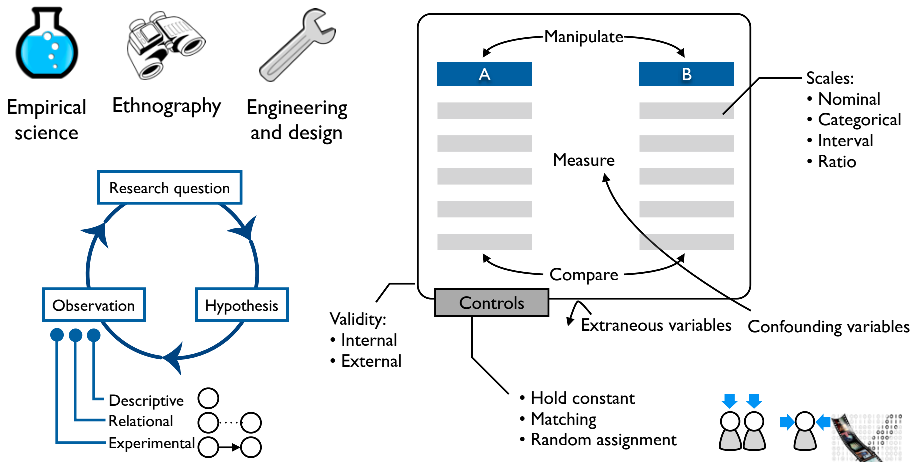
Way Back in Current Topics…



Basic Statistical Analysis for HCI

- Research Question
  - Do users type on touchscreen mobile phone faster using a stylus than using a finger?
- Between-subjects, 11 participants each
- Result
  - The choice of method had a significant effect on the completion time, $t(20) = 4.03, p < .001$.
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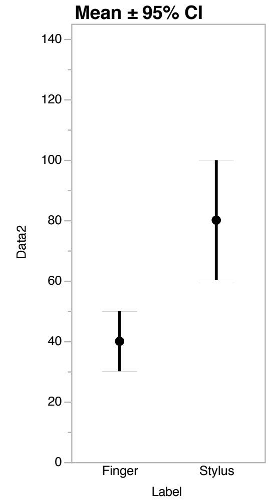


Describing Each Condition

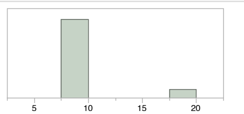
- Measures of central tendency
  - Mean: "average"
  - Median: the middle point of the sorted data
- Measures of spread
  - SD: Standard deviation
  - 95% Confidence Interval (CI)

$$\mu = \frac{1}{N}\sum_{i=1}^{N} x_i \qquad SD = \sqrt{\frac{1}{N}\sum_{i=1}^{N}(x_i - \mu)^2}$$

(Different data from previous slide)

Distributions Label=Finger

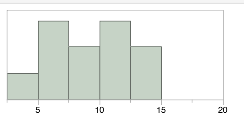
Data



Summary Statistics	
Mean	9
Std Dev	3.3166248
Upper 95% Mean	11.228139
Lower 95% Mean	6.7718611
N	11
Median	8

Distributions Label=Stylus

Data



Summary Statistics	
Mean	9
Std Dev	3.3166248
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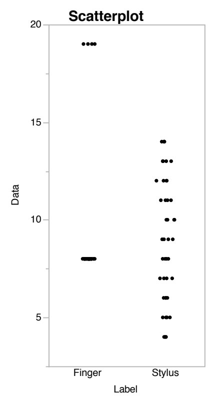
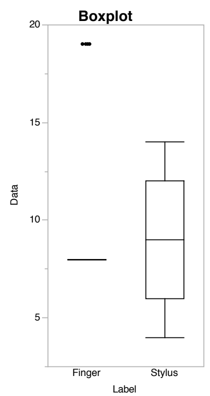
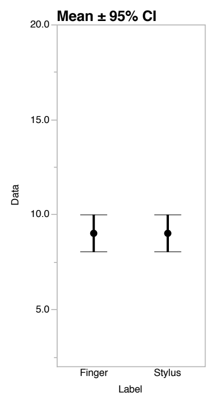
Different Plots, Different Purposes



Too complex to be useful



No change as N changes

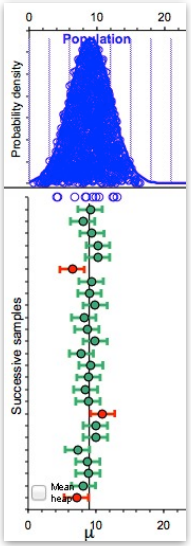


Abstraction losses details

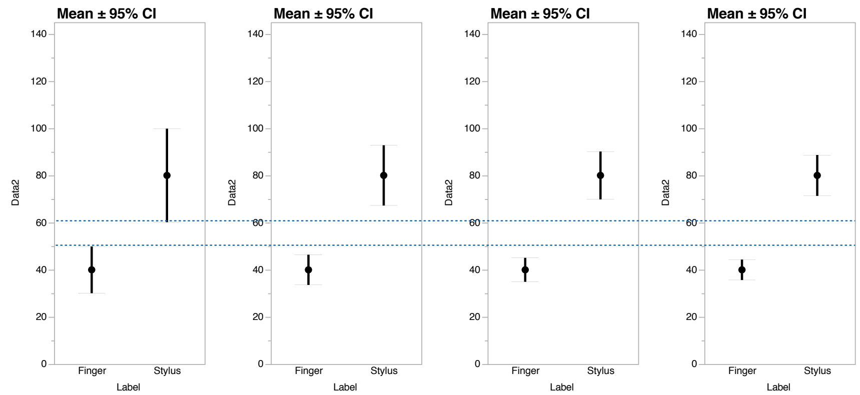
95% Confidence Interval of Mean

$$\pm 1.96 \times \frac{SD}{\sqrt{N}}$$

- In an infinite number of experiments, 95% of the CIs will include the population mean
- Changes systematically as N change
  - Better than SD
- Report both mean and confidence interval
  - E.g., M = 39.96 95% CI [25.30, 54.62]



Sample Size Influences Confidence



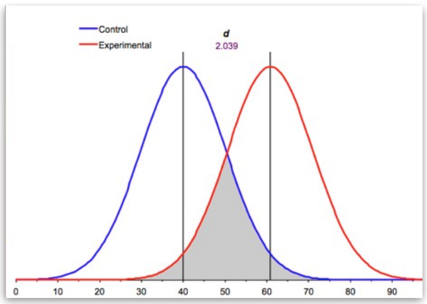
N = 22 N = 44 N = 66 N = 88

Effect Size

- Effect sizes indicate the strength of the phenomenon
  - In experimental studies, they indicate how strong does the manipulation of independent variables results in the changes of the dependent variables.
- Difference between two means
  - E.g., Stylus is 40s slower than Touch
  - In original unit, intuitive
- Percentage and ratio
  - E.g., Stylus is twice slower than Touch
  - Emphasize the magnitude of effect

Effect Size

- Cohen's *d*
  - E.g., effect size Cohen's *d* = 2.0
  - The mean difference is roughly two SD
  - Allow comparison across different measurement units
  - Reference values:
    - 0.2 (small)
    - 0.5 (medium)
    - 0.8 (large)
  - Reporting: "Cohen's *d* = 0.25 (small effect)



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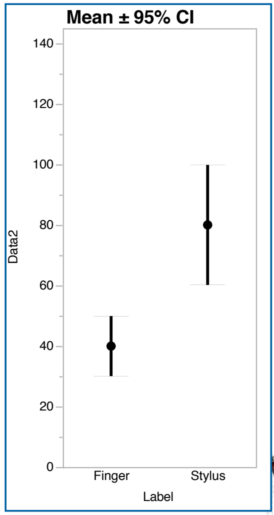


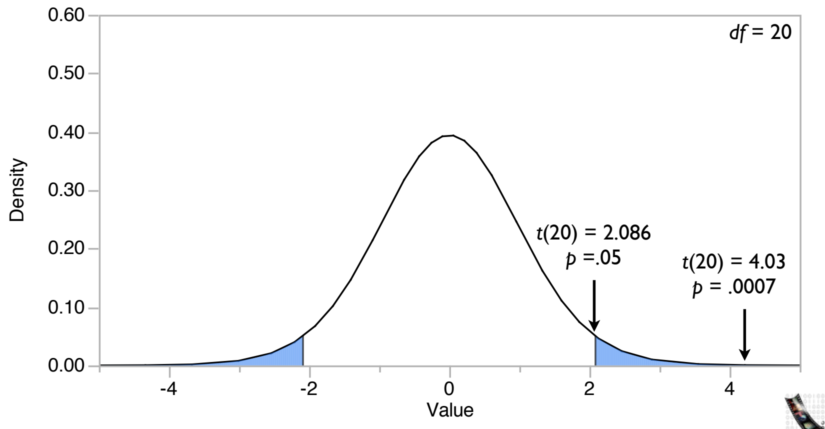
NHST: Null Hypothesis Significance Testing

- Assuming no effect of IV
  - E.g., keyboard type does *not* influence completion time
- Then p value is the probability that our measurements would occur
  - E.g., p = 0.05:
  - "Assuming keyboard type does *not* influence completion time, then there would be a 5% probability that our measurement turns out as it did."
- *De facto* cutoff level of p = .05 for statistical significance

t-test

- *t* ratio: ratio between
  - Variance explained by the model (Here: mean difference 80.01 – 39.96 = 40.05)
  - Variance that the model can't explain (Here: Standard Error of mean difference: 9.93)
  - *t* ratio: 40.05 / 9.93 = 4.03
- Theoretical probability distribution of *t* varies by degrees of freedom
- Degrees of freedom: number of values that are free to vary given the statistics
  - Here: 22 participants – 2 means = 20 DOF
- Direction of difference
  - By default, a significant result in a *t*-test indicates differences without stating the direction. (known as two-tailed tests)

Probability Distribution of *t*



In-class Exercise:
p value (Fine Prints)

- Suppose your want compare the number of hours that people watch TV between school students and collage students.
  - You gathered survey data from 100 respondents.
  - Results: On average, school students watch 3.4 hours per day, and college students watch 3.0 hours per day. $t(98) = 1.04$, $p = .03$.
- Which of the following statements are correct?
  - There are 3% probability that school students watch TV more than college students
  - There are 3% probability that school students watch TV in different amount that college students
  - Assuming that school students watch TV in different amount than college students, there is a 3% probability that this result occur.
  - Assuming that school students and college students watch TV at the same amount, there is a 3% probability that this result occur.

In-class Exercise:
p value (Fine Prints)

- Which of the following statements are correct?
  - There are 3% probability that school students watch TV more than college students

    Incorrect: not the definition of p-value, specifying direction of the comparison
  - There are 3% probability that school students watch TV in different amount that college students

    Incorrect: not the definition of p-value, specifying direction of the comparison
  - Assuming that school students watch TV in different amount than college students, there is a 3% probability that this result occur.

    Incorrect: assuming the difference in population
  - Assuming that school students and college students watch TV at the same amount, there is a 3% probability that this result occur.

    Correct: assuming no difference in the population and does not specify the direction

Basic Statistical Analysis for HCI

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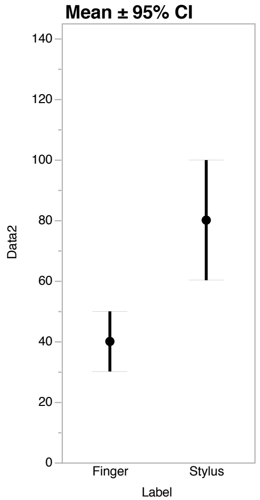
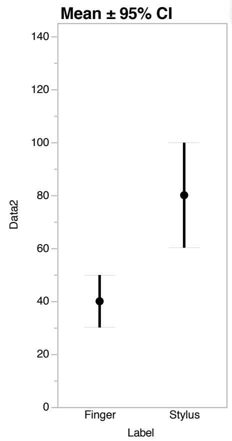
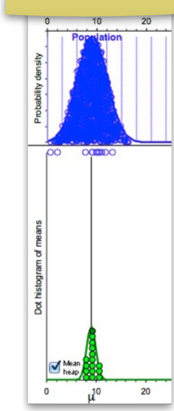


Statistical Assumptions

2015
Spend more time in homogeneity of variance

- Normality: distribution of sampled means are normally distributed
  - Check from the normality of the data in each group
  - Plotting data and use Shapiro-Wilk test
- Homogeneity of variance: sampled data from the populations of the same variance
  - Check that variance across groups are roughly equal
  - Plotting data and Leven's test
- Independence: Sampled from different participants
- Interval data





Non-parametric Tests

- Used when normality, homogeneity of variance, or interval data assumptions are violated
- Lower statistical power
  - Need larger sample size for the same *p*-value
- E.g., Wilcoxon rank-sum test

t Test

Stylus-Finger

Assuming equal variances

Difference	40.0500	t Ratio	4.030356
Std Err Dif	9.9371	DF	20
Upper CL Dif	60.7784	Prob > ltl	0.0007*
Lower CL Dif	19.3216	Prob > t	0.0003*
Confidence	0.95	Prob < t	0.9997

Wilcoxon (Rank Sums)

S	Z	Prob>lZl
175	3.15192	0.0016*

Paired Tests

- For within-subject designs (violate independence assumption)
  - E.g., paired t-tests, Wilcoxon signed rank test
- More statistical power

t Test

Stylus-Finger

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Std Err Dif	9.9371	DF	20
Upper CL Dif	60.7784	Prob > ltl	0.0007*
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Confidence	0.95	Prob < t	0.9997

Wilcoxon (Rank Sums)

S	Z	Prob>lZl
175	3.15192	0.0016*

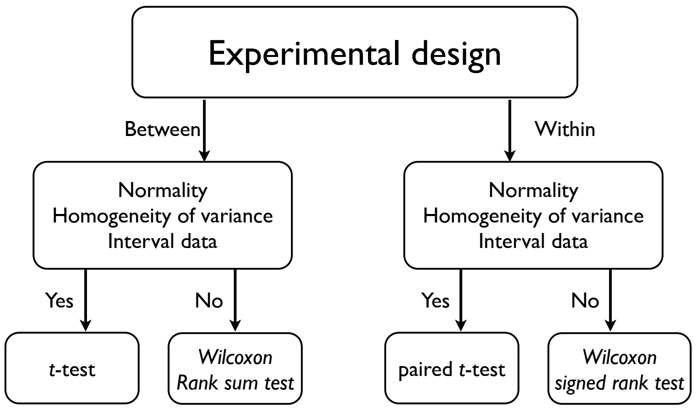
Difference: Finger-Stylus

Finger	39.96	t-Ratio	-9
Stylus	80.01	DF	10
Mean Difference	-40.05	Prob > ltl	<.0001*
Std Error	4.45	Prob > t	1.0000
Upper 95%	-30.135	Prob < t	<.0001*
Lower 95%	-49.965		
N	11		
Correlation	1		

Wilcoxon Signed Rank

	Finger-Stylus
Test Statistic S	-33.000
Prob>lSl	0.0010*
Prob>S	0.9995
Prob<S	0.0005*

Statistical Analysis So Far



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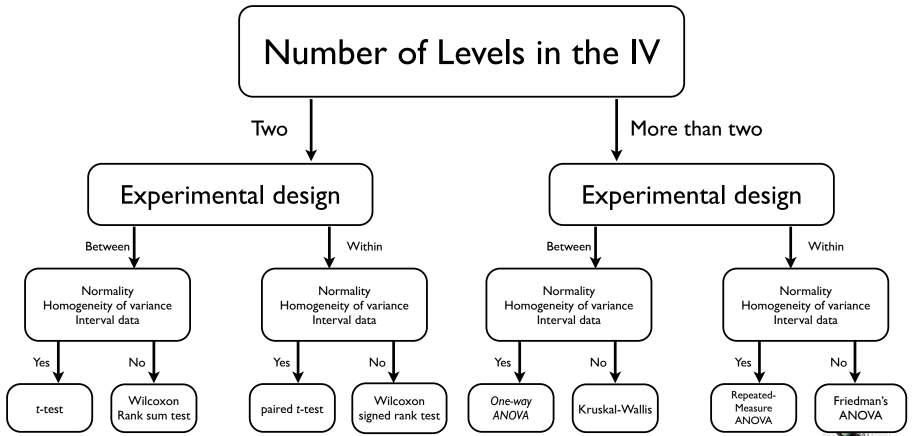
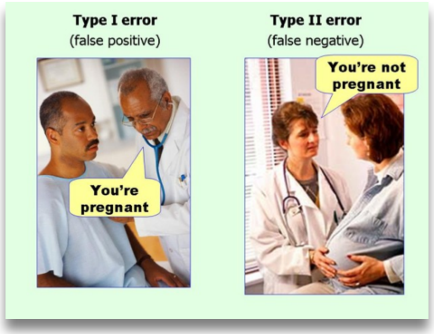
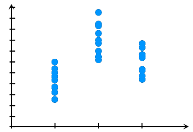


Type I and Type II Error

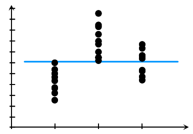
- Each time we do a *t*-test ($p < .05$), we have 5% probability to be false positive
  - Probability of no false positive = 95%
- Three *t*-tests: $0.95^3 = 0.857$
  - Actual probability to be false positive: $1–0.857 = 0.143$
  - Overtesting increase probability to be false positive

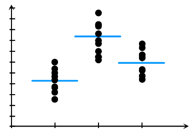


ANOVA:
Analysis of Variance


Maximal model

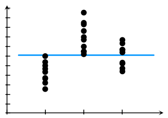
- Fit different models and determine how good the models explain the data
  - Maximal model: one parameter per data point
  - Null model: one parameter (e.g., mean) represents all data points
  - Determine just adequate candidate model that fits the data

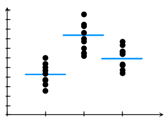

Null model


A candidate model

ANOVA

- Candidate model fits better than null model
  ⇒ The effect is statistically significant
- Candidate model fits as well as null model
  ⇒ The effect is not statistically significant
- Conclusion: The differences among the levels are statistically significant


Null model


Candidate model

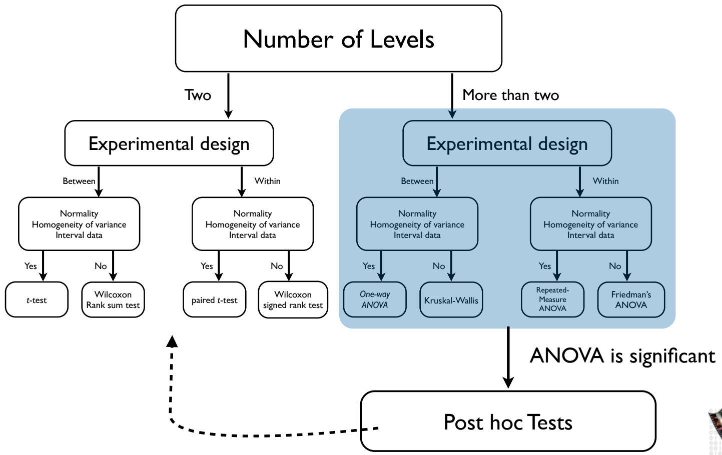
Statistically significant

E.g., $F_{2,28} = 73.07$, $p < .001$

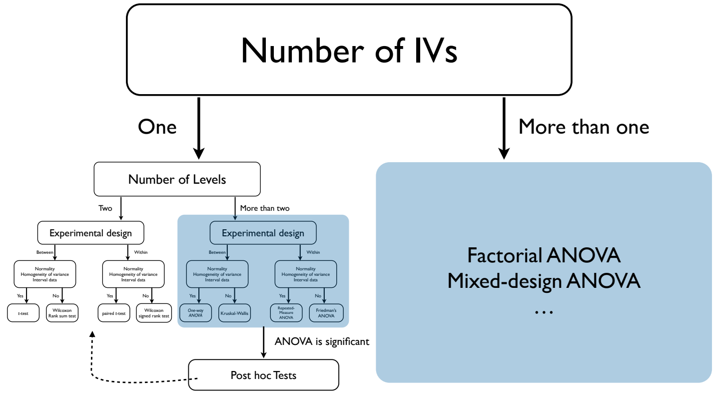
Post-hoc Test

- Compare each pair of conditions as a follow-up of ANOVA
  - E.g., *t*-tests
- Need to prevent the false-positive
- E.g., Bonferroni correction: set lower cut-off for *p*-value to be significant
  - Three conditions: cut-off 0.05 / 3 = .0167
  - Apply this cut-off to all tests

Statistical Analysis So Far



Statistical Analysis So Far



Reporting

- Result
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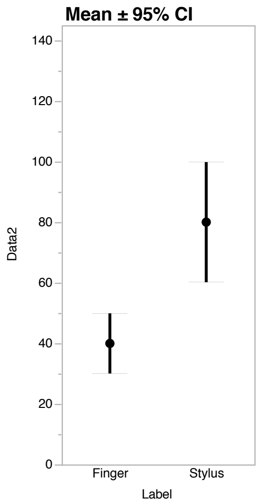
  - Finger (M=39.96 95% CI [25.30, 54.62]) is faster than Stylus (M=80.01 [65.35, 94.67]). Effect size Cohens' d = 1.74 (large effect).
- Two-digit after the decimal point
  - Except p-value: report exact iff more than 0.001
- Use 95% confidence interval as error bar and indicate so



Reading Assignment

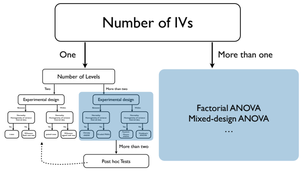
- Required
  - (Dragicevic et al., alt.chi 2014) Running an HCI experiment in multiple parallel universes
- Recommended
  - Cumming, Geoff. "The New Statistics Why and How." Psychological science25.1 (2014): 7-29.
  - Practical Statistics for HCI by Jacob O. Wobbrock, U. of Washington

    Independent study material with examples from HCI

    Uses SPSS and JMP (trial version: free download)

    http://depts.washington.edu/aimgroup/proj/ps4hci/

Summary



- Effect size (mean) and their confidence interval describes the data
- Cohen's *d* (standardized effect size) allows comparison across experiments
- *p*-value is the probability of that the result occurs assuming no effect of IV.
- Statistical assumptions and experimental design indicate appropriate type of the test
- Overtesting increase probability to be false positive