



Teaching Guide

Identifying Data					2016/17
Subject (*)	Statistical data analysis	Code	730495005		
Study programme	Mestrado Universitario en Materiais Complexos: Análise Térmica e Reoloxía (plan 2012)				
Descriptors					
Cycle	Period	Year	Type	Credits	
Official Master's Degree	2nd four-month period	First	Obligatoria	3	
Language	English				
Teaching method	Face-to-face				
Prerequisites					
Department	Matemáticas				
Coordinador	Naya Fernandez, Salvador	E-mail	salvador.naya@udc.es		
Lecturers	Francisco Fernandez, Mario Naya Fernandez, Salvador	E-mail	mario.francisco@udc.es salvador.naya@udc.es		
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General description	This subject is to provide students with skills processing of statistical data, regression models, numerical methods.				

Study programme competences / results

Code	Study programme competences / results
A4	Knowing and applying statistical methods to analyze data from complex material testing
B2	The students have the skill to apply their knowledge and their ability to solve problems in new or unfamiliar contexts within broader (or multidisciplinary) contexts related to their field of study
B3	That students are able to integrate knowledge and handle complexity, and formulate judgments from an information that, being limited or not complete, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments
B4	That the students can communicate their conclusions and the knowledge and last reasons behind that conclusions to specialized and non specialized audience in a clear and unambiguous way
B6	Learning to learn
B7	Solving problems effectively
B9	To work autonomously with initiative
B12	Communicate effectively in the work environment
B13	Analysis-oriented attitude
B18	Ability for abstraction, understanding and simplification of complex problems
C2	Have a good command of spoken and writing expression and understanding of a foreign language.
C4	Developing for the exercise of an open, educated, critical, committed, democratic and solidary citizenship, able to analyze reality, diagnose problems, formulate and implement solutions based on knowledge and oriented to the common good.
C6	Critically assessing the knowledge, technology and information available to solve the problems they face with.
C7	To assume as a professional and citizen the importance of learning throughout life.
C8	To assess the importance of research, innovation and technological development in the socio-economic and cultural progress of society.

Learning outcomes

Learning outcomes	Study programme competences / results
To train students in theoretical and methodological principles for quantitative research, in the sense of design of experiments and regression models	BR7
Know the most common statistical techniques in the field of thermal analysis and rheology	BR2 BR6 BR7
Knowing and applying statistical methods to analyze data from complex material testing	AR4



The students have the skill to apply their knowledge and their ability to solve problems in new or unfamiliar contexts within broader (or multidisciplinary) contexts related to their field of study		BR2	
That students are able to integrate knowledge and handle complexity, and formulate judgments from an information that, being limited or not complete, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments		BR3	
That the students can communicate their conclusions and the knowledge and last reasons behind that conclusions to specialized and non specialized audience in a clear and unambiguous way		BR4	
Learning to learn		BR6	
Solving problems effectively		BR7	
To work autonomously with initiative		BR9	
Communicate effectively in the work environment		BR12	
Analysis-oriented attitude		BR13	
Ability for abstraction, understanding and simplification of complex problems		BR18	
Have a good command of spoken and writing expression and understanding of a foreign language.			CR2
Developing for the exercise of an open, educated, critical, committed, democratic and solidary citizenship, able to analyze reality, diagnose problems, formulate and implement solutions based on knowledge and oriented to the common good.			CR4
Critically assessing the knowledge, technology and information available to solve the problems they face with.			CR6
To assume as a professional and citizen the importance of learning throughout life.			CR7
To assess the importance of research, innovation and technological development in the socio-economic and cultural progress of society.			CR8

Contents	
Topic	Sub-topic
I. Exploratory Data Analysis	1.1. Introduction to statistical analysis 1.2. Frequency distributions. 1.3. Graphical plots. 1.4. Characteristic measures: Measures of location, variability and shape. 1.5. Vectors of variables. 1.6. Frequency distribution of bivariate vectors. 1.7. Graphical plots of bivariate vectors. 1.8. Characteristic measures of bivariate vectors.
II. Statistical inference	2.1. Introduction. 2.2. Point estimation. 2.3. Confidence Intervals. 2.4. Hypothesis testing.
III. Regression Models	3.1. Introduction. 3.2. Simple linear regression models. 3.3. Parameter estimation by least squares. 3.4. Properties of the estimators. 3.5. Inference for the parameters. 3.6. Validation of a regression model. 3.7. Correlation. 3.8. Other regression models.
IV. Design and Analysis of Experiments	4.1. Basic principles of design of experiments. 4.2. Planning stages of an experiment. 4.3. Designs with a source of variation. The ANOVA model. 4.4. Designs with several factors. Factorial designs. 4.5. Factorial designs and response surfaces. 4.6. Experimental designs applications to complex materials.



Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Guest lecture / keynote speech	A4 B2 B3 B4 B6	10	13	23
Supervised projects	C2 C4 C6 C7 C8	5	20	25
ICT practicals	B7 B12 B13	2	12	14
Objective test	A4 B2 B9 B18	2	8	10
Personalized attention		3	0	3

(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
Methodologies	Description
Guest lecture / keynote speech	Students will receive lectures where the professor, with the help of relevant audiovisual media, will present the theoretical and practical contents of the subject. Participation and debate will be encouraged at all times.
Supervised projects	Methodology designed to promote independent learning of students under the tutelage of a Professor and in various settings (academic and professional). It refers primarily to learning "how to do things."
ICT practicals	Methodology that allows students to effectively learn through practical activities (proofs, simulations, data analysis using statistical packages, etc.) the theory of a field of knowledge, using information technology and communications . ICT brings excellent support and a channel for information processing and practical application of knowledge, facilitating learning and skills development by students.
Objective test	Multiple choice test of basic issues matter.

Personalized attention	
Methodologies	Description
Guest lecture / keynote speech	Resolution of doubts, clarifications, etc.
Supervised projects	<p>Analysis and critical evaluation of scientific literature.</p> <p>Help your approach and follow up.</p> <p>Personal monitoring of each stage of the course work set (individual or group).</p> <p>Accompanying the students with explanations.</p>

Assessment			
Methodologies	Competencies / Results	Description	Qualification
Guest lecture / keynote speech	A4 B2 B3 B4 B6	<p>Theoretical explanation of nuclear issues or basic notions of the subject. Attendance by students at these sessions is mandatory and it compute in the final grade.</p> <p>For enrolled part-time students, this percentage of the mark may be less than 20%.</p>	20
Supervised projects	C2 C4 C6 C7 C8	Methodology designed to promote independent learning and in group of students, based on the assumption by the students of responsibility for their own learning under the tutelage of Professor in various settings (academic and professional). It refers primarily to the learning of "how to do things".	20



ICT practicals	B7 B12 B13	Included the presentations that students do of the various mentored works. It deals with fundamental questions of the subject using ICT, particularly the use of statistical programs for data processing. Through a small group or individual tutoring, the teacher will guide the process of carrying out the work as non-presential methodology, based on the practices performed during the course.	20
Objective test	A4 B2 B9 B18	Examination of the concepts covered in the course.	40
Others			

Assessment comments

The presentation by the student of the course work posed in the subject must be done at least on the official date of the examination of the subject for each one of the calls the student attends.

Sources of information

Basic	<ul style="list-style-type: none"> - Cao R., Franciso M, Naya S., Presedo M., Vázquez M., Vilar J.A. and Vilar J.M. (2001). Introducción a la Estadística y sus aplicaciones. . Editorial Pirámide - José Hernández Orallo, M.José Ramírez Quintana, Cèsar Ferri Ramírez. (2004). INTRODUCCIÓN A LA MINERÍA DE DATOS. Editorial Pearson. - Faraway, J.J. (2004). Linear models with R. . Chapman and Hall. - Ugarte L. Militino A. and Arnholt A. (2007). Probability and Statistics with R. CRC Press - Draper, N.R. y Smith, H. (1998). Applied Regression Analysis.. Wiley. Greene, W. - Peña, D. (2002). Regresión y diseño de experimentos. . Alianza Editoria - Venables, W.N. y Ripley, B.D. (2002). Modern applied statistics with S. . Springer - http://www.r-project.org/ () . . - Vikneswaran (2005). An R companion to ?Experimental Design?. URL http://CRAN.R-project.org/doc/contrib/Vikneswaran-ED-companion.pdf. - Gareth J., Witten, D., Hastie, T. and Tibshirani R. (2013). An Introduction to Statistical Learning. Springer
Complementary	<ul style="list-style-type: none"> - Montgomery, D.C. (2009). Design and Analysis of Experiments. 7th Edition,. J. Wiley and Sons - Box, G.E.P., Hunter, W.G. y Hunter J.S. (2005). Statistics for Experimenters: Design, Innovation, and Discovery. 2nd. Edition, . Wiley, New York

Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

Other comments

(*The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.