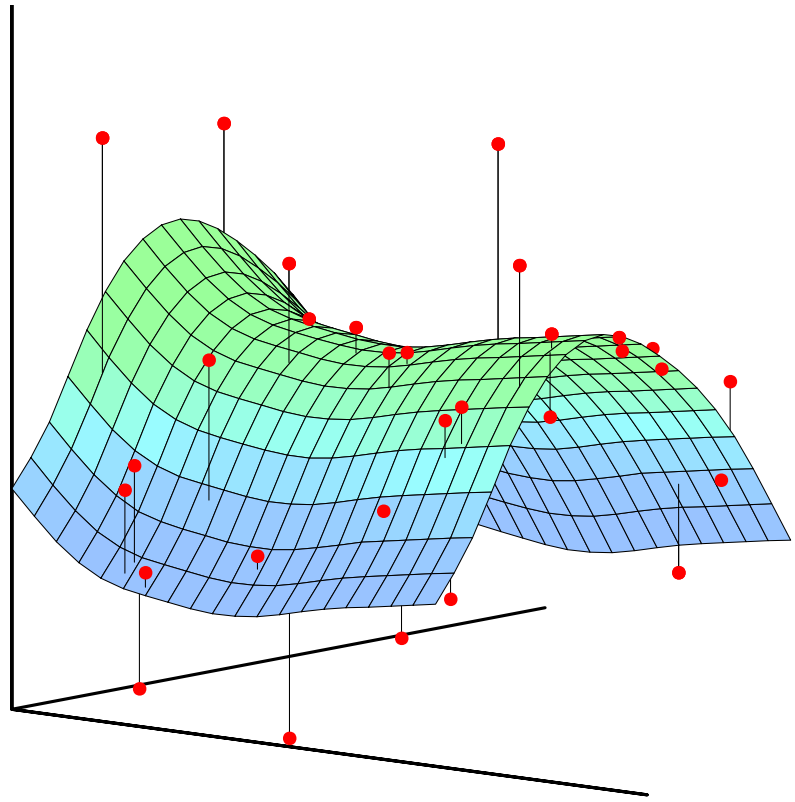
Statistical Learning



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The Supervised Learning Problem

Parte I

Starting point:

- Outcome measurement Y (also called dependent variable, response, target).
- Vector of p predictor measurements X (also called inputs, regressors, covariates, features, independent variables).
- In the *regression problem*, Y is quantitative (e.g price, blood pressure).
- In the *classification problem*, Y takes values in a finite, unordered set (survived/died, digit 0-9, cancer class of tissue sample).
- We have training data $(x_1, y_1), \ldots, (x_N, y_N)$. These are observations (examples, instances) of these measurements.

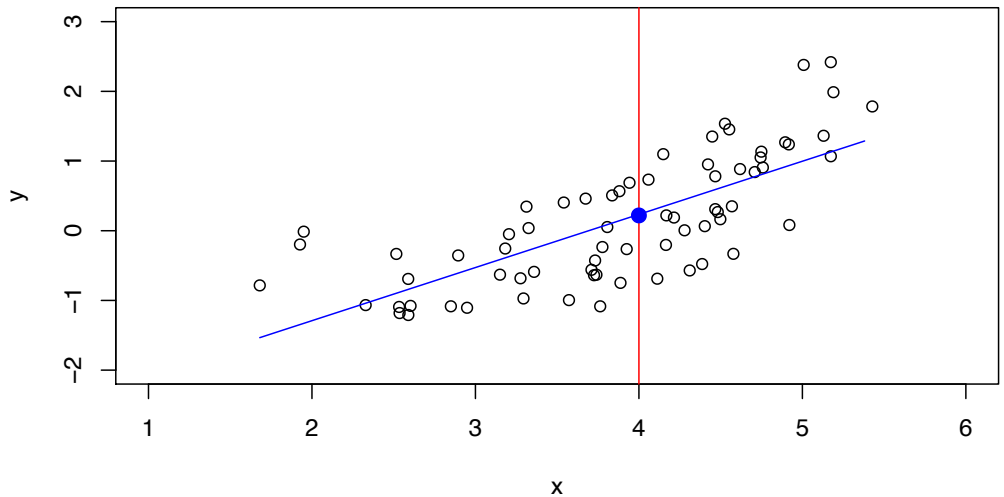
Parametric and structured models

The *linear* model is an important example of a parametric model:

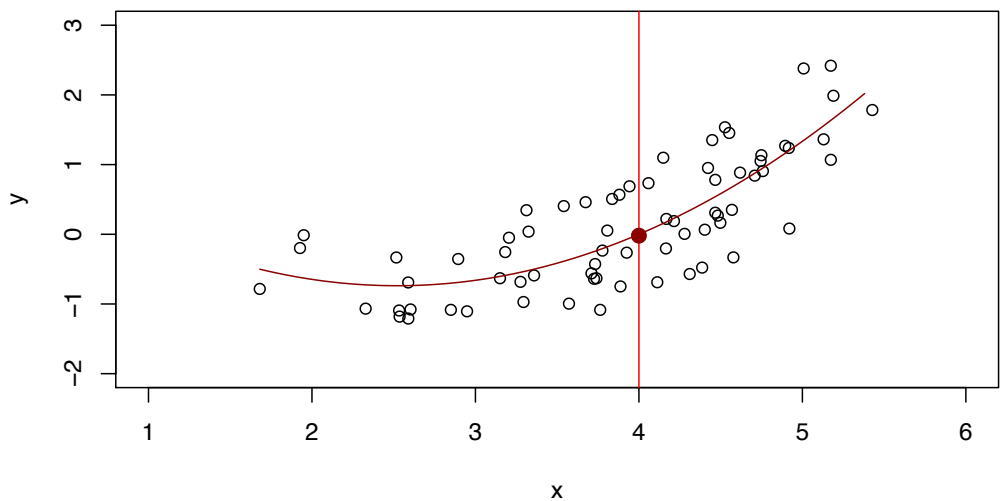
$$f_L(X) = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \ldots \beta_p X_p.$$

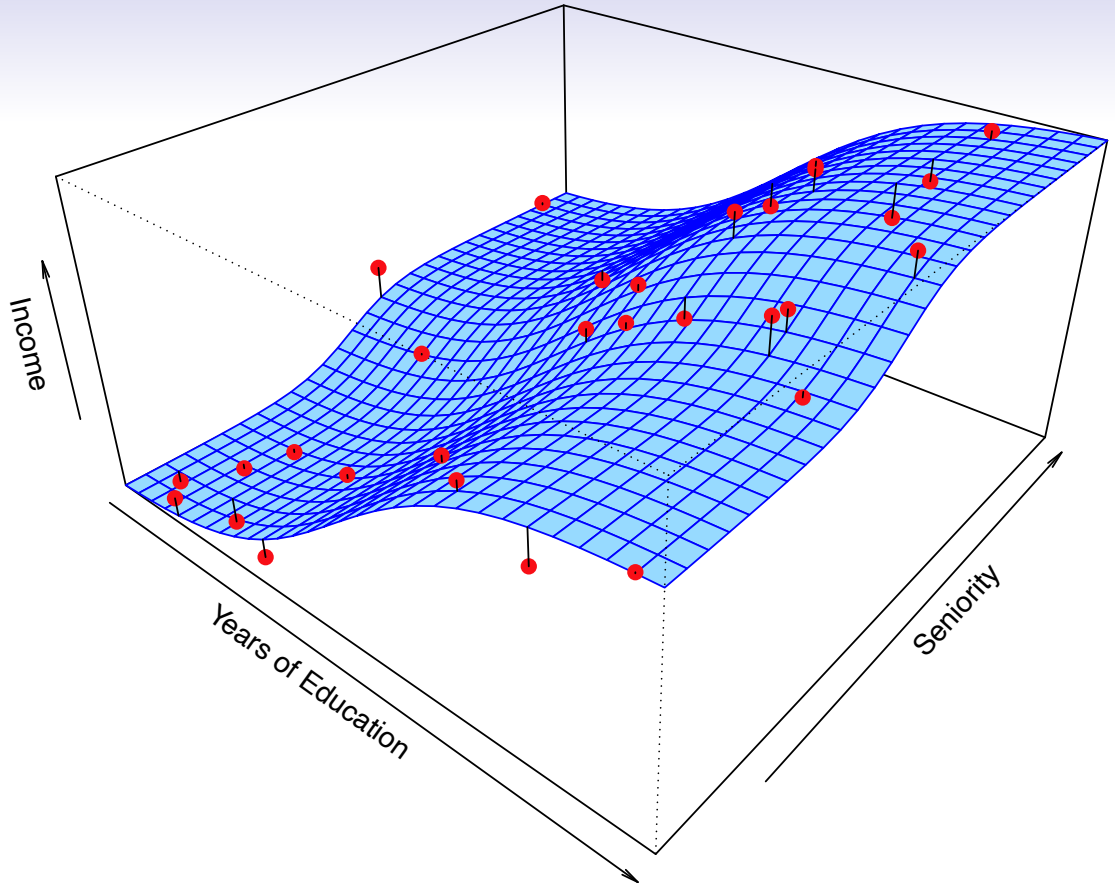
- A linear model is specified in terms of $p + 1$ parameters $\beta_0, \beta_1, \ldots, \beta_p$.
- We estimate the parameters by fitting the model to training data.
- Although it is *almost never correct*, a linear model often serves as a good and interpretable approximation to the unknown true function $f(X)$.

A linear model $\hat{f}_L(X) = \hat{\beta}_0 + \hat{\beta}_1 X$ gives a reasonable fit here



A quadratic model $\hat{f}_Q(X) = \hat{\beta}_0 + \hat{\beta}_1 X + \hat{\beta}_2 X^2$ fits slightly better.

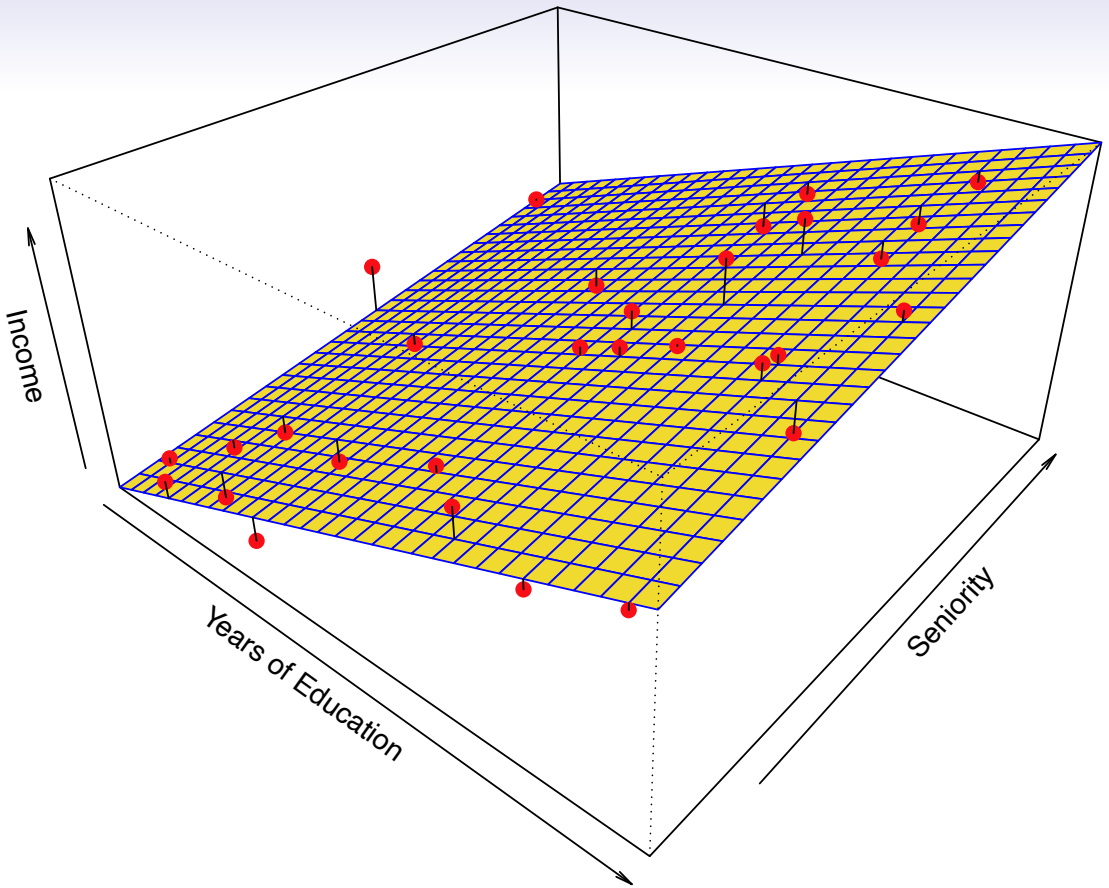




Simulated example. Red points are simulated values for `income` from the model

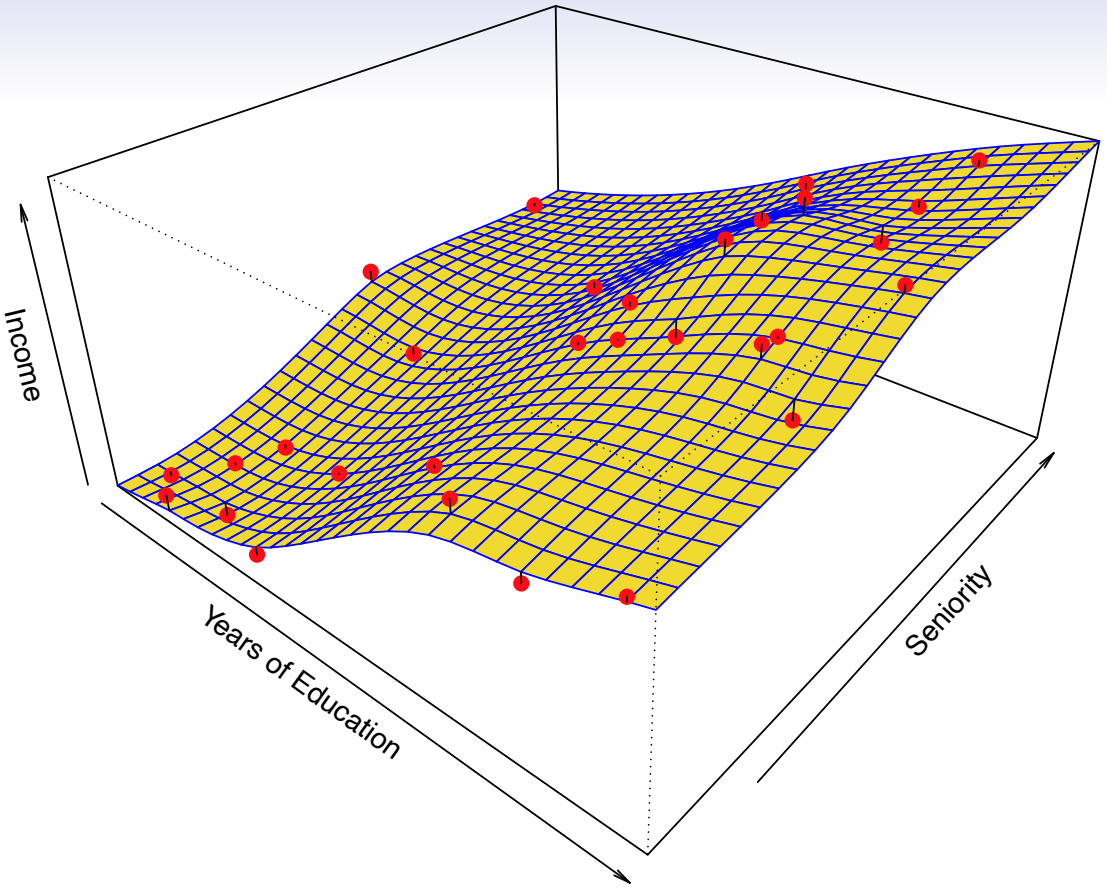
$$\texttt{income} = f(\texttt{education}, \texttt{seniority}) + \epsilon$$

f is the blue surface.

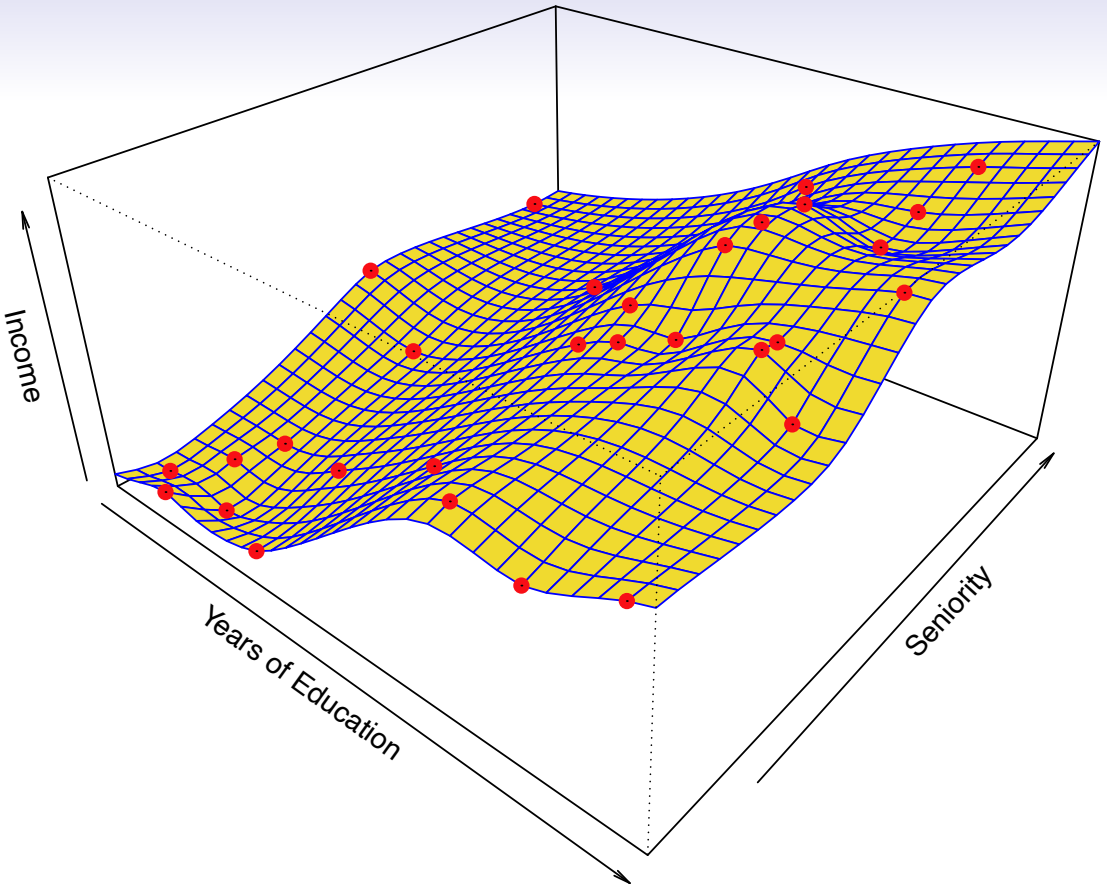


Linear regression model fit to the simulated data.

$$\hat{f}_L(\texttt{education}, \texttt{seniority}) = \hat{\beta}_0 + \hat{\beta}_1 \times \texttt{education} + \hat{\beta}_2 \times \texttt{seniority}$$



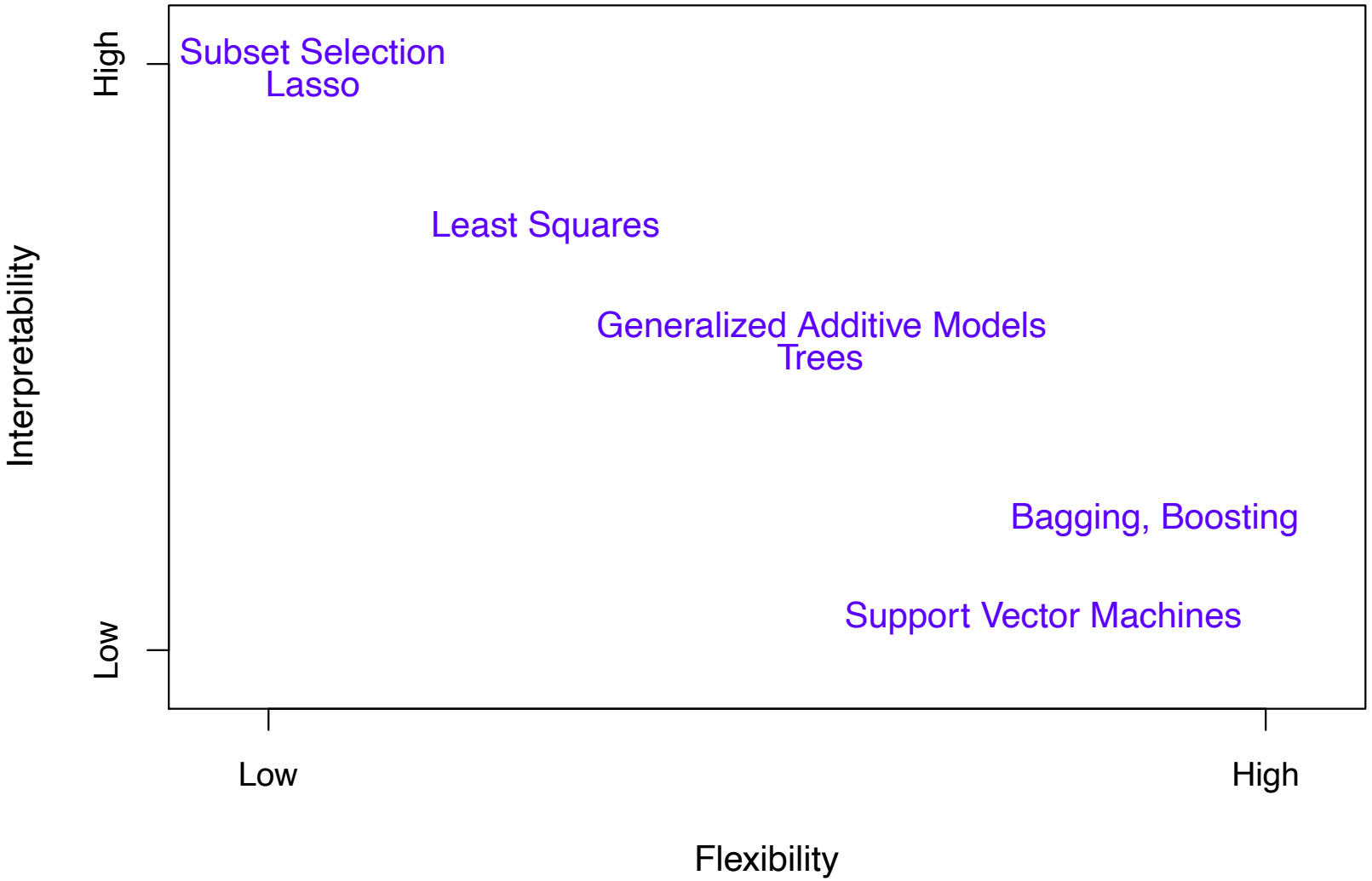
More flexible regression model $\hat{f}_S(\texttt{education}, \texttt{seniority})$ fit to the simulated data. Here we use a technique called a *thin-plate spline* to fit a flexible surface. We control the roughness of the fit (chapter 7).



Even more flexible spline regression model $\hat{f}_S(\texttt{education}, \texttt{seniority})$ fit to the simulated data. Here the fitted model makes no errors on the training data! Also known as *overfitting*.

Some trade-offs

- Prediction accuracy versus interpretability.
  — Linear models are easy to interpret; thin-plate splines are not.
- Good fit versus over-fit or under-fit.
  — How do we know when the fit is just right?
- Parsimony versus black-box.
  — We often prefer a simpler model involving fewer variables over a black-box predictor involving them all.


Subset Selection
Lasso
Least Squares
Generalized Additive Models
Trees
Bagging, Boosting
Support Vector Machines
High
Low
Interpretability
Low
High
Flexibility

Assessing Model Accuracy

Cómo medir la precisión del modelo

Bondad de ajuste

Suppose we fit a model $\hat{f}(x)$ to some training data $\mathsf{Tr} = \{x_i, y_i\}_1^N$, and we wish to see how well it performs.

- We could compute the average squared prediction error over Tr:

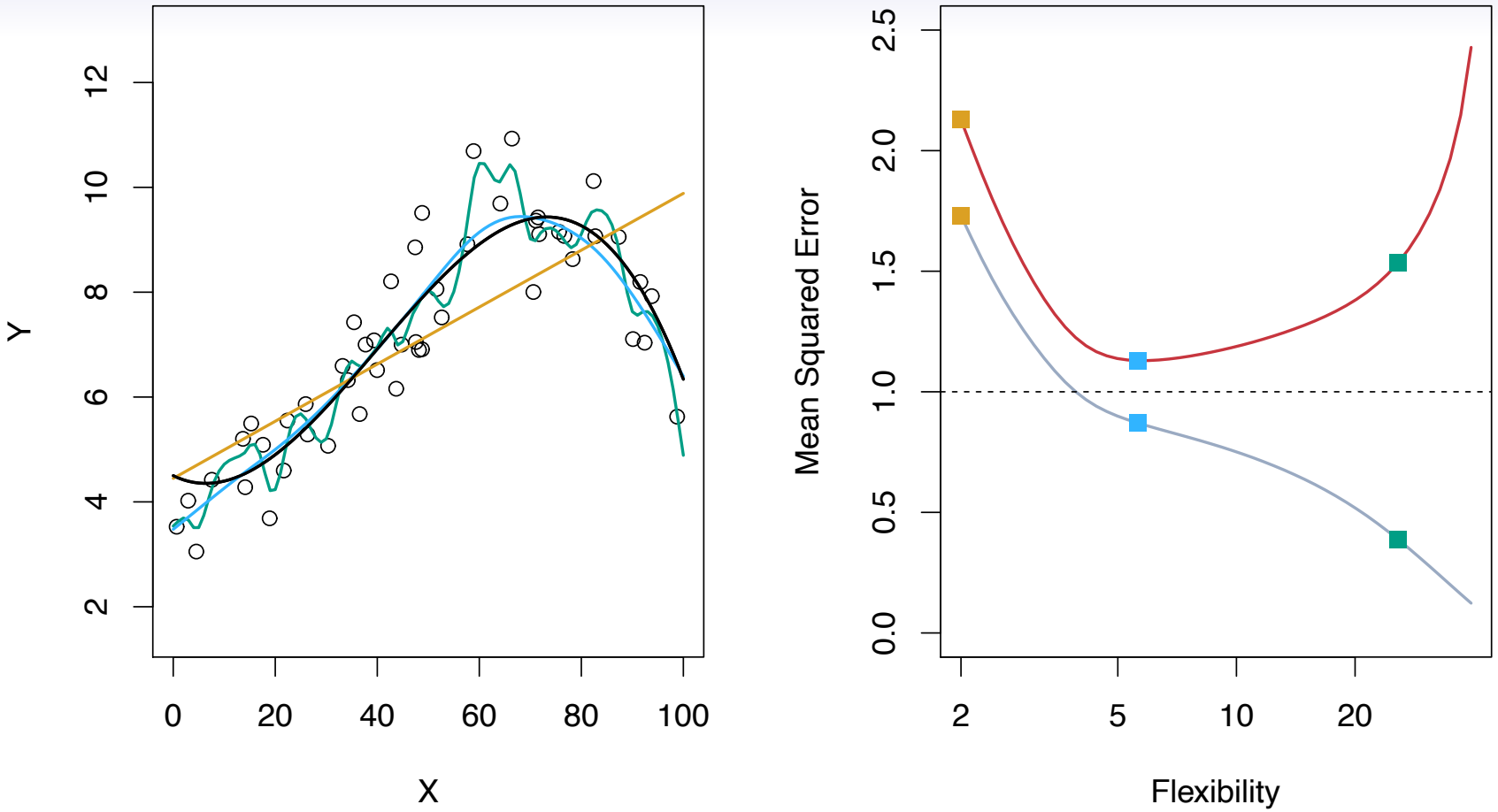
$$\text{MSE}_{\mathsf{Tr}} = \text{Ave}_{i \in \mathsf{Tr}}[y_i - \hat{f}(x_i)]^2$$

This may be biased toward more overfit models.

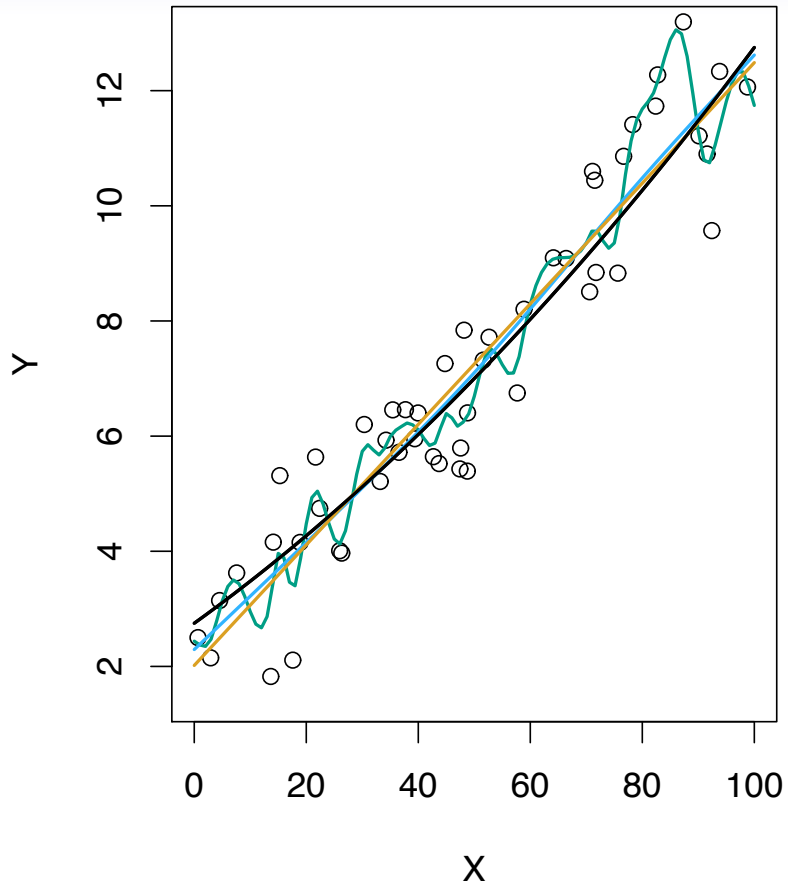
- Instead we should, if possible, compute it using fresh *test* data $\mathsf{Te} = \{x_i, y_i\}_1^M$:

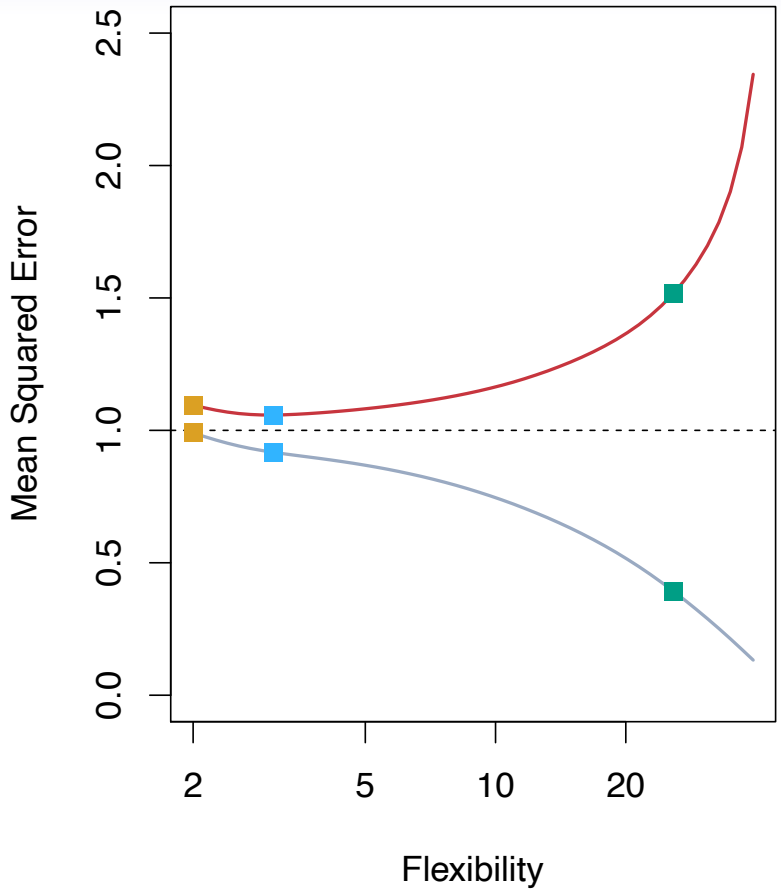
$$\text{MSE}_{\mathsf{Te}} = \text{Ave}_{i \in \mathsf{Te}}[y_i - \hat{f}(x_i)]^2$$

Nota:
MSE= mean squared error=error cuadrático medio
= ∑(y_i-f(x_i))^2/n

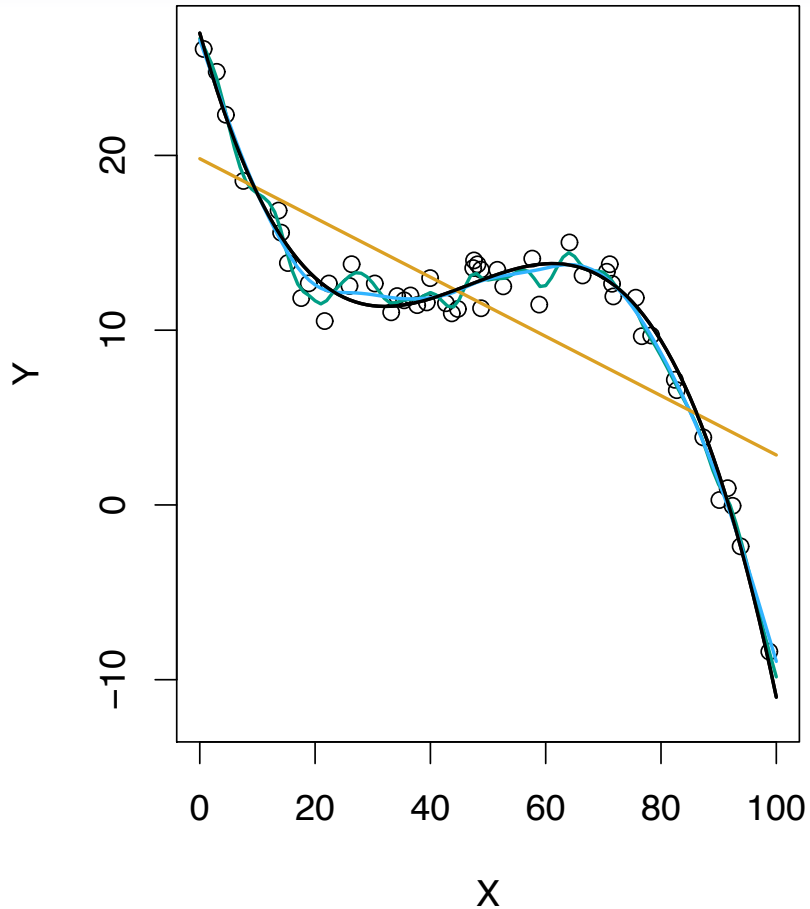


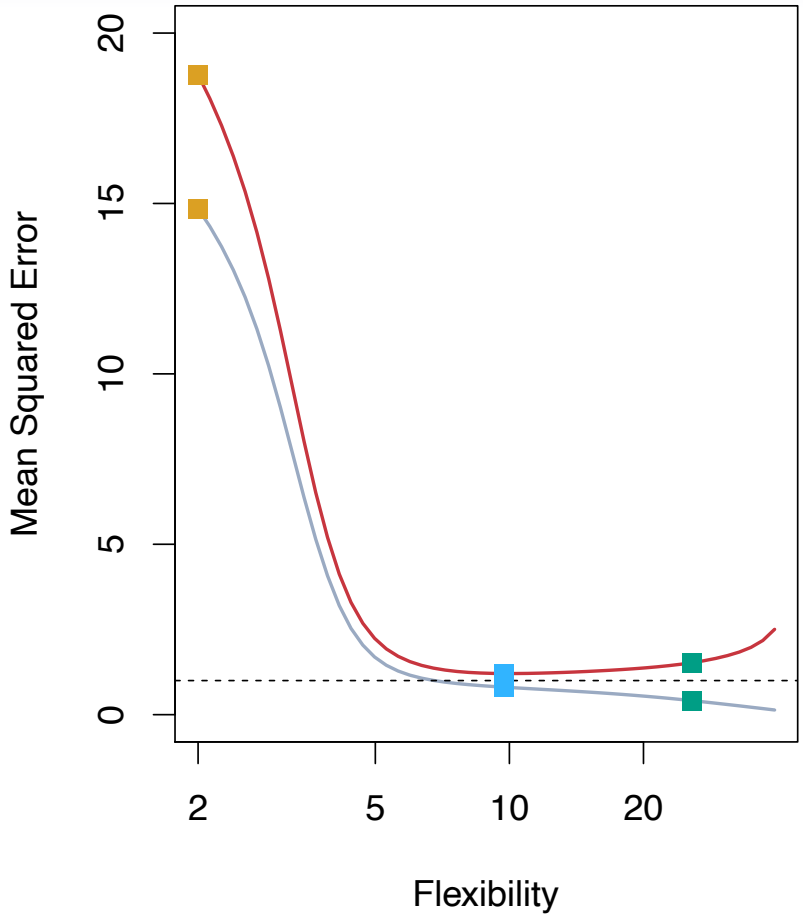
Black curve is truth. Red curve on right is MSE_{Te}, grey curve is MSE_{Tr}. Orange, blue and green curves/squares correspond to fits of different flexibility.





Here the truth is smoother, so the smoother fit and linear model do really well.





Here the truth is wiggly and the noise is low, so the more flexible fits do the best.

Estos gráficos nos llevan al famoso "bias variance trade-off" compensación entre sesgo y varianza

El error debido al Bias de un modelo es la diferencia entre la predicción media del modelo y el valor real.
Si un modelo tiene un bias muy alto, es muy simple y no se ha ajustado bien a los datos de entrenamiento (suele ser underfitting).

La varianza de un estimador es cuánto varía los parámetros del modelo según los datos que utilicemos para el entrenamiento.

Modelo con varianza baja: cambiar los datos de entrenamiento produce cambios pequeños en la estimación.
Modelo con varianza alta: pequeños cambios en el datos conlleva a grandes cambios en el output (suele ser overfitting).

https://www.themachinelearners.com/tradeoff-bias-variance/
https://medium.com/@nicolasarrioja/guía-definitiva-a-bias-variance-tradeoff-94fb5c118d0f

Classification Problems

Here the response variable Y is *qualitative* — e.g. email is one of $\mathcal{C} = (\texttt{spam}, \texttt{ham})$ ($\texttt{ham}$=good email), digit class is one of $\mathcal{C} = \{\texttt{0}, \texttt{1}, \ldots, \texttt{9}\}$. Our goals are to:

- Build a classifier $C(X)$ that assigns a class label from $\mathcal{C}$ to a future unlabeled observation X.
- Assess the uncertainty in each classification
- Understand the roles of the different predictors among $X = (X_1, X_2, \ldots, X_p)$.

Objectives

On the basis of the training data we would like to:

- Accurately predict unseen test cases.
- Understand which inputs affect the outcome, and how.
- Assess the quality of our predictions and inferences.

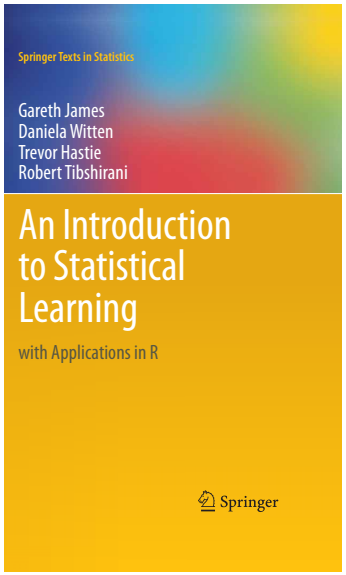
Philosophy

- It is important to understand the ideas behind the various techniques, in order to know how and when to use them.
- One has to understand the simpler methods first, in order to grasp the more sophisticated ones.
- It is important to accurately assess the performance of a method, to know how well or how badly it is working [simpler methods often perform as well as fancier ones!]
- This is an exciting research area, having important applications in science, industry and finance.
- Statistical learning is a fundamental ingredient in the training of a modern *data scientist.*

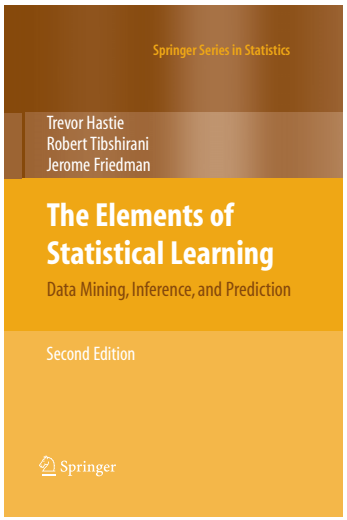
Unsupervised learning

- No outcome variable, just a set of predictors (features) measured on a set of samples.
- objective is more fuzzy — find groups of samples that behave similarly, find features that behave similarly, find linear combinations of features with the most variation.
- difficult to know how well your are doing.
- different from supervised learning, but can be useful as a pre-processing step for supervised learning.

Course Texts



The course will cover most of the material in this Springer book (ISLR) published in 2013, which the instructors coauthored with Gareth James and Daniela Witten. Each chapter ends with an R lab, in which examples are developed. By January 1st, 2014, an electronic version of this book will be available for free from the instructors' websites.



This Springer book (ESL) is more mathematically advanced than ISLR; the second edition was published in 2009, and coauthored by the instructors and Jerome Friedman. It covers a broader range of topics. The book is available from Springer and Amazon, a free electronic version is available from the instructors' websites.