Introduction to Data Science at the University of British Columbia

an accessible course with an emphasis on reproducible workflows

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Course title and calendar Description:

Introduction to Data Science

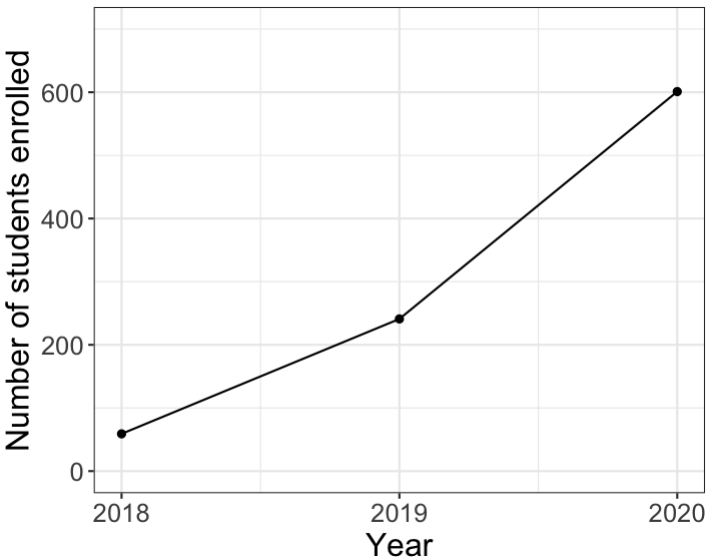
Use of data science tools to summarize, visualize, and analyze data. Sensible workflows and clear interpretations are emphasized.

Prerequisites: Grade 12 Math

Syllabus: https://ubc-dsci.github.io/dsci-100/README.html

Course history

- Started Development in 2017 by the UBC Department of Statistics
- Course enrollment currently limited by seats offered

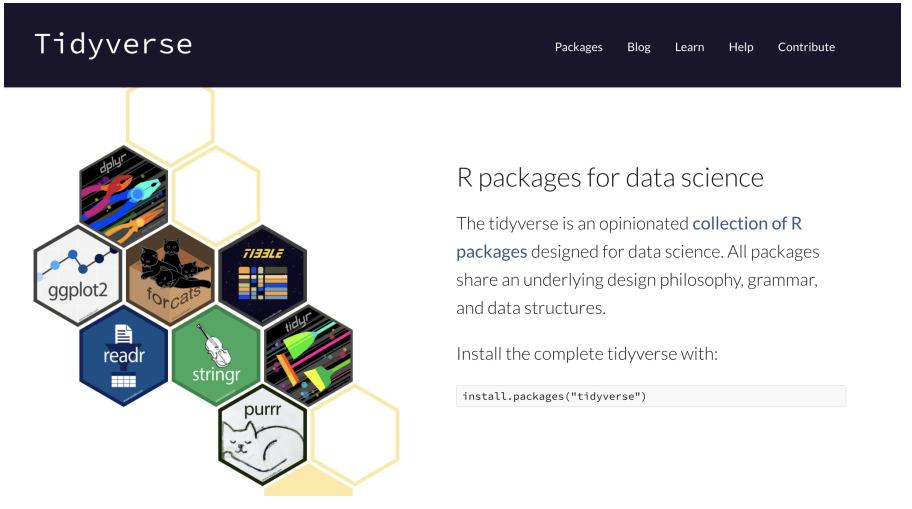


Adopted definition of data science

The process of obtaining value (*i.e.*, insight) from data through reproducible and transparent methods.

Course structure

First third focuses on how to use the R programming language to load, wrangle/clean, and visualize data, while answering descriptive and exploratory data analysis questions.

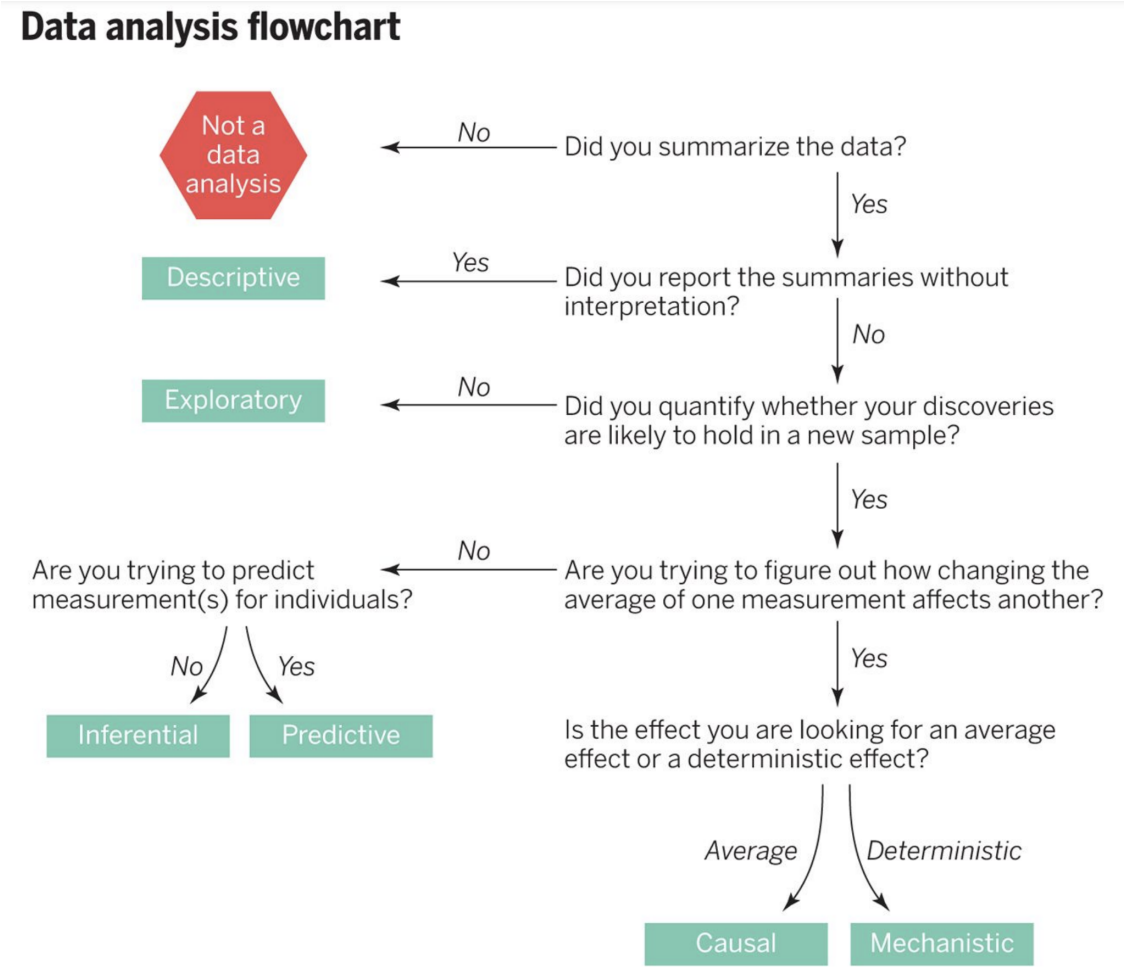


The remaining two thirds of the course illustrate how to solve four common problems in data science, which are useful for answering predictive and inferential data analysis questions.

Statistical questions we focus on

- Predicting a class/category for a new observation/measurement (e.g., cancerous or benign tumour)
- Predicting a value for a new observation/measurement (e.g., 10 km race time for 20 year old females with a BMI of 25).
- Finding previously unknown/unlabelled subgroups in your data (e.g., products commonly bought together on Amazon)
- Estimating an average or a proportion from a representative sample (group of people or units) and using that estimate to generalize to the broader population (e.g., the proportion of undergraduate students that own an iPhone)

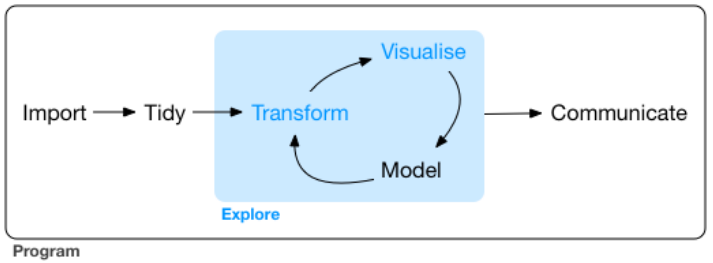
What is the question



Peng & Leek, Science, 2015

Course outline

Data Science workflow:



Source: R for Data Science by Garrett Grolemund & Hadley Wickham

Week	Topic
1	A vignette
2	Reading data
3	Wrangling data
4	Visualising data
5	Collaboration & start projects
6	Classification part I
7	Classification part II
8	Regression part I
9	Regression part II
10	Work on projects
11	Clustering
12	Introduction to statistical inference part I

Key aspects of the course outline for success:

- Learners see & do an entire data analysis in R in week 1!
- Programming skills are taught in the context of simple data analysis
- Predictive questions before inferential questions
- Repeated emphasis on what is the question, and choosing methods based on the question and data in hand.

Key aspects of course organization, mechanics and pedagogy that allow for success

Course organization and mechanics

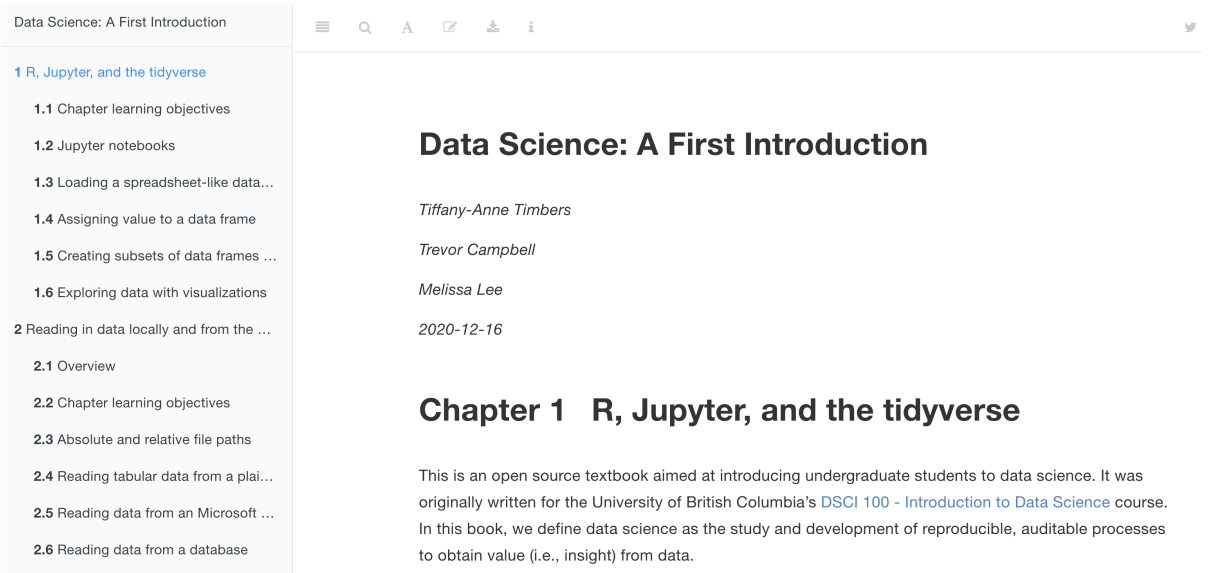
- Two 90 min meetings a week (lecture + tutorial)
- 3/4 flipped classroom
- paperless course
- ~ 60% of assessments are autograded

Deliverable	% grade
Lecture worksheets	5
Tutorial problem sets	15
Group project	20
Two quizzes/exams	40
Final exam	20

Textbook/readings

No modern yet accessible textbooks available that are suitable for our list of topics, programming language, and target learners... at least that I am aware of...

... so we wrote our own using the bookdown R package!



- URL: https://ubc-dsci.github.io/introduction-to-datascience
- open source and licensed Attribution-NonCommercial-ShareAlike 4.0 International

Lecture worksheets & tutorial homework

- Jupyter notebooks are literate code documents similar to R Markdown
- Markdown and LaTeX rendering in developing environment makes them easier to read while editing
- notebooks can be manually or autograded using an open source tool, nbgrader

Examples of DSCI 100 worksheets:

- worksheet_01
- worksheet_08

Group project

End product is a self-contained reproducible data analysis and report inside a Jupyter notebook

Reducing barriers to entry and success

- Gender and cultural minorities are under represented in STEM
- Aim: remove as many barriers as possible for entry & success in DSCI 100

How?

- Minimal pre-requisites (MATH 12)
- Anonymous class discussion forum (Piazza)
- Formal and public course code of conduct
- **Web server to provide access to homework via the course learning management system (LMS)!**

Summary

DSCI 100 at UBC:

- a first experience for students to gain skills in the areas of assembling, analyzing, and interpreting data
- by the end of the course, students are able to implement an end-to-end data science workflow for "simple" questions
- emphasis is placed on making analysis reproducible and transparent through the use of code in literate code documents (i.e., Jupyter notebooks)
- emphasis is also placed on choosing an appropriate method based on "what is the question" and the data at hand

Acknowledgements

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- Tiffany Timbers
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Thanks!

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The chakra comes from remark.js, **knitr**, and R Markdown.