ADMINISTRIVIA

• Friday’s design reviews went well – apologies I missed, was home with a bad cold 😔
• Reminder: MSIII Blog Update #3 due on Thurs Feb 15th, 6pm
• Friday’s workshop: get feedback on
  • low-fi prototypes
  • experiment goals

MSIII: WORKPLAN RECOMMENDATION

To allow yourself adequate time for all Parts A, B & C, we suggest the following workplan. You have approximately 3.5 weeks (including reading break):

• By the end of the 1st week: Complete Part A (Steps 1 & 2, start Step 3).
• By the end of the 2nd week: Complete Step 3, and have Step 4 underway. Complete Step 5, and have Step 6 underway.
  • Decide which team members will be working on refining the experiment and which will be focused on prototype implementation.
• By halfway through the 3rd week: Close to completing Step 4, and have significant progress on Step 6.
  Use workshop to get feedback on the experiment design and the plans for the prototype. There should be a clear plan about which team members will be completing which steps in the deliverable. There will be less than a week left in this stage.

TODAY – LEARNING GOALS

significant levels and two types of error
  • what is the difference between a type I and type II error?
  • how does choice of significance levels relate to error types?
  • how do I chose a significance level?

example: C-TOC prep assignment
  • recap motivation/design
  • how to interpret results? main effects and interaction effects
  • how to interpret/explain the lack of predicted results?
  • what is relationship between type I error and multiple comparisons?
SIGNIFICANCE LEVELS & TWO TYPES OF ERRORS

Type I error: reject the null hypothesis when it is, in fact, true
- We conclude that there is a genuine effect, when there isn’t one (false positive)
- Confidence level for statistical tests, \( \alpha \)-level (e.g., \( \alpha = .05 \)), is probability of a Type I error

Type II error: accept the null hypothesis when it is, in fact, false
- We conclude that there is no effect, when there actually is one (false negative)
- \( \beta \)-level is probability of a Type II error
  - related to power (which is defined as \( 1 - \beta \)), and which depends on \( \alpha \)-level, effect size, and sample size

TRADEOFFS AND SIGNIFICANCE LEVELS

<table>
<thead>
<tr>
<th>Outcome of Exp’t</th>
<th>Reality</th>
<th>H₀ True</th>
<th>H₁ False</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reject H₀</td>
<td>Type I error (false positive)</td>
<td>Correct inference (true positive)</td>
<td></td>
</tr>
<tr>
<td>Fail to Reject H₀</td>
<td>Correct inference (true negative)</td>
<td>Type II error (false negative)</td>
<td></td>
</tr>
</tbody>
</table>

Trade-off exists between planning for these two types of errors
- If try to protect against Type I errors (e.g., set very high confidence level \( \alpha = .001 \) to make it harder to mistakenly believe an effect exists when it doesn’t), then a much greater chance of Type II errors
- If we try to protect against Type II errors (e.g., set low confidence level \( \alpha = .1 \) to make it easier to detect an effect if it exists), then a much greater chance of Type I errors

choice of significance level therefore often depends on effects of result

EXAMINING EFFECT OF EACH TYPE OF ERROR

Consider the comparison of two types of menus for user speed.

H₀: There is no difference between Pie menus and traditional pop-up menus
H₁: Pie menus are faster than traditional pop-up menus

What happens if you make a . . . .
- Type I error: (reject \( H₀ \), conclude there is a difference, when there isn’t one)
  - effect of making this error?
- Type II: (fail to reject \( H₀ \), believe there is no difference, when there is)
  - effect of making this error?
CHOICE OF SIGNIFICANCE LEVELS AND TWO TYPES OF ERRORS

What happens if you make a . . .

• Type I: (reject $H_0$, believe there is a difference, when there isn’t)
  — extra work developing software and having people learn a new idiom for no benefit

• Type II: (accept $H_0$, believe there is no difference, when there is)
  — use a less efficient (but already familiar) menu

Consider the follow scenarios, where you want to run an experiment to decide which menu type to implement.

For each, is Type I or Type II error preferable? Why?

• Scenario 1: Redesigning a traditional GUI interface
  — your team proposes replacing the existing pop-up menus in your company’s flagship application, which is widely used globally by users with a wide range of expertise, to improve user performance

• Scenario 2: Designing a new application
  — Your team is designing a new digital mapping application. It will require expert users to perform extremely frequent menu selections.

RECALL: MOTIVATION

Demand for cognitive screening has grown. But the growing aging population in Canada has led to long wait times to receive a cognitive consultation in a clinic.

Researchers at UBC have developed a computerized cognitive testing tool (C-TOC):
  — intended for self-administration in clinical or home setting
  — consists of a battery of tests to assess cognitive function (e.g., memory, attention, etc.)

C-TOC CASE STUDY

for your pre assignment, you studied an implementation of the Picture-Word Pair task
  — memory-encoding task where the user is shown four pictures and a word
  — must choose the picture that best matches the word.
RECALL: RESEARCH PROBLEM

Generally: need to ensure that testing on personal devices is consistent with paper-based version of test used in clinics.

This experiment investigates effect of two factors:

1. Effect of image size on the screen (100px vs. 250px)
   - Known that generally larger targets are faster to select
   - Want to test if these results generalize to tasks with cognitive component. (What does this really mean?)

2. Effect of input device (mouse vs. touchscreen vs. trackpad)
   - Previous work has shown older adults may be faster with touchscreen, but this may depend on type of task.

RECALL: EXPERIMENT DESIGN

- 3 input device conditions
  - mouse, trackpad, touchscreen
- 2 image size conditions
  - 100px, 250px
- 5 sets of 4 trials (1 image selection per trial) for each image size
- 2 blocks of trials (all sets of one image size per block)
  - Last 2 are control variables – we ignore in our analysis for simplification

RECALL: HYPOTHESES

H1: Users will be faster in performing the task with 250px images than with 100px images (i.e. a main effect of image size).

H2: There will be a difference in performance based on whether the participant used a touchscreen, trackpad or mouse (i.e. a main effect of input device).

H3: The difference in performance for 250px and 100px images will be similar for each input device (i.e. there will be no interaction effect between devices).

Note: up until now we have generally discussed/presented both H₀ and the alternative hypothesis for each independent variable – but researchers often only list the expected results as hypotheses (i.e., they do not list H₀)

EXAMPLE ANALYSIS

- Now we will go through sample results (based on submitted results)
- Note that your own results are likely at least somewhat different (Why?)
- We will start by looking at the plots, and then consider the results of the statistical tests
**H1:** Users will be faster in performing the task with 250px images than with 100px images (i.e. a main effect of image size).

**H2:** There will be a difference in performance based on whether the participant used a touchscreen, trackpad or mouse (i.e. a main effect of input device).

**H3:** The difference in performance for 250px and 100px images will be similar for each input device (i.e. there will be no interaction effect between devices).

**RECALL: HYPOTHESES**

- **H1:** Users will be faster in performing the task with 250px images than with 100px images (i.e. a main effect of image size).  
  *Supported*

- **H2:** There will be a difference in performance based on whether the participant used a touchscreen, trackpad or mouse (i.e. a main effect of input device).  
  *Not supported*

- **H3:** The difference in performance for 250px and 100px images will be similar for each input device (i.e. there will be no interaction effect between devices).  
  *Not supported*

Despite the trends observed in the plots, we did not see all the predicted main effects

- what might explain this result?
ANALYSIS: MAKING MULTIPLE COMPARISONS

Recall:
- t-tests are for comparing two samples
- ANOVA are for comparing more than one sample

• So if our only hypothesis was H1 (i.e. only want to compare performance with two image sizes), we could have use a t-test.
• But we because we compared more than two samples, we ultimately used a factorial ANOVA for everything (including testing H1)

why can’t we just carry out several t-tests to compare all combinations of groups? e.g.,
- touchscreen (100px) vs. mouse (100px)
- mouse(100px) vs. trackpad (100px)
- trackpad (100px) vs. mouse (100px)
- etc....

INFLATED ERROR RATES

• imagine comparing each device type with a t-test
  – touchscreen vs. trackpad
  – trackpad vs. mouse
  – mouse vs. touchscreen
• if each t-test uses α=0.05 significance level, probability of not having a Type I error for each test is .95 (95%)
• because we have 3 tests, overall probably of NO Type I error is actually:
  \[0.95^3 = 0.95 \times 0.95 \times 0.95 = 0.857\]
• probability of Type I error is now 1 – 0.857 = 0.143 (14.3%)!

DIGGING INTO AN INTERACTION

What might we conclude from the interaction found?

• to test differences between combinations statistically, would need to do additional t-tests between each group
• ways to do this that account for error inflation!
  – but you don’t need to know specifics for this class

NEXT TIME

• in experiments IV:
  – ANOVA Case Study from literature
  – Reporting experimental results
  – Types of validity
• Prep assignment (TO BE posted during reading week)
  – research paper posted
  – outline on how to write a report posted

Have a Happy Reading week!