Math 154 – Computational Statistics

Fall 2017

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iClicker Questions

1. The reason to take random samples is:

(a) to make cause and effect conclusions

(b) to get as many variables as possible

(c) it’s easier to collect a large dataset

(d) so that the data are a good representation of the population

(e) I have no idea why one would take a random sample

2. The reason to allocate explanatory variables is:

(a) to make cause and effect conclusions

(b) to get as many variables as possible

(c) it’s easier to collect a large dataset

(d) so that the data are a good representation of the population

(e) I have no idea what you mean by “allocate” (or “explanatory variable” for that matter)

3. How big is a tweet?

(a) 0.01Kb

(b) 0.1Kb

(c) 1Kb

(d) 100Kb

(e) 1000Kb = 1Mb

4. R2 measures:

(a) the proportion of variability in vote margin as explained by tweet share.

(b) the proportion of variability in tweet share as explained by vote margin.

(c) how appropriate the linear part of the linear model is.

(d) whether or not particular variables should be included in the model.

5. R / R Studio

(a) all good

(b) started, progress is slow and steady

(c) started, very stuck

(d) haven’t started yet

(e) what do you mean by “R”?

6. GitHub

(a) all good

(b) started, progress is slow and steady

(c) started, very stuck

(d) haven’t started yet

(e) what do you mean by “GitHub”?

7. Professor Hardin’s office hours are:

(a) Tues & Thurs mornings

(b) Tues & Thurs afternoons

(c) Mon & Wed 1:15-4

(d) Tues morning and Thurs afternoon

(e) Tues afternoon and Thurs morning

8. HW is due

(a) in the mailbox in Kathy’s office

(b) to Professor Hardin in class

(c) emailed to Professor Hardin

(d) on GitHub

(e) on Sakai

9. HW should be turned in as

(a) Markdown or Sweave file

(b) pdf file

(c) Markdown or Sweave file and a pdf file

(d) done by hand and scanned in electronically

(Also, put your name in the HW file, but keep the prefix as Ma154-HWX-…)

10. Participation / attendance is:

(a) optional

(b) the only part of the class that matters

(c) worth some of your grade

11. What is the error?

ralph2 <-- “Hello to you!”

(a) poor assignment operator

(b) unmatched quotes

(c) improper syntax for function argument

(d) invalid object name

(e) no mistake

12. What is the error?

3ralph <- “Hello to you!”

(a) poor assignment operator

(b) unmatched quotes

(c) improper syntax for function argument

(d) invalid object name

(e) no mistake

13. What is the error?

ralph4 <- “Hello to you!

(a) poor assignment operator

(b) unmatched quotes

(c) improper syntax for function argument

(d) invalid object name

(e) no mistake

14. What is the error?

ralph5 <- date()

(a) poor assignment operator

(b) unmatched quotes

(c) improper syntax for function argument

(d) invalid object name

(e) no mistake

15. What is the error?

ralph <- sqrt 10

(a) no assignment operator

(b) unmatched quotes

(c) improper syntax for function argument

(d) invalid object name

(e) no mistake

16. The goal of making a figure is:

(a) To draw attention to your work.

(b) To facilitate comparisons.

(c) To provide as much information as possible.

17. Caffeine and Calories. What was the biggest concern over the average value axes?

 (a) It isn’t at the origin.

 (b) They should have used all the data possible to find averages.

 (c) There wasn’t a random sample.

 (d) There wasn’t a label explaining why the axes were where they were.

18. What are the visual cues on this plot?



(a) position

(b) length

(c) shape

(d) area/volume

(e) shade/color

19. What are the visual cues on this plot?



(a) position

(b) length

(c) shape

(d) area/volume

(e) shade/color

20. What are the visual cues on this plot?



(a) position

(b) length

(c) shape

(d) area/volume

(e) shade/color

21. Setting vs. Mapping (again). If I want information to be passed to all data points (not variable):

(a) map the information inside the aes (aesthetic) command

(b) set the information outside the aes (aesthetic) command

16. What is wrong with the following statement?

Result <- %>% filter(babynames,

 name== “Prince”)

(a) should only be one =

(b) Prince should be lower case

(c) name should not be in quotes

(d) use mutate instead of filter

(e) babynames in wrong place

17. Which is the best format for ggplot/dplyr?

A

|  |  |  |  |
| --- | --- | --- | --- |
| Year | Algeria | Brazil | Columbia |
| 2000 | 7 | 12 | 16 |
| 2001 | 9 | 14 | 18 |

B

|  |  |  |
| --- | --- | --- |
| Country | Y2000 | Y2001 |
| Algeria | 7 | 9 |
| Brazil | 12 | 14 |
| Columbia | 16 | 18 |

C

|  |  |  |
| --- | --- | --- |
| Country | Year | Value |
| Algeria | 2000 | 7 |
| Algeria | 2001 | 9 |
| Brazil | 2000 | 12 |
| Columbia | 2001 | 18 |
| Columbia | 2000 | 16 |
| Brazil | 2001 | 14 |

(a) A (b) B (c) C

18. Each of the statements except one will accomplish the same calculation. Which one does not match?

(a) babynames %>% group\_by(year,sex) %>% summarise(totalBirths=sum(num))

(b) group\_by(babynames,year,sex) %>% summarise(totalBirths=sum(num))

(c) group\_by(babynames,year,sex) %>% summarize(totalBirths=mean(num))

(d) Tmp<-group\_by(babynames,year,sex)

summarize(Tmp,totalBirths = sum(num))

(e) summarize(group\_by(babynames,year,sex),totalBirths = sum(num))

(And what does it do?)

19. Result <- babynames %>%

Q1(name %in% c("Jane", "Mary")) %>%

# just the Janes and Marys

group\_by(Q2, Q2) %>%

summarise(count = Q3)

(a) filter

(b) arrange

(c) select

(d) mutate

(e) group\_by

20. Result <- babynames %>%

Q1(name %in% c("Jane", "Mary")) %>%

group\_by(Q2, Q2) %>%

# for each year for each name

summarise(count = Q3)

(a) (year, sex)

(b) (year, name)

(c) (year, n)

(d) (sex, name)

(e) (sex, n)

21. Result <- babynames %>%

Q1(name %in% c("Jane", "Mary")) %>%

group\_by(Q2, Q2) %>%

# number of babies (each year, each name)

summarise(count = Q3)

(a) n\_distinct(name)

(b) n\_distinct(num)

(c) sum(name)

(d) sum(num)

(e) mean(num)

num=n

(what is n???)

babynames %>%

filter(name %in% c("Jane","Mary")) %>%

# just the Janes and Marys

group\_by(name, year) %>%

# for each year for each name

summarise(count = sum(n))

 name year count

 (chr) (dbl) (int)

1 Jane 1880 215

2 Jane 1881 216

3 Jane 1882 254

4 Jane 1883 247

5 Jane 1884 295

.. ... ... ...

babynames %>%

 filter(name %in% c("Jane","Mary")) %>%

 group\_by(name, year) %>%

 summarise(count = sum(n))

babynames %>%

 filter(name %in% c("Jane","Mary")) %>%

 group\_by(name, year) %>%

 summarise(n\_distinct(name))

babynames %>%

 filter(name %in% c("Jane","Mary")) %>%

 group\_by(name, year) %>%

 summarise(n\_distinct(n))

babynames %>%

 filter(name %in% c("Jane","Mary")) %>%

 group\_by(name, year) %>%

 summarise(sum(name))

babynames %>%

 filter(name %in% c("Jane","Mary")) %>%

 group\_by(name, year) %>%

 summarise(sum(n))

babynames %>%

 filter(name %in% c("Jane","Mary")) %>%

 group\_by(name, year) %>%

 summarise(median(n))

22. gdp <- gdp %>%

select(country = starts\_with("Income"), starts\_with("1")) %>%

gather(Q1, Q2, Q3)

Q1:

(a) gdp

(b) year

(c) gdpval

(d) country

(e) –country

23. gdp <- gdp %>%

select(country = starts\_with("Income"), starts\_with("1")) %>%

gather(Q1, Q2, Q3)

Q2:

(a) gdp

(b) year

(c) gdpval

(d) country

(e) –country

24. gdp <- gdp %>%

select(country = starts\_with("Income"), starts\_with("1")) %>%

gather(Q1, Q2, Q3)

Q3

(a) gdp

(b) year

(c) gdpval

(d) country

(e) –country

25. The last problem on HW3 asks about the significance of weekday for average visibility:

> summary(aov(visib~dayofweek, data=weather4))

 Df Sum Sq Mean Sq F value Pr(>F)

dayofweek 6 149 24.878 5.691 6.47e-06

Residuals 8711 38079 4.371

 dayofweek mean(visib)

1 Sun 9.261475

2 Mon 8.989968

3 Tues 9.222133

4 Wed 9.102059

5 Thurs 9.380714

6 Fri 9.236156

7 Sat 9.379123

(a) visib definitely different

(b) visib not different b/c pvalue

(c) visib not different b/c sampling

(d) visib unknown b/c pvalue

(e) visib unknown b/c sampling

26. In Blackjack, the dealer gets another card (“hits”) if:

(a) you have at least 15

(b) you have less than 15

(c) she has less than 17

(d) she has more than 17

(e) whenever she wants to

27. In R the ifelse function takes the arguments:

(a) question, yes, no

(b) question, no, yes

(c) statement, yes, no

(d) statement, no, yes

(e) option1, option2, option3

28. In R, the set.seed function

(a) makes your computations go faster

(b) keeps track of your computation time

(c) provides an important parameter

(d) repeats the function

(e) makes your results reproducible

29. The p-value

(a) is the probability H0 is true given the observed data (or more extreme).

(b) is the probability of the observed data (or more extreme) given H0 is true.

30. A 95% confidence interval:

(a) is created in such a way that 95% of samples will produce intervals that capture the parameter.

(b) has a probability of 0.95 of capturing the parameter after the data have been collected.

(c) has a probability of 0.95 of capturing the parameter before the data have been collected.

31. We typically compare means instead of medians because

(a) we don’t know the SE of the difference of medians

(b) means are inherently more interesting than medians

(c) permutation tests don’t work with medians

(d) the Central Limit Theorem doesn’t apply for medians.

32. What are the technical assumptions for a t-test?

(a) none

(b) normal data

(c) $n \geq 30$

(d) random sampling / random allocation for appropriate conclusions

33. What are the technical conditions for permutation tests?

(a) none

(b) normal data

(c) $n \geq 30$

(d) random sampling / random allocation for appropriate conclusions

Follow up: do the assumptions change based on whether the statistic is the mean, median, proportion, etc.?

34. Why do we care about the distribution of the test statistic?

1. Better estimator
2. So we can find rejection region
3. So we can control power
4. Because we love the CLT

35. Given a statistic T = r(X), how do we find a (reasonable) test?

(a) Maximize power

(b) Minimize type I error

(c) Control type I error

(d) Minimize type II error

(e) Control type II error

36. Type I error is

1. We give him a raise when he deserves it.
2. We don’t give him a raise when he deserves it.
3. We give him a raise when he doesn’t deserve it.
4. We don’t give him a raise when he doesn’t deserve it.

37. Type II error is

1. We give him a raise when he deserves it.
2. We don’t give him a raise when he deserves it.
3. We give him a raise when he doesn’t deserve it.
4. We don’t give him a raise when he doesn’t deserve it.

38. Power is the probability that:

1. We give him a raise when he deserves it.
2. We don’t give him a raise when he deserves it.
3. We give him a raise when he doesn’t deserve it.
4. We don’t give him a raise when he doesn’t deserve it.

39. Why don’t we always reject H0?

(a) type I error too high

(b) type II error too high

(c) level of sig too high

(d) power too high

40. The player is more worried about

1. A type I error
2. A type II error

41. The coach is more worried about

1. A type I error
2. A type II error

42. Increasing your sample size

1. Increases your power
2. Decreases your power

43. Making your significance level more stringent (α smaller)

1. Increases your power
2. Decreases your power

44. A more extreme alternative

1. Increases your power
2. Decreases your power

45. What is the primary reason to use a permutation test (instead of a test built on calculus)

(a) more power

(b) lower type I error

(c) more resistant to outliers

(d) can be done on statistics with unknown sampling distributions

46. What is the primary reason to bootstrap a CI (instead of creating a CI from calculus)?

(a) larger coverage probabilities

(b) narrower intervals

(c) more resistant to outliers

(d) can be done on statistics with unknown sampling distributions

47. The best way to access the stuff on the Course Materials repo is:

a. Use your browser to open the GitHub site and look at the solutions and datasets using the browser.

b. Clone the Course Materials repo onto your computer locally and access the files locally via your computer (and pull every time the repo gets updated).

c. What is the Course Materials repo?

47. You have a sample of size n = 50. You sample with replacement 1000 times to get 1000 bootstrap samples.

 What is the sample size of each bootstrap sample?

 (a) 50

 (b) 1000

48. You have a sample of size n = 50. You sample with replacement 1000 times to get 1000 bootstrap samples.

 How many bootstrap statistics will you have?

 (a) 50

 (b)1000

49. The bootstrap distribution is centered around the

(a) population parameter

(b) sample statistic

(c) bootstrap statistic

(d) bootstrap parameter

50.



95% CI for the difference in proportions:

1. (0.39, 0.43)
2. (0.37, 0.45)
3. (0.77, 0.81)
4. (0.75, 0.85)

51. Suppose a 95% bootstrap CI for the difference in means was (3,9), would you reject H0?

(uh…. What is the null hypothesis here???)

(a) yes

(b) no

(c) not enough information to know

52. Given the situation where Ha is TRUE. Consider 100 CIs (for true difference in means), the power of the test can be approximated by:

(a) The proportion that contain the true difference in means.

(b) The proportion that do not contain the true difference in means.

(c) The proportion that contain zero.

(d) The proportion that do not contain zero.