

Course Introduction

ISTA 410 / INFO 510 - Bayesian Modeling and Inference

University of Arizona School of Information

January 13, 2021

Bayesian Modeling

- Represent our knowledge in the form of a *probability distribution*; probabilities measure confidence or belief
- Establish a model indicating the dependence of observations on parameters (and the dependence of those parameters on one another)
- Use Bayes' theorem to update the distribution(s) of the model parameter(s) based on data

Inference

- Estimate values of the model parameters (point estimates, interval estimates, etc.)
- Predict future observations

We'll cover the following topics, in something like this order:

- Foundations: probability theory and the Bayesian interpretation
- Simple one- and multi-parameter models
- Hierarchical and graphical models
- Model checking and evaluation
- Computational methods:
 - Exact inference with belief propagation
 - Approximate inference with Markov chain Monte Carlo (MCMC)
- Mixture models and expectation-maximization algorithms
- Inference for dynamical systems using Kalman filters
- Other topics as time allows

Prerequisites

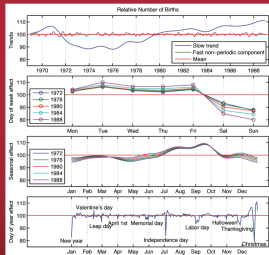
What you need to know:

- Calculus (I and II are fine – we'll do some multi-variable calculus but no vector calculus)
- Linear algebra (at the level of an intro course)
- Probability and statistics
- Programming – preferably Python and preferably at least a year

Bayesian Data Analysis, 3rd ed., by Gelman et al.

Bayesian Data Analysis

Third Edition



Andrew Gelman, John B. Carlin, Hal S. Stern,
David B. Dunson, Aki Vehtari, and Donald B. Rubin

<http://www.stat.columbia.edu/~gelman/book/>

Other sources as needed

Software requirements

In order to complete the course, especially the programming components, you'll need the following software on your computer:

- Zoom (videoconference software).
- Python, with the following packages: NumPy, SciPy, matplotlib, **PyMC3**, and Jupyter (notebook app or JupyterLab)

(PyMC3 is highlighted because it's the one you're least likely to already have!)

Expectations

- Attend videoconference class meetings
- Prepare for meetings by completing assigned readings, attempting exercises
- Complete several homework assignments over the course of the semester
- Complete a take-home midterm and final

Category	Weight
Homework Assignments	50%
In-class work, participation, etc.	15%
Midterm and Final	35%

Instructor and contact information

Dylan Murphy, Ph.D.

Lecturer in the iSchool

Please call me: Dylan or Dr. Murphy

Office: Harvill 444 (but I won't be there)

Office hours: Th 1-3 PM (drop-in office hours on Zoom) or by appointment



The Slack channel for this course will be available through a link on the D2L site.

A first example

Flipping a coin

A researcher is trying to determine whether a coin is fair (i.e., $p_H = 0.5$); she suspects it may be less likely to come up heads.

The data consist of a history of 12 flips:

$T, T, H, T, T, T, H, T, T, T, T, H$

What do you do? Let's start by thinking from the classical (frequentist) statistical perspective.

Flipping a coin

Idea:

- The result is drawn from a population of theoretically possible experiments, where we flip the coin $n = 12$ times and get r heads
- Under the assumption that $p_H = 0.5$ (called the null hypothesis), we can calculate the probability that $r \leq 3$
- If this probability (called the p -value) is small (conventionally, $p < 0.05$), then we conclude the null is inconsistent with the data

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$$P(r = k) = \binom{n}{k} p_H^k (1 - p_H)^{1-k}$$

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- So,

$$\begin{aligned} P(r \leq k | p_H = 0.5) &= 0.5^{12} \left(\binom{n}{0} + \binom{n}{1} \right. \\ &\quad \left. + \binom{n}{2} + \binom{n}{3} \right) \\ &\approx 0.07 \end{aligned}$$

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So we announce to our colleague that there is not statistically significant evidence of bias... right?

Flipping a coin

Our colleague comes back and examines the calculation. She says: “I’m sorry, but you’ve misunderstood my experimental design. r is not a random variable; I decided ahead of time that I would flip the coin until I got three heads, so n is the random variable.

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What’s different?

- The universe of possible experiments is different
- Now, the probability of n flips and r heads is given by

$$P(n|p_H = 0.05) = \binom{n-1}{r-1} 0.5^n$$

- So,

$$P(n \geq 12|r = 3, p_H = 0.5) = \sum_{k=12}^{\infty} \binom{k-1}{r-1} 0.5^k \approx 0.03$$

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So, there is statistically significant evidence of bias... right?

My claim:

- This should make you uneasy
- There are two major problems:
 - The result of the analysis is dependent on a stopping rule outside of the data-generating process
 - The endpoint of the analysis is an artificial dichotomy between $p_H = 0.5$, $p_H \neq 0.5$

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- There are two major problems:
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- Both points can be addressed by the Bayesian approach

Thinking like a Bayesian

The Bayesian perspective:

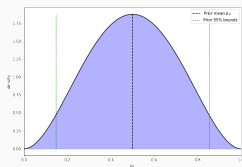
- Treat p_H as if it were a random variable:
 - p_H has a probability distribution supported on $[0, 1]$
 - $Pr(a < p_H < b)$ represents our belief that $a < p_H < b$
- Bayes' rule says that if we observe an outcome $y \in \{H, T\}$:

$$p(p_H|y) \propto p(p_H) \times p(y|p_H)$$

so we can update $p(p_H)$ each time we observe a flip.

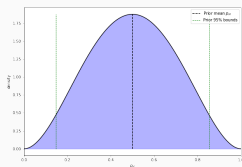
Thinking like a Bayesian

Starting probability distribution for p_H :

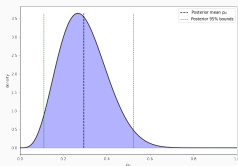


Thinking like a Bayesian

Starting probability distribution for p_H :



After updating:



Assumptions and “objectivity”

A common criticism of Bayesian statistics is its lack of objectivity:

- We had to begin with a probability distribution
- This encodes information that has nothing to do with the observed data

This example shows that the requirement of assumptions is not unique to the Bayesian approach – we just made it more explicit.

For next time

Main task for the first week: get your software environment set up:

- I strongly recommend using the Anaconda distribution of Python
- `conda install pymc3`; then, if running Windows, you may need:
 - `conda install m2w64-toolchain`
 - `conda install -c anaconda libpython`

Confirm that you can import `pymc3` without errors;