

# Latin Square Design: Step-by-Step Worksheet

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## Background / Scenario

You want to compare **four teaching methods** (A, B, C, D) to see their effect on student performance. Meanwhile:

- **Teacher** differences (labeled T1–T4) may affect outcomes.
- **Classroom** differences (labeled R1–R4) may also affect outcomes.

You suspect large teacher-to-teacher (row) differences and classroom-to-classroom (column) differences. You decide to use a **Latin Square** design, with rows = teachers, columns = classrooms, so each row and column has exactly one instance of each teaching method.

## Example Layout (one possible random assignment)

	R1	R2	R3	R4
T1	A	B	C	D
T2	B	C	D	A
T3	C	D	A	B
T4	D	A	B	C

Each cell is the assigned teaching method for that Teacher–Classroom combination. In practice, label rows and columns randomly, and also label A/B/C/D randomly, so the order above is just an example.

## Learning Objective

**Goal:** Understand how a Latin Square design blocks on two nuisance factors—Teachers (rows) and Classrooms (columns)—while comparing four primary treatments (teaching methods). By the end of this worksheet, you should be able to:

1. Construct a valid 4x4 Latin Square layout.
2. Outline the data collection process and identify the measured responses.
3. Compute the analysis-of-variance (ANOVA) decomposition for a Latin Square.
4. Interpret which factors (rows, columns, or treatments) have significant effects.

## Step-by-Step Scaffolding Tasks

### Part A: Setting Up the Latin Square

1. **Identify the row factor:** Teachers T1–T4 are assigned as the rows.
2. **Identify the column factor:** Classrooms R1–R4 are assigned as the columns.
3. **Label the four teaching methods:** A, B, C, D.
4. **Fill in a 4×4 table** so that each letter (A/B/C/D) appears exactly once in each row and once in each column.

**Guiding Question:** Why must each treatment appear exactly once per row and column?

(**Hint:** Each row factor sees all methods once, each column factor sees all methods once. This balances out row and column differences.)

### Part B: Data Collection Planning

1. **Measurement:** Decide how you will measure student performance. Will you use test scores, or average quiz scores? Are there multiple students in each cell?
2. **Data Table:** Sketch out your blank 4×4 grid. Each cell will hold the observed average test score (for example) under the assigned teaching method, with that particular teacher–classroom combination.
3. **Randomization:** Randomly label T1–T4 and R1–R4, and also randomly assign methods A–D to the four symbols in the square pattern.

**Guiding Question:** How can randomization reduce systematic bias?

### Part C: Analysis (ANOVA) Steps

Using your completed data table (once you have real or example scores):

1. **Compute row means** (Teacher means). For teacher T1, average the four cells in row T1. Repeat for T2, T3, T4.
2. **Compute column means** (Classroom means). For classroom R1, average the four cells in column R1, etc.
3. **Compute treatment means** (Method A, B, C, D). Each method appears exactly once in each row and column, for 4 total observations per method.
4. **Find the grand mean** of all 16 responses,

$$\bar{Y} = \frac{1}{16} \sum_{i,j} Y_{ij}.$$

5. **Sums of Squares:**

- **Total SS:**

$$SST = \sum_{i=1}^4 \sum_{j=1}^4 (Y_{ij} - \bar{Y})^2.$$

- **Row SS** (Teachers):

$$SS_{\text{rows}} = 4 \sum_{i=1}^4 (\bar{Y}_{\text{row},i} - \bar{Y})^2.$$

- **Column SS** (Classrooms):

$$SS_{\text{cols}} = 4 \sum_{j=1}^4 (\bar{Y}_{\text{col},j} - \bar{Y})^2.$$

- **Treatment SS** (Methods A/B/C/D):

$$SS_{\text{treat}} = 4 \sum_{k=A,B,C,D} (\bar{Y}_k - \bar{Y})^2.$$

- **Error SS:**

$$SS_{\text{error}} = SST - (SS_{\text{rows}} + SS_{\text{cols}} + SS_{\text{treat}}).$$

6. **Degrees of Freedom:**

- Rows, Columns, Treatments each has 3 degrees of freedom.
- Total df = 16-1 = 15.
- Error df = 15-(3 + 3 + 3) = 6.

7. **Mean Squares:** MS = SS / df for Rows, Columns, Treatments, and Error.

8. **F-ratios:**

- $F_{\text{rows}} = \frac{MS_{\text{rows}}}{MS_{\text{error}}}.$
- $F_{\text{cols}} = \frac{MS_{\text{cols}}}{MS_{\text{error}}}.$
- $F_{\text{treat}} = \frac{MS_{\text{treat}}}{MS_{\text{error}}}.$

**Guiding Question:** What does it mean if  $F_{\text{treat}}$  is large compared to 1?

## Part D: Reflection / Discussion Questions

1. **Interpretation:**

- If the  $F$ -ratio for Treatments is significant, what does that imply about the four methods?
- How would you follow up with pairwise comparisons?

2. **Block Factors:**

- Did you see a significant Teacher effect?
- Did you see a significant Classroom effect?

3. **Check Assumptions:**

- How would you evaluate normality, constant variance, or outliers in this design?
- Are there any clues that the teacher or classroom might interact with the teaching method?

**Think about:** If a teacher–method interaction is suspected, a Latin Square might not fully handle that. You might need a more complex design.

## Optional Challenge

1. **Replication:** Suppose you can replicate the entire  $4 \times 4$  Latin Square twice. How does that change your Error df, and how might it improve your ability to detect differences?
2. **Higher Factor Interactions:** If teacher–classroom–method interactions are suspected, what alternative designs could address those? (Hint: Possibly a Graeco-Latin square or more advanced row–column approach.)
3. **Data Visualization:** Plot row effects, column effects, and method effects on a single chart. Compare the relative spread in each to see visually which factor has the largest influence.