

## Lecture 7

Charts

#### **Announcements**

- Lab 3 is posted
- Clicker questions start Friday
  - Register your clicker on Blackboard
  - Bring your clicker to class on Friday
- Homework 3 will be released Friday, due next Thursday

### **Census Continued**

## **Data Visualization**

#### **Discussion Question**

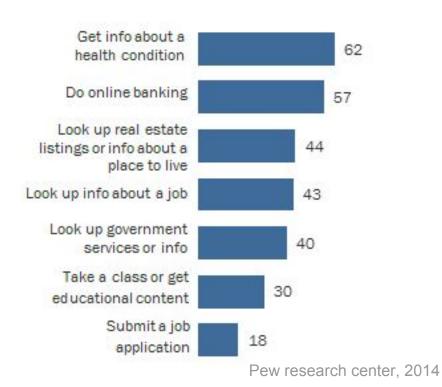
Which of the following questions can be answered by this chart?

Among survey responders...

- What proportion did **not** use their phone for online banking?
- What proportion either used their phone for online banking or to look up real estate listings?
- Did everyone use their phone for at least one of these activities?
- Did anyone use their phone for both online banking and real estate?

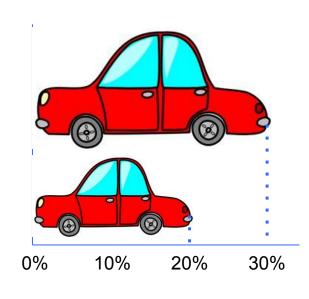
#### More than Half of Smartphone Owners Have Used Their Phone to get Health Information, do Online Banking

% of smartphone owners who have used their phone to do the following in the last year



## **Area Principle**

Areas should be proportional to the values they represent



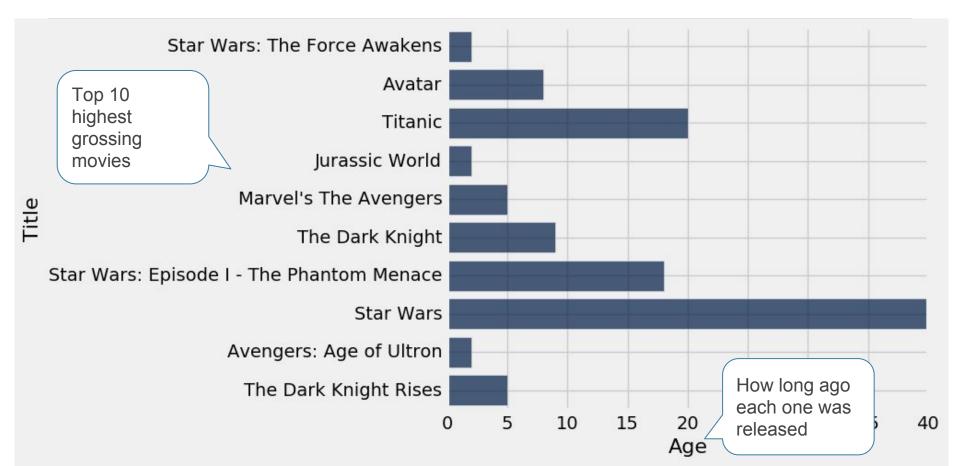
In 2013,

30% of accidental deaths of males were due to automobile accidents

20% of accidental deaths of females were due to automobile accidents

## **Numerical Data**

### **How Do You Generate This Chart?**



## **Types of Data**

All values in a column should be both the same type **and** be comparable to each other in some way

- Numerical Each value is from a numerical scale
  - Numerical measurements are ordered
  - Differences are meaningful
- Categorical Each value is from a fixed inventory
  - May or may not have an ordering
  - Categories are the same or different

#### "Numerical" Data

Just because the values are numbers, doesn't mean the variable is numerical

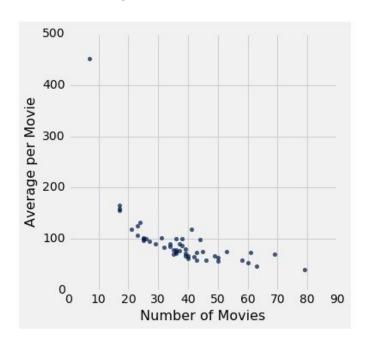
- Census example had numerical SEX code (0, 1, and 2)
- It doesn't make sense to perform arithmetic on these "numbers", e.g. 1 0 or (0+1+2)/3 are nonsense here
- The variable SEX is still categorical, even though numbers were used for the categories

## **Terminology**

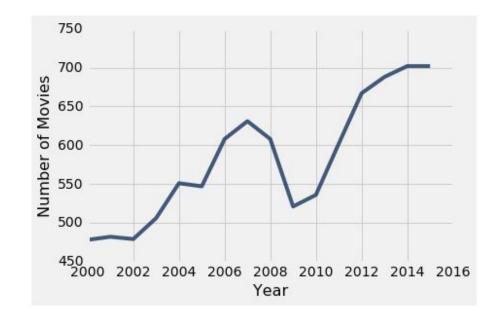
- Individuals: those whose features are recorded
- Variables: features; these vary across individuals
- Variables have different values
- Values can be numerical, or categorical, or of many other types
- Distribution: For each different value of the variable, the frequency of individuals that have that value
- Frequency is measured in counts. Later we will use proportions or percents.

## **Plotting Two Numerical Variables**

#### Scatter plot: scatter



#### Line graph: plot



# **Categorical Data**

#### **Bar Charts of Counts**

#### Distributions:

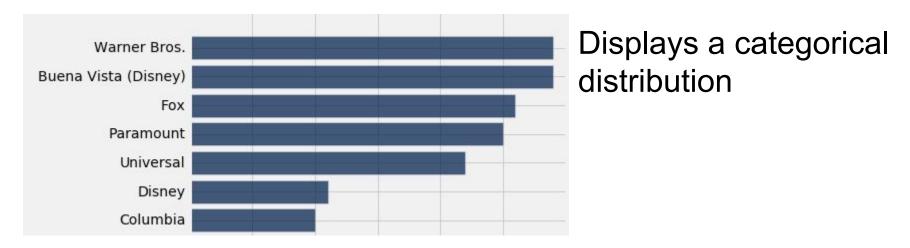
- The distribution of a variable (a column) describes the frequency of its different values
- The group method counts the number of rows for each value in a column

Bar charts can display the distribution of categorical values

- Proportion of how many US residents are male or female
- Count of how many top movies were released by each studio

## **Categorical Distributions**

bar chart: barh



(But when the values of the variable have a rank ordering, or fixed sizes relative to each other, more care might be needed.)