# The model comparison approach in teaching statistics The R2STATS and AtelieR GUIs for R

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#### Sommaire

- Typical statistical problems in the social sciences
- 2 A simple example: Comparing means
  - The classical, test-oriented approach
  - The model comparison approach
  - The R2STATS GUI for glm()
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#### The common statistical toolbox for psychologists

- Colleagues generally want their undergraduate students to be able to:
  - **1** compare proportions (z-test,  $\chi^2$ ),
  - ② compare categorical distributions or test for independence between categorical variables  $(\chi^2)$
  - $\odot$  compare means (one and two sample Student t, Fisher F),
  - ompare variances (Fisher F, Levene),
  - o model linear dependencies (correlation, regression).
- That's most of it...

#### The problem oriented approach

- Colleagues' demands to the stats teacher are often problem-oriented (e.g. compare means).
- Standard statistical packages usually offers this hardwired in their menus. This is also straightforward in R (t.test(), chisq.test(), etc).
- An apparent benefit of this strategy is that students may be quickly "autonomous".
- But...

# Age of onset of schizophrenia by gender

```
> data(schizophrenia)
```

- > head(schizophrenia)
- age gender
- 1 20 female
- 2 30 female
- 3 21 female
- 4 23 female
- 5 30 female
- 6 25 female

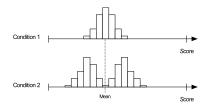
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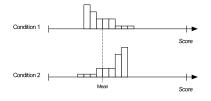
# Age of onset of schizophrenia by gender

```
> t.test(age~gender,data=schizophrenia)
Welch Two Sample t-test
data: age by gender
t = 4.7989, df = 166.077, p-value = 3.533e-06
alt. hypo.: true difference in means is not equal to 0
95 percent confidence interval: 3.861288 9.259260
sample estimates:
mean in group female
                       mean in group male
            30.47475
                                 23.91447
```

#### Comparing distributions

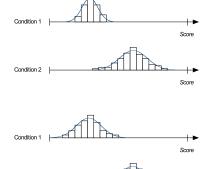
- Comparing experimental conditions, supposed to induce different behaviors, statistically means comparing distributions.
- In many cases, this is simplified into a mean-comparison problem.
- But... What if comparing means is meaningless in the first place?





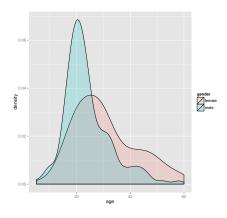
#### Comparing means

- Comparing means has the advantage of simplicity, in terms of interpretation. But not always meaningful (even in the unimodal Gaussian case).
- This makes sense under a symmetric, unimodal and homoscedastic Gaussian model, as only the expectation changes between groups.



Score

#### Age of onset of schizophrenia: Density estimates



Data are times (left-bounded, continuous). The **population distributions** are most probably:

- asymmetric,
- heteroscedastic.

#### Questions

- Is it meaningful to compare means when asymmetric heteroscedastic distributions are suspected?
- Proposal: Yes, provided:
  - a valid distribution model with these attributes is available,
  - with a mean parameter (for which the empirical mean is the maximum likelihood estimator),
  - only this parameter is assumed to change from one group to the other.

# What we really need

- What we need is a **model-oriented** way of thinking: What is the distribution underlying my data?
- Ideally, the answer should result from an hypothesis on the data generation mechanism.
- Once a distribution model is chosen, descriptive statistics (means, variances, proportions, etc.) follow as consequences (i.e. parameters in the model).

#### Times to onset

- Ages of onset of schizophrenia by gender are times-to-event variables ( $T_i$ , j = 1, 2).
- A candidate model is a conditional **Gamma distribution**  $T_j \sim \Gamma(s, \mu_j)$  (note: Mean parameterization):

$$f_j(t|s,\mu_j) = \frac{1}{\Gamma(s)} \left(\frac{s}{\mu_j}\right)^s t^{s-1} e^{-\frac{st}{\mu_j}}$$

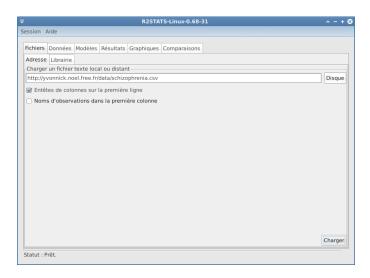
• This is very much like assuming that we are waiting for the same fixed number (s) of hidden steps before onset, occurring at different rates  $(\lambda_j = s/\mu_j)$  in both groups.

### The model comparison workflow in R

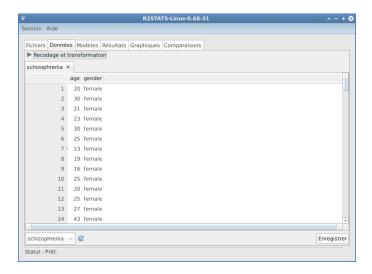
- The problem now amounts to:
  - test goodness-of-fit of a Gamma model,
  - **compare** the two-means Gamma model with its constrained version  $(\mu_i = \mu, \forall j)$ .
- This model comparison approach is natural in R:

```
data(schizophrenia)
M0 = glm(age~1,family=Gamma,data=schizophrenia)
M1 = glm(age~1+gender,family=Gamma,data=schizophrenianova(M0,M1, test=''F'')
```

#### Loading the data

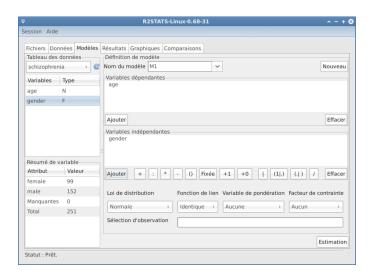


#### Examining the data

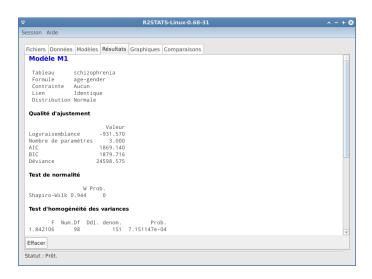


The classical, test-oriented approach
The model comparison approach
The R2STATS GUI for glm()

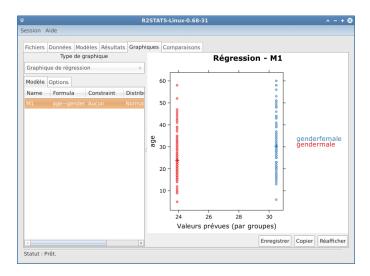
#### Model definition: The Gaussian homoscedastic model



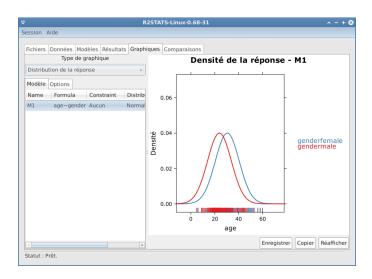
#### Goodness-of-fit



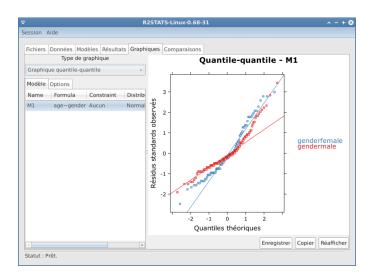
#### Plots: Regression



#### Plots: Response distribution

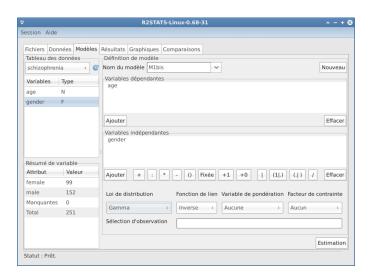


#### Plots: Quantile-quantile plot

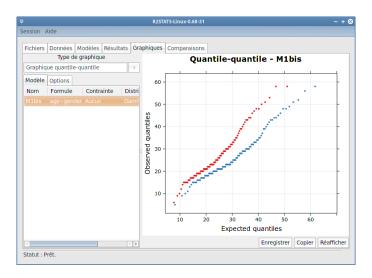


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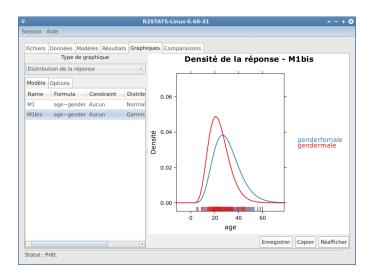
#### Model definition: The fixed shape Gamma model



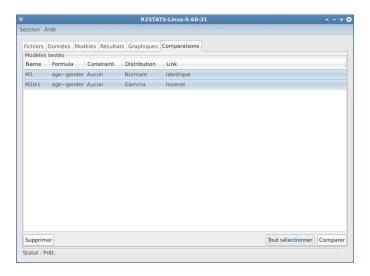
#### Plot: Quantile-quantile plots



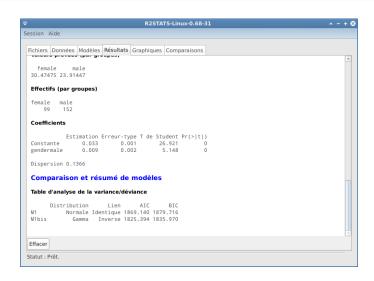
#### Plots: Response distribution



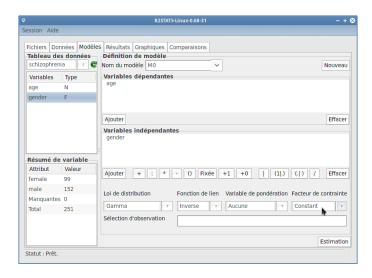
#### Model comparison



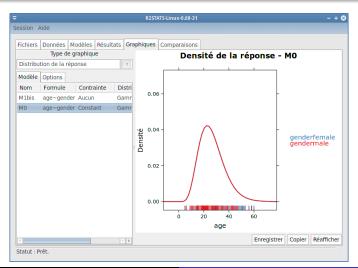
#### Model comparison



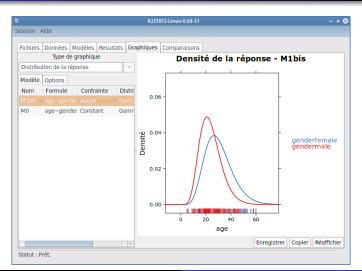
#### Constrained Gamma model



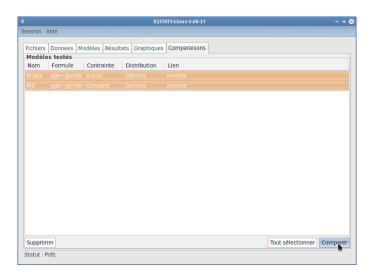
# Plot: Response distribution under the constant Gamma model



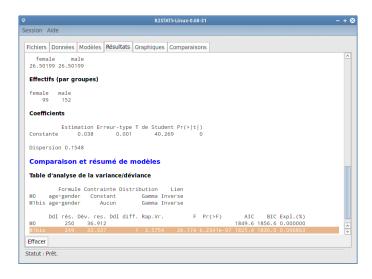
# Plots: Response distribution under the fixed shape Gamma model



#### Model comparison



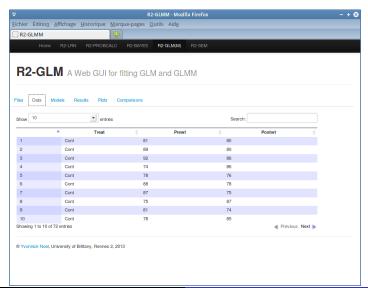
#### Model comparison



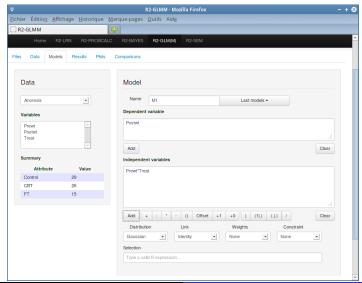
#### Conclusions

- The **problem-oriented** approach in stats teaching leads to **bad practices**, either bad applications (e.g. t.test) or bad restrictions (e.g. no comparison of means).
- By contrast, the model-oriented approach:
  - makes it possible to deal with unusual situations (compare means in the assymetric heteroscedastic case),
  - reduces the gap between substantial theory and statistics: Not so much "Statistics applied to psychology" but "Statistical psychology" (hypothesis on a data generation mechanism).

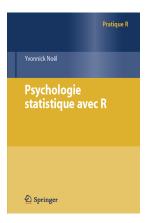
# R2STATS on the Web (I)



### R2STATS on the Web (II)



#### Bibliography



- Binomial, multinomial and Gaussian models
- A model comparison approach, both in a Fisherian and Bayesian perspective
- A number of real examples from psychological research
- The R2STATS and AtelieR packages.