

CEE 616: Probabilistic Machine Learning

M2 Linear Methods: L2C Linear Regression

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Outline

- ➊ Introduction
- ➋ OLS
- ➌ Considerations
- ➍ Irregularities
- ➎ WLS
- ➏ Outlook

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w_0 (intercept) and w_1 (slope) are the **regression coefficients**

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$$\mathbf{y} = \mathbf{X}\mathbf{w} + \boldsymbol{\epsilon}$$

- We typically assume an intercept (represented by column of 1's in \mathbf{X}), except where explicitly noted otherwise.

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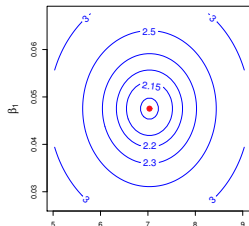
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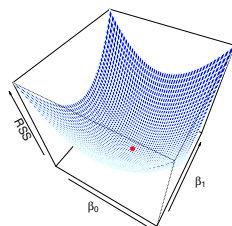
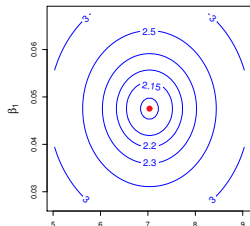
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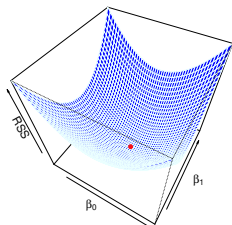
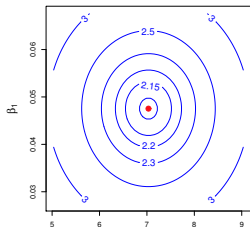
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RSS plotted against w_0 and w_1 for a given dataset using a contour plot (Left) and 3-D plot (right). The least squares estimate (\hat{w}_0, \hat{w}_1) is indicated by the red dots.

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Assumes the following conditions are met:

Linearity: the parameters we are estimating using the OLS method must be themselves linear.

Randomness: our data must have been randomly sampled from the population.

NoN-Collinearity: the regressors being calculated are not perfectly correlated with each other.

Exogeneity: the regressors are not correlated with the error term.

Homoscedasticity: no matter what the values of our regressors might be, the error of the variance is constant.

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In models with interaction terms, the **main effects** must be included by keeping the single variables.

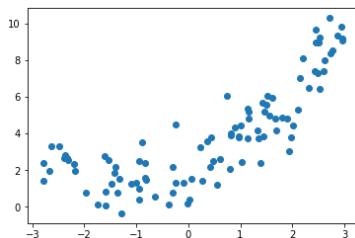
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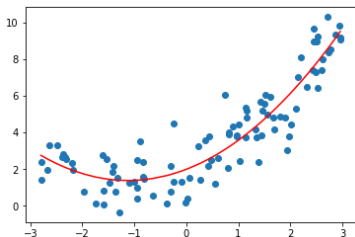
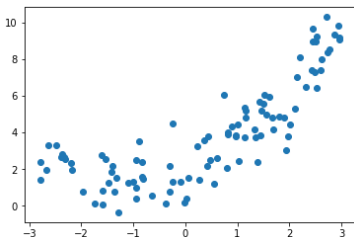
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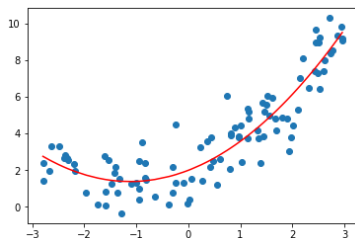
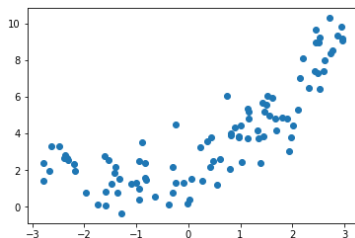
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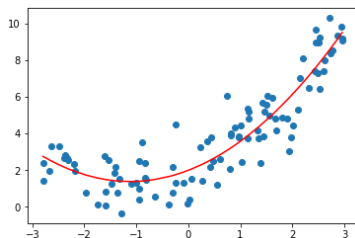
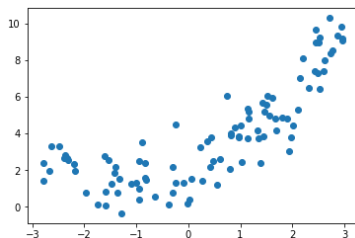


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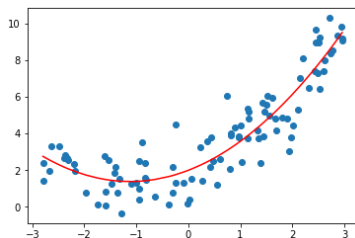
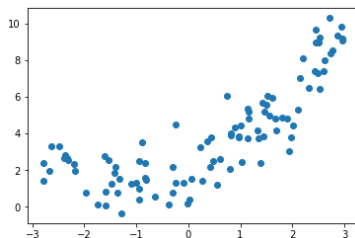
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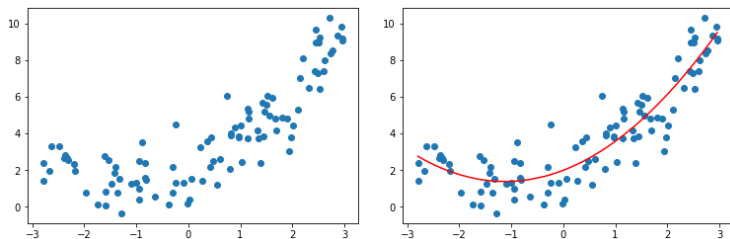
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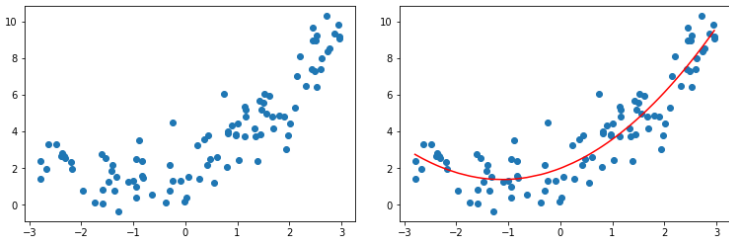
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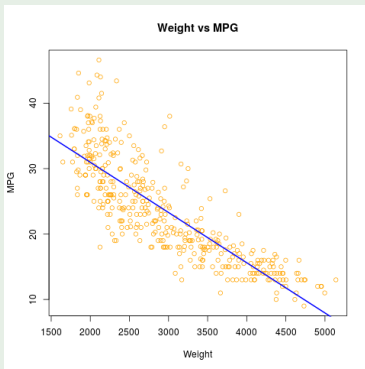


Figure: Simple linear model: $y = w_0 + w_1x$. $R^2 = 0.69$. Is this a good fit?

Improving model quality via higher-order terms (cont.)

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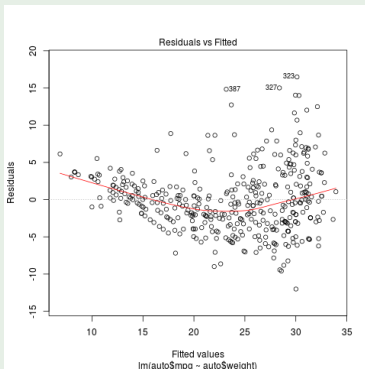


Figure: “Residuals vs. fitted values” plot for the simple linear model. What do you observe?

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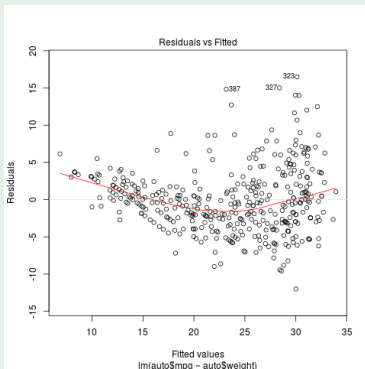


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This further confirms that a linear fit is not the best approximation for this data.

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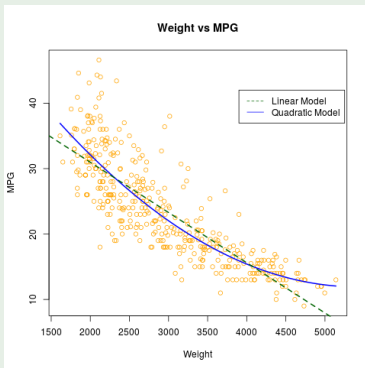


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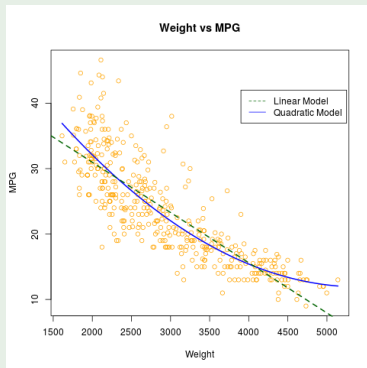


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The adjusted R^2 is now 0.71.

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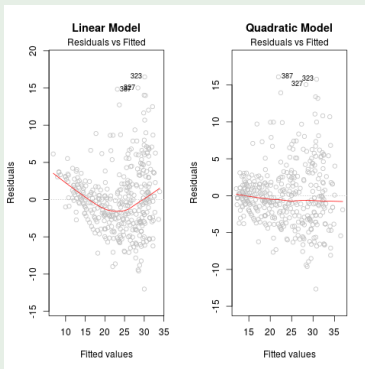


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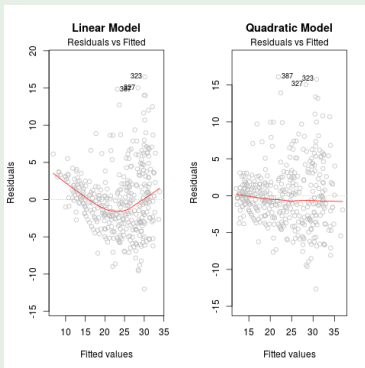


Figure: Residual plots for the linear and quadratic models for regressing `mpg` on `weight`. While we have explained some of the variance with the second-order term, the statistics reveal that other variables may also be important predictors.

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We discuss a few approaches to handle these.

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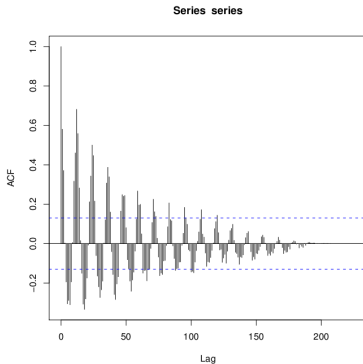


Figure: Example of error correlations for a time series dataset. The blue dashed lines represent the 95% confidence interval. Correlations outside of this band are statistically

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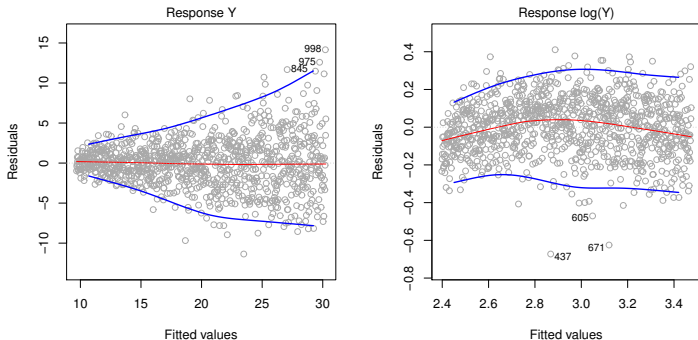


Figure: Heteroscedasticity (left) and homoscedasticity (right); fixed by log-transformation of the response.

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- To address this issue, outliers can be **carefully** removed from the training data

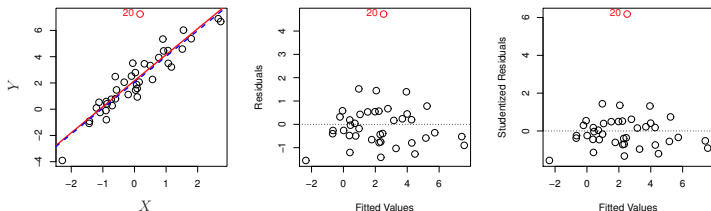


Figure: Outlier in a regression model. The studentized residual confirms the outlier cannot be ignored.

High leverage points

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- $\frac{1}{n} \leq h_n \leq 1$; $\mathbb{E}(h_n) = \frac{p+1}{n}$

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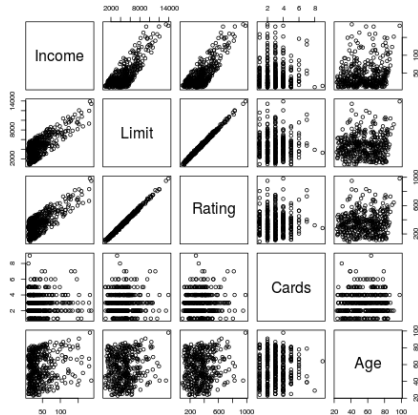


Figure: Correlation plot for a few of the predictors in the Credit dataset. Which of the predictors in this plot are highly correlated?

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Income:	2.52
Limit:	149
Rating:	149
Age:	1.03

Correcting for collinearity (cont.)

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Thus, we have corrected for collinearity without decreasing the quality of the fit.

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- When \mathbf{W} is not known, some common estimators are: $w_n = \frac{1}{x_n}$ or $w_n = n$
- Weights can also be iteratively estimated

Reading assignments

- **PMLI** 11.1-2
- **ESL** 3.2
- **PMLCE** 8.1

Note: Appendices follow in the next 2 dozen slides.

Hypothesis testing

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Hypothesis testing provides a framework for evaluating parameter(s) of a population with respect to a desired or known outcome.

Given that in most cases, we can only estimate these parameters, hypothesis testing allows us to determine if the estimate supports a **research hypothesis**. The results of this testing is useful for **decision-making**.

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One-sided tests

One-sided tests

Case A: upper tail

One-sided tests

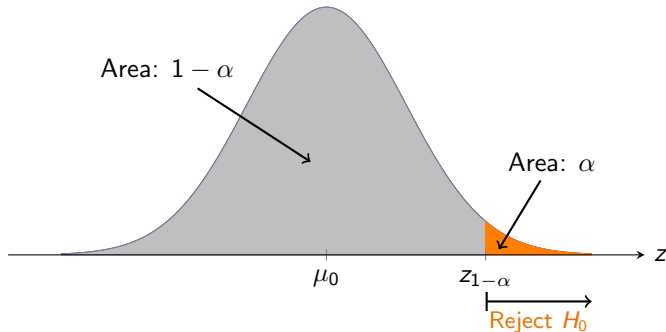
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One-sided tests (cont.)

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One-sided tests (cont.)

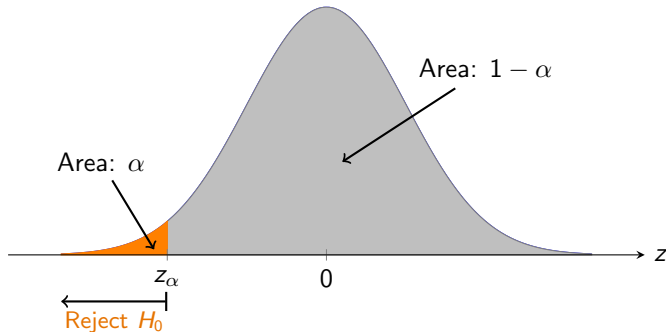
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Two-sided tests

Two-sided tests

Case C: both tails

Two-sided tests

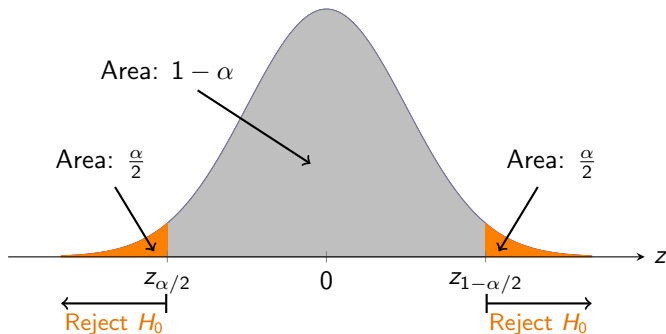
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- ② If the variance is **unknown**, we use the t -distribution ($N - 1$ degrees of freedom) to find the probability of the standardized **T-statistic** $\frac{\bar{X} - \mu}{s / \sqrt{n}}$ and compare it to the appropriate critical value to test our hypotheses

Two-tailed tests: unknown variance

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Example 2: Golf ball production

A premium golf ball production line must produce all of its balls to 1.615 ounces in order to get the top rating (and therefore the top dollar). Samples are drawn hourly and checked. If the production line gets out of sync with a statistical significance of more than 1%, it must be shut down and repaired. This hour's sample of 18 balls has a mean of 1.611 oz and a standard deviation of 0.065 oz. Do you shut down the line?

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Step 3 $\alpha = 1\% = 0.01$.

Given that this is a two-tailed test, we have two critical regions with areas:

$$\frac{\alpha}{2} = \frac{0.01}{2} = 0.005.$$

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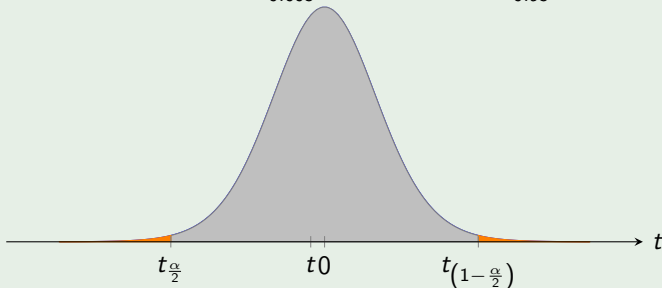
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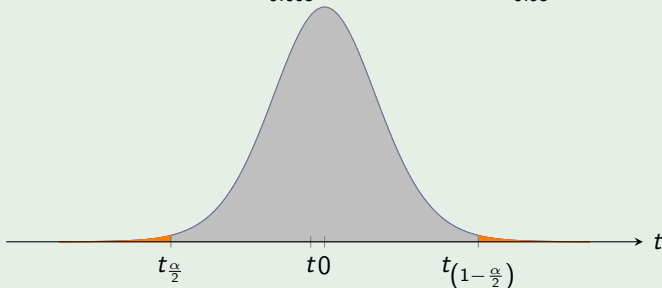


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In real terms, this means that the sample was within the bounds of what would be acceptable if the population mean were 1.615 oz. Therefore, we would not stop the production line.

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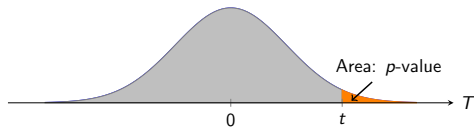
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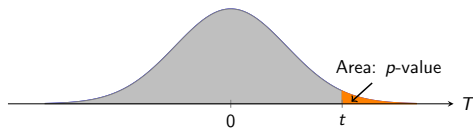
p -value for z tests

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p -value: area in upper tail

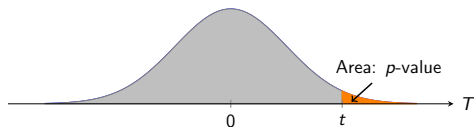
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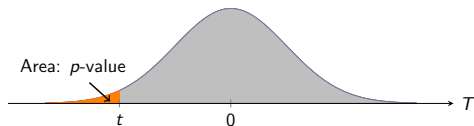
$$p = 1 - F_T(t_\nu) \quad (39)$$

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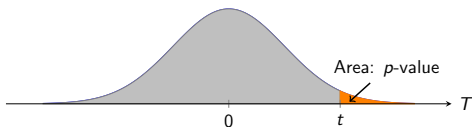
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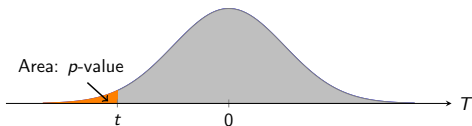
p-value: area in lower tail

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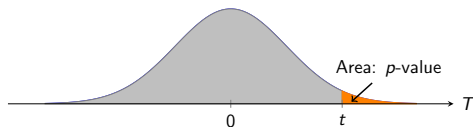
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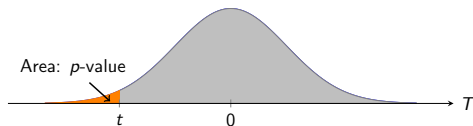
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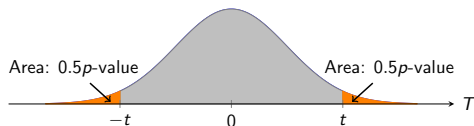
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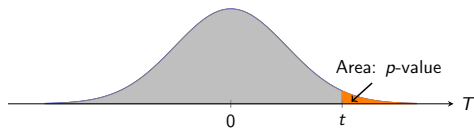
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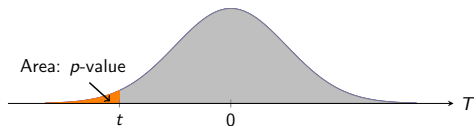
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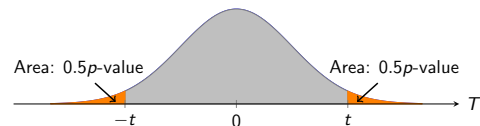
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$$p = 2(1 - F_T(|t_\nu|)) \quad (41)$$

Estimates and standard error

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Reject null hypothesis if $t \leq t_{\alpha/2, N-2}$ or $t \geq t_{1-\alpha/2, N-2}$.

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Total	$N - 1$	TSS		

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Thus, R^2 is also a measure of the linear relationship between X and Y .