wrapping up

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outline

conclusion (p.240-254 Wheelan, 2013)

data, data everywhere

- eg goog timeline https://support.google.com/maps/answer/6258979
- again see: www.economist.com/node/15557443
- Wheelan (2013) discusses uses of data, eg:
- Target predicts better pregnancy of your daughter
- she buys unscented lotions, vitamins, etc (Wheelan, 2013, p252-3)

so what?

- use data! (do stats)
- or read about using it (lit rev)
- AND ALWAYS think about it! (critique research)
- this is *important* for final project in this class
- and use stat software (Python, Stata, etc): a job skill!

remember stats is positive, not normative

- it says what it is
- not what it should be
- for the latter we need something like philosophy or religion
- https://en.wikipedia.org/wiki/Positive_statement
- dog fighting used to be socially acceptable, but not
  anymore
○ same thing may happen to football (p242-244)
- simlarly, research can help evaluate damage from say
  cigars v cigarettes
○ but cannot tell us what to do about it

be skeptical

- eg correlation $\neq$ causation
  - MMR vaccine, autism (p245,246)
- also: measurement
  - many ways to measure the same thing
  - no measure is perfect
  - all measures oversimplify
- eg: teacher ratings, school ratings (p246-249)

do experiments!

- again, experiment is the gold standard
- (superb internal validity, but usually poor external)
- eg: force Indian teachers to show up by recording them
- randomly assign cameras (p250)
- test if males or females care about kids more
- natural experiment: weather affects crops differentially by gender:
- eg guys grow coffee, girls grow coconuts (p251)

the end!

- let's keep in touch
- keep me posted about your research endavours!
- email me, stop by
- let's have a coffee

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WHEELAN, C. (2013): Naked statistics: stripping the dread from the data, WW Norton & Company.