# Introduction to experimental design

#### **Session 1**

MATH 80667A: Experimental Design and Statistical Methods HEC Montréal

#### Outline

Class details

**Motivation** 

Review

Key concepts in experimental designs

## Class details

#### Course content

#### **Content**

- Basics of experimental design
- Statistical inference
- Completely randomized designs
- Analysis of variance
- Blocked designs
- Analysis of covariance
- Intro to mixed models
- Intro to causal inference
- Linear mediation analysis

#### **Cross-disciplinary skills**

- Scientific workflow
- Peer-review
- Reporting
- Statistical fallacies
- Reproducibility

#### Prerequisites

**Math skills** 

Basic algebra

**Computer science** 

None

**Statistics** 

At the level of OpenIntro Statistics (Chapter 1)

## Motivation

#### History

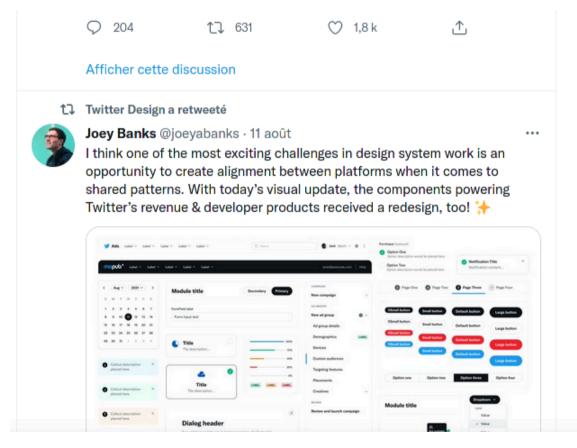
#### Experiments on agricultural trials in Rothamsted ongoing since 1843

#### **ECN ROTHAMSTED**

Rothamsted (Latitude 51° 48′ 34.44″ N; Longitude 0° 21′ 22.76″ W) is located about 35 km North of London, UK. It covers about 330 ha, all of which is included within the Rothamsted ECN site. The estate contains several ecosystems, including managed arable and grassland fields, naturally regenerated and ancient woodland, the river Ver and more recently energy crops e.g. short rotation coppice willow and miscanthus grass. The Park Grass Hay Experiment (est. 1856) is the principal target sample site (TSS) for the majority of the ECN protocols at Rothamsted. This experiment is widely acknowledged to be the oldest continuing agro-ecological experiment in the world; it is recognised internationally as an important site for long-term studies on biodiversity and ecology. The experimental plot on Park Grass of most interest to the ECN, in relation to physical and atmospheric inputs is Plot 3, Section d (Plot 3d). This plot receives no inorganic or organic inputs apart from atmospheric deposition.



### Modern experiments: A/B testing





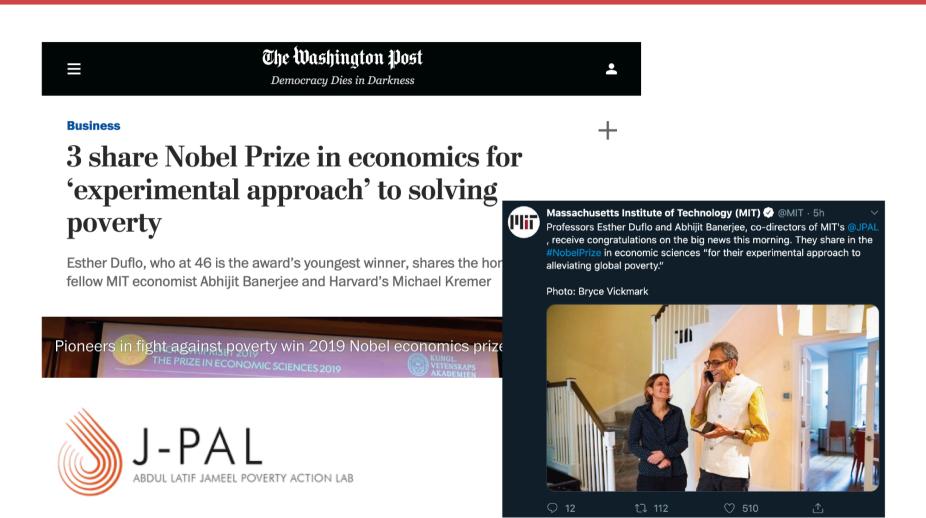


#### Evidence-based policy

RAND health insurance study

**Student Teacher Achievement Ratio (STAR)** 

#### Nobel memorial prize



## Review

### Population and sampling

**Defining a target population** 

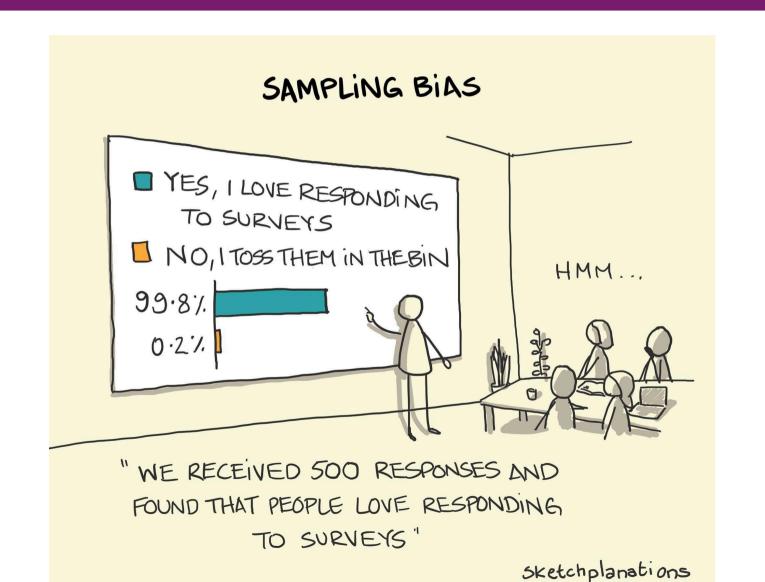
Sampling frame

Where to draw sample from

Sampling procedure

**Randomness** 

#### Convenience samples and non-response bias



## Sampling scheme

Simple random sampling

**Stratified sampling** 

**Cluster sampling** 

Multi-stage sampling

## Judging the quality of a sample

**Summary statistics** 

Raw data

**Pre-testing** 

## Experiments as gold-standard





Randomised controlled trials – the gold standard for effectiveness research

Study design: randomised controlled trials

Eduardo Hariton, Joseph J Locascio

First published: 19 June 2018 | https://doi.org/10.1111/1471-0528.15199 | Citations: 121

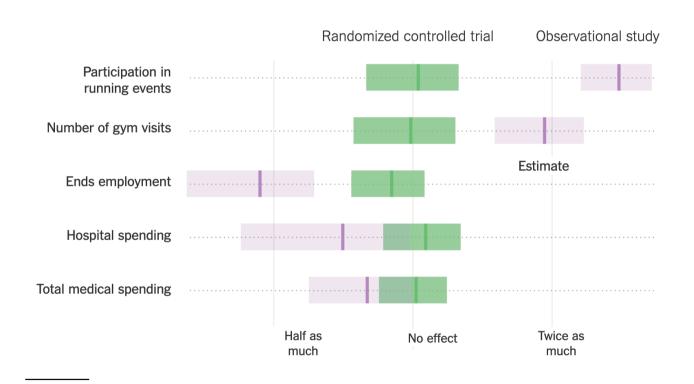
Randomised controlled trials (RCTs) are the reference standard for studying **causal relationships** between interventions and outcomes as randomisation eliminates much of the bias inherent with other study designs.

## Study type versus sampling

ideal experiment	Random assignment	No random assignment	most observational studies
Random sampling	Causal conclusion, generalized to the whole population.	No causal conclusion, correlation statement generalized to the whole population.	Generalizability
No random sampling	Causal conclusion, only for the sample.	No causal conclusion, correlation statement only for the sample.	No generalizability
most experiments	Causation	Correlation	bad observational studies

#### Experimental versus observational

How the Illinois Wellness Program Affected . . .



Source: What Do Workplace Wellness Programs Do? Evidence from the Illinois Workplace Wellness Study

## Key concepts in experimental design

#### Technical vocabulary

**Experimental unit** 

Measurement unit

**Factor** 

#### Impact of encouragement on teaching

From Davison (2008), Example 9.2

In an investigation on the teaching of arithmetic, 45 pupils were divided at random into five groups of nine. Groups A and B were taught in separate classes by the usual method. Groups C, D, and E were taught together for a number of days. On each day C were praised publicly for their work, D were publicly reproved and E were ignored. At the end of the period all pupils took a standard test.

#### **Exercise**

In pairs, identify

- the experimental and measurement units
- the factor levels
- the response variable

03:00

### Comparing groups (factor levels)

- Without any intervention, variability in output from one observation to the next.
- Differences between groups are comparatively stable.

#### Choices in experimental designs

- factor levels being compared
- observations to be made (number of repetitions, etc.)
- experimental units

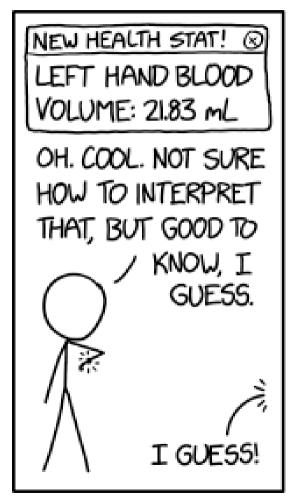
#### Requirements for good experiments

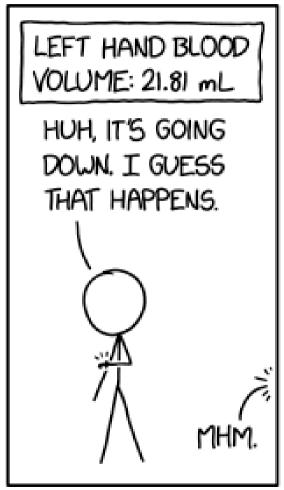
- 1. Absence of systematic error
- 2. Precision
- 3. Range of validity
- 4. Simplicity of the design

#### Absence of systematic error

- Achieved via randomization
- Controlling the environment

#### Precision





LEFT HAND BLOOD VOLUME: 21.86 mL OH WEIRD NOW IT'S GOING UP HIGHER THAN BEFORE. MAYBE YOU SHOULDN'T LOOK AT-



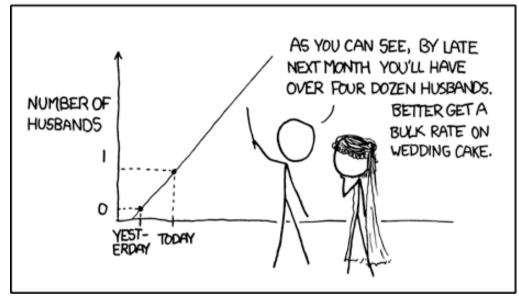
#### Precision

- depends on the intrinsic variability
- function of
  - 1. accuracy of experimental work
  - 2. number of experimental units / repetitions per unit
  - 3. design and methods of analysis

#### Range of validity

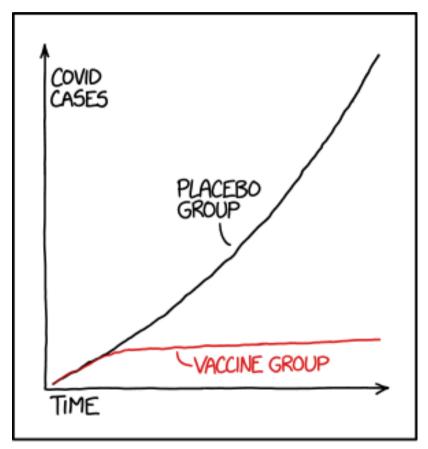
- What is population?
- Identify restrictions
- Extrapolation
  - if proper random sampling scheme
  - range of validity





#### Simplicity of the design

 Simple designs lead to simple statistical analyses



STATISTICS TIP: ALWAYS TRY TO GET DATA THAT'S GOOD ENOUGH THAT YOU DON'T NEED TO DO STATISTICS ON IT