

Homework exercise 3

Due date: 8 January 2013 in class or by email to me

Submission format: Please include your code in your submission as an appendix. That is, write a proper HW submission giving your results, tables etc. and separately print out and include the code you used to generate the results.

1. Problem 16.15 from the book: A different approach to testing the mean.

Suppose we have a sample z_1, \dots, z_n and we want to estimate the underlying distribution F restricted to have mean μ . One approach, used in Sec. 16.4, is to use the empirical distribution of the translated data values $z_i - \bar{z} + \mu$. A different approach is to leave the data values fixed, and instead change the probability p_i on x_i for each i to be different than $1/n$. Let $\mathbf{p} = (p_1, \dots, p_n)$ and let F_p be the “empirical” distribution putting probability p_i on x_i . Then we want to choose p such that the mean of $F_p = \sum_i p_i x_i = \mu$ and F_p is as close as possible to the empirical distribution \hat{F} . A convenient measure of distance is the Kullback-Leibler distance

$$d_{F_p}(F_p, \hat{F}) = \sum_{i=1}^n p_i \log \left(\frac{1}{np_i} \right).$$

- (a) Using Lagrange multipliers or any other way, show that the probabilities that minimize this distance subject to $\sum p_i x_i = \mu$ and $\sum p_i = 1$ are given by

$$p_i = \frac{\exp(tx_i)}{\sum_i \exp(tx_i)}$$

when t is chosen such that $\sum p_i x_i = \mu$. What can you say about t when $\mu > \mathbf{E}(\hat{F})$, and when $\mu < \mathbf{E}(\hat{F})$? Interpret the resulting F_p .

- (b) Use this approach to carry out a test of $\mu = 129$ on the mouse treatment data (`mouse.t` object in the package `bootstrap`). Compare the results to those obtained with the “standard” approach in Section 16.4.

2. Problem 17.8 from the book: Bootstrap .632.

- (a) Carry out a bootstrap analysis with $B = 100$ for the hormone data (`hormone` object in the package `bootstrap`) as in Table 17.1 in the book: calculate the estimate of prediction error in the bootstrap world (col. 1), the error of each bootstrap model on its own sample (col. 2) and the difference (col. 3). Use the results to calculate estimates of prediction error in two ways: direct plug-in and by estimating the optimism.

- (b) Calculate the average prediction error $\hat{\epsilon}_0$ for the observations that do not appear in each bootstrap sample and hence compute the .632 estimator for these data.
- (c) Calculate the average prediction error $\hat{\epsilon}_j$ for observations that appear exactly j times in the bootstrap sample, for $j = 0, 1, 2, \dots$. Plot $\hat{\epsilon}_j$ against j and give an explanation for the results.

3. Questions on Aya's presentation.

(a) **The Dirichlet prior argument.**

Consider a simplified version of the situation in slides 41-44, where instead of multinomial we have a binomial with $\pi = (0.3, 0.7)$ and $n = 50$. The two-value version of Dirichlet is the Beta distribution.

- i. Draw three samples of size 100:
 - From Binomial(50,0.3).
 - From the appropriate Beta posterior when $\alpha_1 = \alpha_2 = 0$.
 - From the Beta posterior when $\alpha_1 = \alpha_2 = 10$.

Draw the empirical cumulative distribution for the three samples and comment on their similarities relative to Efron's claims.

- ii. Consider Efron's model of the process as:

$$\pi \rightarrow D \rightarrow \text{Tree} \rightarrow \psi,$$

where D is the distance distribution. What part of this model do we need to generate the sequences that are our observed data (hint: consider the meaning of π carefully)? Does this model make sense as describing the way the "world works" and the data are truly generated?

- iii. (* Extra credit) Explain how the problem with this model implies that the prior which has $\alpha_1 = \dots = \alpha_K = 0$ does not make sense for this application
- (b) **The final algorithm.**
- Consider the algorithm Efron proposes on slides 60-65.
- i. Explain the goal of the second bullet on slide 61 and relate it to the methodology for hypothesis testing with bootstrap. In particular, explain the statement in the third bullet. Propose another way to accomplish this goal.
 - ii. By analogy to the normal example given before, explain the meaning of the ratio between the second and third columns in the table on slide 62 — how does it relate to the shapes in Fig. 5 on slide 62? What does it mean for Felsenstein's p-value — is it too small or too big? Explain.