

- <http://kochanski.org/gpk/teaching/0910statistics>

Not fooling yourself

- Case studies of [pathological science and systematic errors](#). [\[Source\]](#)
 1. <http://kochanski.org/gpk/teaching/0401Oxford/doubt.pdf>
 2. <http://kochanski.org/gpk/teaching/0401Oxford/01Dsrc.tgz>

Counting statistics and sampling

- Counting things and statistical [sampling](#). Opportunity sampling, stratified sampling, random sampling. [\[Source\]](#)
 1. <http://kochanski.org/gpk/teaching/0401Oxford/sampling.pdf>
 2. <http://kochanski.org/gpk/teaching/0401Oxford/08src.tgz>

When are two numbers of counts different? Z-tests.

Entering data into SPSS

Each event is a row.

ANOVA

- Broadly: compute the typical error between model and data. Does it improve enough* when you make the model more complex? [* Enough="more than you'd expect if the data were truly unpredictable"]
- Typically: Put the data in boxes, and model it by a single value in each box.

Logistic regression

- Data:
 1. <http://kochanski.org/gpk/teaching/0910statistics/data4/English.txt>
 2. <http://kochanski.org/gpk/teaching/0910statistics/data4/Chinese.txt>

Bonferroni correction

- If you do 5 tests, test at the 1% level and report at the 5% level.

Brief introduction to R

- Live computer examples of Loading R (and maybe SPSS), entering data, computing summary statistics and histograms. [Reading data and basic processing](#) in R.
 1. <http://kochanski.org/gpk/teaching/0601Oxford/sumstats.pdf>
- [Data entry](#) in R and some plotting. [\[Source\]](#)
 1. <http://kochanski.org/gpk/teaching/0601Oxford/02Rdemo.pdf>
 2. <http://kochanski.org/gpk/teaching/0601Oxford/02src.tgz>