Start Time: \_\_\_\_\_\_\_\_\_\_3:52\_\_\_\_\_\_\_\_\_\_

In creating each summary you should keep in mind the following scenario for its use. Imagine you are a TA for this course, what do you want to present to the instructor after reading the students’ responses?

# Prompt1: “Describe what you found most interesting in today's class?”

## Responses from students

|  |  |  |
| --- | --- | --- |
| student\_id | sentence\_id | Responses |
| e7951 | 1 | The blurry type 1 error was cleared |
| e1520 | 2 | type 1 error and confidience interval on error |
| e3572 | 3 | Nothing |
| e5865 | 4 | comparing a with p value |
| e1234 | 5 | Your summary about two hypothesis testing methods |
| e1235 | 6 | Topic was the same as the one covered last week, so nothing. |
| e3290 | 7 | There are steps for type 1 error and we know when we can reject H0 |
| e4521 | 8 | hypothesis theory |
| e6969 | 9 | P value and hypothesis testing |
| e0659 | 10 | C value stuff |
| e1107 | 11 | The steps to try to reject the hypotheses |
| e3126 | 12 | Finding critical mean givn sample |
| e4254 | 13 | repeating type 1 error |
| e1100 | 14 | using different methods to determining the type 1 error was good. |
|  | 15 | I like various ways while solving smt |
| e1923 | 16 | steps for hypothesis testing |
| e3801 | 17 | P value |
| e5658 | 18 | Hypothesis testing |
| e0806 | 19 | Alternative methods of hypothesis testing |
| e3345 | 20 | we can compare the probabilities and/or the value c with our sample result |
| e6161 | 21 | Pvalue was amazing |
| e1903 | 22 | Alternative method |
| e6162 | 23 | It was good lesson |
| e3451 | 24 | C value |
| e1517 | 25 | Rejecting hypothesis |
| e8610 | 26 | rejection region finding |
| e3991 | 27 | Today most interesting thing was trade off between type 1 and type 2 errors due to change in critical values |
| e4639 | 28 | type 1 error |
| e2909 | 29 | questions about type 1 error |
| e7677 | 30 | We learned different ways to comprehend 'fail to reject' |
| e7594 | 31 | P value |
| e1260 | 32 | p value |
| e0162 | 33 | Nothing |
| e1993 | 34 | P value |
| e0387 | 35 | alternative hypothesis test |
| e1959 | 36 | Signifacance level |
| e1226 | 37 | critical point |
| e3249 | 38 | comparison of c amd p value was interesting |
| e9731 | 39 | alternative steps |
| e5219 | 40 | nearly nothing |
| e3141 | 41 | alternative steps for critical point and significance level |
| e1917 | 42 | type 1 error |
| e2171 | 43 | Nothing |
| e2509 | 44 | Existence of an alternative solution by comparing the probabilities instead of the critical values |
| e0258 | 45 | P value |

## Task1: Phrase Summarization. Create a summary using 5 phrases together with how many students semantically mentioned each phrase. You can use your own phrases.

Note, please also highlight the corresponding phrases in the student responses above which are semantically same to the summary phrases using the highlighted colors in the first row in the table below. The number of highlights for each phrase should match the number of students who semantically mentioned the phrase.

|  |  |  |
| --- | --- | --- |
| Rank | Phrases | Student number |
| 1 | Type 1 Error | 9 |
| 2 | P-Value | 8 |
| 3 | Alternate Steps for Hypothesis Testing | 7 |
| 4 | Rejecting the Null | 4 |
| 5 | Hypothesis Testing Steps | 3 |

Finish Time: \_\_\_\_\_\_\_\_\_4:08\_\_\_\_\_\_\_\_\_\_\_

## Task2: Abstract Summarization. Given the students’ responses, create a short summary using your own words (~40 words, no specific format other than linear) of it.

%type your summary below

In this lecture students enjoyed learning about Type 1 error, P-values, Alternate steps for hypothesis testing, rejecting the null hypothesis, and the steps to hypothesis testing.

Finish Time: \_\_\_\_\_\_\_\_\_\_4:09\_\_\_\_\_\_\_\_\_\_

## Task3: Extractive summary. Select five most representative sentences in order as the summary. (Use the sentence index number.)

Rank1: \_\_\_2\_\_\_\_\_\_

Rank2: \_\_\_\_31\_\_\_\_\_

Rank3: \_\_\_\_41\_\_\_\_\_

Rank4: \_\_\_\_25\_\_\_\_\_

Rank5: \_\_\_\_\_11\_\_\_\_

Finish Time: \_\_\_\_\_\_\_\_\_4:09\_\_\_\_\_\_\_\_\_\_\_

**You can take a break if you want.**

Start Time: \_\_\_\_\_\_\_\_9:34\_\_\_\_\_\_\_\_\_\_\_\_

# Prompt2: “Describe what was confusing or needed more detail?”

## Responses from students

|  |  |  |
| --- | --- | --- |
| student\_id | sentence\_id | responses |
| e7951 | 1 | Use of confidence intervals was incompleted |
| e1520 | 2 | last minutes of the lecture was a bit unclear |
| e3572 | 3 | where we use H1 |
| e5865 | 4 | calculating lower bound |
| e1234 | 5 | The example which was about lower bounds significance level was confusing , a or 1-a? |
|  | 6 | ? |
| e1235 | 7 | Nothing |
| e3290 | 8 | Confidence interval was a little bit confusing |
| e4521 | 9 | type 1 error |
| e6969 | 10 | Last part when m is lower than u |
| e0659 | 11 | I had troubles concentrating so p point |
| e1107 | 12 | What is z-alpha exactly? |
| e3126 | 13 | Upper lower alfa |
| e4254 | 14 | the very last part of the lecture confidence level for hypothesis testing |
| e1100 | 15 | the last thing. |
|  | 16 | confidence intervals |
| e1923 | 17 | finding confidence interval in hypothesis testing |
| e3801 | 18 | Significance level |
| e5658 | 19 | Last part |
| e0806 | 20 | Nothing |
| e3345 | 21 | I think today was pretty straightforward |
| e6161 | 22 | Lowerbound |
| e1903 | 23 | last part, using confidence interval |
| e6162 | 24 | Nothing |
| e3451 | 25 | Lower Bound |
| e1517 | 26 | Lower bound |
| e8610 | 27 | comparing p and c |
| e3991 | 28 | muddiest point was confidence interval method for hypothesis testing |
| e4639 | 29 | upper lower bound |
| e2909 | 30 | lower bound and confidence interval was confusing. |
| e7677 | 31 | The last part related to the 'confidential inteval' caused some confusion |
| e7594 | 32 | Nothing |
| e1260 | 33 | confidence level |
| e0162 | 34 | Last thing we did( lower or upper bound confusion) |
| e1993 | 35 | Lower bound |
| e0387 | 36 | nothing |
| e1959 | 37 | P value |
| e1226 | 38 | using confidence interval in hypothesis testing |
| e3249 | 39 | decision of lower or upper bound for confidence interval |
| e9731 | 40 | last example and graphic |
| e5219 | 41 | all lecture |
| e3141 | 42 | Confidence Interval to perform hypothesis testing |
| e1917 | 43 | nothing |
| e2171 | 44 | Critical value and p value difference |
| e2509 | 45 | The last topic covering confidence intervals was confusing |
| e0258 | 46 | Finding the lower bound |

## Task1: Phrase Summarization. Create a summary using 5 phrases together with how many students semantically mentioned each phrase. You can use your own phrases.

Note, please also highlight the corresponding phrases in the student responses above which are semantically same to the summary phrases using the highlighted colors in the first row in the table below. The number of highlights for each phrase should match the number of students who semantically mentioned the phrase.

|  |  |  |
| --- | --- | --- |
| Rank | Phrases | Student number |
| 1 | Confidence Intervals | 14 |
| 2 | Lower Bounds | 11 |
| 3 | Last Part of Class | 9 |
| 4 | P-values | 3 |
| 5 | Critical Value | 2 |

Finish Time: \_\_\_\_\_\_\_\_\_\_\_\_\_9:48\_\_\_\_\_\_\_

## Task2: Abstract Summarization. Given the students’ responses, create a short summary using your own words (~40 words, no specific format other than linear) of it.

%type your summary below

In this class, students had trouble with confidence intervals, finding lower bounds, and whatever was taught at the very end of class. Students also had some problems with pvalue and critical values.

Finish Time: \_\_\_\_\_\_\_\_\_\_\_\_9:48\_\_\_\_\_\_\_\_

## Task3: Extractive summary. Select five most representative sentences in order as the summary. (Use the sentence index number.)

Rank1: \_\_\_\_8\_\_\_\_\_

Rank2: \_\_\_\_4\_\_\_\_\_

Rank3: \_\_\_\_40\_\_\_\_\_

Rank4: \_\_\_\_37\_\_\_\_\_

Rank5: \_\_\_\_44\_\_\_\_\_

Finish Time: \_\_\_\_\_\_\_\_\_9:49\_\_\_\_\_\_\_\_\_\_\_

**If you had to choose only one summary among the task 1 vs 2 vs 3 to give to the instructor, which one do you prefer?**

\_\_\_1\_\_

**If the summary has to be presented in small devices like mobile phones, do you want to change your mind? If Yes, put your new answer below.**

\_\_\_\_\_