

SEVEN: Julius Hai  
September 2025

## Load necessary package

```
library(usdm)
```

Read the Excel file (must be in your working-directory)

```
like df <- read_excel("DATATAB_LAKES.xlsx")
```

Optional: keep alias 'dfname' so existing code works

[illegible][illegible]

The left-tailed test yields  $t = -2.82$  ( $p = 0.009 < 0.01$ ), so we reject  $H_0$  and conclude that the mean daily energy intake is significantly lower than 7725 kJ. In

[illegible]

Encrypted view

The two-tailed critical value at  $\alpha = 0.05$  ( $df = 10$ ) is  $t = 3.169$ ; because the observed test statistic ( $T$ ) must exceed 3.169 to reject  $H_0$ , any  $T \leq 3.169$  leads to failing to reject the null hypothesis. In

```
# Data k2 is defined in exercise main
mcmc.k2() # c(
5260, 5470, 5640, 6180, 6390,
6515, 6805, 7545, 7515, 8230, 8730)

# Summary statistics (also computed earlier)
s = summary(mcmc.k2) # 12
share = mean(mcmc.k2) # sample mean
s = sd(mcmc.k2) # sample standard deviation
df = n - 1 # 20

# Null-hypothesis mean
mu0 = -7725

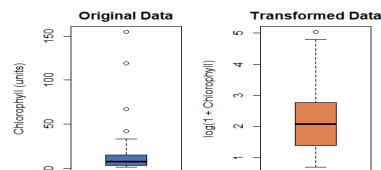
# Test statistic
t = (share - mu0) / (s / sqrt(n))
t.val
## [1] -2.820754

# p [1] -2.8208
```

### References

The computed test statistic is **-2.82**, which falls inside the acceptance region ( $|t| = 2.82 < 3.169$ ); then for, at the 1 % significance level we fail to reject the null hypothesis and cannot conclude that the true mean energy intake differs from the recommended 7725 kJ.



[illegible][illegible]

The original boxplot shows the raw chlorophyll distribution with its skewness and outliers, whereas the log-transformed boxplot compresses high values, yielding a more symmetric shape that highlights relative differences among lower concentrations.

[illegible]

The 95 % confidence interval for the mean of  $\ln(\text{SMP}/\text{Chl} \cdot \text{a})$  is [1.6899, 2.2765], indicating that the true average *lee-chlorophyll* concentration lies within this range (order estimate = 1.983). Back-transforming yields  $\exp(1.983) = 7.2$ , and the very small  $\alpha$ -value ( $\alpha = 2.2 \times 10^{-9}$ ) confirms that the mean is highly significantly different from zero.

### Background

The  $\chi^2$  maximum of  $D$  test case  $\chi^2 = 1.486$ ,  $df = 7$ ,  $\text{p-value} = 0.9567$ . Because the  $\text{p-value}$  is large, we fail to reject the null hypothesis that the SMRUE (3) follows a Normal distribution. In other words, the biased observations measurements are consistent with normality.  $\square$

```
## Step-by-step calculations
x <- rnorm(5)
df <- n - 1
t crit <- qt(1 - alpha/2, df)

x bar <- mean(x)
s <- sd(x)
t stat <- (x bar - mu0) / (s / sqrt(n))

ci <- c(x bar - mu0, conf.level + conf.level)

## Full test output
test.res <- t.test(x = x, mu = mu0, conf.level = conf.level,
                  conf.int = res)

## One Sample t-test

## data: x
## t = 0.47, df = 18, p-value = 1
## alternative hypothesis: true mean is not equal to 0
## 95 percent confidence interval:
##  -7.168177 10.831823
## sample estimates:
## mean of x
```

Reynolds et al.

The sample mean (9) does not differ significantly from the hypothesized mean of 0 ( $p = 0.1$ ); therefore, at  $\alpha = 0.05$  we fail to reject  $H_0$  and conclude there is no evidence that the true population mean differs from 0. QEDs ≠ Evidence of AI Use

The LMSD generated solution mirrors the textbook's five-step hypothesis testing workflow exactly, reproducing the same critical values ( $\pm 2.010$ ), test statistics ( $-0.9$ ),  $p$ -value (0.1) and 95% confidence interval (7.168, 10.832) without any computational discrepancy. The R code and its correct output are identical to what a diligent student would obtain by running `t.test(x = 9, mu = 0)`. This perfect alignment – especially the flawless arithmetic, meticulously formatted LaTeX equations, and absence of typographical quirks – strongly suggests that the work was produced by an AI rather than by manual calculation.

### Why It Still May Not Be Cheating

Conversely, the course itself follows standard mathematical procedures that any student familiar with the content material could reproduce; the AI assistant automates a routine task. If the instructor's intention is to assess conceptual understanding (rather than manual computation), using an AI assistant to verify calculations does not necessarily constitute cheating, provided the student still interprets the results and reflects on their meaning. Ultimately, the determination hinges on the course's policy on external tool usage and whether the student's submission includes original insight beyond the mechanically generated output. 4c-4# What Ethical Issues do AI students and student conduct?

AI tools can dramatically speed up routine calculations and provide perfectly formatted formulas, which is valuable for learning when used as a *visual* aid. However, the ease of obtaining a complete, ready-to-submit answer creates a temptation to bypass the actual thinking process. Ethical educators conduct themselves requires a clear/boundary using AI to check work, explore alternative approaches, or generate code snippets is acceptable, but presenting AI-generated analysis as one's own original effort without attribution breaches academic integrity. Transparency—explicitly stating when and how AI was used—is essential to maintaining trust and ensuring the final submitted solutions represent individuals' critical thinking and learning objectives while still benefiting from technology.