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## audience:

domain scientists

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- content serving the majority of learners:
  - concepts
  - pipelines
  - metrics

#### No Free Lunch (David Wolpert, 1996)

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How well you do is determined by how 'aligned' your learning algorithm  $P(f_{pred}|data)$  is with the actual posterior,  $P(f_{true}|data)$ ."

## Modern (Teaching) Challenges



- content for 3 4 days (essential vs. important)
- \* slidedecks won't cut it (learner speed)
- 😀 zoom fatigue

## **A** status quo

instructor transports content

(one speed for all)

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# flipped

- i learner consumes content (alone at individual speed)
- learner performs exercises in group (reinforces with mentor)

### Machine learning in Python with scikit-learn MOOC

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#### Introduction

#### Course presentation

#### • Welcome!

The goal of this course is to teach machine learning with scikit-learn to beginners, even without a strong technical background.

Predictive modeling brings value to a vast variety of data, in business intelligence, health, industrial processes and scientific discoveries. It is a pillar of modern data science. In this field, scikit-learn is a central tool: it is easily accessible, yet powerful, and naturally dovetails in the wider ecosystem of datascience tools based on the Python programming language.

This course is an in-depth introduction to predictive modeling with scikit-learn. Step-by-step and didactic lessons introduce the fundamental methodological and software tools of machine learning, and is as such a stepping stone to more advanced challenges in artificial intelligence, text mining, or data science.

The course is more than a cookbook: it will teach you to be critical about each step of the design of a predictive modeling pipeline: from choices in data preprocessing, to choosing models, gaining insights on their failure modes and interpreting their predictions.

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#### Course Setup and Timetable

- Split audience into teams of up to approx 10 learners (2 mentor(s) per team)
- teams walk through modules of learning material independently
- learning modules: jupyter notebooks and prerecorded videos (on-premise jupyter service, mybinder, google colab)

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- 09:00 all-hands good morning (feedback from last day)
- 09:15 split into teams (rinse and repeat)
  - learners study notebooks autonomously
  - mentor polls team to rejoin (or for more time)
  - general discussion on the video
  - learners conduct exercises
- 16:15 general questions and feedback
- 16:30 good bye

#### **Evidences for different learning speeds**

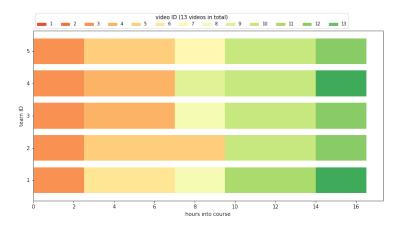


Figure: Use of videos of five teams across the course duration (hours into course). Teams expose different learning speeds.

#### Learner Assessment

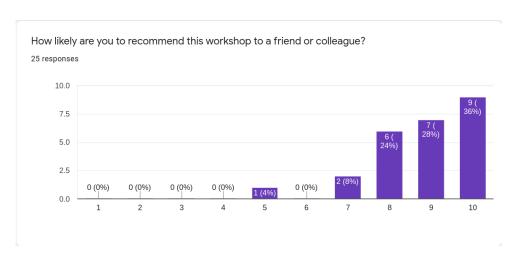


Figure: Net Promoter Score: results from Oct 2021 GSI workshop survey, 25/36 learners replied

#### **Code of Conduct**

Please use positive language and be supportive to your peers. In case of issues, contact the facilitators.

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#### Central (learner) Pad

Use the central pad to get orientation. Add anything that may be of general interest.

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#### Zoom

Use our 700m room for communication.

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#### **700m**

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#### Notehooks

If you can, work through the notebooks on your local laptop. A backup solution is described on the central learner pad.

#### To all mentors ...



Thank you!

(especially given the chaotic preparation)

virtual "flipped" classroom approach

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- small learner groups (in-class notebook-discuss-exercise cycles)

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Questions, Comments, Feedback or Concerns are highly welcome!

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Have fun learning together!