Excel

Angelo Gargantini Basic CS Medical school

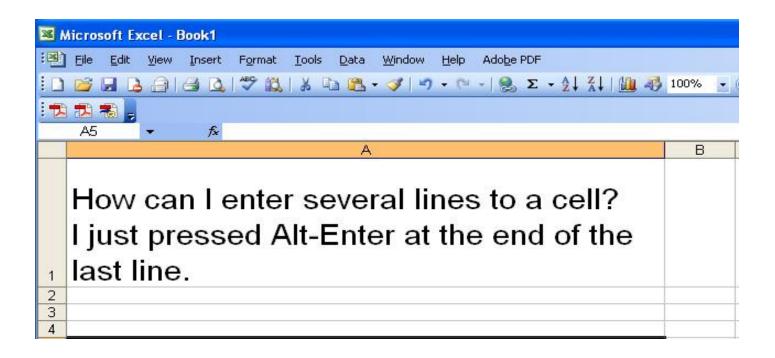
Tips and Tricks with Excel

Add a carriage return to a cell's contents

 Problem: You need to enter a long text to a cell, each time you press Enter to separate lines, Excel just takes you to a new cell.

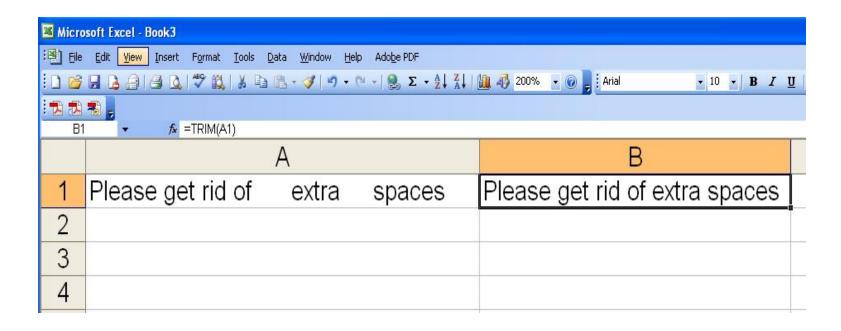
Solution:

- PC: press Alt-Enter at the end of a line
- MAC: press Command-Option Enter at the end of a line

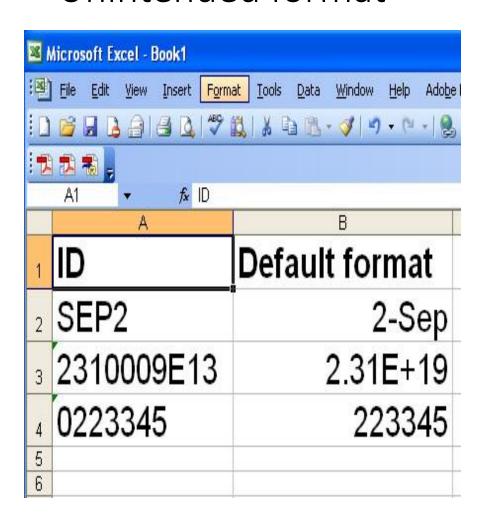


Get rid of spaces

• TRIM()



Symbol changed by Excel Unintended format



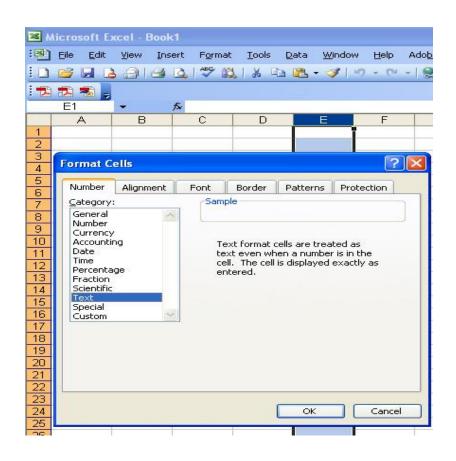
• Cause:

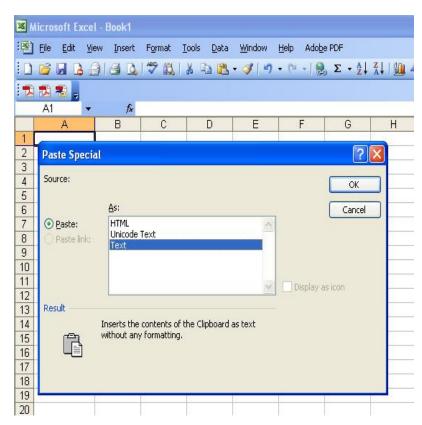
Excel automatically applies a built-in number format to a cell, based on the following criteria:

- If a number contains month JAN to DEC, it may be converted to a date format.
- If a number contains the letter E (in uppercase or lowercase letters; for example, 10e5), or the number contains more characters than can be displayed based on the column width and font, the number may be converted to scientific notation, or exponential, format.
- If a number contains leading zeros, the leading zeros are dropped.

Symbol changed by Excel: Solution

- Before you populate the data into excel, select the cells that will contain the numbers stored as text
- Right-click and choose Format Cells >Text > OK
- If a symbol is copied from an website, you may need to use Paste Special
 Text or Unicode Text



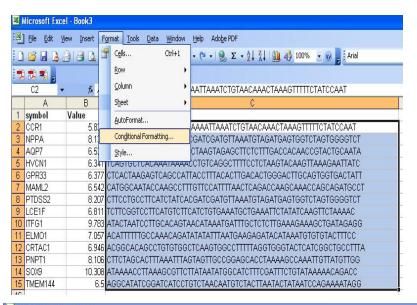


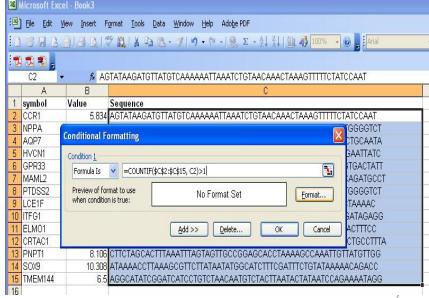
Highlight duplicated cells

- Highlight the region that may have duplicated values
- Format > conditional formatting
- Formula Is:
 - =COUNTIF (region, cell)>1
 - Region: absolute rows and columns
 - \$C\$2:\$C\$15
 - Active cell: relative reference
 - C2

Maintain the position(s) of cell(s) in a formula:

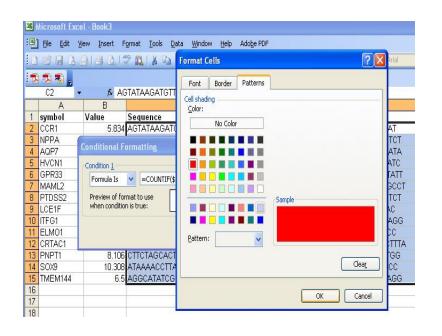
Prefix "\$" to create an absolute link

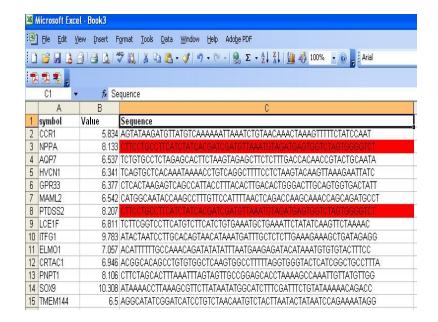




Highlight duplicated cells

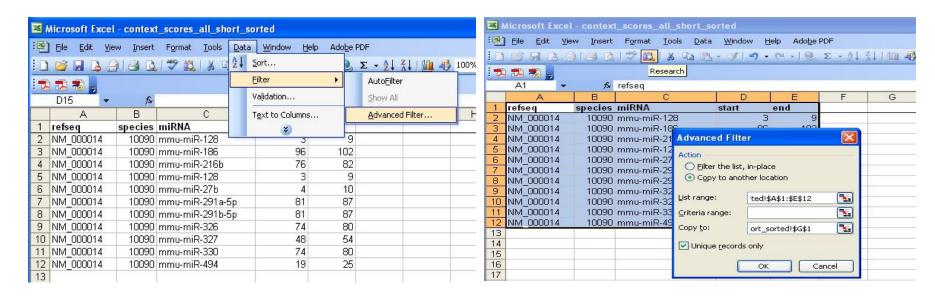
Format > Patterns > choose color > OK





Remove duplicated records

Data > Filter > Advanced Filter > Unique records only



| 1 | <u>File</u> <u>E</u> dit <u>V</u> ie | ew <u>I</u> nsert | Format Tools Date | a <u>W</u> indow <u>H</u> | elp Ado <u>b</u> e Pl | DF | | | | | |
|----|--------------------------------------|-------------------|-------------------|---------------------------|-----------------------|--------|-------------|-----------|-----------------|----------------------|-------|
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| 7 | | | | | | | | | | | |
| | G2 - | f _∞ | NM_000014 | | | | | | | | |
| | Α | В | С | D | E | F | G | H | | J | K |
| 1 | refseq | species | miRNA | start | end | | refseq | species | miRNA | start | end |
| 2 | NM_000014 | 10090 | mmu-miR-128 | 3 | 9 | | NM 000014 | 10090 | mmu-miR-128 | 3 | 9 |
| 3 | NM_000014 | 10090 | mmu-miR-186 | 96 | 102 | | NM_000014 | 10090 | mmu-miR-186 | 96 | 102 |
| 4 | NM 000014 | 10090 | mmu-miR-216b | 76 | 82 | | NM 000014 | 10090 | mmu-miR-216b | 76 | 82 |
| 5 | NM_000014 | 10090 | mmu-miR-128 | 3 | 9 | | NM_000014 | 10090 | mmu-miR-27b | 4 | 10 |
| 6 | NM 000014 | 10090 | mmu-miR-27b | 4 | 10 | | NM 000014 | 10090 | mmu-miR-291a-5p | 81 | 87 |
| 7 | NM_000014 | 10090 | mmu-miR-291a-5p | 81 | 87 | | NM_000014 | 10090 | mmu-miR-291b-5p | 81 | 87 |
| 3 | NM_000014 | 10090 | mmu-miR-291b-5p | 81 | 87 | | NM 000014 | 10090 | mmu-miR-326 | 74 | 80 |
| 3 | NM 000014 | 10090 | mmu-miR-326 | 74 | 80 | | NM 000014 | 10090 | mmu-miR-327 | 48 | 54 |
| 0 | NM_000014 | 10090 | mmu-miR-327 | 48 | 54 | | NM_000014 | 10090 | mmu-miR-330 | 74 | 80 |
| 1 | NM_000014 | 10090 | mmu-miR-330 | 74 | 80 | | NM_000014 | 10090 | mmu-miR-494 | 19 | 25 |
| 12 | NM 000014 | 10090 | mmu-miR-494 | 19 | 25 | | T | | | | |

Move to the last row in a list

• PC:

- First cell in the active column: Ctrl + up arrow
- Last cell in the active column: Ctrl + down arrow
- First cell in the active row: Ctrl + left arrow
- Last cell in the active row: Ctrl + right arrow
- The very first cell (A1): Ctrl+ Home
- Bottom right corner: Ctrl+ End

• MAC:

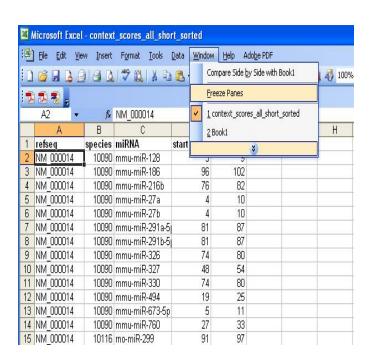
use either Command or Control

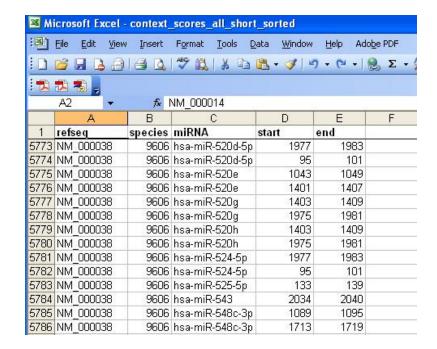
Selecting a Range of Cells

- Selecting a large range of cells can be a pain. Here's one trick that could help.
 - To start the selection of a large matrix, start by selecting the bottom right cell of the desired matrix (Ctrl + End)
 - Use "Ctrl + Shift + up arrow" to select everything above the original cell.
 - Use "Ctrl + Shift + left arrow" to select everything to the left of the original cell.
 - Use "Shift + down arrow" to move down one row (to avoid the header line, if present).
 - Use "Shift + right arrow" to move to the right one column (to avoid any ID column(s), if present)

Keep headers constant as you scroll

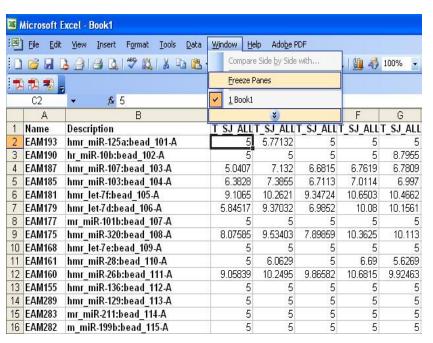
- Click the first cell in the row below the last row you want to freeze
- Choose Window > Freeze Panes
- To unfreeze frozen rows, choose Window > Unfreeze Panes

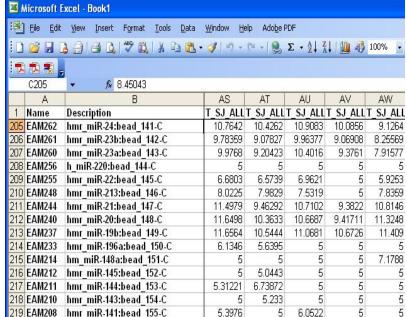




To freeze rows and columns along the top and left edges as you scroll

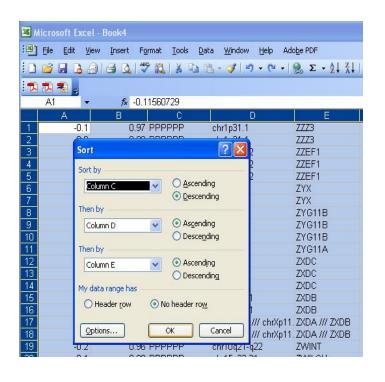
- Click the cell below and to the right of the rows and columns you want to freeze
- Window > Freeze Panes

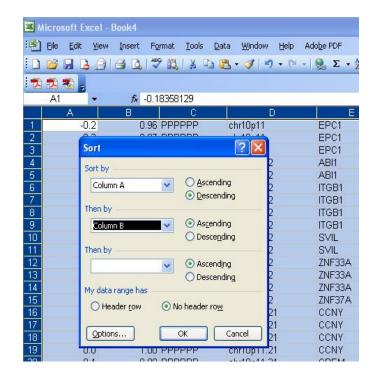




Sort by more than 3 columns

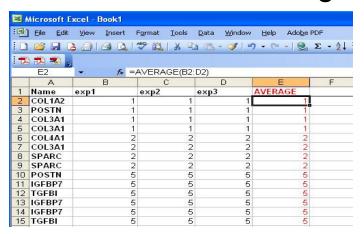
If you want to sort by columns A B C D E, select the whole spreadsheet, than sort by C D E, than A B. This will result in all five columns being sorted.

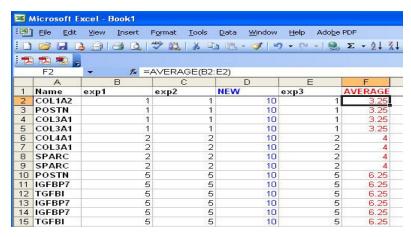




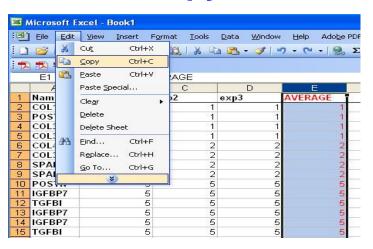
About Formula

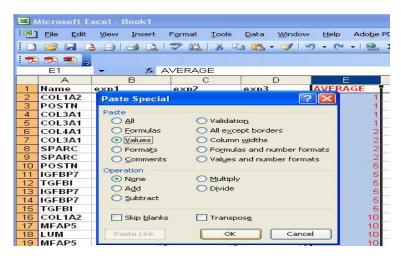
Problem: values changed due to an extra column inserted





Solution: Copy → Paste Special → Values



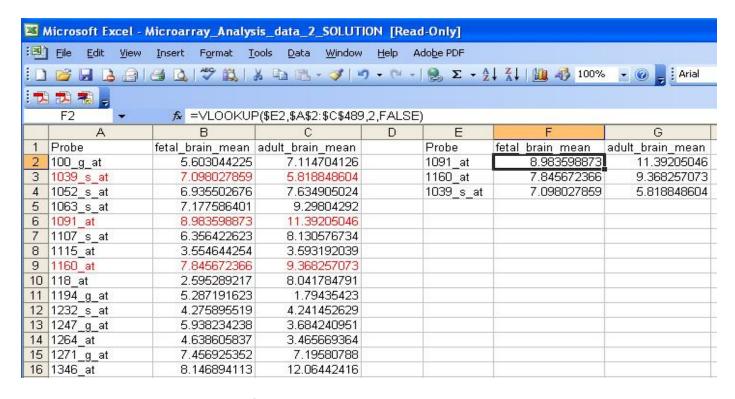


vlookup

Look up values in data list: vlookup

- VLOOKUP(lookup_value,table_array,col_index_num, not_exact_match)
 - lookup_value: The value to search in the first column of the table array
 - table_array: The table to search (containing the value to search for in the first column)
 - col_index_num: the column number from which the matching value is returned
 - not_exact_match:
 - True/omitted, an exact/approximate match
 - False: an exact match

Vlookup example

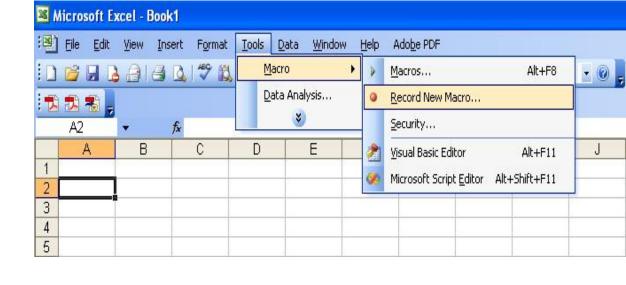


Too complicated?

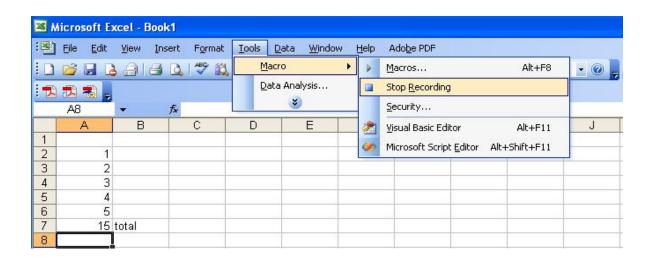
Try BaRC Submatrix Selector http://iona.wi.mit.edu/bell/submatrix_selector

Macro

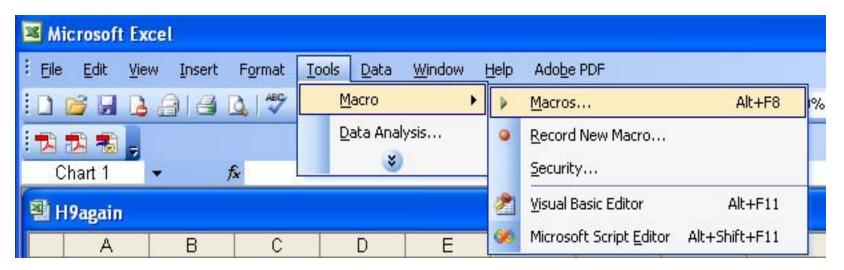
Record macro

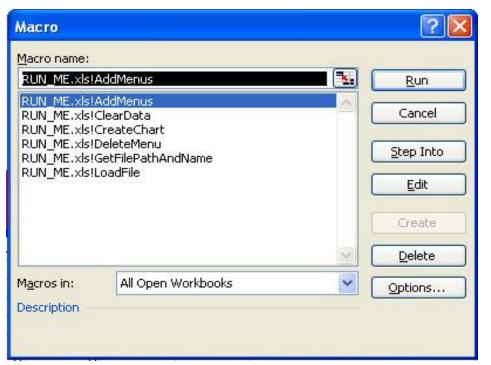


Stop Recording macro



Run macro





Task one

• Open a new page in Microsoft Excel.

| | | _ | _ | |
|------------------|----|---|---|---|
| | Α | В | С | D |
| 1 | х7 | | | |
| 2 | 1 | | | |
| 3 | 2 | | | |
| 2 3 4 5 | 3 | | | |
| 5 | 4 | | | |
| 6 7 | 5 | | | |
| 7 | 6 | | | |
| 8 | 7 | | | |
| 9 | 8 | | | |
| 10 | 9 | | | |
| 11 | 10 | | | |
| 12 | 11 | | | |
| 13 | 12 | | | |
| 14 | | | | |
| 15 | | | | |
| 16 | | | | |
| 17 | | | | |
| 40 | | | | |

- 1. Enter this data as shown in the right cells.
- 2. We are going to make up some Multiplication tables. Click on cell B2.
- 3. Enter the number 7
- 4. Highlight the column from B2 to B13
- 5. On the Menu bar. Select: Edit Fill Down. The whole column will fill with 7's.
- 6. Click on cell C2. We are going to enter the calculation.

What do we need to enter first?

Task one

| | Α | В | С | D | |
|----|----|----|---|---|--|
| 1 | х7 | | | | |
| 2 | 1 | 7. | | | |
| 3 | 2 | 7 | | | |
| 4 | 3 | 7 | | | |
| 5 | 4 | 7 | | | |
| 6 | 5 | 7 | | | |
| 7 | 6 | 7 | | | |
| 8 | 7 | 7 | | | |
| 9 | 8 | 7 | | | |
| 10 | 9 | 7 | | | |
| 11 | 10 | 7 | | | |
| 12 | 11 | 7 | | | |
| 13 | 12 | 7 | | | |
| 14 | | | | | |
| 15 | | | | | |
| 16 | | | | | |
| 17 | | | | | |

=a2*b2

This is because these are the cells with the numbers we want to multiply.

Note want happens when you enter the formula.

Now use the same method that you used to FILL column B with 7's to repeat the formula in column C.

Can you remember how?

Task one

| | Α | В | С | D |
|----|----|---|----|---|
| 1 | х7 | | | |
| 2 | 1 | 7 | 7 | |
| 3 | 2 | 7 | 14 | |
| 4 | 3 | 7 | 21 | |
| 5 | 4 | 7 | 28 | |
| 6 | 5 | 7 | 35 | |
| 7 | 6 | 7 | 42 | |
| 8 | 7 | 7 | 49 | |
| 9 | 8 | 7 | 56 | |
| 10 | 9 | 7 | 63 | |
| 11 | 10 | 7 | 70 | |
| 12 | 11 | 7 | 77 | |
| 13 | 12 | 7 | 84 | |
| 14 | | | | |
| 15 | | | | |
| 16 | | | | |

If you have done it right, which you will have done!

Your spreadsheet should look like this.



Task Two:

In a new spreadsheet, can you create the 8x table using the techniques we have learned so far.

Task Three

- PE Kit
- You receive a letter from your teacher. It tells you what PE you
- need for the new term.
- You need:

| | Α | В | С | D | Е | F | G | Н |
|----|-----------|----------|-------------|-------------|--------------|--------------|---|---|
| 1 | Kit | Quantity | Cost | Total for 1 | Total for 10 | Total for Y6 | | |
| 2 | T-Shirt | 2 | £ 4.25 | | | | | |
| 3 | Shorts | 2 | £ 5.50 | | | | | |
| 4 | Trainers | 1 | £ 22.00 | | | | | |
| 5 | Socks | 2 | £ 1.50 | | | | | |
| 6 | Plimsolls | 1 | £ 9.00 | | | | | |
| 7 | | | Grand Total | | | | | |
| 8 | | | | | | | | |
| 9 | Open | a new | document | and enter | this infor | mation | | |
| 10 | | | rect cells. | | | | | |
| 11 | 11110 | 110 0011 | cer cens. | | | | | |
| 12 | | | | | | | | |

Tack Throp

| | | <u> </u> | | | | | | |
|----|-----------|----------|-------------|-------------|--------------|--------------|---|---|
| | Α | В | C | D | E | F | G | Н |
| 1 | Kit | Quantity | Cost | Total for 1 | Total for 10 | Total for Y6 | | |
| 2 | T-Shirt | 2 | £ 4.25 | | | | | |
| 3 | Shorts | 2 | £ 5.50 | | | | | |
| 4 | Trainers | 1 | £ 22.00 | | | | | |
| 5 | Socks | 2 | £ 1.50 | | | | | |
| 6 | Plimsolls | 1 | £ 9.00 | | | | | |
| 7 | | | Grand Total | | | | | |
| 8 | | | | | | | | |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |

With the information shown above you can calculate the cost of you new PE Kit for yourself.

Fill in cells D2, D3, D4, D5 and D6.

Now select cell D7 and click on this symbol on the toolbar \sum . Press RETURN and the column total appears

Use multiplication to fill column E and F, and use Σ to total up the columns.

Task four

- Creating Graphs
- You can use spreadsheets to create graphs of your data.
- Of course you will need some data to make graphs of!

| | А | В | С | D |
|----|------------|------|-------|-------|
| 1 | YEAR GROUP | Boys | GIRLS | Total |
| 2 | | | | |
| 3 | 1 | | | |
| 4 | 2 | | | |
| 5 | 3 | | | |
| 6 | 4 | | | |
| 7 | 5 | | | |
| 8 | 6 | | | |
| 9 | | | | |
| 10 | TOTAL | | | |
| 11 | | | | |

Open a new spreadsheet and set up the columns and rows as shown here.

Now you need to find out how many boys and how many girls are in each year group.

Find out and enter the data.

In column D use a formula to add up the totals.

Click on B10

Then click on Σ on the toolbar.

Task four

Creating Graphs

• This tool allows you to add up column totals. B3, hold down the shift key and click on B8.

| | А | В | С | D |
|----|------------|------|-------|-------|
| 1 | YEAR GROUP | Boys | GIRLS | TOTAL |
| 2 | | | | |
| 3 | 1 | | | |
| 4 | 2 | | | |
| 5 | 3 | | | |
| 6 | 4 | | | |
| 7 | 5 | | | |
| 8 | 6 | | | |
| 9 | | | | |
| 10 | TOTAL | | | |
| 11 | | | | |

The column total should appear in B10.

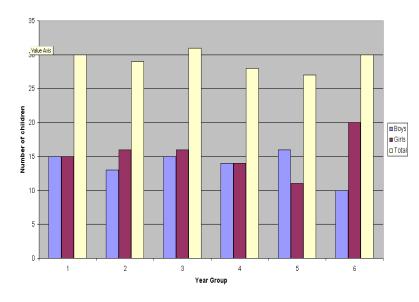
Use this method to complete the rest of this spreadsheet.

Now you are ready to create a graph!

It is easy - but watch carefully!!

| T | Tack four | | | | | | | | |
|----|------------|------|-------|-------|--|--|--|--|--|
| | A | В | С | D | | | | | |
| 1 | YEAR GROUP | Boys | GIRLS | TOTAL | | | | | |
| 2 | | | | | | | | | |
| 3 | 1 | 15 | 15 | 30 | | | | | |
| 4 | 2 | 13 | 16 | 29 | | | | | |
| 5 | 3 | 15 | 16 | 31 | | | | | |
| 6 | 4 | 14 | 14 | 28 | | | | | |
| 7 | 5 | 16 | 11 | 27 | | | | | |
| 8 | 6 | 10 | 20 | 30 | | | | | |
| 9 | | | | _ | | | | | |
| 10 | | | | | | | | | |
| 11 | TOTAL | 83 | 92 | 175 | | | | | |
| 12 | | | | | | | | | |

Graph to show number of children in each class



- 1. Select the data you are going to graph.
- 2. Now you are ready to create a graph! Find this icon and click it.

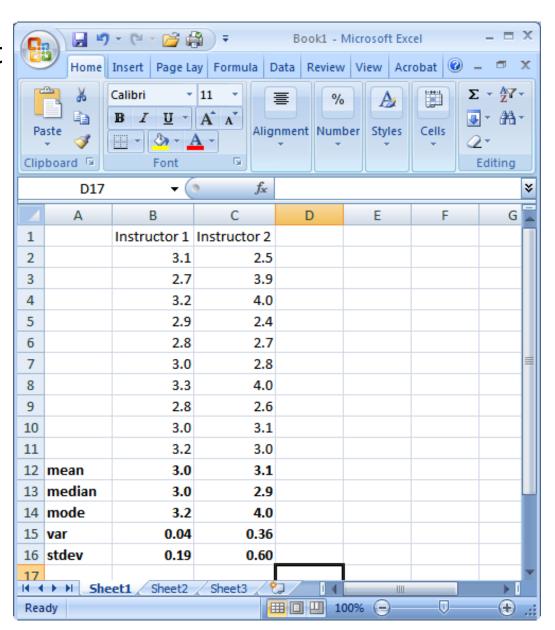


- 3. Select the column graph and click NEXT.
- 4. Click the 'Series' tab. Change each series, Series 1 Boys, Series 2 Girls, and Series 3 Total.
- 5. Click NEXT and give your chart a title and label the X and Y axis.
- 6. Click NEXT, choose to place chart in new sheet, then click FINISH.
- 7. Now you can print your chart.

It's that simple!!

Functions for Descriptive Statistics

 Your Excel spreadsheet should now look like this:



Part 2: Correlations and Scatterplots

Correlations

A quick review:

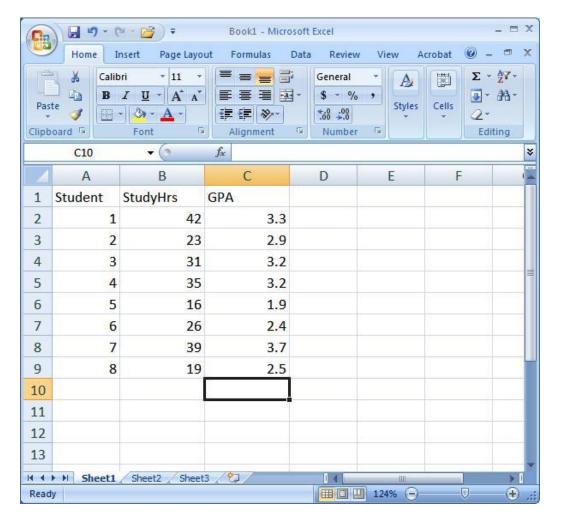
- Every correlation has a *direction* (positive or negative):
 - + correlation: **high** scores on one variable are associated with **high** scores on another variable.
 - correlation: high scores on one variable are associated with low scores on the other variable.
- Every correlation has a magnitude or strength:
 - The closer the correlation coefficient is to +1.00 or -1.00, the **stronger** it is.
 - The closer the correlation coefficient is to 0.00, the weaker it is.

Calculating Pearson's r

- Correlations are described using the Pearson Product-Moment correlation statistic, or r value.
- In Excel, there are many functions that can calculate a correlation statistic, however, we will only use =PEARSON in this class.

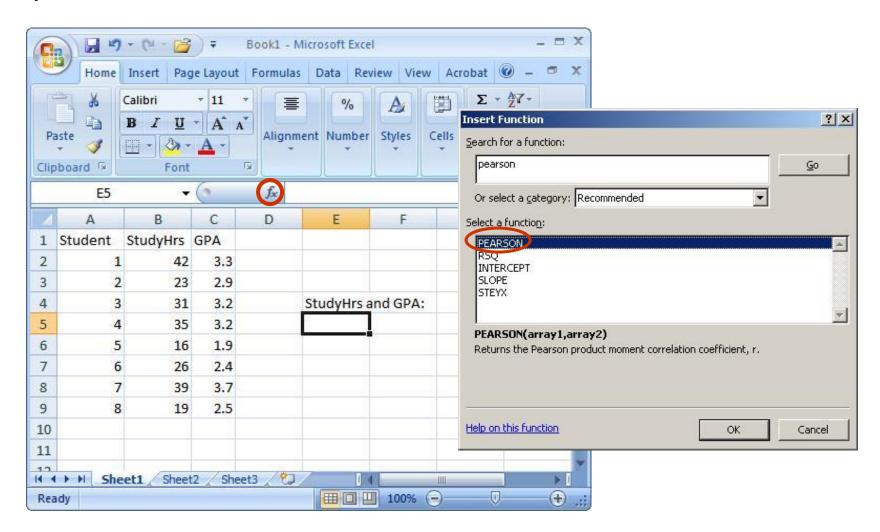
Let's say we want to determine if there is a relationship between number of hours spent per week studying for Psych 209 and GPA earned in the class at the end of the quarter. To do so, we can calculate Pearson's r for our two variables.

Enter the following data into Excel:

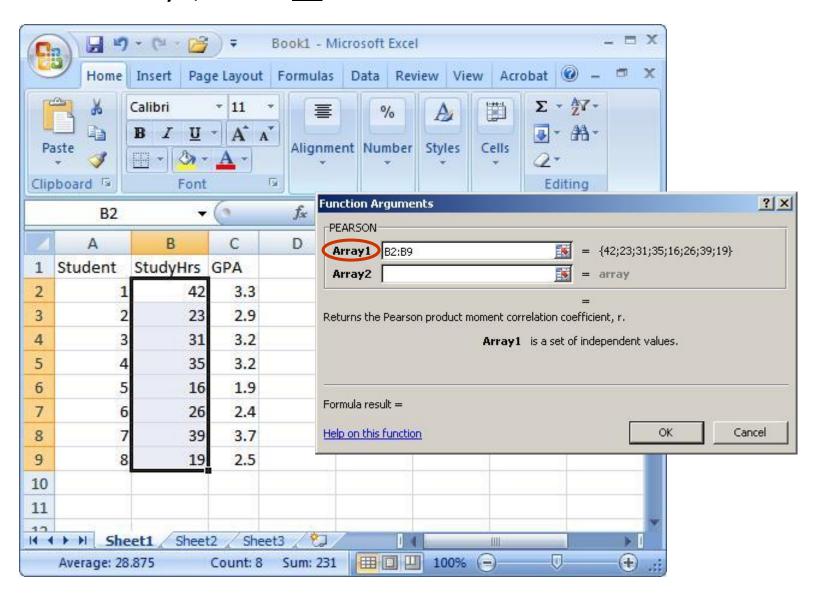


StudyHrs = average number of hours spent per week studying for 209 **GPA** = grade-point average earned in 209 at the end of the quarter

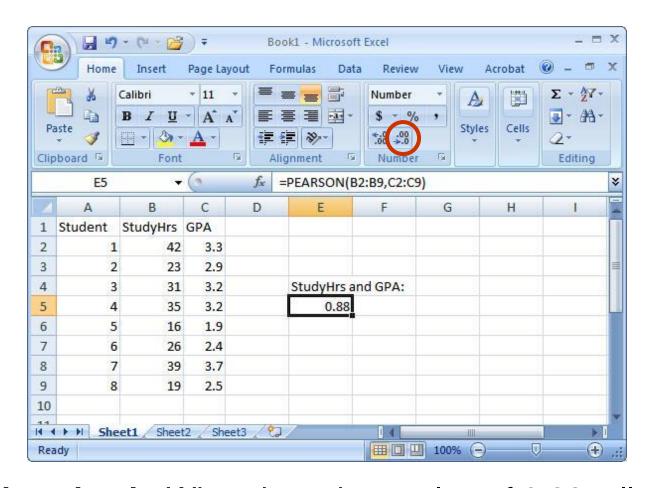
- Step 1: Select the cell where you want your *r* value to appear (you might want to label it).
- Step 2: Click on the function wizard t_{f_*} ton.
- Step 3: Search for and select PEARSON.



Step 4: For Array1, select <u>all</u> the values under StudyHrs. For Array2, select <u>all</u> the values under GPA.



Step 5: That's it! Once you have your *r* value, don't forget to round to 2 decimal places.



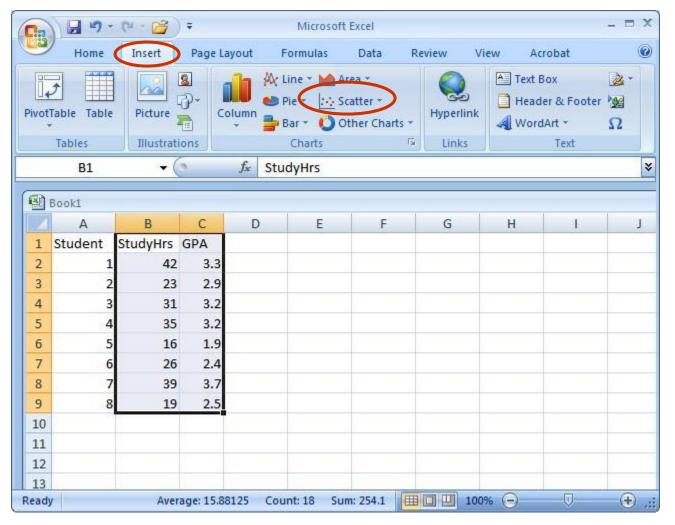
Knowledge check: What does the *r* value of 0.88 tell you about the <u>strength</u> and <u>direction</u> of the correlation between StudyHrs and GPA?

Scatterplots

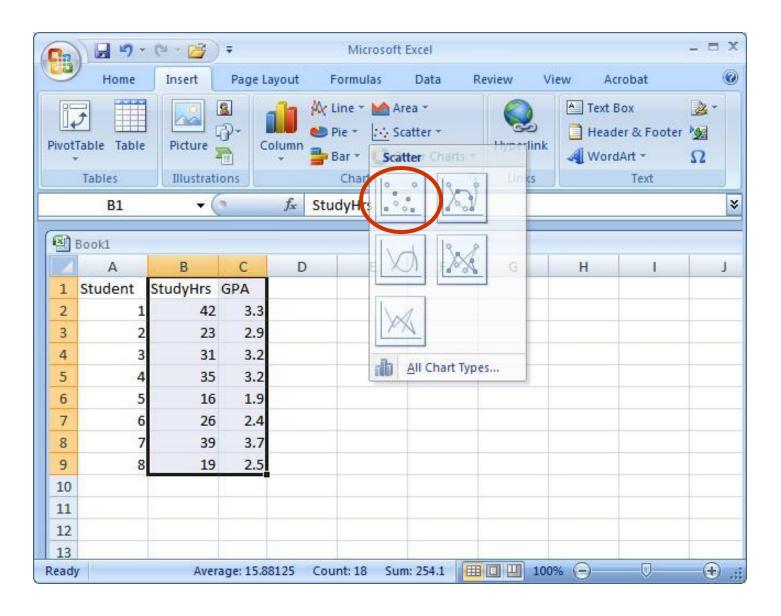
- A scatterplot is an excellent way to visually display the relationship (correlation) between two variables.
- Each point on the scatterplot represents an individual's data on the two variables.
- We will now create a scatterplot for StudyHrs and GPA.

Step 1: Select <u>both</u> columns of variables you wish to plot (StudyHrs and GPA).

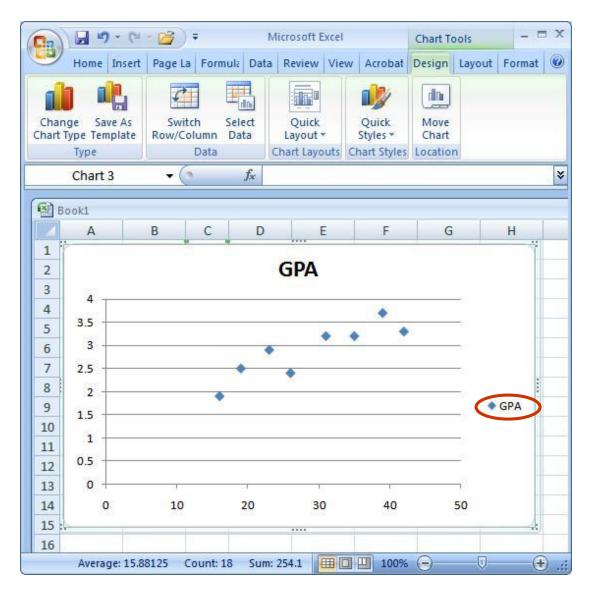
Step 2: Click on the tab labeled 'Insert', and then select 'Scatter' in the 'Charts' menu.



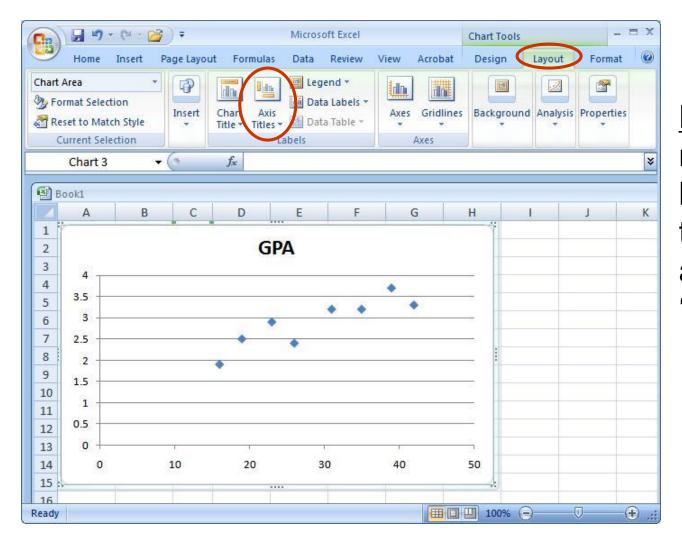
Step 3: Select the first plot in the drop-down menu.



Step 4: Remove the legend by clicking on it and pressing Delete.



Step 5: Add axis titles by selecting the 'Layout' tab and clicking on 'Axis Titles.' For the horizontal title, you want it below the x-axis. For the vertical title, you want the 'Rotated Title' option.

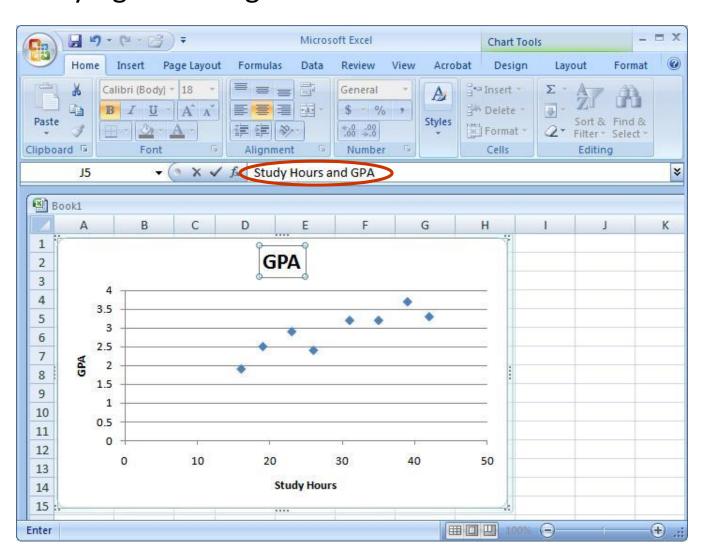


NOTE: Your chart must be highlighted for the 'Layout' tab to appear under 'Chart Tools.'

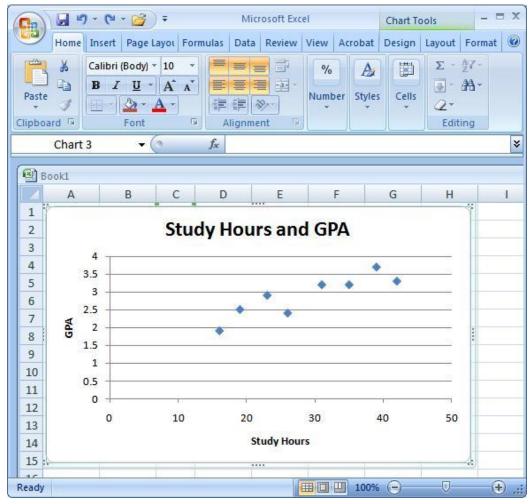
A note about x- and y-axes:

- For scatterplots, it does not matter which variable goes on each axis (this is NOT true for other types of charts).
- However, you need to make sure you label your axes with the <u>proper</u> variable name.
- In this example, GPA is on the y-axis and Study Hours is on the x-axis (we can tell this based on their different ranges of values).
- As a helpful hint, Excel will automatically put the first variable (left-hand column) on the x-axis, and the second variable (right-hand column) on the y-axis.

Step 6: Change the chart title by selecting it, typing a new one, and pressing Enter. Chart and axis titles may be altered by right-clicking on them.



Your scatterplot is now finished!



Remember: Each point in the scatterplot represents an individual's data.

Knowledge check: Identify Student 8 in the scatterplot.

Describing Correlations and Scatterplots

- Scatterplots and correlations are described:
 - As positive or negative.
 - As weak, moderate, or strong.
 - Using the r value.
 - Sentence 1: There is a strong, positive correlation (r = 0.88) between the number of hours studied and GPA.
- Then you want to describe the general relationship between the two variables:
 - Sentence 2: More hours of studying for Psych 209 was associated with a higher GPA earned in the class at the end of the quarter.
- NOTE: We cannot say "More studying led to a higher GPA" – this implies causation, which cannot be determined using correlational research.