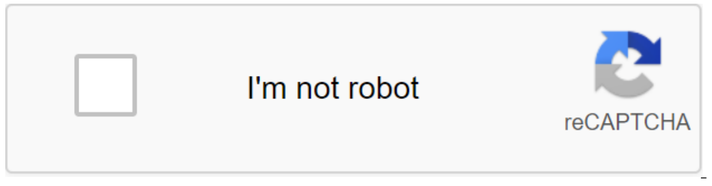

Continue

Categorical vs numerical data worksh

Warm-up: (5 mins) Answer the following questions: How many letters are in your name? What's your favorite color? How many brothers do you have? What's your favorite school subject? Opening: (5 mins) Open the device by explaining that we will look at the four steps of the process approaching the data During the unit we are going to collect data, organize it, analyze and display it. We're going to spend a lot of time in the block focusing on how to analyze data with statistics, but today we're going to start by classifying the data and thinking about how we collect data. Intro/Direct Instructions: (10 minutes) Today we will focus on different types of data. · When we ask questions to generate data, we usually answer them in one of two ways. · Identify categorical and numerical data for students for student notes. · For student notes, draw a T-graph for categorical vs. numerical. · Think out loud how to tell the difference. When I ask a categorical question, I realize that the answers that people will answer are words or categories. This is different from when I ask a numerical question. When I ask a numerical question, I notice that the answers are always numbers. · It is important to know what question we are asking, because it will affect our decisions about how we will organize the data and how we will organize, analyze and display the data later in our process. Based on practice: (5 minutes) Students will classify the questions asked as categorical or numerical. · Students will be asked to create categorical and numerical data questions. Independent practice: (10 min.) Students complete sheet - teacher circulating to monitor understanding/practice - or pull a small group of students who struggled during managed closing practices: (8 minutes) Review the difference between categorical and numerical issues Figure 5.9 visualizes different ways of building a categorical versus numerical variable. The questions: What does the graph show? What are the main variables (and data)? How many weights/cards are used? Can we reduce them? What do you like that you don't like about this figure? What is good, what is bad? What information could we add to the graph (if any)? How would you approach the replication graphics? - Deal with the column specification: Coke (I screen_name - col_character), n_retweets col_double , followers_count - col_double), party col_character ,), party_color col_character (), first_name ## account_created_at = col_datetime(format =), ## account_age_months = col_double(), ## account_age_years = col_double(), ## last_name = col_character(), ## female = col_double() ##) Figure 5.9: Boxplots and jittered points # data_twitter_influence.csv data <- read_csv(sprintf(1dLSTUJ5KA-BmAdS-CHmmxzqDFm2xVfv6), col_types = cols()) data_plot <- data %>% filter(n_retweets < 15000) p1 <- ggplot(data_plot, aes(x = party, y = n_retweets)) + geom_point()+ theme(axis.text.x = element_text(angle = 30, hjust = 1)) p2 <- ggplot(data_plot, aes(x = party, y = n_retweets)) + geom_jitter()+ theme(axis.text.x = element_text(angle = 30, hjust = 1)) p3 <- ggplot(data_plot, aes(x = party, y = n_retweets)) + geom_boxplot()+ theme(axis.text.x = element_text(angle = 30, hjust = 1)) p4 <- ggplot(data_plot , aes(x = party, y = n_retweets)) + geom_violin()+ theme(axis.text.x = element_text(angle = 30 , hjust No 1)) grid.arrange (p1, p2, p3, p4, ncol-2) Для того, чтобы продолжать наслаждаться нашим сайтом, мы просим вас подтвердить вашу личность как человека. Большое спасибо за сотрудничество. 6, 7, 8, 9, 10, 11, 12, HomeschoolPage 2Oh нет! Мы не нашли результатов по категоричным%20data%20vs%20numerical%20data. Пожалуйста, проверьте свою орфографию и попробуйте еще раз. 9, 10, 11, 12, высшее образование, образование для взрослыхPage 2O нет! Мы не нашли результатов по численным%20or%20categorical%20data. Пожалуйста, проверьте свою орфографию и попробуйте еще раз. Снова. categorical vs numerical data worksheet

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