

Hypothesis testing

NHST concepts

Null and alternative hypotheses

- ▶ Tell me . . .

Null and alternative hypotheses

- ▶ Tell me. . .
- ▶ **Null hypothesis:** there is no difference between groups.

Null and alternative hypotheses

- ▶ Tell me. . .
- ▶ **Null hypothesis:** there is no difference between groups.
- ▶ **Alternative hypothesis:** groups are different.

P value

- ▶ Tell me...

P value

- ▶ Tell me...
- ▶ Very complicated concept: even statisticians fail to describe it well.

P value

- ▶ Tell me. . .
- ▶ Very complicated concept: even statisticians fail to describe it well.
- ▶ Probability of observing data as or more extreme than these *if H_0 was true*.

P value

- ▶ Tell me. . .
- ▶ Very complicated concept: even statisticians fail to describe it well.
- ▶ Probability of observing data as or more extreme than these *if H_0 was true*.
- ▶ Low P-value: data unlikely if H_0 was true.

P value

- ▶ Tell me. . .
- ▶ Very complicated concept: even statisticians fail to describe it well.
- ▶ Probability of observing data as or more extreme than these *if H_0 was true*.
- ▶ Low P-value: data unlikely if H_0 was true.
- ▶ Large P-value: data not unusual if H_0 was true.

Are differences *significant*?

- ▶ If $p < 0.05$, we **reject** H_0 .

Are differences *significant*?

- ▶ If $p < 0.05$, we **reject** H_0 .
- ▶ If $p > 0.05$, we **fail to reject** H_0

Are differences *significant*?

- ▶ If $p < 0.05$, we **reject** H_0 .
- ▶ If $p > 0.05$, we **fail to reject** H_0
- ▶ (which is **NOT** the same as 'H0 is true')

Are differences *significant*?

- ▶ If $p < 0.05$, we **reject** H_0 .
- ▶ If $p > 0.05$, we **fail to reject** H_0
- ▶ (which is **NOT** the same as 'H0 is true')
- ▶ **CAUTION:**

Are differences *significant*?

- ▶ If $p < 0.05$, we **reject** H_0 .
- ▶ If $p > 0.05$, we **fail to reject** H_0
- ▶ (which is **NOT** the same as 'H0 is true')
- ▶ **CAUTION:**
- ▶ This is **very widespread, but incorrect** practice.

Are differences *significant*?

- ▶ If $p < 0.05$, we **reject** H_0 .
- ▶ If $p > 0.05$, we **fail to reject** H_0
- ▶ (which is **NOT** the same as 'H0 is true')
- ▶ **CAUTION:**
- ▶ This is **very widespread, but incorrect** practice.
- ▶ P-value is continuous. We must **avoid binary decisions** based on **arbitrary thresholds**.

Are differences *significant*?

- ▶ If $p < 0.05$, we **reject** H_0 .
- ▶ If $p > 0.05$, we **fail to reject** H_0
- ▶ (which is **NOT** the same as 'H0 is true')
- ▶ **CAUTION:**
- ▶ This is **very widespread, but incorrect** practice.
- ▶ P-value is continuous. We must **avoid binary decisions** based on **arbitrary thresholds**.
- ▶ More on this later.

Let's do the test

```
t.test(h.sevi, h.out)
```

Welch Two Sample t-test

data: h.sevi and h.out

t = -0.35784, df = 4.7983, p-value = 0.7357

alternative hypothesis: true difference in means is not equal to

95 percent confidence interval:

-19.03344 14.43344

sample estimates:

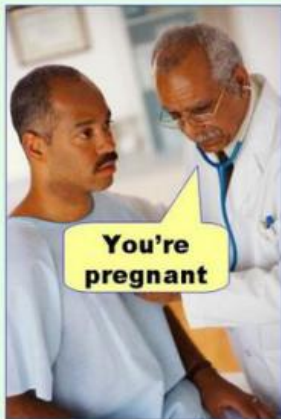
mean of x mean of y

174.2 176.5

Are heights different then?

Rejecting hypotheses: two types of error

Type I error
(false positive)



Type II error
(false negative)



Figure 1:

Rejecting hypotheses: two types of error

Statistics: Hypothesis Test	Null Hypothesis is True	Null Hypothesis is False
	Reject Null Hypothesis	Correct
	Fail to Reject Null Hypothesis	Type II Error

Figure 2:

Understanding NHST

<http://rpsychologist.com/d3/NHST/>

Example: biased coin

```
[1] 0 0 0 0 1 1 1 1 0 0
```

1-sample proportions test with continuity correction

data: sum(coin) out of ntrials, null probability 0.5

X-squared = 0.1, df = 1, p-value = 0.7518

alternative hypothesis: true p is not equal to 0.5

95 percent confidence interval:

0.1369306 0.7263303

sample estimates:

p

0.4

Correlation between variables

<http://rpsychologist.com/d3/correlation/>

Common pitfalls and good practice

A must read

Eur J Epidemiol (2016) 31:337–350
DOI 10.1007/s10654-016-0149-3



ESSAY

Statistical tests, *P* values, confidence intervals, and power: a guide to misinterpretations

Sander Greenland¹ · Stephen J. Senn² · Kenneth J. Rothman³ · John B. Carlin⁴ · Charles Poole⁵ · Steven N. Goodman⁶ · Douglas G. Altman⁷

<https://doi.org/10.1007/s10654-016-0149-3>

Applied statistics in ecology: common pitfalls and simple solutions

E. ASHLEY STEEL,^{1,†} MAUREEN C. KENNEDY,² PATRICK G. CUNNINGHAM,³ AND JOHN S. STANOVICK⁴

Figure 3:

<http://dx.doi.org/10.1890/ES13-00160.1>

Also <http://www.statisticsonewrong.com/>

First things first

- ▶ Always

First things first

- ▶ Always
- ▶ Always

First things first

- ▶ Always
- ▶ Always
- ▶ Always

Plot data and models

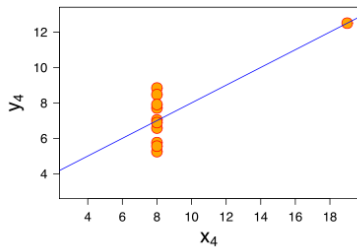
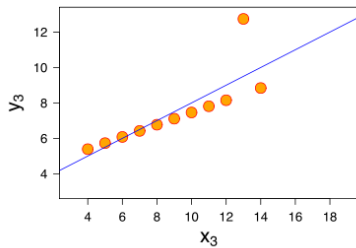
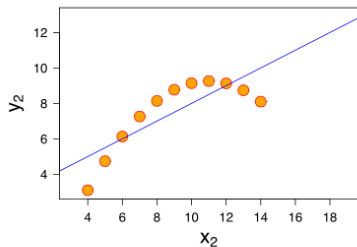
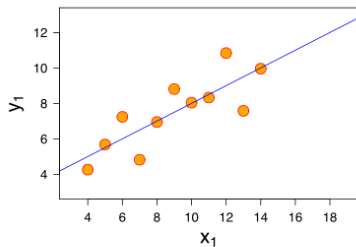
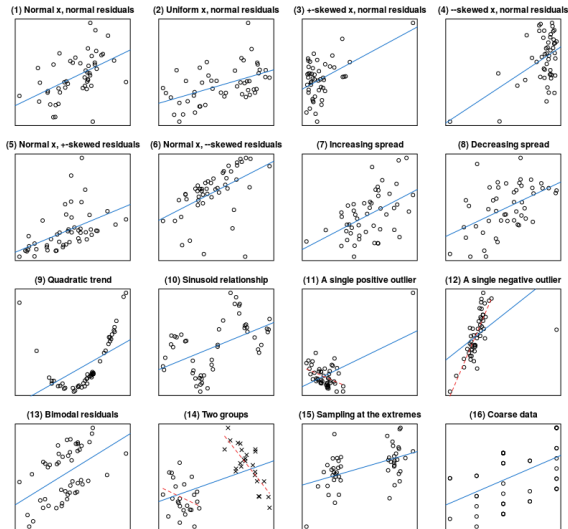


Figure 4:

Don't use statistics blindly: *Visualise*

All correlations: $r(50) = 0.5$

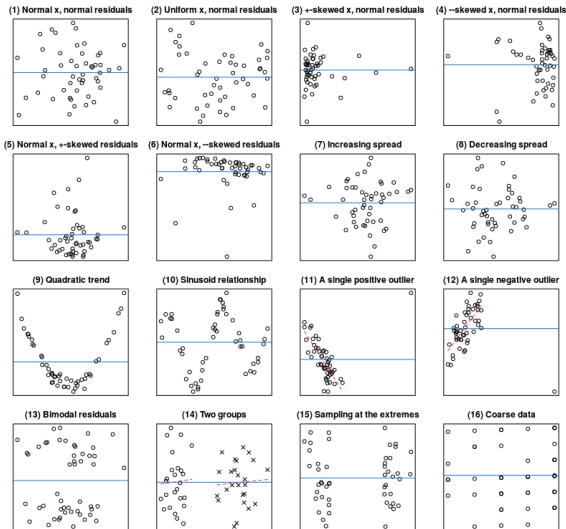


[https:](https://janhove.github.io/teaching/2016/11/21/what-correlations-look-like)

[//janhove.github.io/teaching/2016/11/21/what-correlations-look-like](https://janhove.github.io/teaching/2016/11/21/what-correlations-look-like)

Don't use statistics blindly: *Visualise*

All correlations: $r(50) = 0$

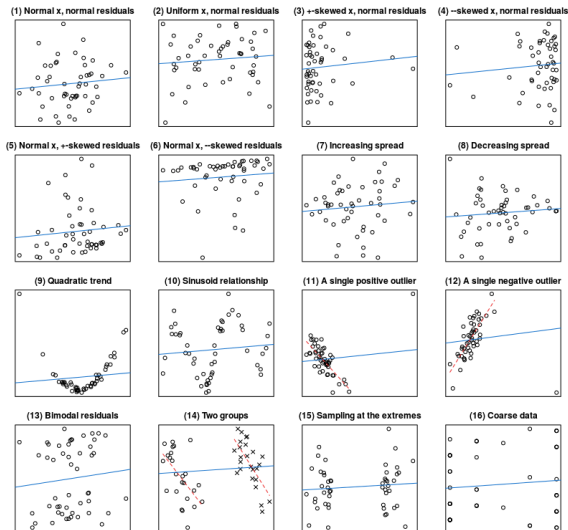


[https:](https://janhove.github.io/teaching/2016/11/21/what-correlations-look-like)

[//janhove.github.io/teaching/2016/11/21/what-correlations-look-like](https://janhove.github.io/teaching/2016/11/21/what-correlations-look-like)

Don't use statistics blindly: *Visualise*

All correlations: $r(50) = 0.1$



[https:](https://janhove.github.io/teaching/2016/11/21/what-correlations-look-like)

[//janhove.github.io/teaching/2016/11/21/what-correlations-look-like](https://janhove.github.io/teaching/2016/11/21/what-correlations-look-like)

Plot. Check models. Plot. Check assumptions. Plot.

Lavine 2014 *Ecology*

News: Hamburgers increase risk of heart attack

- ▶ In a sample of 10,000 people, it was found that people eating >2 hamburgers a week had 20% higher probability of heart attack.

News: Hamburgers increase risk of heart attack

- ▶ In a sample of 10,000 people, it was found that people eating >2 hamburgers a week had 20% higher probability of heart attack.
- ▶ **Do hamburgers increase heart attacks?**

News: Hamburgers increase risk of heart attack

- ▶ In a sample of 10,000 people, it was found that people eating >2 hamburgers a week had 20% higher probability of heart attack.
- ▶ **Do hamburgers increase heart attacks?**
- ▶ <https://pollev.com/franciscorod726>

Bigger flowers increase reproductive success

- ▶ We found that plants with big flowers produced 30% more seeds. . .

Bigger flowers increase reproductive success

- ▶ We found that plants with big flowers produced 30% more seeds. . .
- ▶ **Do big flowers increase reproductive success?**

Bigger flowers increase reproductive success

- ▶ We found that plants with big flowers produced 30% more seeds. . .
- ▶ **Do big flowers increase reproductive success?**
- ▶ <https://pollev.com/franciscorod726>

Correlation vs Causation

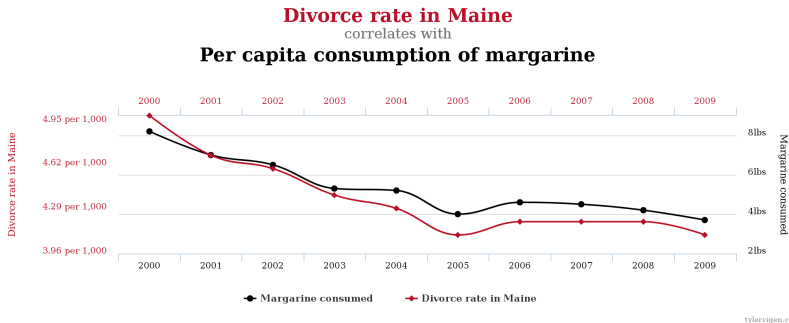
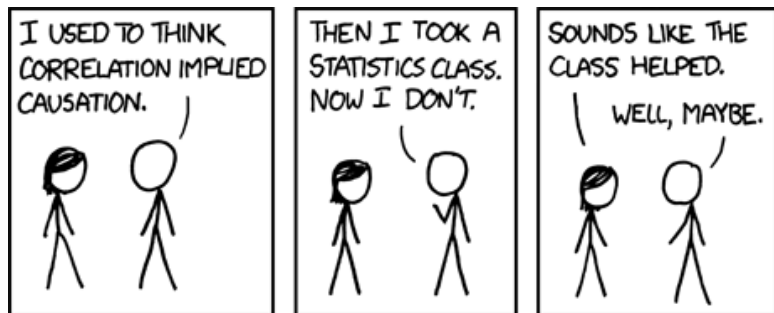


Figure 5:

<http://tylervigen.com/spurious-correlations>

Learning statistics through xkcd



P-value depends on sample size

- ▶ Same real difference is detected as significant or not depending on sample size:

Real difference = 40 g

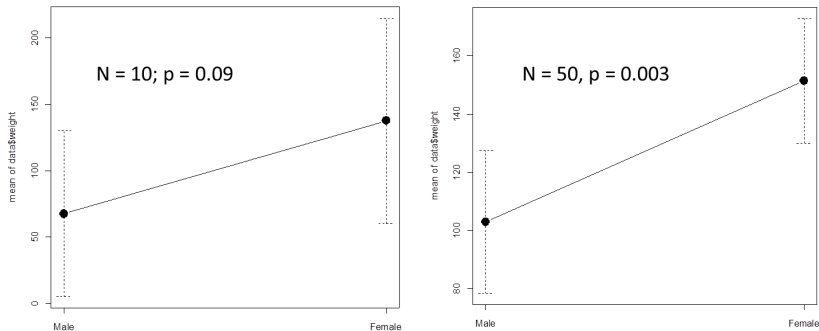
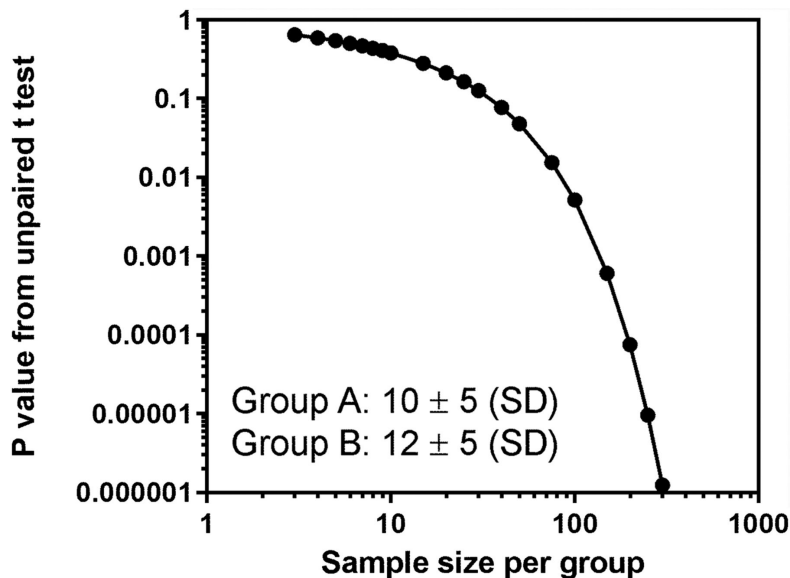


Figure 6:

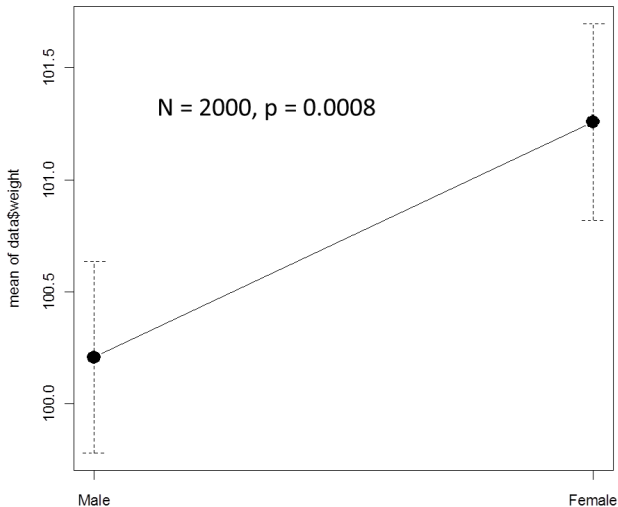
P-value depends on sample size



Statistically significant \neq biologically important

- ▶ With big sample size, we can find **highly significant but biologically unimportant** differences.

Real difference = 1 g



Statistically significant \neq biologically important

- ▶ Statistically significant = unlikely to be zero

Statistically significant \neq biologically important

- ▶ Statistically significant = unlikely to be zero
- ▶ Suggestion: Try to avoid 'significant' all together

Statistically significant \neq biologically important

- ▶ Statistically significant = unlikely to be zero
- ▶ Suggestion: Try to avoid 'significant' all together
- ▶ Suggested reading: *significantly misleading*

Statistically significant \neq biologically important

- ▶ Statistically significant = unlikely to be zero
- ▶ Suggestion: Try to avoid 'significant' all together
- ▶ Suggested reading: *significantly misleading*
- ▶ Beyond significance, look at *effect sizes*.

'Not significant' does NOT mean 'there is no effect'

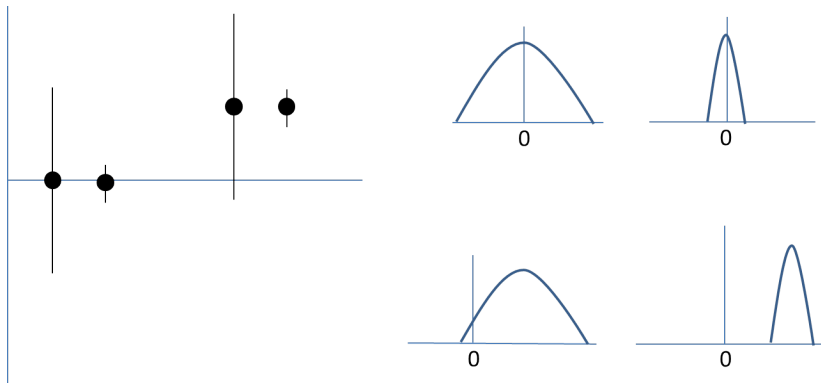
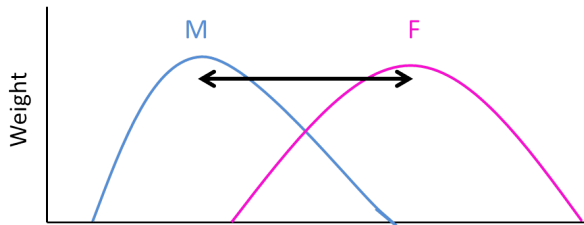


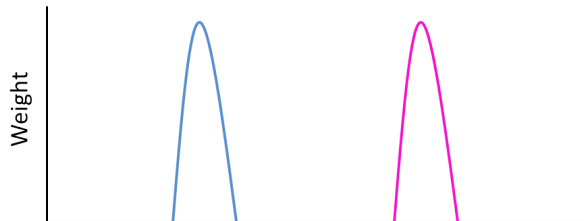
Figure 8:

► **Absence of evidence \neq Evidence of absence**

Failure to reject $H_0 \neq H_0$ is true



$P \gg 0.05$



$P \ll 0.05$

Figure 9:

0.05 is an arbitrary threshold

**The Difference Between “Significant” and “Not Significant” is not
Itself Statistically Significant**

Andrew GELMAN and Hal STERN

Figure 10:

<http://dx.doi.org/10.1198/000313006X152649>

Multiple hypothesis testing

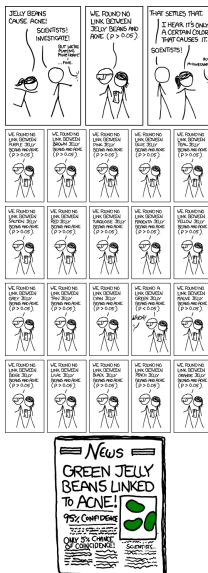
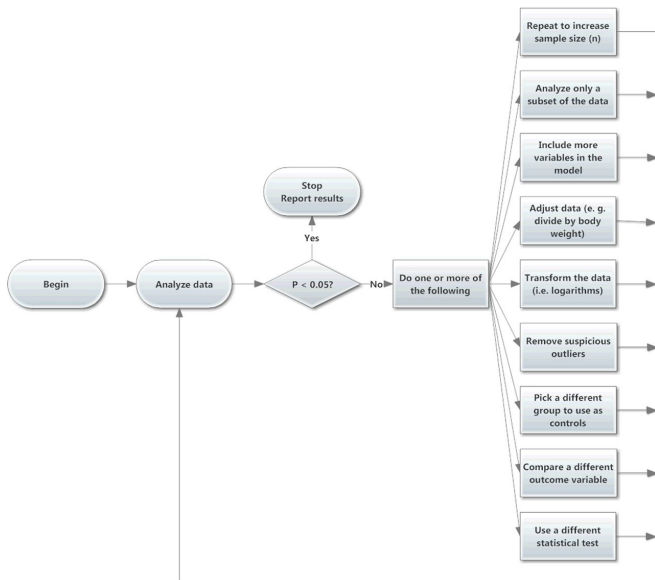


Figure 11:

How to make your results significant: *p*-hacking



How to make your results significant: *p-hacking*

1. Test multiple variables, then report the ones that are significant.

How to make your results significant: *p-hacking*

1. Test multiple variables, then report the ones that are significant.
2. Artificially choose when to end your experiment.

How to make your results significant: *p-hacking*

1. Test multiple variables, then report the ones that are significant.
2. Artificially choose when to end your experiment.
3. Add covariates until effects are significant.

How to make your results significant: *p-hacking*

1. Test multiple variables, then report the ones that are significant.
2. Artificially choose when to end your experiment.
3. Add covariates until effects are significant.
4. Test different conditions (e.g. different levels of a factor) and report the ones you like.

How to make your results significant: *p-hacking*

1. Test multiple variables, then report the ones that are significant.
 2. Artificially choose when to end your experiment.
 3. Add covariates until effects are significant.
 4. Test different conditions (e.g. different levels of a factor) and report the ones you like.
- To read more: Simmons et al 2011

How to make your results significant: *p-hacking*

<https://www.youtube.com/watch?v=ZaNtz76dNSI>

ASA statement on p-values

- ▶ P-values do not measure the **probability of hypothesis** being true, or the probability that the data were produced by **random chance** alone.

<https://doi.org/10.1080/00031305.2016.1154108>

ASA statement on p-values

- ▶ P-values do not measure the **probability of hypothesis** being true, or the probability that the data were produced by **random chance** alone.
- ▶ Scientific conclusions or policy decisions should NOT be based only on **whether a p-value passes a specific threshold**.

<https://doi.org/10.1080/00031305.2016.1154108>

ASA statement on p-values

- ▶ P-values do not measure the **probability of hypothesis** being true, or the probability that the data were produced by **random chance** alone.
- ▶ Scientific conclusions or policy decisions should NOT be based only on **whether a p-value passes a specific threshold**.
- ▶ P-value, or statistical significance, does not measure the **size of an effect** or the **importance** of a result.

<https://doi.org/10.1080/00031305.2016.1154108>

ASA statement on p-values

- ▶ P-values do not measure the **probability of hypothesis** being true, or the probability that the data were produced by **random chance** alone.
- ▶ Scientific conclusions or policy decisions should NOT be based only on **whether a p-value passes a specific threshold**.
- ▶ P-value, or statistical significance, does not measure the **size of an effect** or the **importance** of a result.
- ▶ By itself, a p-value does NOT provide a good **measure of evidence** regarding a model or hypothesis.

<https://doi.org/10.1080/00031305.2016.1154108>

The New Statistics

Aim for estimation of effects and their uncertainty.

General Article



The New Statistics: Why and How

Geoff Cumming

La Trobe University

Psychological Science
2014, Vol. 25(1) 7–29
© The Author(s) 2013
Reprints and permissions:
sagepub.com/journalsPermissions.nav
DOI: 10.1177/0956797613504966
pss.sagepub.com



Figure 12:

<http://dx.doi.org/10.1177/0956797613504966>

How many types of errors?

- ▶ **Type I:** False positive (incorrect rejection of null hypothesis).

How many types of errors?

- ▶ **Type I:** False positive (incorrect rejection of null hypothesis).
- ▶ **Type II:** False negative (failure to reject false null hypothesis).

How many types of errors?

- ▶ **Type I:** False positive (incorrect rejection of null hypothesis).
- ▶ **Type II:** False negative (failure to reject false null hypothesis).
- ▶ **Type S (Sign):** estimating effect in opposite direction.

How many types of errors?

- ▶ **Type I:** False positive (incorrect rejection of null hypothesis).
- ▶ **Type II:** False negative (failure to reject false null hypothesis).
- ▶ **Type S (Sign):** estimating effect in opposite direction.
- ▶ **Type M (Magnitude):** Misestimating magnitude of the effect (under or overestimating).

How many types of errors?

- ▶ **Type I:** False positive (incorrect rejection of null hypothesis).
- ▶ **Type II:** False negative (failure to reject false null hypothesis).
- ▶ **Type S (Sign):** estimating effect in opposite direction.
- ▶ **Type M (Magnitude):** Misestimating magnitude of the effect (under or overestimating).
- ▶ Beyond Power Calculations: Assessing Type S (Sign) and Type M (Magnitude) Errors