

Statistics and Data Analysis

Unit 02 – Lecture 06: In-Class Activity (Summarization + Interpretation)

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<https://github.com/tali7c/Statistics-and-Data-Analysis>

Quick Links

Activity

Tasks

Solution

Wrap-up

Agenda

1 Activity Brief

2 Tasks and Deliverables

3 Solution and Discussion

4 Wrap-up

What We Will Do Today

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- write 3 insights + 2 limitations

Time Plan (55 minutes)

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- 5 min: wrap-up + exit question

Dataset

File: data/activity_student_dataset.csv

Columns:

- program (CSE/ECE/AIML)
- attendance_pct, study_hours, social_media_hours (numeric)
- final_score (numeric)

Goal: summarize and interpret what these numbers suggest.

Task 1: Central Tendency (5 minutes)

Compute for `final_score`:

- mean

Checkpoint: If $\text{mean} \neq \text{median}$, what does that hint about skewness?

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Task 2: Dispersion (10 minutes)

Compute for `final_score`:

- range

Checkpoint: Which is more robust to outliers: std or IQR?

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- Q_1 , Q_3 , IQR

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Task 2: Dispersion (10 minutes)

Compute for `final_score`:

- range
- Q_1 , Q_3 , IQR
- sample variance and sample standard deviation

Checkpoint: Which is more robust to outliers: std or IQR?

Task 3: Correlation (10 minutes)

Compute Pearson correlation:

- `corr(study_hours, final_score)`

Checkpoint: Correlation measures what kind of relationship?

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- `corr(study_hours, final_score)`
- `corr(social_media_hours, final_score)`

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Task 4: Grouped Summaries (10 minutes)

Group by program and compute:

- mean and median of final_score

Checkpoint: Which program looks strongest by mean? By median?

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Group by program and compute:

- mean and median of final_score
- mean attendance

Checkpoint: Which program looks strongest by mean? By median?

Task 5: Write Insights + Limitations (5 minutes)

Deliver:

- 3 insights (what the numbers suggest)

Example limitation: small dataset ⇒ results may not generalize.

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Deliver:

- 3 insights (what the numbers suggest)
- 2 limitations (why the conclusion may be weak)

Example limitation: small dataset ⇒ results may not generalize.

Final Deliverables (Submit/Show)

- computed values (central tendency, dispersion, correlations)

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- 2 scatter plots OR 1 histogram + 1 bar chart

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- computed values (central tendency, dispersion, correlations)
- 1 grouped summary table by program
- 2 scatter plots OR 1 histogram + 1 bar chart
- short write-up (3 insights + 2 limitations)

Solution Script (Python)

After attempting yourself, run:

```
python demo/activity_solution.py
```

Outputs:

- data/overall_results.csv
- data/summary_by_program.csv
- plots in images/ (scatter, bar, histogram)

Expected Key Results (Overall)

Statistic	Value
Mean(final_score)	65.50
Median(final_score)	65.50
Mode(final_score)	60
Range(final_score)	65
Q_1 / Q_3	60 / 72
IQR	12
Sample std (final_score)	14.11

Expected Key Results (Correlation)

Pair	Pearson r
(study_hours, final_score)	0.5190
(social_media_hours, final_score)	-0.9771

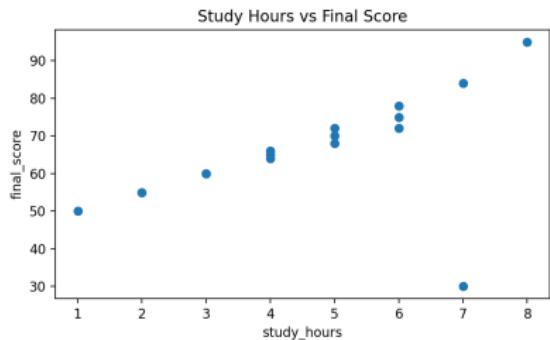
Question: Does this prove causation? Why/why not?

Expected Key Results (By Program)

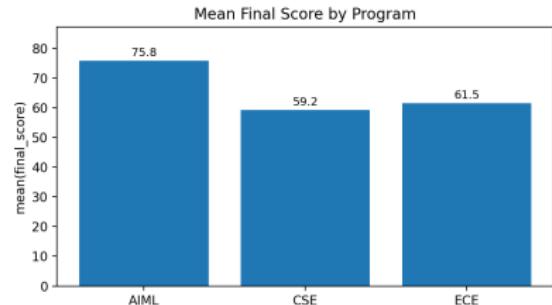
Program	Mean(final_score)	Median(final_score)
CSE	59.17	62.50
ECE	61.50	62.00
AIML	75.83	75.00

Example Plots

Hours vs Final Score



Mean Final by Program



Wrap-up

- A good descriptive analysis combines: center + spread + relationships + group comparisons

Exit question: Which statistic changed your interpretation the most (mean, median, IQR, or correlation)? Why?

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- Always state assumptions and limitations

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Wrap-up

- A good descriptive analysis combines: center + spread + relationships + group comparisons
- Always state assumptions and limitations
- Never confuse correlation with causation

Exit question: Which statistic changed your interpretation the most (mean, median, IQR, or correlation)? Why?