Transcript for Stats Chats Live! Descriptive Statistics 3/19/16

Panc't for those of you logged in we
are waiting momentarily for our guest
to arrive.
So we'll begin as soon as Sarah enters
the --
>> Kim Palermo-Kielb: She's coming
from far, far away.
>> Patrick Dunn: She is.
>> Kim Palermo-Kielb: Don't know how
the internet is over there either.
>> Patrick Dunn: For those of you
logging in, we are really waiting just
a couple minutes for our guest to
arrive.
While you're getting oriented, if you
could just introduce yourself in the
chat, tell us where you live, where
you're from, and what you study at
walled.
>> Kim Palermo-Kielb: Siewght sedan,
wow.
Nigeria.
>> Patrick Dunn: And I saw we have
Georgia represented.
of course, the great State of Texas.
>> Kim Palermo-Kielb: Oh, yeah.
>> Patrick Dunn: And New York.
>> Patrick Dunn: I'm actually up in
fort Wayne Indiana this morning.
As soon as I finish with thrks I'm
going to my grandmother's ninetieth
birthday party.
So our whole family has converged on
fort Wayne.
>> Kim Palermo-Kielb: Is that far from
you?
>> Patrick Dunn: Oh, yeah.
It's --
>> Kim Palermo-Kielb: Indiana is what,
midwest so you have to go what, north?
>> Patrick Dunn: Oh, yeah, no, it
would be about a 20-hour car ride.
>> Kim Palermo-Kielb: Wow, pat.
>> Patrick Dunn: Okay.
We have California.
So we have most of the U.S. covered and
actually most of the globe covered
here.
>> Kim Palermo-Kielb: Would you --
while we're waiting for Sarah, do you
want me to talk a little bit about
tutoring?
>> Patrick Dunn: Yeah, why don't we do
that.
>> Kim Palermo-Kielb: So I usually do
this at the end of the webinars for
everyone but since we're delayed object
on our guest host I'll just do to t
ow.
On your screen Pat has a little
information here.
AC tutoring at we, that is where you
can email if you have any questions
about tutoring.
I'll introduce myself as well even
though we usually do it before when we
start the webinar.
My name is Kim, and I'm the coordinator
for the tutoring program here.
Prior to being a tutoring program we
were mentors and we were course
embedded.
So we had about 10 mentors that worked
in specific courses, and I was a mentor
in the research A200, and 6200 courses..
It was research methods and statistics.
And then we decided TO*G generalized
and we became tiewriters and now we are
not just in courses, we help students
throughout the entire University.
and the areas that we support students is statistics to break it down, it would be bio statistics, general statistics, dissertation statistics, and SPSS.
And we do a little bit of like -- Pat does a little bit of NVivo but we don't know much about qualitative.
We focus on quantitative.
But we're starting to get our foot in the door with that as well.
That might be scom coming up more in the future.
We also have tutors in word and PowerPoint and we have a lot of dissertation students coming to us, would go with the template, setting their table of contents, formatting, that kind of thing.
PowerPoint is really big.
We have dissertation students coming to us when they want to do their PowerPoints for their oral defenses and all that.
And if even in courses, you know, if you have to do a PowerPoint for class, and also accounting and finance.
So when we were the mentoring program it was stafforted because walled tart -- it was started because walled was noticing there were these barrier courses where students were either dropping out or not making it through.
So they thought they were graduate students who were also Walden students and that's who our tutors are as well who have gone through the courses and aeced the courses and know the content so get in there and help students through.
In order to get to our tutors you can
email myself at ASC tutoring@waldenu.edu.
We also have statistic accounts at stat support at olden U.edu.
And Dr. st he is our support specialist like wad he is monitoring that account regularly, I see him in there.
So you can always get hip from sin.
And in order to make an appointment electric a tutor you're going to go to our online student appointment system.
It's called WC online and I will plop the -- hold on one second.
I'm going to go online and get that link for you guys.
You can go in there, and you just register with your Walden student ID and create a password and you'll have access to the tutor schedules.
So if anybody has any questions about tutoring, I'm certainly here to answer them.
So here, let me get WC online in there for you.
It's my WC online.com.
I don't see Sarah, Pat, do is see her?
>> Patrick Dunn: I don't.
Let's go hey head and start.
If you wouldn't mind Kim just keep your eye if she logs in.
>> Kim Palermo-Kielb: I will.
Ask I'll promote her to presenter then.
Pancht yeah, I'm going to go ahead and --
>> Kim Palermo-Kielb: The Q and A is blocking the Web Links.
Can you move that over?
That way students can see --
>> Patrick Dunn: Yeah.
>> Kim Palermo-Kielb: Yeah, because
this they want to click on the Web
Links they can get to our Skill-Builder
for registrations which we can talk
about later and our tutoring and
YouTube channel.
>> Patrick Dunn: That's great.
I'm going to go ahead and start the the
recording.
We record all of these sessions so we
can post this on our website.
Welcome everybody to our third
installment of StatsChat Live.
Good morning, my name is Patrick Dunn,
and I'm an instructional support
specialist in the academic skills
center at Walden.
I was and I emphasize the was a student
just like all of you.
I actually just recently graduated with
a Ph.D. in public health from Walden.
But I'm still working here at Walden
doing the individual tutoring as well
as these webinars.
We actually have two webinar series.
They have kind of been parallel.
This is called StatsChat Live.
The other one is called Skill-Builders,
and what we've done with these
programs, if you've attend nid of the
webinars in the past (if you've
attended any of the webinars in the
past, they were kind of hour long
lectures for the most part on topics
and the topics were statistics.
So you know, it's kind of hard to get
through an hour.
And our feedback really was, you know,
these need to be shorter, much more
focused.
And much more opportunity for students
to actually be kind of open ended and
ask questions and so forth.
Now, it's really hard to just like open
the lines with everybody, so we use the
chat lines for this.
So the whole premise of StatsChat Live
is that we bring our tutors, we have
myself, and I have my colleague
Kimberly Palermo-Kielb, who you just
heard prior to the recording talking
about our tiewt,
And — -- tutoring.
I think at the end I'll have her repeat
some of that just so we have it on the
recording as well.
But through our center we do individual
tutoring for statistics.
We also conduct these webinars.
and we're also hoping to have on the
line today another one of our
colleagues, Sarah Inkpen.
Sarah also is a tutor and brings a lot
of content and, you know, she really --
a lot of people who know a lot about
statistics, I'm sure you can appreciate
this, you know, they know their stuff,
but they have a really hard time
communicating it.
And Sarah is really an educator.
So she knows her statistics.
But she's really great to work with.
So if you're looking for, you know, a
tutor that you can have a lot of fun
with and learn a lot from and really
get something out of it, I highly
recommend Sarah for that.
So with that, Kim, I think what I would
like to do, maybe I'll kind of punt to
you.
We can kind of talk a little bit, and
then if Sarah comes on we can add her
to the conversation.
>> Kim Palermo-Kielb: Okay.
Yeah.
She just emailed me that she had tried
to come in under I guess a different
way.
Now she's going to come in as herself.
So I think it's not letting her in as a
participant for some reason.
I'll work with her.
>> Patrick Dunn: Okay.
>> Kim Palermo-Kielb: So if you -- --
there is a question about downloading
the PowerPoint.
If you could -- just I want to add
this.
In the Q and A, we kind of want to
reserve that for stats questions so Pat
can keep an eye on that, and then I'll
keep an eye on the chat.
We have a question about in the Q and A
for how to download the PowerPoint.
There's a Web Link Pat has put in
there, it's Skill-Builder.
And if you click on that, that will
take you to the Skill-Builder page.
And that's where we have all our
events.
and there's a -- down the side, there
is a button that says archived events,
and that's where you go.
This presentation is being recorded.
And we will have the presentation and
the recording up on that website.
and I would say by Monday hopefully, if
not Tuesday.
But so that's where you would get all
the information.
So yes, anything you see here and here
is going to be on a recording, and
you'll be able to watch it at your
leisure, you know, when it's good for
you. And you can actually take time to process it. Is and I will put that link as well for everybody in there.

>> Patrick Dunn: So the way this format works is instead of us just talking to you we want to open the chat lines to you for questions. Now, to try to keep it somewhat focused, you know, basically you can ask any question about statistics. The deal is if it's a question that's really complicated or a question I don't know the answer to, then I'm going to say it might be better for individual tutoring. But actually, that is true A lot of the stuff that we talk about here to really get down into the details you might need to get the individual tutoring experience. But we do want to open this up. And we do have a question here. So we'll go ahead and just charge right in there. And that has -- -- Annette has a question.

How do you determine descriptive from inferential.

It's based on the questions or the hypothesis. And that's an excellent question. You know, descriptive and informers shall are not mutually executive. Descriptive statistics are designed to describe the population. So in almost any study you do you're going to have a section on descriptive statistics and they kind of fall into two categories.
You have variables with numbers it that are maybe continuous, variables, like, you know, maybe like in, you know, blood pressures or body weights. So you'll calculate a mean and a standard deviation. And, you know, possibly some other descriptives. You could do a range, you could do a minimum and maximum. But you're going to run descriptive statistics on those. Some of the variables, the numbers really don't mean anything, so, for example, the gender or the race or ethnicity. So then you have to do in those types of statistics, you do what's called a frequency table. So it's really a count. It's a count of how many males and females or how many people are representing different groups. So those are descriptive statistics. Those you almost always do. And then inferential statistics really means you're making an inference. And what that leads to is a hypothesis. So any time that you start doing a hypothesis driven research, then you get into what we call inferential statistics, and you can do inferential statistics testing for differences between or among groups. You can test for relationships between one or more variables. Okay? So I think that's basically how I would answer that. Sometimes in a research study, it can be entirely descriptive, meaning, you
know, we don't know a lot about this. Maybe a new -- you know, I'm a public health guy so I always use my public health, you know, experiences. Let's say a new disease has come out, you know, maybe a new form of influenza.

And you know, the CDC just wants to kind of get a feel for, you know, s this afflicting the young, the old, is it affecting different ethnicities, different parts of the country. They might actually do a, you know, start with descriptives, just literally trying to find out more about the problem in the first place. Once you've done that, then it may lead to inferences. It may lead to, hmm, I notice that this condition seems to be much more prevalent in males than females or in the elderly compared to the young. And so now we're going to move on to doing a test with a hypothesis. So the hypothesis might be, you know, that there's a gender difference in this. Okay.

Next question. So if I'm researching the difference between men and women, could be -- yes. So the main part I want to make -- the main point I want to make on that to anybody is that any time you do research you're going to have a descriptive component to it describing the population. And then you may also move on to having, you know, a hypothesis that you're testing for. So thank you in that.
-- thank you, Annette.
I want to encourage others.
Feel free.
Don't be Shai to put your questions in the Q and A pod.
and I see another host listed, so I'm hoping that that means we may have Sarah soon.
>> Kim Palermo-Kielb: That's great.
>> Patrick Dunn: Yeah.
I see the Walden AS C-3.
So that's good.
I'm AS C-2.
>> Patrick Dunn: Yeah.
So kind of going on that point I do notice this a lot where students will get confused even in the descriptive part like what type of descriptive test should I be using.
Should I be doing like means and standard deviations or should I be doing frequencies?
and really, you have to actually -- so I'm going to go back to the Skill-Builder that we just did on Tuesday where we talked about variables.
The key is really understanding the type of variable that you have.
Your variable may be actually coded as a number.
So you might have like different regions of the country as, you know, east as one, midwest as two, south as three the but you would never run like a mean and a standard deviation on that.
It wouldn't make any sense.
If you coded by gender and had, you
know, males were one and females were two, well, obviously, if you have an equal number, then you're going to probably have a mean of 1.5. But what does that mean? It doesn't mean anything. In those cases, you're going to get -- you're going to want to use a frequency table. But any time your variable actually uses where the numbers are actually meaningful, -- hello, Sarah?

>> Sarah Inkpen: Can you hear me?
>> Kim Palermo-Kielb: Oh, there she is.
>> Patrick Dunn: We can hear you, yes.
>> Sarah Inkpen: I'm so sorry. I have like four devices. None of them have apparently wanted to connect.
>> Patrick Dunn: No problem.
>> Sarah Inkpen: I'm here now though. I'm on an iPhone so I've reduced from a computer to an iPad and down to an iPhone.
>> Patrick Dunn: And Sarah, we're getting a little bit of feedback.
>> Kim Palermo-Kielb: Right.
>> Sarah Inkpen: Uh-oh. How do I fix that?
>> Kim Palermo-Kielb: Mute your microphone maybe.
>> Sarah Inkpen: Sorry?
>> Patrick Dunn: Yeah. Do you have any other device running or is it just the iPhone?
>> Sarah Inkpen: Yeah, it's the only -- the other ones wouldn't connect.
>> Patrick Dunn: Okay.
>> Sarah Inkpen: For some reason.
Am I still -- am I still sounding badly?
>> Patrick Dunn: You sound fine, you just sound like you're a little bit in a wind tunnel, and I can hear myself. Are you hearing that, Kim and.
>> Kim Palermo-Kielb: Yes.
>> Patrick Dunn: So Sarah, what I would suggest we do is if you could go on mute and we're going to tea up some questions for you, and then when you talk obviously go off of mute but then between the times when you're talking go back on mute.
>> Kim Palermo-Kielb: Yeah, because Sarah [inaudible]
>> Sarah Inkpen: Sorry?
>> Kim Palermo-Kielb: When it's just you, we can hear you fine. It's just -- but when Pat and I both hear an echo, so we'll give you some questions, and then you can answer them, and we'll stay in the background.
>> Sarah Inkpen: Okay. I'll try.
>> Patrick Dunn: Okay. So I'm going to go back to our questions here. We have another question from Annette., going back to my question. Differences between men and women with a variable, men or women gender. Great question., Annette. You would want that variable to be gender or sex, either way. And then you would code your responses as, you know, either men and women or you might even use numbers. If you use Space Station -- -- SPSS you can use the variable view and actually define that relationship.
So you can say men equals one.
Women equals two, and so forth.
So yes, you would you want to have as much variability as you possibly can in your variables so you wouldn’t want to have a variable for men and another variable for women.
That would make your analysis much more difficult to do.
Okay.
I think we have Sarah on mute.
And Sarah, what I'm going to do is while we're waiting for the next question is we were introducing each other.
and I was singing your praises.
But if you wouldn't mind then going off mute here and tell us a little bit more about your background and especially your interests in statistics.
So go ahead, Sarah.

>> Kim Palermo-Kielb:  I'm going to unmute her, Pat.
I muted her.

Yeah.
She should be unmuted now, hold on.
Okay.
There she is.

>> Sarah Inkpen:  Okay.
Am I all right?

>> Patrick Dunn:  You're ready to go, Sarah.

>> Sarah Inkpen:  Wow, well thank you for singing my praises and I'm really sorry about being late.
I love stats.
I've been teaching -- like I started teaching stats actually in the Kay men ieldzs when I was an expat there and now I'm in the Middle East and I'm hopefully just finishing my EDD by
June.
And my topic was an intervention using hands on intervention and stats so students actually got to gather data and really do their own research and maybe many like. So they understand the concepts. And that turned out to be positive. So I'm pleased and I hope they are. 

>> Patrick Dunn: Excellent. So tell us a little bit more about the statistics that you used in that type of research. 

>> Patrick Dunn: Well, you know, it's funny because descriptive statistics we kind of glide over because everybody thinks they know what's going on. But that's not the case. And if we tell them to do a histogram for something where we've used, say, three races, like one, two, three, and they end up getting some histogram that just makes up like the mean makes no sense, what does it mean to be 1.3, is that half white, half black, does it mean that we have some Hispanic or whatever in it? Because those variables are not continuous. They're basically categorical. And we've made them -- we've used numbers to represent them. So I think the students, when we combine -- one of the really good ones was we did one with M&Ms and on that basis, we were able to count the M&Ms and find the mean number in each pack and the standard deviation and work with the continuous data of the number of M&Ms, and then we did a whole new thing with ky squared where we actually
categorized the colors. Was it a good fit. M and M says they're going to get a certain percentage of red ones and blue ones. For me that was one of the best experiments that they did where they got to see the difference between continuous data and categorical. Even though we use the same M&Ms, we were able to do different things with them. So that was one. But we also did some culturally based ones. You know, like we would look in the paper and find 65% of the population in QUTAR smokes, so we did a mini survey on it. So it was really good for them to understand why their mini survey wasn't really reflective of the people in QUTAR because we just used the students at the University and so therefore we only had a certain age group. They had to understand that they had to define smoking and Qatar does lots of SHEITSA which the paper included. So all the things we talked about textbook style really came into some really good I think experiments and making sense of descriptive statistics. Did I answer your question or did I ramble? Am I still here?

>> Kim Palermo-Kielb: Sarah, yeah, now I think we lost Pat Pat for a little bit.
 >> Sarah Inkpen: Oh, my gosh.
 >> Kim Palermo-Kielb: There was a question in the chat.
Can I post to you?
>> Sarah Inkpen: Can you just read it?
>> Kim Palermo-Kielb: Yeah, sure.
Okay.
So -- oh, Pat is back.
Okay.
You're breaking up, Pat.
>> Patrick Dunn: Okay.
>> Kim Palermo-Kielb: So Amanda asked
is there any particular status.
>> Patrick Dunn: Okay.
Go ahead and keep talking then.
>> Kim Palermo-Kielb: Is there any
particular stats that should be used
when conducting research, for example,
should one use descriptive statistics
with a correlational study versus a t
test.
>> Sarah Inkpen: Okay.
for me, I usually have the students
always use descriptive statistics.
Just because it makes the reader
comfortable.
You know, we're going to start reading
something and let's say we were going
to t test the ages of men and women,
for instance.
We were going to compare them on a t
test.
Good we don't -- -- if we don't do the
descriptive statistics before we don't
even have a clue about our group.
So by knowing that the mean of women
was, say, 45, and the mean of men may
be 47, that gives us an idea of where
our -- what our group is before we
start.
And makes us more reasonable when we
come to a final conclusion.
Understanding that in statistics equal
does not mean exactly equal.
It means within a limit or a confidence interval.
So I always have my students do descriptive statistics before I start.
And for regression or when we're doing correlation, it's good to know where the center of the regression equation is going to be, which would be the mean for the two variables.
My answer is yes.
>> Kim Palermo-Kielb: Okay.
Thanks, Sarah.
That's a good one.
Okay.
Now we have another one.
Hold on one second.
I'm having a hard time seeing it here.
>> Patrick Dunn: Can you hear me now is it.
>> Kim Palermo-Kielb: Yeah, Pat can you read the question that came in after Amanda's?
>> Patrick Dunn: Yes t says how does the researcher determine what kind of statistics to use.
Is it determined by the research method.
>> Sarah Inkpen: Am I answering?
>> Kim Palermo-Kielb: Yes, if you could.
>> Patrick Dunn: Yes.
>> Sarah Inkpen: Okay.
Well, it's the research question that you're trying to find out. I mean, if you're trying to find out if there's any difference between how males and females did on a test you wouldn't use a correlation study. You would use a t test or something that compared means. If you wanted to create a model so you
have predictors, you would be looking at something like multiple regression. So it's not the analysis that guides the research. It's the research that guides the analysis.

>> Kim Palermo-Kielb: Yes, and you know, Pat, we have that decision tree on our web page that helps. I'm going to post that information in the chat for students so that will help guide them in what test to use depending on their variables and such.

>> Patrick Dunn: Yes. I want to second Sarah's comment that the research question really determines the type of test, and that is going to determine the type of variables. It really shouldn't be the other way around.

Times it's easy to get turned around in that. We have another one here. Let's take a couple more.

Does chapter three in the dissertation use -- need a two by two table. If yes, how can we do that without numbers because we're supposed to analyze -- okay.

So first a couple -- there's a couple of points in here I want to emphasize. Number one is chapter three is in procedure proposal so it's before IRB, it's before data collection. You would never collect data until after you've done IRB. for the reasons that we all know about.

I'm not entirely sure the question about the two by two table. Again, the table would be determined by the type of research and the type of
statistics.
You may be using the two by two table.
You may be using something else.
And again, as we discussed, your data
may have numbers.
It may have categories.
So it really depends there.
>> Sarah Inkpen: Pat?
>> Patrick Dunn: Yes.
>> Sarah Inkpen: If they're doing an
EDD, their chapter three indeed will
have analysis in it.
>> Patrick Dunn: Oh, okay.
I didn't know that.
>> Sarah Inkpen: So yes.
The chapter three will have all their
analysis.
Or is it two?
I can't remember.
I think it's chapter three.
The chapters are different according to
what degree or what college that
they're in.
>> Patrick Dunn: Got it.
Okay.
So yeah, so my bad if I confused
people.
>> Sarah Inkpen: Yeah.
So for me, you know, I think that one
message that has not been clear is that
when IRB gives you approval, it's
really approving that -- my belief is
that they're approving the participants
are well looked after.
It doesn't mean that they are saying,
yes, this is a good analysis or a good
statistical test to use.
And yes we think you're going to be
able to gather that data.
>> Patrick Dunn: Right.
>> Sarah Inkpen: So when people write
in their proposal words that they don't really know or that they say well, I'm going to do this test, they need to be sure that the data can be done for that, like if you're going to ask for the income of parents when that's just impiabl to get, you want to be carefully that you don't put that into your request.
And I think that people believe that if IRB accepts the proposal that it's basically said, yeah, this can be done. And I don't believe that that's their role.
I may have that wrong.
>> Patrick Dunn: Yeah, a couple more questions and then we'll start to close.
Ramona had a question about the different types of variables, independent and dependent variability. So Ramona -- and I'm going to refer you back to our variable Skill-Builder, which was done on Tuesday. The dependent variable is the outcome variable. The independent variable is the process or it's the variable that is affecting that dependent variable. So in the case I used on Tuesday, if you had a low sodium diet to affect blood pressure, blood pressure would be the dependent variable and the low sodium diet would be the independent variable.
>> Sarah Inkpen: Yeah, and I suggest that you keep an example that works for you, and then just have it written there. You know?
Your test mark depends upon the hours
studied.
Right?
That you write it in that format, and then whatever you want -- whatever research you want to do you match those words in and see if it makes sense.
And if it doesn't make sense, you know, the hours studied doesn't depend on your score.
And that that wouldn't make sense.

>> Patrick Dunn: Annette has a question about using t tests.
So a t test compares two groups.
So when you're comparing say men and women, those are the two groups to another variance, and then the Innova can take or more than two groups.
That's a little bit about "b" those in some prior Skill Builders.
Yeah, so the independent variables are similar to the predictor variables.
Again, it depends on how your research is designed.
Okay.
I think what we'll do now is, Kim, if we can go back to you, and maybe Sarah and I, if you and I could both go on mute, and Kim, you did a great job of talking about some of the resources and in the academic skills center, the tutoring.
If you could maybe summarize that a little bit so that we have it on the recording.

>> Kim Palermo-Kielb: Okay.
Sure.
Yeah.
So Pat and Sarah, I'm just going to mute Sarah because I'm hearing an echo.
Okay.
That's better.
Pat, can you hear me okay?
Okay.
Actually they're both muted.
Okay.
>> Patrick Dunn: Yes, I can hear you just fine.
>> Kim Palermo-Kielb: Okay.
Fine.
Okay.
So Sarah, who was just speaking and who knows so much, Sarah is one of our tutors.
She's one of our statistics tutors and she does a lot of tutoring and dissertation statistics.
And Pat is an instructional support specialist and he also is a tutor.
And when we started the webinar, I was describing a little bit of background about our program.
So our tutoring program has -- we have about I would say about 8 tutors in different areas, and our statistics tutoring focuses on bio statistics, general statistics, SPSS, and dissertation statistics.
And to meet with a tutor, you would go into our website.
It's WC online and I posted it earlier, and Pat actually has a Web Link there. There's a little box there that says Web Links.
If you click on where it says tutoring that will take you to our tutoring information page, and you would just need to -- when you get to the link it's WC online is the name of the website.
And WC online you would just have to go in there, and you would use your Walden email, and you create a password and
that's is going to give you access to the tutor schedules, and we offer tutoring all week.
Tutors -- we have availability it's Monday through Sunday.
Tutoring is open.
The schedules are open from, I would say 6 am to 11:30 p.m. and of course it depends on the tutors' availability and time zones.
Since we're a global University, you know, we have people from all overcome. But you can go in there.
You click the schedule you want.
We have the stats schedule.
We have the schedule for accounting and finance.
And we have the schedule for Microsoft Office., which includes WO*RD and PowerPoint.
And it seems like most of you are in dissertation.
for dissertation we have, of course statistics is a really hot topic but also I'm finding that the word and PowerPoint is also being used a lot by our dissertation students.
And you can book up to three appointments a week.
There are three, 30 minute appointments.
for dissertation tutoring we allow 60 minutes because that's a little more involved.
We are increasing our time.
I'm saying next month sometime we're going to be allowing tutoring for up to 60 minutes, which is fantastic because a lot of the feedback we got from students was a lot of the tutoring works on chat.
So by the time you get your topic in there, and you talk to the tutoring, the appointment is almost over. So now we've expanded it because we've had a lot of student feedback asking for more time. If anybody has any questions on tutoring, any just plop them in the chat, and I'll be very open to answering anything that you have. You can reach me at ASC tutoring@waldenu.edu, and that's for me, and I'm the coordinator and I can answer any questions. If you don't know where to go and you're working next week in a course, and Oh, My God, I need help. You can email me and say, Kim, hi, I'm working in this course, I need help with this type of statistics, and I will tell you where to go and I will point you in the right direction. >> Patrick Dunn: Thanks, Kim. I think that was great. I know we ran a little bit over. We tried to accommodate a little bit for some of our tech I should other issues. I apologize if it was kind of hard to hear for a while there. But -- and I know Sarah is on mute, but Sarah, we really appreciate the time that you spent with us. You're obviously a wealth of information. and I really do encourage students take advantage of Sarah. Set up an appointment with her. She's actually been on prior Skill-Builder and StatsChats. She did a StatsChat on the five step hypnosis testing.
She's done some wonderful demonstrations of the use of the TI84 calculator for doing t tests and for Chi squared.
So, Sarah, thank you very much.
Also Kim thank you very much for all the stuff that you do.
>> Kim Palermo-Kielb: Sure.
>> Patrick Dunn: So with that, I have a birthday party that I need to get to.
>> Kim Palermo-Kielb: Yes.
>> Patrick Dunn: So I'm going to log off sooner than I normally do.
>> Kim Palermo-Kielb: Okay.
I'll city on for a little bit for the students.
>> Patrick Dunn: I'm going to go ahead and stop the recording.
>> Kim Palermo-Kielb: Okay.
>> Patrick Dunn: The recording is stopped