

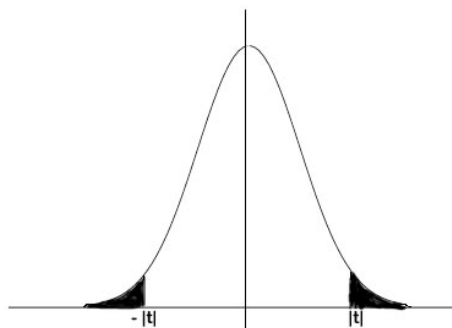
## Independent t-test: Compare two means

| Screen | Productivity Rating |
|--------|---------------------|
| CRT    | 6.2                 |
| CRT    | 2.7                 |
| Flat   | 5.9                 |
| CRT    | 7.4                 |
| Flat   | 1.5                 |
| ...    | ...                 |

## Model (Assumptions) for the independent t-test

- Random sampling, independently from two normal populations
- Possibly different population means
- Same population variance
  
- Null hypothesis: Population means equal

## Two-tailed tests and p-values only!



## Robustness of the two-sample t-test

- Normality does not matter much if both samples are large
- Equal variance does not matter much if both samples are large and nearly equal in size
- Independent observations: Important

## Matched (paired) t-test

| Taste1 | Taste2 | Difference |
|--------|--------|------------|
| 10     | 8      | 2          |
| 7      | 7      | 0          |
| 3      | 4      | -1         |
| 7      | 8      | -1         |
| 6      | 5      | 1          |
| ...    | ...    | ...        |

## Within versus between cases

- Between: A case contributes exactly one IV and one DV value
- Within: A case contributes several pairs (IV,DV) - usually one pair for each value of the Independent variable

## Model assumptions for matched t-test

- Random sampling of pairs
- Differences are normally distributed (satisfied if both measurements are normal)

## Matched t-test

- Null Hypothesis: Mean difference equals zero
- Just a one-sample t-test applied to differences
- Can have more power than an inappropriate independent t-test

## Robustness of matched t-test

- For large samples, normality does not matter
- Independent observations matter a lot

## One-way analysis of variance

- Could call it “one-factor”
- Could call it “ANOVA”
- Extension of independent t-test: More than two values of the IV
- There are several within-cases versions - not elementary

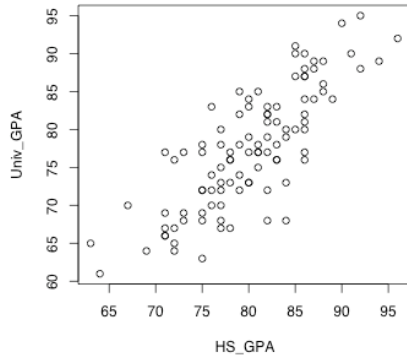
## Simple regression and correlation

- Simple means one IV
- DV quantitative
- IV usually quantitative too

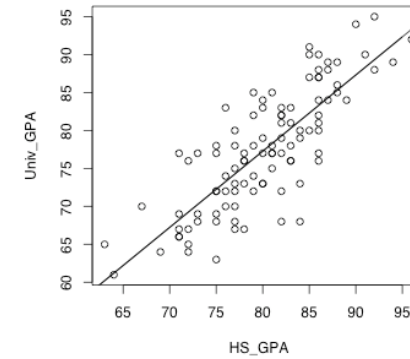
## Simple regression and correlation

| High School GPA | University GPA |
|-----------------|----------------|
| 88              | 86             |
| 78              | 73             |
| 87              | 89             |
| 86              | 81             |
| 77              | 67             |
| ...             | ...            |

# Scatterplot



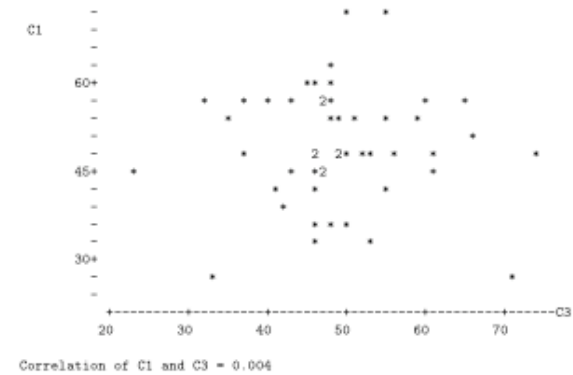
# Least squares line



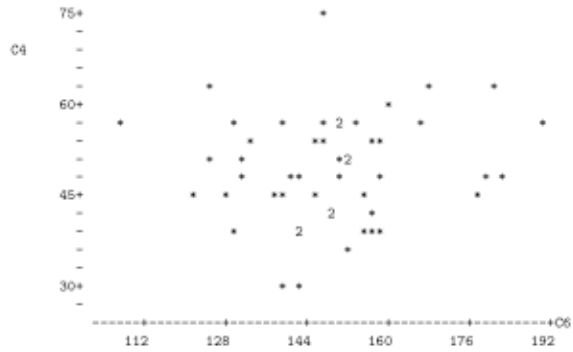
# Correlation coefficient $r$

- $-1 \leq r \leq 1$
- $r = +1$  indicates a perfect positive linear relationship. All the points are exactly on a line with a positive slope.
- $r = -1$  indicates a perfect negative linear relationship. All the points are exactly on a line with a negative slope.
- $r = 0$  means no *linear* relationship (curve possible). Slope of least squares line = 0
- $r^2$  = proportion of variation explained

$r = 0.004$

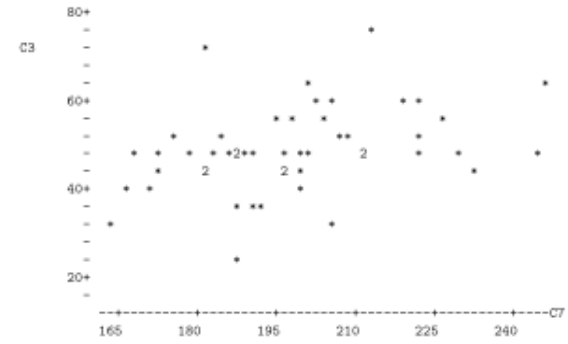


$r = 0.112$



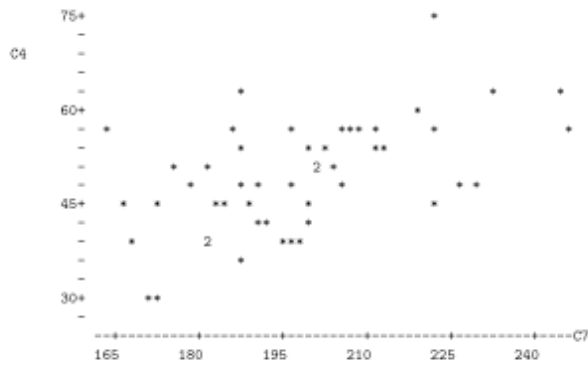
Correlation of C4 and C6 = 0.112

$r = 0.368$



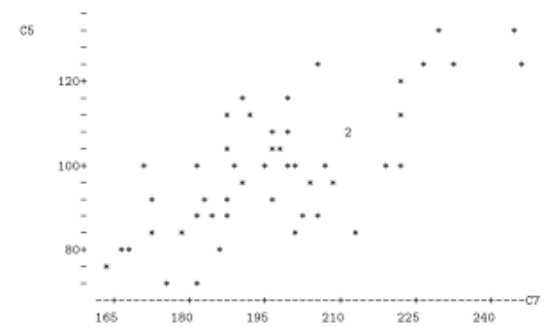
Correlation of C3 and C7 = 0.368

$r = 0.547$



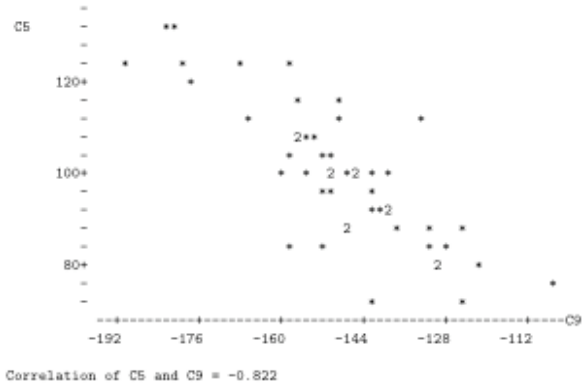
Correlation of C4 and C7 = 0.547

$r = 0.733$

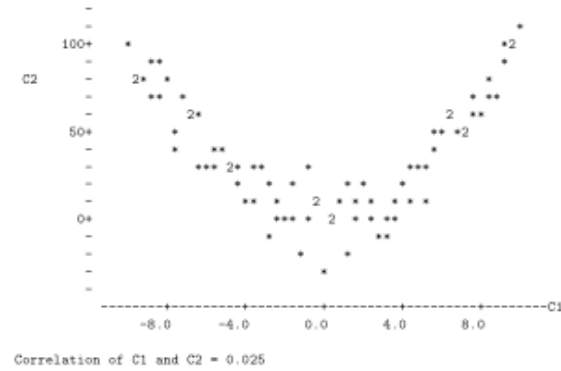


Correlation of C5 and C7 = 0.733

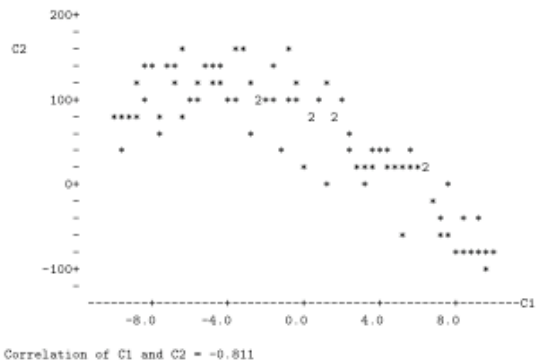
$r = -0.822$



$r = 0.025$



$r = -0.811$



Zero correlation = Horizontal least-squares line

$$\hat{Y} = b_0 + b_1 X$$

$$b_1 = r \frac{s_y}{s_x} \text{ and } b_0 = \bar{Y} - b_1$$

## Model assumptions for simple regression

- Random sampling of  $(X, Y)$  pairs
- Conditional distribution of DV is normal for each IV value
- Maybe different mean, related to IV by equation of a straight line
- Variances all equal

## Robustness of simple regression test

- Normality does not matter much for large samples if the most influential observations are not too influential.
- Equal variance does not matter much if the number of observations at EACH value of  $X$  is large.
- Independent observations: Matters a lot

## Testing simple regression

- Null hypothesis: population slope = 0
- (This would make all the conditional distributions identical)
- Same as testing the significance of  $b_1$
- Same as testing the significance of  $r$

## Chi-square test of independence: Both variables categorical

| Music Type | Stay on Hold? |
|------------|---------------|
| A          | Yes           |
| A          | No            |
| C          | Yes           |
| B          | Yes           |
| A          | No            |
| ...        | ...           |

“Joint frequency distribution” or  
 “contingency table” or “cross-  
 tabulation” or “crosstab”

|            | Music Type |          |          |          |
|------------|------------|----------|----------|----------|
|            | <b>A</b>   | <b>B</b> | <b>C</b> | <b>D</b> |
| <b>Yes</b> | 41         | 15       | 38       | 45       |
| <b>No</b>  | 9          | 35       | 12       | 5        |

Model assumptions for the chi-  
 squared test of independence

- The variable consisting of combinations of IV, DV has a multinomial distribution
- “Large” random sample
- Rule of thumb: Lowest expected frequency no more than 5
- Independent observations: Important and often violated in practice.

Formula for the chi-square  
 test

$$\chi^2 = \sum_{\text{cells}} \frac{(f_o - f_e)^2}{f_e}$$

- Even one very small expected frequency can make chisquare huge
- Smallest expected frequency no more than one (not 5) controls Type I error

Why predict DV from IV?

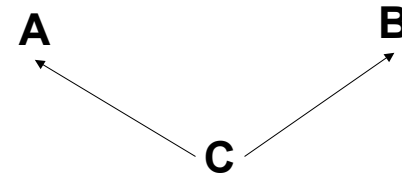
- There may be a practical reason for prediction (buy, make a claim, price of wheat).
- It may be “science.”



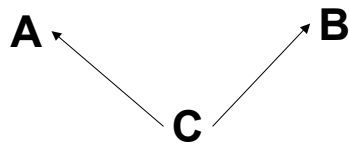
Young smokers who buy contraband cigarettes tend to smoke more.

- What is IV, DV?

Correlation is not the same as causation



**Confounding variable:** A variable that contributes to both IV and DV, causing a misleading relationship between them.



## Mozart Effect

- Babies who listen to classical music tend to do better in school later on.
- Does this mean parents should play classical music for their babies?
- **Please comment.** (What is one possible confounding variable?)

## Hypothetical study

- Subjects are babies in an orphanage (maybe in Haiti) awaiting adoption in Canada. All are assigned, but waiting for the paperwork to clear.
- They all wear headphones 5 hours a day. Randomly assigned to classical, rock, hip-hop or nature sounds. Same volume.
- Assess academic progress in JK, SJ, Grade 4.
- Suppose there is a significant difference? What are some potential confounding variables?

## Experimental vs. Observational studies

- **Observational:** IV, DV just observed and recorded
- **Experimental:** Cases randomly assigned to values of IV
- Only a true experimental study can establish a causal connection between IV and DV
  
- Maybe we should talk about observational vs experimental variables.
- Watch it: Confounding variables can creep back in.