# COGS109: Lecture 9 

Hypothesis testing
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Modeling and Data Analysis Summer Session 1, 2023
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## Plan for today

- Announcements
- Inference using central tendency and variability concepts
- Hypothesis testing
- Confounds


## Plan for today II

- Hypothesis testing
- Introduction to models and the modeling process
- Colormaps - custom


## Announcements

- Q2 posted
- D4 released
- Github repos
- In process on feedback and A1


## Update: the big picture

- Where we are
- 5 parts of the course
- We discussed data
- What is it, how do we manipulate it, import it, python and some matlab implementation
- Filtering
- Computing basic statistics
- We discussed basic visualization
- Plotting data (2d, histograms, scatterplots, etc)


## Update: the big picture (II)

- Where we're going
- We will now cover
- Modeling
- what is modeling?
- interpolation, approximation, extrapolation
- Error analysis
- How good is your model?


## Update: the big picture (III)

- Where we're going (continued)
- What we're going to cover
- Basic models
- Linear fits, nonlinear fits
- Regression
- Relationship to machine learning
- Interpolation/extrapolation (also data analysis methods)
- Advanced models and modeling methods
- Fitting models with optimization methods
- Artificial neural networks
- AI
- Communicating results
- This has been integrated and will continue to be integrated
- Proper forms of inserting figures and tables in scientific communications
- Format in homeworks is designed to teach proper communication methodology


## Extending central tendency and variability to inference and hypothesis testing

## CORRELATION

## ASSOCIATION BETWEEN VARIABLES

i.e. Pearson

Correlation,
Spearman
Correlation, chi-
square test

## COMPARISON OF MEANS REGRESSION

## DIFFERENCE IN MEANS BETWEEN VARIABLES

DOES CHANGE IN ONE
VARIABLE MEAN CHANGE IN ANOTHER?

NON-PARAMETRIC TESTS

## FOR WHEN

 ASSUMPTIONS IN THESE OTHER 3 CATEGORIES ARE NOTMET
i.e. Wilcoxon ranksum test, Wilcoxon sign-rank test, sign test

```
CORRELATION
ASSOCIATION BETWEEN VARIABLES
i.e. Pearson
Correlation,
Spearman
Correlation, chi-
square test
```

REGRESSION
DOES CHANGE IN ONE
VARIABLE MEAN CHANGE IN ANOTHER?
I.e. simple
regression, multiple
regression

NON-PARAMETRIC FOTESTSEN ASSUMPTIONS IN THESE OTHER 3
CATEGGMPdex.antink NOT
sum te\$d E/Yilcoxon
sign-rank test, sign
test

#  <br> Independent Variable 



Independent Variable

Best-fitting line


## NOT a best-fitting line




## This line is a model of the data

Models are mathematical equations generated to represent the real life situation

Independent Variable


# This line is a model of the data 

Models are mathematical equations generated to represent the real life situation

Independent Variable

Linear regression can be
used to determine whether a change in one variable is related to the change in the
students' grades


The magnitude of the relationship is measured by the slope of the line

Linear regression can be used to determine whether a change in one variable is related to the change in the other variable

The magnitude of the relationship is measured by the slope of the line

## Effect size ( $\boldsymbol{\beta}_{1}$ ) can

be estimated using
the slope of the
line


Independent Variable

## Effect size ( $\boldsymbol{\beta}_{1}$ ) can be estimated using the slope of the line



Independent Variable



## Assumptions of linear regression

1. Linear relationship
2. No multicollinearity
3. No auto-correlation
4. Homoscedasticity

## Linearity



## Multicollinearity

- Linear regression assumes no multicollinearity. Multicollinearity occurs when the independent variables (in multiple linear regression) are too highly correlated with each other.
- 2 variables are perfectly correlated if they have a correlationn coefficient of 1.0


## Autocorrelation



## Homoscedasticity - a reminder of what that is




## Homoscedasticity



Independent Variable
Not homoscedastic:
points at this end are much further from the line than at the other end

Do not use linear
regression

## Does Poverty <br> Percentage affect Teen Birth Rate?

## Poverty Percentage

## Teen Birth Rate

Null Hypothesis:
$\mathrm{H}_{0}$ : Poverty Rate does not affect Teen Birth Rate ( $\beta_{1}=0$ )
Alternative Hypothesis:
$\mathrm{H}_{\mathrm{a}}$ : Poverty Rate affects Teen Birth Rate $\left(\beta_{1} \neq 0\right)$

|  | Location | PovPct | Brth15to17 | Brth18to19 | ViolCrime | TeenBrth |
| ---: | :--- | ---: | ---: | ---: | ---: | ---: |
| $\mathbf{1}$ | Alabama | 20.1 | 31.5 | 88.7 | 11.2 | 54.5 |
| $\mathbf{2}$ | Alaska | 7.1 | 18.9 | 73.7 | 9.1 | 39.5 |
| $\mathbf{3}$ | Arizona | 16.1 | 35.0 | 102.5 | 10.4 | 61.2 |
| 4 | Arkansas | 14.9 | 31.6 | 101.7 | 10.4 | 59.9 |
| $\mathbf{5}$ | California | 16.7 | 22.6 | 69.1 | 11.2 | 41.1 |
| $\mathbf{6}$ | Colorado | 8.8 | 26.2 | 79.1 | 5.8 | 47.0 |
| $\mathbf{7}$ | Connecticut | 9.7 | 14.1 | 45.1 | 4.6 | 25.8 |
| 8 | Delaware | 10.3 | 24.7 | 77.8 | 3.5 | 46.3 |
| 9 | District_of_Columbia | 22.0 | 44.8 | 101.5 | 65.0 | 69.1 |
| 10 | Florida | 16.2 | 23.2 | 78.4 | 7.3 | 44.5 |
| 11 | Georgia | 12.1 | 31.4 | 92.8 | 9.5 | 55.7 |
| 12 | Hawaii | 10.3 | 17.7 | 66.4 | 4.7 | 38.2 |
| 13 | Idaho | 14.5 | 18.4 | 69.1 | 4.1 | 39.1 |
| 14 | Illinois | 12.4 | 23.4 | 70.5 | 10.3 | 42.2 |
| 15 | Indiana | 9.6 | 22.6 | 78.5 | 8.0 | 44.6 |
| 16 | lowa | 12.2 | 16.4 | 55.4 | 1.8 | 32.5 |
| 17 | Kansas | 10.8 | 21.4 | 74.2 | 6.2 | 43.0 |

## EDA: distributions












## p-value : the probability of getting the

 observed results (or results more extreme) by chance alone












What would be the p-value of you flipping 16 heads?



# Takes into account 

the effect size ( $\boldsymbol{\beta}_{1}$ )
and the SE
p -value : the probability of getting the observed results (or results more extreme) by chance alone

## Confounding

## Confounding



Your analysis sees an increase in crime rate whenever popsicle sales increase. What could confound this analysis?

|  |  |  | $C$ | C |
| :---: | :---: | :---: | :---: | :---: |
| A |  |  |  |  |
| popsicle |  |  |  |  |
| preference |  |  |  |  |$\quad$ new gun laws $\quad$ temperature $\quad$| changes in |
| :---: |
| popsicle prices | | new law |
| :---: |
| enforcement |
| officers |

We'll discuss additional approaches of how to account for confounding in your analysis in another lecture.

## Ignoring confounders will

 lead you to draw incorrect conclusions from your analyses
## Spine Surgery Results

Sample: 400 patients with index vertebral fractures

| Vertebroplasty | Conservative care | Relative risk (95\% confidence interval) |
| :---: | :---: | :---: |
| 30/200 (15\%) | 15/200 (7.5\%) | 2.0 (1.1-3.6) |
| subseque | t fractures | Eek....looks like vertebroplasty was way worse for patients! |

## But wait...at time of initial fracture...

|  | Vertebroplasty <br> $\mathbf{N = 2 0 0}$ | Conservative care <br> $\mathbf{N}=\mathbf{2 0 0}$ |
| :--- | :--- | :--- |
| Age, y, mean $\pm$ SD | $78.2 \pm 4.1$ | $79.0 \pm 5.2$ |
| Weight, kg, mean $\pm$ SD | $54.4 \pm 2.3$ | $53.9 \pm 2.1$ |
| Smoking status, No. (\%) | $110(55)$ | $16(8)$ |
| Age and weight are similar <br> between groups. Smoking <br> Status differs vastly. |  |  |

## So...let's stratify those results quickly

| Smoke |  |  | No smoke |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Vertebroplasty | Conservative | RR (95\% confidence <br> interval) | Vertebroplasty | Conservative | RR (95\% confidence <br> interval) |
| $23 / 110(21 \%)$ | $3 / 16(19 \%)$ | $1.1(0.4,3.3)$ | $7 / 90(8 \%)$ | $12 / 184(7 \%)$ | $1.2(0.5,2.9)$ |

## Risk of re-fracture is now similar within group

