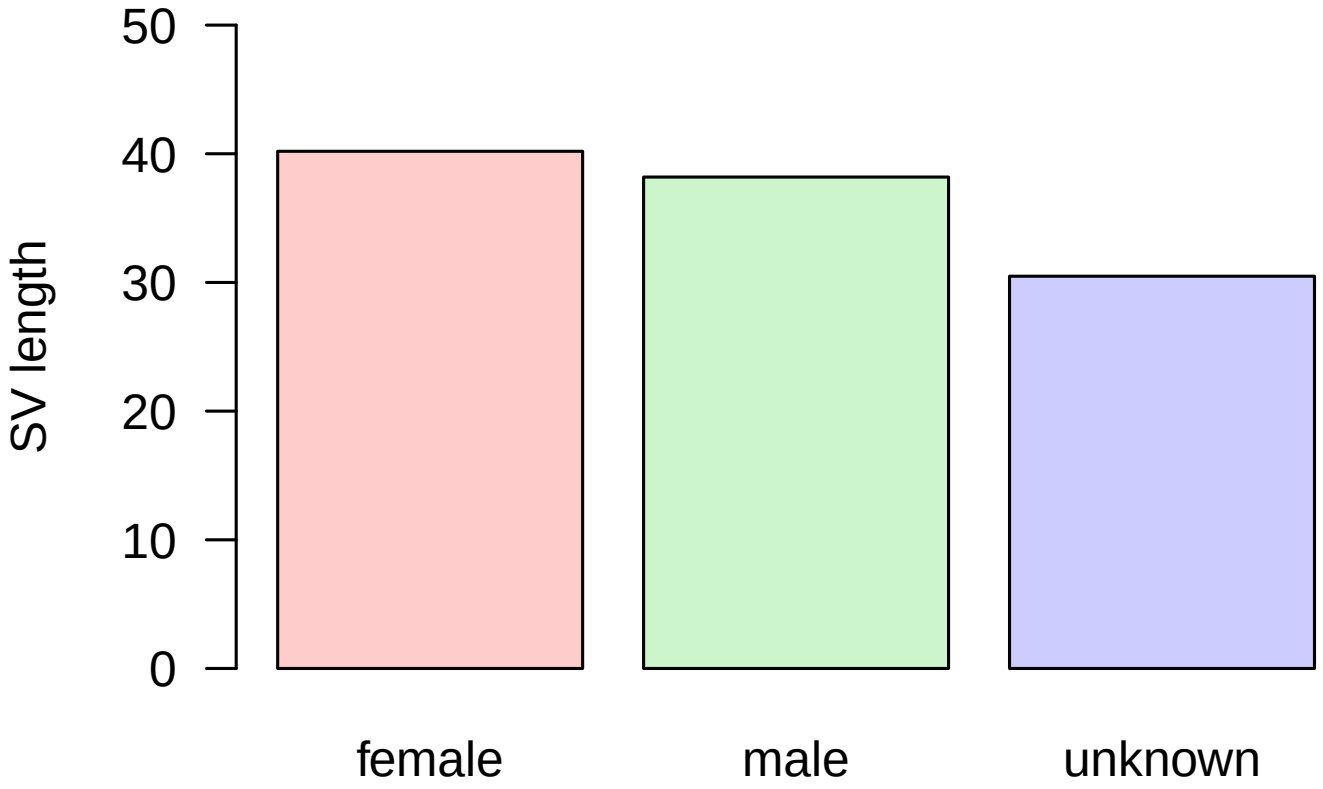
```
boxplot(mander$SVL ~ mander$Sex) #formula notation
```



Differences: *Bar chart*

Compare salamander snout-vent lengths be three sexes:

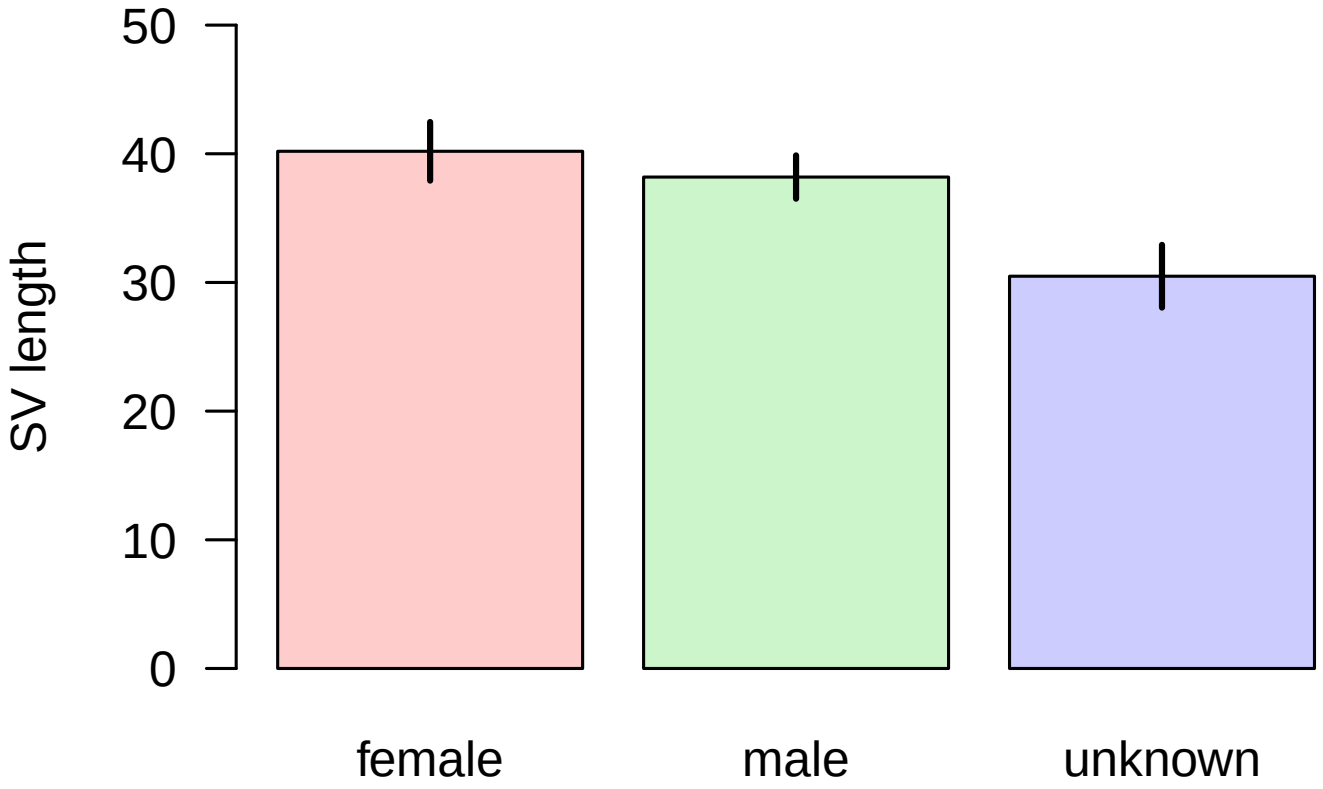
```
bars <- tapply(mander$SVL,mander$Sex,mean) #create matrix (like pivot table)
barplot(bars)                              # plot it
```



Differences: *Bar chart* with associated error

Compare salamander snout-vent lengths be three sexes:

```
bars <- tapply(mander$SVL,mander$Sex,mean)
barplot(bars)
```



Links

Two main approaches for relationships between data:

1. Correlations
2. Associations

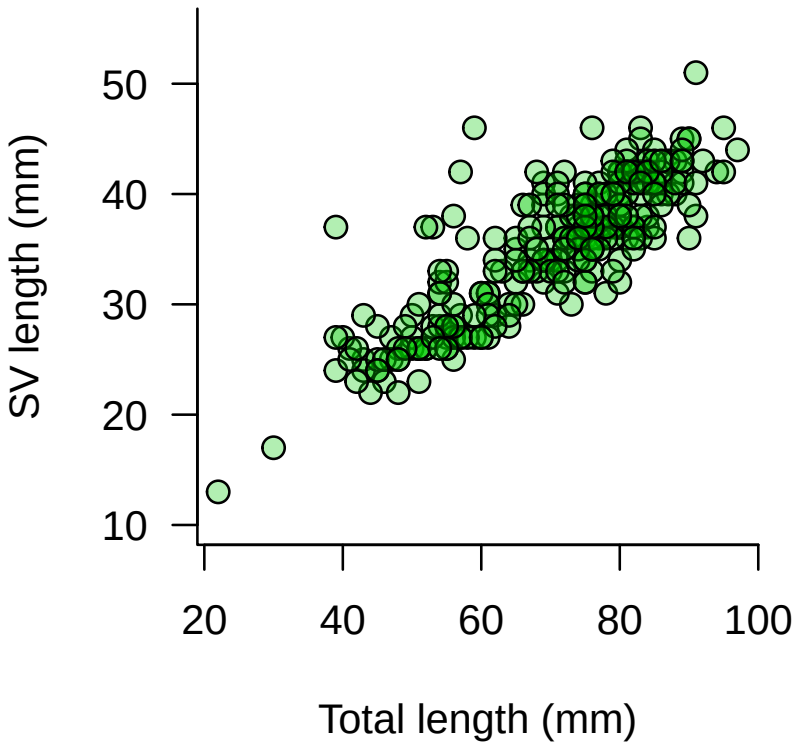
Links

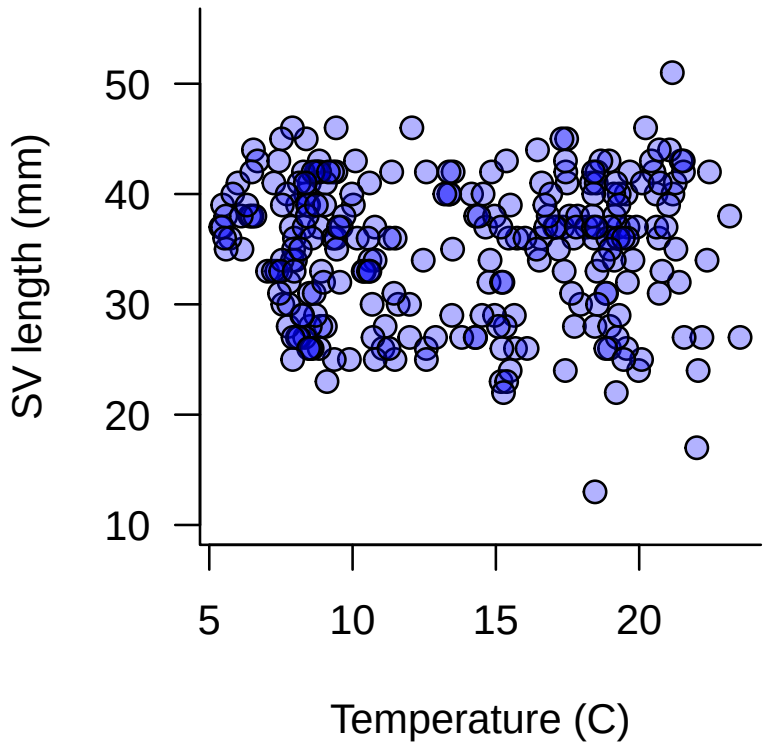
Two main approaches for graphing relationships between data:

1. Correlations
   - two numeric variables
     - *de*pendent variable (of primary interest: y-axis)
     - *inde*pendent variable (explanatory variable: x-axis)
   - how one variable is related to another
   - *scatter plots*

Links: *Scatter plot*

```r
plot(x,y) # x and y are numeric vectors
```





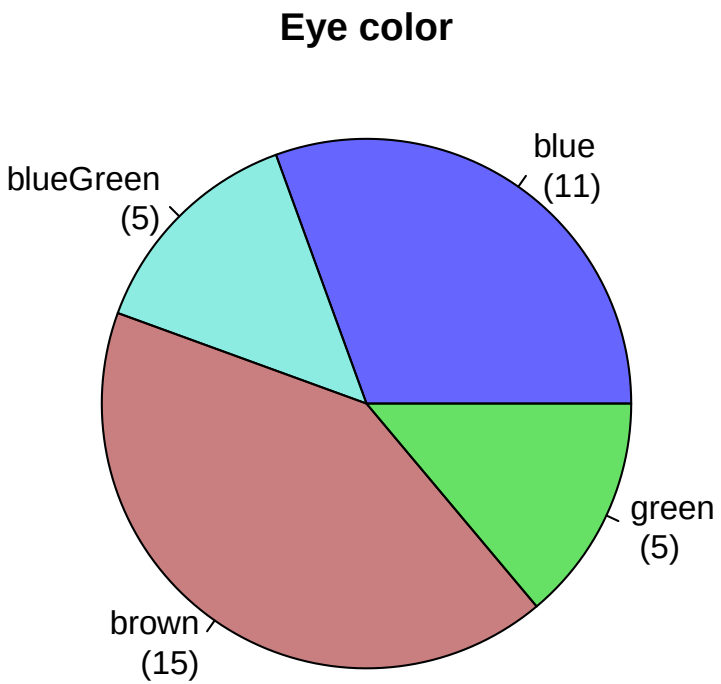
Links

Two main approaches for graphing relationships between data:

2. Associations
   - categorical data
   - summarize categories
     - counts
     - proportions
     - by rows and/or columns of a table
   - *pie charts* for single categories
   - *bar graphs* for several categories

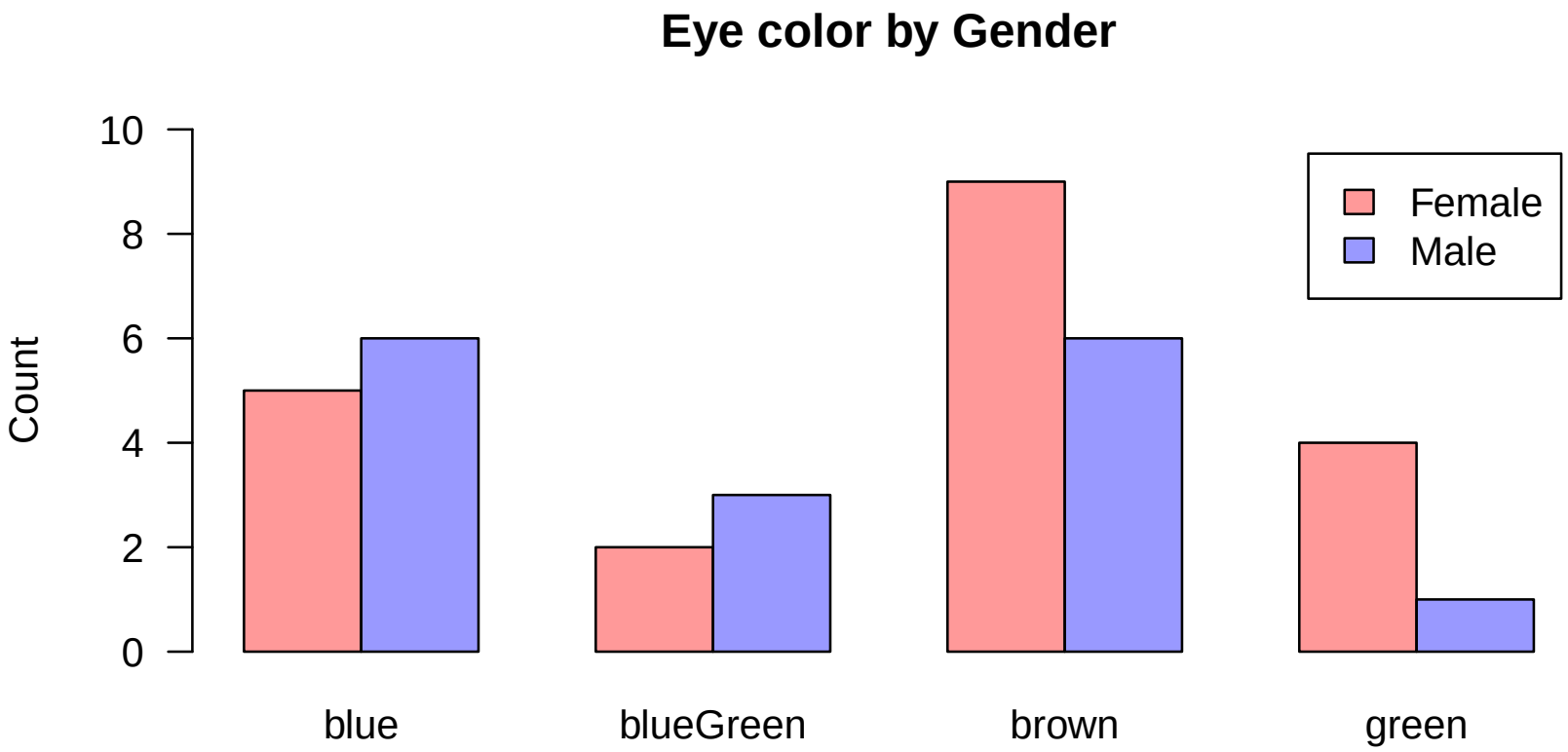
Links: *Pie chart*

```
pietab <- table(classData$Eyes)
pie(pietab) #(number of people with each eye color)
```



Links: *Bar chart*

```
bartab <- table(classData$Gender,classData$Eyes)
barplot(pietab, beside=TRUE) #(number of each gender with each eye color)
```



Some graphics pointers

In summary, graphs are a useful data visualization tool

- summarizing
- understanding
- describing
- presenting/communicating

Some graphics pointers

In summary, graphs are a useful data visualization tool

- summarizing
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BUT we must label the well or they are useless!

- label both axes
- provide a main title for your graph
- avoid clutter
- make it readable
- *I expect graphs to be propery labeled from now on*!

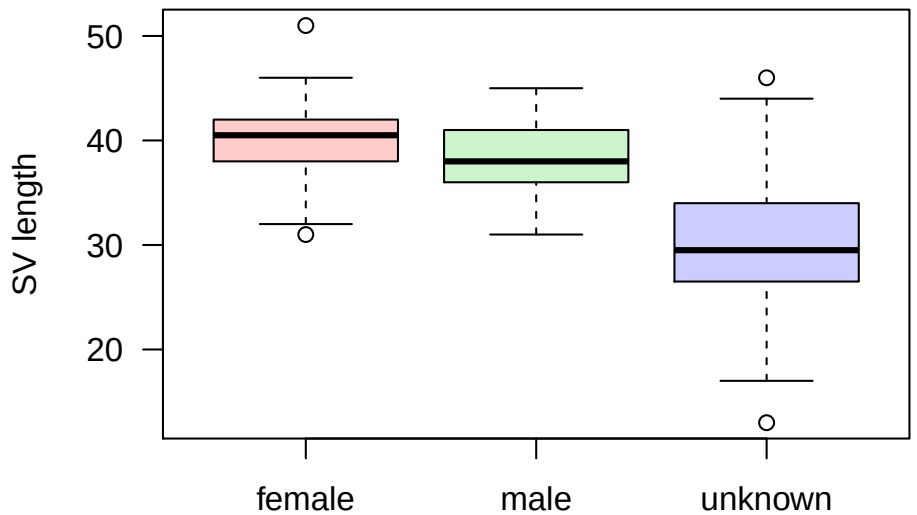
Some graphics pointers

In summary, graphs are a useful data visualization tool

Purpose	Graph Type
Illustrating *distribution*	Histogram, Density plot
	Box(-whisker) plot
Illustrating *differences*	Bar chart, Box plot
Illustrating *correlations*	Scatter plot
Illustrating *associations*	Pie chart, Bar chart
Illustrating *sample size*	Line plot of running avg

Beyond graphs, Towards statistics

- Graphs are powerful tools that provide insight and understanding of the patterns and relationships in the data.
- Don't give us the answer though:
  - are differences *significant*?
  - are associations *significatnt*?



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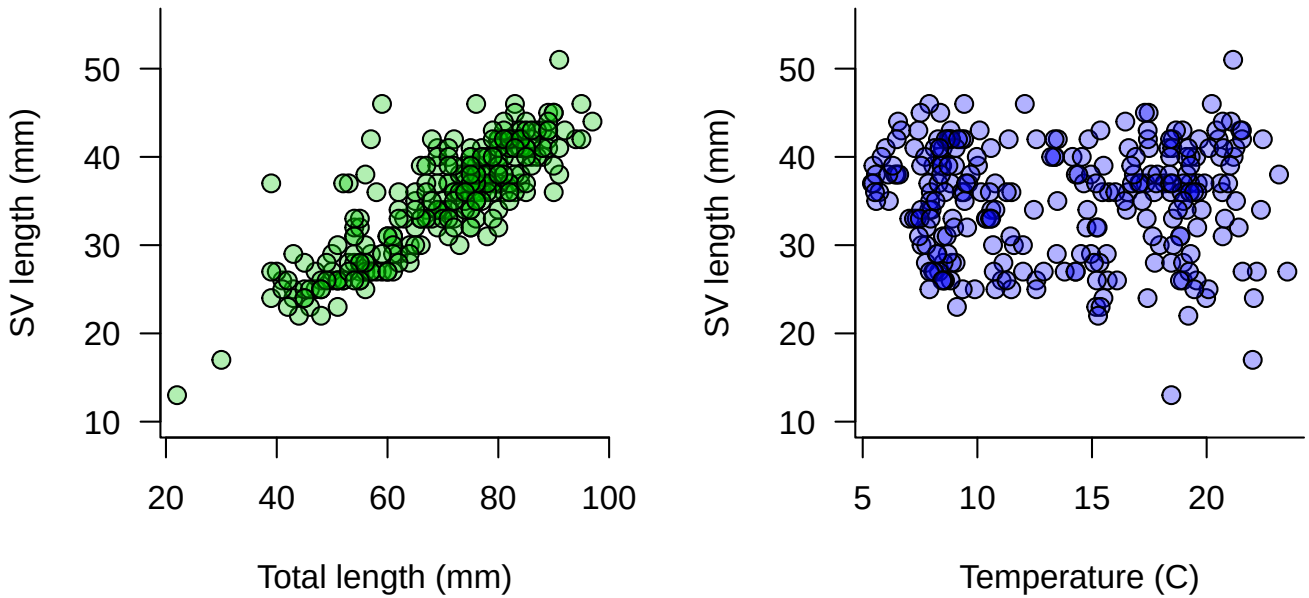

Beyond graphs, Towards statistics

- Graphs are powerful tools that provide insight and understanding of the patterns and relationships in the data.
- Don't give us the answer though:
  - are differences *significant*?
  - are associations *significatnt*?
- Statistics is the tool we use to formally answer these questions!
  - the differences *are/are not* significant!
  - are associations *are/are not* significant!

Group evaluations

1. Are you sitting with your group?

   A) Yes
   B) No

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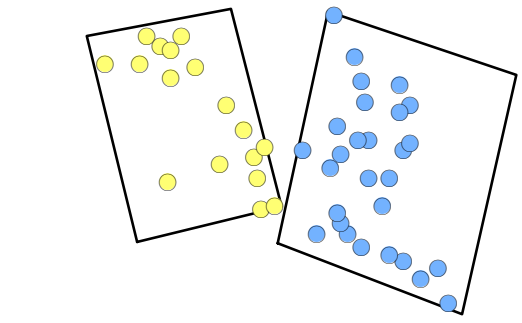
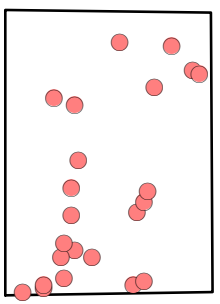
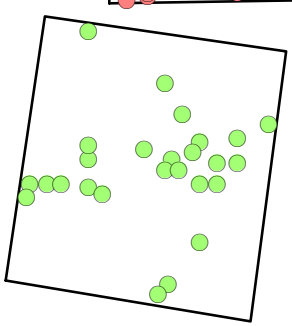
Group practical: water vole weights

Ultimately we are interested in comparing sex-specific water vole weights across multiple populations (networks). The data include weight measurements of:

- 100's voles
- from 4 water vole sub-populations
- from males and females







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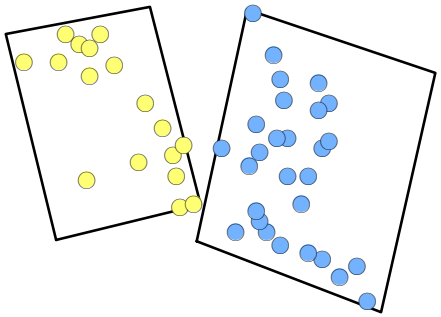

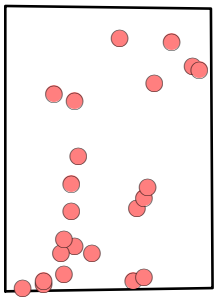

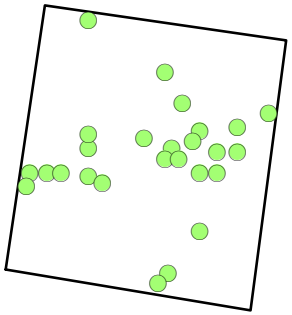

The assignment:

- download data & empty script
- complete the script (in groups)
- submit to moodle (1 per group)