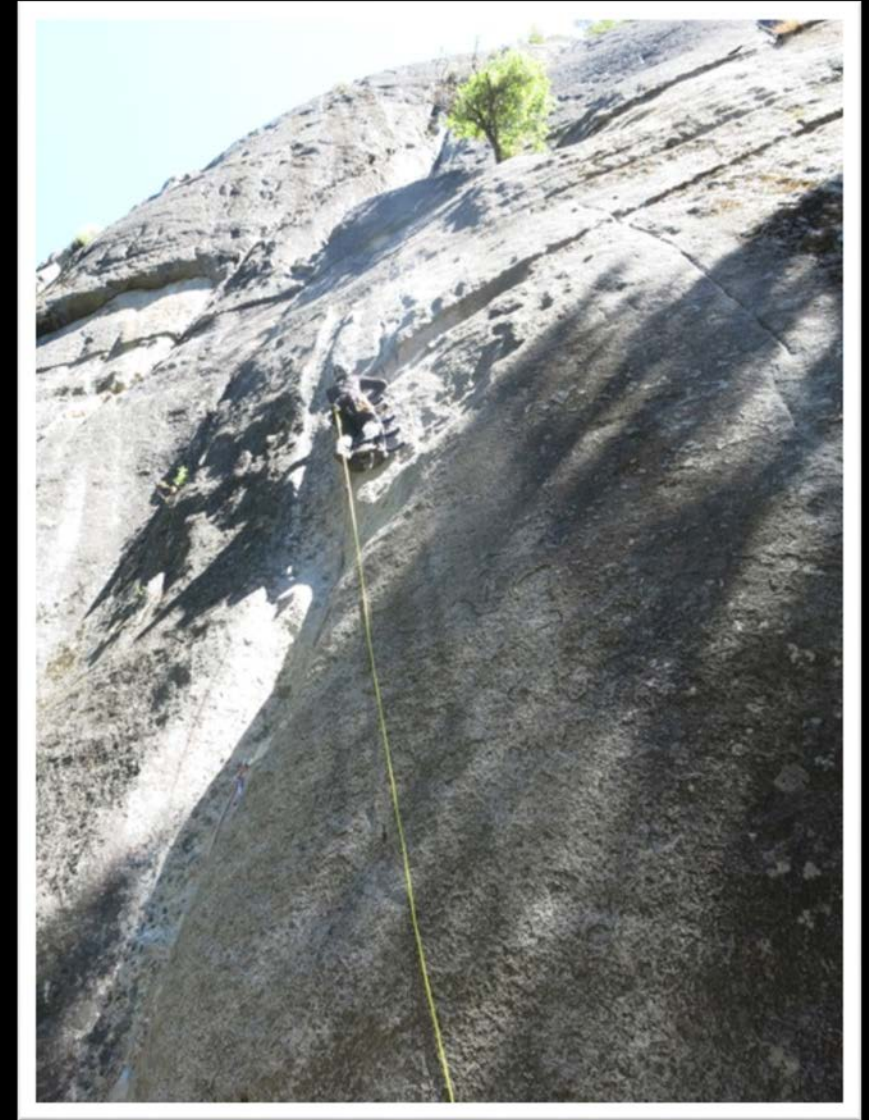


# Why the Paper is Just a Palimpsest?

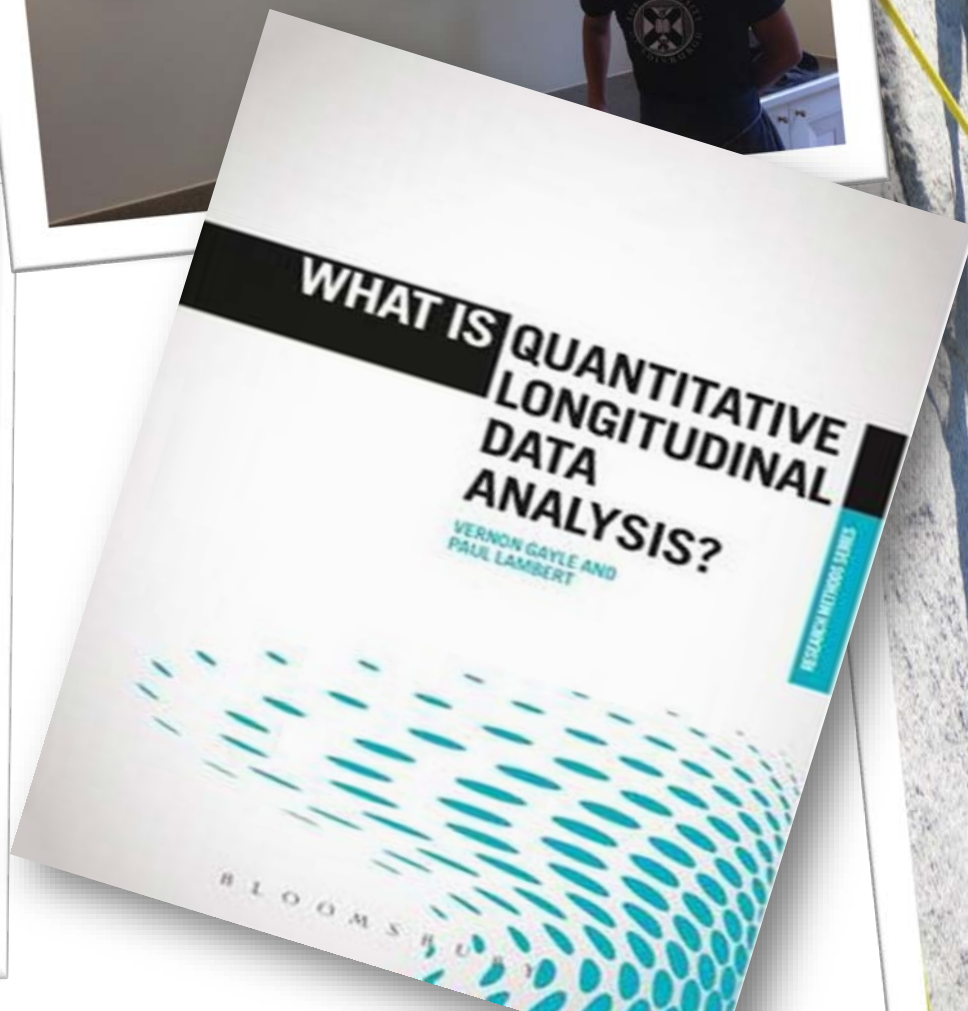
An appeal for reproducible  
sociological research

Q – Step Edinburgh, December 2016

Vernon Gayle  
University of Edinburgh  
@profbigvern







# A Thought Experiment

You are examining a PhD thesis or refereeing a paper

You turn the page and read the following output...

# A Thought Experiment

A logistic regression model of some data from

The Youth Cohort Study of England and Wales (1997)

# A Thought Experiment

The outcome is passing 5+ GCSEs at grades A\*- C

The explanatory variables are

*Gender, Ethnicity and Parental Social Class*

n = 19,216

Logistic Regression 5+ GCSEs (A\*-C) YCS Cohort 9

	b	se	t	p
5+ GCSEs (A*-C)				
Girls	-0.039	0.392	10.066	0.000
Boys	0.000	.	.	.
Chinese	1.719	0.287	5.988	0.000
Indian	1.028	0.210	4.899	0.000
White	0.997	0.160	6.241	0.000
Bangladeshi	1.351	0.317	4.267	0.000
Pakistani	0.677	0.209	3.241	0.001
Black	0.000	.	.	.
Prof/Managerial	1.945	0.078	25.093	0.000
Non-Manual(other)	1.335	0.085	15.687	0.000
Skilled Manual	0.779	0.079	9.908	0.000
Semi-skilled	0.310	0.086	3.611	0.000
Unskilled	0.000	.	.	.
Constant	-0.958	0.175	-5.475	0.000
Pseudo R <sup>2</sup>	0.80			
n	19216			

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Pakistani	0.897	0.300	3.241	0.001
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n	19216			

Logistic Regression 5+ GCSEs (A\*-C) YCS Cohort 9

	b	se	t	p
5+ GCSEs (A* - C)				
Girls	0.405	0.039	10.305	0.000
Boys	0.000	.	.	.
Chinese	2.002	0.377	5.306	0.000
Indian	1.066	0.208	5.117	0.000
White	0.643	0.171	3.757	0.000
Bangladeshi	0.766	0.345	2.222	0.026
Pakistani	0.531	0.245	2.169	0.030
Black	0.000	.	.	.
Professional/Non-Man	2.192	0.109	20.179	0.000
Other Non-Manual	1.773	0.108	16.423	0.000
Skilled Manual	0.932	0.104	8.954	0.000
Semi-Skilled Manual	0.576	0.113	5.112	0.000
Unskilled	0.000	.	.	.
Constant	-2.208	0.198	-11.152	0.000
n	12789			

Produced in Stata using svy; Connolly (2006) used SPSS with data weighted incorrectly!



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Produced in Stata using [svy](#); Connolly (2006) used SPSS with data weighted incorrectly!

Appendix: details of binary logistic regression models derived from the three cohorts (see Table 3)

Table 5. Binary logistic regression on whether school leavers in England and Wales in 1997 gained five or more GCSE grades A\*–C or not<sup>1</sup>

	B	S.E.	Wald	df	Sig.	Exp(B)
<i>Gender</i> <sup>2</sup>						
Girls	0.405	0.038	114.340	1	<.001	1.499
<i>Ethnicity</i> <sup>3</sup>						
Chinese	2.002	0.341	34.436	1	<.001	7.406
Indian	1.066	0.193	30.389	1	<.001	2.903
White	0.643	0.159	16.372	1	<.001	1.902
Bangladeshi	0.766	0.332	5.330	1	.021	2.151
Pakistani	0.531	0.230	5.338	1	.021	1.701
<i>Social Class</i> <sup>4</sup>						
Professional/Managerial	2.192	0.110	396.863	1	<.001	8.954
Other Non-Manual	1.773	0.110	261.000	1	<.001	5.886
Skilled Manual	0.932	0.107	76.255	1	<.001	2.540
Semi-Skilled Manual	0.576	0.115	24.965	1	<.001	1.779
Constant	−2.208	0.189	136.885	1	<.001	0.110

<sup>1</sup>Source of data: Secondary analysis of data derived from first sweep of Cohort 9 of the Youth Cohort Study of England and Wales.

<sup>2</sup>Reference category: boys.

<sup>3</sup>Reference category: Black pupils.

<sup>4</sup>Reference category: Unskilled Manual Occupations.

Connolly, Paul. "The effects of social class and ethnicity on gender differences in GCSE attainment: a secondary analysis of the Youth Cohort Study of England and Wales 1997–2001." *British Educational Research Journal* 32.1 (2006): 3-21.

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Constant	-0.958	0.175	-5.475	0.000
Pseudo R <sup>2</sup>	0.08			
n	19216			

Are we really examining or refereeing what we think we are?



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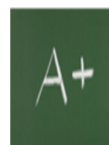
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Lack of access to the research code that produced the research output

Command files  
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Jupyter notebooks



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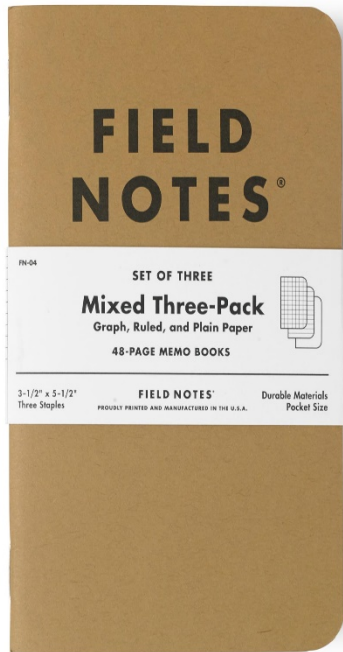
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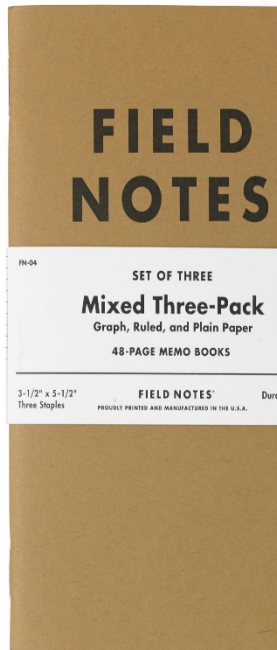
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Journal of the British Sociological Association

VOLUME 37 • NUMBER 3 • AUGUST 2003

publishing

## Sociology



SAGE Publications  
ISSN: 0038-0385

A parchment or other writing surface on which the original text has been effaced or partially erased, and then overwritten by another; OED

palimpsest, *n.* and *adj.*

**Pronunciation:** Brit. /'palɪm(p)sɛst/ , U.S. /'pæləm(p),sɛst/

## Young people and school General Certificate of Secondary Education attainment: looking for the ‘missing middle’

Vernon Gayle<sup>a\*</sup>, Susan Murray<sup>b</sup> and Roxanne Connelly<sup>c</sup>

<sup>a</sup>*School of Social and Political Science, University of Edinburgh, Edinburgh, UK;*

<sup>b</sup>*School of Applied Social Science, University of Stirling, Stirling, UK;* <sup>c</sup>*Centre for Longitudinal Studies, Institute of Education, University of London, London, UK*

*(Received 6 July 2013; final version received 12 June 2014)*

In Britain, educational qualifications gained at school continue to play an important and central role in young people’s educational and employment pathways. Recently there has been growing interest in documenting the lives of ‘ordinary’ young people. In this paper we analyse the Youth Cohort Study of England and Wales in order to better document the experiences of those with ‘middle’ levels of school General Certificate of Secondary Education (GCSE) attainment. The overall pattern of school GCSE attainment is one of increasing levels of performance. GCSE attainment is still highly stratified. Girls performed better than boys, and there were some marked differences in attainment for pupils from the main minority ethnic groups. Most notably, parental socio-economic positions are the most important factor. The analyses fail to persuade us that there are clear boundaries that demark a ‘middle’ category of school GCSE attainment. We conclude that sociologists should study ‘ordinary’ young people; however, school GCSE attainment is best understood as a continuum, and measures such as the number of GCSEs or point scores are preferable.

**Keywords:** youth transitions; sociology of youth; educational attainment; General Certificate of Secondary Education; missing middle; Youth Cohort Study of England and Wales

### Introduction

The idea of a ‘marginalised mainstream’ or ‘missing middle’ is currently

```

capture drop t03cat
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replace t03cat = 0 if (t0examac2==0)
replace t03cat = 1 if (t0examac2>=1)&(t0examac2<=4)
replace t03cat = 2 if (t0examac2>=5)&(t0examac2<=14)
tab t03cat, missing

label define t03catll 0 "none" 1 "1-4" 2 "5+"
label values t03cat t03catll

* first model mlogit

svyset [pw=t1weight]

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    cohort93 cohort95 cohort97 cohort99 cohort01  boys ///
    black indian pakistani bangladeshi oasian other ///
    rented ohouse ///
    mumonly dadonly ohh ///
    gradpar ///
    nssec11 nssec12 nssec2 nssec4 nssec5 nssec6 nssec7 ///
    ,baseoutcome(1)

estimates store mlogit1

*****

```

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replace t03cat = 2 if (t0examac2>=5)&(t0examac2<=14)

tab t03cat, missing

label define t03cat 0 "none" 1 "1-4" 2 "5+" 3 "6-8" 4 "9-11" 5 "12-14" 6 "15-17" 7 "18-20" 8 "21-23" 9 "24-26" 10 "27-29" 11 "30-32" 12 "33-35" 13 "36-38" 14 "39-41" 15 "42-44" 16 "45-47" 17 "48-50" 18 "51-53" 19 "54-56" 20 "57-59" 21 "60-62" 22 "63-65" 23 "66-68" 24 "69-71" 25 "72-74" 26 "75-77" 27 "78-80" 28 "81-83" 29 "84-86" 30 "87-89" 31 "90-92" 32 "93-95" 33 "96-98" 34 "99-101" 35 "102-104" 36 "105-107" 37 "108-110" 38 "111-113" 39 "114-116" 40 "117-119" 41 "120-122" 42 "123-125" 43 "126-128" 44 "129-131" 45 "132-134" 46 "135-137" 47 "138-140" 48 "141-143" 49 "144-146" 50 "147-149" 51 "150-152" 52 "153-155" 53 "156-158" 54 "159-161" 55 "162-164" 56 "165-167" 57 "168-170" 58 "171-173" 59 "174-176" 60 "177-179" 61 "180-182" 62 "183-185" 63 "186-188" 64 "189-191" 65 "192-194" 66 "195-197" 67 "198-200" 68 "201-203" 69 "204-206" 70 "207-209" 71 "210-212" 72 "213-215" 73 "216-218" 74 "219-221" 75 "222-224" 76 "225-227" 77 "228-230" 78 "231-233" 79 "234-236" 80 "237-239" 81 "240-242" 82 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"888-890" 298 "891-893" 299 "894-896" 300 "897-899" 301 "900-902" 302 "903-905" 303 "906-908" 304 "909-911" 305 "912-914" 306 "915-917" 307 "918-920" 308 "921-923" 309 "924-926" 310 "927-929" 311 "930-932" 312 "933-935" 313 "936-938" 314 "939-941" 315 "942-944" 316 "945-947" 317 "948-950" 318 "951-953" 319 "954-956" 320 "957-959" 321 "960-962" 322 "963-965" 323 "966-968" 324 "969-971" 325 "972-974" 326 "975-977" 327 "978-980" 328 "981-983" 329 "984-986" 330 "987-989" 331 "990-992" 332 "993-995" 333 "996-998" 334 "999-1001" 335 "1002-1004" 336 "1005-1007" 337 "1008-1010" 338 "1011-1013" 339 "1014-1016" 340 "1017-1019" 341 "1020-1022" 342 "1023-1025" 343 "1026-1028" 344 "1029-1031" 345 "1032-1034" 346 "1035-1037" 347 "1038-1040" 348 "1041-1043" 349 "1044-1046" 350 "1047-1049" 351 "1050-1052" 352 "1053-1055" 353 "1056-1058" 354 "1059-1061" 355 "1062-1064" 356 "1065-1067" 357 "1068-1070" 358 "1071-1073" 359 "1074-1076" 360 "1077-1079" 361 "1080-1082" 362 "1083-1085" 363 "1086-1088" 364 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"2018-2020" 675 "2021-2023" 676 "2024-2026" 677 "2027-2029" 678 "2030-2032" 679 "2033-2035" 680 "2036-2038" 681 "2039-2041" 682 "2042-2044" 683 "2045-2047" 684 "2048-2050" 685 "2051-2053" 686 "2054-2056" 687 "2057-2059" 688 "2060-2062" 689 "2063-2065" 690 "2066-2068" 691 "2069-2071" 692 "2072-2074" 693 "2075-2077" 694 "2078-2080" 695 "2081-2083" 696 "2084-2086" 697 "2087-2089" 698 "2090-2092" 699 "2093-2095" 700 "2096-2098" 701 "2099-2101" 702 "2102-2104" 703 "2105-2107" 704 "2108-2110" 705 "2111-2113" 706 "2114-2116" 707 "2117-2119" 708 "2120-2122" 709 "2123-2125" 710 "2126-2128" 711 "2129-2131" 712 "2132-2134" 713 "2135-2137" 714 "2138-2140" 715 "2141-2143" 716 "2144-2146" 717 "2147-2149" 718 "2150-2152" 719 "2153-2155" 720 "2156-2158" 721 "2159-2161" 722 "2162-2164" 723 "2165-2167" 724 "2168-2170" 725 "2171-2173" 726 "2174-2176" 727 "2177-2179" 728 "2180-2182" 729 "2183-2185" 730 "2186-2188" 731 "2189-2191" 732 "2192-2194" 733 "2195-2197" 734 "2198-2199" 735 "2200-2202" 736 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# Reproducing Results

*'today it's impossible to verify most of the computational results that scientists present at conferences and in papers'*

The Yale Law School Roundtable on Data and Code Sharing (2010: 8)



# Sharing Research Code

Sufficient information to enable other researchers to

understand

evaluate

build upon the work

# Sharing Research Code

Sufficient information to enable other researchers to understand, evaluate and build upon the work

Enough information for a third party to reproduce (i.e. duplicate) results without needing to get additional information from the authors

# Sharing Research Code

Sufficient information to enable other researchers to understand, evaluate and build upon the work

Enough information for a third party to reproduce results without needing to get additional information from the authors

Required by *Science*, *Am. Econ. Rev.*, *Econometrica*, *Rev. Econ. Studies*

500 journals signed up to the Transparency and Openness Promotion (TOP) Guidelines

# Some Existing Examples of Code Sharing in Social Stratification Research

Harry Ganzeboom

<http://www.harryganzeboom.nl/index.htm>

Don Treiman

<https://ccpr.ucla.edu/dtreiman/>

Paul Lambert

<http://www.camsis.stir.ac.uk/>

Kim Weedon

<http://www.kimweeden.com/research/occupations/>

“Show me your working out”

Show me

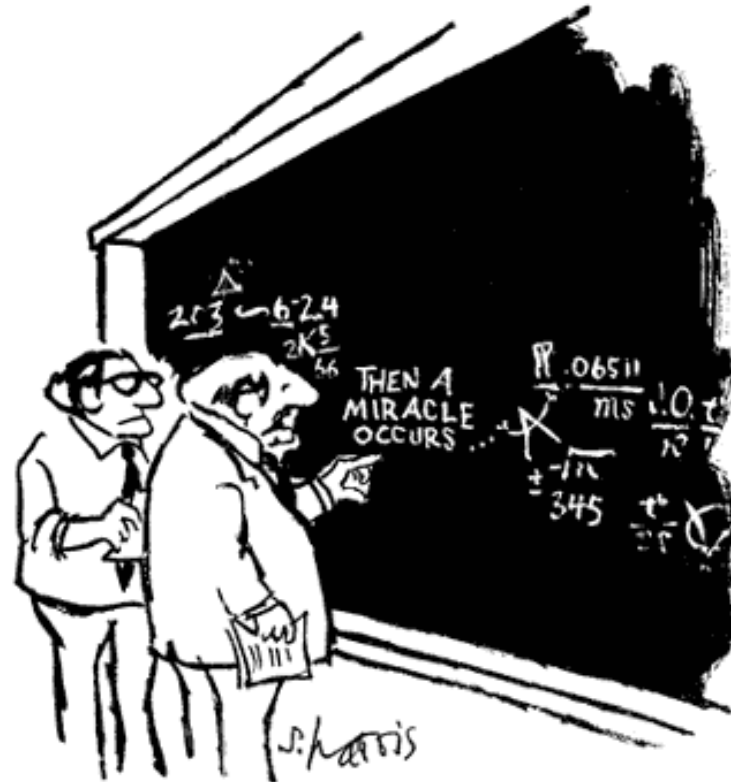


Trust me



“Show me your working out”

**The Royal Society's motto '*Nullius in verba*' (take nobody's word for it)**



"I think you should be more explicit here in step two."



# Duplication

## *Step 1*

Work can be duplicated if sufficient information is made available which ensures consistent results can be produced using the same data and the same analytical techniques

# Replication

## *Step 2*

A replication study can 'duplicate' the original work....

But can also further test the robustness of the original work by employing new or additional data (or measures) and alternative data analysis techniques

# Duplication

100 lines of code (Stata syntax) to enable the data

I know the YCS very well and know Stata

Barrier to duplication

Connolly, Paul. "The effects of social class and ethnicity on gender differences in GCSE attainment: a secondary analysis of the Youth Cohort Study of England and Wales 1997–2001."  
" *British Educational Research Journal* 32.1 (2006): 3-21.

Logistic Regression 5+ GCSEs (A\*-C) YCS Cohort 9

	b	se	t	p
5+ GCSEs (A*- C)				
Girls	0.405	0.039	10.305	0.000
Boys	0.000	.	.	.
Chinese	2.002	0.377	5.306	0.000
Indian	1.066	0.208	5.117	0.000
White	0.643	0.171	3.757	0.000
Bangladeshi	0.766	0.345	2.222	0.026
Pakistani	0.531	0.245	2.169	0.030
Black	0.000	.	.	.
Professional/Non-Manual	2.192	0.109	20.179	0.000
Other Non-Manual	1.773	0.108	16.423	0.000
Skilled Manual	0.932	0.104	8.954	0.000
Semi-Skilled Manual	0.576	0.113	5.112	0.000
Unskilled	0.000	.	.	.
Constant	-2.208	0.198	-11.152	0.000
n	12789			

Produced in Stata using [svy](#); Connolly (2006) used SPSS with data weighted incorrectly!

# Replications

Logistic Regression 5+ GCSEs (A\*-C) YCS Cohort 9

	b	se	t	p
5+ GCSEs (A*- C)				
Boys	0.000	.	.	.
Girls	0.405	0.039	10.305	0.000
White	0.000	.	.	.
Chinese	1.359	0.337	4.031	0.000
Indian	0.423	0.122	3.469	0.001
Bangladeshi	0.123	0.301	0.409	0.682
Pakistani	-0.112	0.177	-0.630	0.529
Black	-0.643	0.171	-3.757	0.000
Professional/Non-Manual	0.000	.	.	.
Other Non-Manual	-0.420	0.060	-6.962	0.000
Skilled Manual	-1.260	0.053	-23.558	0.000
Semi-Skilled Manual	-1.616	0.069	-23.543	0.000
Unskilled	-2.192	0.109	-20.179	0.000
Constant	0.627	0.047	13.209	0.000
n	12789			

Produced in Stata using svy; Connolly (2006) used SPSS with data weighted incorrectly!

Logistic Regression 5+ GCSEs (A\*- C) YCS Cohort 9

	Original b		NS-SEC b	
5+ GCSEs (A*- C)				
Boys	0.000		0.000	
Girls	0.405	***	0.434	***
White	0.000		0.000	
Chinese	1.359	***	1.491	***
Indian	0.423	***	0.598	***
Bangladeshi	0.123		0.320	
Pakistani	-0.112		0.208	
Black	-0.643	***	-0.715	***
Professional/Non-Manual	0.000			
Other Non-Manual	-0.420	***		
Skilled Manual	-1.260	***		
Semi-Skilled Manual	-1.616	***		
Unskilled	-2.192	***		
Large employers and higher managerial			0.000	
Higher professional occupations			0.371	***
Lower managerial & professional			-0.417	***
Intermediate occupations			-0.848	***
Small employers and own account workers			-1.437	***
Lower supervisory and technical occupations			-1.749	***
Semi-routine occupations			-1.944	***
Routine occupations			-2.361	***
Constant	0.627	***	0.716	***
n	12789		12788	

Produced in Stata using ~~svy~~; Connolly (2006) used SPSS with data weighted incorrectly!

# Why bother?

- Improves transparency - don't just trust me – I will show you
- Allows others to understand, evaluate, and build upon the work
- Checks on accuracy
- Facilitates incremental development (and comparative work)

*Are we serious about what we do?*

*(Edinburgh University's mission is the creation, dissemination and curation of knowledge)*

# The Horror of a Retraction...

The authors of a March 2015 *Journal of Health and Social Behavior* (JHSB) study, "In Sickness and in Health? Physical Illness as a Risk Factor for Marital Dissolution in Later Life" (2015, 56(1):59-73), have retracted the article.

There was a major error in the coding in their dependent variable of marital status. The conclusions of that study should be considered invalid.

A corrected version of the article will appear in the September 2015 issue of JHSB.

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This, our only multi-vineyard wine, comes from three of the finest appellations in Sonoma County. As with our single-vineyard wines, the grapes are harvested by hand, fermented on native yeasts and aged in small cooperage. Cool summer weather delayed ripening; we began harvesting in mid-September, finishing in late October. We chose the most accessible lots from eight ranches for the 2011. This elegant wine has generous fruit, and will be most enjoyable over the next four to five years. JO (12/12)

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# Private Reproducibility to Public Reproducibility

A small step from private reproducibility  
could lead to a giant leap for public reproducibility

## NEIL ARMSTRONG'S HISTORIC FIRST WORDS ON MOON: 'HOLY LIVING F \* CK'

THE MOON—Jesus fucking Christ.

The distant, lonely, mysterious satellite that has fascinated mankind since the dawn of time is distant and lonely no more.

At 8:17 p.m. EST yesterday, astronaut Neil Armstrong and Edwin E. Aldrin Jr. touched down on the Sea of Tranquility in the lunar module Eagle and will be back to Earth the mor-

row in the moon's low-gravity atmosphere. Aldrin joined his colleague on the lunar surface.

"Hell, yeah. Hell, yeah," an ecstatic Aldrin said, pumping his space-gloved fist into the thin air.

"It's like I told you on the way up here," replied Armstrong to his shipmate. "Remember? I told you this was going to be fucking amazing."

# Levels of Reproducibility

1. Unreproducible
2. Reproducible with Effort
3. Completely Reproducible

# Levels of Reproducibility

## 1. Unreproducible

Gayle, Vernon. "The determinants of student loan take-up in the United Kingdom: another gaze." *Applied Economics Letters* 3.1 (1996): 25-27.

# Levels of Reproducibility

## 2. Reproducible with Effort

Connolly (2006) reproducible once effort is put in

# Levels of Reproducibility

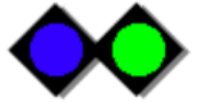
## 3. Completely Reproducible

---

Gayle, V. (1996) 'Modelling Tabular Data with an Ordered Outcome', *Sociological Research Online*, vol. 1, no. 3, <<http://www.socresonline.org.uk/1/3/4.html>>

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Sociological Research Online

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## Modelling Tabular Data with an Ordered Outcome

by [Vernon Gayle](#)

Department of Applied Social Science, University of Stirling

Received: 19/01/96    Accepted: 23/9/96    Published: 2/10/96

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Gayle, V. and Lambert, P.S., 2007. Using quasi-variance to communicate sociological results from statistical models. *Sociology*, 41(6), pp.1191-1208.

Full companion website <http://www.restore.ac.uk/Longitudinal/qv/>  
can be used to reproduce the work in both Stata and SPSS

Ottoboni, K., Boring, A. and Stark, P., 2016. Student evaluations of teaching (mostly) do not measure teaching effectiveness. *ScienceOpen Research*.



<https://github.com/BuzzFeedNews/2016-01-tennis-betting-analysis>  
<http://www.buzzfeed.com/heidiblake/the-tennis-racket>

1 commit 1 branch 0 releases 1 contributor

Branch: master New pull request Create new file Upload files Find file Clone or download

jtemplon Initial commit Latest commit 1f08da2 on Jan 17

data	Initial commit	7 months ago
notebooks	Initial commit	7 months ago
.gitignore	Initial commit	7 months ago
README.md	Initial commit	7 months ago
requirements.txt	Initial commit	7 months ago

README.md

## Methodology and Code: Detecting Match-Fixing Patterns In Tennis

A closer look at the data analysis behind BuzzFeed News' investigation into corruption in tennis.

### General Notes

In "The Tennis Racket," a yearlong investigation into match-fixing in professional tennis, BuzzFeed News published findings from an original data analysis we performed. That analysis revealed many examples of one particularly suspicious pattern: heavy betting against a player, followed by that player's loss.

Betting patterns alone aren't proof of fixing. Players can underperform for all sorts of reasons — injury, fatigue, bad luck — and sometimes that underperformance will just happen to coincide with heavy betting against them. But it's extremely unlikely for a player to underperform repeatedly in matches on which people just happen to be betting massive sums against him.



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## Recent Submissions

REF 1.0

REF 2.0

RSS

Bracciali A, Cataldo E, Felicioi C, Marangoni R & Stano P From "cells as computation" to "cells as apps" (Forthcoming), Gadducci F, Tavosanis M (ed.) Volume of IFIP Advances in Information and Communication Technology, Third International Conference on the History and Philosophy of Computing (HaPoC 2015), Pisa, Italy, 8.10.2015 - 11.10.2015, Cham, Switzerland: Springer.

See

We reflect on the computational aspects that are embedded in life at the molecular and cellular level, where life machinery can be understood as a massively distributed system whose macroscopic behaviour is an emerging property of the interaction of its components. Such a relatively new perspective, clearly pursued by systems biology, is contributing to the view that biology is, in several respects, a quantitative science. The recent developments in biotechnology and synthetic biology, notice...

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text will look when you replace the  
placeholder with your own text.



PAUL WELLER LIVE ST... vernongayle/SLS\_Paper\_2 x

← → ↻ GitHub, Inc. [US] https://github.com/vernongayle/SLS\_Paper\_2

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Pattern of Subject Specific Performance in School Attainment in Scotland — Edit

28 commits 1 branch 0 releases 2 contributors

Branch: master New pull request New file Click for language details .d file HTTPS https://github.com/vernongayle/SLS\_Paper\_2 Download ZIP

ChrisPlayford Added files via upload Latest commit 8127831 18 days ago

LLCS_abstract_20160303_text_vg_v1.txt	Added files via upload	2 months ago
README.md	Create README.md	3 months ago
e-mail_to_Playford_20160307vg_v1.docx	Added files via upload	2 months ago
e-mail_to_Playford_20160308_vg_v1.d...	Added files via upload	2 months ago
model1_model4_20160313_vg_v1.do	Exploring models 1- 4	2 months ago
model1_qv_20160304_vg_v1.do	Added files via upload	2 months ago
playford_sls_additional_models_201602...	Added files via upload	3 months ago
playford_sls_additional_models_201602...	Added files via upload	3 months ago
playford_sls_additional_models_progre...	Added files via upload	2 months ago
playford_sls_par_occ_analysis_freqs.xlsx	Added NS-SEC 8 Class by Parental Education Freqs	2 months ago
playford_sls_par_occ_analysis_model0...	Playford SLS Parental Occupational Analysis	2 months ago
playford_sls_par_occ_analysis_model0...	Playford SLS Parental Occupational Analysis	2 months ago
playford_sls_par_occ_analysis_model1...	Playford SLS Parental Occupational Analysis	2 months ago
quasi_variance_20140810_vg_v3.do	Added files via upload	3 months ago
qv_sls_education_20160220_vg_v3.do	Update qv_sls_education_20160220_vg_v3.do	3 months ago
dr_par_occ_chad1.vwf	Added files via upload	18 days ago

17:26 13/05/2016



# Things we should do immediately

- Deposit annotated scripts that a THIRD PARTY can use to completely duplicate ALL the results included in the published work
  - Clearly state the data source (and release)
  - Clearly state software used including versions, libraries and dependencies (even seeds)
  - Include all the script needed for data enabling
  - Deposit well annotated code books (detailing variables)
  - Check that a THIRD PARTY can genuinely duplicate the work

# Things we could do

- Be clear about 'all' the work you did rather than just the work that has been reported
- Provide a justification of the micro-actions undertaken
  - minor recodes
  - variable choices (using wQFACHI not wQFEDHI)
- Peer programming (one player on the ball one player off the ball) ??
- More internal checking within research teams

<http://jupyter.org/>



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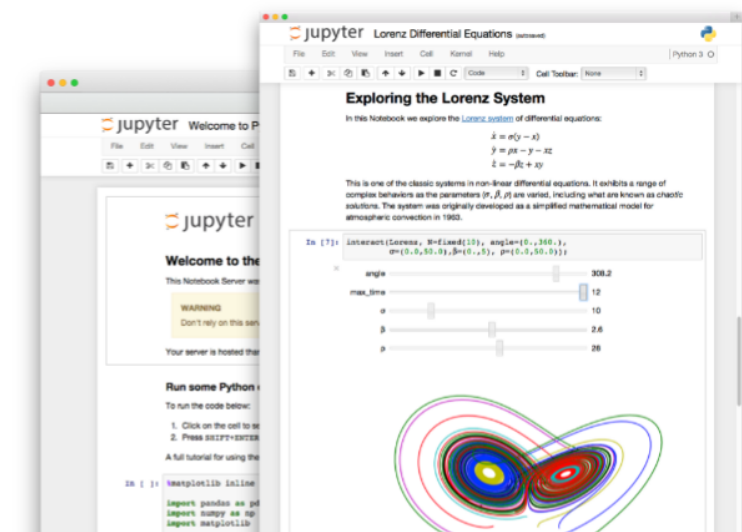


Open source, interactive data science and scientific computing across over 40 programming languages.



## Jupyter Notebook

The Jupyter Notebook is a web application that allows you to create and share documents that contain live code, equations, visualizations and explanatory text. Uses include: data cleaning and transformation, numerical simulation, statistical modeling, machine learning and much more.



<http://jupyter.org/>





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This page contains files related to research talks that I have delivered

**Gayle, V.** (2016) 'Why the Paper is Just a Palimpsest – An appeal for reproducible sociological research', *Q-Step Centre, Research Seminar*, Edinburgh.

Files supporting reproducibility

Stata syntax file (research code) [cambridge\\_20160901\\_vg\\_v4.do](#)

Stata 14 data file [fake\\_data\\_20160828\\_vg\\_v1.dta](#)

Stata 13 data file [fake\\_data\\_20160828\\_stata13\\_vg\\_v1.dta](#)

Excel versions of the data file [fake\\_data\\_20160828\\_vg\\_v1.xlsx](#)

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