



teaching introductory data science

mine çetinkaya-rundel

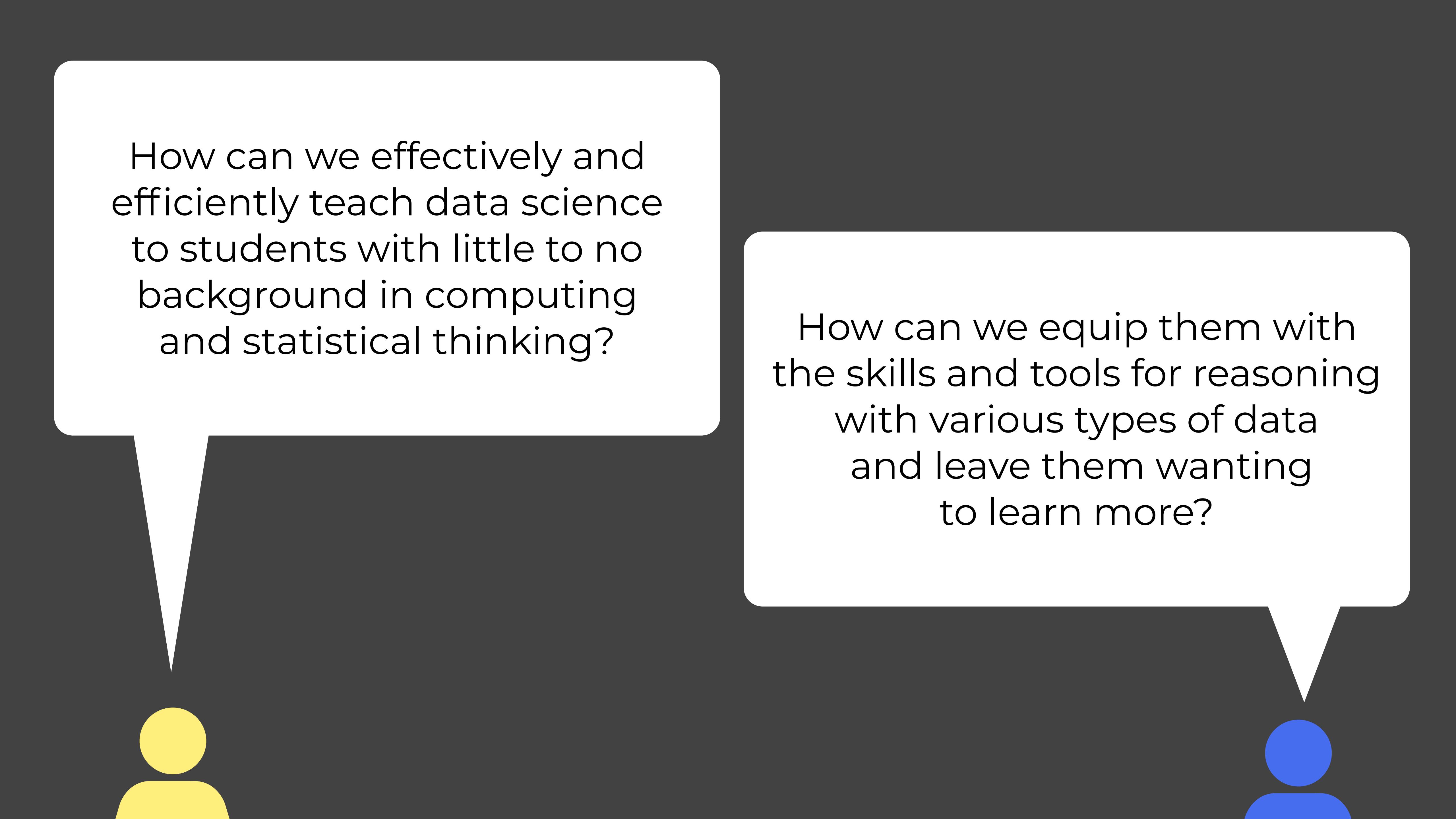


INSERT LINK

minebocek 

mine-cetinkaya-rundel 

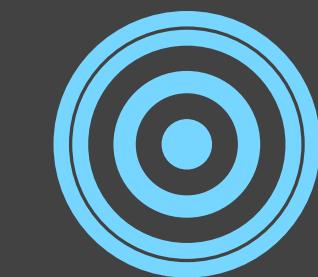
cetinkaya.mine@gmail.com 



How can we effectively and efficiently teach data science to students with little to no background in computing and statistical thinking?

How can we equip them with the skills and tools for reasoning with various types of data and leave them wanting to learn more?

goals



demonstrate concrete course examples



share a few tips



provide open-source teaching resources



focus on

data visualisation
data wrangling, tidying, acquisition
exploratory data analysis
predictive modeling + uncertainty quantification
effective communication of results



foray into

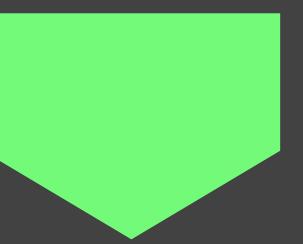
interactive visualizations
text analysis
machine learning
Bayesian inference

...



emphasise

consistent syntax | tidyverse
reproducibility | R Markdown
version control and collaboration | Git + GitHub



topics



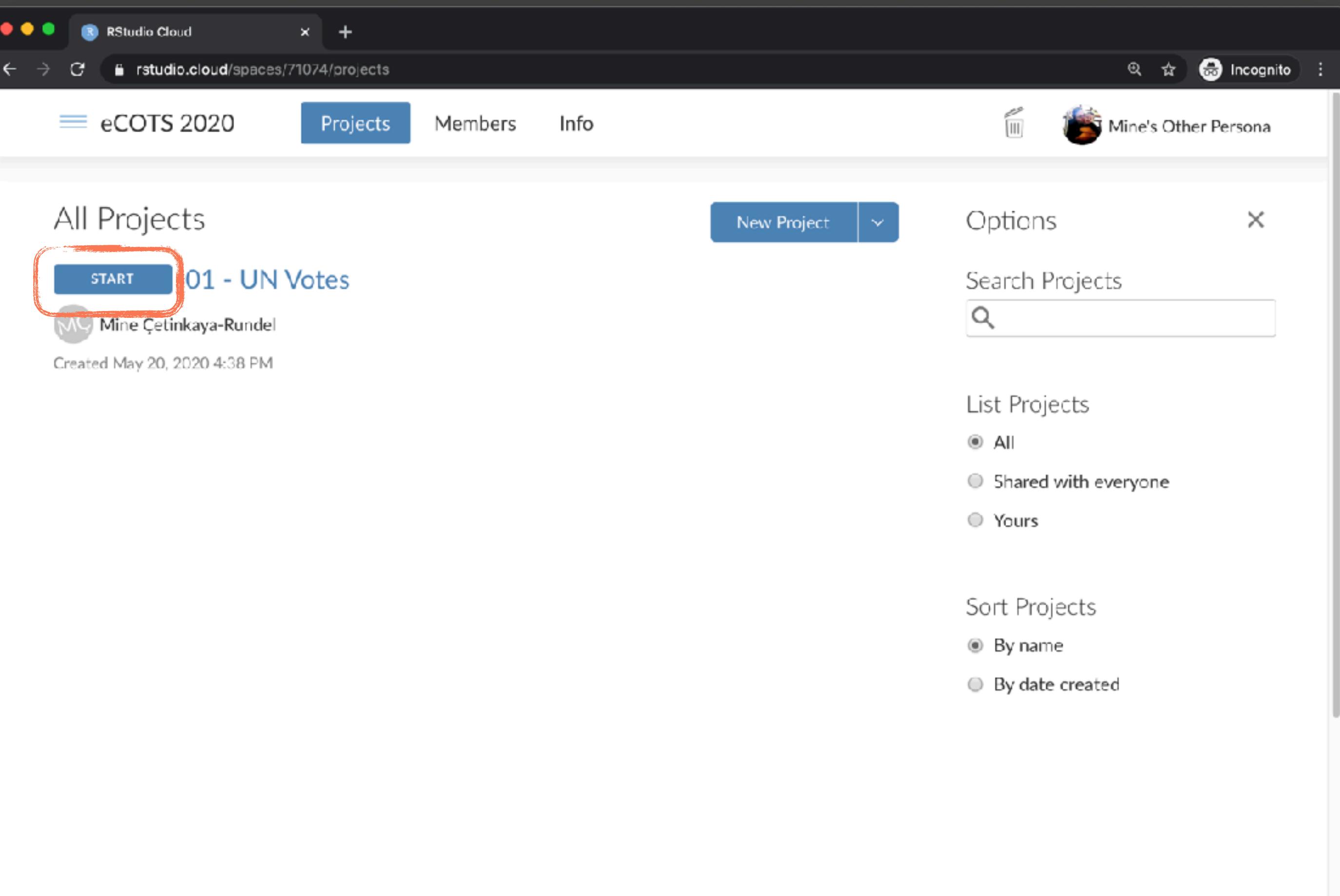
ex. 1

united nations



- ▶ Go to **RStudio Cloud**
- ▶ Start the project titled UN Votes

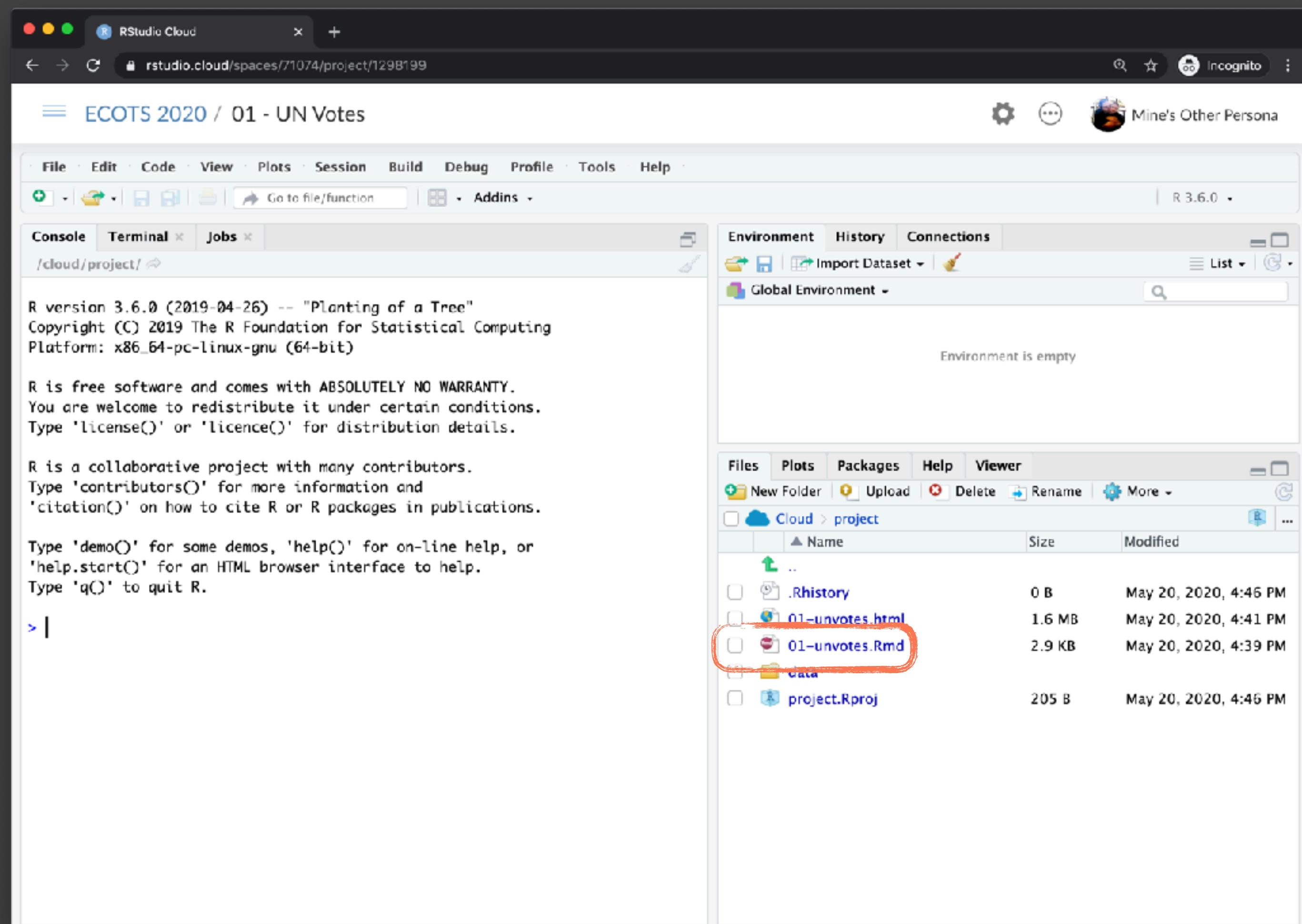
 **rstd.io/dsbox-cloud**



The screenshot shows the RStudio Cloud interface for the 'eCOTS 2020' project. The 'Projects' tab is selected. A project titled '01 - UN Votes' is listed, with its 'START' button highlighted by a red box. The project was created on May 20, 2020, at 4:38 PM by Mine Çelinkaya-Rundel. On the right side, there are sections for 'New Project', 'Options', 'Search Projects', 'List Projects' (with radio buttons for 'All', 'Shared with everyone', and 'Yours'), and 'Sort Projects' (with radio buttons for 'By name' and 'By date created').

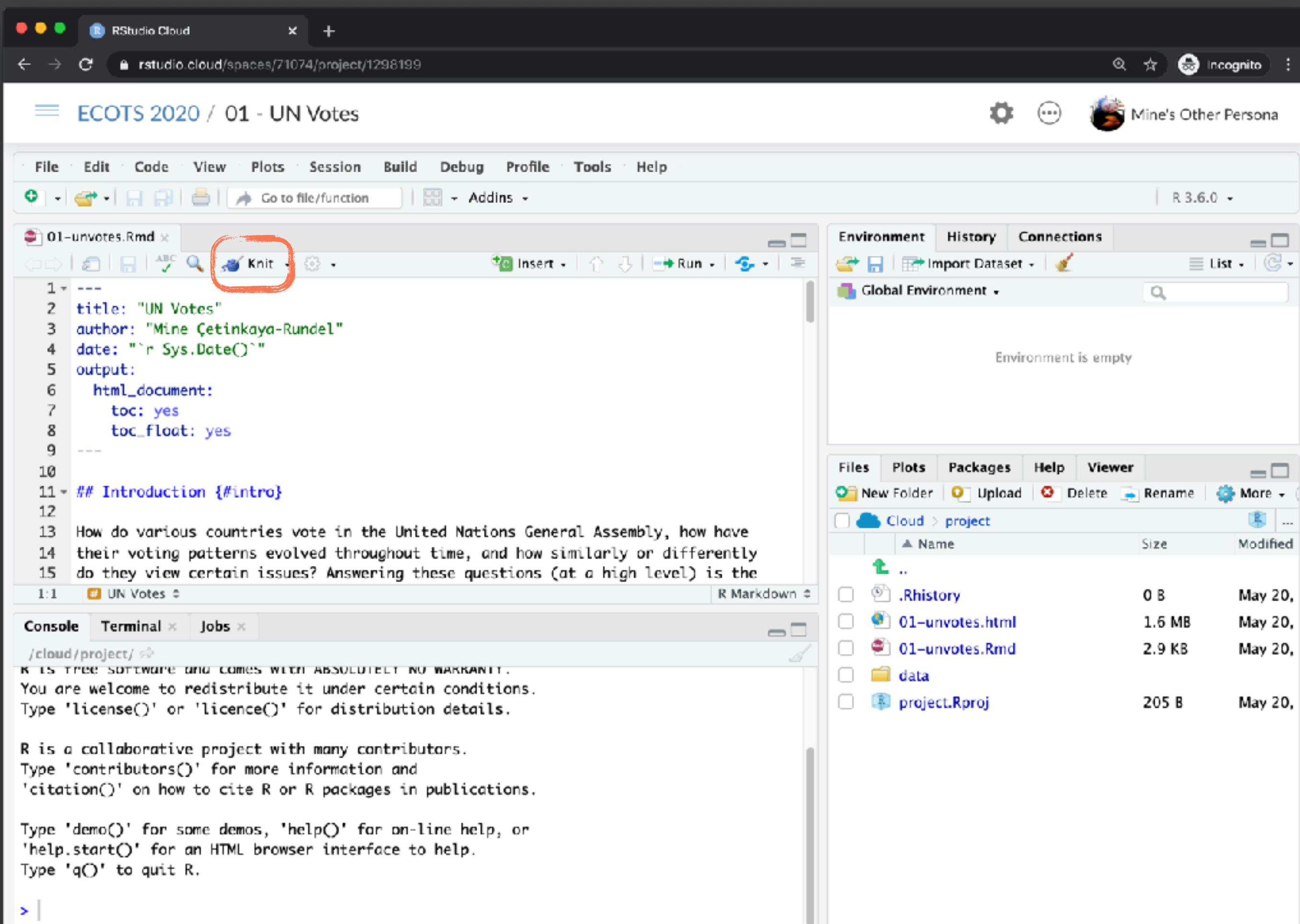
- ▶ Go to **RStudio Cloud**
- ▶ Start the project titled UN Votes
- ▶ Open the R Markdown document called `unvotes.Rmd`

 rstd.io/dsbox-cloud



- ▶ Go to **RStudio Cloud**
- ▶ Start the project titled UN Votes
- ▶ Open the R Markdown document called `unvotes.Rmd`
- ▶ Knit the document and review the data visualisation you just produced

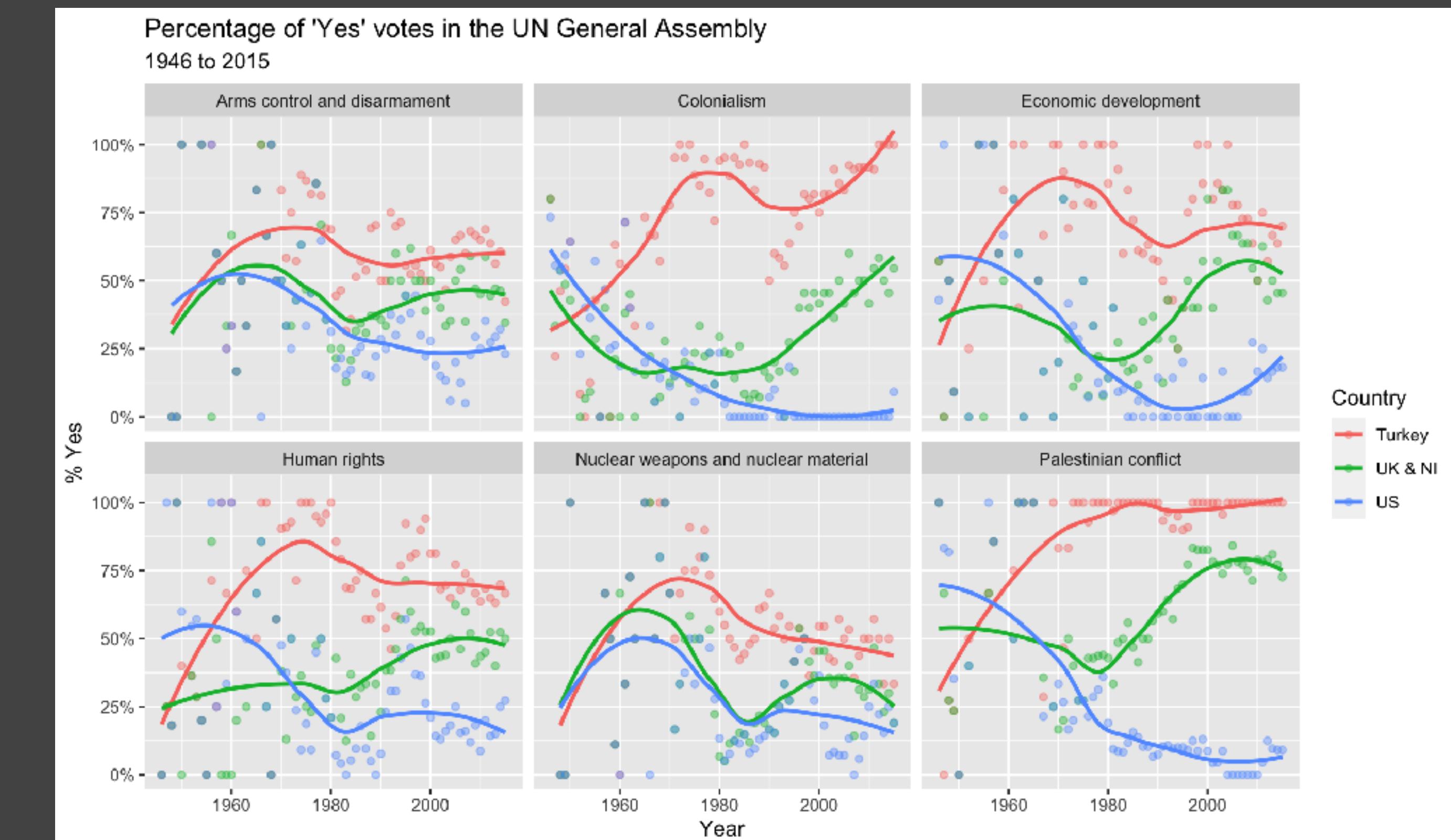
 rstd.io/dsbox-cloud



The screenshot shows the RStudio Cloud interface. The title bar says "RStudio Cloud" and the URL is "rstudio.cloud/spaces/71074/project/1298199". The main window displays the "ECOTS 2020 / 01 - UN Votes" project. In the top menu, "File", "Edit", "Code", "View", "Plots", "Session", "Build", "Debug", "Profile", "Tools", and "Help" are visible. Below the menu is a toolbar with various icons, including one for "Knit" which is circled in red. The central area is a code editor showing an R Markdown file named "01-unvotes.Rmd". The code includes YAML front matter and R code. The "Console" tab at the bottom shows the R environment, including the standard R welcome message and some help text about the R project. To the right of the editor are panels for "Environment", "History", and "Connections", and a "Global Environment" section which is empty. The bottom right corner shows a file browser with a list of files: ".Rhistory" (0 B, May 20), "01-unvotes.html" (1.6 MB, May 20), "01-unvotes.Rmd" (2.9 KB, May 20), "data" (empty folder), and "project.Rproj" (205 B, May 20).

- ▶ Go to **RStudio Cloud**
- ▶ Start the project titled UN Votes
- ▶ Open the R Markdown document called `unvotes.Rmd`
- ▶ Knit the document and review the data visualisation you just produced
- ▶ Then, look for the character string “Turkey” in the code and replace it with another country of your choice
- ▶ Knit again, and review how the voting patterns of the country you picked compares to the United States and United Kingdom & Northern Ireland

 rstd.io/dsbox-cloud





takeaways

seamless onboarding to computing
(with RStudio Cloud or other server-based access)

data visualisation on day one

hands on computing on day one



resources

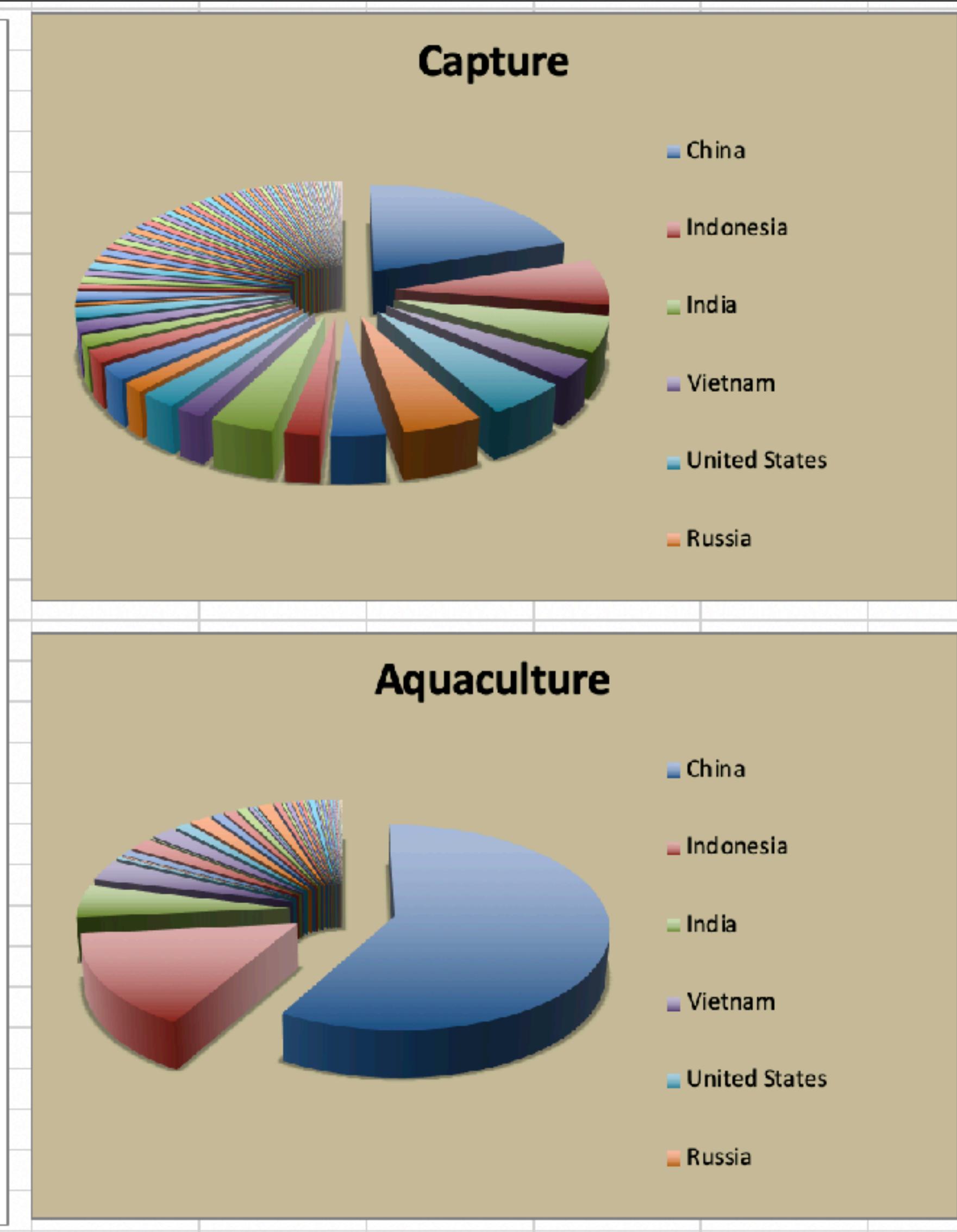
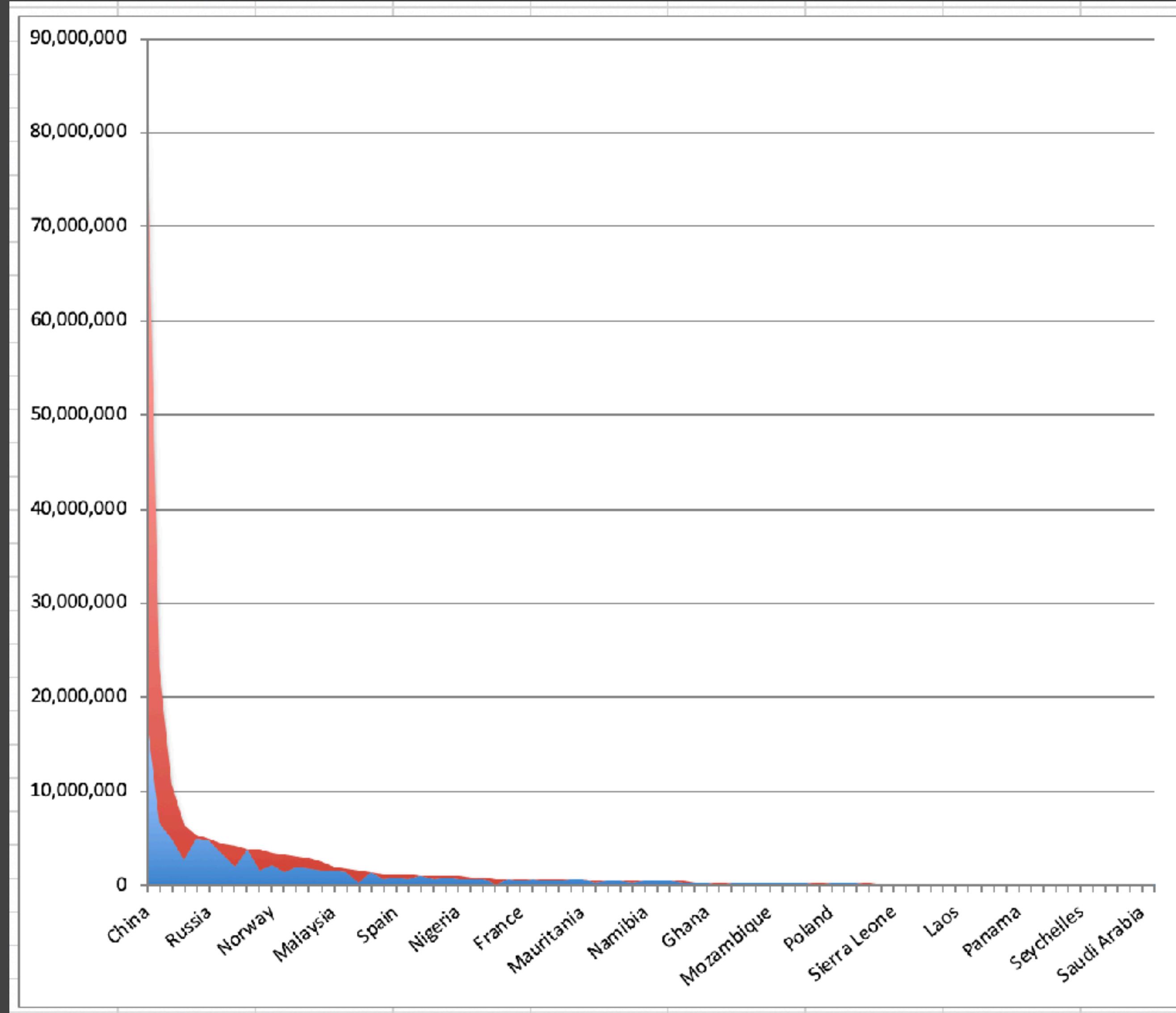
Data Science in a Box - Hello World
datasciencebox.org/hello-world.html



ex. 2

fisheries of the world





```
fisheries %>% select(country)
```

```
#> # A tibble: 75 x 1  
#>   country  
#>   <chr>  
#> 1 Algeria  
#> 2 Angola  
#> 3 Argentina  
#> 4 Australia  
#> 5 Bangladesh  
#> 6 Brazil  
#> 7 Cambodia  
#> 8 Canada  
#> 9 Chile  
#> 10 Colombia  
#> # ... with 65 more rows
```

```
continents
```

```
#> # A tibble: 245 x 2  
#>   country continent  
#>   <chr>    <chr>  
#> 1 Afghanistan Asia  
#> 2 Åland Islands Europe  
#> 3 Albania      Europe  
#> 4 Algeria      Africa  
#> 5 American Samoa Oceania  
#> 6 Andorra      Europe  
#> 7 Angola       Africa  
#> 8 Anguilla     Americas  
#> 9 Antigua & Barbuda Americas  
#> 10 Argentina    Americas  
#> # ... with 235 more rows
```

✓ data joins

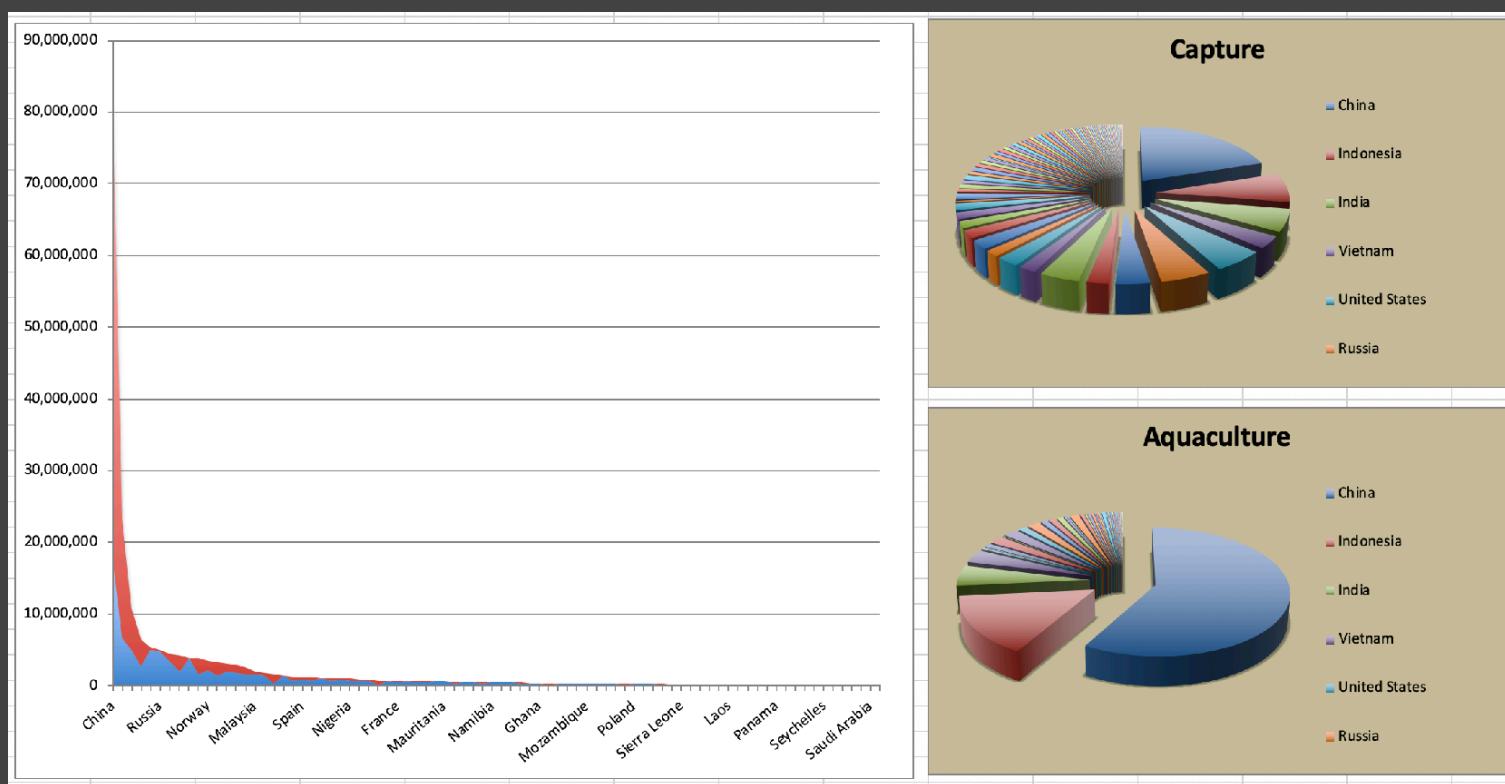
```
fisheries <- left_join(fisheries, continents)
```

```
Joining, by = "country"
```

✓ data joins

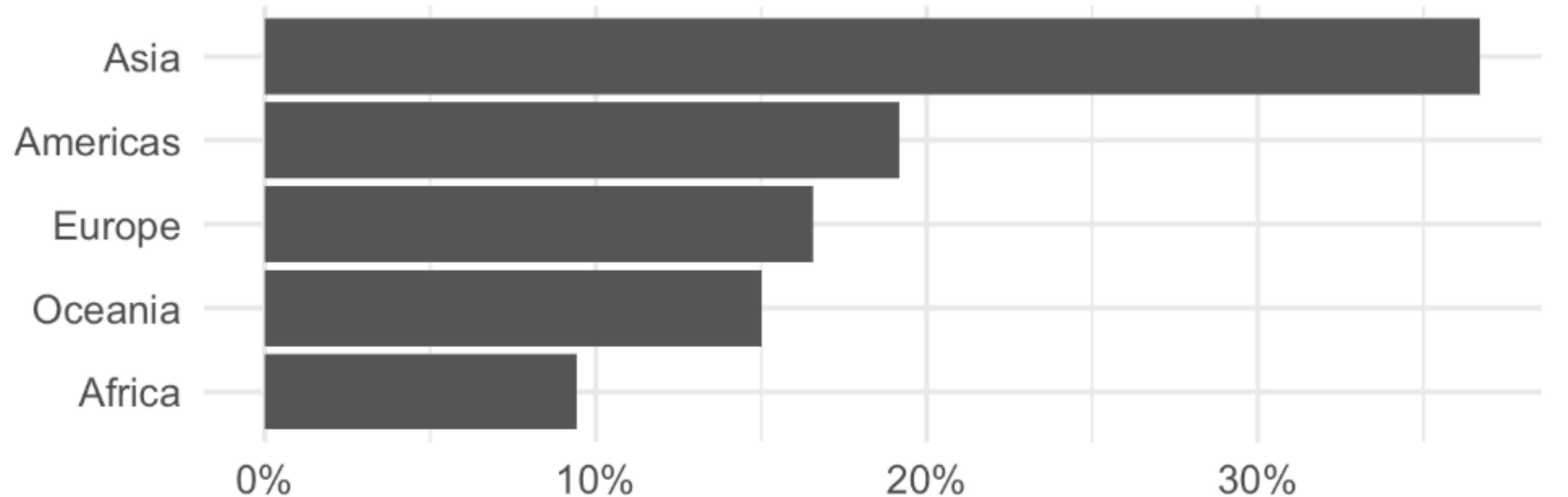
```
fisheries %>%  
  filter(is.na(continent))#> # A tibble: 75 x 1  
#> # A tibble: 5 x 4  
#>   country                capture aquaculture continent  
#>   <chr>                  <dbl>       <dbl> <chr>  
#> 1 Congo, Democratic Republic of the    220000        2965 NA  
#> 2 Hong Kong                      161964        4130 NA  
#> 3 Myanmar                         1742956      474510 NA  
#> 4 Other                            9685851      786993 NA  
#> 5 Taiwan (Republic of China)        1017243      304756 NA
```

✓ ethics



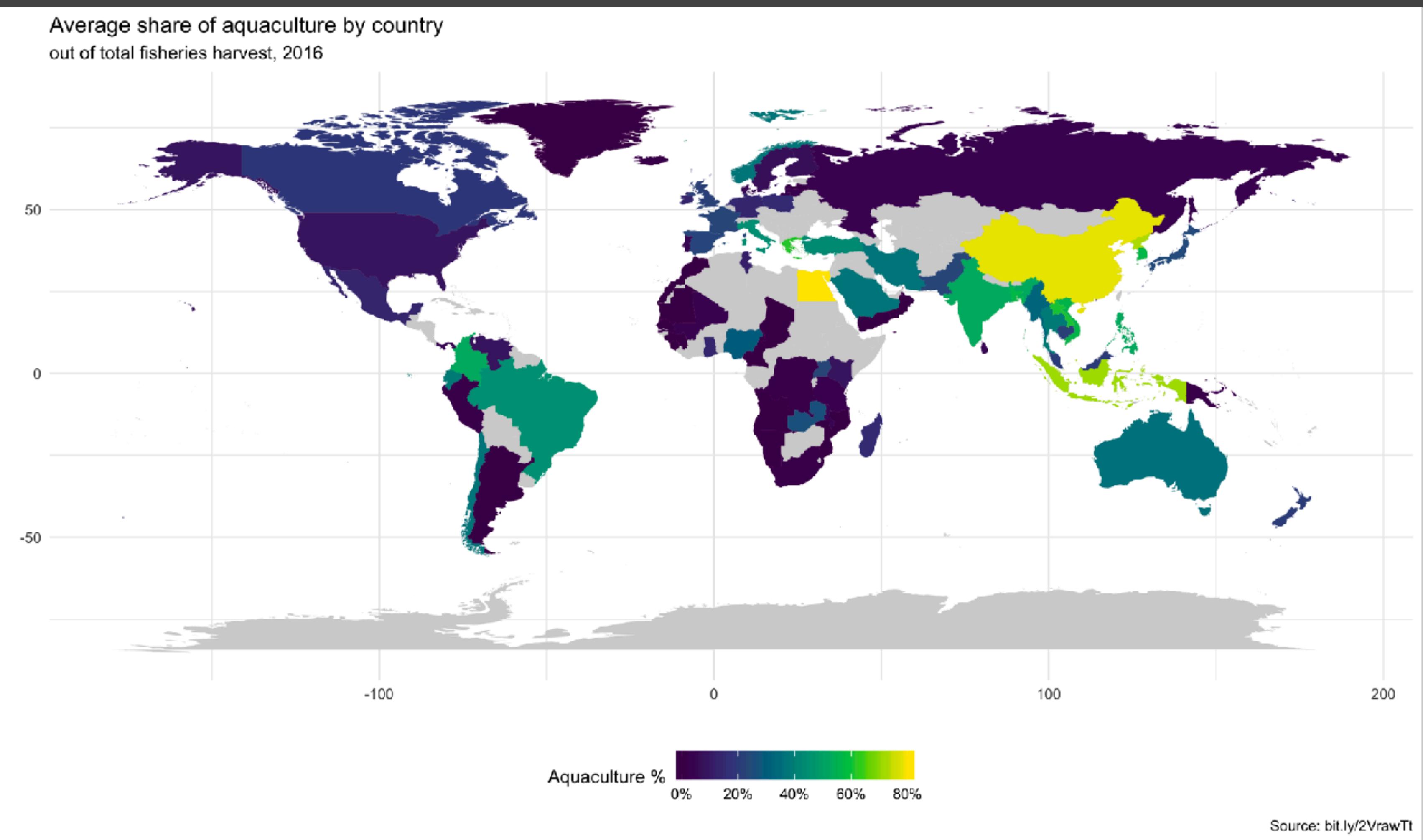
- ✓ data joins
- ✓ ethics
- ✗ critique
- ✗ improving visualisations

Average share of aquaculture by continent out of total fisheries harvest, 2016



Source: bit.ly/2VrawTt

- ✓ data joins
- ✓ ethics
- ✓ critique
- ✓ improving
- ✓ visualisations
- ✓ mapping





takeaways

critique as a motivator for improvement



resources

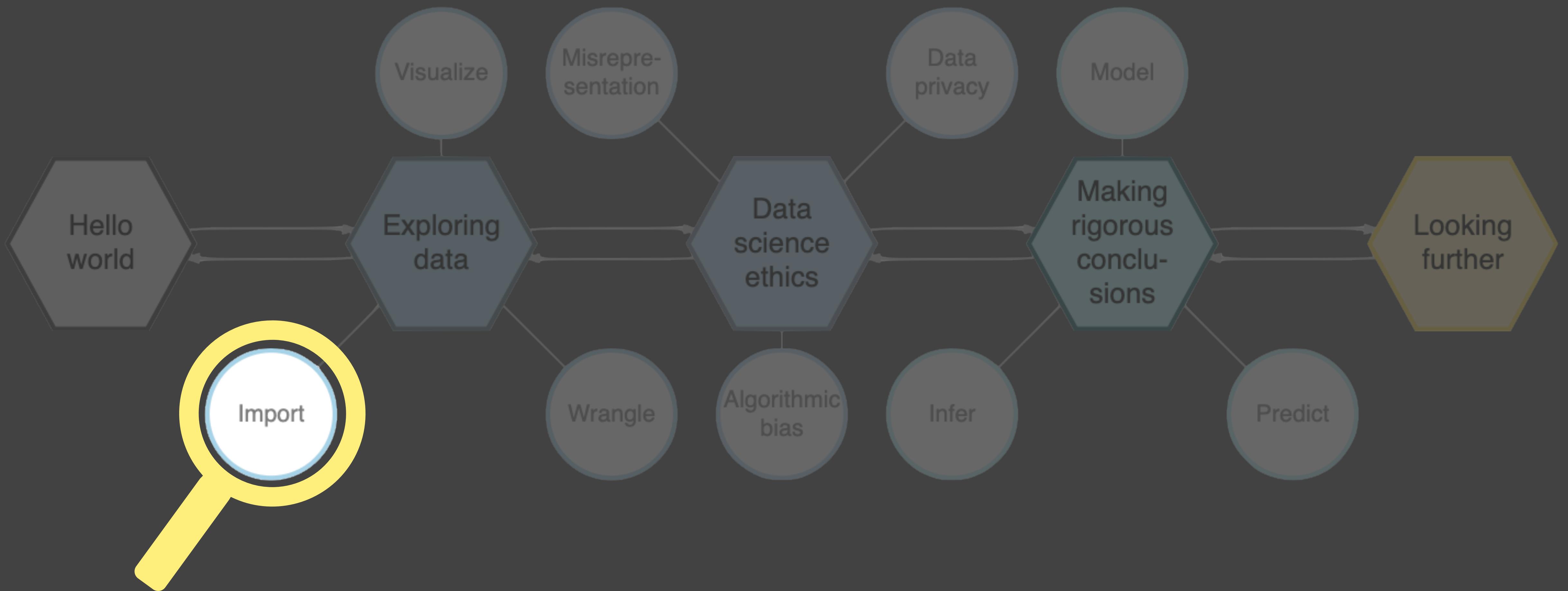
Talks:

- **Take a Sad Plot and Make it Better** (Alison Hill)
- **Tidy up your data science workflow with the tidyverse**
(Mine Çetinkaya-Rundel)

Lab: Take a sad plot and make it better

rstudio-education.github.io/datascience-box/course-materials/lab-instructions/lab-06/lab-06-sad-plots.html

CHANCE column: From drab to fab (Mine Çetinkaya-Rundel & Maria Tackett)



ex. 3

First Minister's COVID briefings

Scottish Government
Riaghaltas na h-Alba
v.scot





First Minister's speeches

From: [First Minister](#)

Speeches delivered by the First Minister Nicola Sturgeon.

On this page:

2020

- [2020](#)
 - [Coronavirus \(COVID-19\) update: First Minister's speech 26 October](#)
 - [Coronavirus \(COVID-19\) update: First Minister's speech 23 October](#)
 - [Coronavirus \(COVID-19\) update: First Minister's speech 22 October 2020](#)
 - [Coronavirus \(COVID-19\) update: First Minister's speech 21 October 2020](#)
 - [Coronavirus \(COVID-19\) update: First Minister's speech 20 October 2020](#)
 - [Coronavirus \(COVID-19\) update: First Minister's speech 19 October 2020](#)
 - [Coronavirus \(COVID-19\) update: First Minister's speech 16 October 2020](#)
 - [Coronavirus \(COVID-19\) update: First Minister's speech 15 October 2020](#)
 - [Coronavirus \(COVID-19\) update: First Minister's speech 14 October 2020](#)
 - [Coronavirus \(COVID-19\) update: First Minister's speech 13 October 2020](#)
 - [Coronavirus \(COVID-19\) update: First Minister's speech 12 October 2020](#)
 - [Coronavirus \(COVID-19\) update: First Minister's speech 9 October 2020](#)
- [2019](#)
- [2018](#)
- [2017](#)
- [2016](#)

✓ ethics

```
robotstxt::paths_allowed("https://www.gov.scot/")
```

```
www.gov.scot
```

```
[1] TRUE
```

Coronavirus (COVID-19) update: First Minister's speech 26 October

Published 26 Oct 2020 date
From: First Minister
Part of: Coronavirus in Scotland, Public safety and emergencies
Delivered by: First Minister Nicola Sturgeon
Location: St Andrew's House, Edinburgh

Statement given by First Minister Nicola Sturgeon at a media briefing in St Andrew's House on Monday 26 October 2020.

This document is part of a collection

Coronavirus update from the First Minister: 26 October 2020
Stick with it.
For yourselves and each other.
CORONAVIRUS UPDATE
Press conference 26 October 2020
protect.scot

Good afternoon, and thanks for joining us. I want to start with the usual daily report on the COVID statistics.

The total number of positive cases reported yesterday was 1,122.

This represents 7.1% of the total number of tests carried out. 428 of the new cases were in Greater Glasgow and Clyde, 274 in Lanarkshire, 105 in Lothian and

- ✓ ethics
- ✓ web scraping
- ✓ text parsing
- ✓ data types
- ✓ regular expressions

First Minister's speeches

From: [First Minister](#)

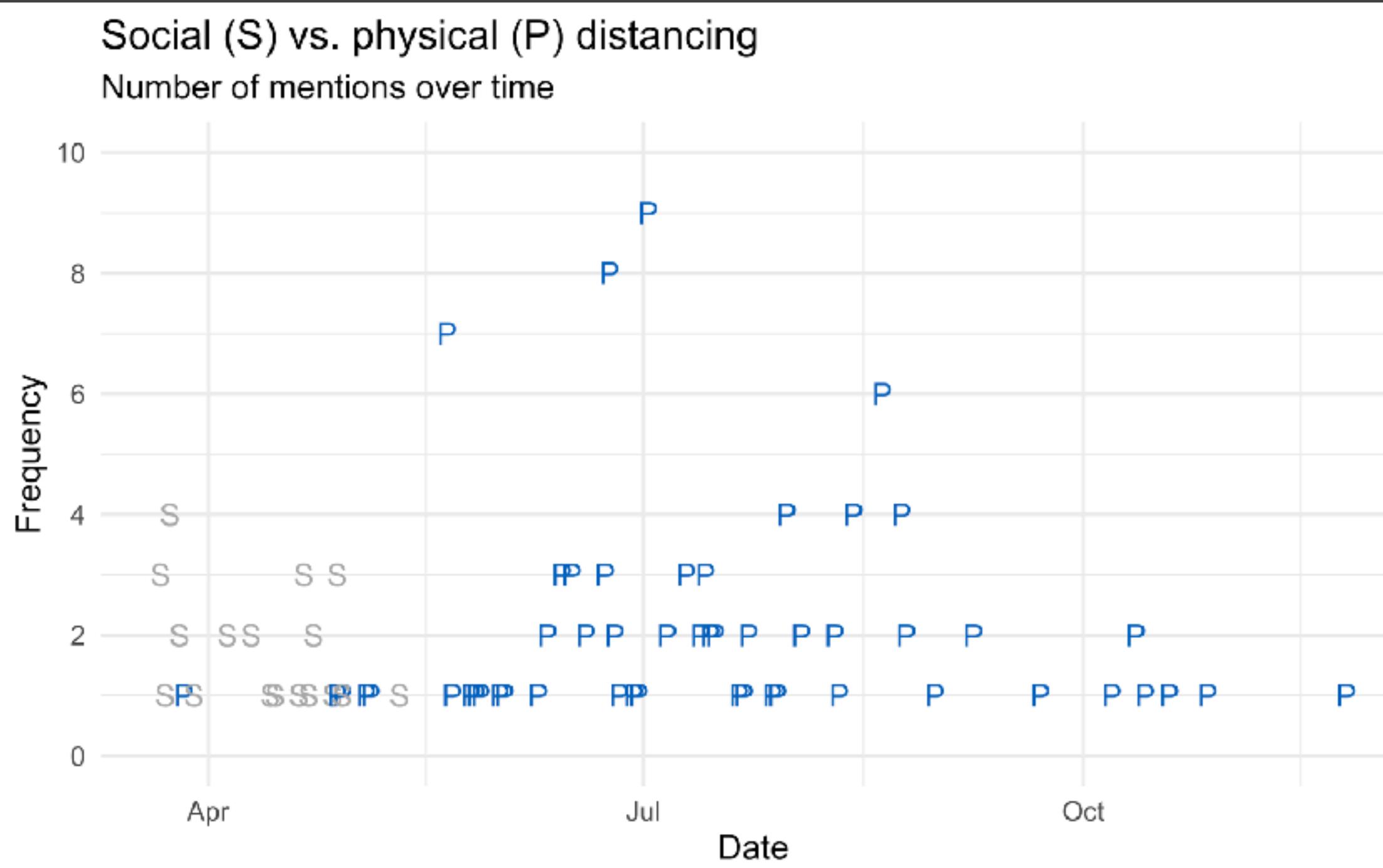
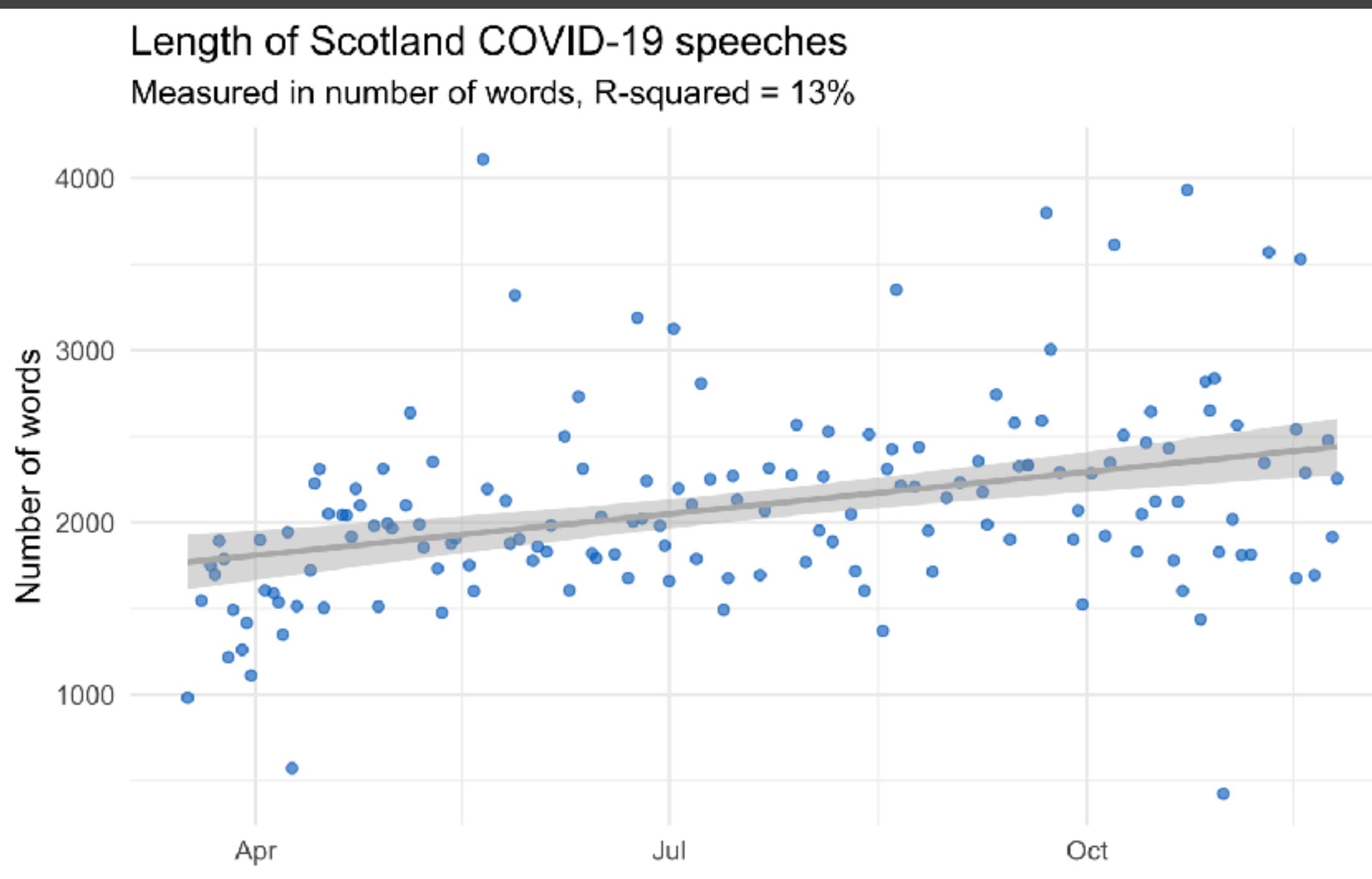
Speeches delivered by the First Minister Nicola Sturgeon.

On this page:

2020

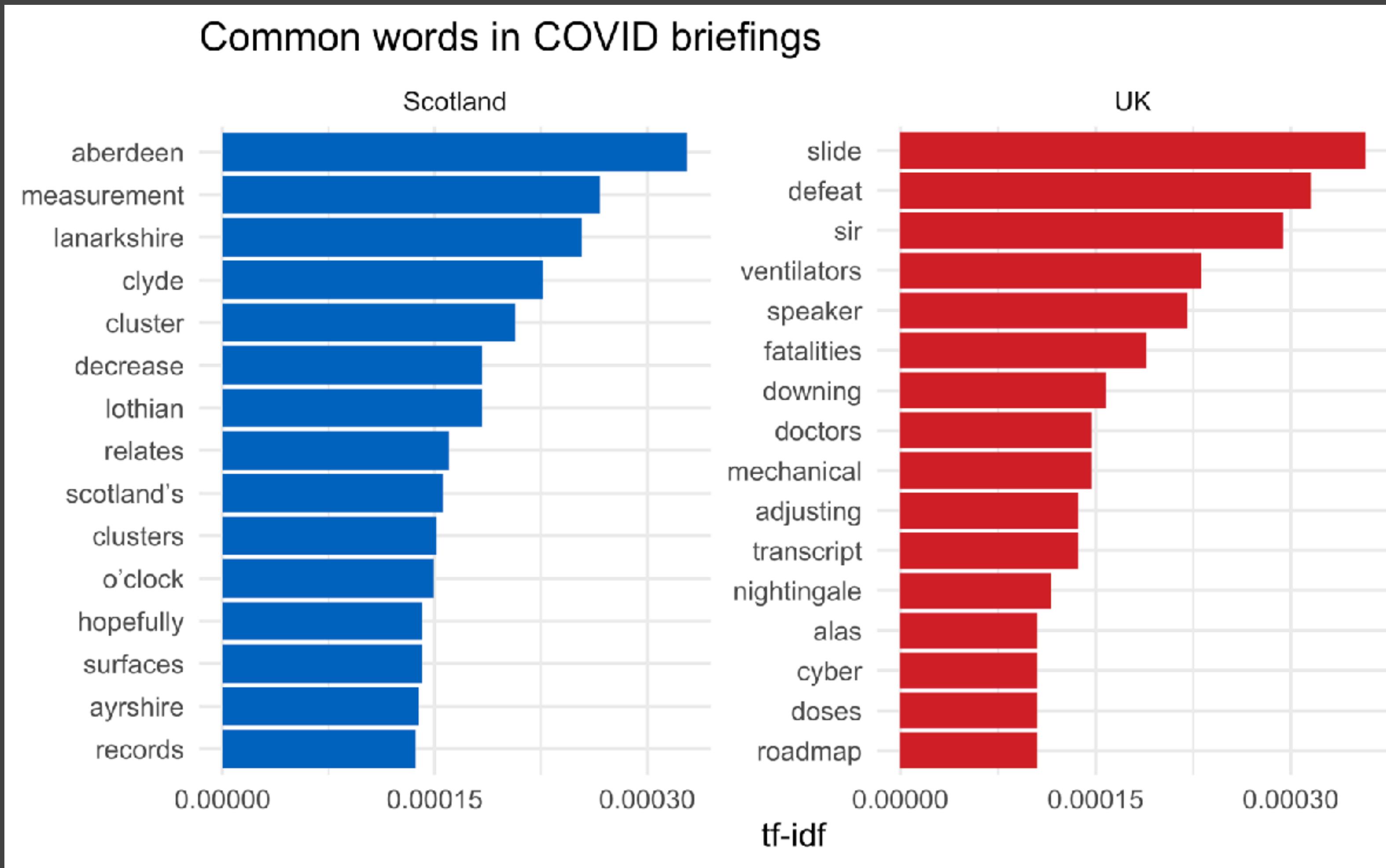
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- [Coronavirus \(COVID-19\) update: First Minister's speech 9 October 2020](#)

- ✓ ethics
- ✓ web scraping
- ✓ text parsing
- ✓ data types
- ✓ regular expressions
- ✓ functions
- ✓ iteration



- ✓ ethics
- ✓ web scraping
- ✓ text parsing
- ✓ data types
- ✓ regular expressions
- ✓ functions
- ✓ iteration
- ✓ visualisation
- ✓ interpretation

- ✓ ethics
- ✓ web scraping
- ✓ text parsing
- ✓ data types
- ✓ regular expressions
- ✓ functions
- ✓ iteration
- ✓ visualisation
- ✓ interpretation
- ✓ text analysis





takeaways

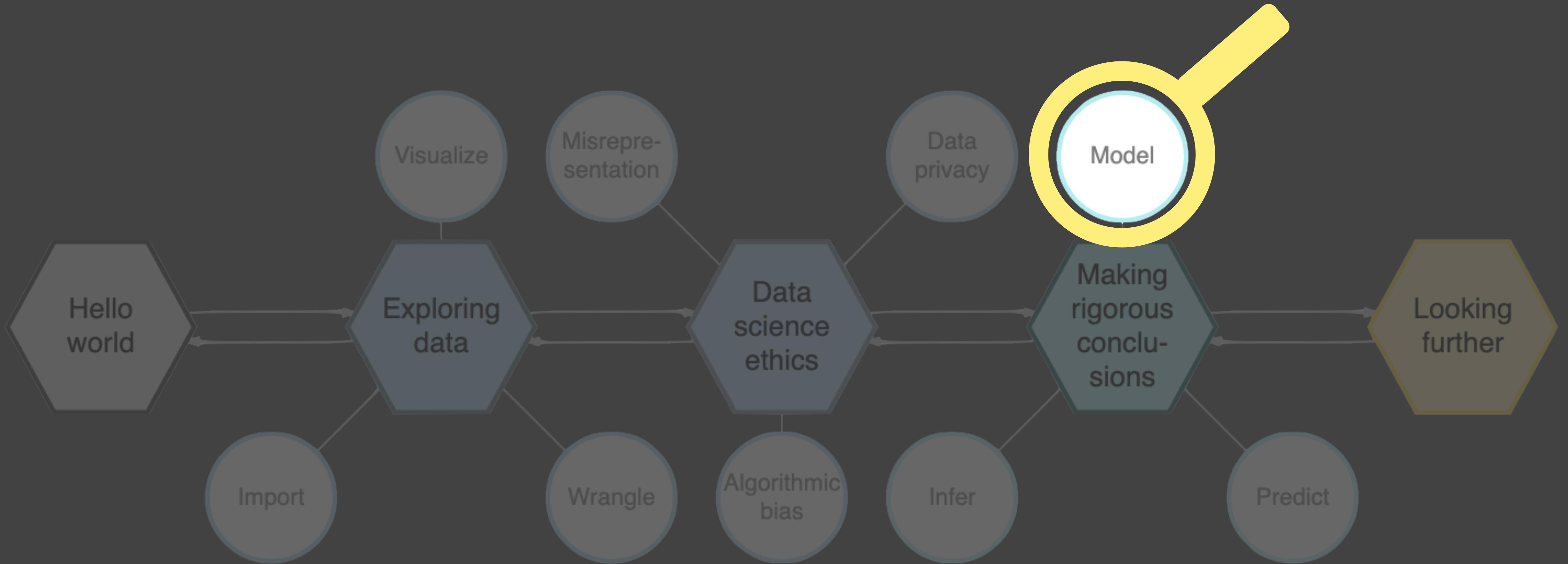
web scraping to motivate DRY
(do not repeat yourself)

Lessons: Web scraping and programming
datasciencebox.org/exploring-data.html#web-scraping-and-programming



resources

Paper: Web Scraping in the Statistics and Data Science Curriculum: Challenges and Opportunities (Dogucu & Çetinkaya-Rundel, 2021)
doi.org/10.1080/10691898.2020.1787116

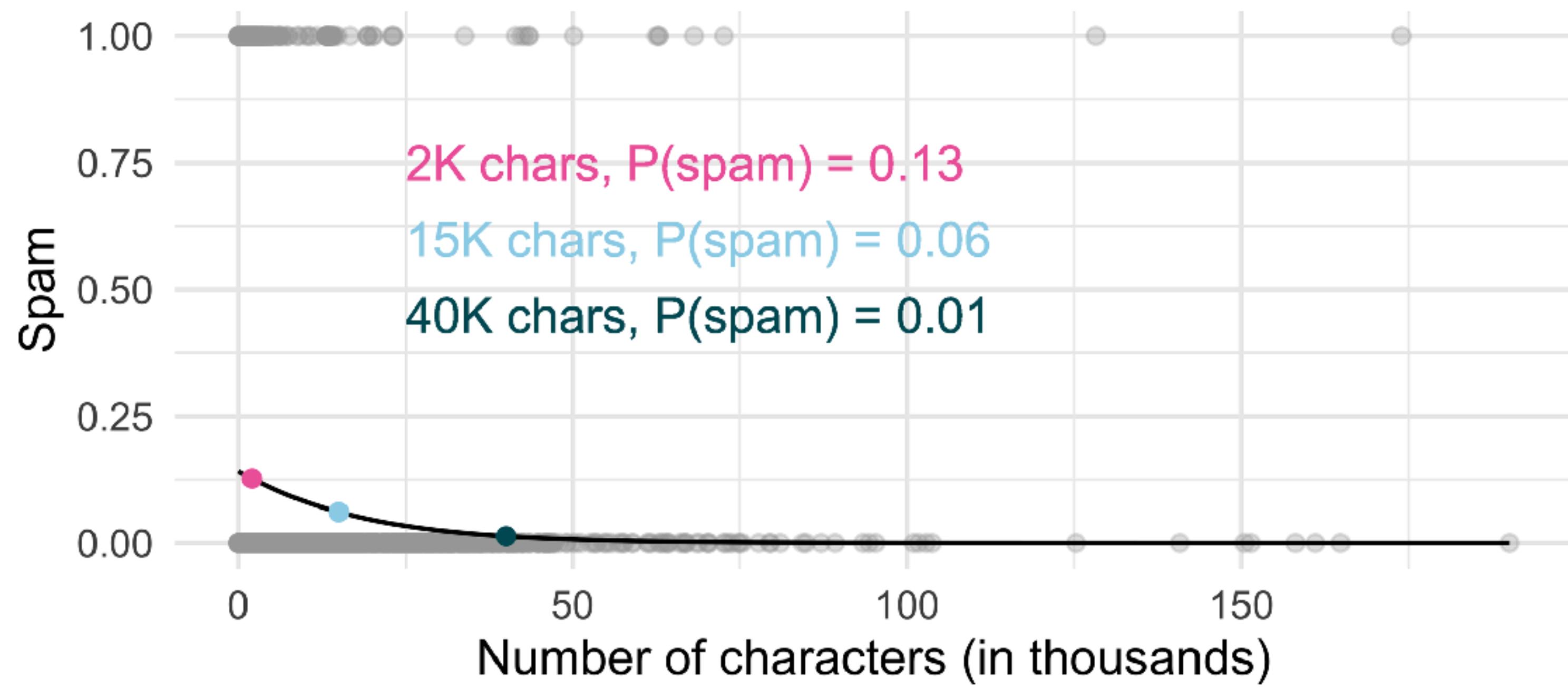


ex. 3

spam filters



Spam vs. number of characters



- ✓ logistic regression
- ✓ prediction

	Email is spam	Email is not spam
Email labelled spam	True positive	False positive (Type 1 error)
Email labelled not spam	False negative (Type 2 error)	True negative

- ✓ logistic regression
- ✓ prediction
- ✓ decision errors
- ✓ sensitivity / specificity
- ✓ intuition around loss functions



takeaways

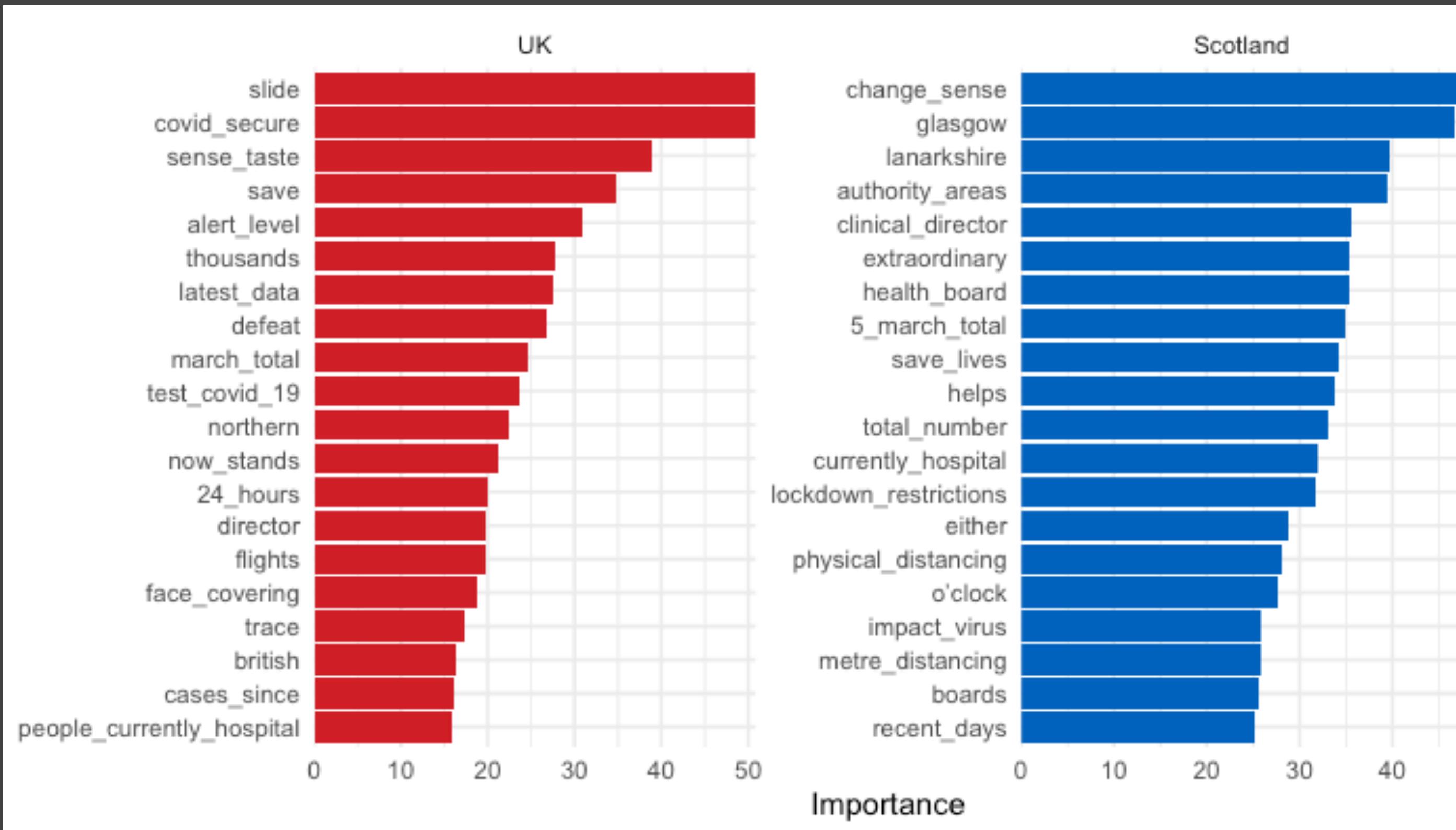
decision tables to motivate intuition
around loss functions



resources

Lessons: Classification and model building
datasciencebox.org/making-rigorous-conclusions.html#classification-and-model-building





✓ machine learning
for text data

✓ repetition

Road Traffic Accidents

Accident severity Visualizing

Recreate the following plot. To match the colors, you can use `scale_fill_viridis_d()`.

Light condition and accident severity

Light condition	Slight	Serious	Fatal
Daylight	~0.75	~0.75	~0.65
Darkness - lights lit	~0.15	~0.25	~0.25
Darkness - lights unlit	~0.05	~0.05	~0.15
Darkness - no lighting	~0.02	~0.02	~0.15
Darkness - lighting unknown	~0.01	~0.01	~0.05

R code Start Over Hints Run Code Submit Answer

```
1 ggplot(data = ___, aes(x = ___, ___ = ___)) +  
2   geom___(____) +  
3   ___() +  
4   ___(y = ___, x = ___,  
5       ___ = ___,  
6       title = ___)
```

Which of the following are true? Check all that apply.

- Most accidents occur in daylight
- Roughly 20 percent of serious accidents occurred in the darkness without lighting
- Crashes in the darkness tend to be more severe
- Fatal crashes have the highest proportion of crashes in the darkness where the lights are lit
- Most slight accidents in the darkness happen without lighting.

Submit Answer

Continue



tips

✓ repetition

✓ reflection

IDS 2020 - Quiz 03 - Data wrangling and visualisation

NYC Flights 2013

Data joins

Better data visualizations

Submit

Start Over

4. Write about one or two questions you did tries. What was difficult about them? What clarified on the topics covered in this quiz? Your answers can be brief / in bullet point form. quickly reflect on your learning.

Enter your answer

Send me an email receipt of my response

Submit

This content is created by the owner of the form. The data you provide will not be shared with Microsoft.

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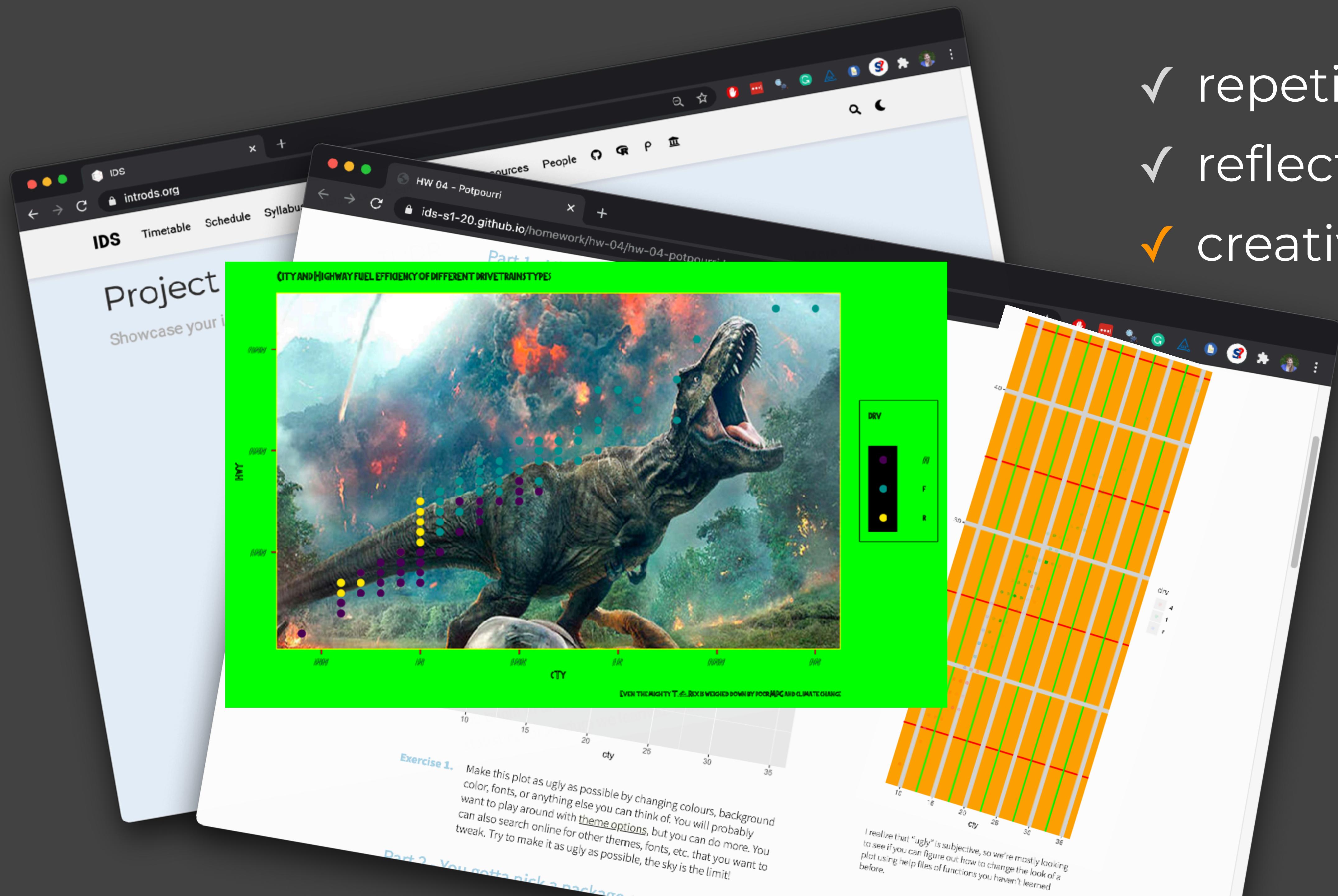
Previous Topic

#	A tibble: 19 x 2	n
	bigram	<int>
1	question 7	19
2	question 8	16
3	questions 7	12
4	join function	9
5	question 2	9
6	choice questions	7
7	first question	7
8	multiple choice	7
9	correct answer	6
10	necessarily improve	6
11	join functions	5
12	question 1	5
13	7 8	4
14	airline names	4
15	data frames	4
16	feel like	4
17	many options	4
18	right answer	4
19	x axis	4



tips

- ✓ repetition
- ✓ reflection
- ✓ creativity



tips

HW 04 - Potpourri

ids-s1-20.github.io/homework/hw-04/hw-04-potpourri.html

Part 3 - Peer review

For the last part of this assignment we're asking you to review **two** projects. You will get access to the two project repos you will review after the workshop on Friday, 20 November. To locate these repos go to the course organisation on GitHub and look for project repos that are not your own, with the name **project-SOME-OTHER-TEAM-NAME**.

You will have limited access to these repos. You can open issues but you can't make changes to them. To complete your review, go to the **Issues** tab and open a **New Issue**. Then, select the issue template titled **Peer review**, and answer the following questions for the project.

- Describe the goal of the project.
- Describe the data used or collected.
- Describe how the research question will be answered, e.g. what approaches / methods will be used.
- Is there anything that is unclear from the proposal?
- Provide constructive feedback on how the team might be able to improve their project.
- What aspect of this project are you most interested in and would like to see highlighted in the presentation.
- Provide constructive feedback on any issues with file and/or code organization.
- (Optional) Any further comments or feedback?

- ✓ reflection
- ✓ creativity
- ✓ peer review



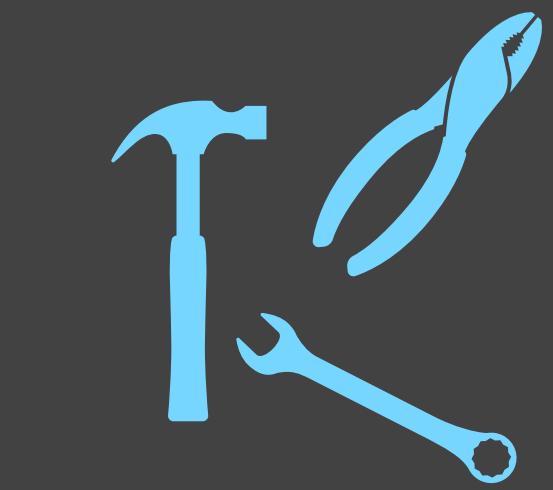
tips

- ✓ repetition
- ✓ reflection
- ✓ creativity
- ✓ peer review
- ✓ real workflows

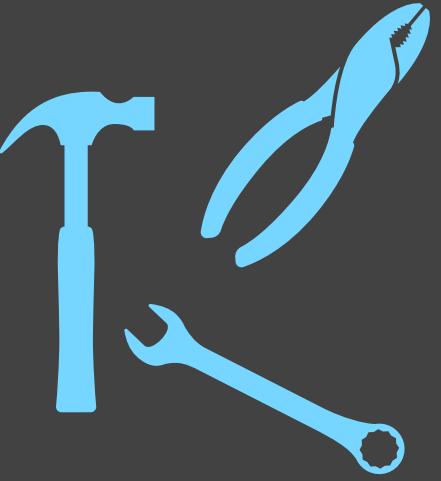
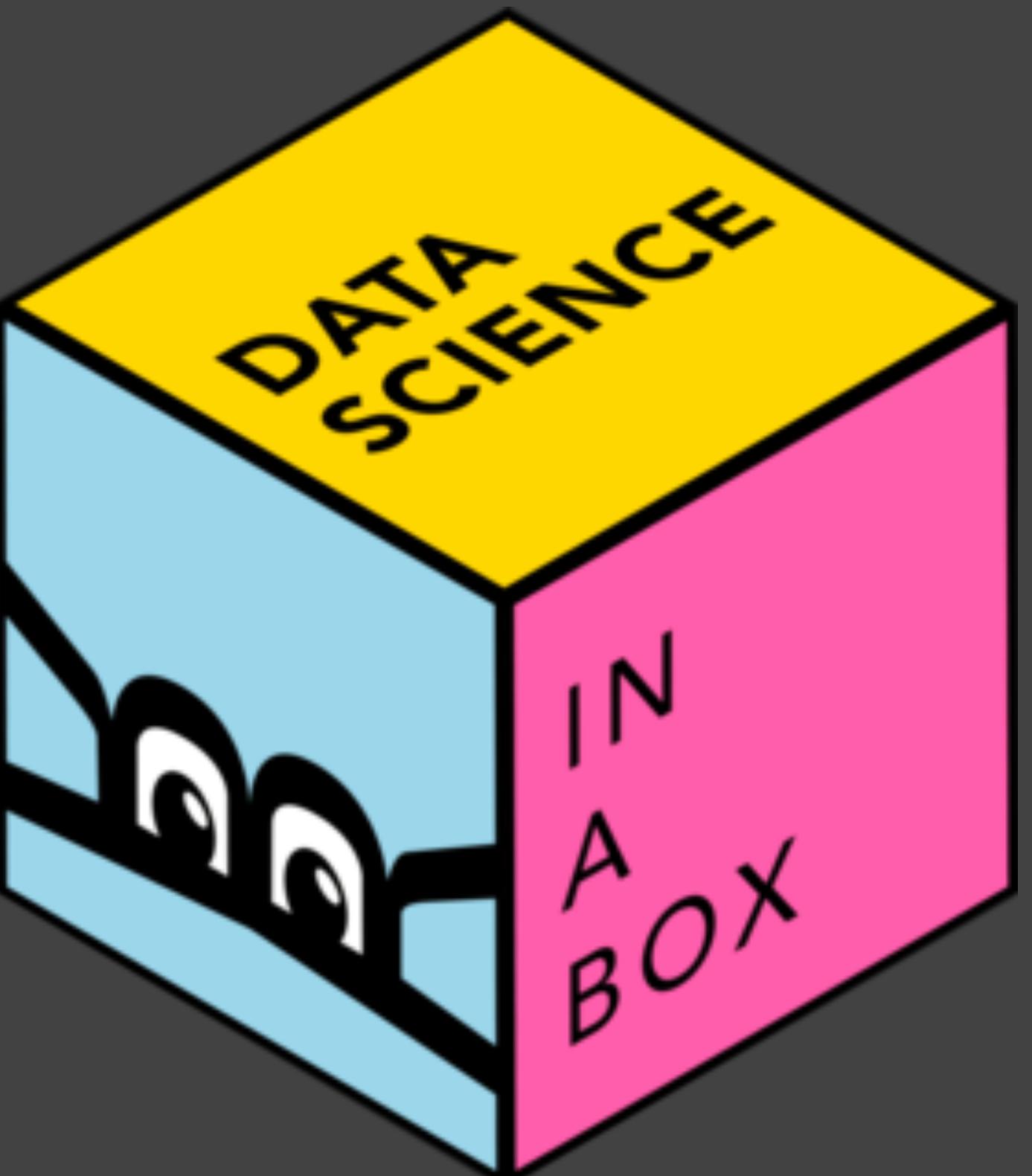
Add references and info to codebook, fixes #2	committed yesterday
Amend code book	committed yesterday
Removed redundant variable list	committed yesterday
Add raw data and R Script used for pre-processing, closes #3	committed 2 days ago
Use nrow() instead of count() in EDA, fixes #4	committed 2 days ago
Delete redundant README.html, closes #1	committed 2 days ago



tips



**student
toolbox**



instructor
toolbox



Hello #dsbox!

1 Overview

2 Design principles

3 Topics

4 Tech stack

5 Community

Course content

6 Hello world

7 Exploring data

8 Data science ethics

9 Making rigorous conclusions

10 Looking further

11 Interactive tutorials

12 Project

13 Exams

Infrastructure

14 Accessing R

15 Version control

16 Discussion

17 Sharing

18 Alternative setups

Pedagogy

19 Pedagogy

7.1 Slides, videos, and application exercises

7.1.1 Visualising data

Unit 2 - Deck 1: Data and visualisation

- Slides
- Source
- Video

Unit 2 - Deck 2: Visualising data with ggplot2

- Slides
- Source
- Video

Reading:
R4DS :: Chp 3 - Data visualization

Unit 2 - Deck 3: Visualising numerical data

- Slides

On this page

7 Exploring data

7.1 Slides, videos, and application exercises

7.1.1 Visualising data

7.1.2 Wrangling and tidying data

7.1.3 Importing and recoding data

7.1.4 Communicating data science results effectively

7.1.5 Web scraping and programming

7.2 Labs

7.3 Homework assignments

[View source](#)

[Edit this page](#)

A Fresh Look at Introductory Data Science

Mine Çetinkaya-Rundel^{a,b,c}  and Victoria Ellison^b

^aSchool of Mathematics, University of Edinburgh, Edinburgh, UK; ^bDepartment of Statistical Science, Duke University, Durham, NC; ^cRStudio, Boston, MA

ABSTRACT

The proliferation of vast quantities of available datasets that are large and complex in nature has challenged universities to keep up with the demand for graduates trained in both the statistical and the computational set of skills required to effectively plan, acquire, manage, analyze, and communicate the findings of such data. To keep up with this demand, attracting students early on to data science as well as providing them a solid foray into the field becomes increasingly important. We present a case study of an introductory undergraduate course in data science that is designed to address these needs. Offered at Duke University, this course has no prerequisites and serves a wide audience of aspiring statistics and data science majors as well as humanities, social sciences, and natural sciences students. We discuss the unique set of challenges posed by offering such a course, and in light of these challenges, we present a detailed discussion into the pedagogical design elements, content, structure, computational infrastructure, and the assessment methodology of the course. We also offer a repository containing all teaching materials that are open-source, along with supplementary materials and the R code for reproducing the figures found in the article.

KEYWORDS

Data science curriculum;
Data visualization;
Exploratory data analysis;
Modeling; Reproducibility; R

1. Introduction

How can we effectively and efficiently teach data science to students with little to no background in computing and statistical thinking? How can we equip them with the skills and tools for reasoning with various types of data and leave them wanting to learn more? This article describes an introductory data science course that is our (working) answer to these questions.

At its core, the course focuses on data acquisition and wrangling, exploratory data analysis, data visualization, inference, modeling, and effective communication of results. Time permitting, the course also provides very brief forays into additional tools and concepts such as interactive visualizations, text analysis, and Bayesian inference. A heavy emphasis is placed on a consistent syntax (with tools from the tidyverse), reproducibility (with R Markdown), and version control and collaboration (with Git and GitHub). The course design builds on the three key recommendations from Nolan and Temple Lang (2010): (1) broaden statistical computing to include emerging areas, (2) deepen computational reasoning skills, and (3) combine computational topics with data analysis. The goal of the course is to bring students from zero experience to being able to complete a fully reproducible data science project on a dataset of their choice and answer questions that they care about within the span of a semester.

In Section 2 of this article, we start with a review of the most recent curriculum guidelines for undergraduate programs

in data science, statistics, and computer science. In this section, we also present a synopsis of the course content and structure of introductory data science courses at four other institutions with the goal of providing a snapshot of the current state of affairs in undergraduate introductory data science curricula. In Section 3, we outline the overall design goals of the Duke University introductory data science course that is the focus of this article and discuss how this course addresses current undergraduate curriculum guidelines in statistics and data science. In Section 4, we expand on the course content, flow, and pacing, and present examples of case studies from the course. In Section 5, we detail the pedagogical methods employed by this course, specifically addressing how these methods can support a large class with students with a diverse range of previous experiences in statistics and programming. Section 6 presents the computing infrastructure of the course, Section 7 presents the methods of assessment, and finally in Section 8, we provide a synthesis of where this course sits in the landscape of introductory data science curriculum guidelines, future design plans for the course, and opportunities and challenges for faculty wanting to adopt this course.

2. Background and Related Work

An exact characterization of what the field of data science is meant to encompass is still debated. However, in this article,

Mine Çetinkaya-Rundel &
Victoria Ellison (2020)

A Fresh Look at Introductory Data Science

Journal of Statistics Education

DOI: [10.1080/10691898.2020.1804497](https://doi.org/10.1080/10691898.2020.1804497)

IDS Timetable Schedule Syllabus Help Extra credit Project Resources People 🔍 🌐 🎯

IDS Course Schedule

Overview

This is a tentative course schedule. The flow of topics might change slightly depending on how quickly / slowly it feels right to ...

Introduction to Data Science
Last updated on 20 Oct 2020

Week 1 - Welcome to IDS

Get acquainted with the course, the technology, the workflow, and the skills you will acquire throughout the semester.

Introduction to Data Science
Last updated on 5 Oct 2020

Week 2 - Visualizing data

Data visualization and interpretation of graphical information.

Introduction to Data Science
Last updated on 5 Oct 2020

Week 3 - Wrangling and tidying data

Data wrangling, joining, and tidying.

Introduction to Data Science
Last updated on 15 Oct 2020



INSERT LINK



datasciencebox.org



minebocek



mine-cetinkaya-rundel



cetinkaya.mine@gmail.com