台大地理系：空間分析
NTU Geography: Spatial Analysis

課程概述

Course Introduction

https://ceiba.ntu.edu.tw/1092Geog2017_

授課教師：溫在弘

國立台灣大學理學院

地理環境資源學系

2021/02/22

Phone: 02-3366-5847

Office: R501, Geography Building

E-mail: wenthung@ntu.edu.tw

為什麼要必修「空間分析 (計量地理學)」？
先從瞭解當代地理學的發展

- 1930s 之前：環境決定論 Environmental determinism
- 1930s-50s：區域地理學 Regional geography
- **1950s-70s：地理學計量革命 Quantitative revolution**
- 1970s-90s：批判地理學 Critical geography

1990s 以後：新地理學 Neogeography
(Collaborative & Crowdsourcing)

2010s 以後的地理學?

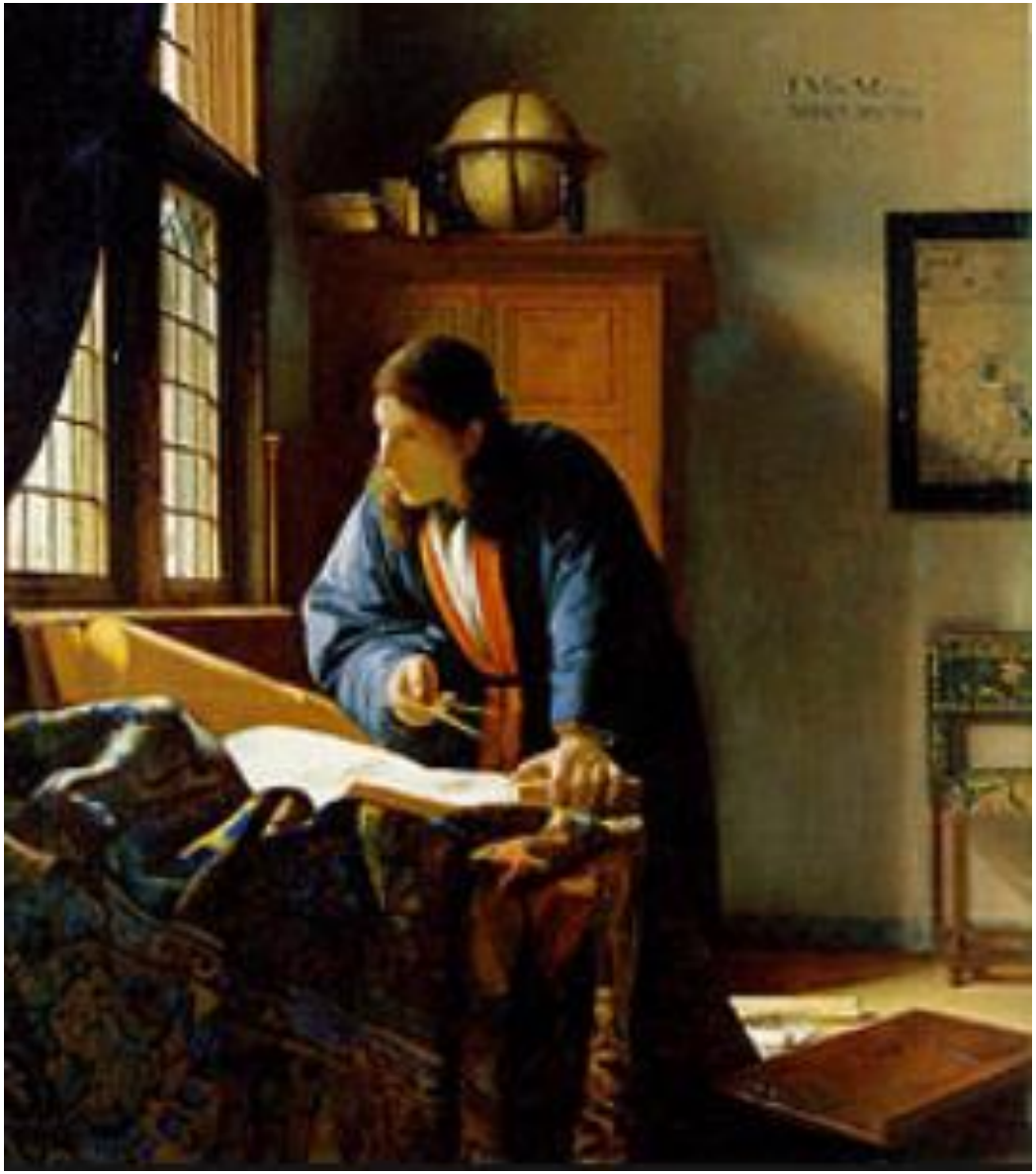
1998 Google 成立
2005 Google Earth/Maps
2007 Google Maps (Taiwan)
2011 Google 3-D 鳥瞰
2017 Google 位置分享功能

什麼是“空間分析(計量地理學)”？

- 我們需先理解：什麼是“地理學”？[區域地理學]
  - 地理學是一門解釋**地區差異**的科學。
  - 地理學關心針對地表各不同地區的各種特性，提供**正確的、有條不紊的、合理的描述與解釋**。
  - 地理學尋求**世界之地區差異來獲得完整的知識**，以及從**地理獨特性的角度，區別世界各地區之現象間的差異**。

(Hartshorne,1939)

A Geographer



維梅爾，《地理學家》，1668

1950s-70s：地理學計量革命 (Quantitative revolution)

- Hartshorne專注於地域獨特性的描述，而**忽略因果關係的探討和理論法則建立的研究途徑**，終導致地理學的發展逐漸走向孤立。
- 1950年代以美國為首的地理學家，為使地理學更為「科學」，發動一場「計量革命」。**計量革命的結果，是將「空間分析」在1960年代以後，成為地理學研究的典範，開啟「空間科學 (Spatial Science)」的專業領域。**
- 然而，空間分析典範經過1960-1970年代的實踐卻顯示，以法則追尋的研究途徑和經驗統計的研究方法，集中精力於空間現象的分析，雖然有助於因果關係的釐清，**也促使理論地理學再現**。（Guelke,1977）
- 空間分析企圖透過距離及其衍生出來的空間概念，以理論化地表上人類組織各種活動的空間結構，導致原本植根於土地的地理學家，**所看到的只有點、線、面，而沒有山、水，更沒有人；空間分析為地理學發展的數理模式，並無法有效處理地表的複雜實體**。（Gilbert,1988）其結果，終將把地理學導向“貧困”。（施添福，1990）

Quantitative revolution

From Wikipedia, the free encyclopedia

In the history of geography, the **quantitative revolution** (QR or Quantitative Revolution)[n] was one of the four major turning-points of modern geography -- the other three being environmental determinism, regional geography and critical geography). The quantitative revolution occurred during the 1950s and 1960s and marked a rapid change in the method behind geographical research, from regional geography into a spatial science.[1] The main claim for the quantitative revolution is that it led to a shift from a descriptive (idiographic) geography to an empirical law-making (nomothetic) geography.

(Note: The quantitative revolution had occurred earlier in economics and psychology and contemporaneously in political science and other social sciences and to a lesser extent in history.)

Contents [hide]

Geography

History of geography

- Graeco-Roman
- Chinese
- Islamic
- Age of Discovery
- History of cartography
- Environmental determinism
- Regional geography
- **Quantitative revolution**
- Critical geography

http://en.wikipedia.org/wiki/Quantitative_revolution

nature.com

The world's best science and medicine on your desktop

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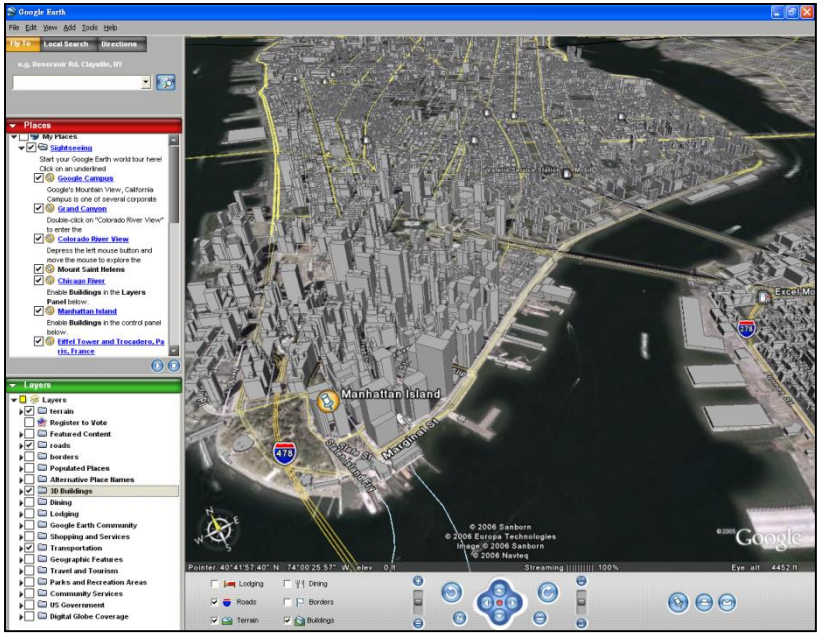
Mapping opportunities

Scientists who can combine geographic information systems with satellite data are in demand in a variety of disciplines. Virginia Gewin gets her bearings.

Earlier this year, the US Department of Labor identified geotechnology as one of the three most important emerging and evolving fields, along with nanotechnology and biotechnology. Job opportunities are growing and diversifying as geospatial technologies prove their value in ever more areas.

Nature **427** (Jan 2004)



"…It really is opening up our world, and business is booming."

Nature **439**, 776-778 (Feb 2006)

Harvard University discontinued geography in 1948…

December 2005

From the Meridian

AAG Newsletter
of the
Association of American Geographers

Douglas Richardson, Publisher and Managing Editor
Megan D. Nortrup, Editor
AAG Voice 202-234-1450
AAG Fax 202-234-2744
newsletter@aag.org
www.aag.org

USPS 987-380 ISSN 0275-3995

The *AAG Newsletter* ISSN 0275-3995 is published monthly with July/August combined, by the Association of American Geographers, 1710 16th Street NW, Washington, DC 20009-3198. The cost of an annual subscription is $25.00 The subscription price is included in the annual dues of the Association. Not available to non-members. Periodicals postage paid in Washington, DC. All news items and

Bringing Geography Back to Harvard

I am extremely pleased to announce that geography is returning to Harvard. After more than three years of study and effort by many supporters, including the AAG, Harvard University has approved the establishment of a new Center for Geographic Analysis (CGA).

In a formal public announcement on October 20, 2005, Peter K. Bol, Harvard College Professor and the Charles H. Carswell Professor of East Asian Languages and Civilizations, was named the first Director of the Harvard University Center for Geographic Analysis. Peter, who has worked closely with the AAG during the establishment of the new Center, said his "aim is to see the Center assist in research projects and teaching university-wide. During the last two decades the miniaturization of computer technology, the ability to carry out continuous-time monitoring, the use of GPS, the increased use of remote

Richardson

fauna, and the comparatively recent but extraordinary consequential development of human societies. This vision is at the heart of the CGA's mission in the university… Geographic information sciences bridge earth and planetary sciences, engineering, medicine and public health, sociology, law, political science and economics, and history and the humanities. The interest at Harvard in geospatial analysis, spatial modeling, spatial statistics, and geographic information systems (GIS)—which has been the foundation for the development of spatial analysis generally—has been growing quickly."

Harvard's announcement noted that modeling the world computationally is a thorny problem for researchers across Harvard. Today more than twenty research projects at the Harvard School of Public Health depend on spatial analysis, all students in the Graduate School of Design are taught

FEATURES

Hello, Geotech

"Modeling our world," geography returns to Harvard.

by CHRISTOPHER REED

NOVEMBER-DECEMBER 2006

https://harvardmagazine.com/node/2621

FEATURES

Geographers See Death, Birth, and Job Prospects

NOVEMBER-DECEMBER 2006

https://harvardmagazine.com/2006/11/geographers-see-death-bi-html

New Geography (or GIS) Institutes in US

- Center for Geographic Analysis, Harvard University
- Spatial Sciences Institute, University of Southern California
- Department of Geography & Geographic Information Science, University of Illinois Urbana-Champaign (UIUC)
- School of Geographical Sciences & Urban Planning, Arizona State University (ASU)
- Committee on Geographical Sciences, University of Chicago
- National Geospatial-Intelligence Agency (NGA), United States Department of Defense
- …

A place for everything

More researchers must record the latitude and longitude of their data.

Who, what, where and when? Among the basic elements of scientific record-keeping, too often the 'where?' gets neglected. Now advances in satellite-positioning technology, online databases and geographical information systems offer opportunities to make good that neglect, and to add a much-needed spatial dimension to many types of biological research. Location data are essential for those modelling species' responses to climate change, or the spread of viruses, for example. Failure to include spatial information from the get-go may close off potentially highly productive routes to analysis — including those not yet foreseen. But those data are frequently inadequate or absent.

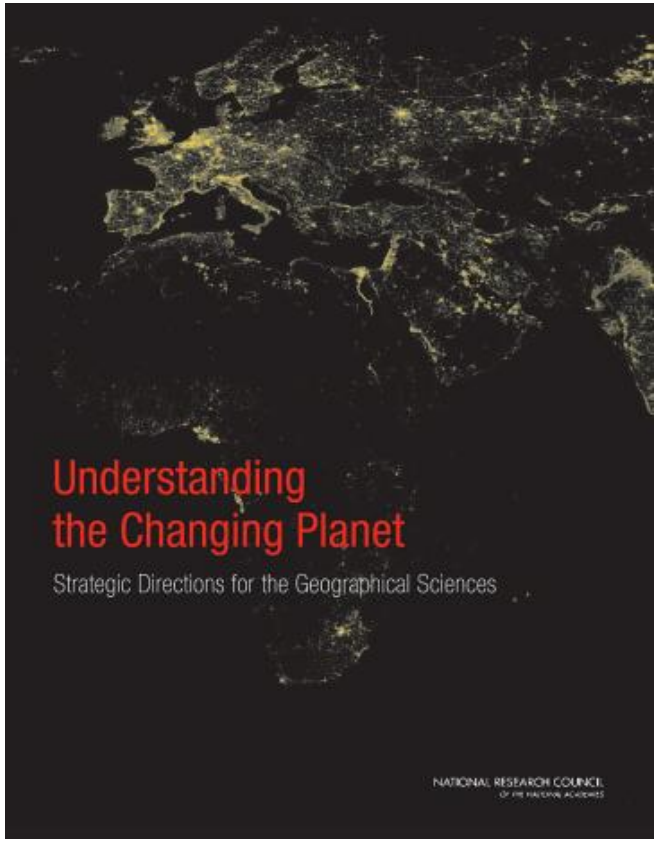
Many museums and herbaria are trying to make good this problem as best they can, geo-referencing their collections and putting them online. This frequently requires nightmarish work translating place names from various historical eras, languages and conventions into latitudes and longitudes. Although this is a necessary evil in matters retrospective, going forward there is a much simpler and easier answer in the form of coordinates and a time-stamp taken from the Global Positioning System (GPS) at the point of capture, or any other specified point of relevance.

This technology means that there is now much less excuse for allowing spatial data to fall by the wayside simply because they are not relevant to the data collectors' project in hand. Not only are the data easily collected, they are easily stored too. GenBank, for example, introduced fields for latitude and longitude in the metadata attached to its nucleotide sequence records in 2005. But few yet contain such information.

Gene sequence and structure databases have flourished in part because journals require authors to submit published data to them. It is worth considering a similar requirement that all samples in a published study be registered, along with GPS coordinates, in online databases such as the Global Biodiversity Information Facility. At the same time, it would behove spatial scientists to articulate to the broader research community the potential of recording and making accessible spatial data in the appropriate formats — and the painlessness of the process. ■

美國的國家科學院-國家研究理事會於2010年所出版的報告

《瞭解變化中的星球：地理科學的策略方向》



Key Messages

A major theme in **the geographical sciences** will be how to understand and respond to **environmental change and the human role in these changes.**

Geographical research should follow **eleven strategic directions** in order to **take advantage of recent technological advancements**, inspire continued innovation, and advance understanding of the major issues facing Earth.

Leveraging technological advances will allow scientists to better observe, analyze and visualize the changing world, leading to new insights for the betterment of society and environment.

The geographical sciences could help recognize and cope with the rapid reorganization of economy and society.

Strategic directions

1. How are we changing the physical environment of Earth's surface?
2. How can we best preserve biological diversity and protect endangered ecosystems?
3. How are climate and other environmental changes affecting the **vulnerabilities of coupled human–environment systems**?
4. How and where will 10 billion people live?
5. How will we **sustainably feed everyone** in the coming decade and beyond?
6. How does **where we live affect our health**?
7. How is the **movement of people, goods, and ideas** changing the world?
8. How is **economic globalization** affecting inequality?
9. How are **geopolitical shifts** influencing peace and stability?
10. How might we **better observe, analyze, and visualize** a changing world?
11. What are the **societal implications** of citizen mapping and mapping citizens?

MIT Sloan Management Review

Interview with Simon Thompson (Esri)

(2012)

Location Analytics: Bringing Geography Back

MENU Harvard Business Review

DESIGN

The Importance of Spatial Thinking Now

by Kirk Goldsberry

SEPTEMBER 30, 2013

(2013)

MENU Harvard Business Review

TECHNOLOGY

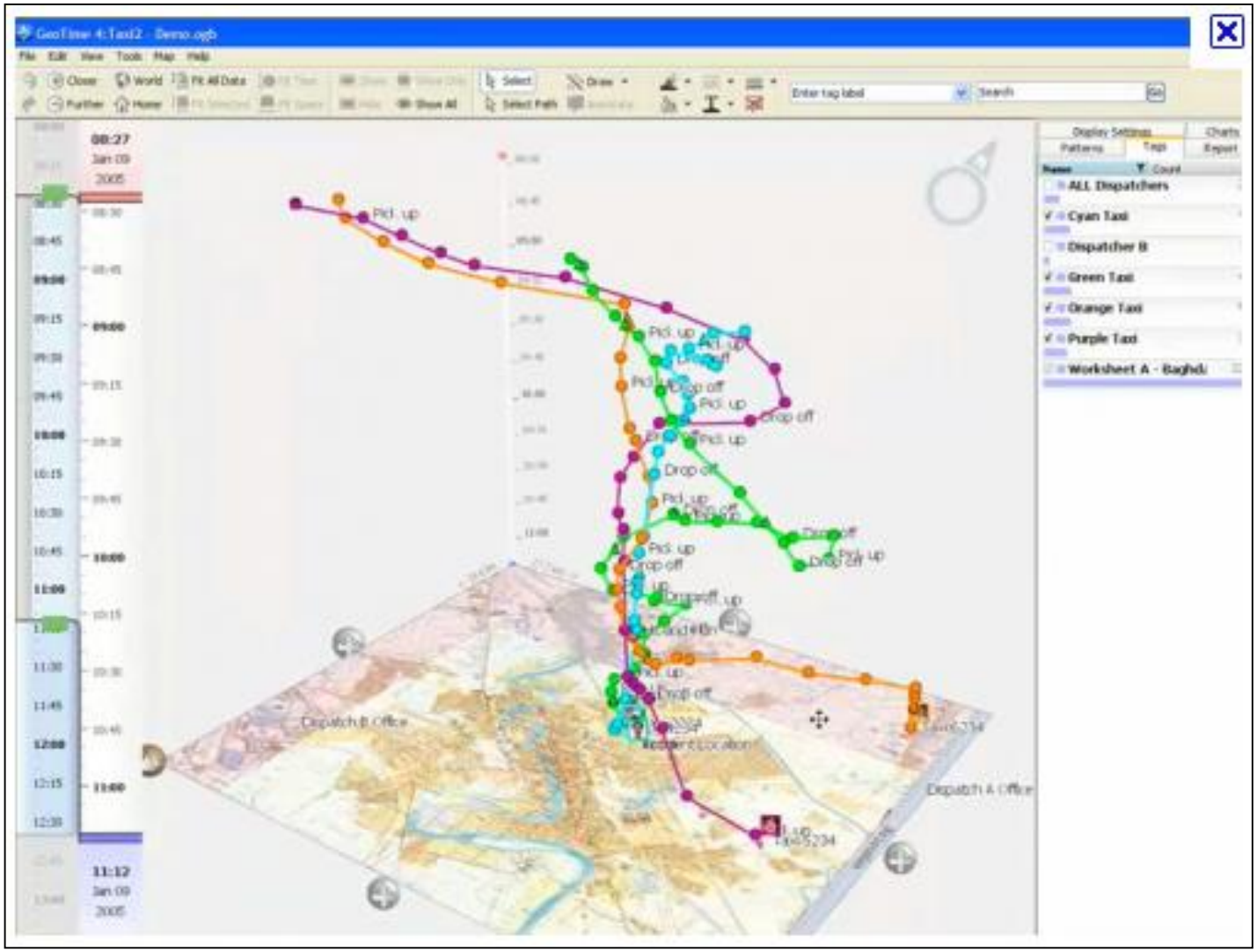
How Location Analytics Will Transform Retail

by Tony Costa

MARCH 12, 2014

(2014)

Space-time paths



Traffic flow in Google Maps

Google Maps gets real-time traffic, crowdsources Android GPS data

By Rick Burgess
On March 30, 2012, 5:30 PM EST

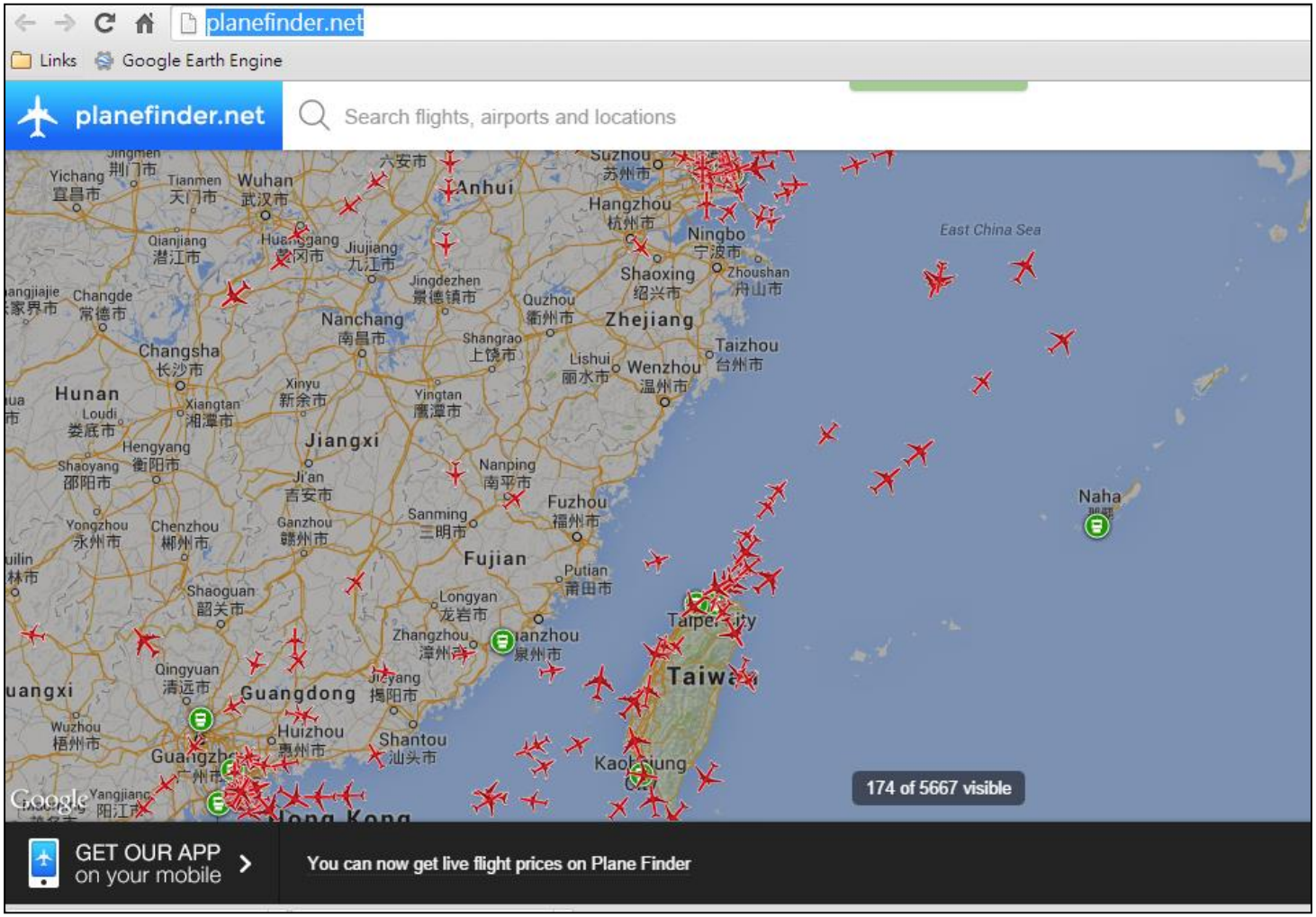
Although traffic data has been available on Google Maps for quite some time, the traffic information delivered by the popular mapping service was frequently stale or incorrect. In fact, estimated arrival times with traffic were so frequently incorrect, Google actually pulled the feature from Google Maps. As promised though, the company has finally decided to reintroduce the feature, but this time with improved real-time traffic data and far better arrival-time estimations.

Drivers will be pleased -- and privacy advocates will probably be infuriated -- to know that Google Maps will now take into account GPS data collected from Android-based smartphones. Rather than the old method of compiling historical data and making its best guesses on what traffic is like (eg. 'up to 50 minutes in traffic'), live data will be provided by the very commuters moving along (or I should say not moving?) in traffic.

The above is known as crowdsourcing, or at least a useful incarnation of it. Such techniques are already used by popular Internet-enabled GPS devices and apps. The popular crowdsourced GPS app, Waze, is a particularly pure and stunning example of this.

Source: http://www.techspot.com/news/48015-google-maps-gets-real-time-traffic-crowdsources-android-gps-data.html

Live flight tracking in the airspace

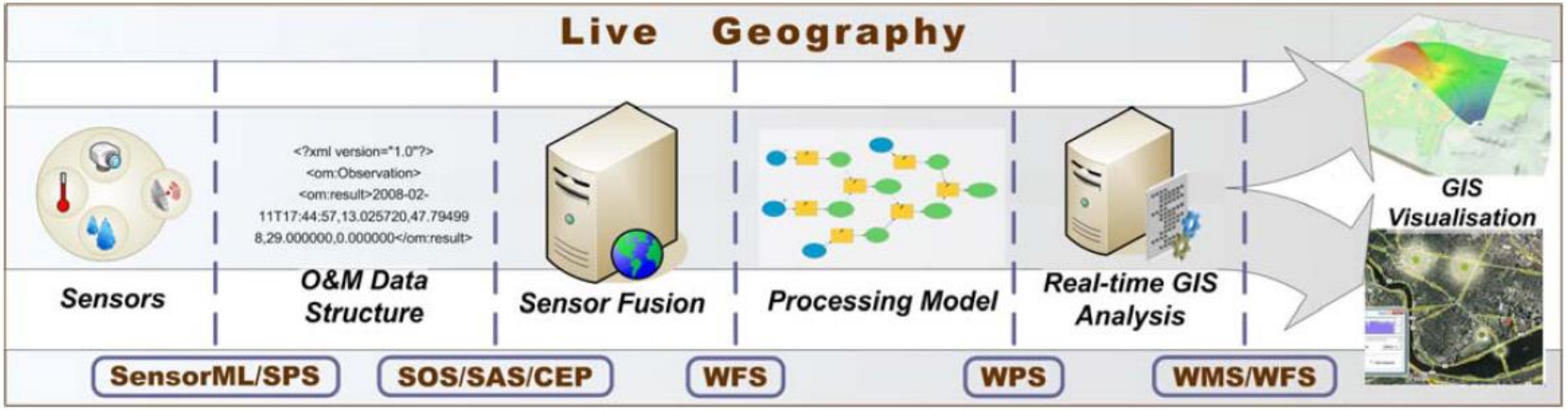


http://planefinder.net/

Mobile GPS Log at 311Tohoku Earthquake, 2011

https://www.youtube.com/watch?v=EAtp_l-tpuc

Live Geography – Embedded Sensing for Standardized Urban Environmental Monitoring



Industry Competency Model for Geospatial Technology

U.S. DEPARTMENT OF LABOR

Agency: Employment and Training Administration
Date: July 8, 2010
Release Number: 10-0950-NAT

News Release

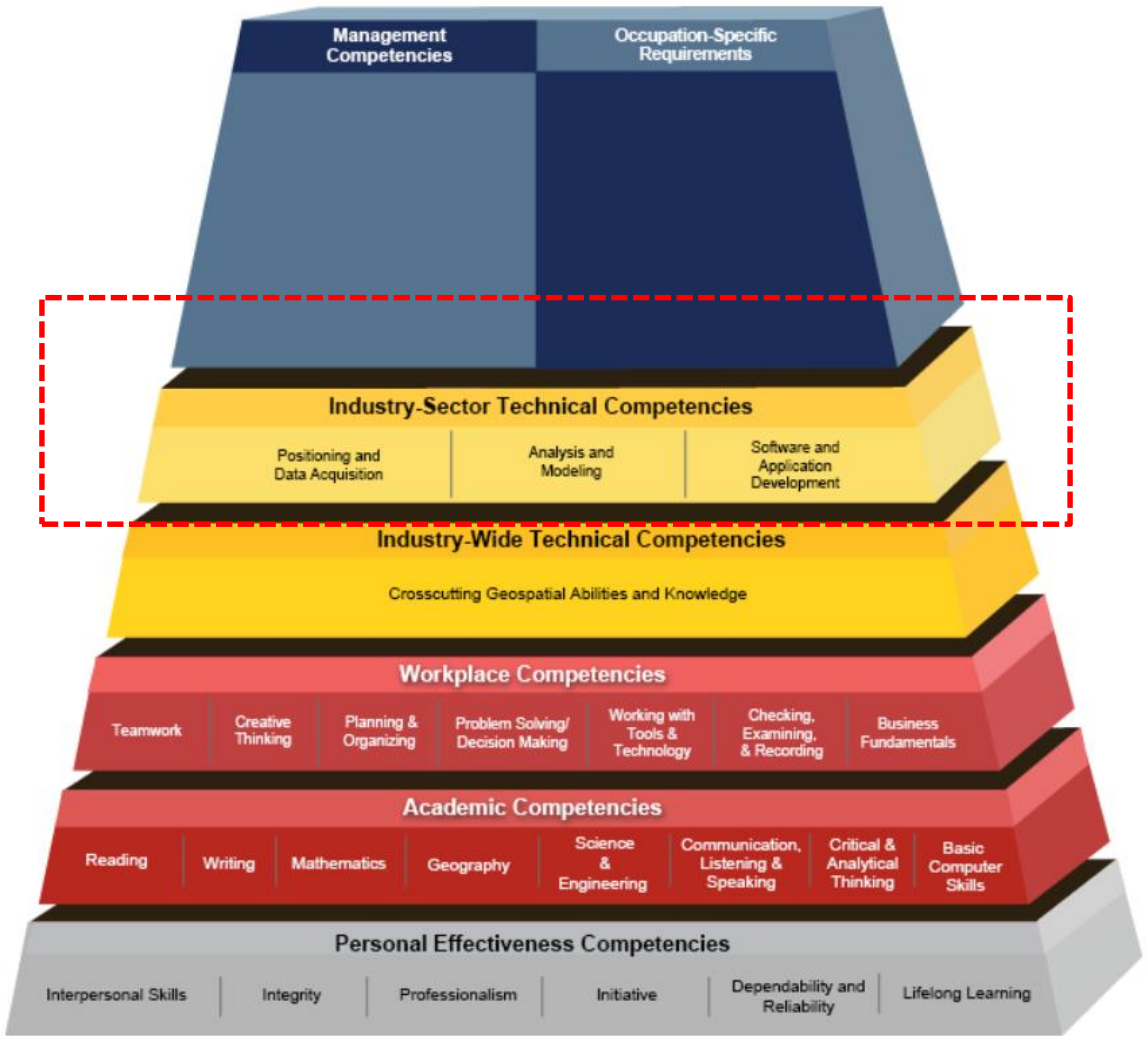
US DEPARTMENT OF LABOR ANNOUNCES RELEASE OF GEOSPATIAL TECHNOLOGY COMPETENCY MODEL

WASHINGTON – The U.S. Department of Labor's Employment and Training Administration today announced the release of an industry competency model for geospatial technology. There are now 16 models available on the Competency Model Clearinghouse available through the department's One-Stop Career Centers website. The Geospatial Technology Competency Model has been developed by researching and analyzing publicly available resources, existing skill standards, competency-based curricula and certifications to provide an employer-driven framework of the skills needed for success in geospatial technology.

"Competency models offer workers an opportunity to learn what it takes to enter a particular field," said Secretary of Labor Hilda L. Solis. "The geospatial model serves as a guide for those who want to both find a good job and map out a long-term career pathway in any of several geospatial technology fields including surveying and mapping, computer science and information science."

https://www.dol.gov/newsroom/releases/eta/eta20100708

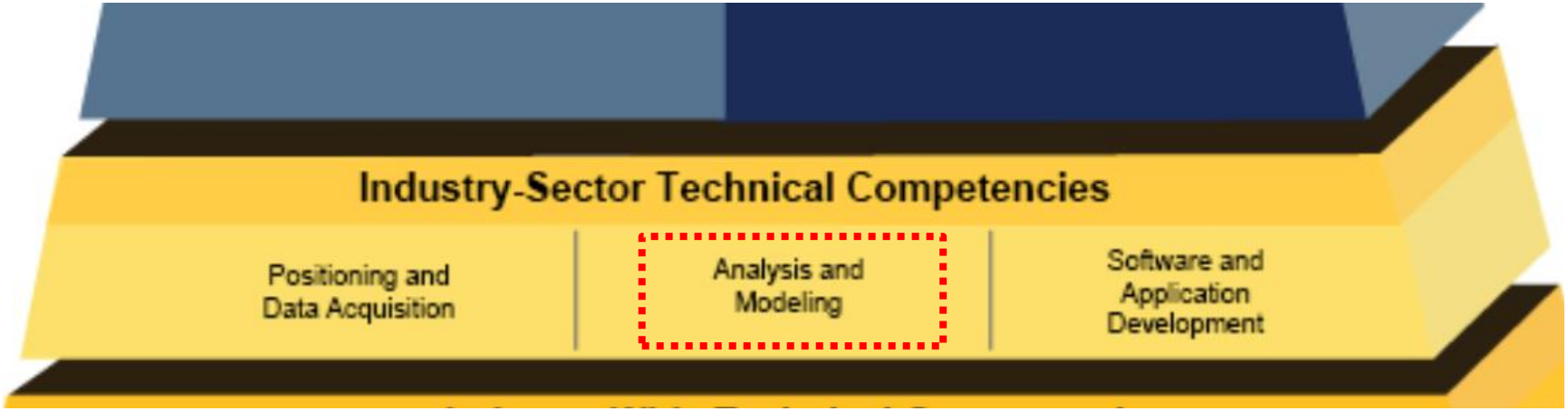
Geospatial Technology Competency Model



U.S. DEPARTMENT OF LABOR

https://www.careeronestop.org/competencymodel/competency-models/geospatial-technology.aspx

Geospatial Technology Competency Model (cont'd)



Technical Content Areas

5.2.19 Analytical Methods

5.2.20 Design Aspects

5.2.21 Data Modeling

5.2.23 Geospatial Data

5.2.24 Cartography and Visualization

5.2.25 GIS&T and Society

5.2.26 Organizational and Institutional Aspects

- Basic Analytical Operations, such as buffers, overlay, neighborhoods, and map algebra
- Basic Analytical Methods, such as point pattern analysis, spatial cluster analysis, multi-criteria evaluation, and spatial process models
- Analysis of Surfaces, including interpolation of surfaces, surface features, and viewshed analysis
- Geostatistics, including spatial sampling, semi-variogram modeling, and kriging
- Data Mining, including pattern recognition
- Network Analysis, including least-cost paths, flow modeling, and accessibility modeling

地理技術作為新創公司的可能 Geospatial Start-ups

- Using geospatial technologies to create innovative applications / services or art design
  - Technologies
    - Maps, location big data, location-based services (LBS), drones, apps, ibeacons, GIS/GPS, remote sensing…
  - Applications
    - Navigation, surveying, local discovery (tourism), traffic, transit and marketing

Top 100 **geospatial start-ups** and companies

awesomeness

STARTUPS GEOTRENDS GEO BUSINESS JOBS PROGRAMMING KNOWLEDGE BASE GEO NEWS EVENTS

Home › Geo Business › 2019 Top 100 Geospatial Companies and Startups List

Geo Business

2019 Top 100 Geospatial Companies and Startups List

By **Muthukumar Kumar** - January 14, 2019 1

Email Tweet Share +

The wait is finally over! Here is the list of the Top 100 Geospatial Companies and Startups in 2019.

2019 Top 100 Geospatial Companies and Startups List

Below is the table with the list of the companies and startup that we think are the Top 100 in 2019. Please scroll down to bottom of the page to see details regarding their tech stack, funding stage, number of employees, company summary, etc in addition to being able to filter them.

If you are a twitter fan, then here is the twitter list with all of them – "Top Geospatial Companies Twitter List".

Interested in learning more about how we determined the list, who was involved and which companies were considered? Here is the link with more details "The process behind how the Top 100 Geospatial Companies and Startups list was compiled".

http://geoawesomeness.com/2019-top-100-geospatial-companies-startups/

Keywords in geospatial companies/start-ups

Spatial Thinking Concepts

AAG
American Association of Geographers

SKILL	DEFINITION	EXAMPLE
COMPARISON	Comparing one place with another…	e.g., rainfall, income, satellite images, maps, graphs
AURA	Describing the influence that a place can have on neighboring locations...	e.g., smoke from a factory, noise from a highway, property value near a park
REGION	Drawing a line around all places that have similar characteristics or are linked together in some way...	e.g., Corn Belt, Ozark Highlands, Polish neighborhood, Tornado Alley
TRANSITION	Describing what happens between two places with known conditions...	e.g., Do features change gradually or abruptly from one place to another?
ANALOGY	Finding places on other continents (or in other cities, mountains, etc.) that have similar positions and therefore have similar conditions...	e.g., Mediterranean climate, subduction zones, inner ring suburbs
HIERARCHY	Identifying a spatial hierarchy, or how 'nested' features relate to one another...	e.g., river networks, distribution hierarchies, political hierarchies (town, county, state, country)
PATTERN	Describing the arrangement of features or conditions in an area...	e.g., evenly or unevenly spaced, clusters, donuts, strings
ASSOCIATION	Identifying the extent to which features have the same map pattern...	e.g., malls and freeway exits, malaria and anopheles mosquitoes

Spatial Thinking Skills

AAG
American Association of Geographers

SKILL	DEFINITION
COMPARISON	Comparing one place with another…
AURA	Describing the influence that a place can have on neighboring locations…
REGION	Drawing a line around all places that have similar characteristics or are linked together in some way…
TRANSITION	Describing what happens between two places with known conditions…
ANALOGY	Finding places on other continents (or in other cities, mountains, etc.) that have similar positions and therefore have similar conditions…
HIERARCHY	Identifying a spatial hierarchy, or how 'nested' features relate to one another…
PATTERN	Describing the arrangement of features or conditions in an area…
ASSOCIATION	Identifying the extent to which features have the same map pattern…

Spatial analysis methods

Statistical tests/heterogeneity

Neighborhood effect (dependency)

Grouping/regionalization

Space-time dynamics

Grouping/similarity

Scaling issues (multi-scale)

Geo-visualization/dependency

Regression

課程介紹

- **課程概述：**
  - 應用地理資料進行的空間分析方法為主要的授課內容，將包括：(1).複習基本觀念；(2).介紹空間分析方法及其應用的相關課題。**本學期課程將著重於空間型態分析（Spatial Pattern Analysis）。**內容除了**分析理論方法**的講授之外，輔以利用R程式語言實作各種分析方法與案例應用，並透過期刊論文的研究成果，來導引各種分析方法的運用。
- **課程目標：**
  - 授課方式以講授及實作為主，授課內容著重於地理課題的實際應用，期使學生能夠具備**獨立解決問題**的能力。

↓

Open-book Exams (midterm and final exams)

課程設計

- 分析方法的理解（授課內容與講義）
- 資料分析的實作能力（R 統計語言）
- 實證研究與應用（論文研讀與討論）

In-class: 3 hours / week (lecture/discussion + labs)

After-class activities: 3-5 hours / week (reading + labs)

本課程的先修課程

(這些先修課程內容將視為理解本課程的基礎)

Prerequisites

大一 地圖與地理資訊系統: 3 學分 (Cartography & GIS)

大一 程式設計: 3 學分 (Computer Programming)

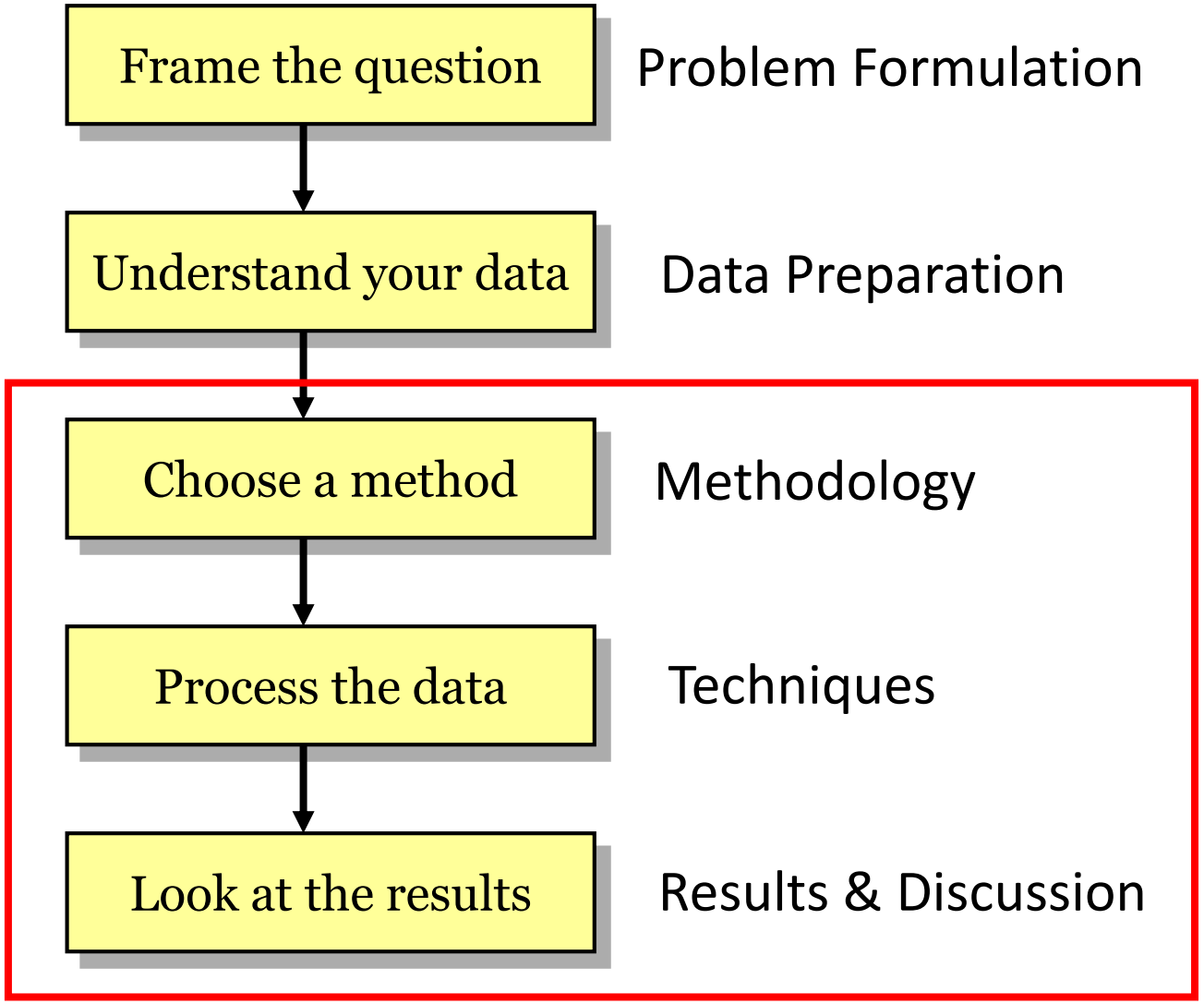
大二 統計學: 4 學分 或 6學分 (Statistics)

若尚未修習上述課程的修課同學，須 主動 找老師或助教尋求課後協助。

先修課程的基礎概念

- Statistics: sampling, inference and estimation
- Cartography: coordinates and mapping concepts
- GIS: spatial data manipulation
- Programming: if-then-else, iteration (for-loop), functions & libraries

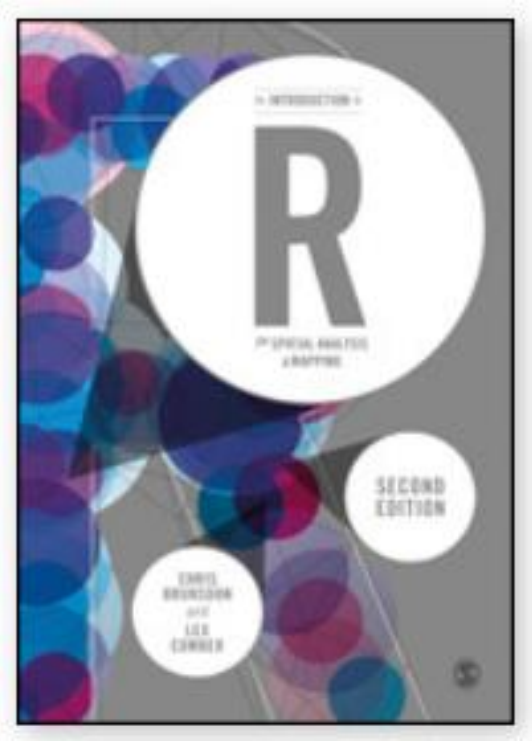
The Process of Analyzing Geographic Data



教科書

Brunsdon and Comber (2018), ***An Introduction to R for Spatial Analysis and Mapping*** (Second Edition), London: Sage Publication

Chapter 1: Introduction
Chapter 2: Data and Plots
Chapter 3: Handling Spatial Data in R
Chapter 4: Programming in R
Chapter 5: Using R as a GIS
Chapter 6: Point Pattern Analysis using R
Chapter 7: Spatial Attribute Analysis with R
Chapter 8: Localised Spatial Analysis
Chapter 9: R and Internet Data
Chapter 10: Epilogue



https://uk.sagepub.com/en-gb/eur/an-introduction-to-r-for-spatial-analysis-and-mapping/book258267

教科書 (部分章節)

O'Sullivan and Unwin (2010), ***Geographic Information Analysis***, *2nd Edition*, New York: John Wiley & Sons, Inc.

1 Geographic Information Analysis and Spatial Data.
2 The Pitfalls and Potential of Spatial Data.
3 Fundamentals-Mapping It Out.
4 Fundamentals-Maps as Outcomes of Processes.
5 Point Pattern Analysis.
6 Practical Point Pattern Analysis.
7 Area Objects and Spatial Autocorrelation.
8 Local Statistics.
9 Describing and Analyzing Fields.
10 Knowing the Unknowable: The Statistics of Fields.
11 Putting Maps Together—Map Overlay.
12 New Approaches to Spatial Analysis.

https://www.wiley.com/en-us/Geographic+Information+Analysis%2C+2nd+Edition-p-9780470288573

授課主題 Part 1: mapping and data processing

- 第1週 2/22 Course Introduction
- 第2週 3/01 Holiday Break (Recap: Basic Statistics)
- 第3週 3/08 Spatial Data Handling
- 第4週 3/15 Using R as a GIS
- 第5週 3/22 *** Warm-up Exam * (10%)**

範例：108-2 期中考題

[12 點] 評估藥局可近性差異

隨機抽樣藥局來調查空間中供需分配關係，結果如 sample.csv。

定義**藥局可近性分數＝藥品供給量 ÷（服務範圍內人口數 ÷ 服務範圍內藥局總數量）**，其中，藥品供給量及服務範圍內人口數請直接使用 csv 內的 supply、pop 欄位。服務範圍內藥局總數量，則請自行計算該藥局服務範圍 (1 km 環域) 的藥局總數量。

請從抽樣的藥局中，再篩選出臺南市與雲林縣的藥局(csv 內的 COUNTY 欄位)，利用統計檢定方法，評估**臺南市與雲林縣藥局之平均可近性分數是否有顯著差異**。

- 假設兩地區藥局可近性分數之分布皆呈常態分配，且兩者變異數相等。
- 需列出虛無假設與對立假設，說明檢定的顯著水準，列出統計方法及統計量，以及明確的結論。

授課主題 Part 2: advanced data processing

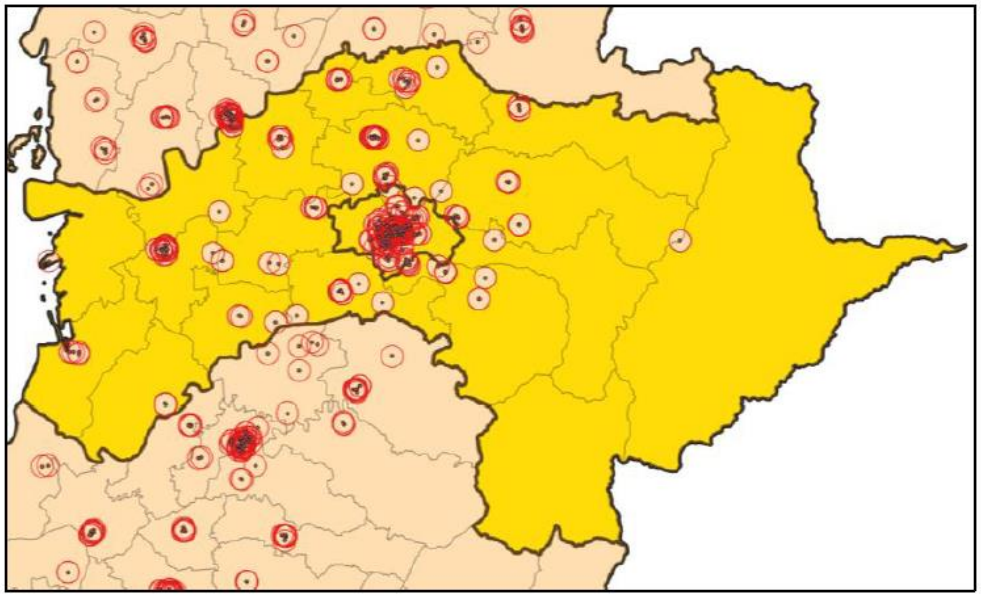
- 第6週　3/29　R Spatial: More Complex Operations
- 第7週　4/05　Spring Break (Online Lecture)
- 第8週　4/12　Describing Spatial Patterns
- 第9週　4/19　*** Mid-term Exam * (20%)**

範例：108-2 期中考題

[12 點] 計算服務受限人數

假設藥局的服務範圍為 1 km，且服務範圍不受行政區邊界限制，並預設在鄉鎮內的人口是均勻分布的。請利用鄉鎮市區服務範圍的**面積比例**，計算出「**嘉義縣、嘉義市無法被藥局所服務到的人數**」分別為多少人？

- 最後請在 Rmarkdown 中回答：嘉義縣_____人，嘉義市_____人。
- Hint: 下圖中黃色部分即為不在服務範圍內的地區，分別計算嘉義縣、嘉義市落在黃色地區的人口。
- Hint: 可先計算每個鄉鎮內服務範圍的面積比例。



授課主題 Part 3: spatial statistics

- 第10週　5/25　Quadrat Analysis
- 第11週　6/01　Nearest-Neighbor Methods
- 第12週　6/08　Distance-based Methods
- 第13週　5/25　Density-based Methods
- 第14週　6/01　Spatial Autocorrelation
- 第15週　6/08　Localized Spatial Analysis
- 第16週　6/15　*** Final Exam * (30%)**

範例：108-2 期末考題

＊ 圖資： **2020 高雄市市長罷免投票結果—各行政區統計**

TOWNID	TOWNNAME	TOTAL	AGREE	DISAGREE	INVALID
行政區編碼	行政區名稱	選舉人數	同意票數	不同意票數	無效票數

＊ 定義行政區之間的距離為各個行政區中心點的直線距離

＊ 注意投影座標參考系統，與整數讀取的格式轉換

＊ 一律將顯著水準設定為 $\alpha = 0.05$

1. 將「同意票數÷不同意票數」定義為罷免傾向度，以 QUEEN 鄰近並進行列標準化來定義空間鄰近：

   (1) 計算並**列出**高雄市罷免傾向度的 Moran's I **數值**，並**繪製出 Moran 散布圖**。(5%)

   (2) **繪製地圖**找出局部空間自相關有顯著正相關的行政區。 (10%)

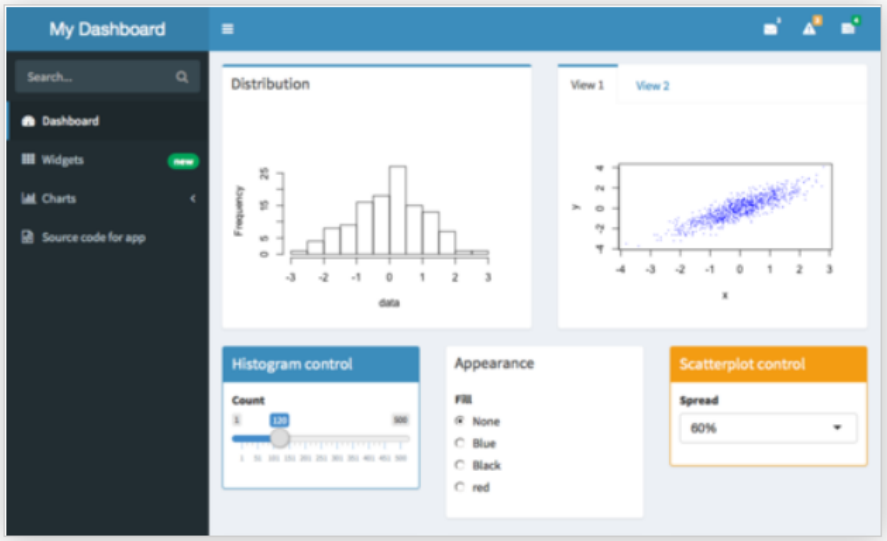
   （顯著正相關—紅色；其他—灰色）

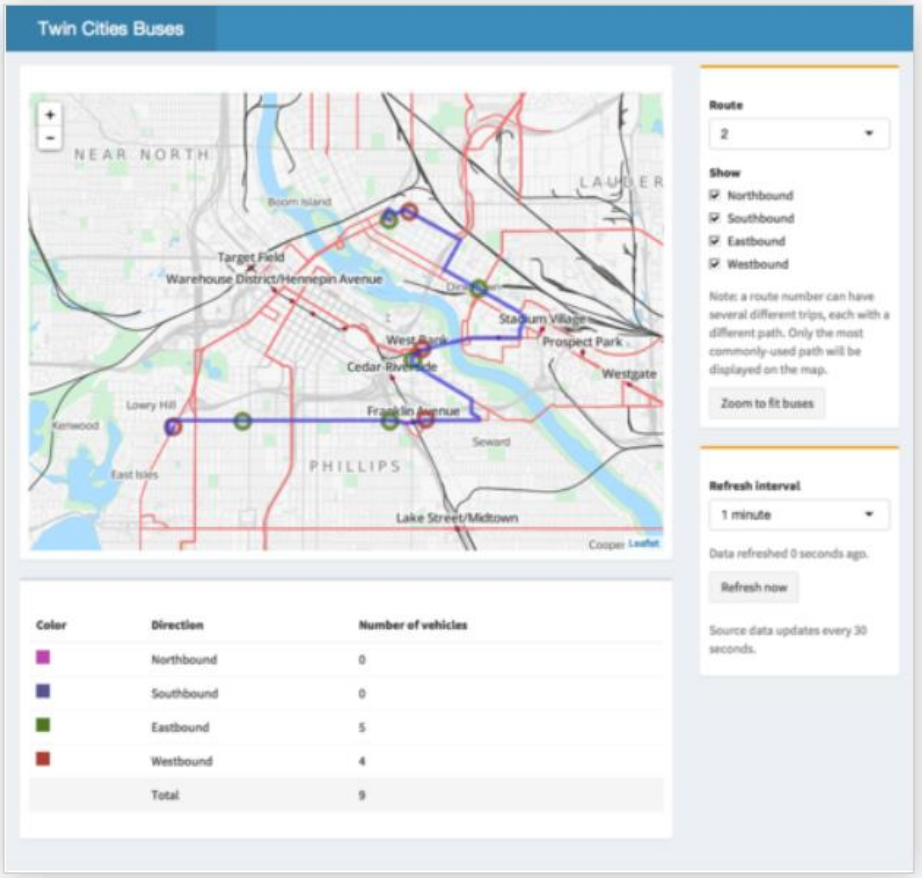
   (3) Moran 散布圖中落在第二象限的行政區是哪些？請**列出**行政區名稱。**(10%)**

BONUS: extended learning

- 第17週　6/14　Holiday Break (Online Lecture)
- 第18週　6/21　Workshop: Building Interactive Dashboard for Geo-visualization

第18週的延伸學習課程：
互動式圖表與地圖的資料儀表板 (data dashboard)





https://rstudio.github.io/shinydashboard/

課程相關規定

- 課程要求：
  - 需參與課程討論與實習、論文研讀與課後作業
- 成績評量：
  - **課堂實習**：20% | **課後作業**：20% (可互相討論)
  - **Warm-up Exam**：10%
  - **Midterm Exam**：20%
  - **期末考試**：30%
  - 不定期的隨堂測驗 |課後補充的加分題：BONUS

課程助教

- 課務助教：（實習講解、作業批閱、成績計算等）

  杜承軒（碩班） r07228005@ntu.edu.tw

  江偉銘（碩班） schoolusejiang@gmail.com

- 課後釋疑助教：（在非上課期間，提供同學諮詢與討論）

  游孟純（大三） b07610046@ntu.edu.tw

  簡微　（大三） b07208043@ntu.edu.tw

  李蕙均（大三） b07208028@ntu.edu.tw

期中考/期末考成績計算方式

- 每次的試題分數，總分 100 分
- 若全班有4位以上同學的成績達90分(含)以上，

  則全班分數不調整。

  (理由：90分是A+的門檻分數，全班約前10%的同學為 A+)
- 若未達四位同學的成績達90分(含)，則將成績**排序第四高**的同學成績(例如：73分)，將其調整為90分的差距(17分)，全班成績都依照此差距來調整分數 (原始分數 +17)。

學生成績評量定義表

百分數	等第	定義
90-100(95)	A+	All goals achieved beyond expectation 所有目標皆達成且超越期望
85-89(87)	A	All goals achieved 所有目標皆達成
80-84(82)	A-	All goals achieved, but need some polish 所有目標皆達成，但需一些精進
77-79(78)	B+	Some goals well achieved 達成部分目標，且品質佳
73-76(75)	B	Some goals adequately achieved 達成部分目標，但品質普通
70-72(71)	B-	Some goals achieved with minor flaws 達成部分目標，但有些缺失
67-69(68)	C+	Minimum goals achieved 達成最低目標
63-66(65)	C	Minimum goals achieved with minor flaws 達成最低目標，但有些缺失
60-62(61)	C-	Minimum goals achieved with major flaws 達成最低目標但有重大缺失
<59(含)	F	No goals achieved 所有目標皆未達成

備註：()為中位數

等第制與百分制對應表

等第制成績	GRADE POINTS	百分制分數區間	百分制分數（舊生）（取中位數）
A+	**4.3**	90-100	95
A	4.0	85-89	87
A-	3.7	80-84	82
B+	3.3	77-79	78
B	3.0	73-76	75
B-(研究生及格標準)	**2.7**	70-72	71
C+	2.3	67-69	68
C	2.0	63-66	65
C-(學士班及格標準)	**1.7**	60-62	61

作業繳交規定

- 作業通常包括兩部分，分析實作與研讀心得，打包壓縮成zip或rar 檔，上傳ceiba繳交。研讀心得的格式為PDF檔；分析實作則以R Markdown編輯成動態檔案 (html file)。**格式不符合規定，斟酌扣分**
- 研讀心得的格式與字數不拘，評分標準為文字內容的邏輯條理、個人反饋意見的思考深度。
- 每週作業，需於**下週上課之前 (2:00pm，以ceiba的上傳時間為準)**，完成上傳繳交，**作業不接受遲交或補交**。

實習與作業繳交期限

1. 實習繳交期限：當天上課的晚上 11:59（x 1.2）
2. 實習繳交期限：當週上課的週五晚上 11:59（x 1.0）
3. 作業繳交期限：下次上課當日的下午 2:00
4. 以PDF檔繳交 (不符規定，予以扣分)
5. 繳交方式：上傳 ceiba 作業區
6. 實習和作業成績，分別擇優10次納入學期成績計算

作業 1

- 實作教材（自行複習，不需繳交）

  Torfs and Brauer (2012). A (very) short Introduction to R。

  https://cloud.r-project.org/doc/contrib/Torfs+Brauer-Short-R-Intro.pdf

- 研讀心得報告

  [1] 研讀教材：*The Language of Spatial Analysis*.

  www.esri.com/library/books/the-language-of-spatial-analysis.pdf

  書面報告：舉例說明該書所提到的空間分析的七個步驟、六大類型問題如何應用在自己的學科專業。

  [2] GIS 職涯介紹影片：

  GIS as a Career: https://www.youtube.com/watch?v=SHgA1P_AQ4w

(1) Geospatial Data Scientist: https://www.youtube.com/watch?v=tRpkQa0rXo4

(2) Geospatial Application Developer: https://www.youtube.com/watch?v=x2KtC0LkRIc

第二週：基本統計概念複習

- **Hypothesis Testing** (YouTube playlist: 16 videos)

  https://www.youtube.com/watch?v=tTeMYuS87oU&list=PLvxOuBpazmsNo893xlpXNfMzVpRBjDH67

- **Confidence Intervals** (YouTube playlist: 10 videos)

  https://www.youtube.com/watch?v=27iSnzss2wM&list=PLvxOuBpazmsMdPBRxBTvwLv5Lhuk0tuXh

第3週 (3/8) 複習小考：

基本R語言 ＋ 統計學概念（機率分布與統計推論）

108-2 的機率與統計複習考題

- 本次測驗考試時間 30 分鐘（2:20pm -2:50pm），共 20 分。
  分數將合併計入期中考成績

1. 讀取 samples.txt，計算母體平均值的90%的信賴區間 (confidence interval) [5分]。

2. 若該samples.txt是來自某常態分布的取樣值，母體變異數已知的情況下，將原本的樣本數(n=50)，擴充至100。請問90%的信賴區間會[1]變寬 [2]變窄[3]不變。並說明其理由 [5分]。

3. 在一個大城市裏，衛生局調查一種稀有的疾病的發生機率。假如每個人罹病的機率都是一樣 1/500，衛生局人員隨機抽樣 1000人進行檢查，請[1]估計這1000人中剛好有10個人罹病的機率 [5分]。[2]繪製「罹病人數」的機率分布函數（probability distribution function, PDF）[5分]。