LIGHTLY-EDITED FILE

Walden University Academic Skills Center

StatsChat Live! Graphs

April 26th, 2016

Remote CART

7:00 p.m. - 7:30 p.m. (CST)

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CART PROVIDED BY Sarah K. Choy
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Testing, testing, one, two, three.

>> Hello, Kim, can you hear me?

   >> Yep.
   I'm sorry.
   I was on mute.

   >> Ah.
   I think I got kicked off.
   I'm actually in a hotel as well.

   >> Yeah.
   I lost you there for a bit.

   >> Yeah.
   So the Internet is a little funky.
   We have storms rolling through here, so it's also
   a --

   >> (Inaudible.)

   >> Hi.
   Yes, we can hear you now.
Yes, hi.

No.
I think it's a different Sarah.
I think it's the captionist that's named Sarah.

Oh, it's the captionist.
Okay.

I'm sorry.
We have a GA named Sarah as well.

Okay.
So for those of you logged in, we're going to get started in just a little bit over five minutes.

(A break was taken.)

(Background classroom noises.)

Kim, do you still hear that background noise?

(No response.)

(Big noise.)

Yeah.
A little bit.
I do.

(Big noise.)

I'm wondering -- you see the two presenters?
I'm wondering if we should mute one of them.

Do you want me to mute my phone?
Yeah.
I think you're logged in twice, Edward.
I think that's the issue.

It's really echoing so much.

Yeah.
I wonder, Edward, if you -- that will solve it.
If you could log out and log back in.

Okay.
Let me try that.

Okay.
Yeah.

See, that other presenter there, I don't know if that's Edward or not.

I don't know that is.
Yeah.
I don't know.
Now, he's coming in as number 3.
Yeah.

Let's see if that's -- should I make it a participant, Pat?

Oh, that's a great idea.

Okay.
He's gone now.
Okay.
That's great.
That might help.
Because we couldn't mute that person.

I think that's better.
>> Is that better?

(Big noise.)

>> Edward, we still hear a little bit of background.

(Big noise.)

>> I just logged in.  
   I don't know what to do again.

>> I should say let's say -- we should do --  
   when you're not speaking, go on mute.

>> Exactly.

>> You go on mute, and I'll start asking you  
   questions.  
   Then go off of mute.  
   I think that's probably the best way.

>> So let me mute it right now.

>> Yep.

>> Yeah.  
   He must be on a cell phone or something.

>> Yeah.

>> So for those of you logged in --

>> Remember with her cell?

>> So we're going to get started in about  
   two minutes for those of you waiting.  
   And we'll try to manage the background noise as best  
   we can.

I'm going to pull the captioning pod over a little.
Okay.

I have the top of the hour, so I think we'll go ahead and begin.
The first thing we're going to do is begin the recording.
Just so you know before we start is we do record all of these and we -- there will actually be a record -- it will show up on the YouTube channel and the archive.
So just be aware, but hold on.
Okay.
I'd like to welcome everybody to tonight's StatsChat Live!.
My name is Pat Dunn.
And I'm an instructional support specialist at Walden and I'm joined by Kim, who really kind of runs our tutoring services in the Academic Skills Center, and we'll give her a chance to talk about tutoring as we go through the webinar.
And our special guest tonight is Edward.
So Edward is also one of the tutors in the Academic Skills Center.
So we're going to kind of go back and forth between Edward's line here, just to avoid some background noise.
But Edward, go ahead and go off of mute.
I'd like to introduce you to the group.

>> Welcome, Edward.

>> Thank you very much.

>> Can you tell us a little bit more about yourself? Maybe a little bit about your background?
Thank you very much, Pat. Presently, I work with the states of New Mexico and the state of -- (Inaudible.) My goal is to manage -- (Inaudible.) -- state of New Mexico. Grant funded position that they set up for the -- (Inaudible.) My previous background involved medical science, laboratory science and teaching, so I like statistics and it's a pleasure working with students. Thank you.

And are you -- so I'm guessing you're a Walden student as well as a tutor. What do you study?

I studied since 2008 and I graduated in 2011 with MPH. And in December 2011, I enrolled into my doctorate program in public health with specialization in epidemiology. I have been a tutor since June 2014 with academic skill sets.

Excellent. So Edward, how did you get interested in stats in the first place?

Thank you very much. I never knew that I would be so much involved in statistics as I am right now.

Uh-huh.
I discovered that statistics is an integral part of public health, and I cannot do much as a public health scientist without a solid background in biostatistics. So that lead me to put every strength, every strategy into this discipline. So immediately after my MPH, I started an in-depth that involved software. Right now, I use that in my day-to-day analysis at the state department level.

(No audio.)

>> Thank you, Edward. That was great. I think you answered this or largely answered this, but what kind of statistics do you use in your own work?

>> Thank you, Pat. I use descriptive statistics and -- (Inaudible.) And I go into trying to draw a position between several variables of study. For instance, (Inaudible.) -- published next month. I am working, trying to explore the rate and the factors that affect transportation fatalities. So I have to bring into the position apart from the statistics in order to explain the variables and the -- the study of my readouts. (Inaudible.)

I want to break the language down so that the ordinary people understand because the people may not appreciate all the jargon, so I try to narrow it down to an ordinary person's language.

>> So do you also use graphical representations as part of those statistics?

For additional help, contact the Academic Skills Center Tutoring Services:

ASCTutoring@Waldenu.edu

To schedule a tutoring session, go to:

https://waldenu.mywconline.com/
> Yeah.
You know, we -- I cannot work without graphs.

> Uh-huh.

> Because, you know, it's -- graphical techniques is an important measure in which I use to summarize my descriptive data. It is a way -- you know, graphical presentation of data seem to be easier, you know, to understand because the information is summarized in line and shapes to show differences and similarities in the data set. So it's an integral part of my presentation.
Thank you.

> Excellent.
So we're going to get ready to open up the lines. We're going to up the chat lines, as we refer to this.
So the way this works, for those of you logged in, you've been communicating in the chat and questions area.
We also -- on the lower left of the screen, you'll see the Q & A pod, you'll notice that there is a question.
And the way this works is we'd like you to start -- so the format for StatsChat Live! is to be open. We just kind of introduced Edward as our guest tonight, but we want to make that about the questions that you ask.
The general topic is graphical representation, but basically, we allow any question. If the question isn't appropriate, then we might suggest a tutoring session.
But that's what we'll go ahead and begin with. Inward, as the -- as the participants are loading up their questions, do you general advice related to students as far as graph or just in general to their approach to statistics?
>> Thank you, Patrick.

I want to present something that a call a lifesaver when you are dealing with graphs.

The first thing is for you to make the appropriate graph.

You have to appreciate when to use a graph, when to use a pie chart, when to use a histogram, dot plots, scatter plots, you have to be careful to know which type of graph you have to select.

Pie charts is usually, you know, select the -- when you are talking about categories of a set of data.

And when you talk about histogram in a concise way, it is a type of graph that we use when we are talking about continuous level of variables or a continuous level of measurement.

So you are interested in ranges of values that you may call class, listing them, and the classes you create are histories.

You need to display this data that may be paired by using the horizontal axis and the vertical axis.

That's the Y axis.

And this is the intention.

It is to draw a correlation and regression trend on this scatter plot.

So when you talk about all these things, you really have to log your variables and levels of measurement.

Is this a category called variable?

Is this a continuous level of variable?

If you can easily address these questions, I think you can be on the nice path for your graph.

Thank you.

>> Hi, sorry, I lost my connection there for a moment.
Okay.

Okay.

So let's go to the first question. So there was a question: How do you which tests are good for analyzing your variables in quantitative research?

Thank you. So I want to break it down a little bit to you. I don't want to take so much time on this because -- I mean, this is something basic. I try to encourage students to appreciate in their statistical skills. The first thing to do is for you to either define the variables you are interested to analyze. When you know your type of variables, the level of the measurements of the variable, there are some things to take into consideration. The next level is to answer the question.

What are the assumptions associated with any of the statistical tests I think should be appropriate for the study? When you appreciate the relationship between statistical tests and statistical assumption, you are on a better track because all the statistical tests, they have been associated with assumptions. If you don't provide a section that was made for a particular test, it means that you are not going to succeed in your analysis. For instance, when you are talking about analysis has to do with variables and it must be continuous in the sense that it must be normally distributed. You can confront that and -- (Inaudible.) So when you appreciate tests that you use to see if these are the assumptions --
Edward, we have another --

That means you are not on track, but if you can answer that, then you are on track.
Thank you.

Edward, we have another question from Robin.

Yeah.

We're having noise.

Okay. Thank you.

Can I go on?

Can you hear me?

Yes, we can hear you.

Okay.

Thank you very much.
Okay.
In respect to Robin's question, we do not use
only -- (Inaudible.) -- in respect to data.
We can also --

(Big noise.)

>> There is the proportion that has that model.
It is a multivariate statistical test that we use to examine associations of multiple variables in respect to the ratio and -- (Inaudible.)
Events like that or like disease outcome.
So these are the two important -- (Inaudible.)

(Big noise.)

>> This is between the dependents and the independent variable.
Moreover, I need to point this out: The --
(Inaudible.)

(Big noise.)

>> (Inaudible.)
model.
It's a more inferential statistical test.
So mostly --

(Big noise.)

>> Tell you more about the time to events of the particular outcome or variable you want to examine.
Thank you very much.

(Big noise.)

>> I think we may have lost Patrick.

>> Oh, maybe.

>> I hope not.
I hope not.
I also wanted to add to adding the variables to the specific test, and I had put it in the chat earlier. On our website, we have resources and we have a decision tree. And that decision tree will -- it's kind of like a flow chart that students can download. And it will go through all the types of variables and then -- and the research questions and then -- you know, and the possible tests that would go with that -- with whatever research question that you're trying to answer. And I had put that in earlier, and I will put that back in again. So anyone can take a look at that. Just -- (Inaudible.)

>> Hi, I got kicked out.

>> Excellent.

>> Okay.
I was just elaborating on the question.
Oh, good.
Hi.
That's okay.
I was just elaborating on the question with the decision tree information.
Yep.
Excellent.
I think I lost you again.

>> Oh, okay.
So I'm going to pop on in there.
Oh, good.
Okay.
(Big noise.)

>> Yeah.
The audio, we're having a lot of problems with the audio.

>> (Inaudible.)

>> So Kim, were you able to mention the tutoring? Because I think for -- in the accounts -- because I think for many on the call, they may have to use the account or --

>> Yeah.

>> Sign up for that tutoring.

>> Yeah.
Let me plop in -- I'm going to cut and paste the link for the decision tree. That might be helpful to students to figure out the variables for each test. And -- yeah.
I'll talk briefly -- we've got four minutes.
I'll fill in everyone about our tutoring.
So the academic skill center tutoring program, we offer tutoring and we offer it in the areas of excel, MS PowerPoint, and MS Word. Our students have been in the courses and that's why they're in these positions, to help you in your courses and through your dissertation as well.
We have different schedules on the tutoring program. When you go into our platform -- and I'll put that in the chat box as well. We have two platforms that we use.
We use screen-sharing that we just started with and our tutoring schedules are open seven days a week.
that you can schedule.
And obviously, it depends on availability.

(Big noise.)

>> Now, all sessions are 60 minutes.
So students get 60 minutes to discuss whatever they
need help with.
Another way that they can connect with the tutor is
through accounts.
We have special accounts that are monitored by the
tutors and it's depending on specialization.
So we have math support for math help.
We have finance support at Walden for finance and
accounting help.
And we have stat support at Walden and we have MS
office support and PowerPoint help for the Word and
PowerPoint tutors.
And because this is a stats, I'm going to put the
stats support email in the chat here for students
because this is a stats webinar.
And this is the account.
You can email -- students can email and reach the
stats tutor, which Edward and Patrick are part of
that.
They're on the non-dissertation schedule which is
more for biostats and Excel.
Then you might be familiar with webinars on
different types of -- I think there was just linear
regression and logistic regression.
If there's any other questions, you can reach me at
Walden.

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I'm going to pop that in there, and Pat has a nice
box here.
And in the box, you're going to see the make
appointment here.
This will taking you to our website, and you can
learn all about tutoring. I'm going to put in the platform that students can go to register. All you need to do is use your Walden email and create a password. I'm going to put that in here right now. This is online. Just create a password and you can access the schedules. And we do allow same day tutoring. Feel free to go in there and make an appointment. Thanks, Pat. I hope that went through okay with my audio.

>> Yeah.

>> (Laughing.)

(Big noise.)

>> Pat, did we lose you again? I think we lost him again, Edward.

>> Wow.

>> I think it's like -- (Inaudible.)

>> Yes, please. Go ahead. It's 8:30, so we can stay on for a few more minutes.

>> (Inaudible.) -- the distribution of data, do histograms have -- (Inaudible.)

(Big noise.)

>> It shows values of the variable like I mentioned before. It also shows frequencies that are displayed, which I also mentioned before. The reader can see that most of the variables are
between a point in the data set.
And another important feature is that it shows the
call of the data.
You can now see whether the data in the data are

normal, skewed, or have an -- (Inaudible.)
I want to elaborate on this a little bit.
Sometimes, students will ask me, I don't want how to
interpret a histogram.
But this is the deal.
It is usually presented for you to ascertain in the
data or in the variable in question if it's normally
distributed in the population or not.
So when you have the -- (Inaudible.)

(Big noise.)

>> It moves toward the left, we say that the
histogram or the data presented in the histogram is
negatively skewed to the left.
(Inaudible.)
So much we say that it is positively skewed to the
right.
These are some of the ways we appreciate describing
data.

(Big noise.)

>> This will help you whenever you have a histogram
to know whether it is normally distributed or not,
whether it is a negatively skewed or positively
skewed.
And that will show you the distribution of the data.
Thank you very much.

>> Thank you, Edward.
Thank you for talking a little bit more about that.
>> Thank you.

>> So we're getting up to --

   >> Yep.
   Thank you.

>> Thanks, Pat.
   You're back.

>> (Laughing.)

>> Okay.

   (Big noise.)

>> I'm back.

Sorry about that.

   (Big noise.)

>> I'm going to stop the recording.

>> You know, I also wanted to add to students that
   I really appreciate everybody sticking by us.

   Yeah.

   Stop the recording.

   (Big noise.)

>> Okay.

   I want to let students know that the webinar is
   being recorded.

   So even though we had awful audio, we will have
   audio.

   So you can take more time to listen because I know
   it might have been hard putting the pieces.
So I'll have this up on our website.
Yeah.

(Background classroom noises.)

>> Yeah.
Thanks, Kim.
I appreciate it.

(Big noise.)

>> Sure.
Sure.

(Big noise.)

>> Thank you, Edward.
You were -- you did a great job.

>> It's my pleasure, Pat.

>> (Big noise.)

>> All right.
I think we're going to log off, too.
Yes, thank you, Edward.

>> Thank you.
Have a good night.

(Big noise.)

>> Sign off.

>> The pain.
I apologize.
>> Thank you, Edward.
    It's my pleasure.
    Thank you, Pat.

>> Have a good night.

    >> Yep.
    Thank you, Kim.
    Good night.

>> Good night, Edward.

    >> Oh, boy.

    (Laughing.)

    >> Good night, Joseph, thank you.
    If anyone has any questions, I can stay on for a few
    minutes.

    (No response.)

    >> Also, I'm going to put a page up for prior
    webinars.
    So let me put that in there for you guys.
    And Pat also has that in the web links as well.

    (No audio.)

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