

Course: AP Statistics

Instructor: Patterson

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Name of Assignment: AP Statistics Summer Work

What student will know, understand, or be able to do and why this learning matters: Complete this packet in the final month of summer so that the material is fresh in your mind for the coming school year.

Directions:

1. Purchase the Textbook BEFORE the first day of class!!

The Practice of Statistics 5th edition

- You may purchase the eBook or hard copy from any source of your choice

2. Read and fill out the **attached** notes on Chapter 4: DESIGNING STUDIES (Will be checked off on the **FIRST DAY** of Class)

For the first time in your life your instructions are to procrastinate! Complete the Review Problems in the final month (last week of August even) of summer so that the material/concepts are fresh in your mind for the coming school year.

- Pay attention to the bold letters and boxes when reading the sections.
- The homework sets #1-8 given within the packet are not required! (You can use the problems to check your understanding of the concepts)
- You will have the first couple of days when school starts to ask questions over the concepts/notes
- We will be working with the concepts through labs and activities during the first two weeks of class and there will be a Chpt. 4 test on September 11 during class

3. Focus Problems (due the **FIRST FRIDAY** of school)

I will be grading these problems for accuracy and clarity, so be sure to write clear, concise answers and use complete sentences when appropriate.

- 4.1 #14
- 4.2 #5 and 66
- 4.3 #104

Important Info for focus problems:

- Do the problems on separate paper (no fringe)
- Write a clear summary of the problem information
- Clearly present any work necessary
- Clearly state answers, including appropriate labeling
- There will be a Ch 4 Test on September 11 during Class.
- If you need help with focus problems plan to see me on my office hours the first week back

Other

- It is RECOMMENDED you have a TI-84 Plus CE Graphing Calculator for this course. Other calculators may be used, but may be more challenging to use in this course.
- You may earn 4 College Now credits (Math 243) for this course in addition to the AP credit offered.
- See you in September!

-Ms. Patterson

4.1 Sampling and Surveys

Read 209–211

What's the difference between a population and a sample? What is a census?

What is that icon in the top-right corner of the example on page 210?

Read 211–213 (How to Sample Badly)

What's the problem with convenience samples?

What is bias?

What's a voluntary response sample? Is this a good method for obtaining a sample?

What is the purpose of the Check Your Understanding feature on page 213?

Alternate Example: To estimate the proportion of families that oppose budget cuts to the athletic department, the principal surveys families as they enter the football stadium on Friday night. Explain how this plan will result in bias and how the bias will affect the estimated proportion.

HW #1: page 229 (1, 3, 6, 7, 9, 10)

4.1 Random Sampling Methods

Read 213–217

What's a simple random sample (SRS)? How can you choose a SRS?

What's the difference between sampling *with* replacement and sampling *without* replacement? How should you account for this difference when using a table of random digits or other random number generator?

Alternate Example: Mall Hours

The management company of a local mall plans to survey a random sample of 3 stores to determine the hours they would like to stay open during the holiday season. Use Table D at line 101 to select an SRS of size 3 stores.

Aeropostale	Forever 21	Old Navy
All American Burger	GameStop	Pac Sun
Arby's	Gymboree	Panda Express
Barnes & Noble	Haggar	Payless Shoes
Carter's for Kids	Just Sports	Star Jewelers
Destination Tan	Mrs. Fields	Vitamin World
Famous Footwear	Nike Factory Store	Zales Diamond Store

Make sure labels are all the same length (2 digits in this case)

Read 219–220

What is a stratified random sample? How is it different than a simple random sample?

When is it beneficial to use a stratified random sample? What is the benefit? How do you choose a variable to stratify by?

HW #2 page 230 (11, 13, 15, 17, 18, 19)

4.1 More about Sampling

Read 221–222

What is a cluster sample? Why do we use a cluster sample? How is it different than a stratified sample?

Alternate Example: A Good Read

A school librarian wants to know the average number of pages in all the books in the library. The library has 20,000 books, arranged by type (fiction, biography, history, and so on) in shelves that hold about 50 books each.

(a) Explain how to select a simple random sample of 500 books

(b) Explain how to select a stratified random sample of 500 books. Explain your choice of strata and one reason why this method might be chosen.

(c) Explain how to select a cluster sample of 500 books. Explain your choice of cluster and one reason why this method might be chosen.

(d) Discuss a potential drawback with each of the methods described above.

Read 223–225

What is inference?

What is a margin of error?

What is the benefit of increasing the sample size?

Read 225–227

What is a sampling frame?

What is undercoverage and what problems might undercoverage cause?

What is nonresponse and what problems might nonresponse cause? How is it different than voluntary response?

What is response bias and what problems might response bias cause?

HW #3: page 231 (21, 23, 25, 27, 30, 31, 33, 35)

4.2 Observational Studies and Experiments

ADHD Linked to Lead and Mom's Smoking, by Karen Barrow (February 1, 2007)

A mother's smoking during pregnancy and exposure to lead significantly increases her child's risk for developing attention deficit hyperactivity disorder (ADHD), say researchers. In fact, as many as one third of cases of ADHD in children are linked to exposure to tobacco smoke and lead before birth, giving moms yet another reason to quit smoking during pregnancy.

For the study, researchers from Cincinnati Children's Hospital Medical Center surveyed over 4,700 children between the ages of 4 and 15 and their parents. Over 4 percent of the children included had ADHD. The researchers found that those children whose mother smoked during pregnancy were over twice as likely to develop ADHD than a child whose mother had not smoked.

Based on this study, should we conclude that smoking during pregnancy *causes* an increase in the likelihood that a child develops ADHD? Explain.

Explain the concept of confounding in the context of this study.

Is there any way to *prove* that smoking causes ADHD?

Read 234–236 *Read word-for-word*

What are some differences between an observational study and an experiment?

What's the difference between an explanatory variable and a response variable?

Page 237: Check Your Understanding

Designing Experiments

Suppose we wanted to design an experiment to see if caffeine affects pulse rate.

Here is an initial plan:

- measure initial pulse rate
- give each student some caffeine
- wait for a specified time
- measure final pulse rate
- compare final and initial rates

What are some problems with this plan? What other variables are most likely to be sources of variability in pulse rates?

There are several steps we should take to solve these problems.

1. The first step is to include a _____ that does not receive caffeine so we have something to compare to. Otherwise, any pulse-raising (or lowering) event that occurs during the experiment would be confounded with the caffeine. For example, an amazing stats lecture during the waiting period would certainly raise pulse rates, making it hard to know how much of the pulse increase was due to the caffeine.

Read 237–239

Briefly define the following terms:

- Treatment
- Experimental units
- Subjects
- Factor
- Level

HW #4: page 233 (37–42) page 253 (45–55 odd) *Directions for 51–56 are the same

4.2 Experiments

The caffeine experiment, continued...

2. The second step is to make sure that the two groups (caffeine and non-caffeine) are as similar as possible and are treated in exactly the same way, with the exception of the treatments. To make this happen, we use randomization, replication, and control.

2a. We _____ subjects to treatments to create groups that are roughly equivalent at the beginning of the experiment. Random assignment ensures that the effects of uncontrolled variables are balanced among the treatments groups. We must ALWAYS randomize since there will always be other variables we cannot control or that we do not consider. Randomizing guards against what we don't know and prevents people from asking "But what about this variable?"

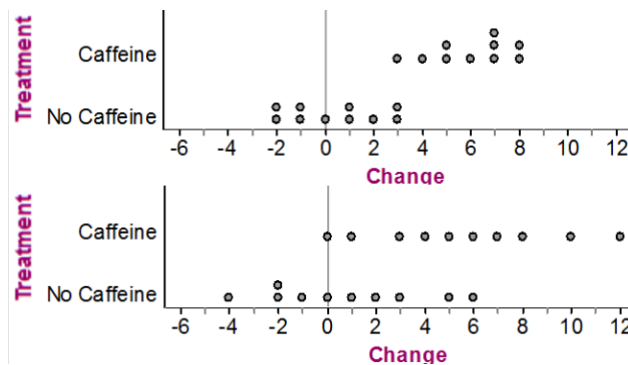
How do we randomize? What is a completely randomized design? (Read 239–243)

2b. _____ means ensuring that there are an adequate number of observations in each treatment group so that the two groups are as equivalent as possible. Then, differences in the effects of the treatments can be distinguished from chance differences between the groups.

Note: Replication can also refer to repeating the experiment with different subjects. This can help us feel more confident applying the results of our experiment to a _____.

2c. _____ means holding other variables constant for each member of both treatment groups. This prevents these other variables from becoming confounded with caffeine and from adding additional variability to the distribution of the response variable.

- Prevents confounding: For example, sugar is an important variable to consider because it may affect pulse rates. If one treatment group was given regular Coke (which has sugar) and the other treatment group was given caffeine free Diet Coke (which has no sugar), then sugar and caffeine would be confounded. If there was a difference in the average change in pulse rates of the two groups after receiving the treatments, we wouldn't know which variable caused the change, and to what extent. To prevent sugar from becoming confounded with caffeine, we need to make sure that members of both treatment groups get the same amount of sugar.
- Reduces variability: For example, the amount of soda consumed is important to consider because it may affect pulse rates. If we let subjects in both groups drink any amount of soda they want, the changes in pulse rates will be more variable than if we made sure each subject drank the same amount of soda. This will make it harder to identify the effect of the caffeine (i.e., our study will have less power). For example, the first set of dotplots show the results of a well-done experiment. The second set of dotplots show the results of an experiment where students were allowed to drink as much (or as little) soda as they pleased. The additional variability in pulse rate changes makes the evidence for caffeine less convincing.



It is also important that all subjects in both groups are _____ so that the expectations are the same for the subjects in both groups. Otherwise, members of the caffeine group might suffer from the _____. If the people measuring the response are also blind, the experiment is _____.

Note: Not all experiments have a control group or use a placebo as long as there is comparison. For example, if you are testing a new drug, it is usually compared to the currently used drug, not a placebo. Also, you can do an experiment to compare four brands of paint without using a placebo.

SUMMARY: With randomization, replication, and control, each treatment group should be nearly identical, and the effects of other variables should be about the same in each group. Now, if changes in the explanatory variable are associated with changes in the response variable, we can attribute the changes to the explanatory variable *or the chance variation in the random assignment*.

Read 243–249

Alternate Example: *Multitasking* Researchers in Canada performed an experiment with university students to examine the effects of in-class laptop use on student learning. All participants in the study were asked to attend a university style lecture and take notes with their laptops. Half of the participants were assigned to complete other non-lecture related online tasks during the lecture. These tasks were meant to imitate typical student Web browsing during classes. The remaining students simply took notes with their laptops. To assign the treatments, the researchers printed 40 papers with instructions (20 with multitasking and 20 without), shuffled them, and handed them out at random to students in the classroom. At the end of the lecture, all participants took a comprehension test to measure how much they learned from it. The results: students who were assigned to multitask did significantly worse (11%) than students who were not assigned to multitask.

- a. Explain how each of the four principles of experimental design was used in the multitasking study.

HW #5: page 254 (57, 59, 61, 63, 67, 69, 71)

The Caffeine Experiment

Read 249

The results of an experiment are called _____ if they are unlikely to occur by random chance. That is, if it is unlikely that the results are due to the possible imbalances created the random assignment.

For example, if caffeine really has no effect on pulse rates, then the average change in pulse rate of the two groups should be exactly the same. However, because the results will vary depending on which subjects are assigned to which group, the average change in the two groups will probably differ slightly. Thus, whenever we do an experiment and find a difference between two groups, we need to determine if this difference could be attributed to the chance variation in random assignment or because there really is a difference in effect of the treatments.

How can we determine if the results of our experiment are statistically significant?

HW #6: page 259 (48, 58, 64, 68, 73)

4.2 Blocking

Read 251–255

Alternate Example: SAT schools

Many students enroll in prep courses to improve their SAT scores. Twenty students who have taken the SAT once volunteered to participate in an experiment comparing online and classroom prep courses.

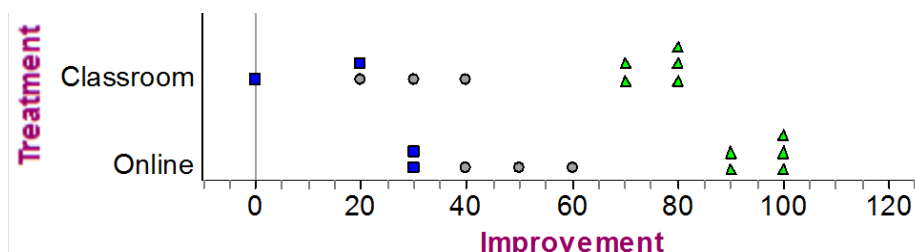
1. Describe how we can use a completely randomized design to compare online and classroom SAT prep courses.

2. Among the 20 volunteers, 10 of are in Precalculus, 6 are in Algebra 2, and 4 are in Geometry. What problem does this cause? How can we address this problem?

3. Here are the results of the experiment, using math level as a blocking variable. Make dotplots to compare the improvements of the students in the online course and the improvements of students in the classroom course. Based on the dotplots, does there appear to be convincing evidence that the online course is better?

Class	Treatment	Improvement
P	Online	100
P	Online	100
P	Online	90
P	Online	90
P	Online	100
P	Classroom	70
P	Classroom	70
P	Classroom	80
P	Classroom	80
P	Classroom	80
A	Online	50
A	Online	60
A	Online	40
A	Classroom	30
A	Classroom	40
A	Classroom	20
G	Online	30
G	Online	30
G	Classroom	0
G	Classroom	20

4. The dotplots in #3 ignored the fact that we blocked by math level. Here is the dotplot again, using different symbols for students in each math level.



Notice that within each math level, the online students clearly did better. We couldn't see this difference when we ignored the blocks. The average improvement for students in Precalculus was $\bar{x}_P = 86$, the average improvement for students in Algebra 2 was $\bar{x}_A = 40$, and the average improvement for students in Geometry was $\bar{x}_G = 20$. How can we use this information to account for the variability created by differences in class level?

Class	Treatment	Improvement	
P	Online	100	
P	Online	100	
P	Online	90	
P	Online	90	
P	Online	100	
P	Classroom	70	
P	Classroom	70	
P	Classroom	80	
P	Classroom	80	
P	Classroom	80	
A	Online	50	
A	Online	60	
A	Online	40	
A	Classroom	30	
A	Classroom	40	
A	Classroom	20	
G	Online	30	
G	Online	30	
G	Classroom	0	
G	Classroom	20	

Blocking in experiments is similar to stratification in sampling.

- Blocking accounts for a source of variability, just like stratifying. This means that blocking is a good way to increase power.
- Blocks should be chosen like strata: the units within the block should be similar, but different than the units in the other blocks. You should only block when you expect that the blocking variable is associated with the response variable.
- Blocks, like strata, are not formed at random!

What are some variables that we can block for in the caffeine experiment? In general, how can we determine which variables might be best for blocking? What about a matched pairs design?

Alternate Example: *Microwave Popcorn*

A popcorn lover wants to know if it is better to use the “popcorn button” on her microwave oven or use the amount of time recommended on the bag of popcorn. To measure how well each method works, she will count the number of unpopped kernels remaining after popping. She goes to the store and buys 10 bags each of 4 different varieties of microwave popcorn (movie butter, light butter, natural, and kettle corn), for a total of 40 bags.

Explain why a randomized block design might be preferable to a completely randomized design for this experiment.

Outline a randomized block design for this experiment.

What is a matched pairs design? Could we use a matched pairs design for the caffeine experiment?

HW #7: page 257 (75–85 odd)

4.3 Using Studies Wisely

Read 266–268

The scope of inference refers to the type of inferences (conclusions) that can be drawn from a study. The types of inferences we can make (inferences about the population and inferences about cause-and-effect) are determined by two factors in the design of the study:

		Were individuals randomly assigned to groups?	
		Yes	No
Were individuals randomly selected from a population?	Yes	Inferences about the population: ____ Inferences about cause and effect: ____	Inferences about the population: ____ Inferences about cause and effect: ____ <i>Some observational studies are in this category.</i>
	No	Inferences about the population: ____ Inferences about cause and effect: ____ <i>Most experiments are in this category.</i>	Inferences about the population: ____ Inferences about cause and effect: ____ <i>Some observational studies are in this category.</i>

Alternate Example: *Silence is golden?*

Many students insist that they study better when listening to music. A teacher doubts this claim and suspects that listening to music actually hurts academic performance. Here are four possible study designs to address this question at your school. In each case, the response variable will be the students' GPA at the end of the semester.

1. Get all the students in your AP Statistics class to participate in a study. Ask them whether or not they study with music on and divide them into two groups based on their answer to this question.
2. Select a random sample of students from your school to participate in a study. Ask them whether or not they study with music on and divide them into two groups based on their answer to this question.
3. Get all the students in your AP Statistics class to participate in a study. Randomly assign half of the students to listen to music while studying for the entire semester and have the remaining half abstain from listening to music while studying.
4. Select a random sample of students from your school to participate in a study. Randomly assign half of the students to listen to music while studying for the entire semester and have the remaining half abstain from listening to music while studying.

For each design, suppose that the mean GPA for students who listen to music while studying was significantly lower than the mean GPA of students who didn't listen to music while studying. What can we conclude for each design?

Read 268–271 (The Challenges of Establishing Causation, Data Ethics)

HW #8: page 264 (87–94), page 273 (97–102)