Quick Survey Please!

https://bit.ly/3ekjPzD



Twitter: #OTFDataAnalysis

<u>@pbeens</u>

@grant_hutchison



Addressing the Data Analysis Expectations: Using Google Colab to Analyze and Graph Your Data

Twitter: #OTFDataAnalysis

Presentation: bit.ly/OTFDataAnalysis

Repository: bit.ly/3gZNPIN or is.gd/BeensOTFdata



Peter Beens & Grant Hutchison

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including spatial technology skills and the quartiles, percentiles, and z-scores, use the cess in the health care industry, as identified in essential skills in the Ontario Skills Passport normal distribution to model suitable on the Ontario Skills Passport (e.g., computer use, (e.g., reading text, including graphic text; writing; variable data sets, and recognize these oral communication; using maps, graphs, charts, data analysis, job task planning and organizing); processes as strategies for one-variable tables; computer use; use of geographic data analysis THE ONTARIO SKILLS PASSPORT: MAKING LEARNING RELEVANT AND rmation systems [GIS], satellite imagery; 2.4 determine, by performing a line **BUILDING SKILLS** surement and calculation; data analysis; ogy, the equation sion making; planning; organizing; finding The Ontario Skills Passport (OSP) is a free, bilingual, web-based resource that provides able two-variable rmation; problem solving), that can be transteachers and students with clear descriptions of the "Essential Skills" and work habits ed to the world of work and to everyday life important in work, learning, and life. Teachers planning programs in Canadian an A2.1 describe ways in which geographic investimine the fit of an individual dat linear model (e.g., by using residual world studies can engage students by using OSP tools and resources to show how gation can help them develop skills, including tify outliers), and recognize thes what they learn in class can be applied in the workplace and in everyday life. spatial technology skills and the essential skills as strategies for two-variable d in the Ontario Skills Passport (e.g., reading text, distinguish situations requiring one-variable ls identified in the OSP are: including graphic text; writing; oral communication; and two-variable data an A2.1 describe several ways in w. Ontario Skills Passp using graphs, charts, and tables; computer use; associated numerical sun investigation can help them d use of a geographic information system [GIS], charts summary tables) satellite imagery; measurement and calculation; can be transferred to postsecondary opportun-MAP4C data analysis; decision making; planning; organbar graphs, ities, the world of work, and everyday life (e.g., izing; finding information; problem solving), that A2.1 describe ways in whi skills related to reading texts, writing, document can be transferred to the world CGC1P to contemporary First N use, computer use, oral communication, numeracy, everyday life NDA3M lp them finding information, data analysis) ta Analysis (e.g., skills related to reading texts, writing, document use, computer use, oral communication, ob Task Planning and analyse different sets of data presented in various ways, including in logic diagrams, line plots, ling Information numeracy, decision making, problem solving, and bar graphs, by asking and answering questions about the data and drawing conclusions, finding information, data analysis) as well as D1.4 Data Analysis skills related to the citizenship education framework,* including advocacy skills, that can identify the mode(s), if any, for various data sets presented in concrete graphs, pictographs, be transferred to postsecondary opportunities, line plots, bar graphs, and tables, and explain what this measure indicates about the data the world of work, and their future lives

Tech (lots)

the Essential Skind that are important for suc-

of and apply

A2.1 describe ways in which generable

investigation can help them d

1.2 determine the positions of individual da D2.4 demonstrate

in a one-variable data set usi

MDM4U

Search for "data" In All Courses (> 2k hits!)

- number of ICT to data Previous Next a field study, students can combine a eld personal digital devices, and digital
- As simulations: Various simulation programs are available that provide hands-on visual engagement to support student learning.

Whenever appropriate, students should be encouraged to use ICT to support and communicate their learning. For example, students working individually or in groups can use computer technology and/or Internet websites to gain access to museums, galleries, archives, and heritage sites in Canada and around the world; databases of laws and regulations; political information and economic data on various countries; and digital atlases and other sources of information and data. They can also use portable storage devices to store information, as well as CD-ROM and DVD technologies, digital cameras, GIS maps, interactive whiteboards, and projectors to organize and present the results of their investigations to their classmates and others.

Grade 8 - Data Analysis with Code

Coding	No references to coding	 Focus on coding throughout all grades, including: Gr. 1: Sequential events Gr. 2: Sequential and concurrent events Gr. 3: Sequential, concurrent, and repeating events Gr. 4: Sequential, concurrent, repeating, and nested events Gr. 5-6: Code involving conditional statements and other control structures Gr. 7: Code involving events influenced by subprograms and other control structures Gr. 8: Code involving the analysis of data
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First...

I am not an expert!

(but I'll do my best...)

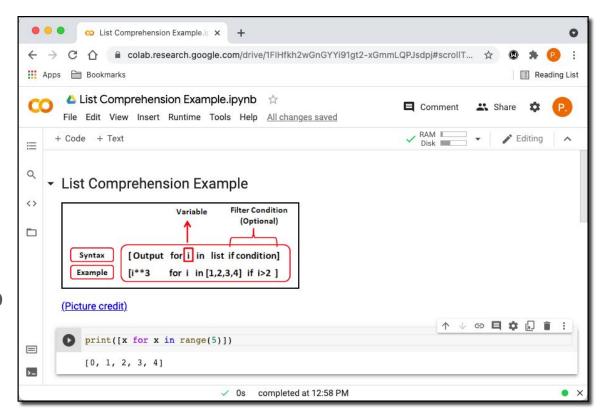
Second...

stackoverflow.com is your friend!

What is Colab?

Colaboratory, or "Colab" for short, is a product from Google Research.

Colab allows anybody to write and execute arbitrary Python code through the browser, and is especially well suited to machine learning, data analysis and education.

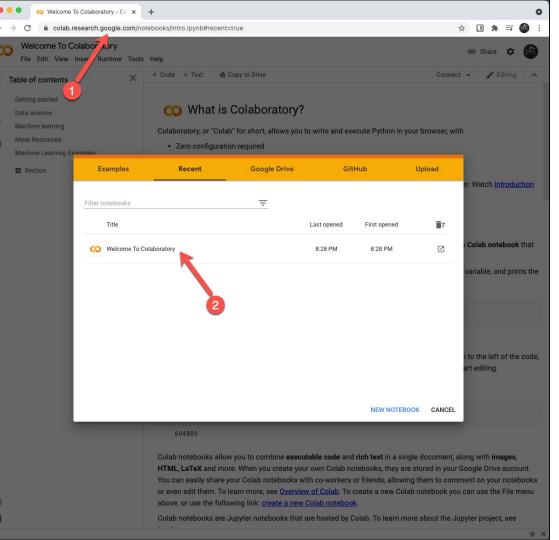


Why Colab is a Great Tool for Educators and Students

- By its very nature, Colab is a perfect tool for employing Computational Thinking techniques.
 - It is perfect for approaching problems in an iterative and step-by-step fashion, though its use of both text and code cells.
- It's from Google, so most students and educators already have an account.
- Integrated with GitHub
- It is an adaptation of Jupyter Notebook, which is very popular for scientific note-taking and interactive experimentation with code

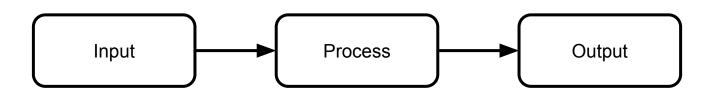
Quick Demo of Colab

is.gd/BeensColabDemo



colab.research.google.com

IPO Model





- Input
 - Define the Objective
 - Get the Data
- Process
 - Have a Quick Look at the Data
 - Clean/Fix/Filter the Data (if necessary)
- Output
 - Plot and/or export the Data
 - Save chart picture

Relating IPO to Data Analysis: Input

The input come from outside the document:

- Google Sheets
- Excel
- Websites (a table)
- A file

...or inside the document

 From a list or a dictionary or other more complex data structures

Relating IPO to Data Analysis: Process

- Some examples:
 - Delete extra rows
 - Delete strange characters such as end- or footnote numbers
 - Multi-row headers
 - Take care of missing data (NaN = Not a Number)

Relating IPO to Data Analysis: Output

- Charts:
 - Bar (vertical and horizontal)
 - Scatter
 - Line
 - Histogram
 - o Etc.
- Export to a new data file

Demos:

Working Through Some Real Examples

Get Data from Google Sheets

Demo Input Data from Google Sheet.ipynb

This simple spreadsheet will let us plot x vs y data.

Years Taught vs Grade Taught (from Google Sheets)

Demo Teacher Years vs Grade.ipynb

This simple spreadsheet, collected from a Google Form will let us plot a scatter plot.

Get Data from Table on Website

Demo Input Data from Table on Website (CAFE).ipynb

This is CAFE (Corporate Average Fuel Economy) data that needs some fixing before it can be graphed.

Adding a New Column using Math

Demo Adding a New Column using Math.ipynb

Doing some simple math to create a new column of data.

Bar Chart Demo (Mass of Planet)

Demo Bar Chart Mass of Planets.ipynb

This data is taken from a table in Wikipedia and has to be cleaned up at bit before it can be graphed.

Tip!

I recommend reading in data from somewhere online.

When notebooks get moved or copied, their reference to any local data files could be lost.

GitHub is my favourite location for files but Google Sheets is equally easy to use as a data source.

Resource for Fixing Data

Demo Fixing Data.ipynb

A very helpful resource. Be sure to open it in Colab so you can see the Table of Contents.

The Template

Colab: <u>is.qd/BeensDataTemplate</u>

GitHub: bit.ly/beensdatatemplategithub

The GitHub Repository for Today's Resources

https://bit.ly/3gZNPIN

(github.com/pbeens/OTF-Data-Analysis-2021-05)

GitHub

(if time permits)

What is GitHub?

Some technical definitions (ignore!):

"GitHub is a code hosting platform for version control and collaboration. It lets you and others work together on projects from anywhere."

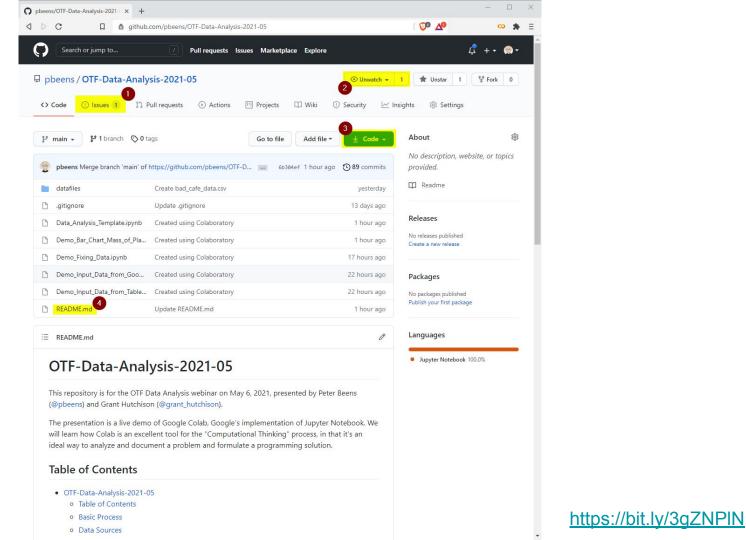
--https://guides.github.com/activities/hello-world/

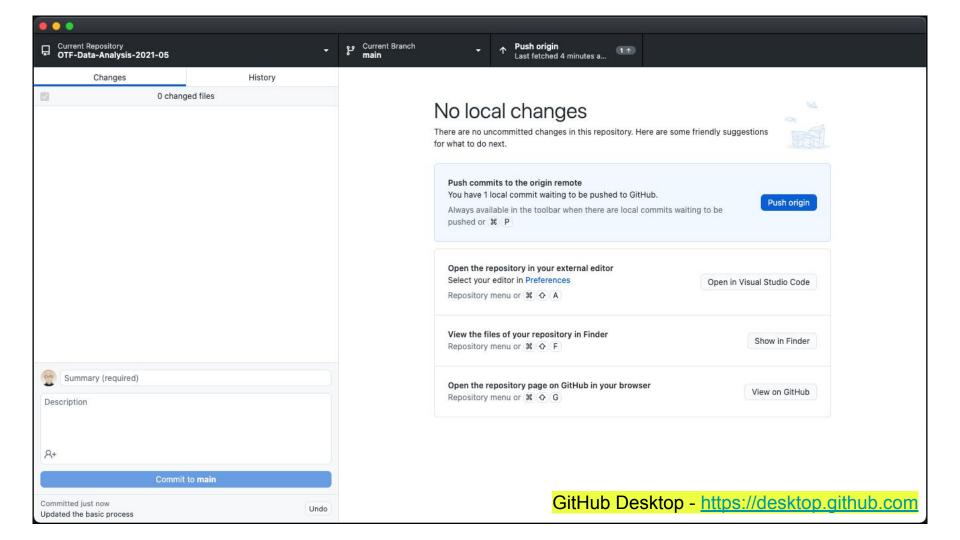
At a high level, GitHub is a website and cloud-based service that helps developers store and manage their code, as well as track and control changes to their code.

--https://kinsta.com/knowledgebase/what-is-github/

My definition:

A good place to share your data files and notebook (Colab) templates from.





Open in Colab Chrome Extension

Allows you to open any Jupyter or Colab notebooks in GitHub directly in Colab.



Callysto (Callysto.ca)

- Is an alternative to Colab
- Many resources across subject areas
- Has many training materials
- Hosted in Canada
- Uses Jupyter notebooks in a similar fashion to Colab, but is not integrated with Google or GitHub
- Being used for the upcoming <u>Hackathon for Teachers</u> by Andrew McDonald (@afmcdnL)

ACSE Mail List:

https://acse.net/mail-list/



Questions?