

統計によるコミュニケーションと データの視覚化

Neville Davies

Royal Statistical Society

Centre for Statistical Education

Plymouth University

UK

ネビル・デイビス

英国王立統計学会 統計教育センター

プリマス大学

UK

Thanks for inviting me!

私を招待してくれてありがとう！

Royal Statistical Society Centre for Statistical Education
promotes improvement in statistical education

英国王立統計学会 統計教育センター
統計教育の改善を推進しています

**For people of all ages –
in primary and secondary schools, colleges,
higher education and the workplace**

**初等、中等、高等教育機関、職場の人々
- すべての年齢の人々のために**



***Cradle to grave
statistical education!***

生涯統計教育！



MAIN MENU

- Home
- About
- Resources
- Activities
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- News

Welcome to the RSSCSE



New Masters Qualification in Teaching at Pre-University Level in Mathematics and Statistics

The Royal Statistical Society Centre for Statistical Education (RSSCSE), Plymouth University (PU) and Mathematics in Education Masters level degree pathways. They have just been validated by Plymouth University as part of its well-established International start 14 September 2013.

[READ MORE..](#)



The Quantitative Methods Initiative which is funded by the Economic and Social Research Council and Higher Education Academy capacity in quantitative social science and make best possible use of the UK's world-class data infrastructure.

The site covers the entire educational life course from school projects to postdoctoral research and all social science disciplines access the site here www.quantitativemethods.ac.uk

In addition anyone interested in teaching materials for Quantitative Methods can access an archive held at the University of Oxford copyright of the materials remains with the authors. You can access the archive at www.sociology.ox.ac.uk

WinAtSchool

Stage 2 opens on 4th February 2013

The Royal Statistical Society Centre for Statistical Education (based at Plymouth University) and Winton Capital Management are proud to announce the launch of an online statistics competition for Year 10 and 11 pupils in all UK secondary schools. The competition will be fun and easy to enter with prizes for winning schools.

To register your school and for further details visit www.winatschool.org.uk

Other funders Support for the RSSCSE

RSSCSE をサポートする他の出資者たち



MTB support for RSSCSE
MTBはRSSCSEをサポートします

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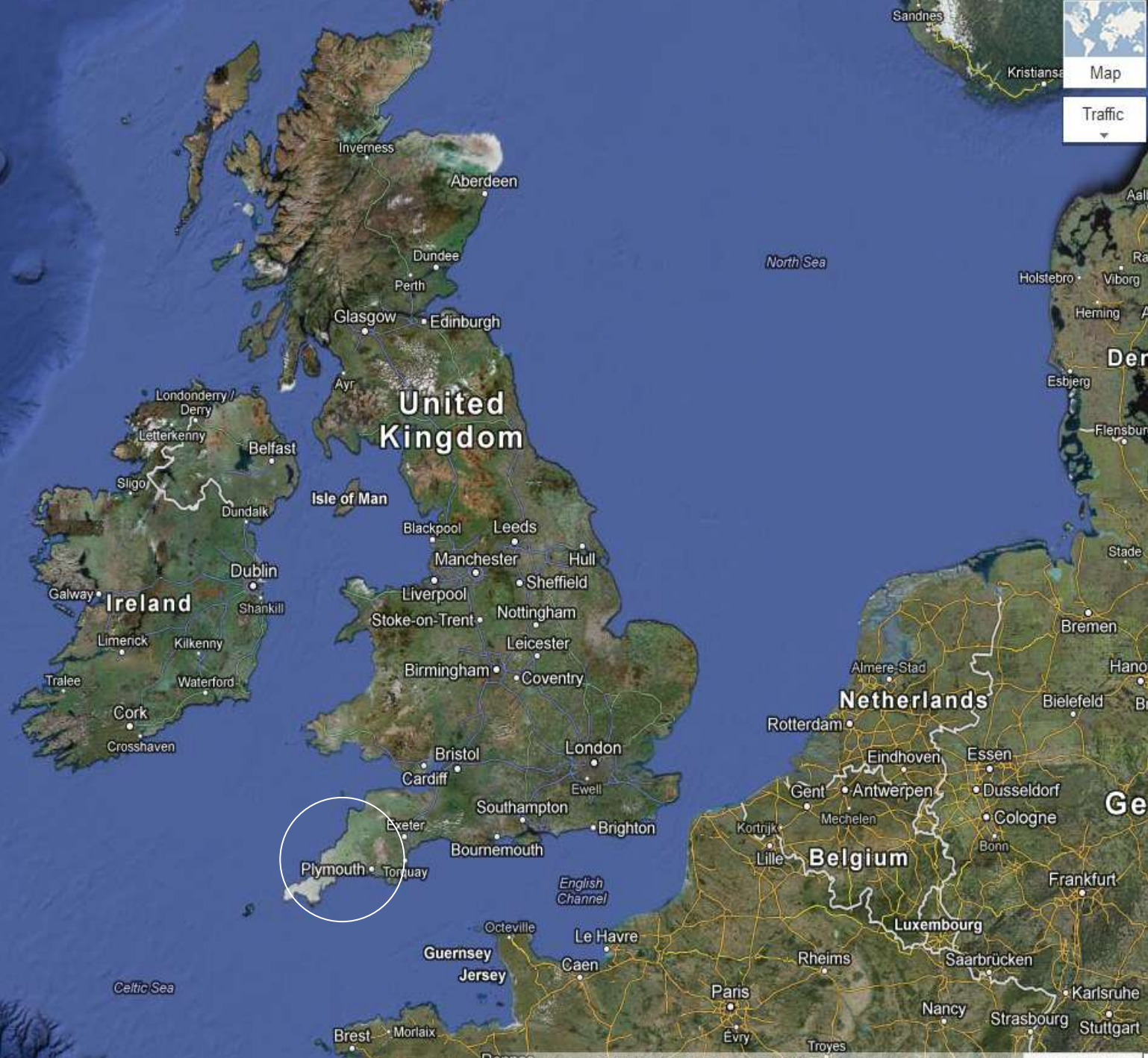
Navigation controls: Scale bar, North arrow, and directional pad.

© 2007 Europa Technologies
Image © 2007 NASA

© 2007 Google™



Map
Traffic





Bristol Channel

Lundy

Exeter

Brownsea Is

Plymouth, PL4 8AA, UK

St. Martins
St. Marys
St. Agnus

Plymouth - on the border between Devon and Cornwall

プリマスー デーヴォンとコーンウォールの境に位置している

Data SIO, NOAA, U.S. Navy, NGA, GEBCO

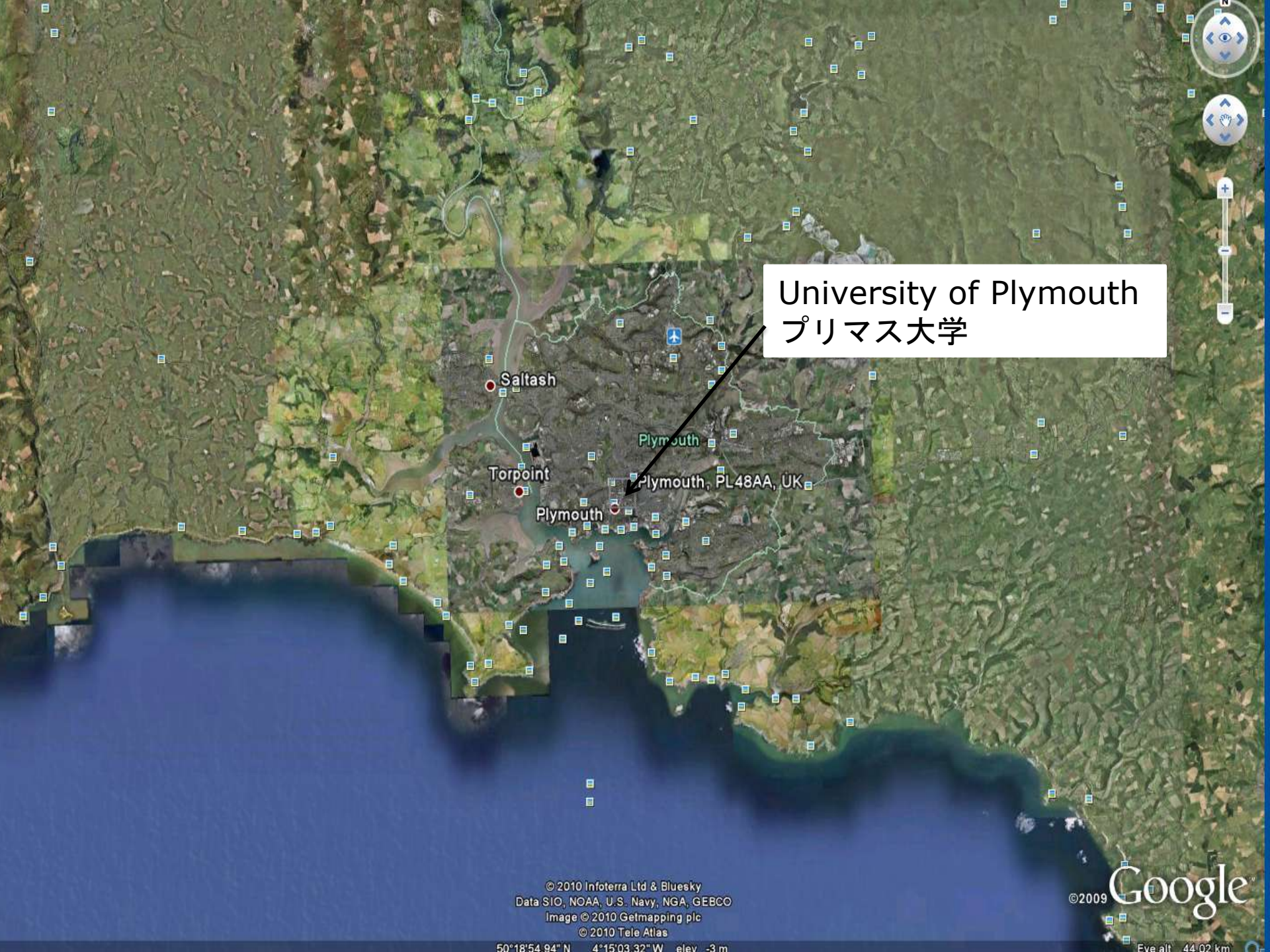
© 2010 Infoterra Ltd & Bluesky

© 2010 Europa Technologies

© 2010 Tele Atlas

50°40'43.93" N 4°48'49.15" W elev. -11 m

©2009 Google
Guernsey iHerm
Sark
Eve all 298.20 km



University of Plymouth
プリマス大学

Saltash

Plymouth

Torpoint

Plymouth, PL48AA, UK

Plymouth



University of Plymouth Panorama 2

By [Stuart MacVeigh](#)

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University of Plymouth プリマス大学



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Local attractions - Plymouth harbour area 地元の観光場所 - プリマス港エリア



Plymouth, the Sound

By [gszech](#)
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free boxes & collectio
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View of Plymouth Barbican, fro Capt'n Jaspers

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Plymouth. Barbican in the night. SG

By [Seraey Grishin](#)
[Misplaced?](#)
[Inappropriate](#)
[Comment it](#)

Panoramio

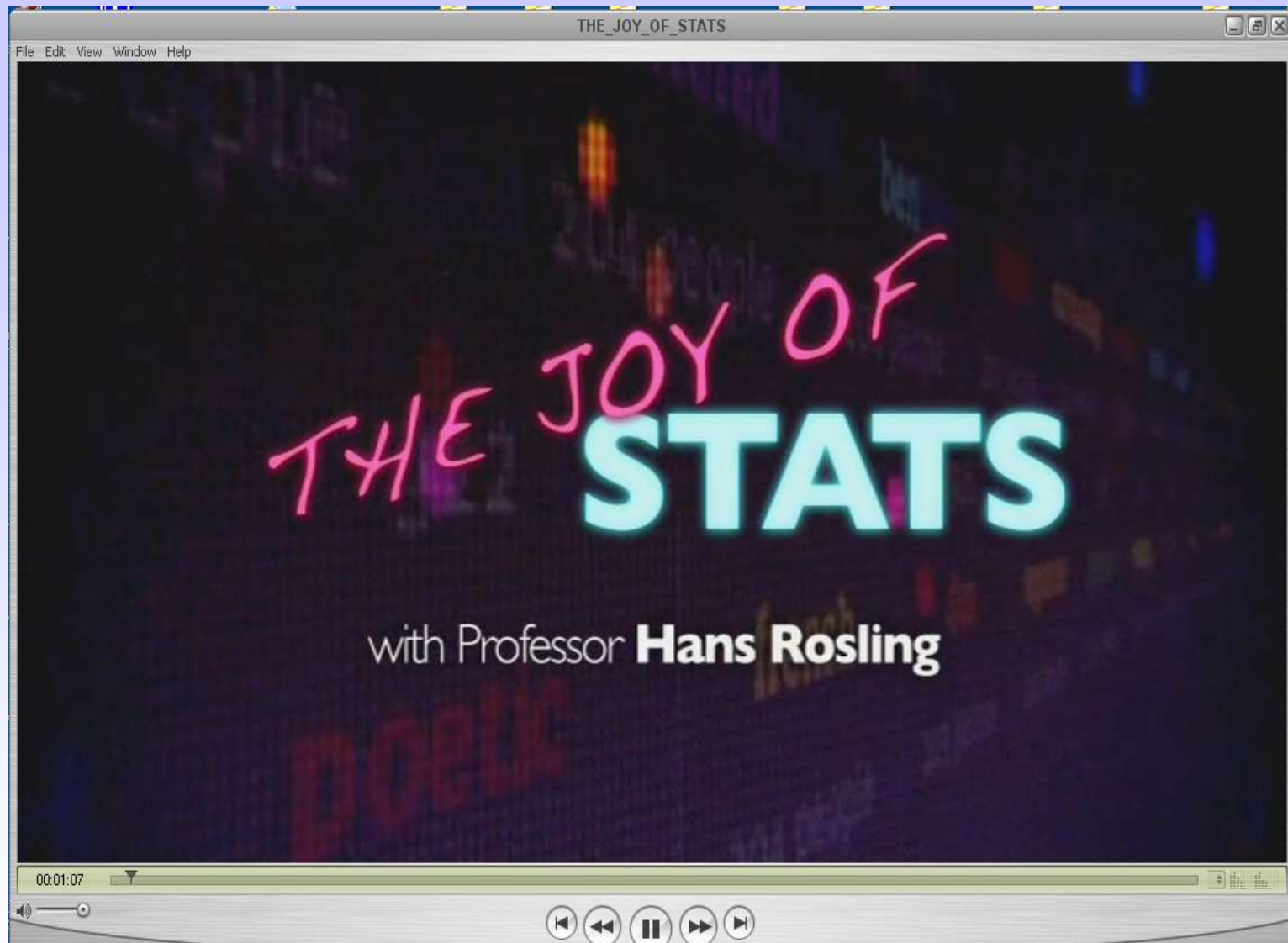
[Upload your photos »](#)

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[Novotel - fr £59 per room](#)
Novotel Plymouth - 3 star contemporary hotel. Book now
www.novotel.com

[Invicta Hotel](#)
Central Location, competitive rates
ring us or book on line now
www.invictahotel.co.uk





First shown on BBC4, Dec 2010

Repeated on BBC2 several times – play video up to 1 min 8 secs

2012年12月、BBC4で初オンエアBBC2で何度か再放送されました- 1分8秒まで再生

Are we good at communicating statistics?

私たちは統計を上手く伝えていますか？

- **Statisticians to** 統計家から
 - **Statisticians** 統計家へ
 - **Academics** 学者へ
 - **non statisticians** 統計家ではない人へ
 - **Students** 学生へ
 - **the public** 一般の方へ
- **Are we good at data visualisation?**
 - 私たちはデータを上手く視覚化できていますか？
 - **Who writes the software** ソフトウェアを作成する人
 - **What are your views on communicating statistics and data visualisation?**

統計によるコミュニケーションとデータの視覚化について
あなたはどのように思いますか？

Survey and discussion 実態調査と議論 (hand out / web form)

**Your experiences of
communicating statistics and making visual inferences?**

統計によるコミュニケーションと、視覚的な推測についてのあなたの経験

How do you teach communicating statistics?

どのように統計によるコミュニケーションを教えていますか？

Good and bad examples? 良い例、悪い例はありますか？

**How do you teach students to make
trustworthy visual inferences from data?**

どのように、生徒が信頼できる視覚的な推測を作成できるよう教えていますか？

**Effective software for teaching data visualisation (DV)?
データの視覚化(DV)を教えるときに効果的なソフトウェアは？**

Please complete the web form at

<http://tinyurl.com/rsscse-jpn>

ウェブフォームはここで完成させて下さい。

Communicating Statistics and Data Visualisation

統計とデータ視覚化を伝える
2013年2月8日

このアンケートは全部で 13 問あります。

前回終わらなかったアンケートのデータを読み込む

次へ >>

アンケートを消去して終了

Communicating Statistics and Data Visualisation

統計とデータ視覚化を伝える

2013年2月8日

0% 100%

Your Details - あなたの詳細

* 1. Name - 名

* 2. Email address - ルアドレス

* 3. Institution - 機関

* 4. Address - アドレス

* 5. Levels of statistics teaching - レベル統計教え

以下から一つだけ選んでください。

6. Topics taught - トピックス

7. Your experiences of communicating statistics and making visual inferences

Summary 概要

1. Communicating statistics

統計によるコミュニケーションについて

- **An early paper by Greenfield** グリーンフィールドの初期論文
- **Why? Who to? How?** なぜ? 誰に? どのように?
- **Difficulties** 課題

2. Trustworthy visual inferences 信頼できる視覚的推論

- **Straight lines and curves** 直線と曲線
- **3-D, colours** 3D、カラー
- **aspect ratios** 縦横比
- **pies, graphs and charts** 円グラフ、グラフ、チャート

3. Data visualisation データの視覚化

- **Data visualisation champions** データの視覚化チャンピオン達
- **Visualisations in the media** メディアでの視覚化
- **New research project** 新しい調査プロジェクト

4. Making visual inferences more accessible

視覚的推論をもっと身近にするには

- **Software** ソフトウェア
- **Wild et al (2011) Royal Statistical Society read paper**
ワイルド、他 (2011) 王立統計学会で報告された論文
- **Visual Inference Software - iNZight and VIT**
視覚的な推測ソフト-iNZight と VIT

1 Communicating Statistics - Why? Who to? How?

Why is communicating statistics difficult?

統計によるコミュニケーション - なぜ? 誰に? どのように?
なぜ統計を伝えるのは難しいのか?

- **Statistics is taught or needed in**

統計学は以下のように教えられ、必要とされている

- **primary schools: learners aged 5 – 11** 小学生-
- **secondary schools: learners aged 11 – 18** 中高生-
- **higher education: students aged 18 – 23+** 高等教育生-
- **the workplace: employers and employees of all ages**
職業者：すべての年代の雇用主と従業員
- **the general public: people with a wide range of backgrounds**
一般の方へ：幅広いバックグラウンドを持つ人たちに対して

- **In communicating statistics their needs are all different**

統計を伝える場合、必要なことは人によって様々だ

- **Communicators (teachers) need to take into account each audience**

伝える人（先生）は聴衆について考慮しなくてはいけない

- **Do we train our students or teachers to be good communicators of statistics?**

私たちは学生や先生を統計の良い伝達者として指導しているか?

1 Communicating Statistics

1 統計によるコミュニケーション

- **Greenfield (1993) *Communicating Statistics***

Journal of the Royal Statistical Society, A, 156, 287 -297.

グリーンフィールド（1993）「統計学におけるコミュニケーション」王立統計学会雑誌、A、156、287 -297ページ。

Instead of publishing so much to ourselves , through our own conferences and journals, we should reach out to those who need us, to convince them that they really do need us, so that they will come banging on our doors demanding our help

雑誌や学会を通して、身内にばかり公表するのではなくもっと私たちが必要としているところに行き、彼らの方から助けを求めて統計家のドアをノックしてくるように統計家が本当に必要とされるべき人間であるということ
を彼らに説得するべきなのだ。

Greenfield (1993)

Communicating statistics by whom to whom?

グリーンフィールド (1993)
誰から誰への統計によるコミュニケーションか?

- (a) By academics to academics 学者から学者へ
- (b) By academics to non-academics 学者から学者でない人へ
- (c) By statisticians to non-statisticians
統計家から統計家ではない人へ
 - (i) teachers of statistics to students of other subjects;
統計学の教師から違う専攻の学生へ
 - (ii) applied statisticians to other employees in business and industry.
応用統計学者から他のビジネスや産業従事者へ

Greenfield (1993)
Difficulties with communicating statistics?
グリーンフィールド (1993)
統計によるコミュニケーションでの問題について

'Most papers written by statisticians for publication in statistical journals are intended to be read by other statisticians and when they are cited they are cited by other statisticians in papers published in statistical journals'

「統計学者の書いた統計学誌に載るようなほとんどの論文は統計学者に読まれることを想定し、引用されるときは、他の統計学者の、統計学術誌に載る論文に引用される。」

How can we help solve the problem?

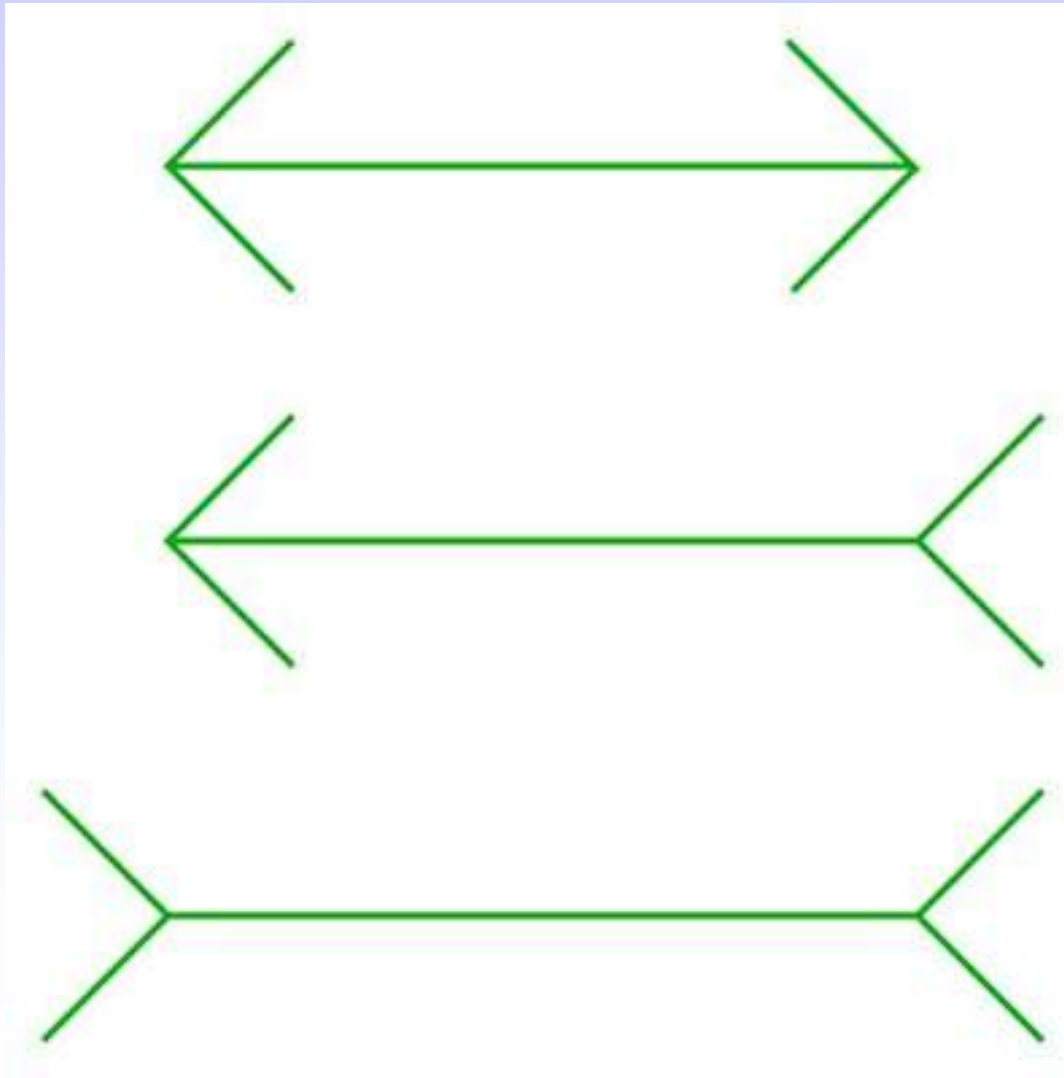
どうやったらこの問題を解決できるか？

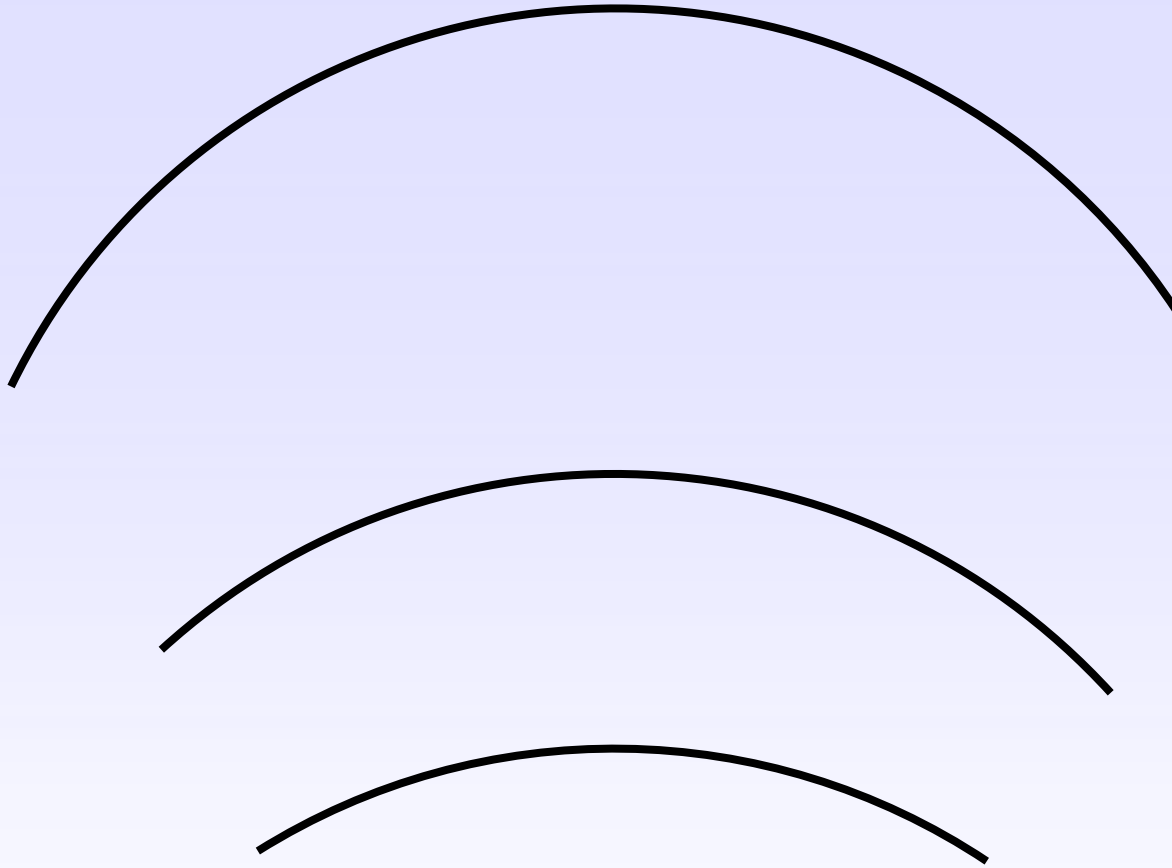
- Write and communicate taking into account your audience
自分の聴衆を考慮をしながら書き、伝える。
- The RSS publication *significance* is helping
RSSの刊行物 *significance* が手助けになる
 - Circulated to all RSS and ASA members
RSSとASAの全てのメンバーに配布されている
 - Could this be translated into Japanese?
これを日本語に訳すことが出来るだろうか？

2 Trustworthy Visual Inferences

信頼できる視覚推論

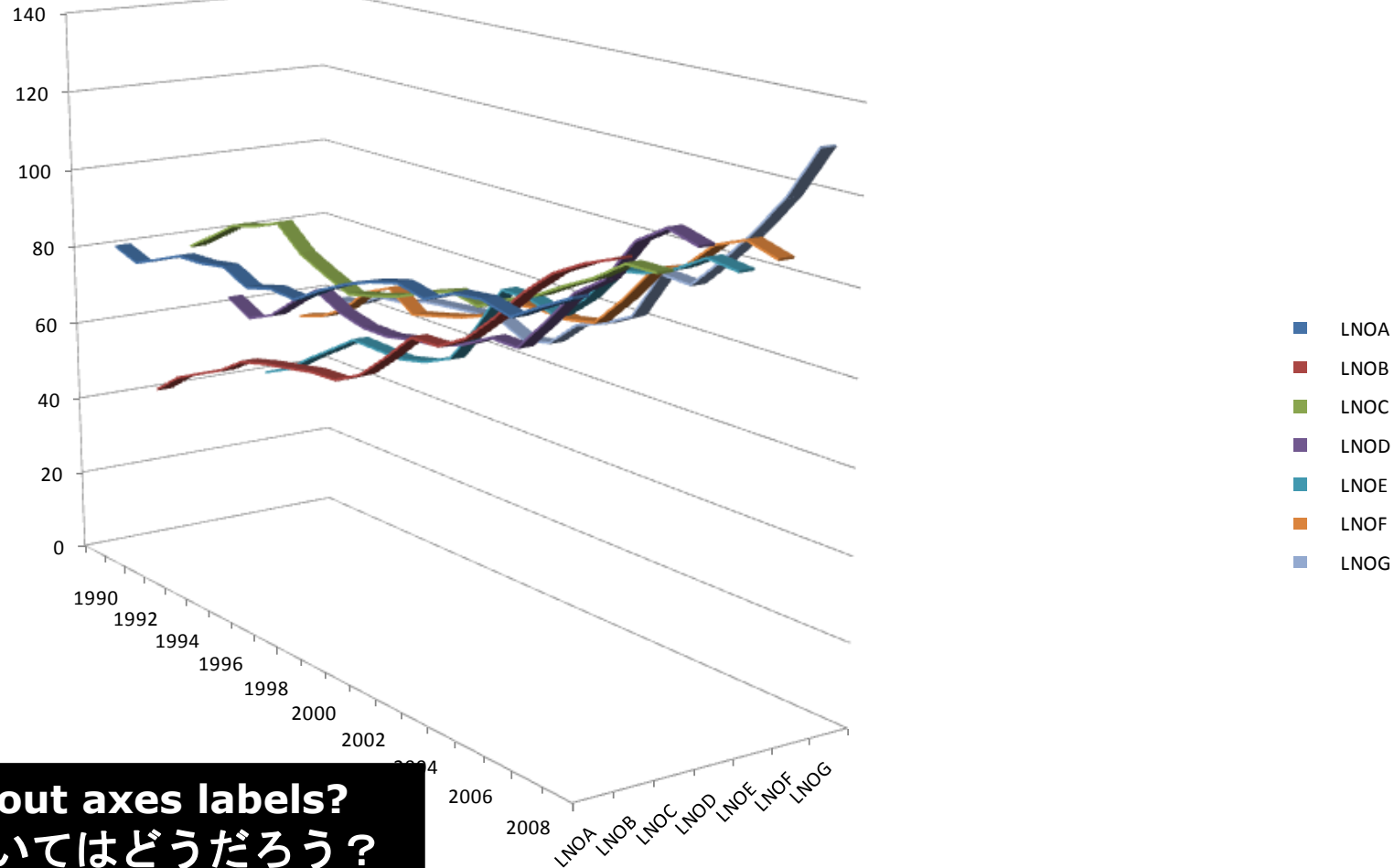
Which straight line is longest? どの直線が一番長いですか？





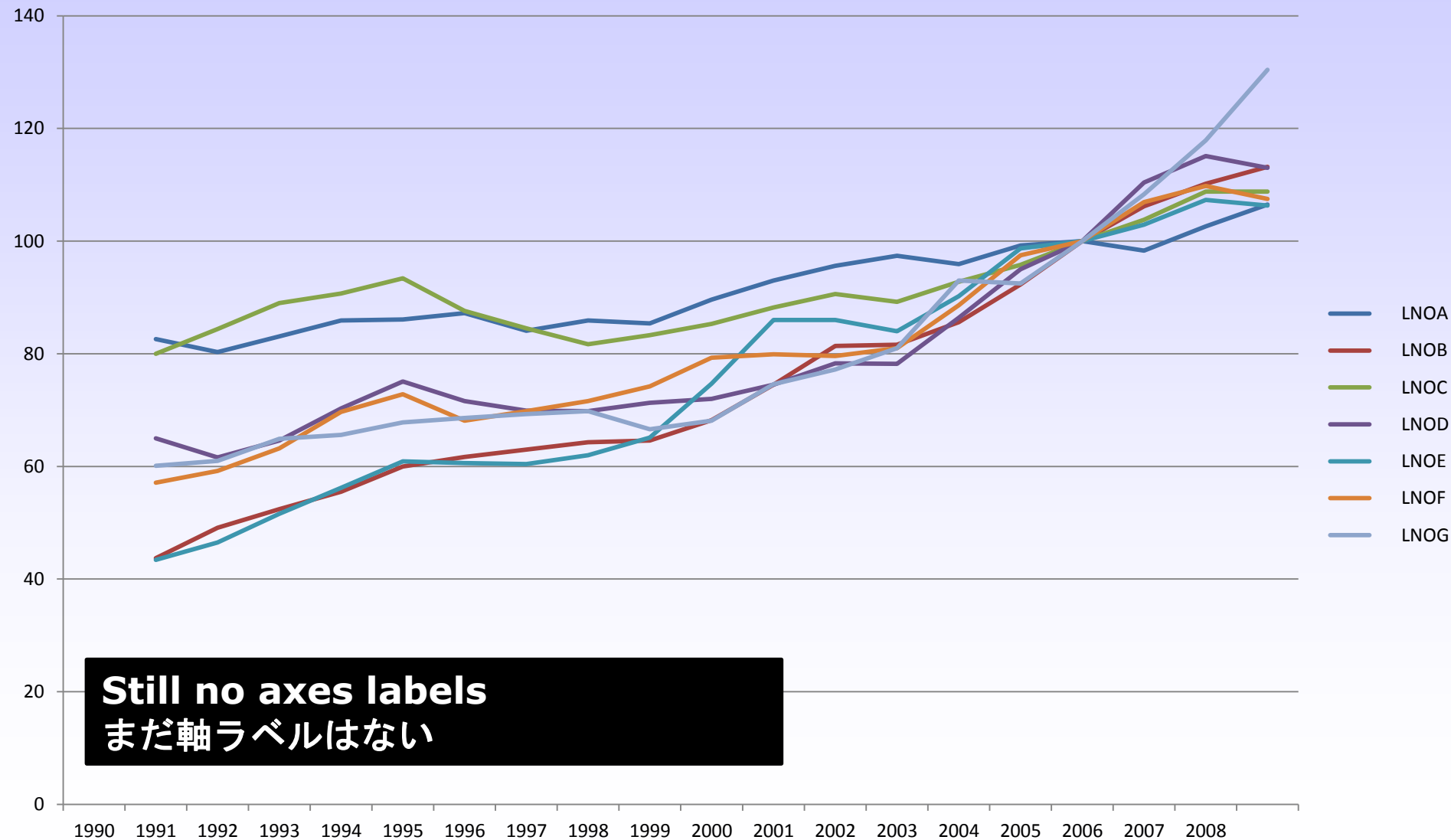
Which line is the most curved?
度の線が最も曲がっていますか？

3-D charts are confusing? 3次元グラフはわかりにくい？

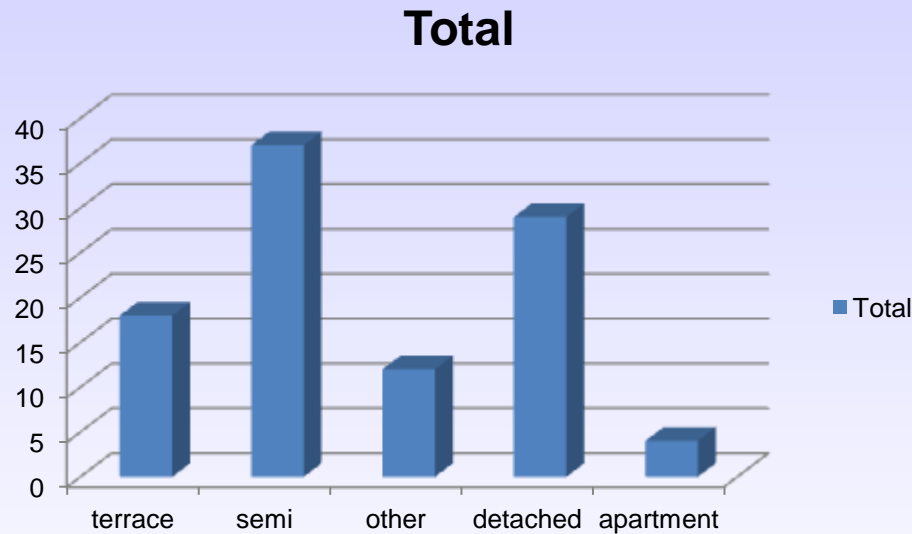


And what about axes labels?
軸ラベルについてはどうだろう？

The graph you *should* look at あなたが見るべきグラフ



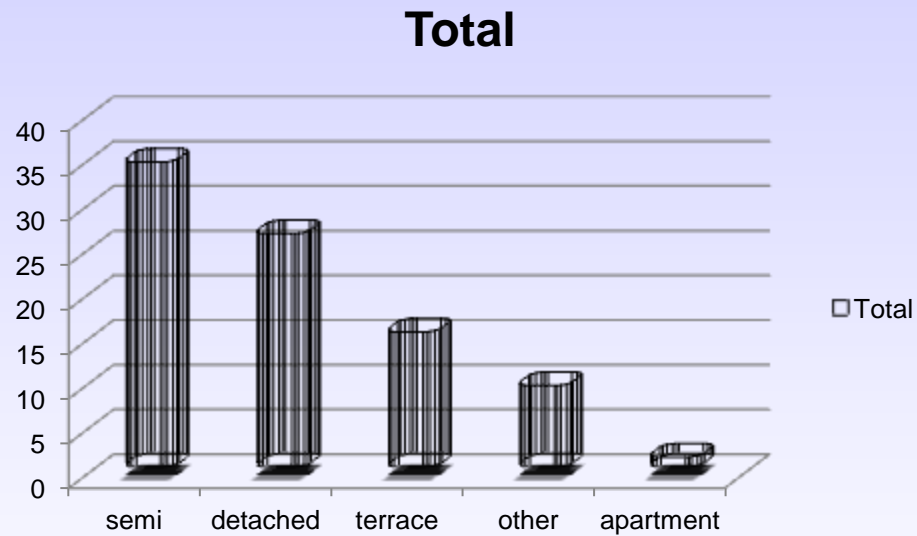
3D and Bar Charts 3次元棒グラフ



The 3-D visual effect distorts the picture and makes trustworthy visual inferences difficult

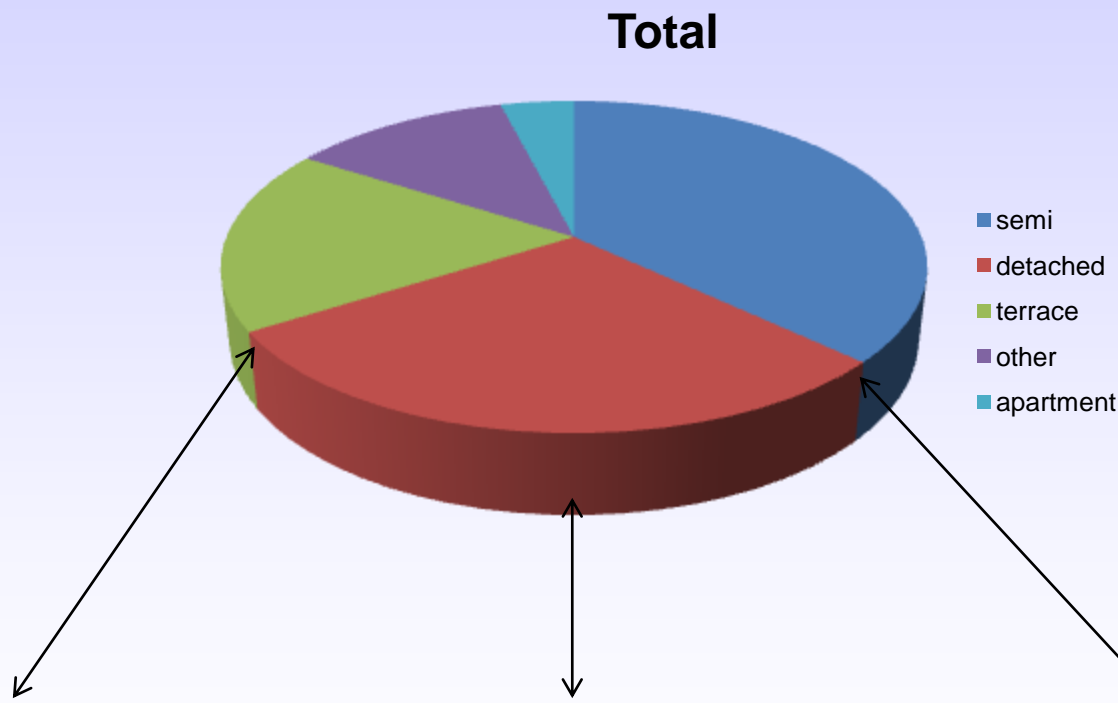
3次元の視覚効果は図を誤って伝え、推論が不正確になる

3D and Bar Charts



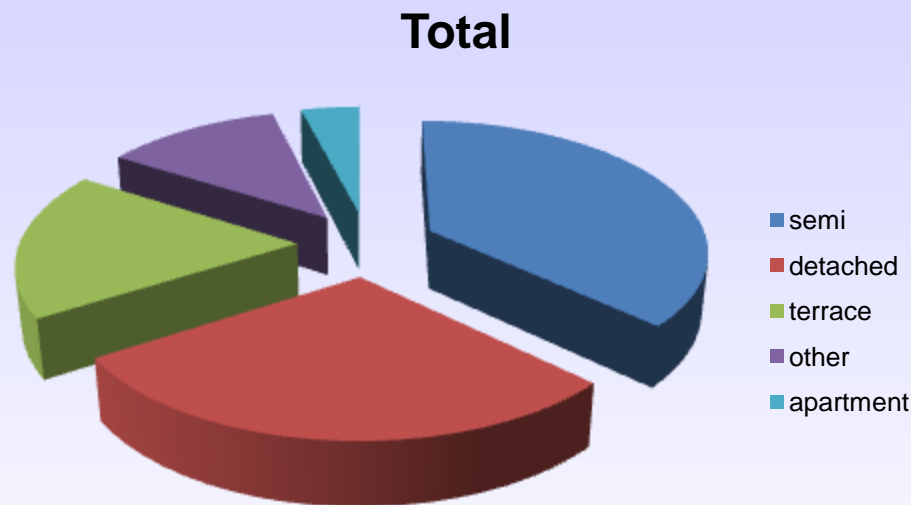
As bad as it gets? これは最悪か？

3D and Curves 3Dと曲線



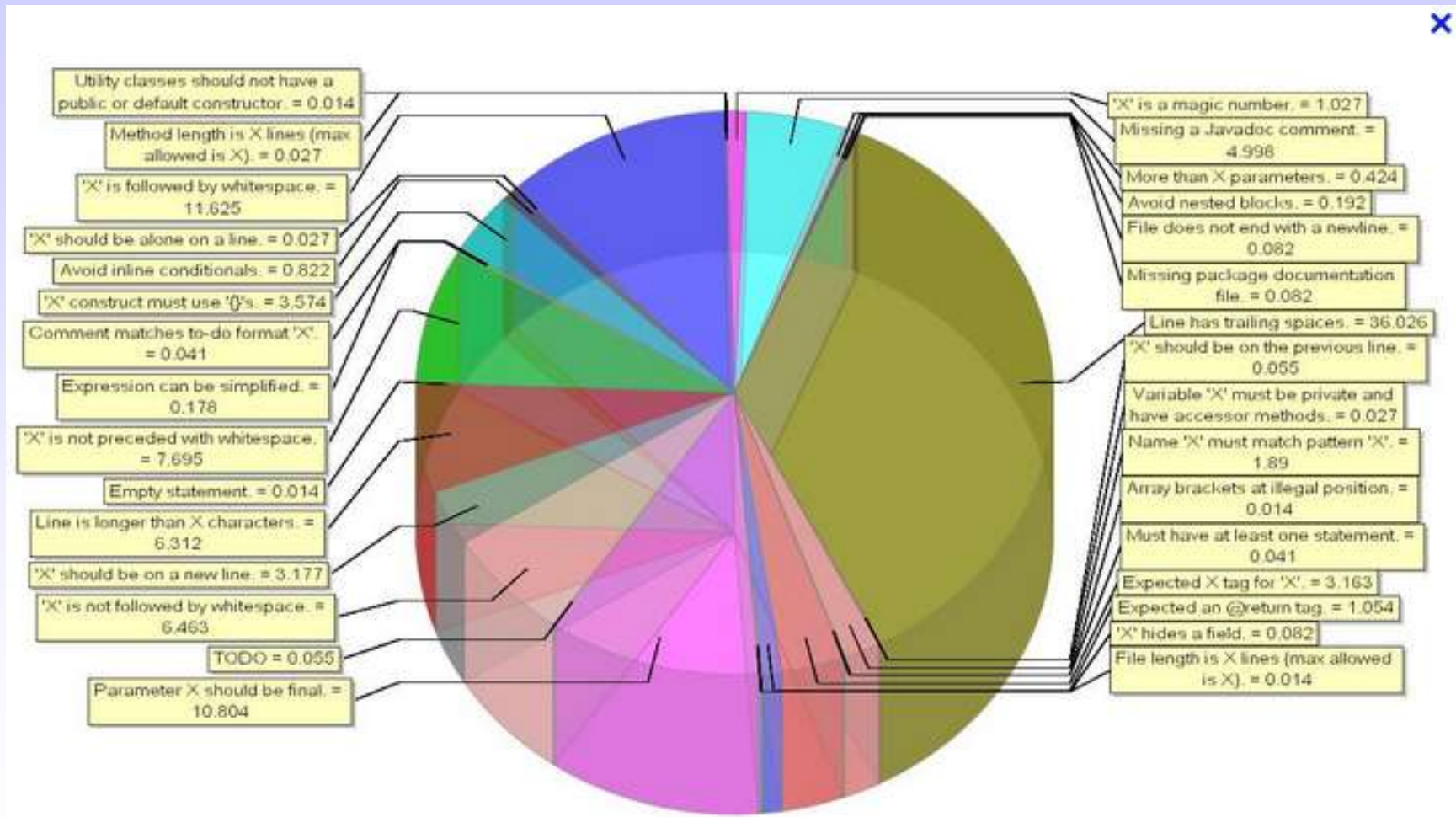
Thickness of the pie distorts visual interpretation
円グラフの厚みは視覚的な推測を妨げる

3D, Curves and Pie Slices 3Dと曲線、円グラフの一部分



How could you make trustworthy visual inferences from this?
このグラフからどのように信頼のできる視覚的な推測ができるだろうか？

The worst pie chart ever? 最悪の円グラフ?



Beware of interior decoration of graphics with lots of ink!
たくさんインクを使ったデコレーションに気を付けて!

Colour and Accessibility issues

色とアクセシビリティについて

- Colourblindness 色覚異常
 - 9% of UK population, 5.3 million individuals
イギリス人口の**9%**、**530万人**
 - just under 180,000 university students
180,000人弱の大学生
 - Could fill a typical university 10 times!
平均大学人口の**10倍**である！



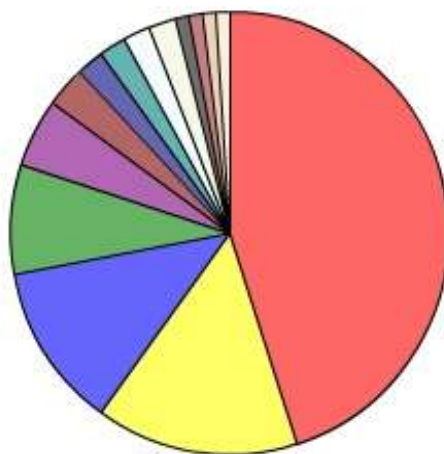
Back

Pie chart of Premier football (first)

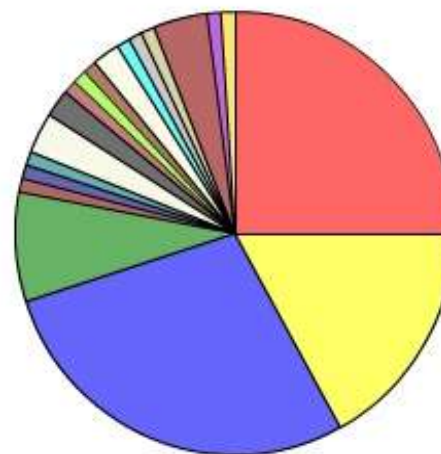
Show Options



Sample A



Sample B



Key

A | B

Chelsea (45.0|25.0%)

Manchester United (15.0|17.0%)

Arsenal (12.0|28.0%)

Liverpool (8.0|8.0%)

Newcastle (5.0|0.0%)

Aston Villa (3.0|1.0%)

Portsmouth (2.0|1.0%)

Tottenham Hotspur (2.0|1.0%)

West Ham (2.0|0.0%)

Birmingham (2.0|3.0%)

Southampton (1.0|2.0%)

Middlesbrough (1.0|1.0%)



Source

UK Secondary 2004-5

Sample A Random sample : No filters used

Sample B Random sample : No filters used

Save charts

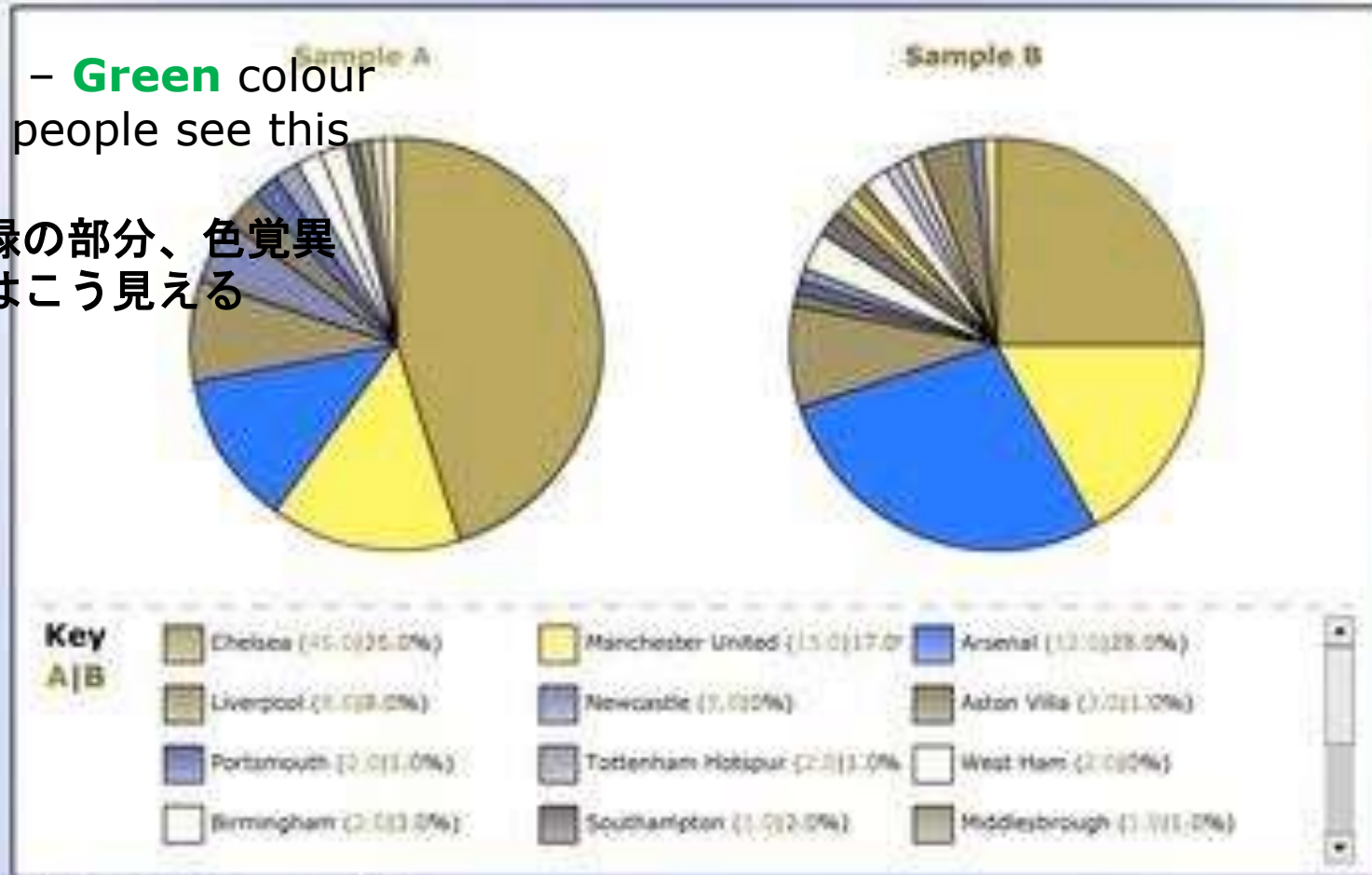


Pie chart of Premier football (first)

Show Options

Red – Green colour
blind people see this

赤と緑の部分、色覚異常にはこう見える



Source

UK Secondary 2004-5

Sample A Random sample : No filters used

Sample B Random sample : No filters used

Save charts

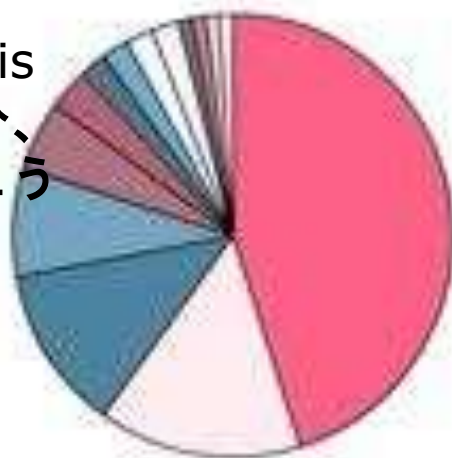


Pie chart of Premier football (first)

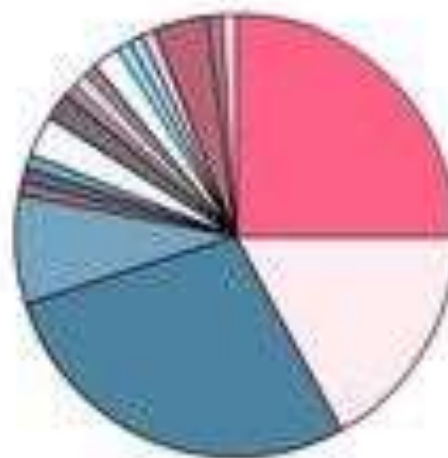
Show Options

Blue – Yellow
colour blind
people see this
青と黄色の部分、
色覚異常にはこう
見える

Sample A



Sample B



Key

A/B

 Chelsea (41.0)(25.0%)

 Manchester United (15.0)(11.0%)

 Arsenal (12.0)(28.0%)

 Liverpool (8.0)(8.0%)

 Newcastle (5.0)(0%)

 Aston Villa (3.0)(1.0%)

 Portsmouth (2.0)(1.0%)

 Tottenham Hotspur (2.0)(1.0%)

 West Ham (2.0)(0%)

 Birmingham (2.0)(3.0%)

 Southampton (1.0)(2.0%)

 Middlesbrough (1.0)(1.0%)


Source

UK Secondary 2004-5

Sample A Random sample - No filters used

Sample B Random sample - No filters used

Save charts



Aspect ratios アスペクト比について

The height-to-width aspect ratio of a graph can have a large impact on how it is interpreted especially for time series plots

It affects the perception of slope...

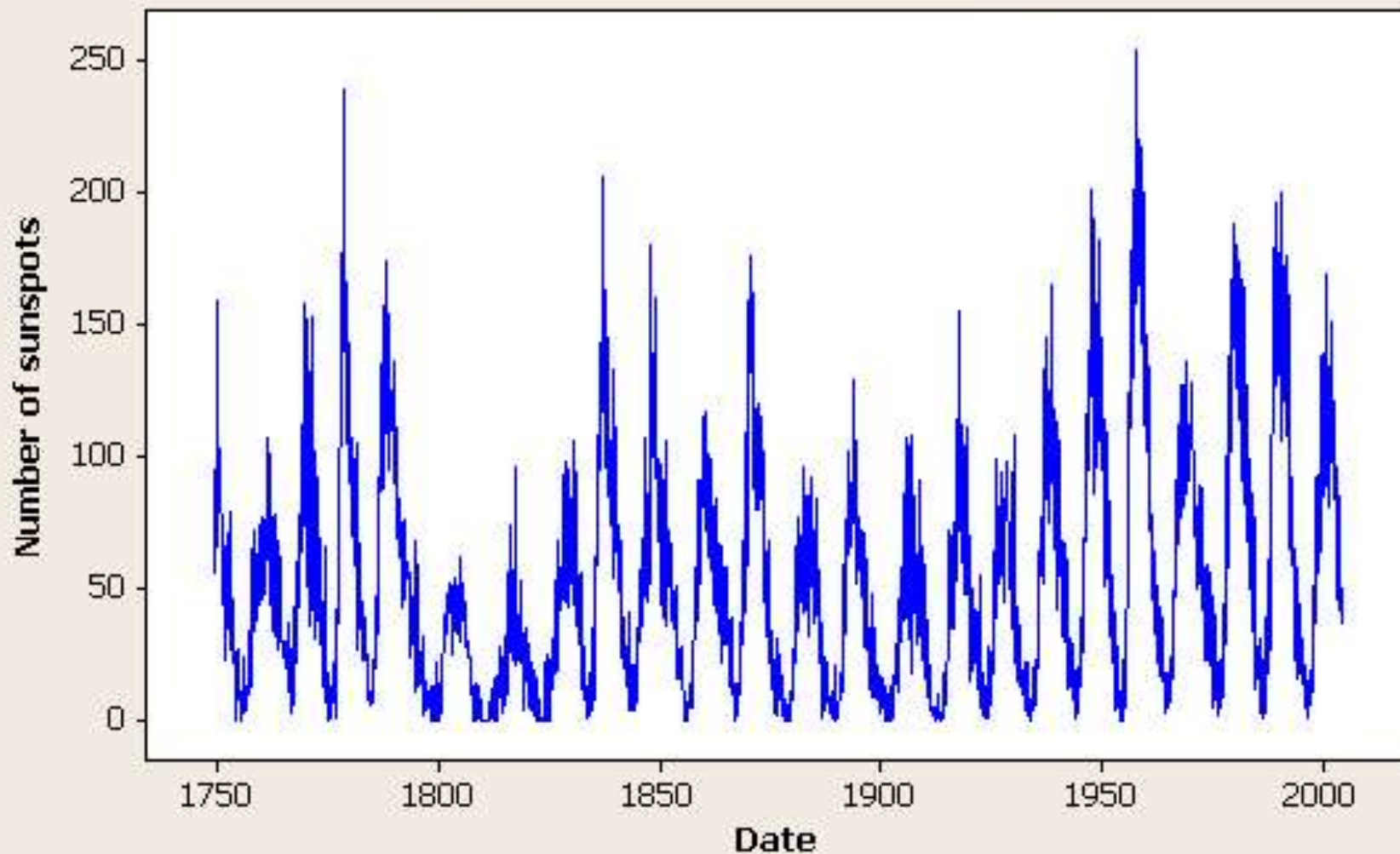
グラフの高さと幅のアスペクト比は、特に時系列のプロットで、どのように解釈されるか大きな影響がある。

それは傾きの認識に影響を及ぼす...

What is wrong with this graph?

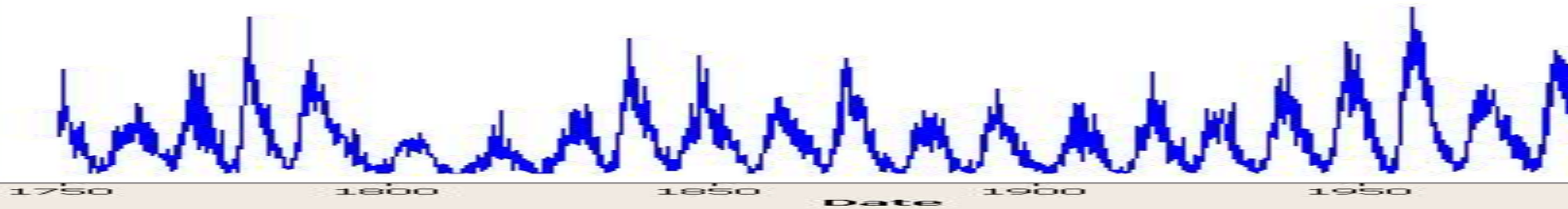
このグラフの何が悪いのか？

Monthly sunspot data since 1749 月ごとの太陽黒点



To compare slopes within the graph
we bank to approximately 45°
グラフの中の傾きを比較するとき、約 45° に傾ける。

Monthly sunspot data since 1749



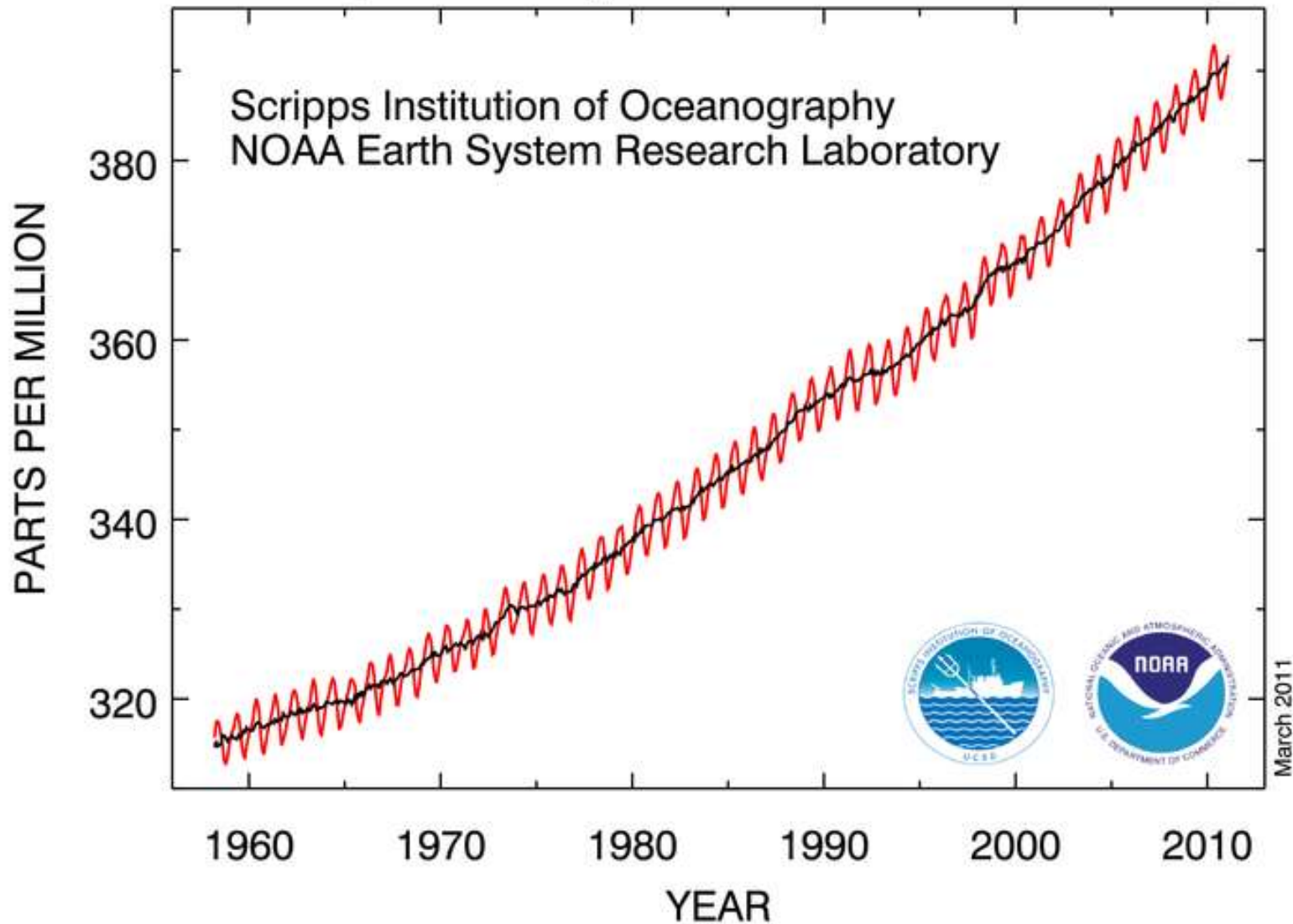
Focussing in and banking to approx 45°

拡大して、傾きを約45°とする

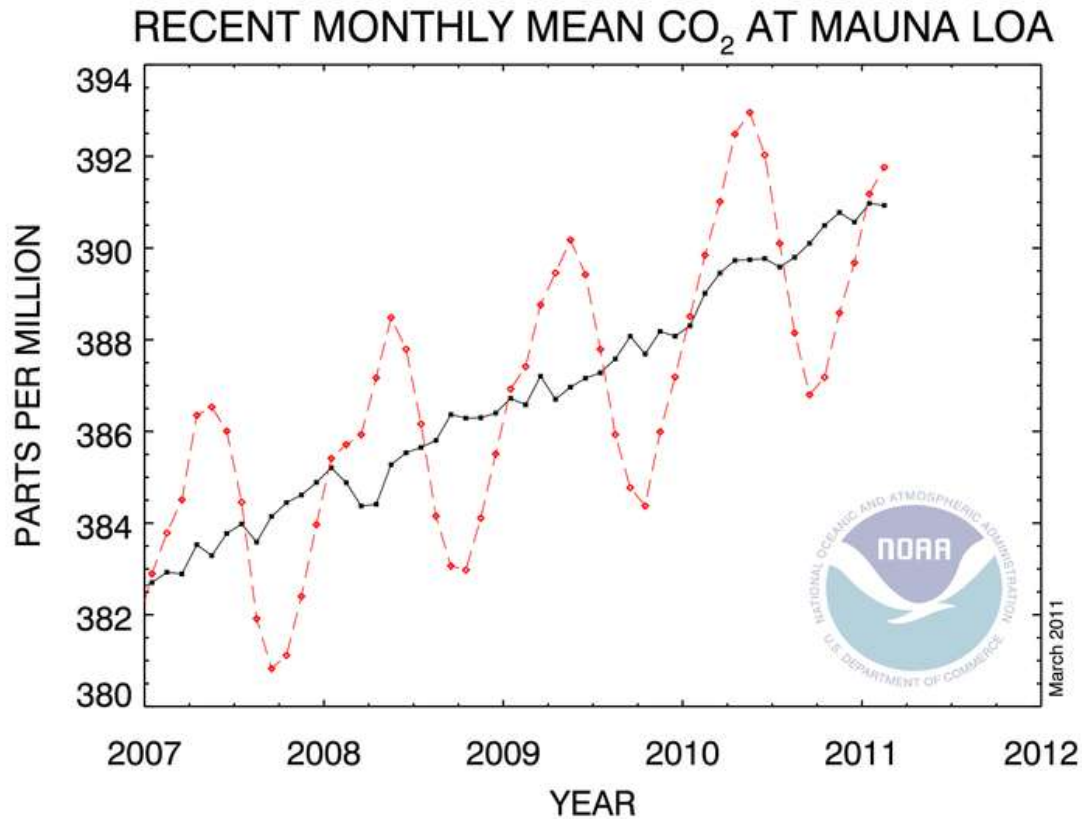
Scatterplot of sunspots vs Year



マヌア・ロア観測所での大気中のCO₂
Atmospheric CO₂ at Mauna Loa Observatory



Focussing on the last 5 years and stretching the horizontal axis makes peak to trough rates of change easier to compare
最近の5年間に焦点をあてると、山から谷への変化率を比較しやすくなる



Lessons about aspect ratios

アスペクト比についての授業

- Do not make graphs an accident of the space available
たまたま空いてるスペースを使ってグラフを作っってはいけない。
- Times series graphs need *designed* aspect ratios
時系列グラフには計画的なアスペクト比が必要だ。
- Use software that enables dynamic movement of axes
軸のダイナミックな動きを可能にするソフトを使う。
- Angles between points requiring inferences should be approximately 45 degrees
推測を必要とする点と点の間の角度はおよそ45°であるべき。
- More than one graph may be needed for the same data
同じデータに一つ以上のグラフが必要であろう。

3 Data Visualisation (DV)

3 データの視覚化 (DV)

- Visualization is critical to data analysis

視覚化はデータ分析に欠かせない

- It provides a front line of attack, revealing intricate structure in data that cannot be absorbed in any other way

それは、他の方法では取り込めないデータの中の複雑な構造を明らかにする攻撃の最前線である

- We discover unimagined effects, and we challenge imagined ones

想像を超えた効果を発見し、想像の範囲内のものに挑戦する

William S. Cleveland: visualizing Data

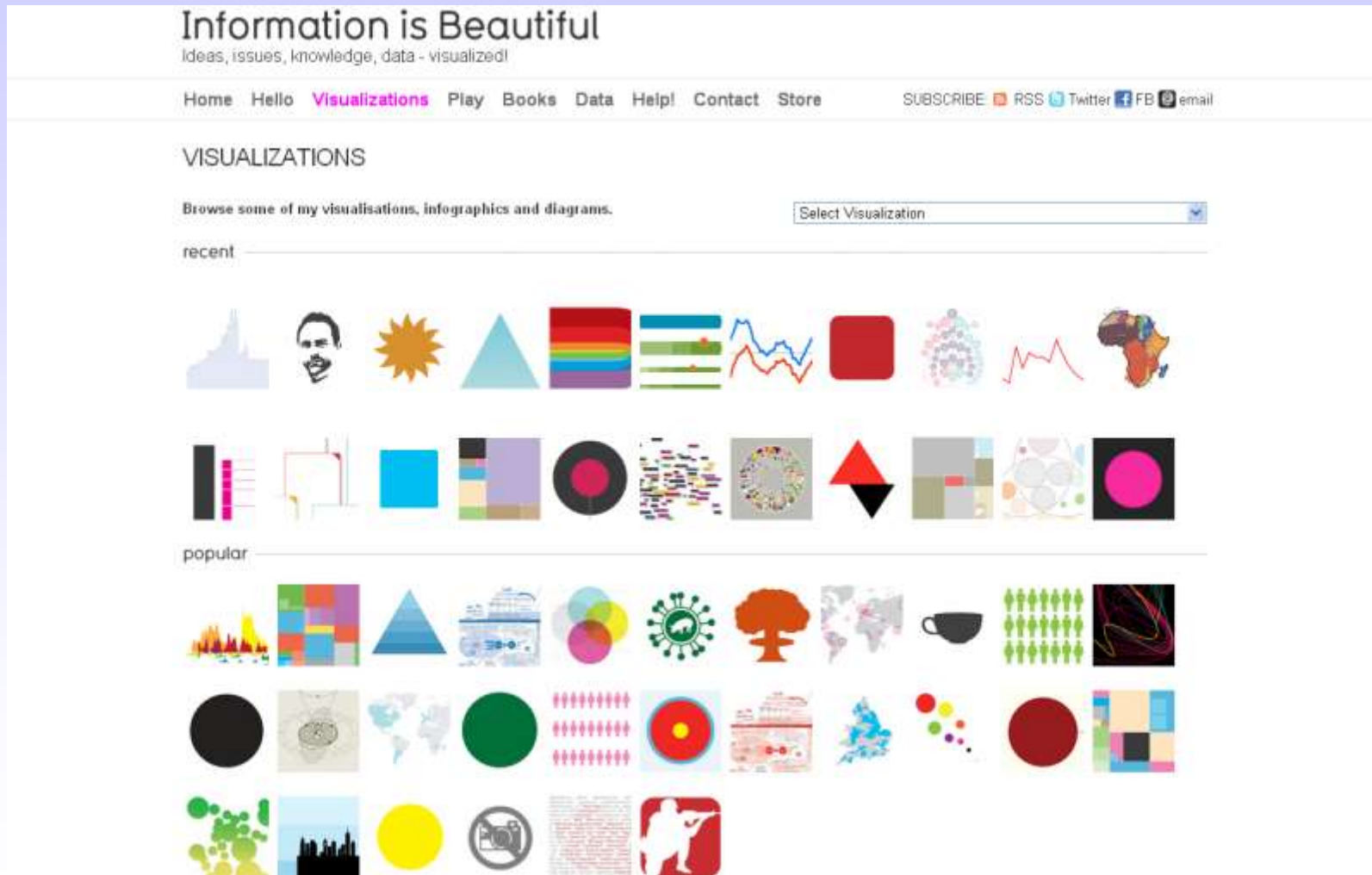
ウィリアム S. クリーブランド：データの視覚化

Data visualisation and inferences

データの視覚化と推測

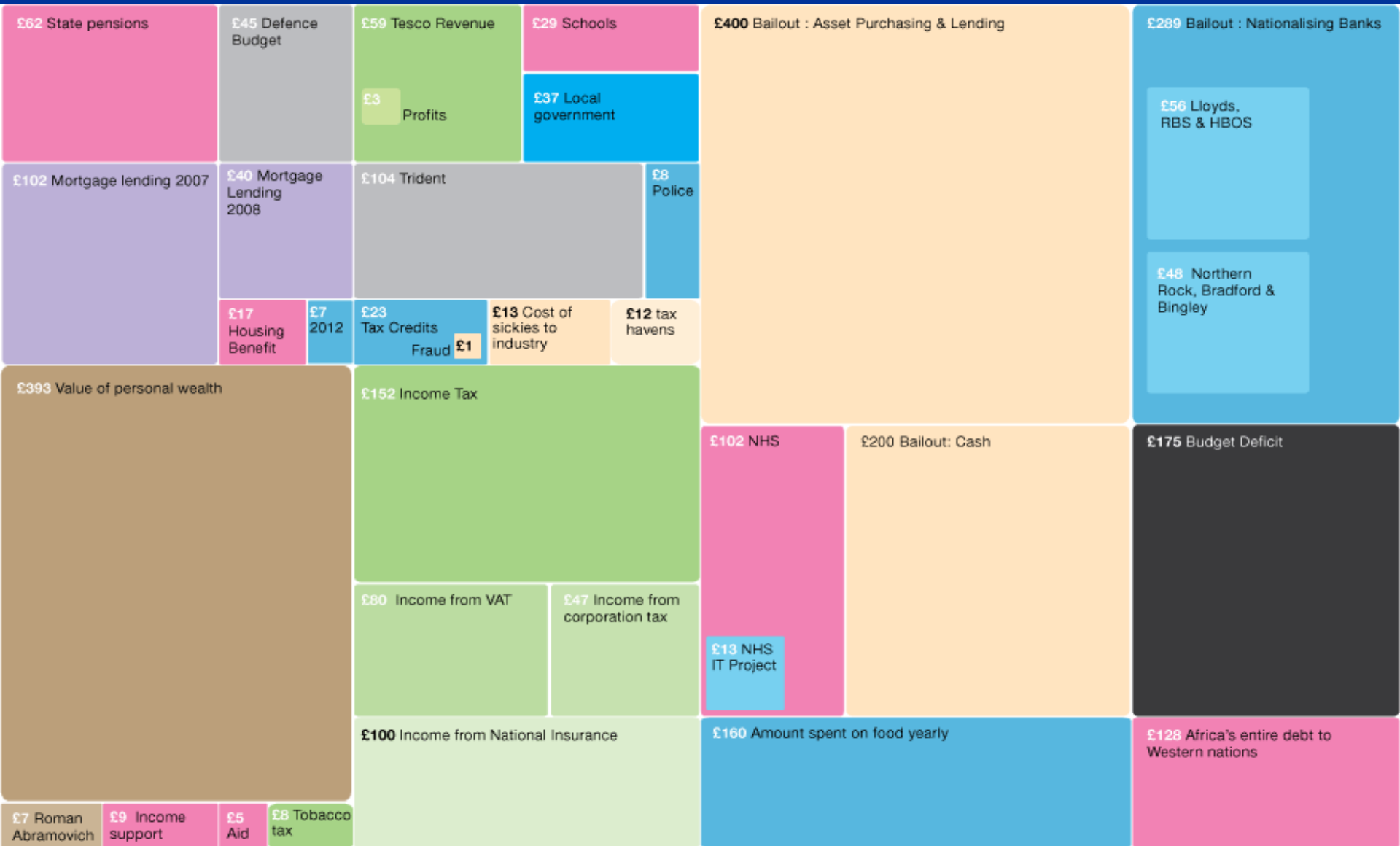
- Data Visualisation champions データの視覚化のチャンピオン達
 - David McCandless (Designer)
デヴィッド・マキャンドレス (デザイナー)
 - Hans Rosling (Gapminder)
ハンス・ロズリング (ギャップマインダー)
 - Alan Smith (Office for National Statistics)
アラン・スミス (国家統計局)
- RSSCSE Data Interrogation Tool **RSSCSE**データ取り調べツール
- Media メディア
 - BBC BBC
 - Newspapers 新聞
 - British Guardian ガーディアン
 - Japan Times ジャパンタイムズ

David McCandless' web site 'Information is Beautiful'
<http://www.informationisbeautiful.net/visualizations/>
デヴィッド・マキャンドレスのウェブサイト、「情報は美しい」



David McCandless Billion Pound-O-Gram

デヴィッド・マキャンドレス 10億ポンドの電報



The Billion Pound-O-Gram

■ Giving
 ■ Spending
 ■ Fighting
 ■ Hoarding
 ■ Lending
 ■ Bailing
 ■ Earning

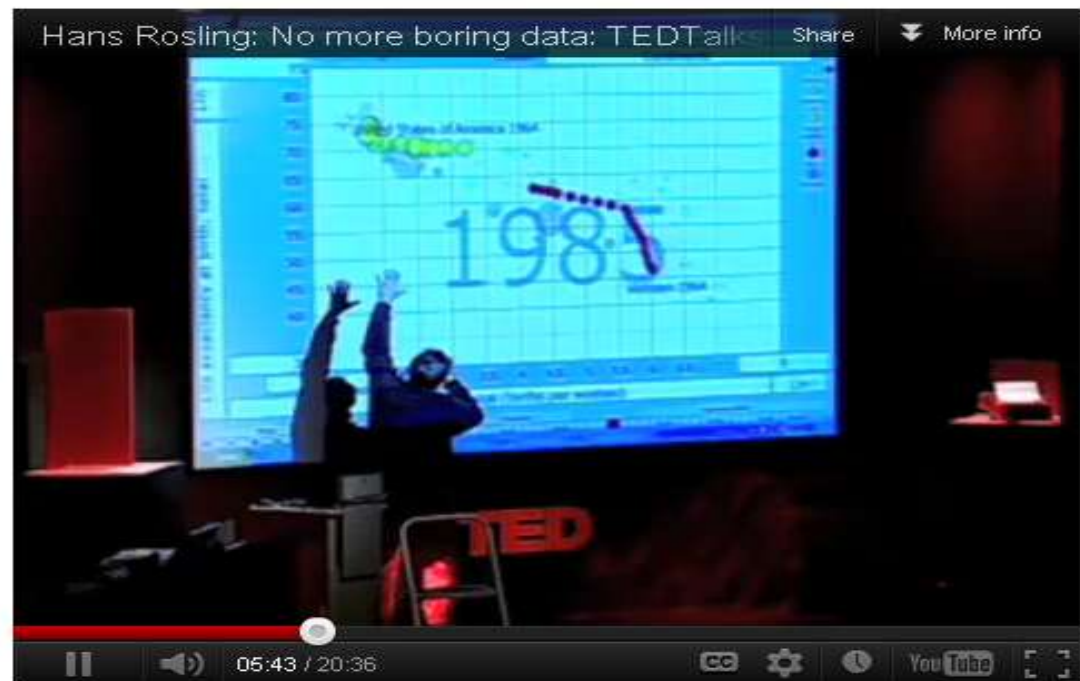
David McCandless: The beauty of data visualization Share More info

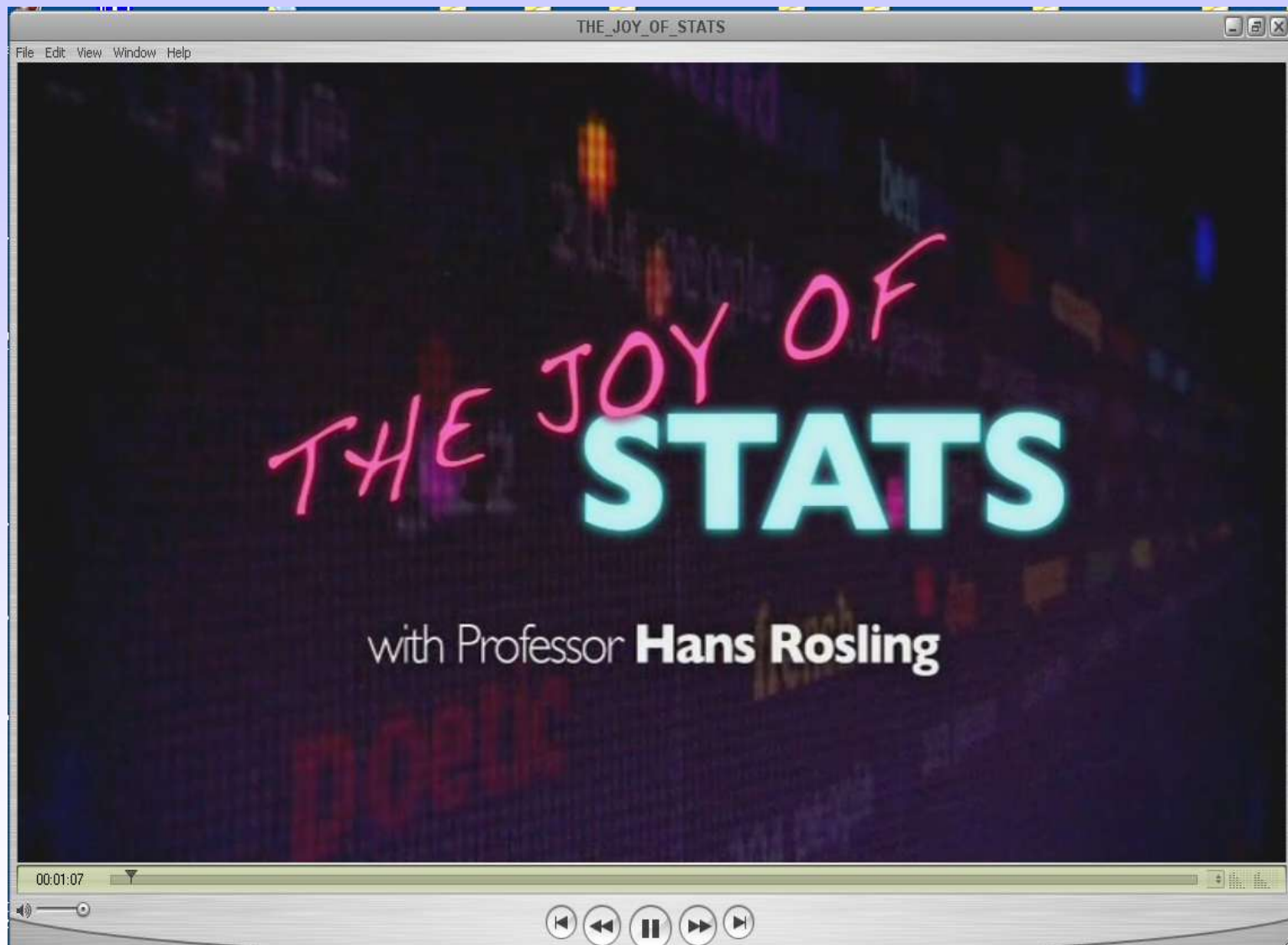


David McCandless' TED talk
デヴィッド・マキャンドレスの
TEDトーク

Hans Rosling's TED talk
ハンス・ロズリングのTED
トーク

Hans Rosling: No more boring data: TEDTalks Share More info





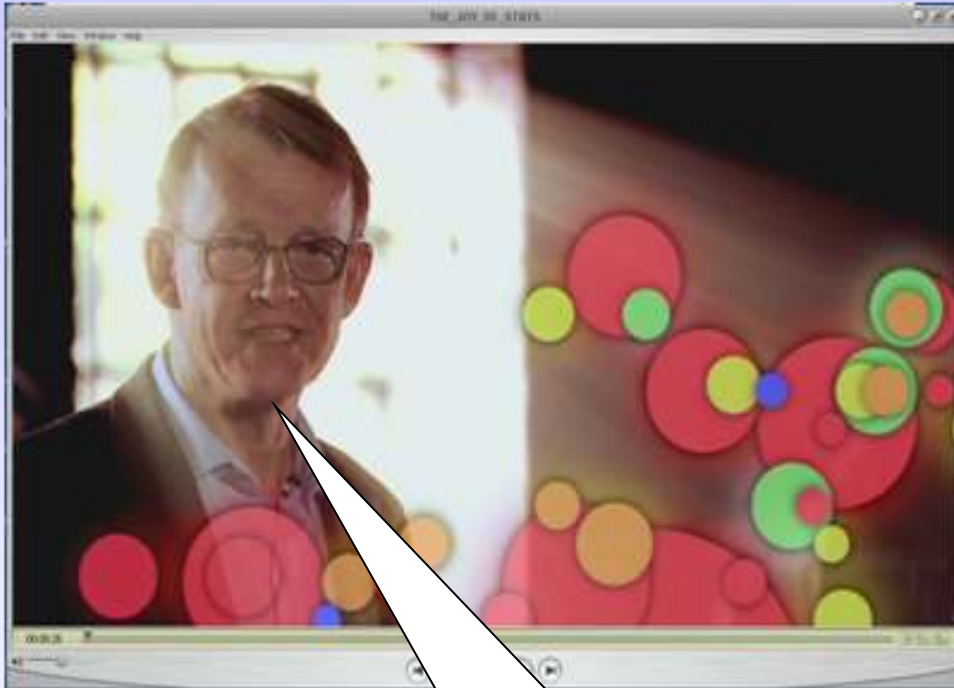
First shown on BBC4, Dec 2010
Play video from 28m 40secs to 34.03 secs
2010年12月、BBC4で初オンエア
28分40秒から34秒再生

GapMinder – Hans Rosling

ギャップマインダー ハンス・ロズリング

The Joy of Stats – programme on the BBC 楽しい統計 – BBCでの番組
(www.open.ac.uk/openlearn/whats-on/the-joy-stats)





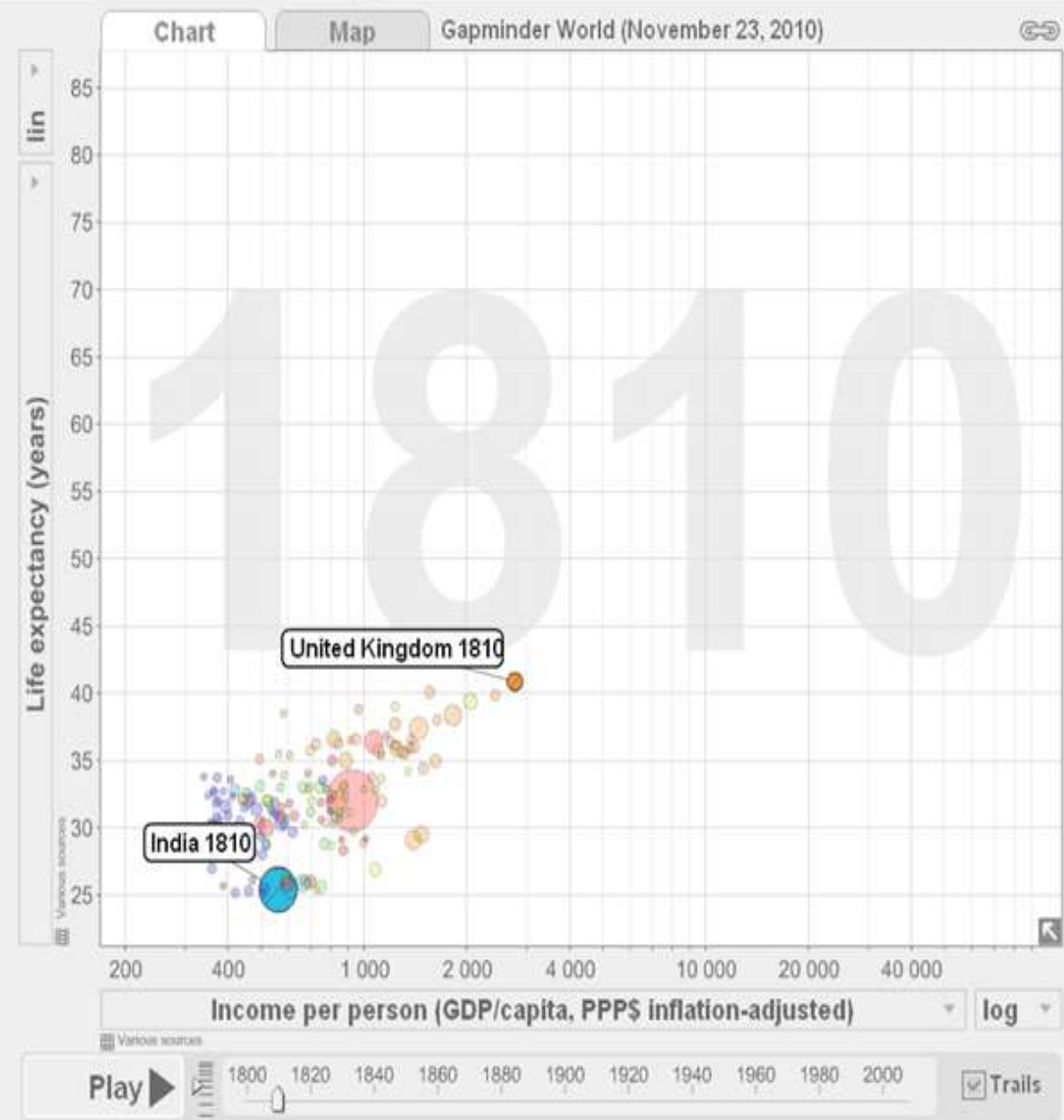
There is nothing boring
about statistics ... we can
make the data sing

統計学に退屈なことなど一つもない...
私たちはデータを歌わせることもできる



With statistics we
really can make sense
of the world

統計学をもってすれば、本当に
世界のことを理解できる



Color Gapminder Geogr...

Geographic regions

Select

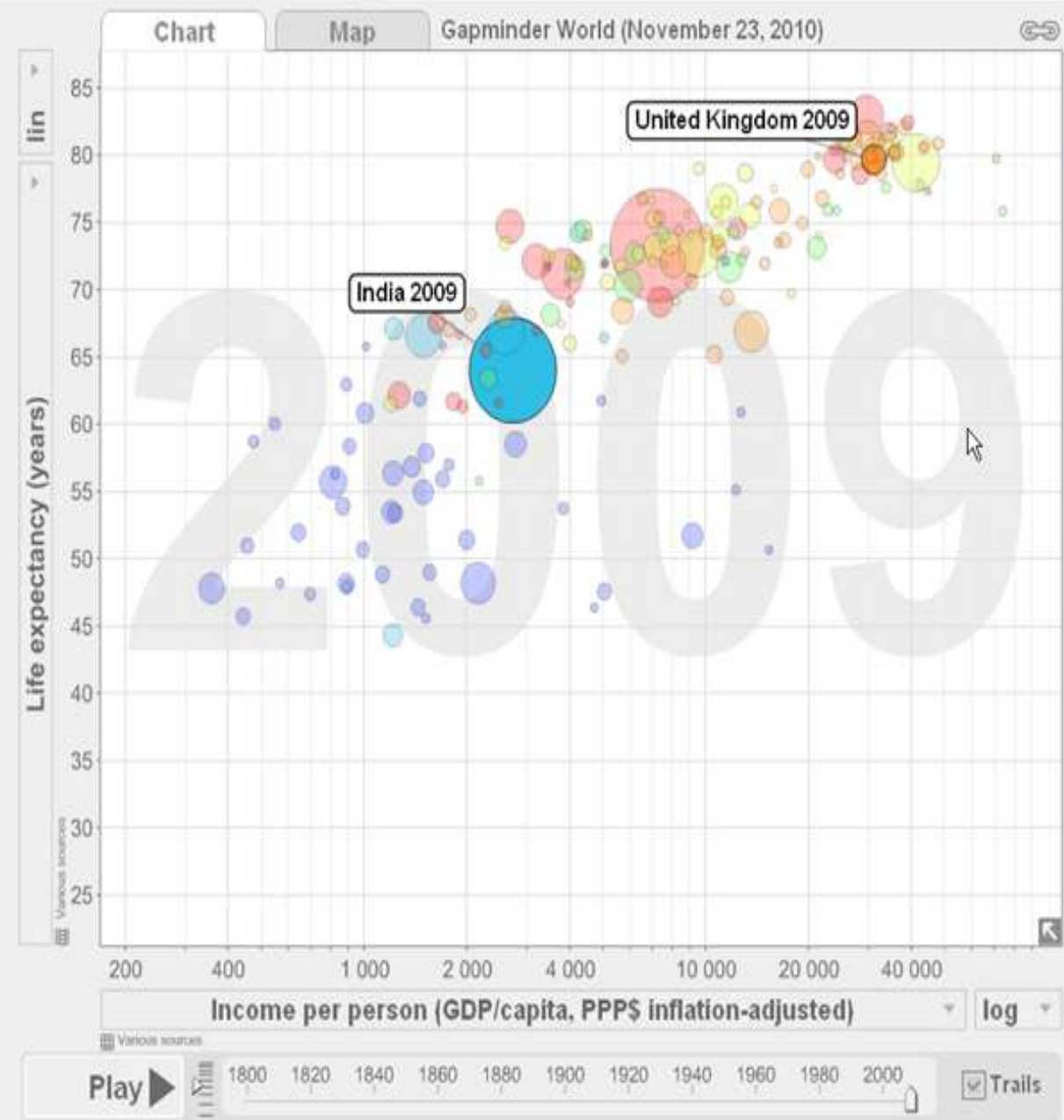
- Afghanistan
- Albania
- Algeria
- Angola
- Argentina
- Armenia
- Aruba
- Australia
- Austria
- Azerbaijan
- Bahamas
- Bahrain
- Bangladesh

Deselect all

Size Various sources

Population, total

1.46 B



Color Gapminder Geogr...

Geographic regions ▼

Select

- Afghanistan
- Albania
- Algeria
- Angola
- Argentina
- Armenia
- Aruba
- Australia
- Austria
- Azerbaijan
- Bahamas
- Bahrain
- Bangladesh

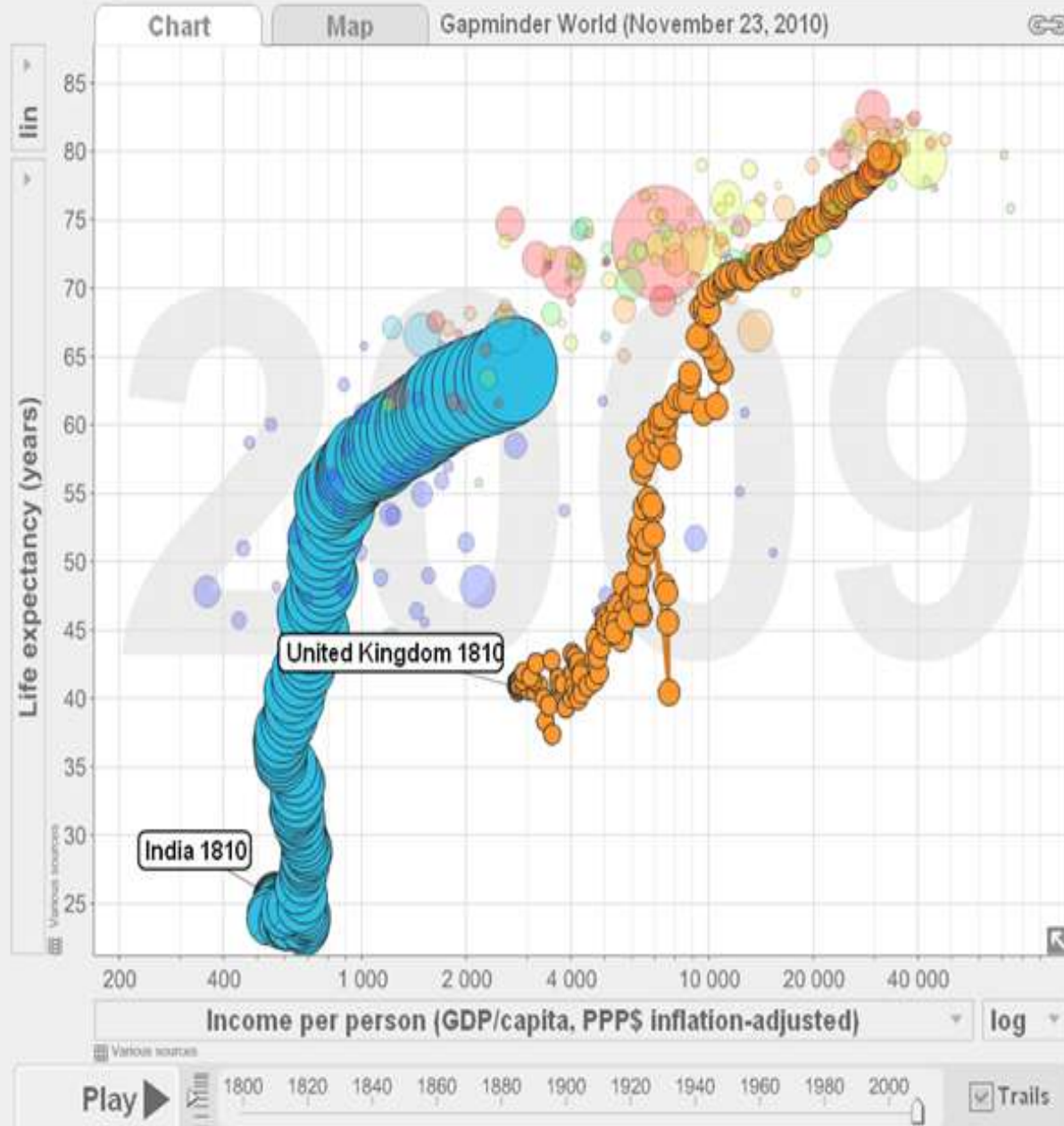
Deselect all

Size Various sources

Population, total ▼

1.46 B

Basic Gapminder World graph*



Color Geographic regions

- Select
- Afghanistan
 - Albania
 - Algeria
 - Angola
 - Argentina
 - Armenia
 - Aruba
 - Australia
 - Austria
 - Azerbaijan
 - Bahamas
 - Bahrain
 - Bangladesh
 - Deselect all

Size

Population, total

1.46 B



2011 CensusAtSchool Project Data Interrogation Tool

2011年 センサスアットスクールプロジェクト
データ質問ツール

Flash
based
tool
フラッシュ
ベースの
ツール

Decide which **AtSchool** project you want to collect data from.



Census AtSchool

ROYAL STATISTICAL SOCIETY
FOUNDED 1834

Experiments At School

Centre for
Statistical Education

Database Interrogation Tool BETA version

2011 CensusAtSchool Project

How UK children travel to school

2011年 センサスアットスクールプロジェクト どのようにイギリスの子供が学校に行くか

Decide which **database** you want to use from the list below.

Click on a country's flag and then the name of a database to continue.

Countries	Databases
 = combined international results	 UK Secondary 2000-1 
 	 UK Secondary 2001-2 
	 UK Secondary 2002-3 
	 UK Secondary 2003-4 
	 UK Secondary 2004-5 
	 UK Secondary 2005-6 
	 UK Secondary 2006-7 
	 UK Secondary 2007-8 

To see the original questionnaire or experiment click on the appropriate **Info** button 

Flash
based
tool
フラッシュ
ベースの
ツール

2011 CensusAtSchool Project

How UK children travel to school

2011年 センサスアットスクールプロジェクト どのようにイギリスの子供が学校に行くか

Choose names of the variables about which you wish to collect data.

Variables

Travel to school by

Key Stage Household
Gender Under 18 males at h
Year Group Under 18 females at
Place of Birth Cars at home
Height (cm) 1st Favourite subject
Foot Size (cm) 2nd Favourite subje
Has a mobile? 3rd Favourite subject
Has computer at ho
Has internet at ho Travel to school time
Canned drinks per Distance to school
Bottled drinks per di
Region
Housetype

Drag and drop the names of variables you wish to chart onto the coloured boxes opposite.
Double click to remove it from an axis.

Key Continuous Categorical

Database Interrogation Tool BETA version UK Secondary 2000-1

Flash
based
tool
フラッシュ
ベースの
ツール

Drag and drop variables
変数をドラッグ&ドロップ

2011 CensusAtSchool Project

How UK children travel to school

2011年 センサスアットスクールプロジェクト どのようにイギリスの子供が学校に行くか

You can select the type and size of **random** sample you wish to collect.

Variables

Travel to school by

These are the names of **variables** you have selected. Go back to the previous screen if you want to change the selection.

Random sample

Select the size of the random sample you want to collect (from 50 to 250):

Larger samples may take longer to collect

Whole database
Collect sample(s) of your variables from anywhere in the database.

One sample
Collect just one sample (A) from the database to investigate.

To **add** your data to sample A

Part of database
Collect data selected for particular groups or categories such as boys or girls only.

Two samples
Collect two samples, A & B, to investigate and compare.

To **use** your data as sample B

Use my own data

Database Interrogation Tool BETA version UK Secondary 2000-1

Flash
based
tool
フラッシュ
ベースの
ツール

Drag and drop variables – takes samples from database
変数をドラッグ&ドロップー データベースからサンプルを取る

2011 CensusAtSchool Project


How UK children travel to school

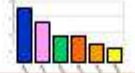
2011年 センサスアットスクールプロジェクト どのようにイギリスの子供が学校に行くか


Choose how you want the data to be displayed.

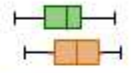
Variables


Click on the **magnifier** to view both original data and a summary table.


Pie chart

Travel to school by

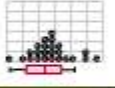
Bar chart



Histogram



Box whisker


Scatter graph


Tabulated data


Dot plot


3D colour plot

Available only if you have chosen 3 or more continuous variables.
Click above to select which variables to plot.

Starplots

Available only if you have chosen 3 or more continuous variables.
Click above to select which variables to plot.

Key
Continuous only
Discrete only
Continuous or Discrete

Drag and drop the names of variables you wish to chart onto the coloured boxes opposite.
Double click to remove it from an axis.

Database Interrogation Tool **BETA** version **UK Secondary 2000-1** View saved charts

Flash based tool
フラッシュベースのツール

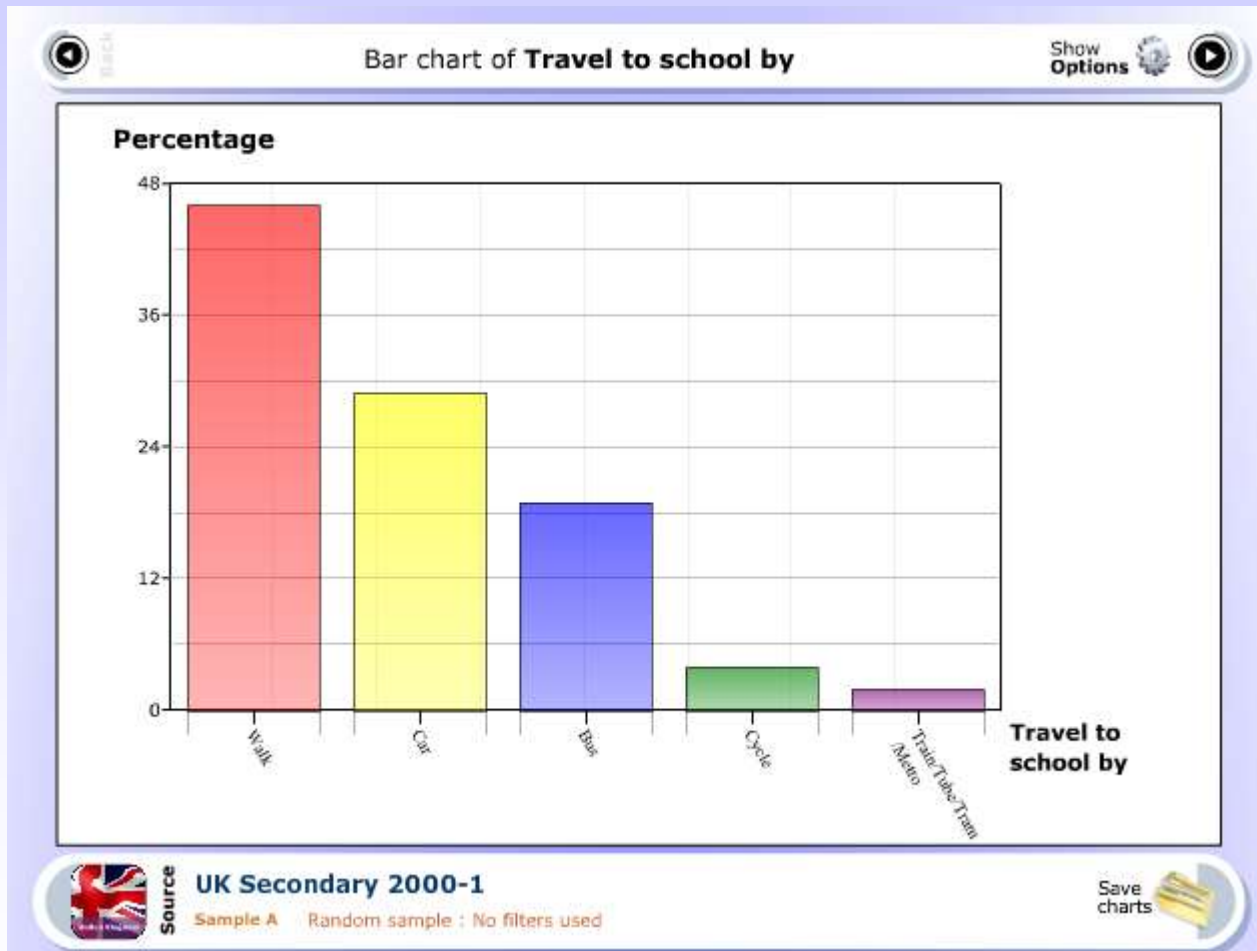
Drag and drop variable 変数をドラッグ&ドロップ

2011 CensusAtSchool Project

How UK children travel to school

2011年 センサスアットスクールプロジェクト どのようにイギリスの子供が学校に行くか

Flash
based
tool
フラッシュ
ベースの
ツール



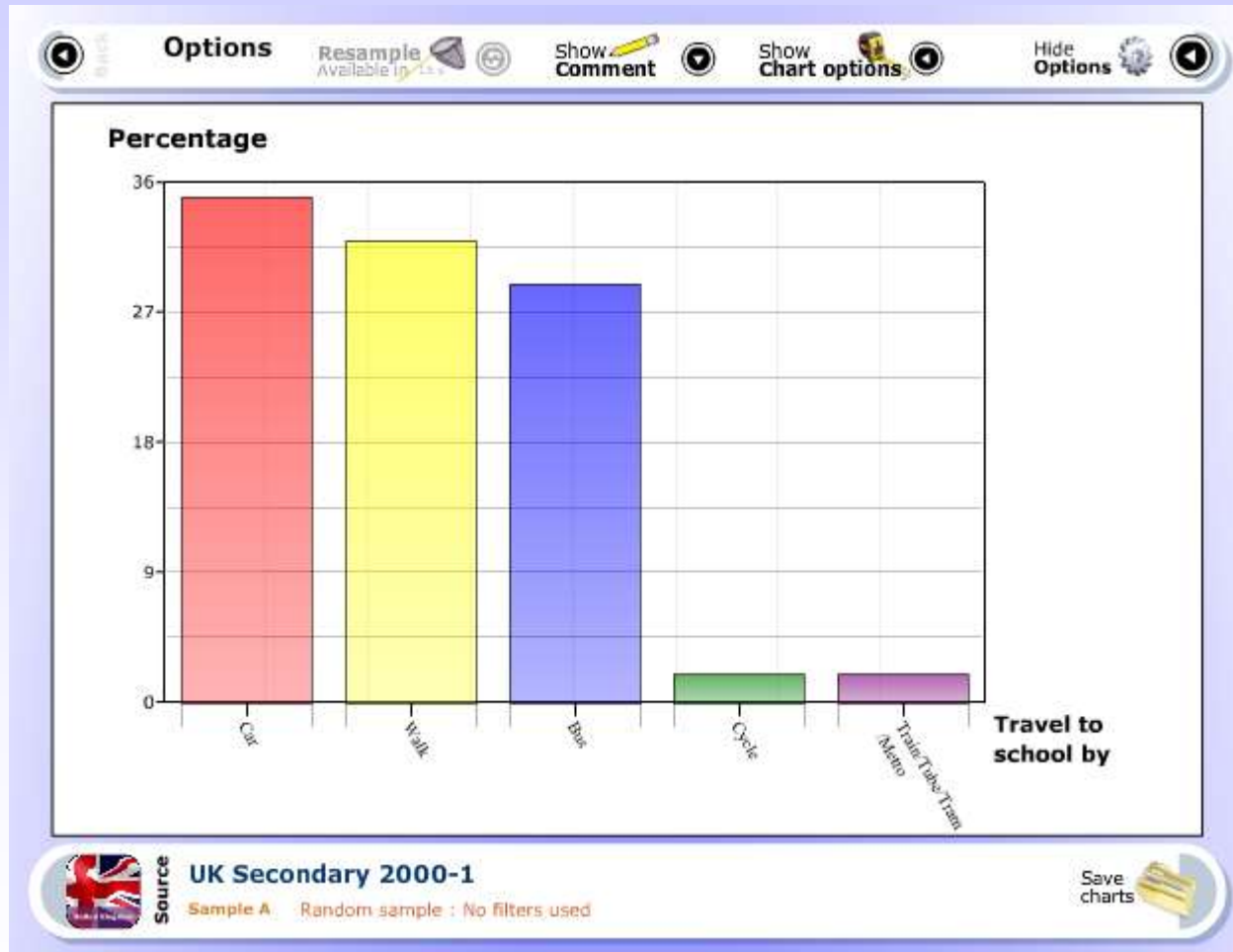
Random sample of 100 from the database
100のデータベースからの無作為標本

2011 CensusAtSchool Project

How UK children travel to school – resampled

2011年 センサスアットスクールプロジェクト
どのようにイギリスの子供が学校に行くか - 再サンプリング

Flash
based
tool
フラッシュ
ベースの
ツール



Enables resampling from the database
データから再サンプリングが可能になる

Smart Centre

You are in: [Home](#) » [Smart Centre](#) » [FreeWare](#)

[Smart Centre](#)[People](#)[ICT Projects](#)[Other Projects](#)[FreeWare](#)[Links to data rich sites](#)[Publications](#)[Understanding Understanding](#)[AEAC E-Assessment Techniques](#)[Curriculum Materials](#)

SMART Centre Freeware

The SMART Centre have developed a number of innovative web-ready visualisation tools. Developed using Macromedia Flash, they offer powerful yet intuitive interfaces for working with multi-dimensional data.

- [Sexually Transmitted Infections](#)
- [Alcohol Mashup](#)
- [TB-National Indicators](#)
- [Simple Interaction Disease Model](#)
- [Pensions & Savings \(1\)](#)
- [Pensions & Savings \(2\)](#)
- [Poverty Indicators - Northern Ireland](#)
- [Flight Data of Birds - Calculating Axes](#)
- [Cardiovascular Disease Risk Factors](#)
- [GCSE Data](#)

Material for Siena Workshop and Presentations

- [Life Expectancy](#)
- [Poverty](#)

Curriculum materials using multivariate plotter tool:

CCEA funded a small project to explore the possibility of developing some rich data activities which might act as common starting points for different subject areas, for example the STI data set could be used in maths, in science and in citizenship or PSHE or similar.

You can work through these activities online [here](#)

Disease simulations

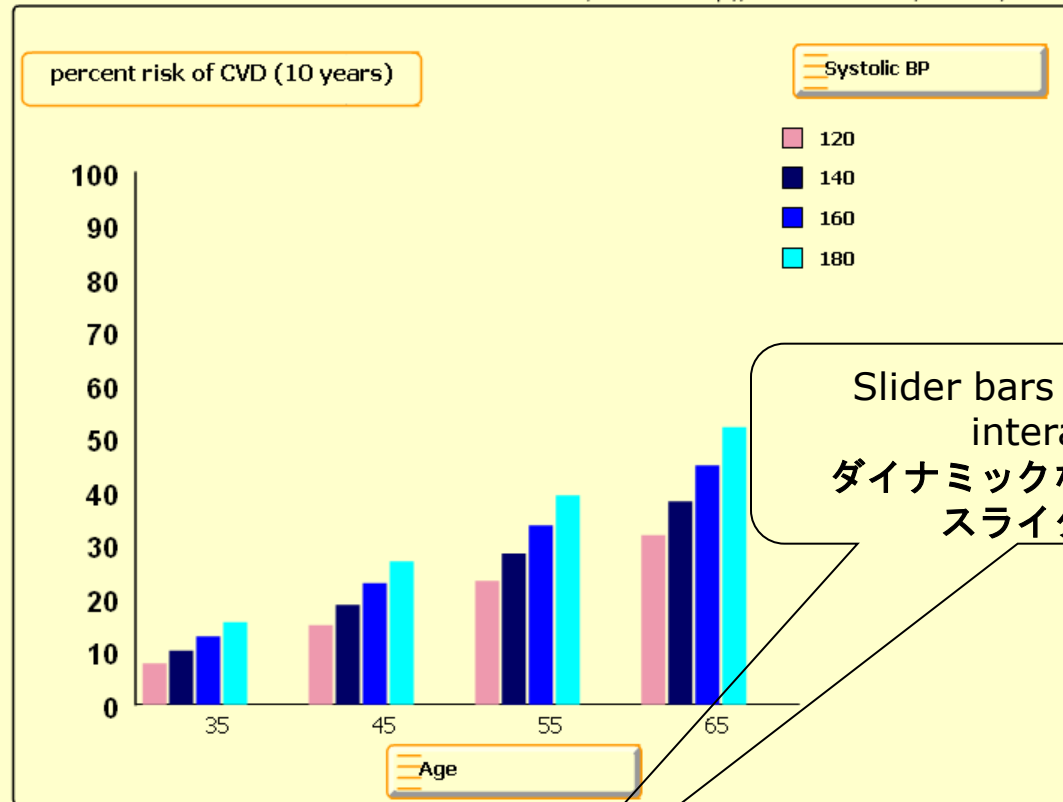
As part of the Wellcome funded Reasoning From Biomedical Data project we developed some simulations which model disease transmission with some associated curriculum materials.

You can download some of the curriculum activities and associated software by clicking [here](#)

You can also work through these activities on line [here](#).

Flash based tool
フラッシュベースのツール

Freeware from the SMART Centre, Durham University
ダーラム大学SMARTセンターのフリーウェア



Flash based tool
フラッシュベースのツール

Slider bars for dynamic interaction
ダイナミックな動作のためのスライダーバー

Total:HDL ratio

Smoking status

Sex

4 6 8 10

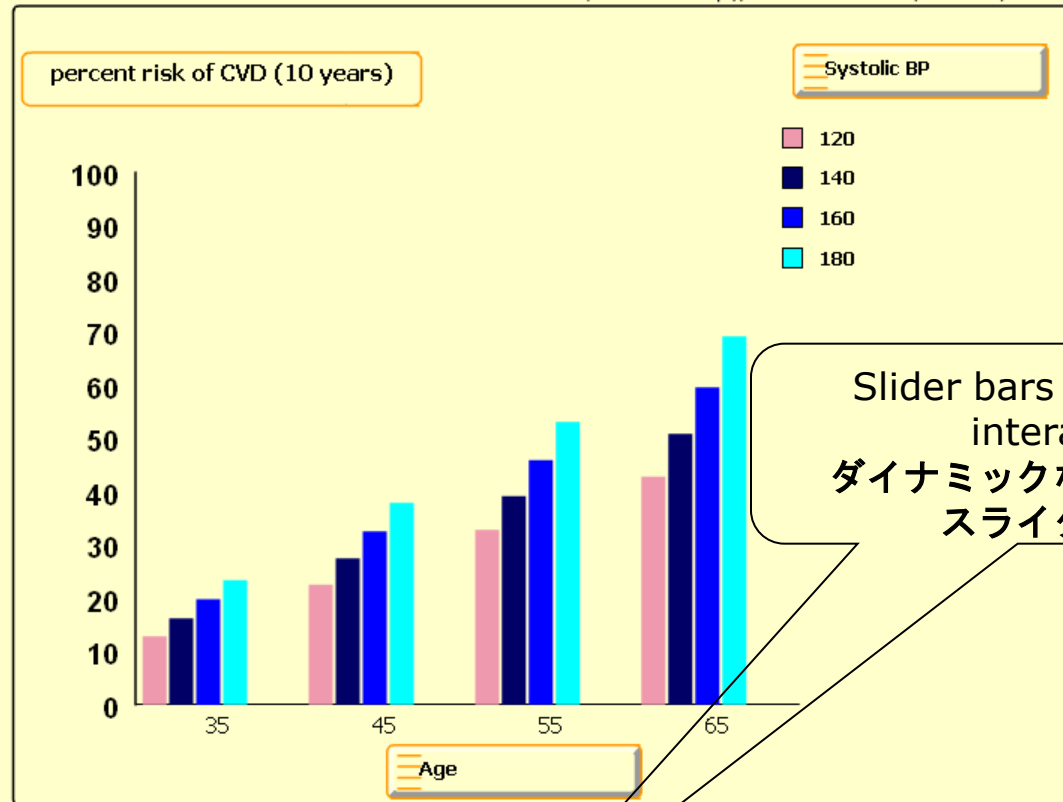
non-smoker smoker

Male Female

Uses population data

Freeware from the SMART Centre, Durham University

ダーラム大学SMARTセンターのフリーウェア



Slider bars for dynamic interaction
ダイナミックな動作のための
スライダーバー

Flash based tool
フラッシュベースのツール

Total:HDL ratio

Smoking status

Sex

4 6 8 10

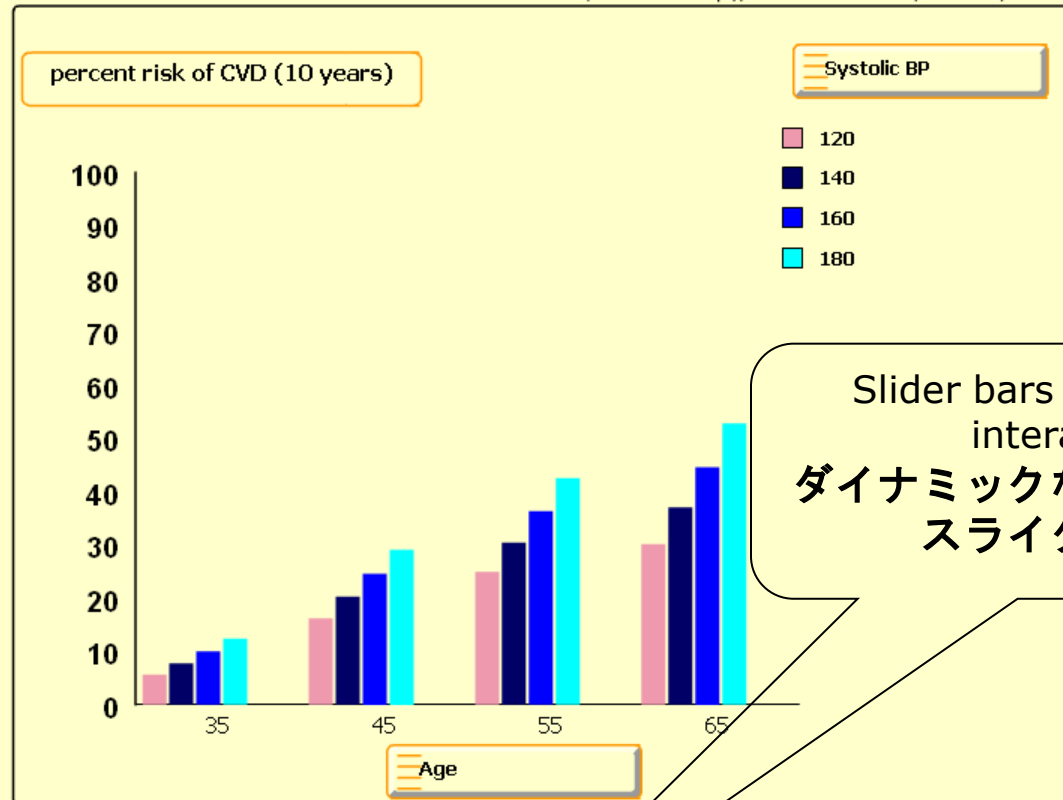
non-smoker smoker

Male Female

Uses population data

Freeware from the SMART Centre, Durham University

ダーラム大学SMARTセンターのフリーウェア



Flash based tool
フラッシュベースのツール

Slider bars for dynamic interaction
ダイナミックな動作のためのスライダーバー

Input fields for the calculator:

- Total:HDL ratio: 4, 6, 8, 10 (slider set to 10)
- Smoking status: non-smoker, smoker (slider set to smoker)
- Sex: Male, Female (slider set to Female)

Uses population data

Freeware from the SMART Centre, Durham University
ダーラム大学SMARTセンターのフリーウェア

iNZight

WARNING (Under Construction): These pages are being built live and will be changing constantly over the first two or three weeks of February

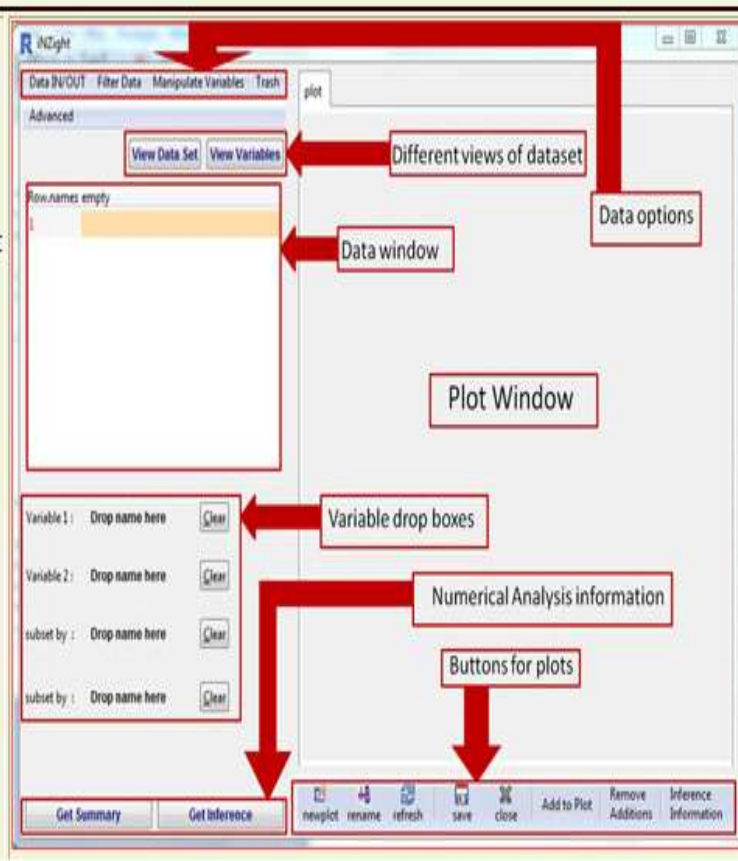
iNZight ("insight" with a visual nz pun)

is a data analysis system designed to provide a tool that actively encourages the exploration of multivariate data sets and enable emphasis to be kept almost entirely on seeing what data is saying rather than learning how to drive software. It was initially designed for use in New Zealand high schools but now has capabilities that extend to multivariable graphics and generalised linear models.

For a brief tasting, see the movies: [Basic graphics](#) (2 min); [Numerical summaries and inferences](#) (2 mins)

Documentation

- **Downloading, installing and starting iNZight**
 - [For almost everyone](#)
 - [For experienced R users only](#)
 - [Changes](#)
- [Basics](#) (Read in data; Explore; Exit)
- [Buttons for plots](#)
- [Manipulating variables](#)
- [Filtering Data](#)
- [Advanced Features](#)
- Plus:
 - [FAQ](#)
 - [Glossary](#)
 - [For R Community](#)



R based
tool
Rベース
のツール

iNZight from NZ

Basic Features

Drag and drop variables
変数をドラッグ&ドロップ

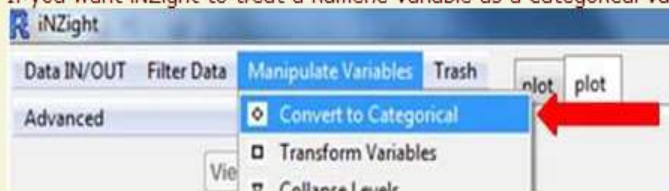
1. Reading in a Data Set



- See [Movie](#) (2 mins)
- At present iNZight only reads **.csv** files, **.xls** (Excel 97-2003) worksheet files and **.xlsx** (Excel 2007) worksheet files
 - by default it automatically chooses between these file types by inspecting the extension on the file name.
 - The tab at the bottom left of an Excel worksheet must be named "Sheet1" or iNZight will give an error message.
 - If this happens, open the data file in Excel, right click on the tab name and *rename* it and save before trying again
 - Missing values can be represented by a cell being left blank or containing NA (the latter is R's default missing value code)
 - The dialog allows other missing value codes to be specified

2. Exploring Variables - See [Movie](#) (2 mins)

- **Note:** By default, iNZight treats variables with letters (except NA) in any row as *categorical* and variables containing only numbers as *numeric* and produces its plots accordingly.
 - If you want iNZight to treat a numeric variable as a categorical variable in order to obtain the type of plot you want, use *Convert to Categorical* ([See movie](#)) (1 min)



3. Get Summary & Get Inference



- See [Movie](#) (2 mins)
- *summary statistics* appropriate to the plots displayed in the plotting window
- *confidence intervals and p-values* appropriate to the plots displayed in the plotting window

4. On exit, "Just say No"

When you exit from (iNZight and) R, R will ask "save workspace image?" Best for you to say "no"

R based
tool
Rベース
のツール

Drag and drop variables
変数をドラッグ&ドロップ

BasicGraphics.swf

iNZight

Data IN/OUT Filter Data Manipulate Variables Trash

Advanced

View Data Set View Variables

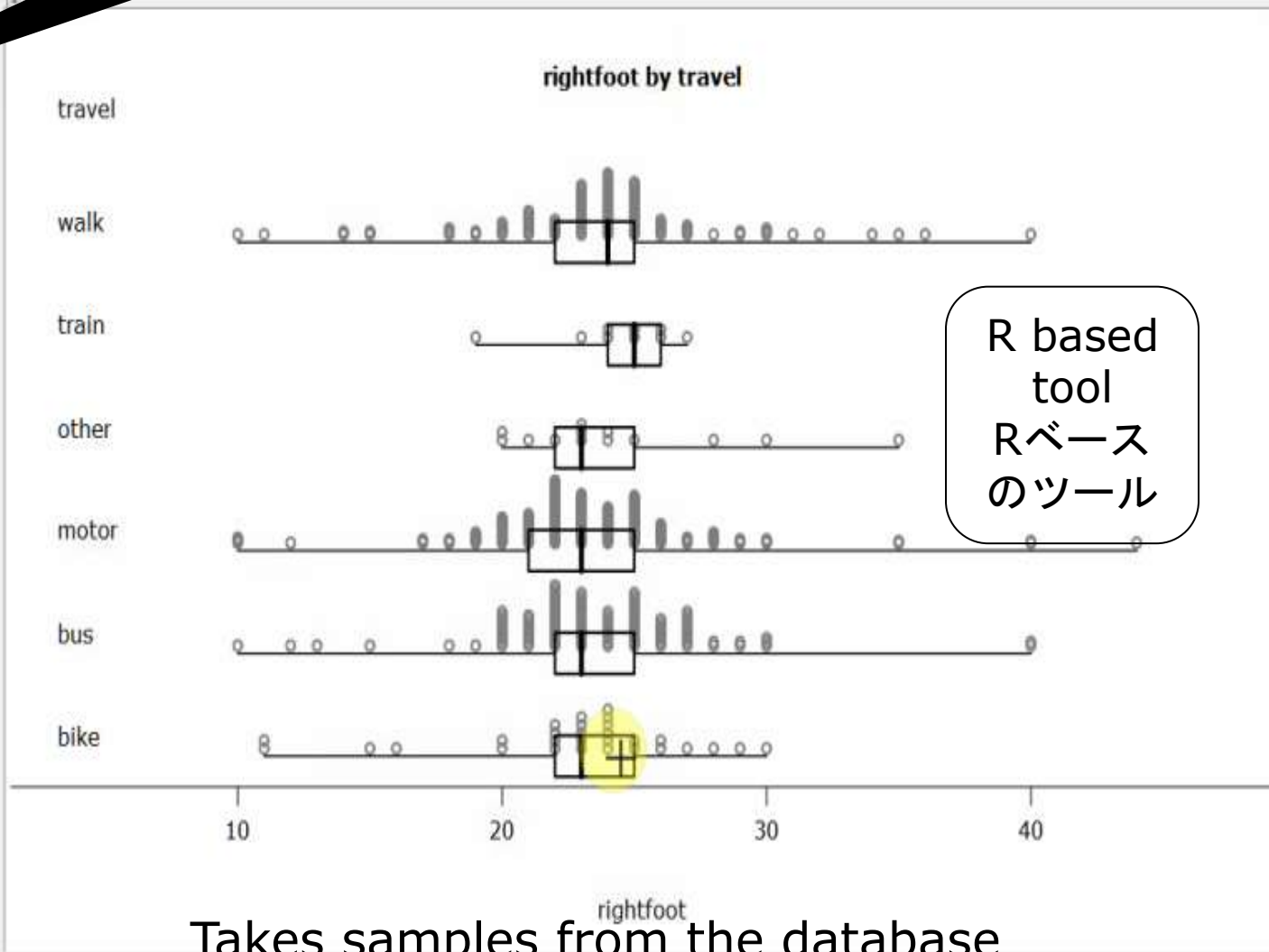
cellsource	rightfoot	travel	getlunch	height
pocket	20	walk	home	152
parent	25	other	friend	153
parent	21	motor	home	137
pocket	20	walk	home	115
pocket	23	other	home	165
parent	19	motor	home	137
parent	23	motor	home	164
pocket	35	motor	tuckshop	150
parent	22	motor	home	150
other	30	walk	tuckshop	123
parent	30	motor	tuckshop	185
parent	23	other	home	162

Variable 1: travel Clear

Variable 2: rightfoot Clear

subset by: Drop name here Clear

subset by: Drop name here Clear



R based
tool
Rベース
のツール

Takes samples from the database

Get Summary

Get Inference

newplot

rename

refresh

save

close

Add to Plot

Remove Additions

Inference Information

Drag and drop variables
変数をドラッグ&ドロップ

01:11:01:50

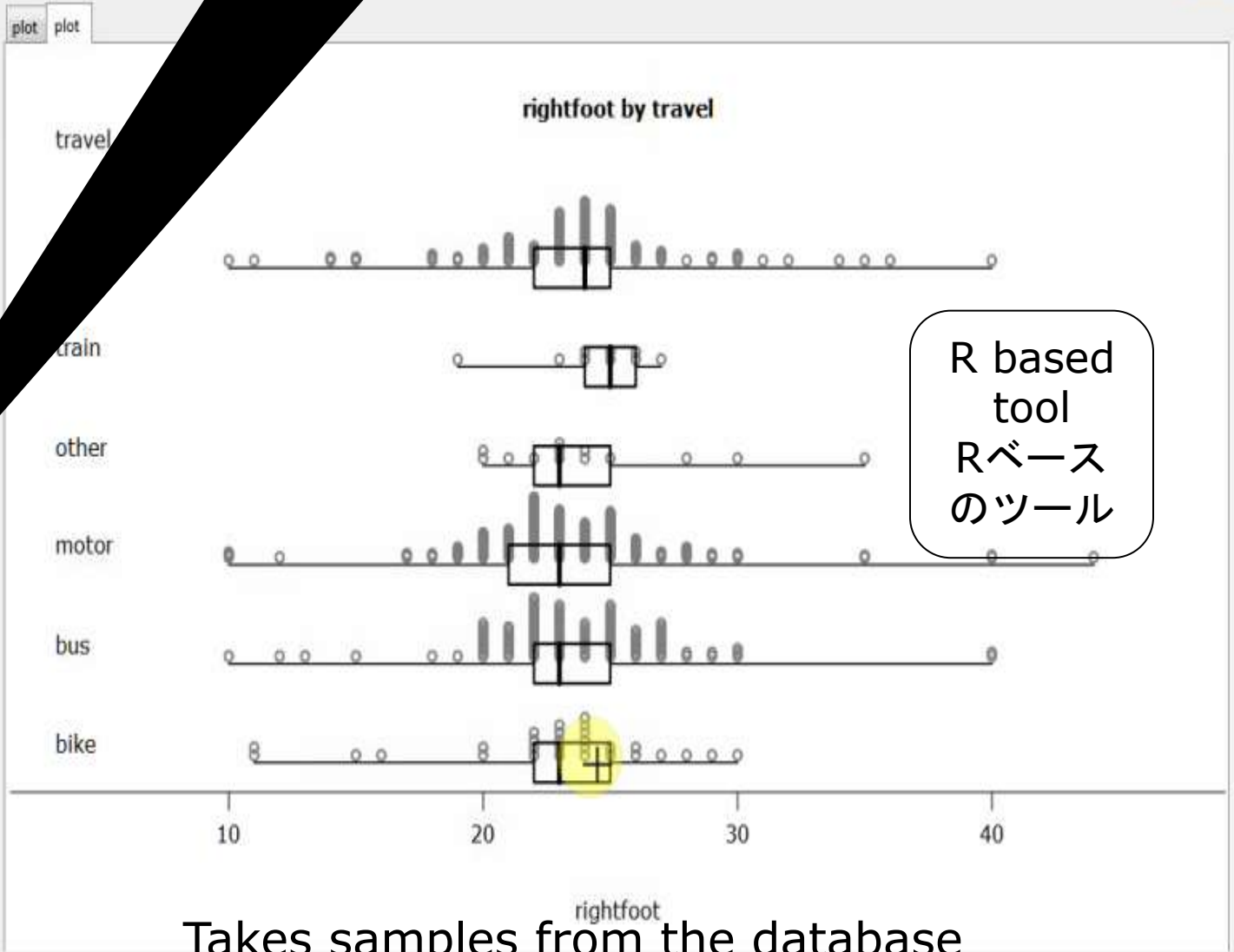
BasicGraphics.swf

Data IN/OUT Filter Data Manipulate Variables Trash

Advanced
View Data Set View Variables

cellsource	rightfoot	travel	getlunch	height
pocket	20	walk	home	152
parent	25	other	friend	153
parent	21	motor	home	137
pocket	20	walk	home	115
pocket	23	other	home	165
parent	19	motor	home	137
parent	23	motor	home	164
pocket	35	motor	tuckshop	150
parent	22	motor	home	150
other	30	walk	tuckshop	170
parent	30	motor	tuckshop	160
parent	23	other	home	162

Variable 1: travel
Variable 2: rightfoot
subset by: Drop name here
subset by: Drop name here



R based tool
Rベースのツール

Takes samples from the database

Get Summary Get Inference newplot rename refresh save close Add to Plot Remove Additions Inference Information

iNZight from NZ

Drag and drop variables
変数をドラッグ&ドロップ

01:58:01:58

Hide

Data IN/OUT Filter Data Manipulate Variables Trash

Advanced

View Data Set View Variables

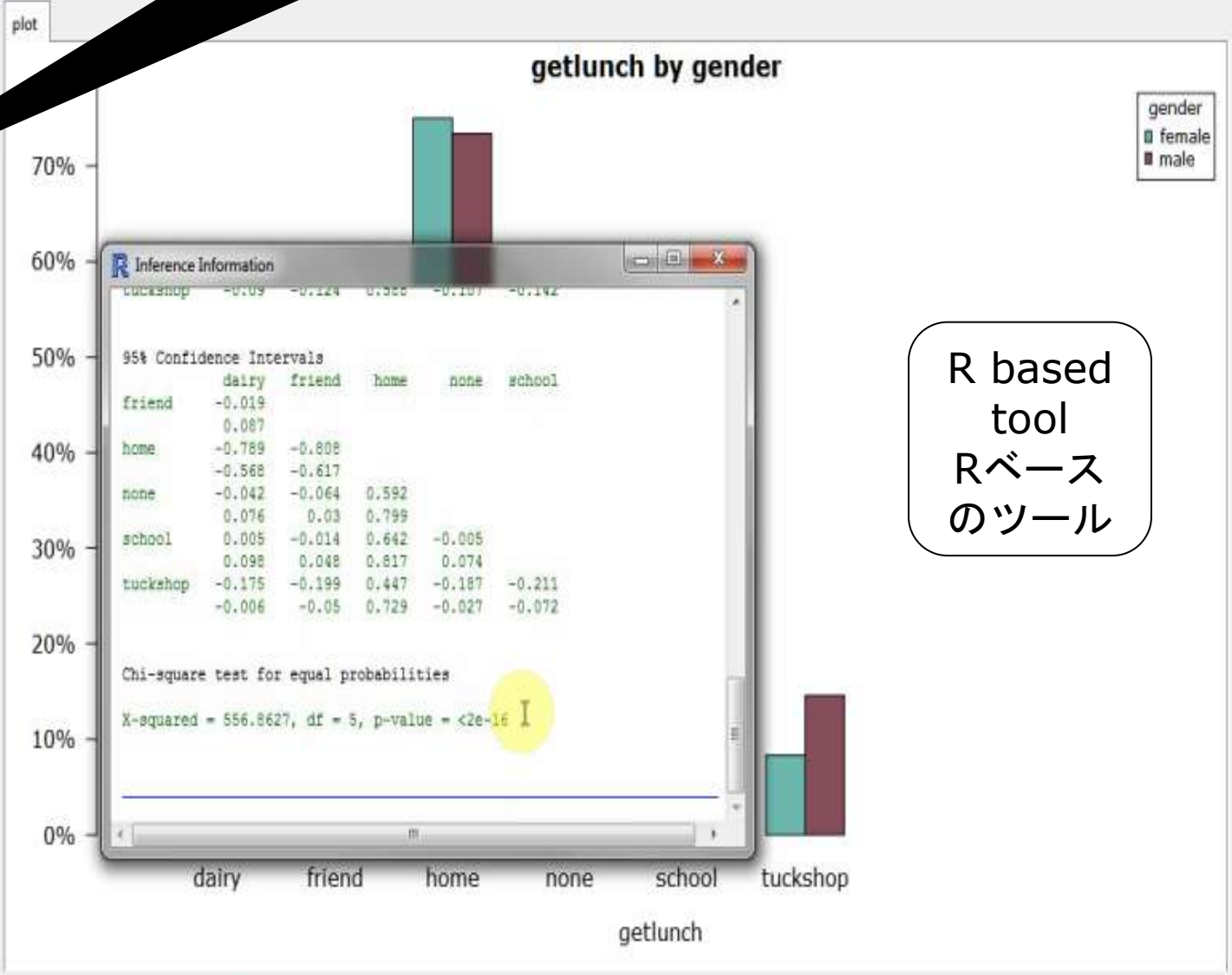
id	getlunch	height	gender	age
1	home	152	male	12
2	friend	153	female	11
3	home	137	male	10
4	home	115	male	9
5	home	165	female	14
6	home	137	female	11
7	home	164	female	12
8	tuckshop	150	female	15
9	home	150	female	12
10	tuckshop	123	male	14
11	tuckshop	185	male	14
12	home	162	female	13

Variable 1: getlunch

Variable 2: gender

subset by: Drop name here

subset by: Drop name here



Inference Information

```
lunchshop -0.09 -0.124 0.366 -0.107 -0.192
```

95% Confidence Intervals

	dairy	friend	home	none	school
friend	-0.019	0.087			
home	-0.789	-0.808			
none	-0.568	-0.617			
school	-0.042	-0.064	0.592		
tuckshop	0.076	0.03	0.799		
	0.005	-0.014	0.642	-0.005	
	0.098	0.048	0.817	0.074	
	-0.175	-0.199	0.447	-0.187	-0.211
	-0.006	-0.05	0.729	-0.027	-0.072

Chi-square test for equal probabilities

X-squared = 556.8627, df = 5, p-value = <2e-16

R based tool
Rベースのツール

Get Summary Get Inference

newplot rename refresh save close Add to Plot Remove Additions Inference Information

UK Population Census 2011

イギリス国勢調査 2011

- <http://www.ons.gov.uk/ons/guide-method/census/2011/census-data/2011-census-interactive-content/index.html>

2011 Census interactive

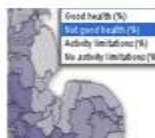
The 2011 Census in England and Wales is a rich data source providing a detailed snapshot of the population, its characteristics, and its housing. In comparison with data from previous censuses, it also enables us to track changes in society over time. These interactive charts and maps allow you to explore census data like never before.

These graphics are in a variety of formats, please check the description on each item for viewing compatibility with your system. For those items in Adobe Flash format please ensure you install the latest version for your device from <http://get.adobe.com/flashplayer/>.

Featured
Interactive maps
Further census interactives

Featured

New: 2001 vs 2011 Census - Health



This map accompanies a 2011 Census analysis which looks at people's health and long-term limiting illness. You can use the map to explore the pattern in your local area, and see how it has changed since 2001.

[View New: 2001 vs 2011 Census - Health](#)

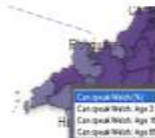
New: 2001 vs 2011 Census - Lone Parents



This interactive map accompanies a 2011 Census analysis which looks at lone parent households across England and Wales. You can use the map to explore the pattern in your local area, and see how it has changed since 2001.

[View New: 2001 vs 2011 Census - Lone Parents](#)

New: 2001 vs 2011 Census - Welsh Language



This map shows the pattern of those who speak the Welsh language at Lower Super Output Area. Enter your postcode to see the pattern in your area. The darker the area the higher percentage of people speak Welsh.

[View New: 2001 vs 2011 Census - Welsh Language](#)

Newydd: Cyfrifiad 2001 yn erbyn 2011 – Iaith Cymraeg



Dengys y map hwn batrwm y sawl sy'n siarad Cymraeg ar lefel Ardal Cynnyrch Ehangach Is. Rhwng eich cod post yn y map er mwyn gweld y patrwm yn eich ardal chi. Bydd ardal dywyllach yn golygu bod mwy o bobol yn siarad Cymraeg yno.

[View Newydd: Cyfrifiad 2001 yn erbyn 2011 – Iaith Cymraeg](#)

Data Visualisation from the UK Office for National Statistics (ONS)

イギリス国家統計局のデータの視覚化 (ONS)

Part of Area Based Analysis, Change Over Time Analysis (CoTA) Viewer update - April 2012 Release

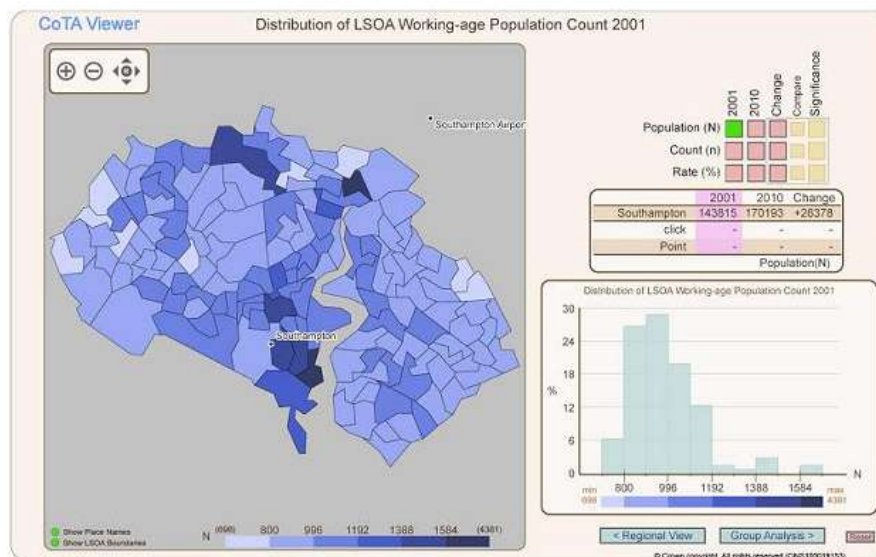
BOOKMARK:

Summary: Change Over Time Analysis Viewer Worklessness Update - April 2012

Released: 30 April 2012

View Parent release

Summary in PDF



Change over Time Analysis (CoTA) Viewer is a visual tool, with accompanying Excel worksheets, which assists the analysis of change over time for small areas. In this version worklessness data from 2001 to 2010 are used to analyse change for LSOAs in England. Users can explore Out-of-work, Jobseekers, Lone Parent, 'Other' or Incapacity benefits and see how this has changed over time at various geographic levels.

Data Visualisation from the ONS

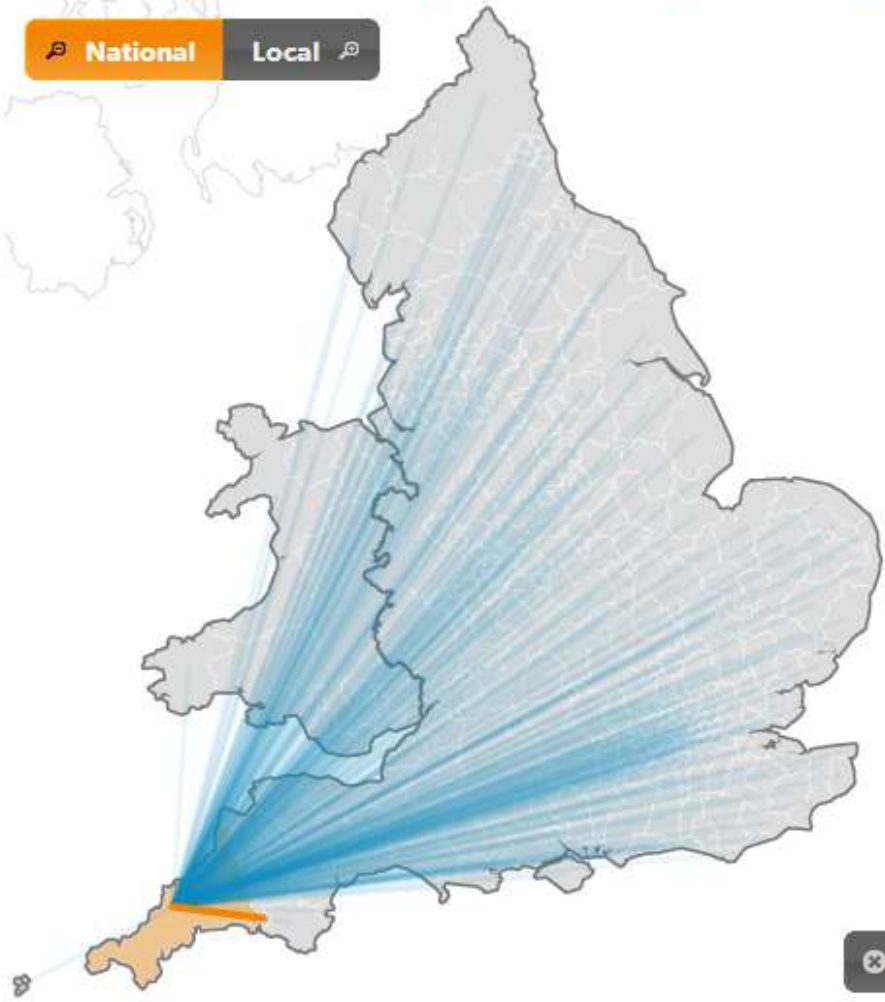
ONSからのデータの視覚化

ONS interactive maps ONSの対話型地図

<http://www.ons.gov.uk/ons/interactive/index.html>

Internal Migration in England & Wales, year ending June 2011

National Local



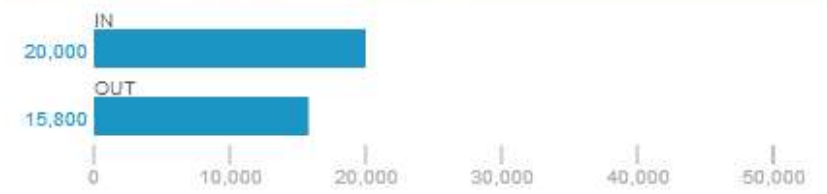
mouseover the map or the graph to see details of flows.
click the 'clear' button to reset the map or use the list to select a different area

↓ To From ↑

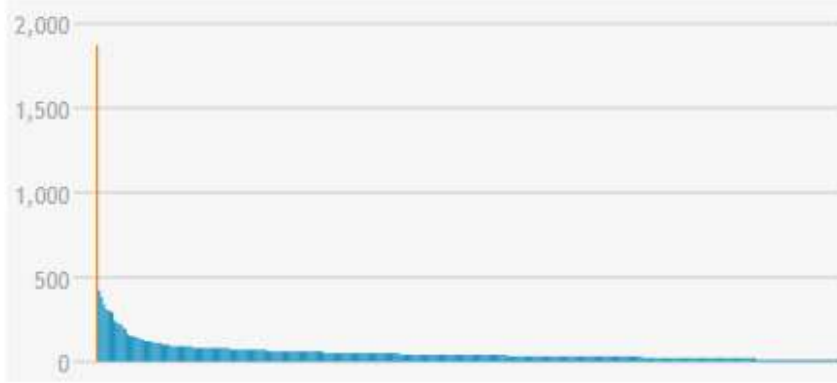
Cornwall

You have gone full screen.

Cornwall inward and outward migration estimates



inward migration, ordered by total number of migrants



Significant flows highlighted using a method adapted from [Holmes and Haggett \(1977\)](#).

Graphic by [ONS Data Visualisation Centre](#)
Data source: [Office for National Statistics](#)

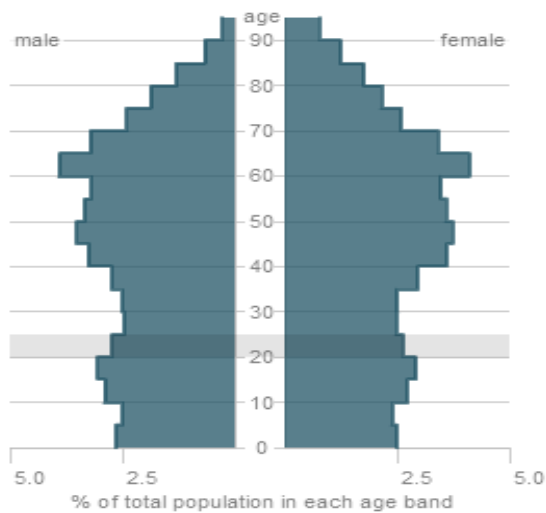
Age structure within the UK

UK内での年齢構成

- Census 2011 estimates Census2011の推計
- <http://www.ons.gov.uk/ons/interactive/vp2-2011-census-comparator/index.html>

2011 Census: population estimates for England and Wales

Cornwall



Cornwall
 Total population: 532,273
Age 20-24
 28,357 people
 5.3% of total population
 Male: 14,451 people
 51.0%
 Female: 13,906 people
 49.0%

Bournemouth



Bournemouth
 Total population: 183,500
Age 20-24
 17,100 people
 9.3% of total population
 Male: 8,500 people
 49.7%
 Female: 8,600 people
 50.3%

Graph settings

- Size
- Structure
- 2001 outlines
- 2011 outlines
- Overlay
- Separate

Age 20-24 selected

Figures may not add exactly due to rounding

clear

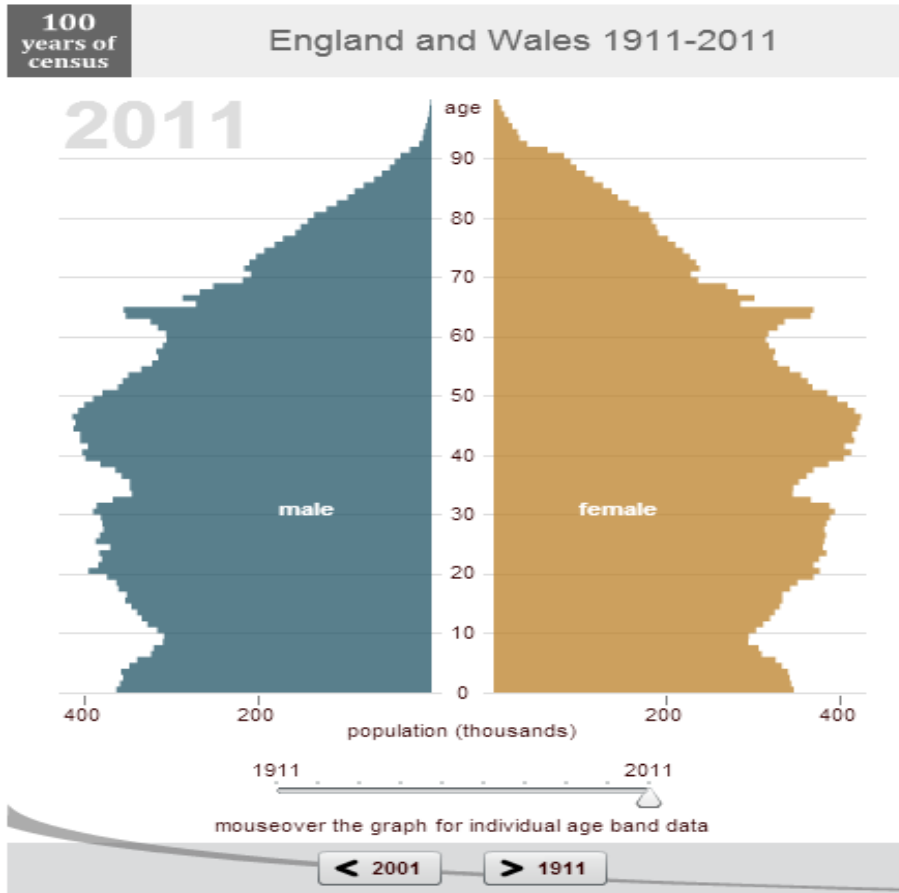
Source: 2011 Census, 2001 Mid-Year Population Estimates
 Graphic by ONS Data Visualisation Centre



Population pyramids over time

経時的な人口ピラミッド

- Population pyramids over time 経時的な人口ピラミッド
- <http://www.ons.gov.uk/ons/interactive/vp2-2011-census-comparator/index.html>



The effects of events from the early part of the last century, including [World War I](#) and the [1918-21 influenza pandemic](#), are diminishing as many of the affected people are now deceased. Effects of events later in the century such as the immediate [post World War II baby boom](#), the [1960s baby boom](#) and [lower numbers of births in the 1970s](#) are still clearly visible.

From 2001 to 2011 there were high levels of net inward migration, reflected in the widening of the graph at younger working ages. In part this was driven by the expansion of the European Union in 2004 and 2007. Whereas in 2001 the bottom of the graph was tapering, [the graph is now widening](#). This indicates a period with an increasing number of births, which was driven by the immigration of women of childbearing age (15-44) into England and Wales and rising fertility among UK-born women.

Life expectancy at birth in 2011 stood at 79 years for men and 83 years for women. Infant mortality was the lowest recorded at 4 deaths per 1,000 live births.

☰ stories 👤 events
 audio

2011
56.1 million

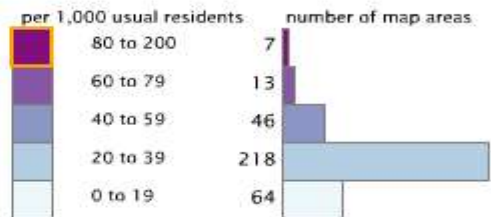
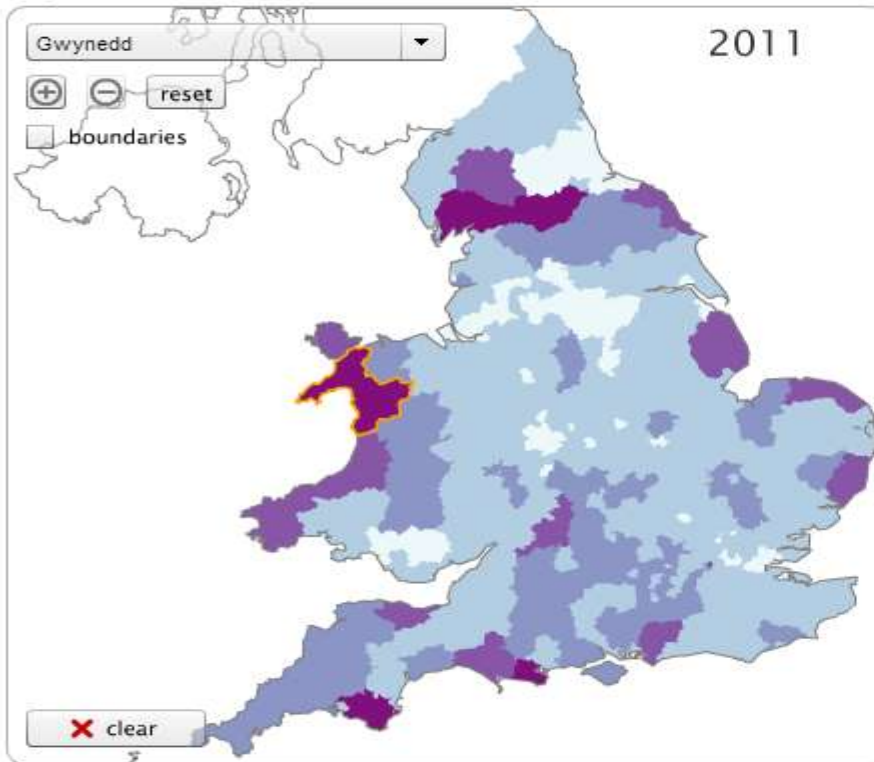
Source: [Census](#)
 Graphic by [ONS Data Visualisation Centre](#)

Usual residence and second addresses – 2011 Census
Outside of LA, with 2nd address in LA
England and Wales (E&W), local authorities (LA)



Map shows usual residents:

Outside of LA, with 2nd address in LA



- Gwynedd (2011) = 99 per 1,000 usual residents.
- 71 MORE than the England and Wales mean of 28 per 1,000 usual residents

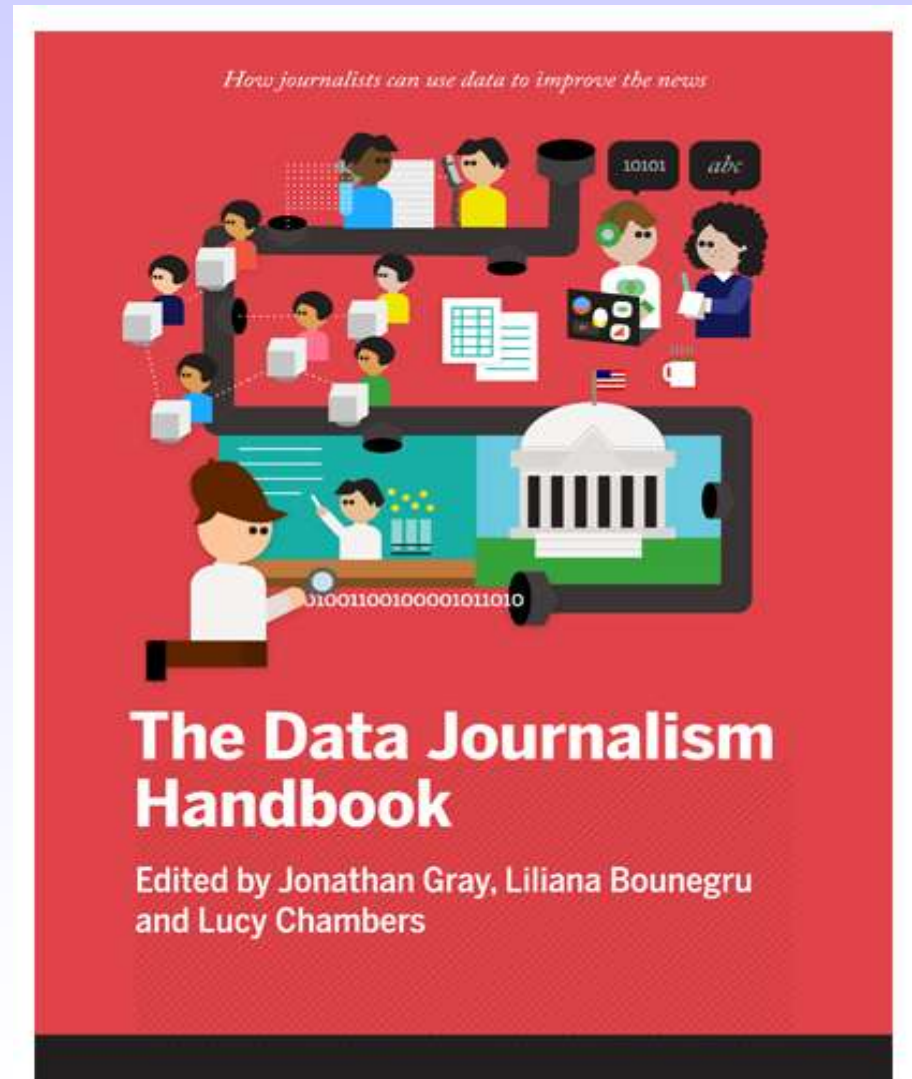
Usual res outside of LA, with 2nd address in the LA
per 1,000 of the LA's usual residents

This variable shows the percentage of people who have a second address located in the local authority, but who are usually resident in a different local authority. It is shown per 1,000 of the local authorities usual residents.

Gwynedd
click on the clear button to see values for other areas

DV in the media メディアの中のDV

Data journalism データジャーナリズム



Data Journalism at the BBC

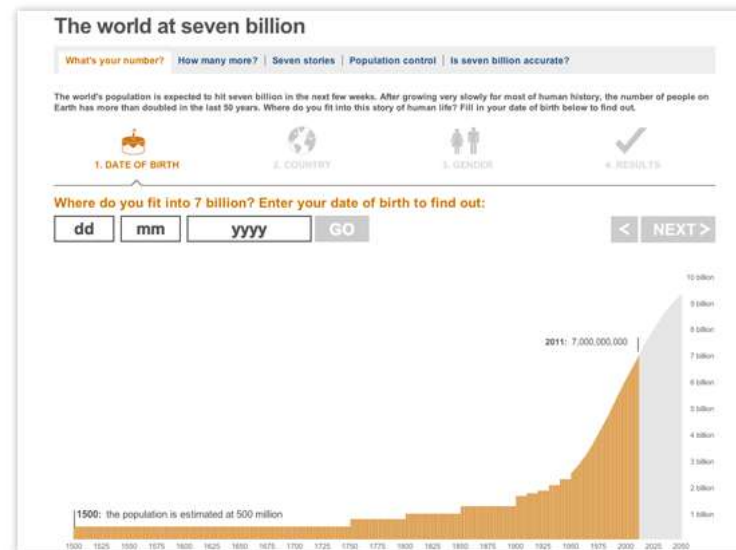


Figure 15. *The World at Seven Billion* (BBC)

The term 'data journalism' can cover a range of disciplines and is used in varying ways in news organizations, so it may be helpful to define what we mean by 'data journalism' at the BBC. Broadly the term covers projects that use data to do one or more of the following:

- Enable a reader to discover information that is personally relevant
- Reveal a story that is remarkable and previously unknown
- Help the reader to better understand a complex issue

These categories may overlap and in an online environment can often benefit from some level of visualization.

Make It Personal

On the BBC News website we have been using data to provide services and tools for our users for well over a decade.

The most consistent example, which we first published in 1999, is our [school league tables](#),



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KS3 Bitesize
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BBC Teachers



Maths

Pie charts and frequency diagrams

Page: 1 | 2 | 3 | 4

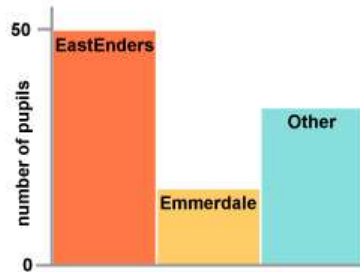
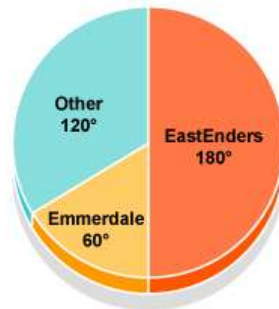
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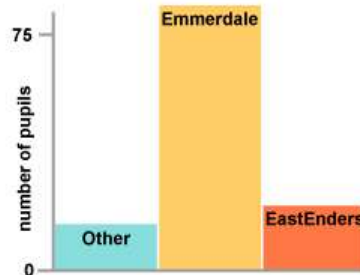
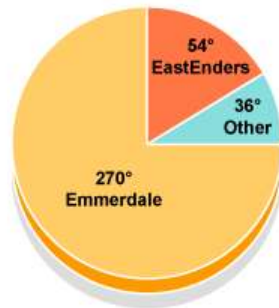
Once you have collected your raw data, you need to represent it in a diagram. Two ways of doing this are to use a pie chart or frequency diagram.

Pie charts and frequency diagrams

In a survey, 100 school students were asked to name their favourite soap. The results are shown in a pie chart and a frequency diagram below.



In another school, Emmerdale was the most popular soap:



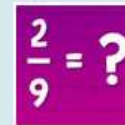
Chat



Maths Message Board

Post ideas and discuss Maths here.

Activity



Probability

The chances of you trying this activity are high!

Links



Skillswise

Make sure your maths skills add up.

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> [BBC World Service - Figure it out](#)

On the web

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- > [GCSE.com](#)
- > [S-Cool! Revision Guide](#)
- > [Revision Centre](#)
- > [Revision World](#)



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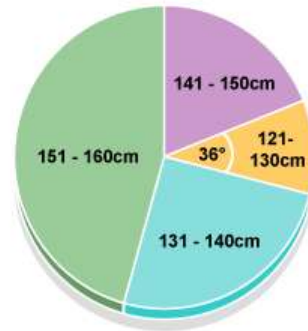
Page: 1 | 2 | 3 | 4

Back

Interpreting pie charts and frequency diagrams

Example

The pie chart below shows the heights (in cm) of 30 pupils in a class.



The biggest slice of the pie chart contains the most people - 151-160cm.

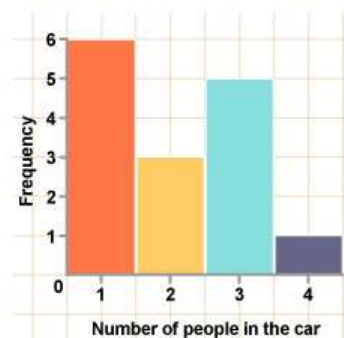
Question

How many pupils are between 121-130cm tall?

REVEAL ANSWER

Example

A survey was conducted to determine the number of people in cars during rush hour. The results are shown in the frequency diagram below.



Board

Post ideas and discuss Maths here.

Activity

$$\frac{2}{9} = ?$$

Probability

The chances of you trying this activity are high!

Links



Skillswise

Make sure your maths skills add up.

On bbc.co.uk

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BBC Bitesize revision page 4 on pie charts and frequency diagrams
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BBC NEWS SCHOOL REPORT Make the news in your school

Page last updated at 12:38 GMT, Monday, 21 March 2011

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Top tips on data visualisation

By Hanna White, Data visualisation producer, BBC News

There's an old saying that goes "a picture is worth a thousand words" and it could equally be said that "a picture is worth a thousand numbers".

When it comes to telling a story, which involves a lot of numbers - you may have come across the phrases "statistics" and "data" in Maths lessons - journalists often paint pictures with numbers.

Also known as 'data visualisation', it is a way of helping your audience to understand and absorb data quickly. Here are some top tips on how to go about gathering data, analysing it and conveying it in a creative and meaningful way.

UK pumpkin sales

	
2008 £3.2m	2009 £3.7m

Colourful graphics designed to engage readers

BBC NEWS SCHOOL REPORT

Map of participating schools

Find your school in our alphabetical list Register for 2012-13

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- What is BBC News School Report?
- Frequently asked questions
- School Report paperwork

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Lesson 1: Finding news [Go]

- Keeping your news safe and legal
- Prepare your school webpage F&Q

How easy is comparison between two curved areas?

2つの面積の比較は簡単か？

TOP NEWS

SOCIAL ISSUES

1

Judo coach to resign over alleged beatings

Women's judo coach Ryuji Sonoda announced Thursday that he plans to resign in light of allegations that he physically abused members of the Olympic team during training. "It will be ...

1 hour ago



ENTERTAINMENT NEWS

Japan chef wins medal at top culinary contest

Japan's Noriyuki Hamada captured the bronze medal Wednesday in the Bocuse d'Or, becoming only the second non-European to reach the podium in the 26-year history of the world's most prestigious culinary competition. The gold ...

1 hour ago

LATEST NEWS

SOCIAL ISSUES

Independent panel links Shiga student's 2011 suicide to bullying

1 hour ago

SOCIAL ISSUES

African billionaire Motsepe to join Giving Pledge

1 hour ago

HISTORY

Curtailed access to China's diplomatic archives fuels Senkaku conjecture

Access to diplomatic documents at the Chinese Foreign Ministry's archives has been strictly limited since early January, possibly because a 1950 government paper found in them earlier describes the Senkaku ...

1 hour ago

POLITICS & DIPLOMACY

Abe says he feels war sex slaves' pain

BY REIJI YOSHIDA

Facing questions from an opposition

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- > Local 3-D printing pioneers make it easy for all to join in | Life
- > Mr. Abe's strategy | Opinion

BUSINESS / ECONOMY

Industrial output slump ends, said bottoming out

KYODO

Industrial production grew for the first time in two months in December, prompting the trade ministry to upgrade its basic assessment on production for the first time in 11 months, the government said Thursday.

Reporting that industrial output grew a seasonally adjusted 2.5 percent from November, the Ministry of Economy, Trade and Industry said production "shows signs of having bottomed out."

For the 12 months through December, the unadjusted index of output at factories and mines shed 0.3 percent, reflecting the tough external economic conditions amid the eurozone debt crisis and the slowdown in the Chinese economy.

The annual decline followed a 2.3 percent drop in 2011, when supply chains were disrupted by the massive earthquake and tsunami in northeastern Japan.

Turning to the data for December alone, an industry ministry official said that cautiousness remains over production but that he expects "positive effects" to stem from the yen's depreciation and the government's temporary stimulus measures.

A strong yen has been a concern for Japanese exporters, as it erodes the value of their earnings when repatriated. But the currency started falling against the dollar after it became clear the new government led by Shinzo Abe would pursue bold fiscal policy and credit easing after the December election.

The seasonally adjusted production index stood at 88.9 in December against

FEB 1, 2013

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BUSINESS

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- Out of the blue, U.S. economy dips
- Lexus recall in China tied to tougher laws
- BOJ to mull further monetary easing if necessary



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- > Mr. Abe's strategy | Opinion

ChuoOnline
The theme of this week's
Opinion is,

Reading the Lower House and Tokyo Gubernatorial
Double Elections and the Upcoming Upper House Election

Nobuo Sasaki, Professor, Faculty of Economics, Chuo University



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CURRENCIES & BONDS / Dollar briefly tops 94 yen in Tokyo on expected further monetary easing

Jiji Press

The dollar briefly soared above 94 yen in Tokyo trading Wednesday, topping the threshold for the first time since May 2010, on increasing expectations for further monetary easing in Japan and in line with risk-on sentiment triggered by stock market rises.

At 5 p.m., the dollar stood at 93.81-82 yen, up from 92.19-21 yen at the same time Tuesday.

The euro stood at 1 dollars.3544-3546, up from 1 dollars.3469-3470. Against the yen, the euro was at 127.06-08 yen, up from 124.18-21 yen, topping the 127 yen mark for the first time in about two years and 10 months.

The yen met with sell-offs following Bank of Japan Gov. Masaaki Shirakawa's announcement Tuesday that he will step down on March 19, about three weeks before the end of his official five-year term.

Shirakawa's offer of early resignation boosted expectations for additional monetary easing by the BOJ, traders said. Prime Minister Shinzo Abe looks set to pick someone who is more willing to loosen monetary policy as the next BOJ chief.

==

JGBs rise despite stock surge

Japanese government bonds advanced in Tokyo on Wednesday backed by solid demand, despite a stock rally on the yen's weakening.

The lead March futures contract on 10-year JGBs added 0.11 point from Tuesday to end at 144.01 on the Tokyo Stock Exchange. Volume fell to 41,480 contracts from 43,000.

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Weekly Opinion

Will Mandatory Continuous Employment up to the Age of 65 Decrease Employment Opportunities for Young Workers?



Yoshihiko Fukushima
Professor, Faculty of Political Science and Economics, Waseda University

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Daily Mail web site

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Compare The Top 10 ISA Deals Including Cash And Investment ISAs! KnowYourMoney.co.uk/ISAs

Top 10 Savings Accounts
Including A Great Rate of 2.89% Compare them here, Apply now. moneysupermarket.com

8.5% Return Cash

SCOTTISH WINDOWS BANK (£1M)(0)	2.00	2.00	1.50
Accounts WITHOUT bonus- These rates are not boosted by a temporary bonus that drops off after a year:			
Sainsbury's eSaver Special (£1,000+)	2.90	2.32	1.74
Virgin Easy Access E-Saver (£1+)(1)	2.85	2.28	1.71
Sainsbury's Extra Saver (£1+)	2.60	2.08	1.56
Newcastle Sir Bobby Robson Foundation Saver (£1+)	2.60	2.08	1.56
Saffron e-saver 5 (£10+)	2.50	2.00	1.50
Skipton BS My Savings	2.50	2.00	1.50
Norwich & Peterborough E Saver 5 (£1+)	2.50	2.00	1.50
Intelligent Finance (IF) ISaver (£1+)	2.49	1.99	1.49
Market Harborough S Onthedot Sixty Plus Surfer (13)	2.35	1.88	1.41
Saffron BS E-saver 55 (£1,000+) (16)	2.30	1.80	1.38
Melton Mowbray BS Online Easy Save (£1,000+)	2.25	1.80	1.35
Kent Reliance Banking Services Easy Access (£1,000+)	2.25	1.80	1.35
Market Harborough Onthedot (£1+) (£1,000+)	2.20	1.76	1.32
Yorkshire BS Internet Saver (£1+)	2.10	1.68	1.26
Marsden BS eSaver (£250+)	2.10	1.68	1.26
(1) Available through Northern Rock, which is part of Virgin Money			
(2) 1.55 percentage point bonus paid for the first twelve months.			
(3) Includes a 2.05 percentage point bonus payable until 30 June 2013.			
(4) Includes 2.5 percentage point variable bonus for 12 months			
(5) Open to new savers who have no had a Direct Savings account with the bank for the last six months. Rate includes a fixed bonus of 2.56 percentage points for 12 months			
(6) Includes a 0.69 percentage point bonus payable for the first twelve months.			



LATEST REPORTS FROM NEWS



- ▶ **George Osborne admits 'mistakes in handling the Budget' but refuses to abandon tough austerity measures**
- ▶ 'I made mistakes presenting the Budget but austerity and cutting debt is the only way out for UK economy' - George Osborne
- ▶ **Treasury could make £8bn of public debt 'disappear' if it cancels bonds bought by Bank of England**
- ▶ Come clean on votes, top fund managers are told as crucial shareholder ballots are kept secret
- ▶ **Sterling 'is poised to lose value' after trading at its highest levels for years**
- ▶ Football stars test the taxman over breaks as they invest in scheme that could save them millions on income tax bills
- ▶ **Sales of low-alcohol beer soar as cut in duty inspires brewers**
- ▶ Members of leading mutual insurers join the fat cat revolt
- ▶ **Greek poll spells new eurozone crisis and chaos in financial markets**

Tabs give access to other graphs
タブから他のグラフへアクセスできる

Daily Mail web site デイリーメールウェブサイト



Are these 'good' graphs? – What inferences are possible?
これらは“良い”グラフだろうか？ どのような推測が可能だろうか？

Daily Mail web site デイリーメールウェブサイト



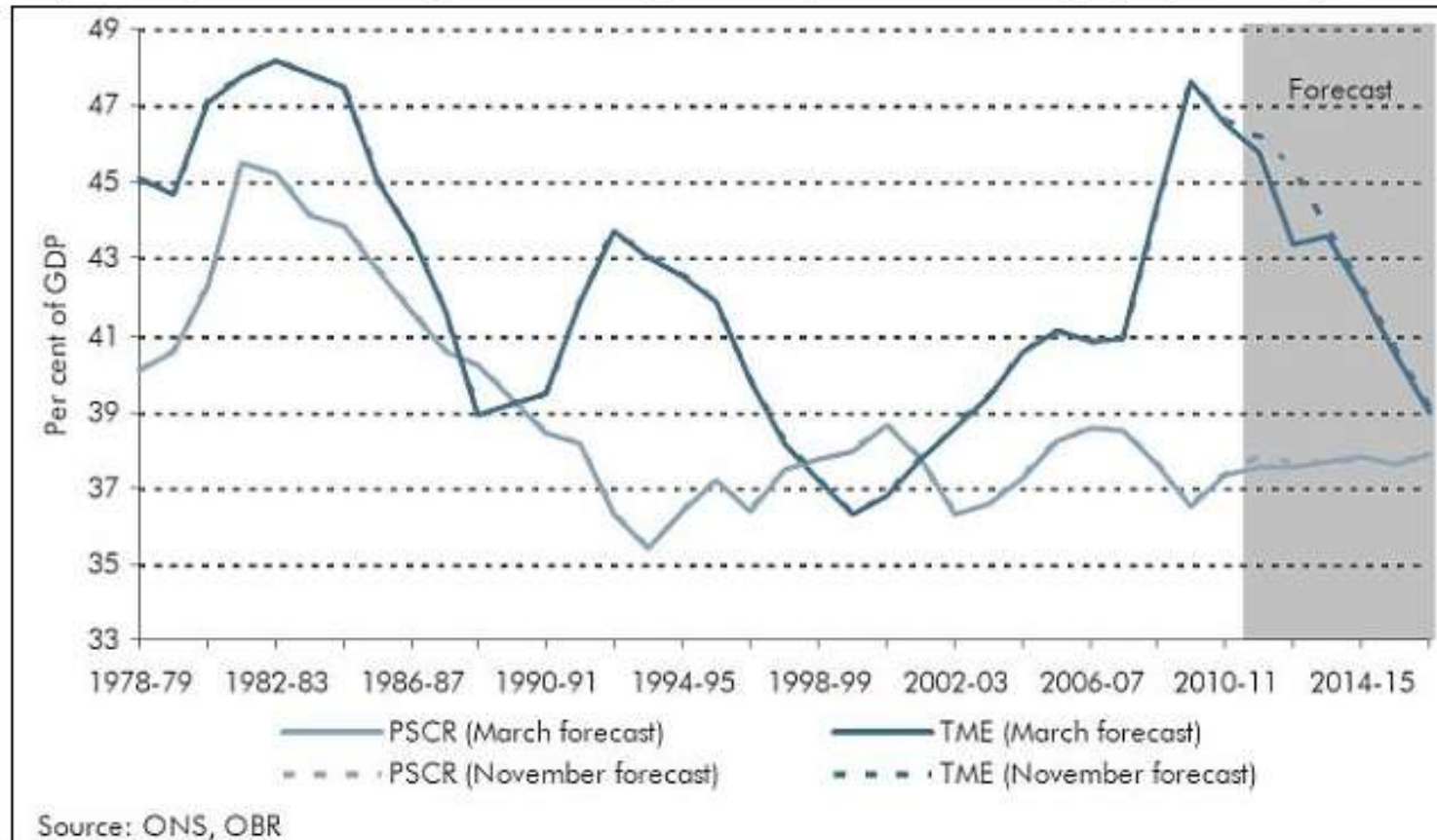
Debt mountain: Despite the better performance in December, the level of debt as a proportion of GDP remains a daunting challenge for ministers.

**Is this a 'good' graph? What inferences are possible?
Which December?**

これらは“良い”グラフだろうか？ どのような推測が可能だろうか？
どの年の12月のことだろうか？

Daily Mail web site デイリーメールウェブサイト

This graph below, published in March 2012 by Britain's Office for Budget Responsibility, is also worth digesting. It pretty much sums up why the OBR was created by the Coalition, showing how spending, as percentage of the economy, soared far higher than government earnings (tax) in recent years.



What does this forecast mean? And the dotted line...

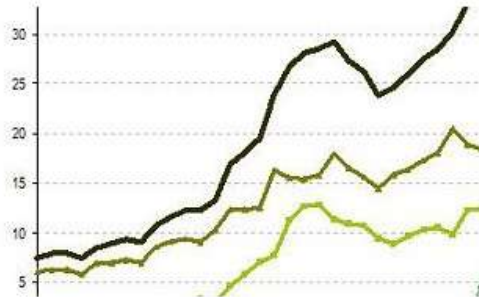
この予測は
どういう意味なのだろう？
また点線は一体...

The darker line shows spending while the lighter line captures total income (tax)

Is this a 'good' graph? What inferences are possible?

これらは“良い”グラフだろうか？ どのような推測が可能だろうか？

Bankruptcies up 5% in first rise in a year - but borrowers increasingly opt for 'DROs' to escape debt problems



Official figures revealed today a rise in the number of bankruptcies. But the trend bucks a general fall in bankruptcies as struggling borrowing increasingly turn to Debt Relief Orders (DRO) in order to escape their money problems. Those entering DROs can typically walk away from their debts after 12 months. ...read

Comments (2) | Share

▶ **800,000 'zombie' households that only survive thanks to cheap mortgages**

Borrowers warned over high-interest trap of credit cards that pay off overdraft



Michelle Highman, of debt charity Credit Action, warns borrowers should beware of the small-print before signing up for one of the scores of new money-transfer cards on the market.

Comments (2) | Share

Female bankruptcy soars to record high



Women are being hit the hardest by Britain's economic meltdown, figures have revealed

Comments (0) | Share

Debt firms using 'helpline' in their name can be misleading, warns watchdog



The Office of Fair Trading has warned that businesses offering credit services must not mislead customers into believing they are a charity or government body by using names such as 'helpline' or 'debtline'.

Comments (1) | Share

▶ **How to get out of debt**

Fee-charging debt advice firms warned over unsolicited text messages and emails



Debt management firms which charge consumers for advice have been warned against sending people unsolicited marketing text messages, emails or voicemails by the Office of Fair Trading.

Comments (1) | Share

▶ **Top ten tips for clearing debt**

Surge in top-flight footballers facing

IN THIS SECTION

- 1 Credit cards**
Learn how to manage your plastic
- 2 Dealing with debt**
Get your finances back on track
- 3 ID fraud**
Protect yourself from modern crime
- 4 Loans**
How to be a shrewd borrower
- 5 Cheapest loans**
Search and apply for the best deal
- 6 Cheapest credit cards**
Balance transfers, cashback, more

LATEST FROM CARDS & LOANS



- ▶ **Broker shut down after charging 'financially distressed' £99 for loans that never arrived**
- ▶ Beware scammers posing as government officials offering you windfall repayments
- ▶ **Rise of the recurring payment menace: How to avoid trap of continuous payments**
- ▶ **NEW DEAL ALERT: Capital One wades in with new 5% Aspire cashback credit card**
- ▶ **Tesco Bank stops cash payments on credit cards**
- ▶ Borrowers warned over high-interest trap of credit cards that pay off overdraft
- ▶ **Students threatened by online scams aimed at stealing loan payments**
- ▶ Lenders hike personal loan rates on smaller sums

What does this graph mean in the context of the main story?

このグラフはこの文章にどう関係しているのだろう？

HOME » FINANCE » **ECONOMICS**

Wave of poor economic data dents recovery hopes

Britain's hopes of rapidly escaping recession were dented by a swathe of bad economic news that showed consumer confidence plummeting, producer prices soaring and the construction sector failing to spark.



Vodafone One Net helped Optical Express streamline their communications
Find out how



vodafone

MARKET DATA »

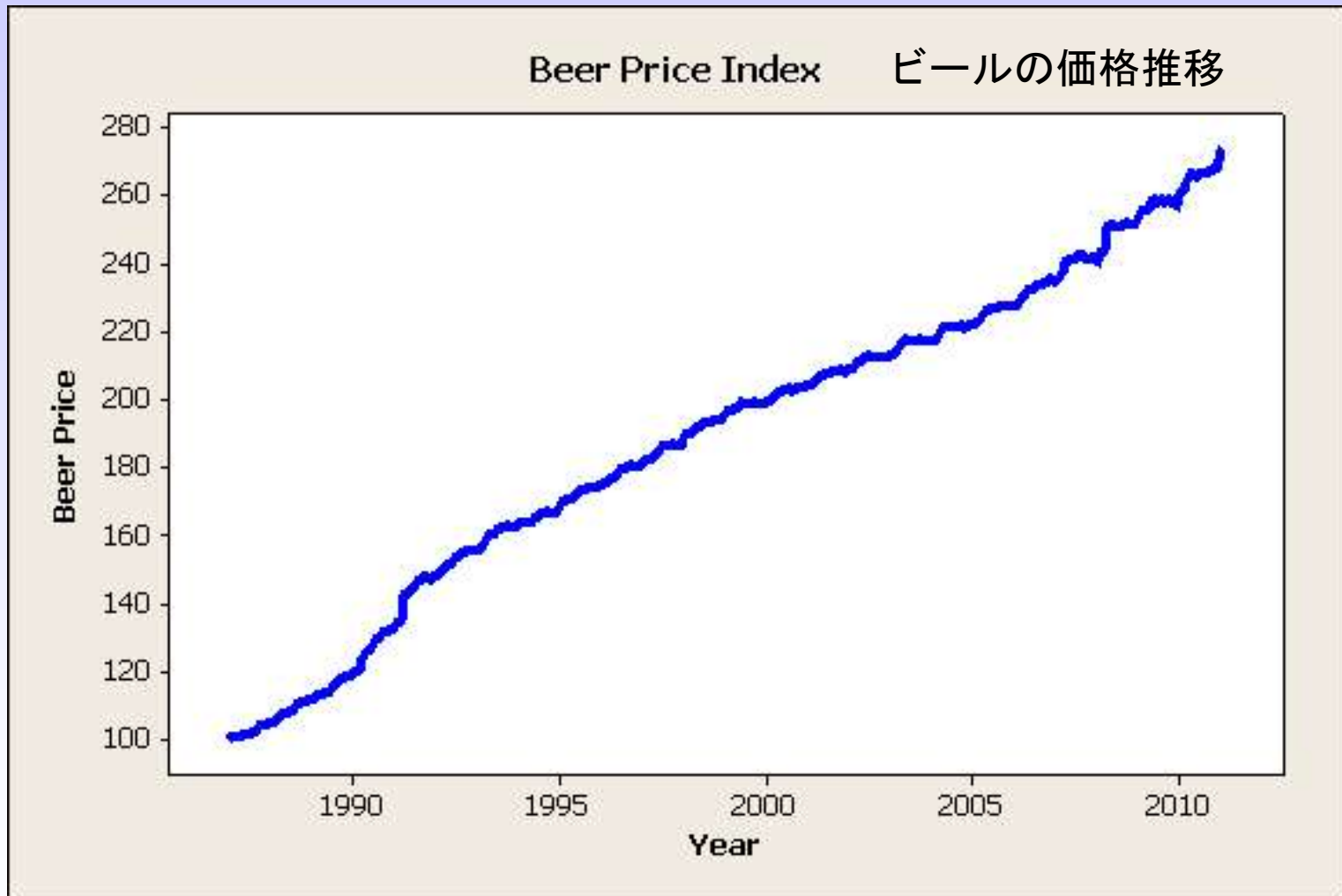
UK	WORLD	FOREX	Chart period: 1d
FTSE 100	5,576 +0.6%		
FTSE 250	11,016 +0.7%		
All Share	2,898 +0.6%		
SmallCap	3,042 -0.1%		
AIM	742.9 -0.2%		

8 AM 10 AM 12 PM 2 PM 4 PM GMT © 2012 MoneyAM

Company share prices

Headline and graph relate?
見出しとデータの関係は？

Newspaper headline story - beer price shock! 新聞のヘッドライン記事 - ビール価格ショック！



Visual inference from this graph?

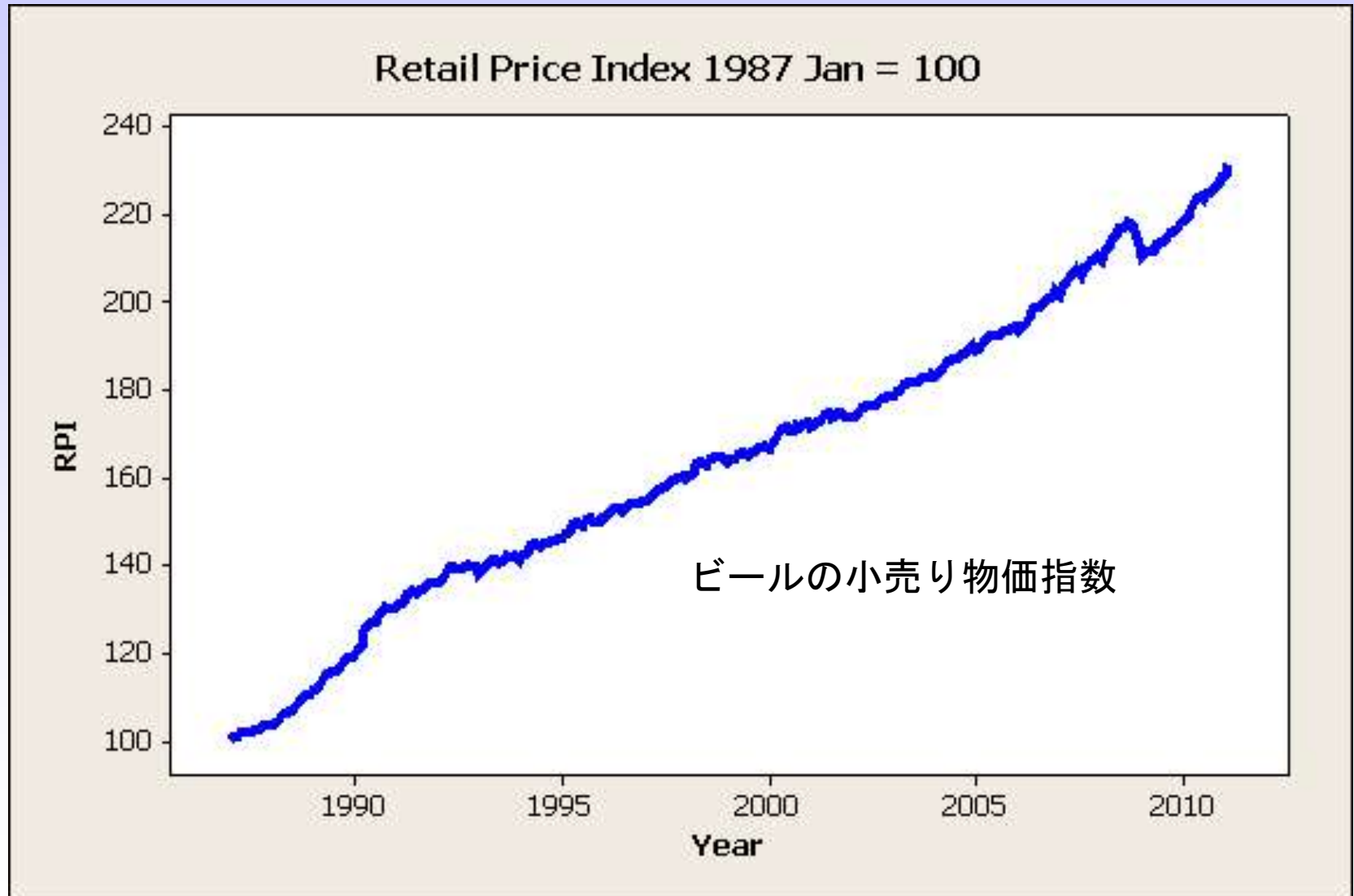
このグラフからの視覚的推測は？

Think about the beer price shock graph

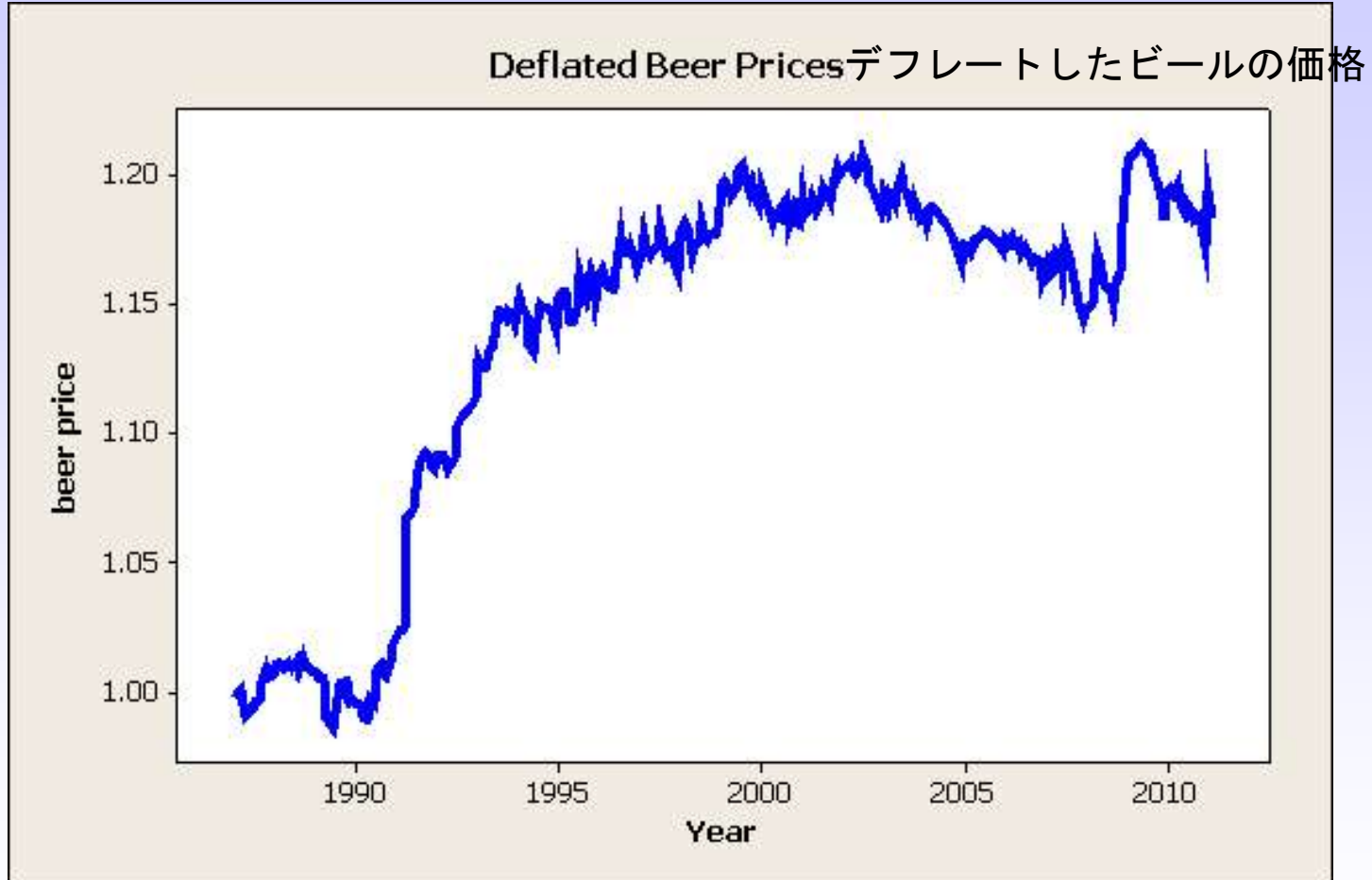
ビール価格ショックのグラフについて考えてみよう

- **Untrustworthy inference about beer price increase?**
ビール価格の上昇について、信頼できる推測になっているのか？
- **Is it really a shock?**
本当に“価格ショック”なのか？
- **Where were the tax changes over this period?**
この期間の税金の変化はどうなっていたのか？
- **Retail prices went up from 1987 to 2009 with inflation?**
1987から2009はインフレにより小売り物価が上がったのか？

Beer price shock! ビール価格ショック!



Beer price shock! ビール価格ショック！



Visual inference from this graph?
このグラフからの視覚的推測は？

Good data visualisation and information presentation at the 2011 rugby world cup in NZ...

2011 ニュージーランドラグビーワールドカップでの
良い視覚化データと情報のプレゼンテーション

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MORE INFO

Tell us which event should we make our next sporting calendar for?.....

Europcar

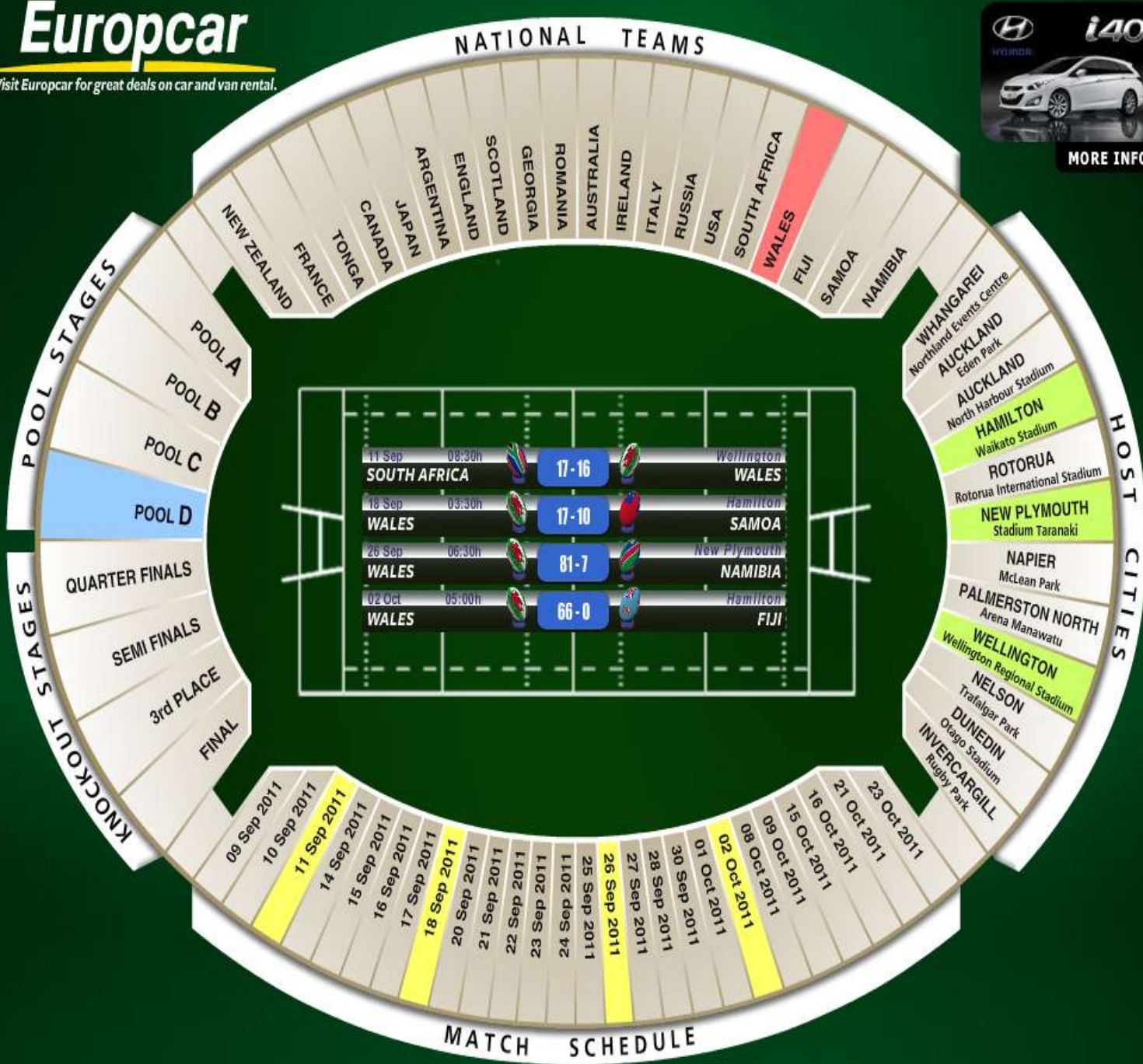
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Tell us which event should we make our next sporting calendar for?.....



MORE INFO

Europcar

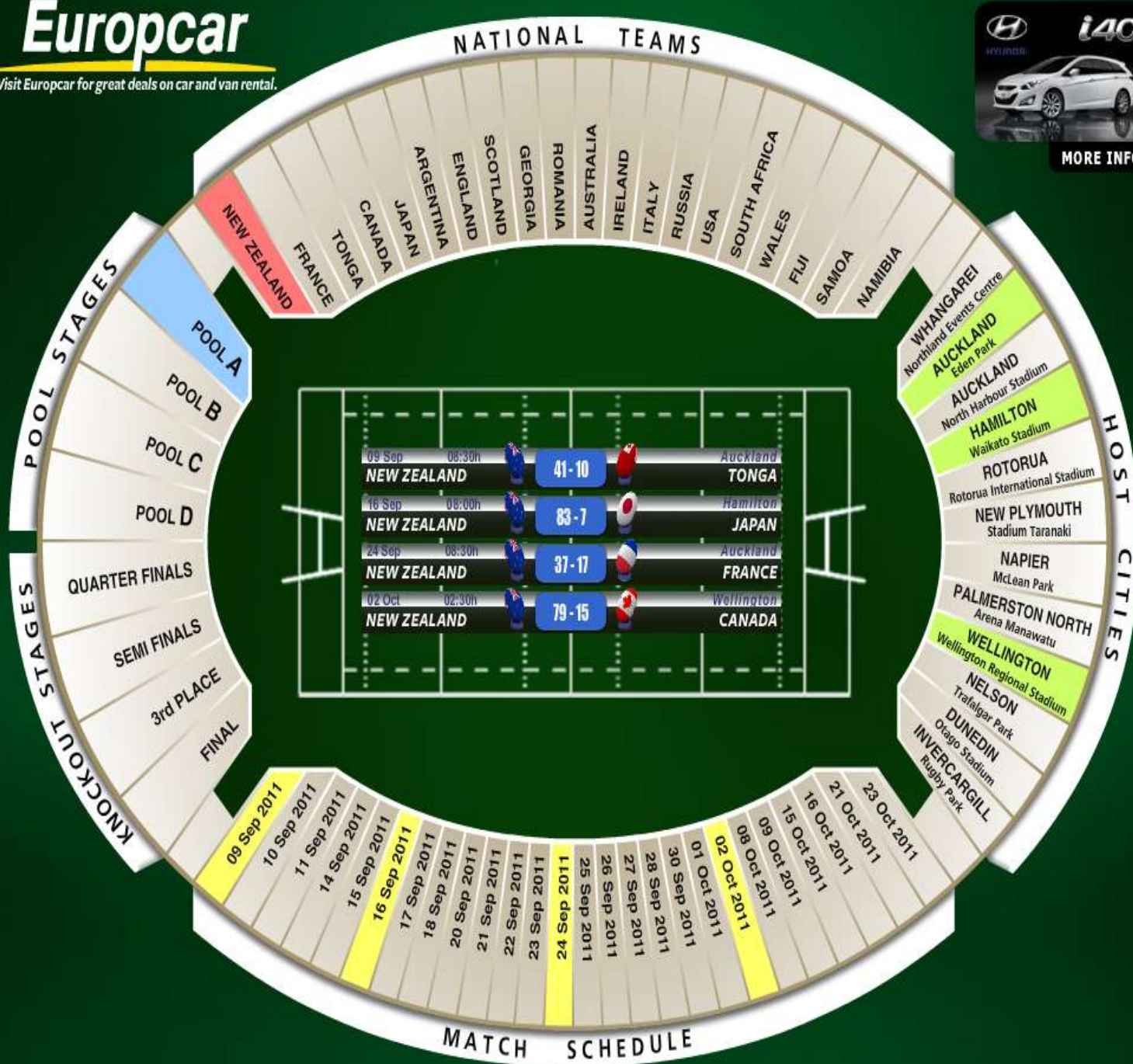
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New research project into Data Visualisation

データの視覚化の新たな調査プロジェクト

- **Optimal balance of static/dynamic images for DV**
静的/動的データ視覚化の最適バランス
- **Use of different colours in the images**
イメージ内で異なった色の使用
- **Features that characterise good and bad DV**
良い、悪いデータ視覚化の特徴を特集する
- **What are the cognitive skills needed to get trustworthy information using DV?**
データ視覚化を使いながら信頼できる情報を得るための
認識スキルはなんだろう？
- **Age-, gender- or subject-specific-dependency on the amount of information that can be gleaned from DV**
データ視覚化から得られる情報量の年齢、性別、主題への依存度
- **The educational value of and what can be learned from DV**
教育的価値と、データ視覚化から何が学べるのか
- ***DV appears to work*** データ視覚化はどうやら有効なようだ
 - ***need to carefully evaluate its effectiveness***
注意深くその有効性を判断しなくてはいけない

4 Making Visual Inferences More Accessible

視覚的な推測をもっと身近にする

Visual Inference Developments from Auckland University

オークランド大学からの視覚的推測の発展

Towards more accessible conceptions of statistical inference

より獲得しやすい統計的推測の概念に向けて

Wild et al (2011) – RSS read paper

ワイルド 他 (2011) - **RSS**文書

<http://onlinelibrary.wiley.com/doi/10.1111/j.1467-985X.2010.00678.x/full>

Visual Inference Software 視覚的推測ソフト

Free and based on the R engine. Downloadable from

Rエンジンをベースとした無料ソフト。以下からダウンロード

<http://www.stat.auckland.ac.nz/~wild/VIT/downloads.html>

Towards more accessible conceptions of statistical inference

より獲得しやすい統計的推測の概念に向けて

Wild et al (2011) – RSS read paper

<http://onlinelibrary.wiley.com/doi/10.1111/j.1467-985X.2010.00678.x/full>

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SERIES A
Statistics in Society

Towards more accessible conceptions of statistical inference

C. J. Wild¹, M. Pfannkuch¹, M. Regan¹, N. J. Horton²

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Keywords:
Computer animations; Informal inference; Sampling variation; Statistical inference; Statistics education

Abstract

Summary. There is a compelling case, based on research in statistics education, for first courses in statistical inference to be underpinned by a staged development path. Preferably over a number of years, students should begin working with precursor forms of statistical inference, much earlier than they now do. A side benefit is giving younger students more straightforward and more satisfying ways of answering interesting real world questions. We discuss the issues that are involved in formulating precursor versions of inference and then present some specific and highly visual proposals. These build on novel ways of experiencing sampling variation and have intuitive connections to the standard formal methods of making inferences in first university courses in statistics. Our proposal uses visual comparisons to enable the inferential step to be made without taking the eyes off relevant graphs of the data. This allows the time and conceptual distances between questions, data and conclusions to be minimized, so that the most critical linkages can be made. Our approach was devised for use in high schools but is also relevant to adult education and some introductory tertiary courses

Messages in the Wild et al paper

ワイルド 他 の文書の要点

The paper concerns the staged development, over a period of years, of the big ideas of statistical inference and uses dynamic graphics

論文中では統計的推測およびダイナミックグラフに関する

重要な考えの長年にわたる段階的發展について考察している。

It was prompted by the authors' need to make inferential ideas accessible to New Zealand school students aged approximately 14–17 years

推論の考え方をニュージーランドの14-17歳の学生に理解させることを

目指していた。

Much of its discussion is also relevant to adult education and introductory statistics courses at colleges and universities

社会人教育や大学での統計教育の入門コースに関連する多くの議論もなされた。

The paper has dynamic demos of boxplots, bar charts and other graphs with 'memory', helping to teach inference from graphs and principles of sampling

その論文の中には、箱ひげ図（ボックスプロット）、棒グラフおよび、“残像記憶”のある他のグラフ、ダイナミックなデモがあり、グラフからの推測についてやサンプリングの原理を教える手助けになる

Boxplots with memory

残像記憶のある箱ひげ図

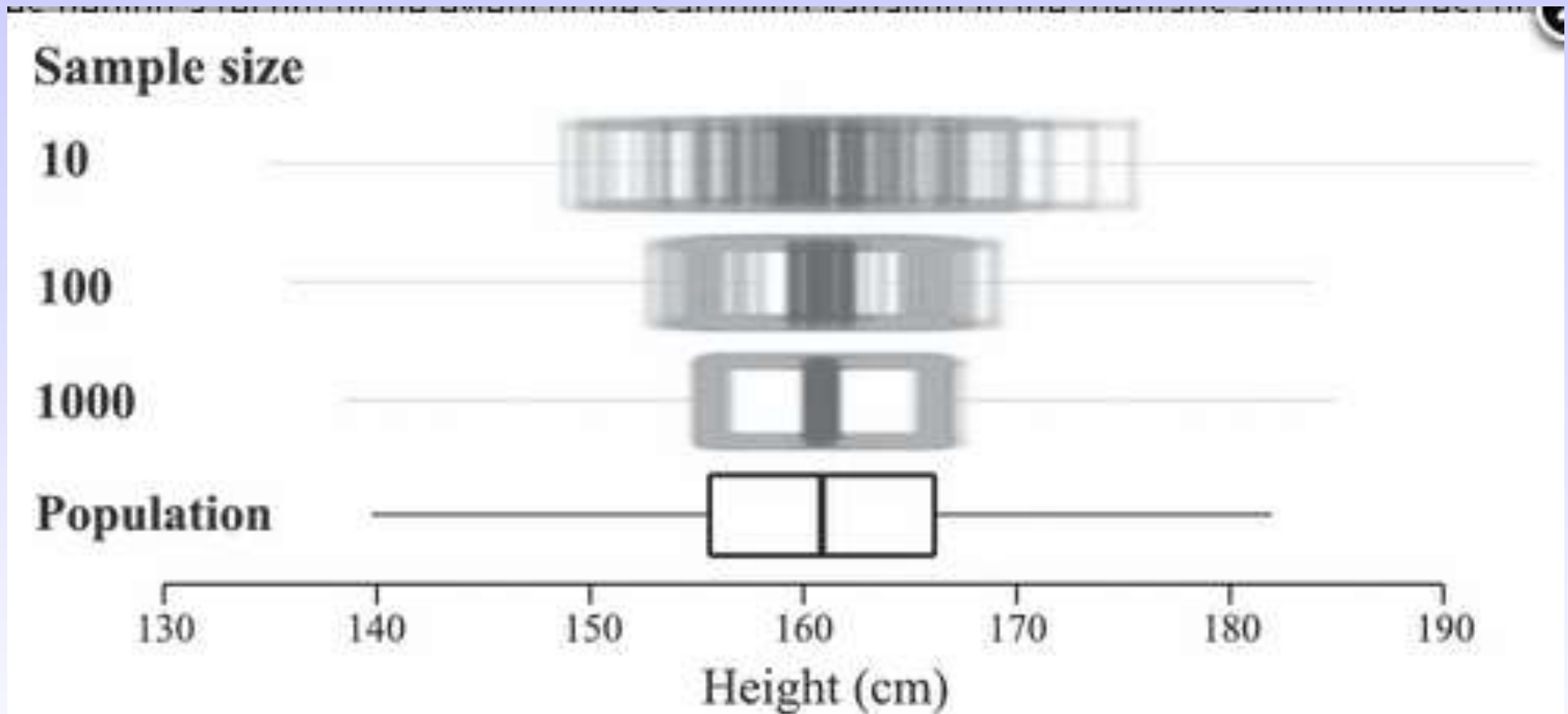
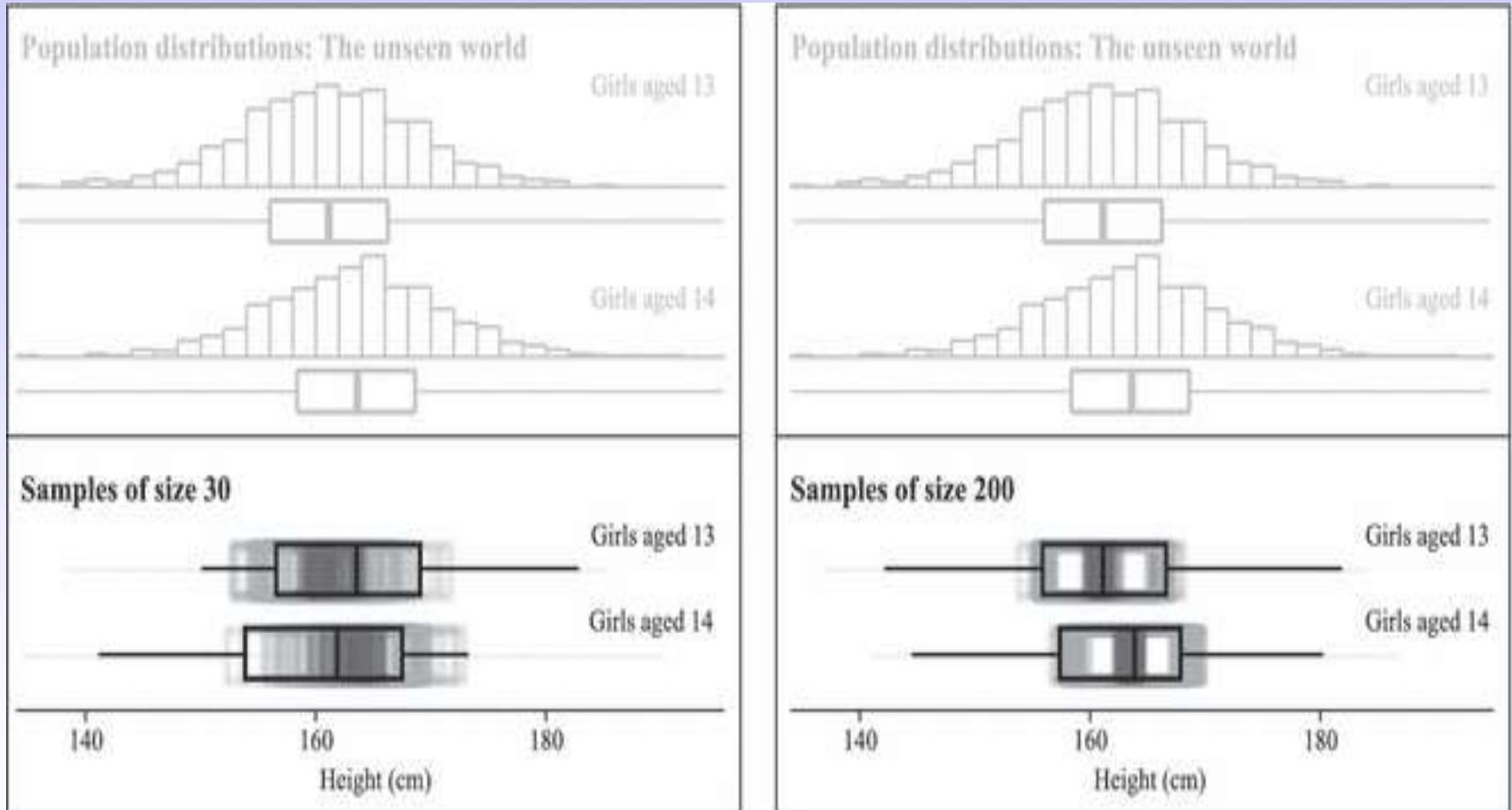


Figure 6. Effect of sample size: sampling from a single population (animations at <http://www.censusatschool.org.nz/2009/informal-inference/WPRH/>, panel 2(b))

Boxplots with a memory over repeated sampling

繰り返しサンプリングについての残像記憶付き箱ひげ図



Visual Inference Tools (VIT)

視覚的推測ツール (VIT)

- There is an excellent video using iNZight with Hans Rosling's gapminder data at
以下に、ハンス・ロズリングのギャップマインダーと
iNZight を使った素晴らしいビデオがある。

<http://www.stat.auckland.ac.nz/~wild/iNZight/movies/gapminder.html>

Visual Inference Tools (VIT)

視覚的推測ツール (VIT)

The iNZight and VIT Systems

iNZight



iNZight is a program for analysing data

Run iNZight

Visual Inference Tools



Visual Inference Tools (VIT) contains programs for developing concepts

- Randomisation variation
- Randomisation tests
- Sampling variation
- Bootstrap confidence interval construction
- Confidence interval coverage

Run selected VIT module



THE UNIVERSITY OF AUCKLAND
DEPARTMENT OF STATISTICS

Run Auckland software **Run Aucklandソフト**

(The following slides are included in case the iNZight and VIT software, and movie, do not work properly)



GET STARTED | BASICS

Basics

Reading in Data – movie データの読み込み- 動画

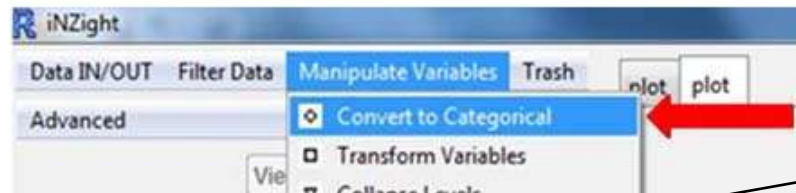
Reading in a Data Set

- See [Movie](#) (2 mins)
- At present iNZight only reads in certain file types
 - Comma Separated Values - .csv
 - Excel 97-2003 worksheet files - .xls and
 - Excel 2007 worksheet files - .xlsx
 - NOTE: The tab at the bottom left of an Excel worksheet must be named "Sheet1" or iNZight will give an error message. If this happens, open the data file in Excel, right click on the tab name and *rename* it and save before trying again
- Missing values can be represented by a cell being left blank or containing NA. (the latter is R's default missing value code) The dialog allows other missing value codes to be specified



Exploring Variables

- See [Movie](#) (2 mins)
- **Note:** By default, iNZight treats variables with letters (except NA) in any row as *categorical* and variables containing only numbers as *numeric* and produces its plots accordingly.
- If you want iNZight to treat a numeric variable as a categorical variable in order to obtain the type of plot you want, use *Convert to Categorical*. See [movie](#) (1 min)



Exploring Variables – movie 変数を考察する- 動画

Get Summary & Get Inference

- See [Movie](#) (2 mins)
- *summary statistics* appropriate to the plots displayed in the plotting window
- *confidence intervals and p-values* appropriate to the plots displayed in the plotting window



Get Summary and Inference 要約と推測

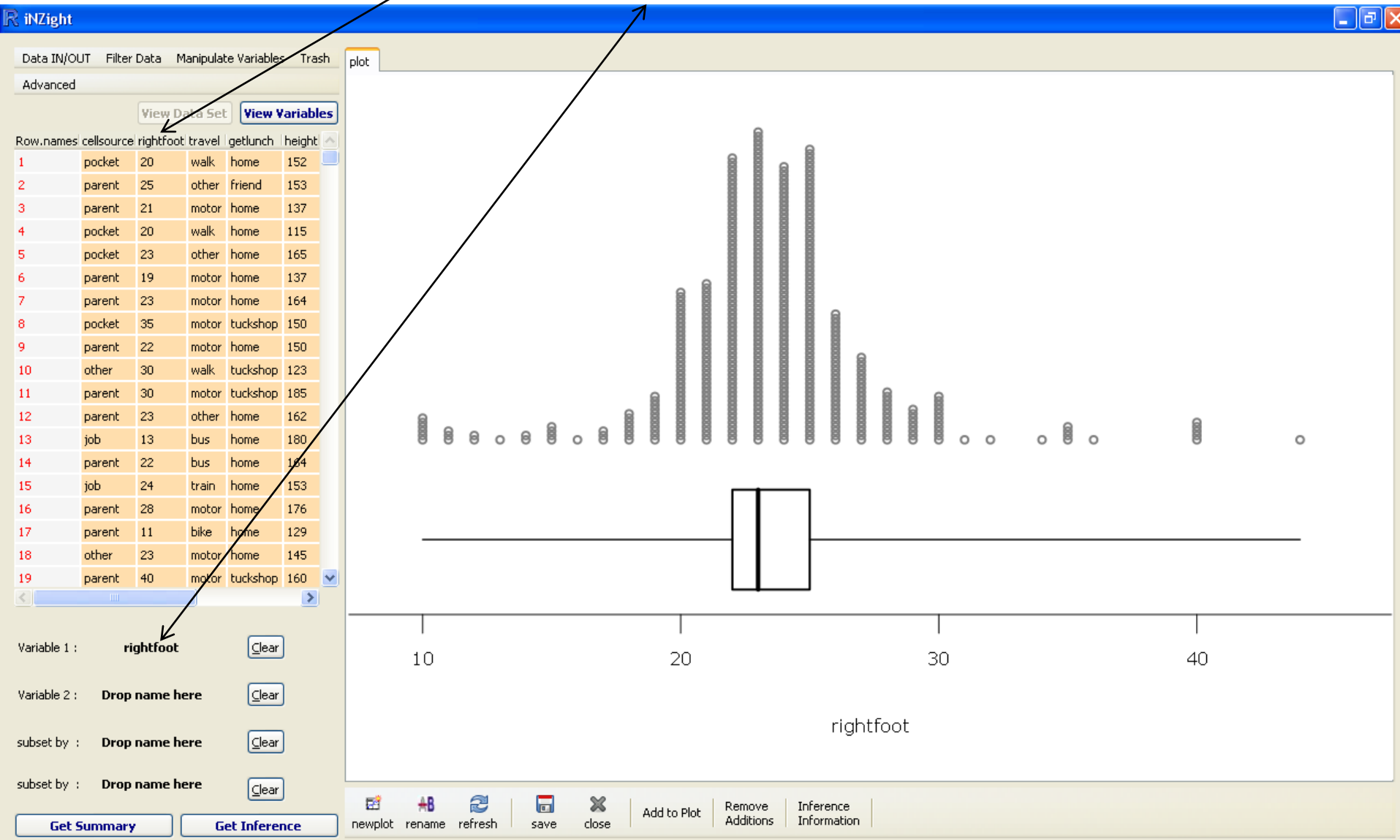
The screenshot displays the iNZight software interface. The main window has a menu bar with 'Data IN/OUT', 'Filter Data', 'Manipulate Variables', and 'Trash'. Below the menu bar, there are buttons for 'View Data Set' and 'View Variables'. The main area shows 'Row.names empty' and a list of files. A 'Specify a file' dialog box is open, showing a list of files in the 'data' folder. The files listed are:

Name	Size	Modified
Census at School.csv	20.6 KB	16/03/2012
Census at School.xls	87.0 KB	16/03/2012
Census at School.xlsx	34.9 KB	16/03/2012
Census at School_1st40.xlsx	11.3 KB	16/03/2012
Cheese.csv	774 bytes	16/03/2012
datamake.diet.r	374 bytes	16/03/2012
datamake.expt.r	366 bytes	16/03/2012
datamake.r	374 bytes	16/03/2012
Dietdat-30.csv	1.8 KB	16/03/2012
Dietdat-40.csv	2.3 KB	16/03/2012
Dietdat-80.csv	4.9 KB	16/03/2012
Dietdat-200.csv	12.2 KB	16/03/2012
Dolphins.csv	1.7 KB	16/03/2012
drugdat-5.csv	668 bytes	16/03/2012

A 'File Browser' dialog box is also open, showing a 'Local file' field with the text 'Specify a file' and a 'browse' button. The 'File type is' dropdown menu is set to '<use file extension to determine>'. There are 'OK' and 'Cancel' buttons at the bottom right. Below the dialog boxes, the interface shows 'Variable 1 : Dro...', 'Variable 2 : Drop name here', and 'subset by : Drop name here'.

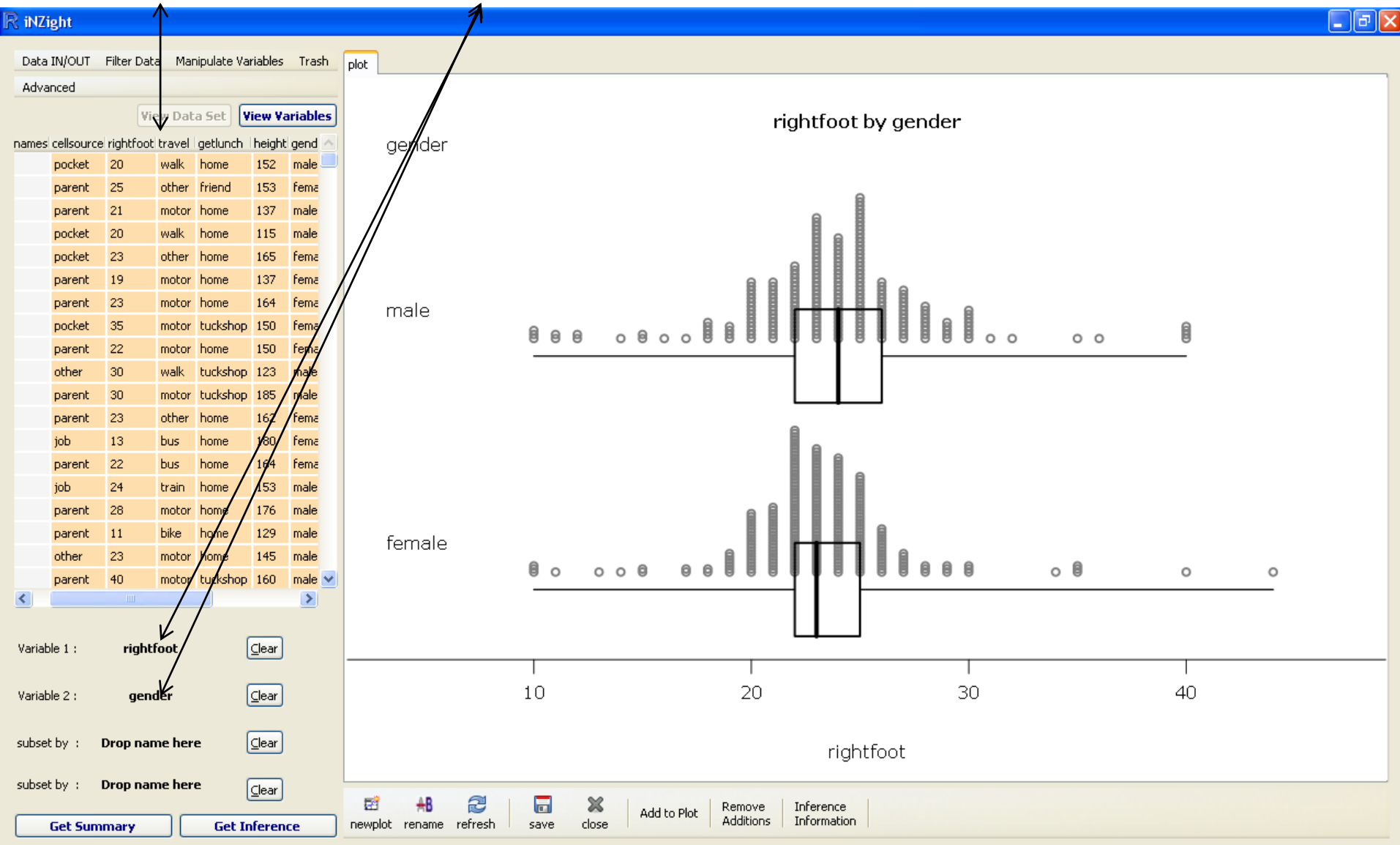
Input files can be .csv, xls or.xlsx or .r
入力できるファイルは .csv、xls、.xlsx または.r

Drag and drop one variable 変数を一つドラッグ & ドロップ



Visual inference from the length of rightfoot distribution and boxplot
右足の大きさの分布と箱ひげ図からの推測

Drag and drop two variables (rightfoot and gender) 二つの変数をドラッグ & ドロップ (右足と性別)



Visual inference from the length of rightfoot distribution and boxplots by gender
右足の大きさの分布と箱ひげ図からの推測 (性別)

Drag and drop two variables (rightfoot & gender) by height 二つの変数をドラッグ&ドロップ(右足と性別)身長別に

The screenshot shows the R iNZight interface. On the left, a data table is displayed with columns: names, cellsource, rightfoot, travel, getlunch, height, and gender. Below the table, variables are selected: Variable 1: rightfoot, Variable 2: gender, and subset by: height. The main plot area contains four faceted boxplots, each titled "rightfoot by gender for height = [range]". The facets are for height ranges: [100 - 148], (148 - 157], (157 - 166], and (166 - 200]. Each plot shows boxplots for male and female, with individual data points overlaid. The x-axis for all plots is "rightfoot", ranging from 10 to 40. At the bottom, there are buttons for "Get Summary", "Get Inference", and plot management actions like "newplot", "rename", "refresh", "save", "close", "Add to Plot", "Remove Additions", and "Inference Information".

**Visual inference from the length of rightfoot distribution and boxplots by gender and heights
 右足の大きさの分布と箱ひげ図からの推測 (性別、身長別)**

Summary statistics of dragged and dropped variables ドラッグ & ドロップされた変数の要約統計

INZight

Data IN/OUT Filter Data Manipulate Variables Trash

Advanced

View Data Set View Variables

names	cellsource	rightfoot	travel	getlunch	height	gender
	pocket	20	walk	home	152	male
	parent	25	other	friend	153	female
	parent	21	motor	home	137	male
	pocket	20	walk	home	115	male
	pocket	23	other	home	165	female
	parent	19	motor	home	137	female
	parent	23	motor	home	164	female
	pocket	35	motor	tuckshop	150	female
	parent	22	motor	home	150	female
	other	30	walk	tuckshop	123	male
	parent	30	motor	tuckshop	185	male
	parent	23	other	home	162	female
	job	13	bus	home	180	female
	parent	22	bus	home	164	female
	job	24	train	home	153	male
	parent	28	motor	home	176	male

Variable 1: **rightfoot**

Variable 2: **gender**

subset by: **height**

0

* [100 - 148] [148 - 157] [157 - 166] [166 - 200]

subset by: **Drop name here**

newplot rename refresh save close Add to Plot Remove Additions Inference Information

Summaries Window

Summary of rightfoot by gender for height = [100 - 148]

	Min.	1st Qu.	Median	Mean
female	17	20	22	21.73
male	10	20	21	21.36

	3rd Qu.	Max.	Std.dev	Sample.Size
female	23	27	1.967	55
male	23	35	3.899	61

Summary of rightfoot by gender for height = [148 - 157]

	Min.	1st Qu.	Median	Mean
female	14	21	22	22.50
male	15	23	23	23.36

	3rd Qu.	Max.	Std.dev	Sample.Size
female	24	35	2.768	62
male	25	28	2.237	53

Summary of rightfoot by gender for height = [157 - 166]

	Min.	1st Qu.	Median	Mean
female	15	22	23	24.00
male	10	24	25	25.22

	3rd Qu.	Max.	Std.dev	Sample.Size
female	25	40	3.448	72
male	26	40	4.957	41

Summary of rightfoot by gender for height = [166 - 200]

	Min.	1st Qu.	Median	Mean
female	10	24	25	24.43
male	10	24	26	26.00

	3rd Qu.	Max.	Std.dev	Sample.Size
female	26	44	4.797	51
male	28	40	4.774	62

rightfoot by gender for height = (148 - 157)

rightfoot by gender for height = (166 - 200)

Traditional statistical inference on two variables

2変数における伝統的な統計的推測

iNZight

Data IN/OUT Filter Data Manipulate Var

Advanced

View Data Set Vi

names	cellsource	rightfoot	travel	getlunch
pocket	20	walk	home	
parent	25	other	friend	
parent	21	motor	home	
pocket	20	walk	home	
pocket	23	other	home	
parent	19	motor	home	
parent	23	motor	home	
pocket	35	motor	tuckshop	
parent	22	motor	home	
other	30	walk	tuckshop	
parent	30	motor	tuckshop	
parent	23	other	home	
job	13	bus	home	
parent	22	bus	home	
job	24	train	home	
parent	28	motor	home	

Variable 1: **rightfoot**

Variable 2: **gender**

subset by: **height**

0

* [100 - 148] (148 - 157) (157 - 166)

subset by: **Drop name here**

Inference Information

Method used to generate inference: Normal theory

rightfoot by gender for height = [100 - 148]

Group Means with 95% Confidence Intervals

	ci.lower	estimate	ci.upper
female	21.2	21.73	22.26
male	20.36	21.36	22.36

Differences Between Group Means For height = [100 - 148] (col - row)

Estimates

	female
male	0.3666

95% Confidence Intervals
(Adjusted for multiple comparison)

	female
male	-0.7885
	1.5217

p-values

	female
male	0.5307

rightfoot by gender for height = (148 - 157]

Group Means with 95% Confidence Intervals

	ci.lower	estimate	ci.upper
female	21.8	22.5	23.2
male	22.68	23.3	23.92

Differences Between Group Means For height = (148 - 157] (col - row)

Estimates

	female
male	-0.7963

95% Confidence Intervals

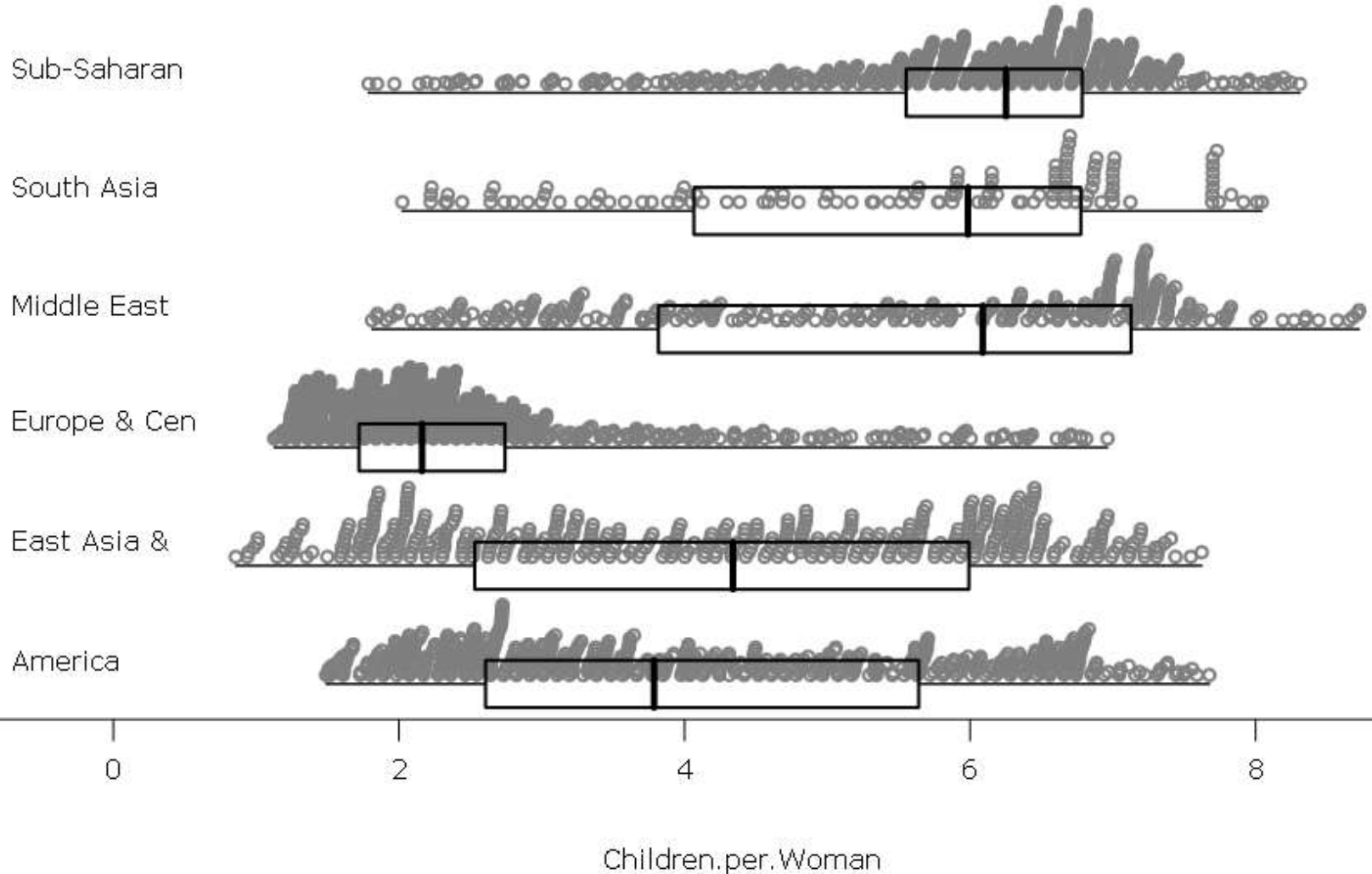
height = (148 - 157]

height = (166 - 200]

Graphical output from iNZight iNZightからのグラフィカルアウトプット

Children.per.Woman by Region

Region



Graphical output from iNZight

iNZightからのグラフィカルアウトプット

Life.Expectancy by Region

Region

Sub-Saharan

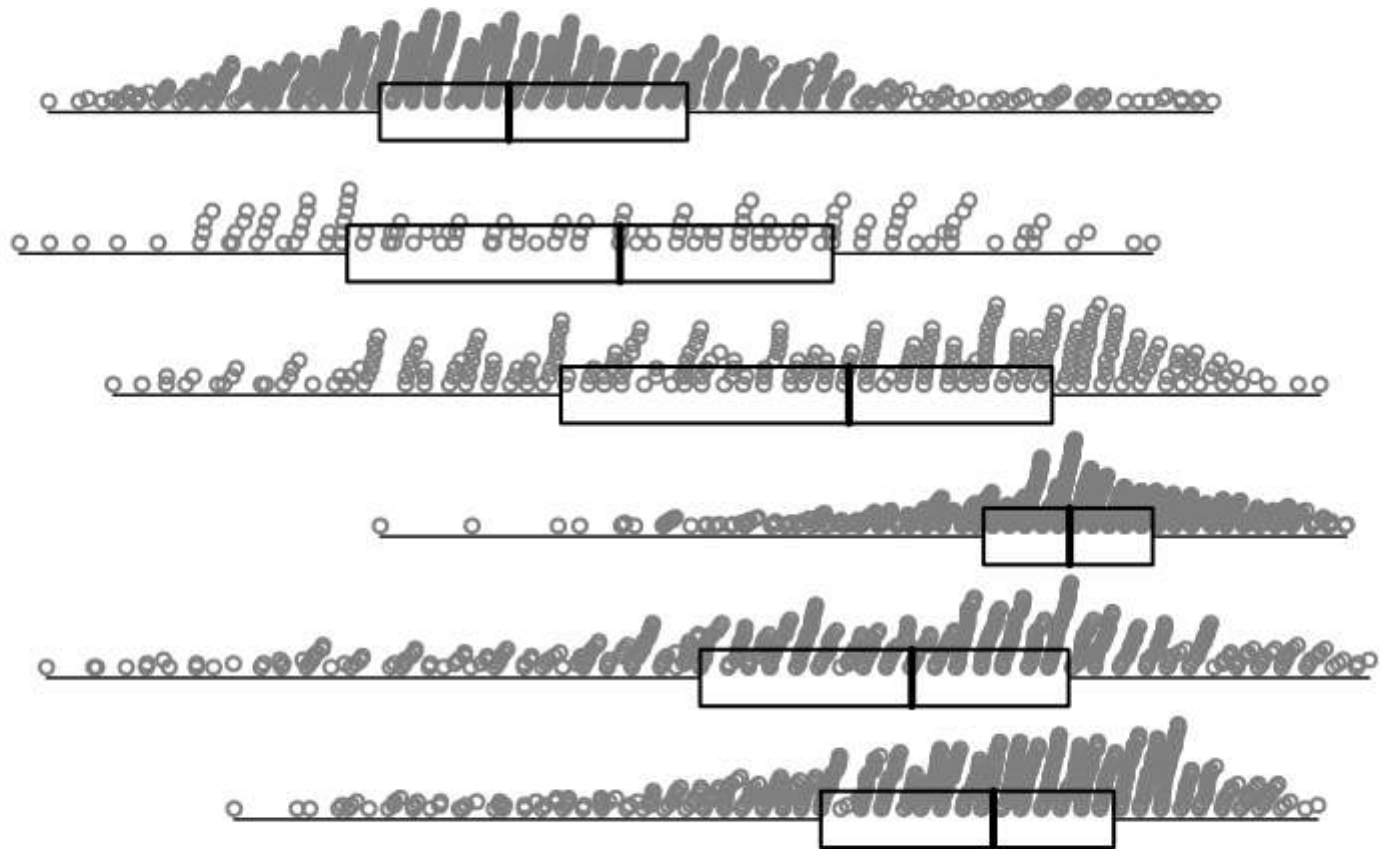
South Asia

Middle East

Europe & Cen

East Asia &

America



20

40

60

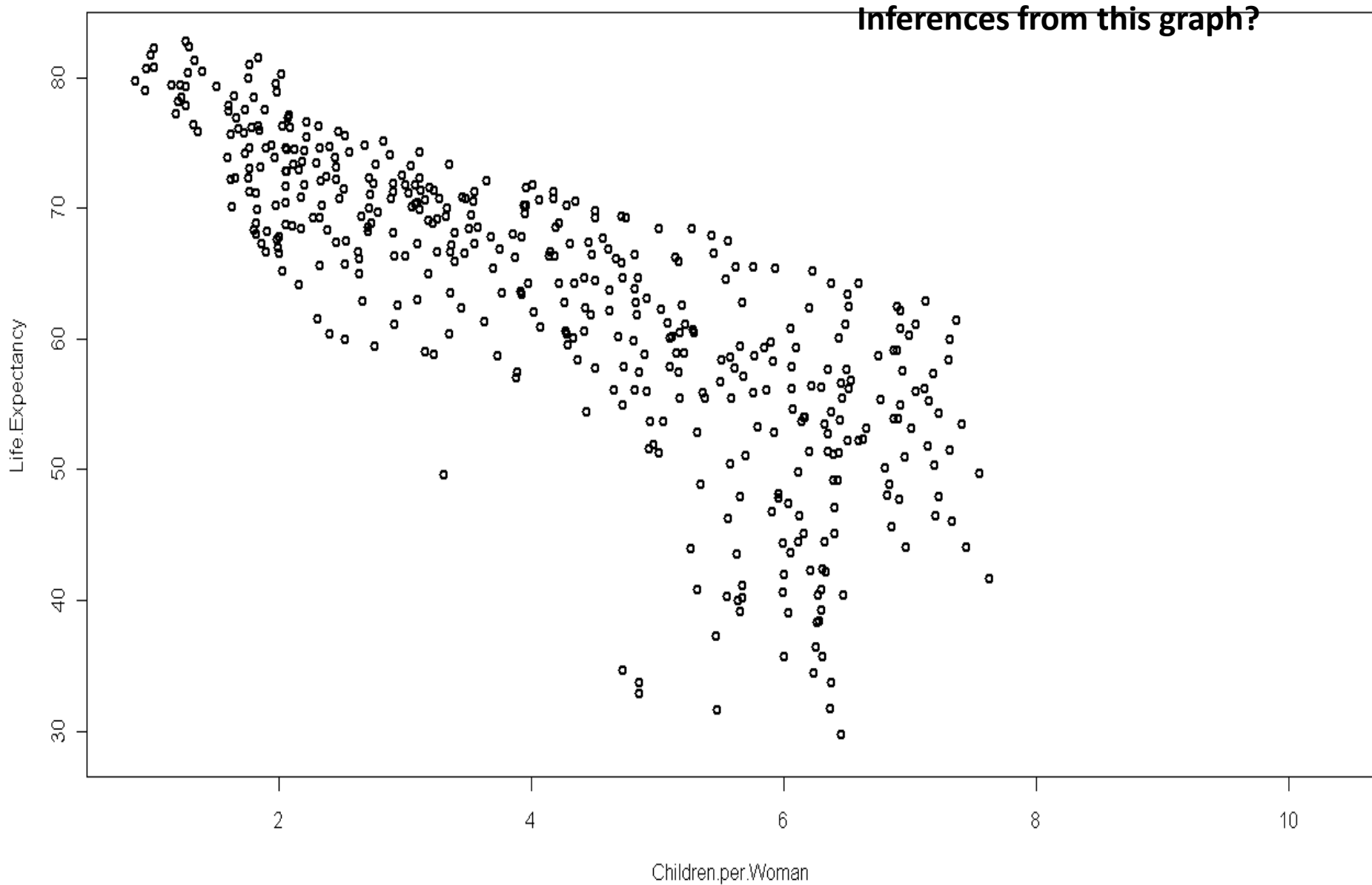
80

Life.Expectancy

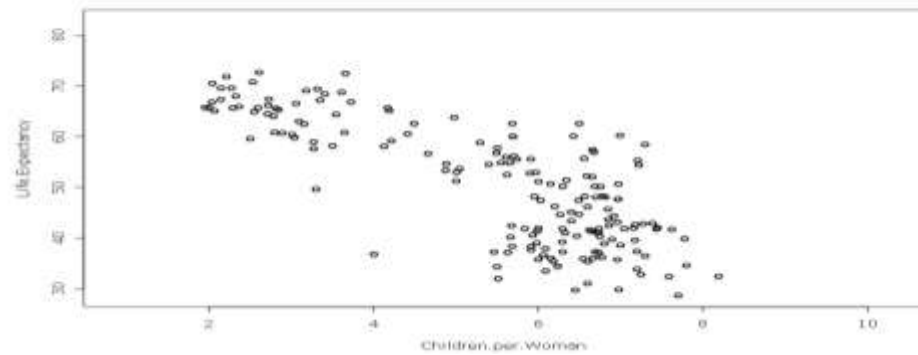
Graphical output from iNZight

iNZightからのグラフィカルアウトプット

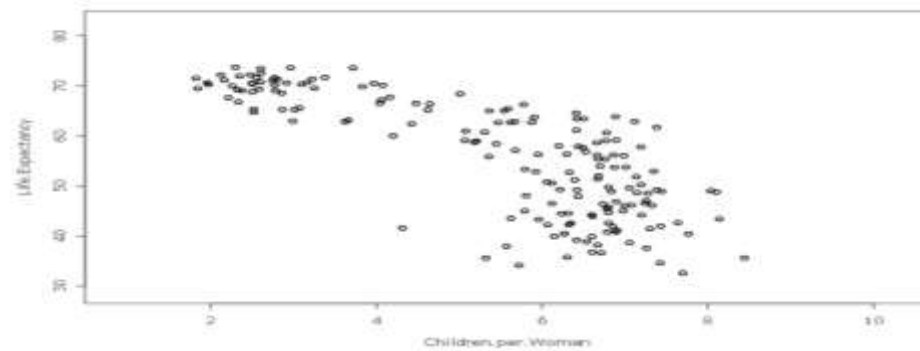
Life.Expectancy by Children.per.Woman for Region = East Asia & Pacific



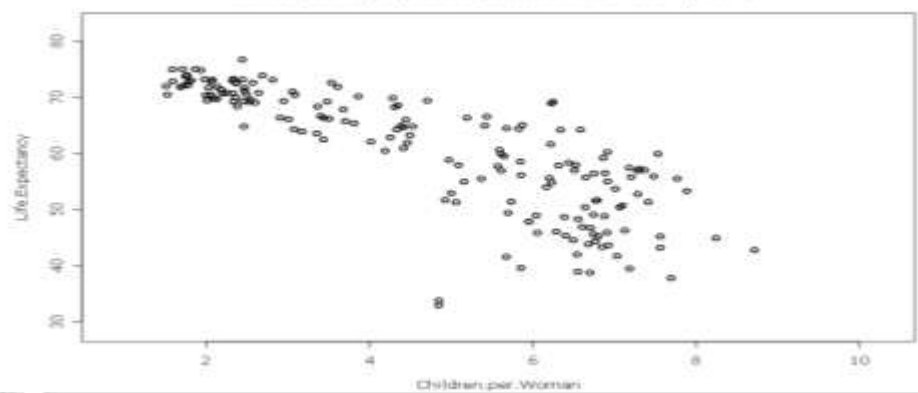
Life Expectancy by Children,per.Woman for Year = yr 1952



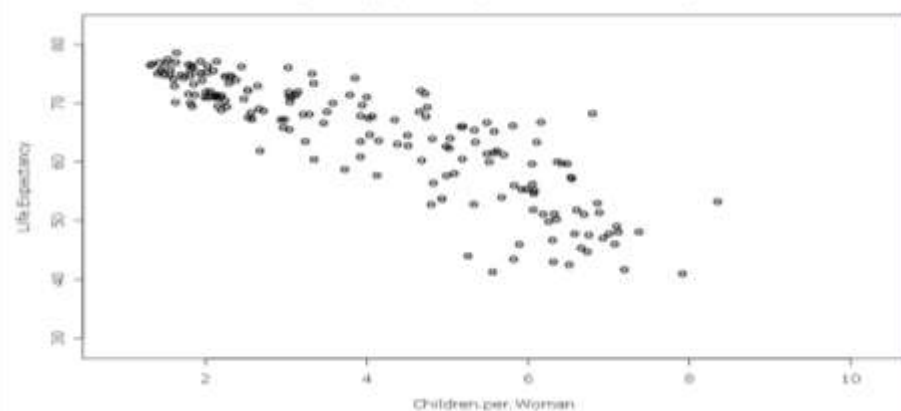
Life Expectancy by Children,per.Woman for Year = yr 1964



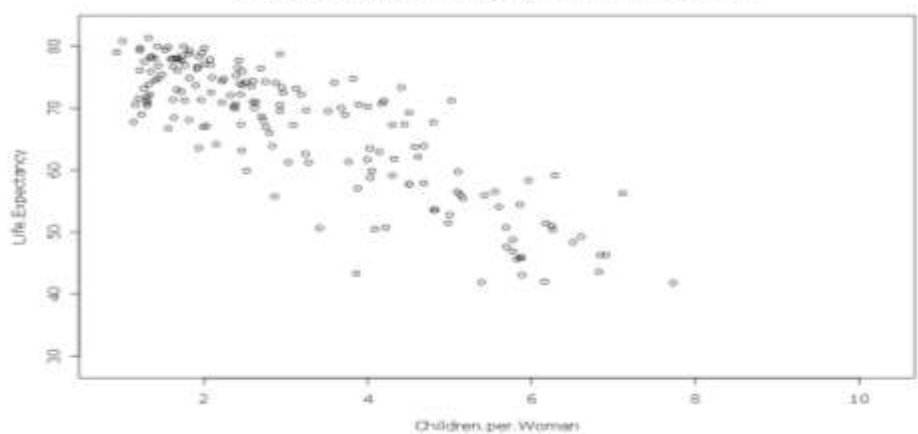
Life Expectancy by Children,per.Woman for Year = yr 1976



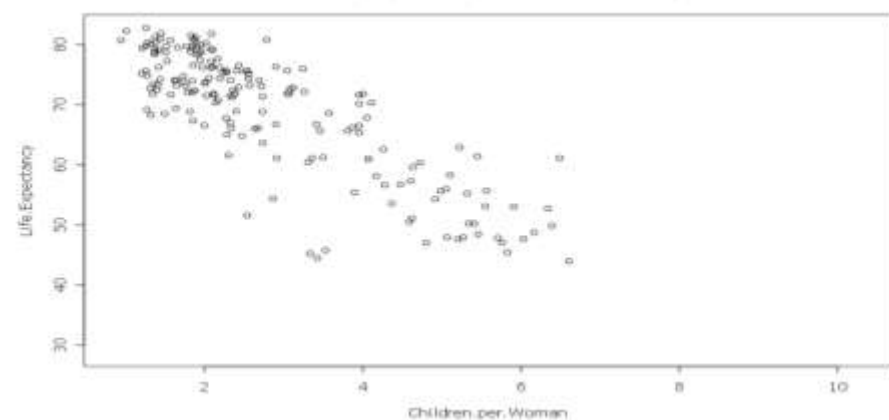
Life Expectancy by Children,per.Woman for Year = yr 1988



Life Expectancy by Children,per.Woman for Year = yr 2000



Life Expectancy by Children,per.Woman for Year = yr 2008



Children.per.Woman by Year

Year

yr 2008

yr 2004

yr 2000

yr 1996

yr 1992

yr 1988

yr 1984

yr 1980

yr 1976

yr 1972

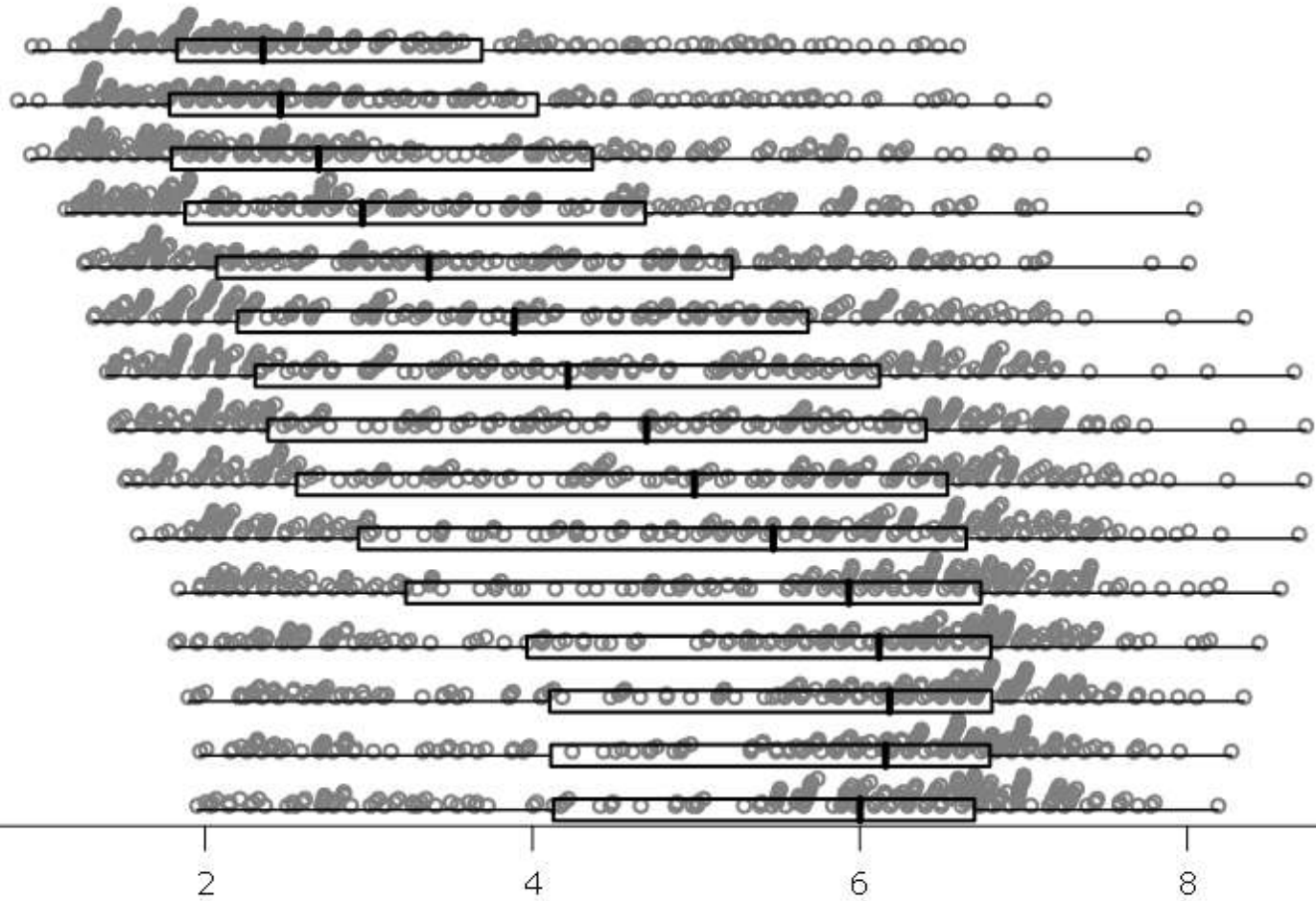
yr 1968

yr 1964

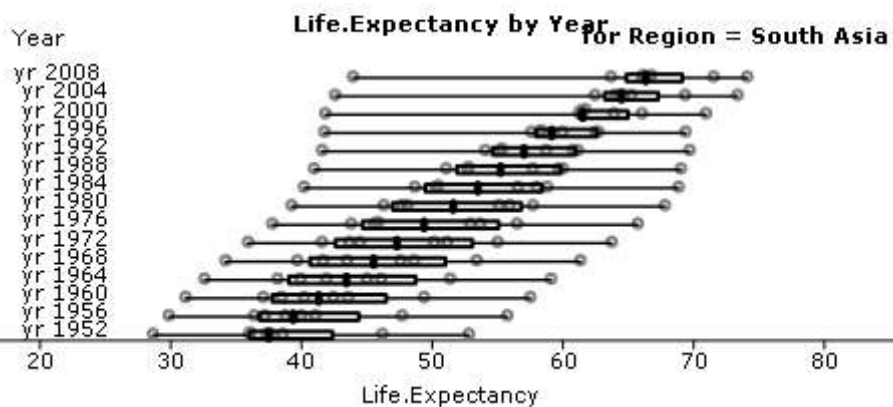
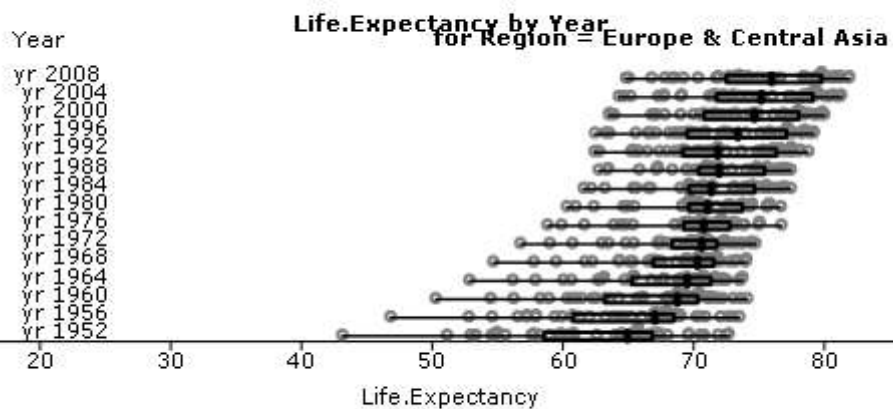
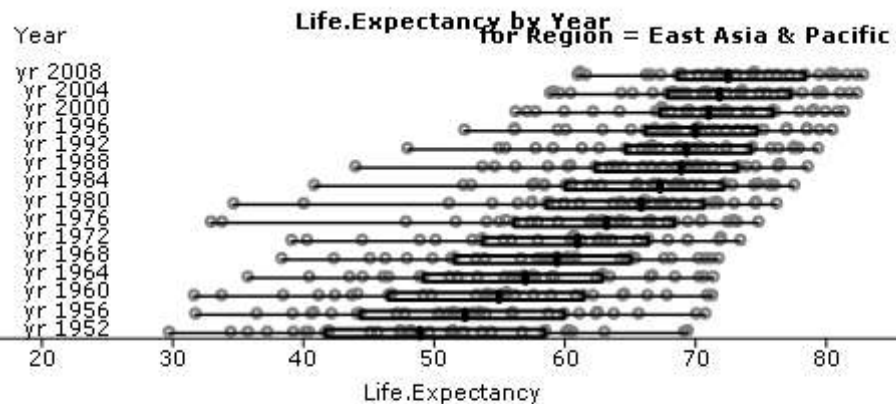
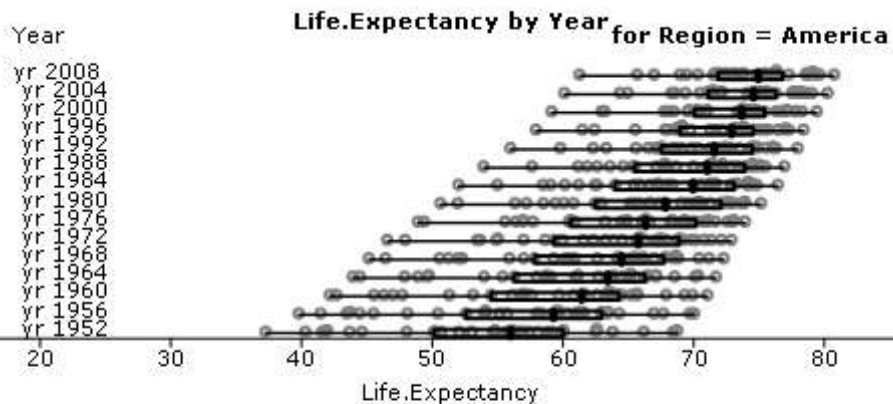
yr 1960

yr 1956

yr 1952



Children.per.Woman



Teaching and Learning Data Visualisation データの視覚化に関する教育方法

How can you teach or learn how to make visual inferences?
あなたはどのようにデータの視覚化とそこから推測の方法を教えますか？

How could you embed this approach into courses or even create a whole course on DV?
どのようにこのアプローチをコースに組み込んだり、データ視覚化についての新しいコースを作りますか？

Is current software effective for teaching DV?
現在のソフトはデータの視覚化を教えるのに有効か？

Visual Inference about a sample?
標本についての視覚的な推測とは？

Visual Inference about a population?
母集団についての視覚的な推測とは？

Survey and discussion (hand out / web form)

調査結果とディスカッション

Your experiences of communicating statistics and making visual inferences?
統計によるコミュニケーションと視覚的な推測についてあなたの経験は？

How do you teach communicating statistics?
どのように統計によるコミュニケーションを教えますか？

Good and bad examples?
よい例、悪い例は？

How do you teach students to make trustworthy visual inferences from data?
どうやって生徒にデータから視覚的な推測のやり方を教えますか？

Effective software for teaching data visualisation (DV)?
データの視覚化 (DV) における有効なソフトは？

Please complete the web form at
以下のウェブフォームを記入してください
<http://tinyurl.com/rsscse-jpn>

Communicating Statistics and Data Visualisation

統計とデータ視覚化を伝える
2013年2月8日

このアンケートは全部で 13 問あります。

前回終わらなかったアンケートのデータを読み込む

次へ >>

アンケートを消去して終了

Communicating Statistics and Data Visualisation

統計とデータ視覚化を伝える

2013年2月8日

0% 100%

Your Details - あなたの詳細

* 1. Name - 名

* 2. Email address - ルアドレス

* 3. Institution - 機関

* 4. Address - アドレス

* 5. Levels of statistics teaching - レベル統計教え

以下から一つだけ選んでください。

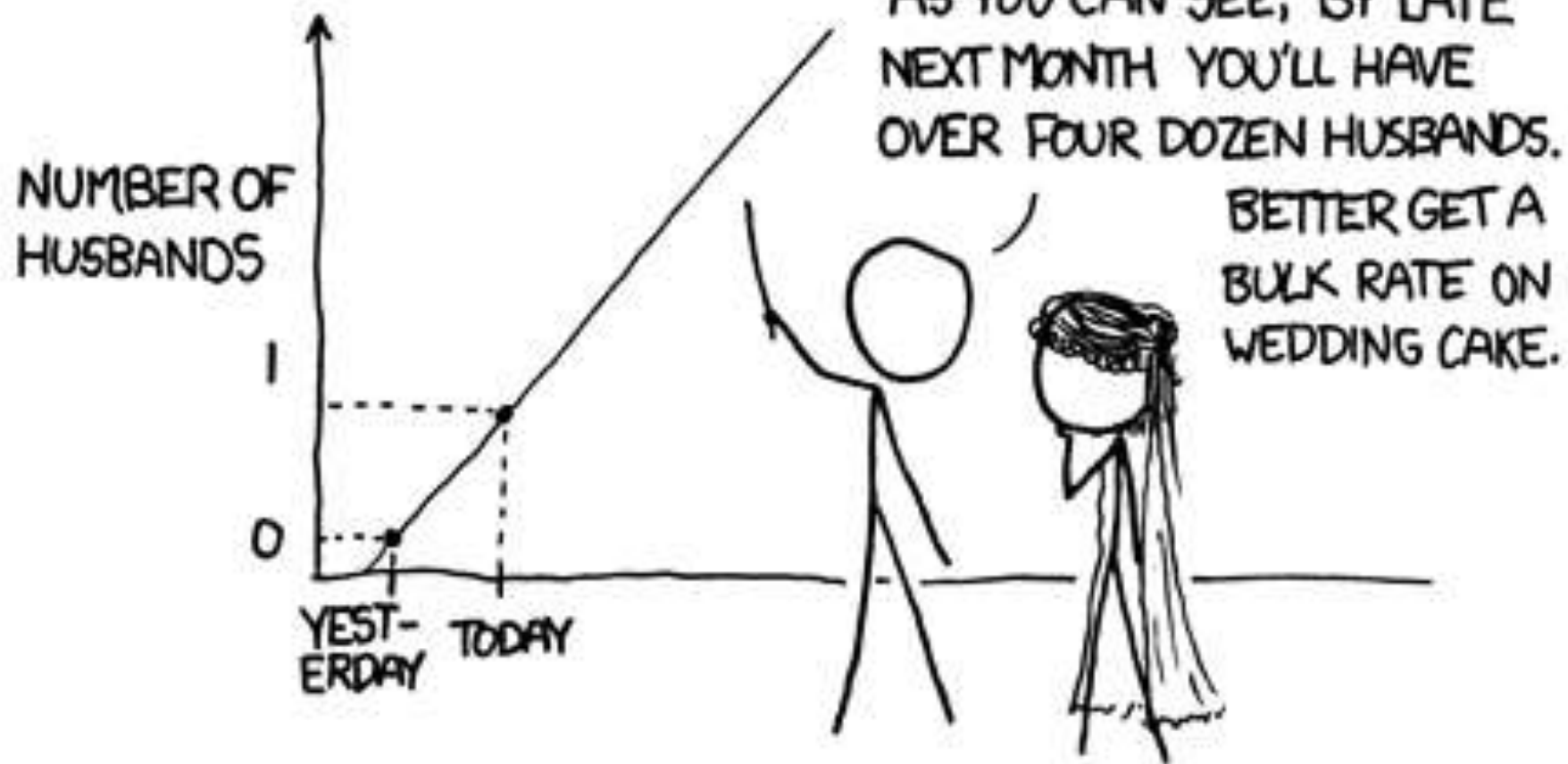
6. Topics taught - トピックス

7. Your experiences of communicating statistics and making visual inferences

Last slide 最後のスライド

- Spare cartoon slides follow this....
余分な漫画のスライドが続きます...

MY HOBBY: EXTRAPOLATING





Excellent health statistics - smokers are less likely to die of age related illnesses.'

ON TEENAGERS, ADULTS:

Statistics show that teen pregnancy drops off significantly after age 25.

*Mary Anne Tejada, Republican state senator from Colorado Springs
(contributed by Harry F. Ponce)*

MONDAY

DECEMBER 1999

- **DV software tools**

 - データの視覚化のためのソフトウェア

 - Trend Compass
 - Trendalyzer
 - FusionCharts
 - Worldmapper
 - OECD explorer

- **Data journalism** データジャーナリズム

 - <http://datajournalismhandbook.org/1.0/en/>)

- **RSSCSE data tool** RSSCSEデータツール

**Picture:
Visual
inference?**

**写真：視覚的な
推測？**

**Mathematical
curve? 数学的な曲線？**

**Devon
デーヴォン**

**Why are there so
many people on
this bridge?**

Count them?

**なぜこの橋にこんなに
たくさんの方がいるの
か？数えようか？**

**Cornwall
コーンウォール**

**We need more clues...
もっとヒントが必要だ...**

19 May 2012 - day 1 of UK
Olympic torch relay-it travelled
from Lands End to Plymouth
2012年5月19日-ロンドンオリンピッ
クの聖火リレー-日目-ランズエンド
からプリマスまで移動した

Why are there so
many more people
on this road near the
bridge?

Count them?

なぜこの橋の近く
の道にはもっとた
くさんの人がいる
のか？数えようか
？

