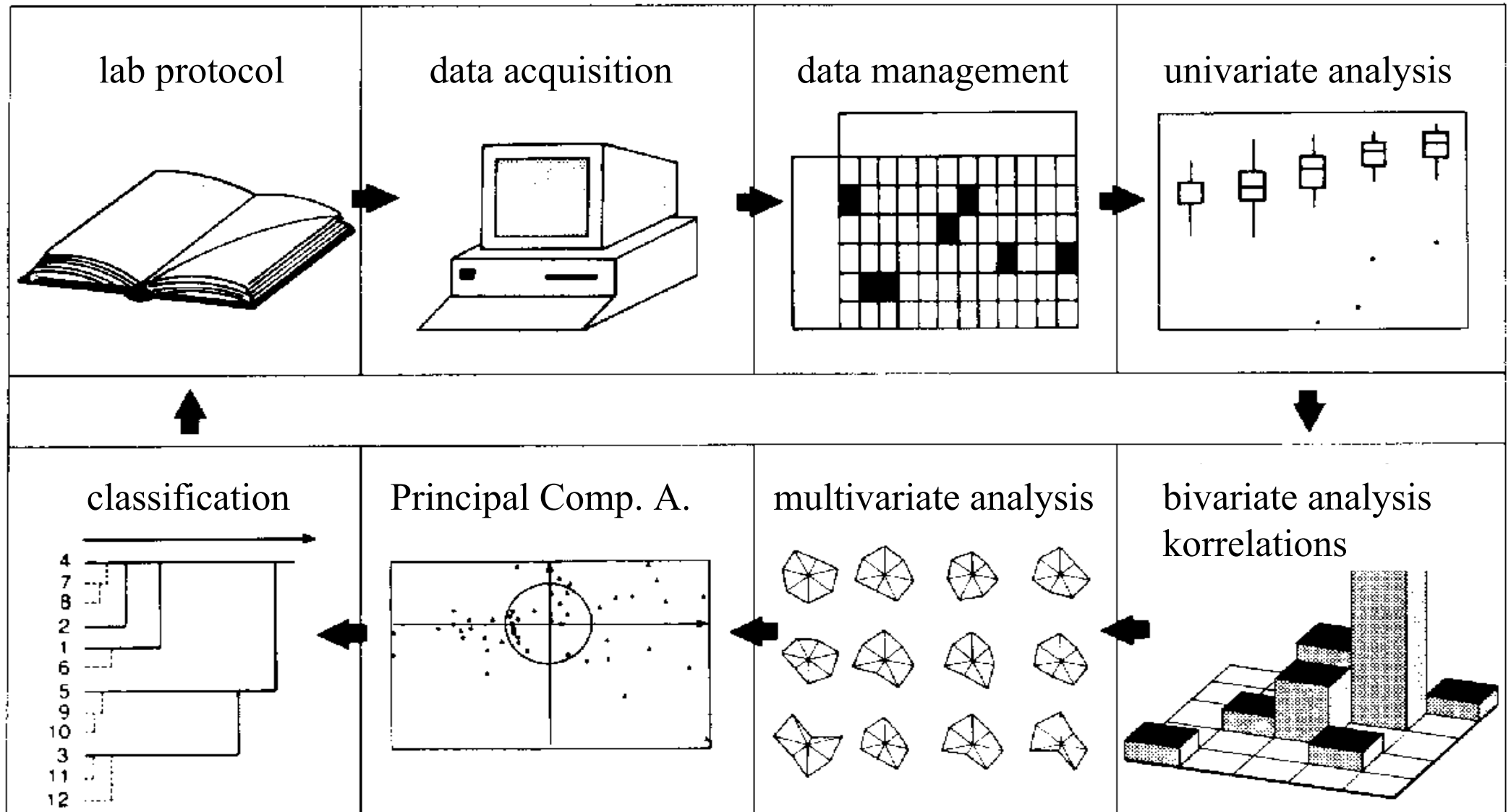


Evaluation of analytical Data - Aims and Purpose

- from measurements to conceptual models -

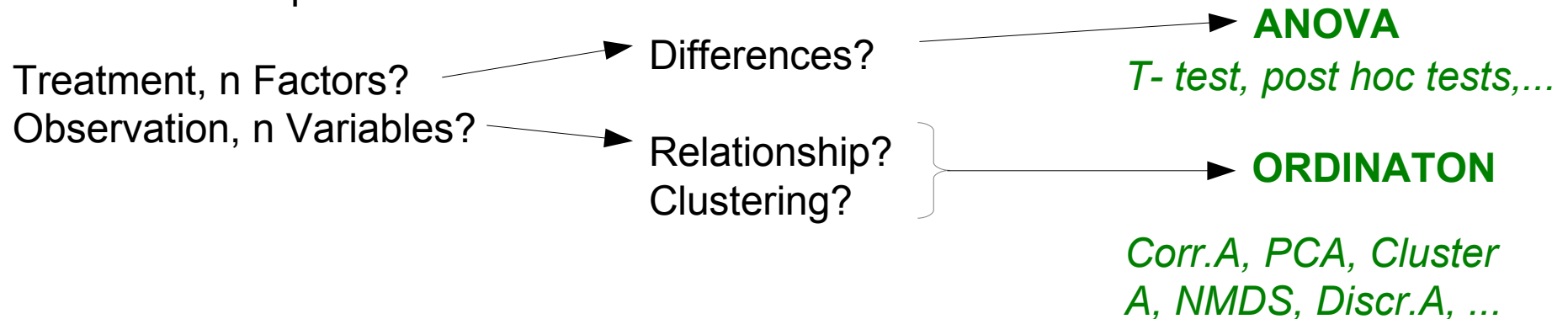


What is the **purpose** of **STATISTICS**?

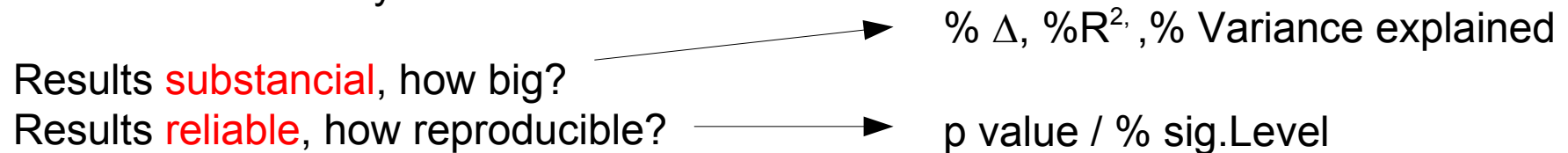
.....to clarify and quantify:

1. **Make sure:** was the experimental design **successful** or does it need **upscaling**?

What kind of experiment – what kind of statistics?



2. **Explore:** what are your **main results**, what **sound conclusions** may be drawn?
how **relevant** are they?



3. **Verify:** answer *and* quantify your **original research questions**

3.a Which **presentation graph** is best?

4. What are the **key parameters** for a mathematical **model**?

Data Acquisition: Harvest Procedure → Data Matrix



N	Sample	Treatment	Species	Plant/Branch	Replicate	Treatment Species Var1	VarN
1	Cros 1 1	C	ros	1	1	C ros	
2	Cros 1 2	C	ros	1	2	C ros	
3	Cros 1 3	C	ros	1	3	C ros	
4	Cros 2 1	C	ros	2	1	C ros	
5	Cros 2 2	C	ros	2	2	C ros	
6	Cros 2 3	C	ros	2	3	C ros	
7	Cflo 1 1	C	flo	1	1	C flo	
8	Cflo 1 2	C	flo	1	2	C flo	
9	Cflo 1 3	C	flo	1	3	C flo	
10	Cflo 2 1	C	flo	2	1	C flo	
11	Cflo 2 2	C	flo	2	2	C flo	
12	Cflo 2 3	C	flo	2	3	C flo	
13	Cmin 1 1	C	min	1	1	C min	
14	Cmin 1 2	C	min	1	2	C min	
15	Cmin 1 3	C	min	1	3	C min	
16	Cmin 2 1	C	min	2	1	C min	
17	Cmin 2 2	C	min	2	2	C min	
18	Cmin 2 3	C	min	2	3	C min	
19	Cmax 1 1	C	max	1	1	C max	
20	Cmax 1 2	C	max	1	2	C max	
21	Cmax 1 3	C	max	1	3	C max	

Single samples
(cases/**observations**)

Sampling data:
group variables
(**factors**/level code)

Measuring parameter:
measuring (dependent) variable
(**variables**)

Graphical Plotting, Statistics

first:

simple line or barcharts (never waste time and efforts for hasty formatting!)

Excel: MEDIAN and ERROR INDICATOR:

Standard deviation STDEV:

$$\sqrt{\frac{nSx^2 - (Sx)^2}{n(n-1)}}$$

Standard error (error of the mean) SE:

$$s_x = \frac{s}{\sqrt{n}}$$

or Confidence Interval CI: $x \pm t \cdot s_x$ (t n=1000...1.96)

for table only: Coefficient of Variance CV: $\frac{s}{x} 100$

next:

define the aim of your data evaluation

Differences (sig) Similarities temporal Sequence

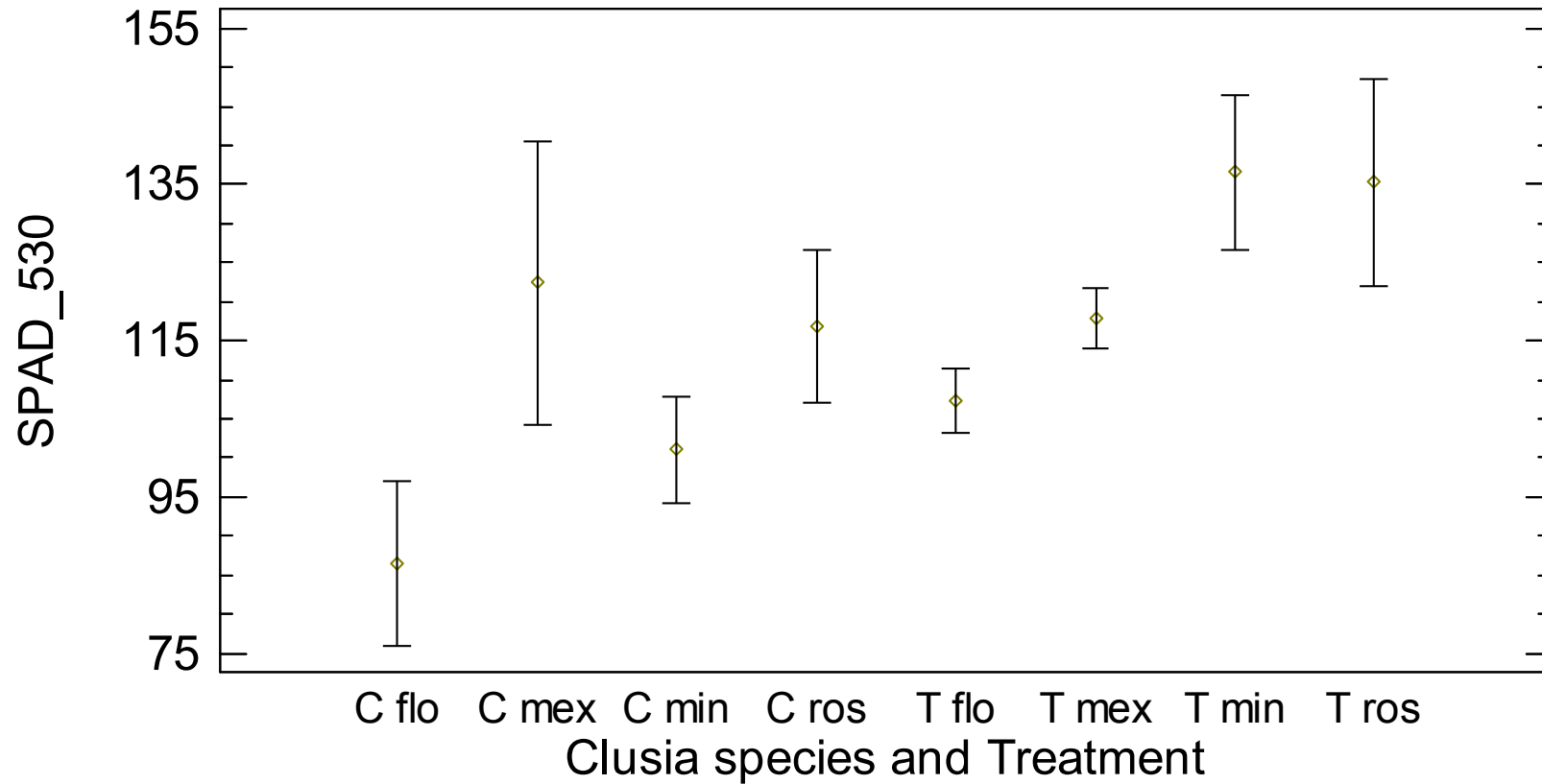
define the need for statistics

sign.Differences, Korrelation (Ordination) or Classification?

define the aim of your presentation (Poster/Publikation)

Choice of suitable Software -->Formating of the plots

Means and 95.0 Percent Confidence Intervals (internal s)



Students **T-test**: Δ average (1,2) < CI1+ CI2

http://en.wikipedia.org/wiki/Post-hoc_analysis

Multiple Range Tests for SPAD_530 by Clusia species and Treatment

Method: 95.0 percent LSD

<i>Level</i>	<i>Count</i>	<i>Mean</i>	<i>Homogeneous Groups</i>
C flo	6	86.4533	X
C min	6	101.035	X
T flo	6	107.3	XX
C ros	6	116.84	XX
T mex	11	117.873	X
C mex	6	122.383	X
T ros	7	135.27	X
T min	6	136.532	X

Method

- ☒ LSD
- ☐ Tukey HSD
- ☐ Scheffe
- ☐ Bonferroni
- ☐ Student-Newman-Keuls
- ☐ Duncan
- ☐ Games-Howell

Confidence Level:

95.0

%

OK

Cancel

Help

The Significance Level, - the reproducibility of an experiment -

significant differences (univariate Tests, ANOVA -Analysis Of Variance):

Significance level: $P + CI = 100\%$

P.... Error probability

CI ...Confidence Interval

highly significant	$P < 0,1\% (0,001)$	***
significant	$P < 1\% (0,01)$	**
weakly significant	$P < 5\% (0,05)$	*
not(?) significant	$P > 5\%$	n.s.

In any case: do provide the actual significance level !

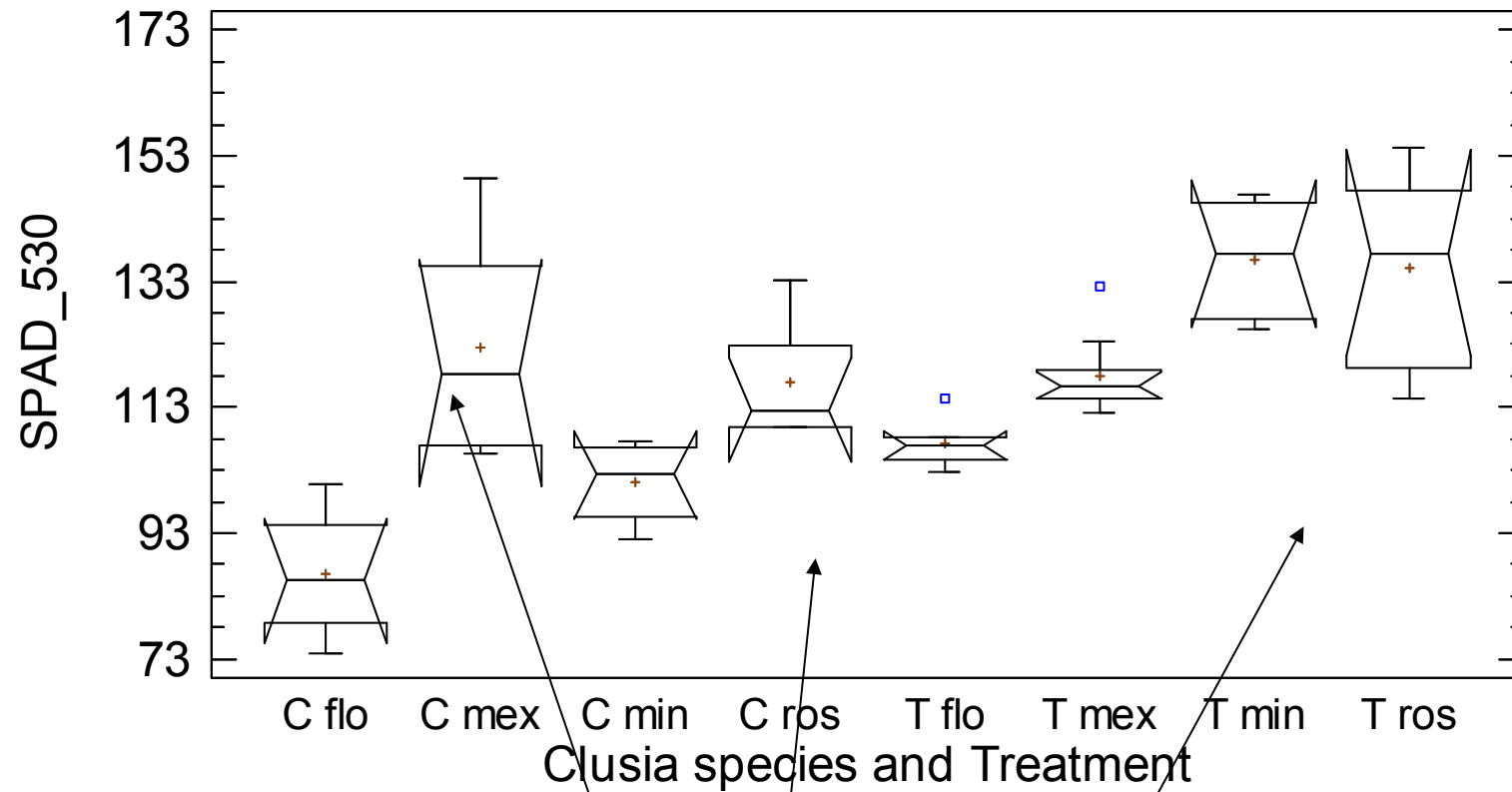
It is not only of interest **if**, but first of all **how** significant your results really are.

4 Stages of Data Evaluation

- 1) evaluation of the experimental setup:
 - *did it work out (sufficient replicates)?*
- 2) explorative statistics:
 - *what (else) can be found in the data?*
- 3) quantification of findings:
 - *how relevant (robust, big, significant)?*
- 4) conceptual models:
 - *intercorrelation patterns?*
 - *system properties, system comparison?*

Explorative plots and Methods

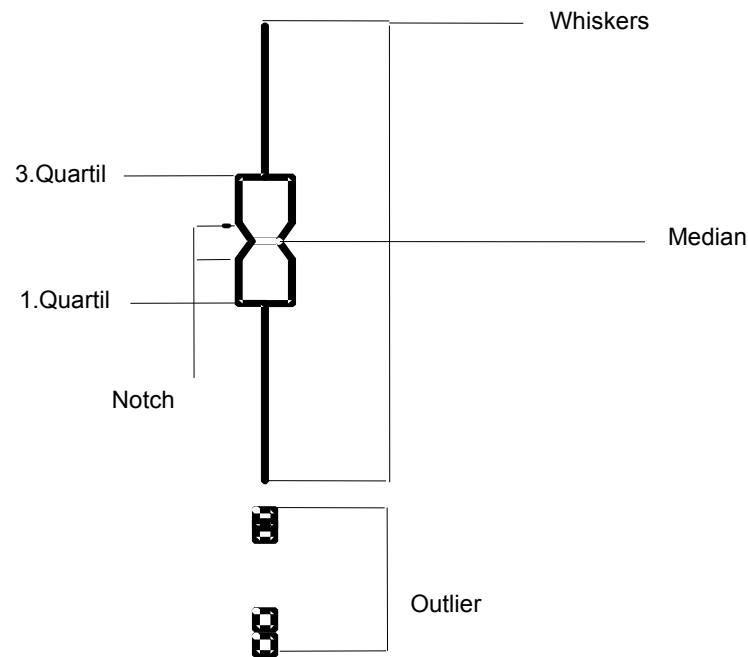
Box-and-Whisker Plot



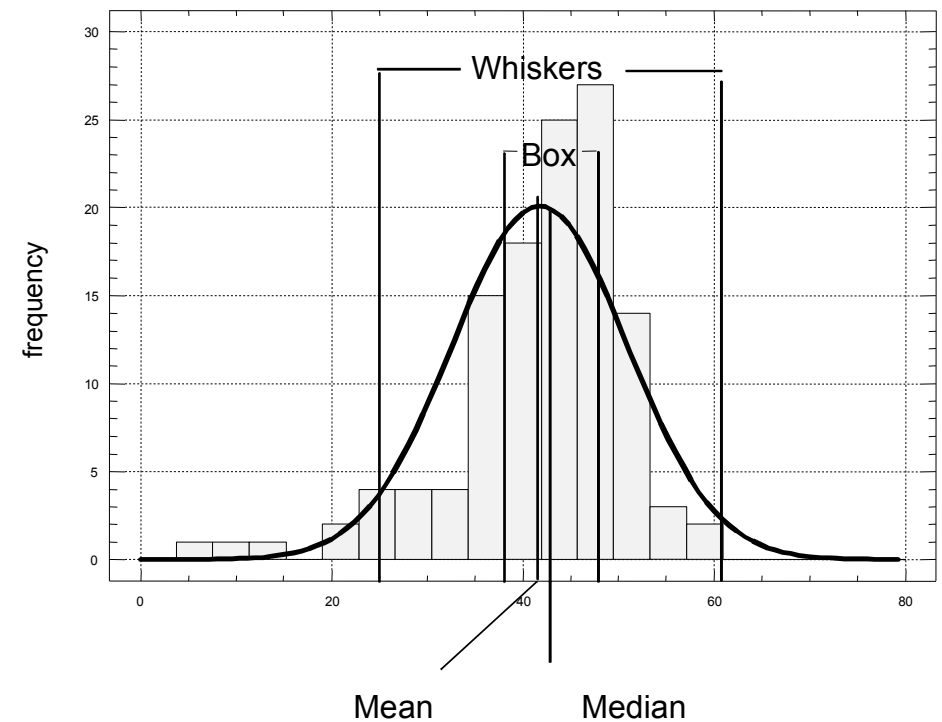
„notched box and whisker plot“

Explanation of notched Box and Whisker Plots

Notched Box and Whisker Plot

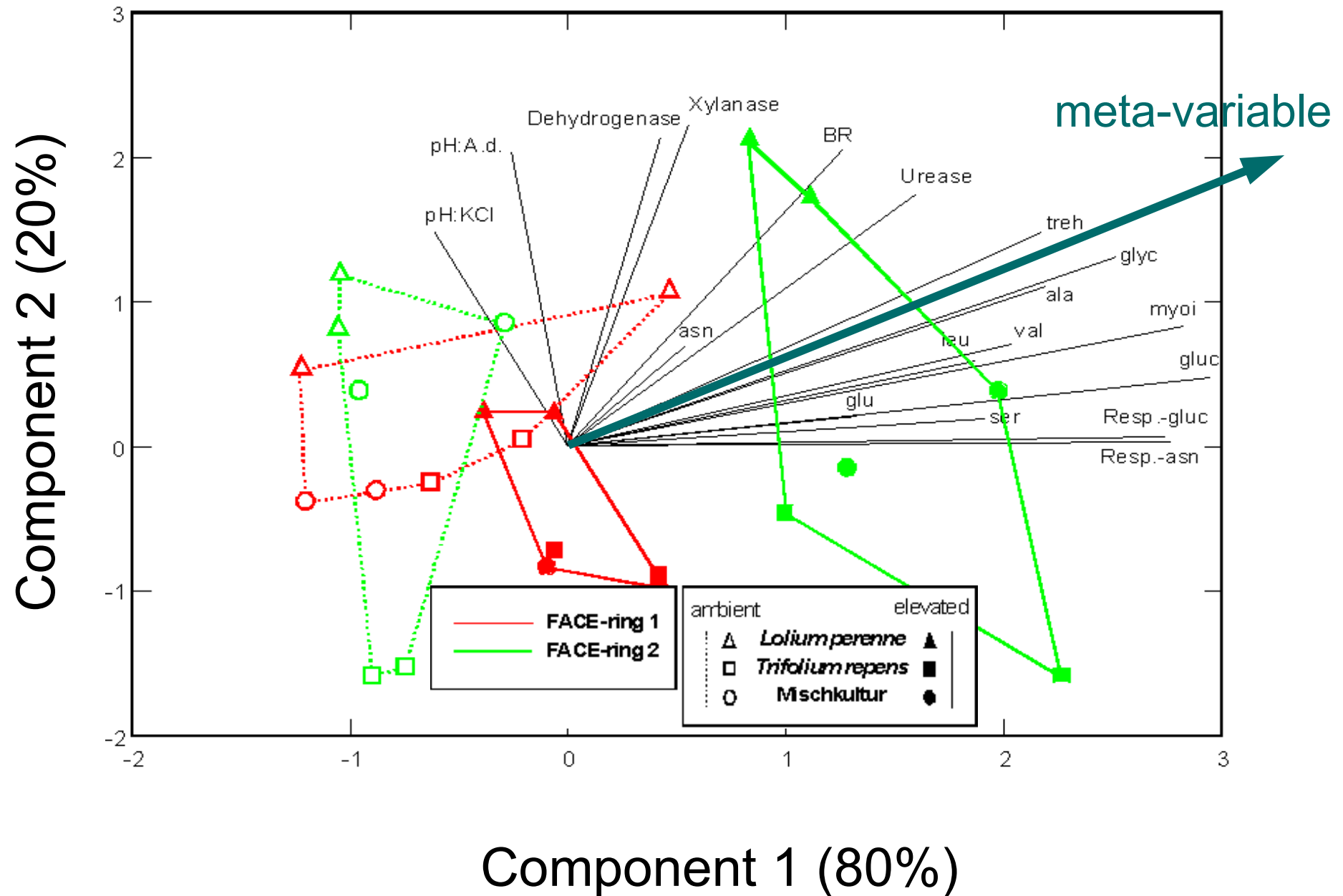


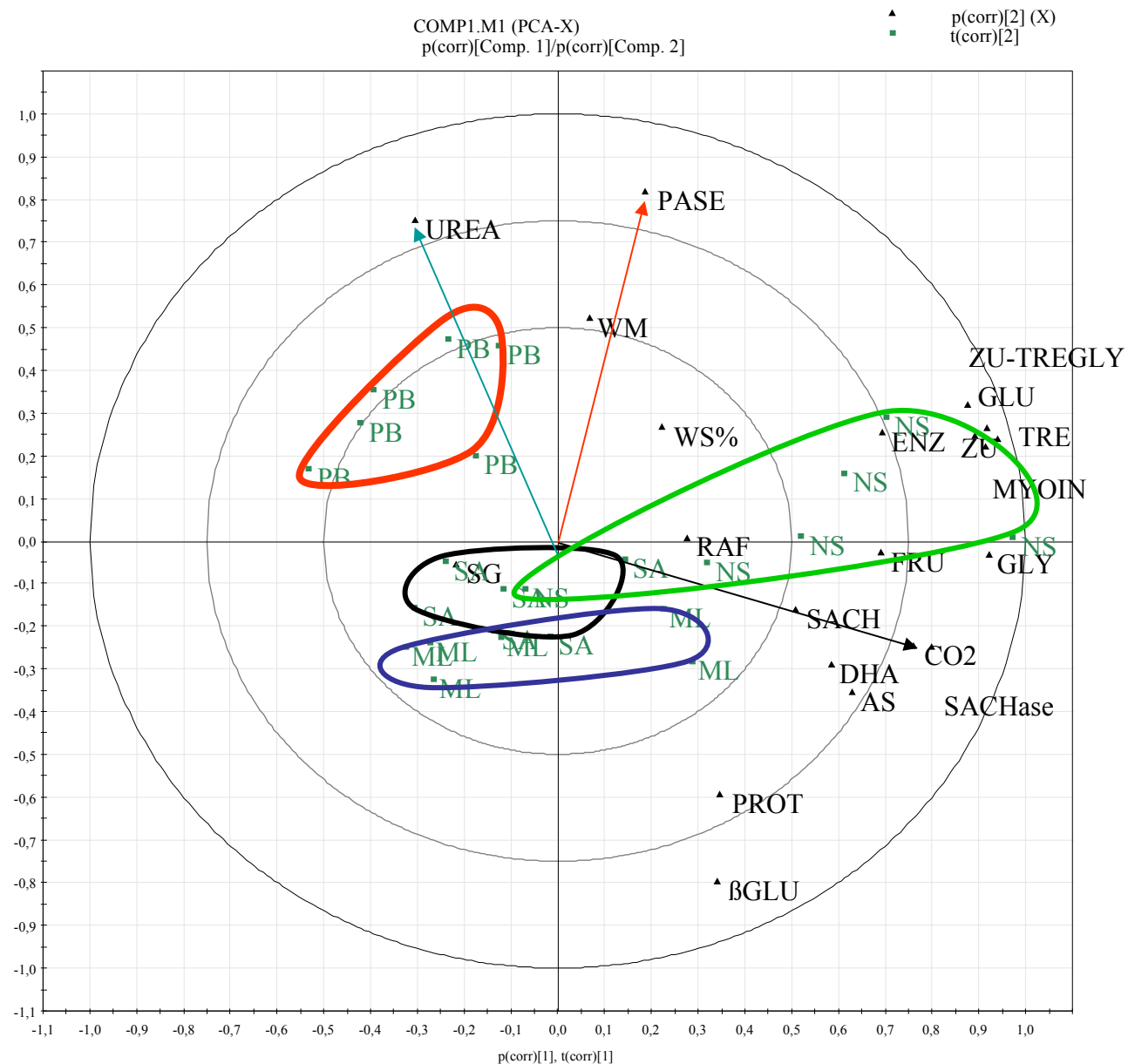
Frequency Histogram



Notch: indicates 95% confidence interval for the Median.
If Notches do not overlap, a significant difference between medians is present

Main Component or Factor analysis





SIMCA-P 11 - 09.07.2008 16:14:31

Simca-P

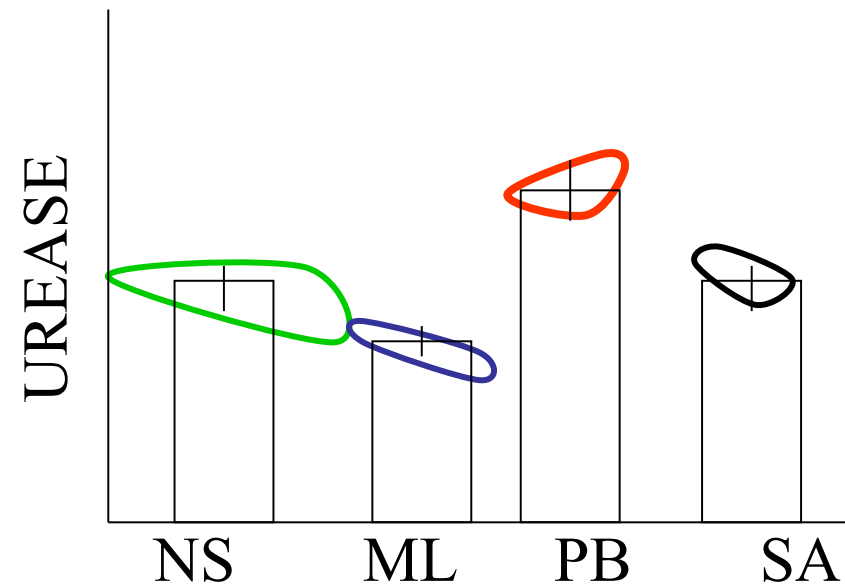
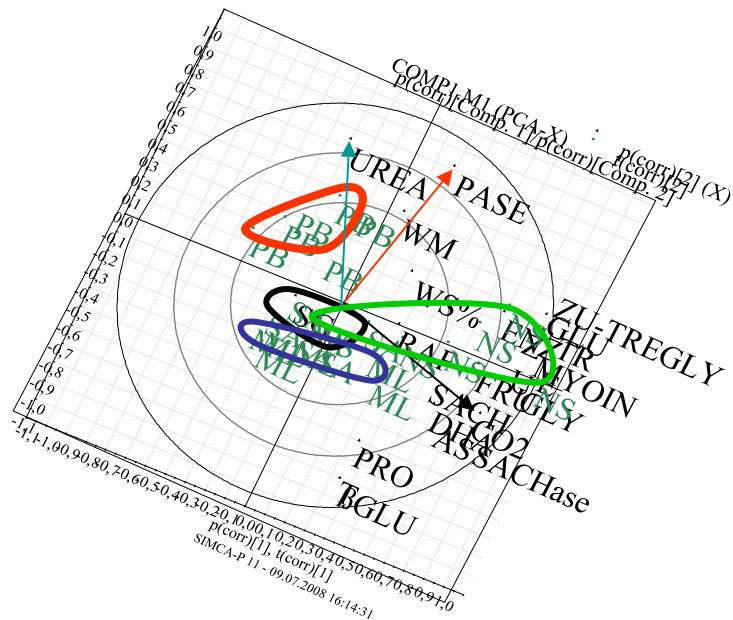
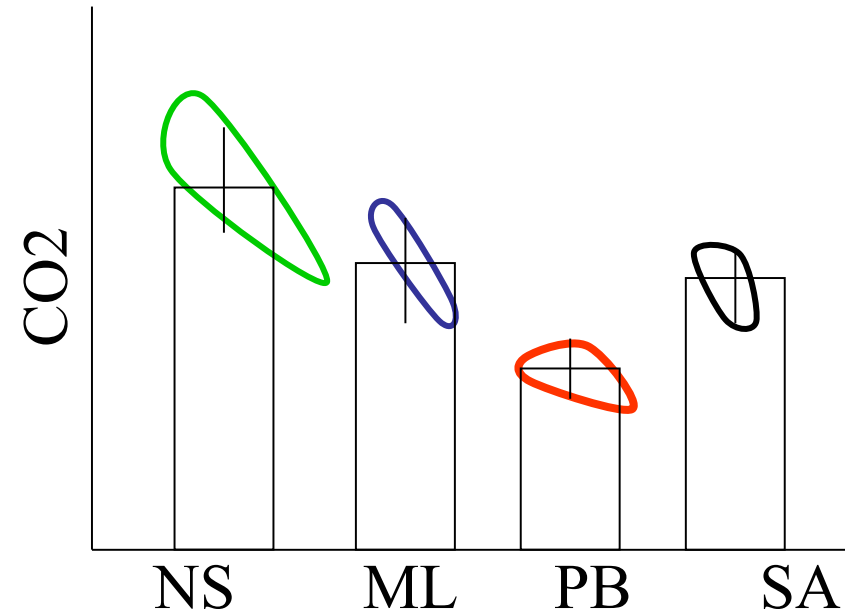
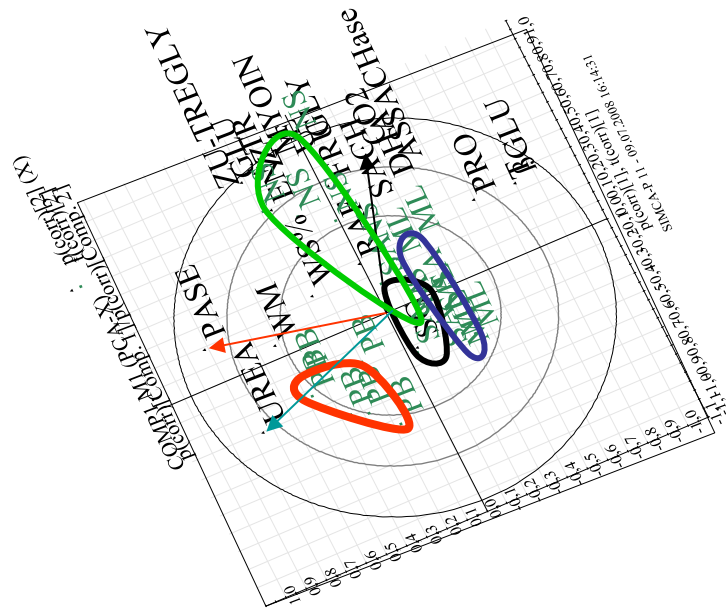
Analysis Loadings Bi-plot
right click, copy
„enh. Metafile“

Powerpoint / Impress

reduce size
ungroup
set fonts to 12p
group

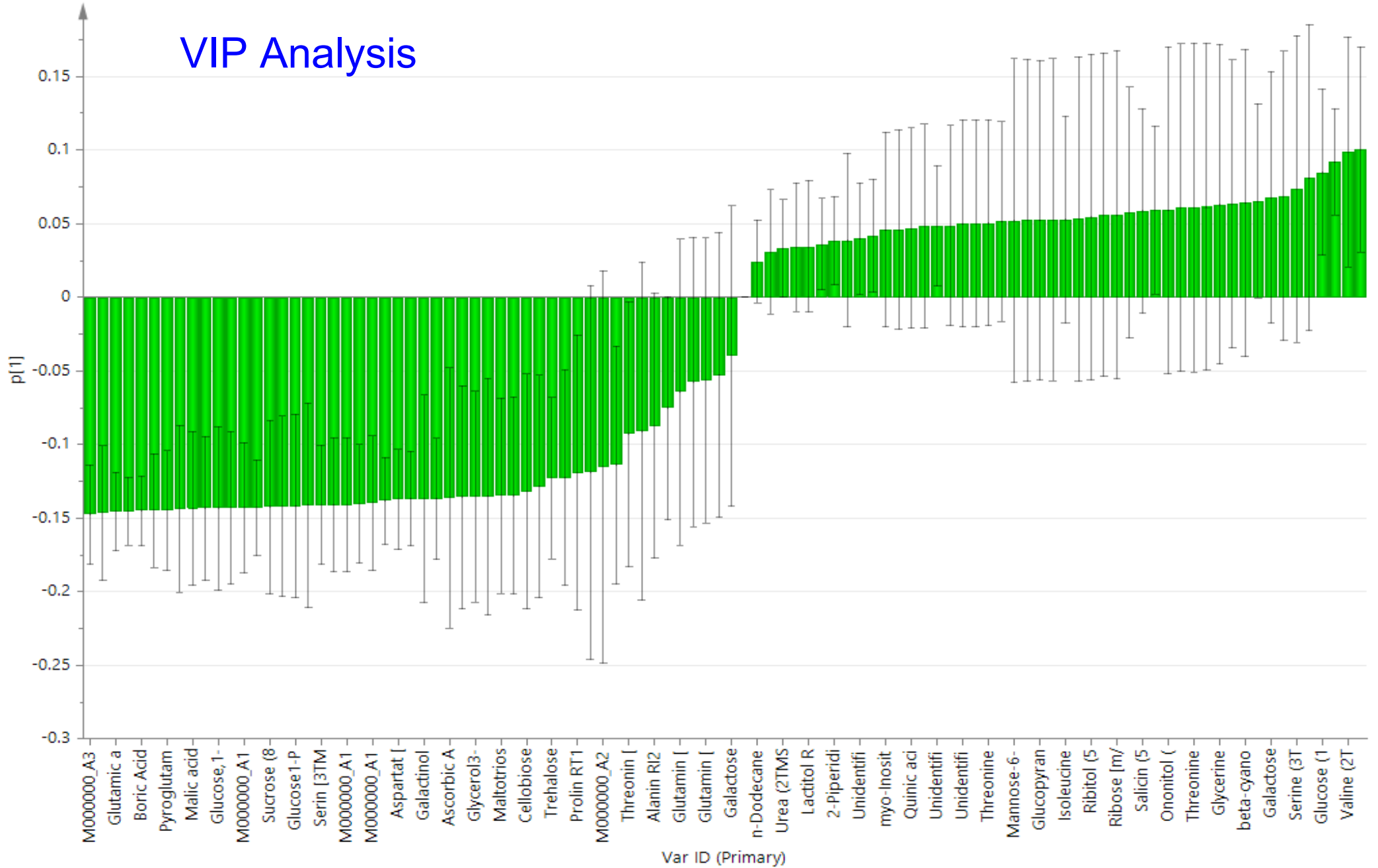
add main vectors
surround cluster by bezier lines

Find the bargraphs (Anova plots) in PCA...



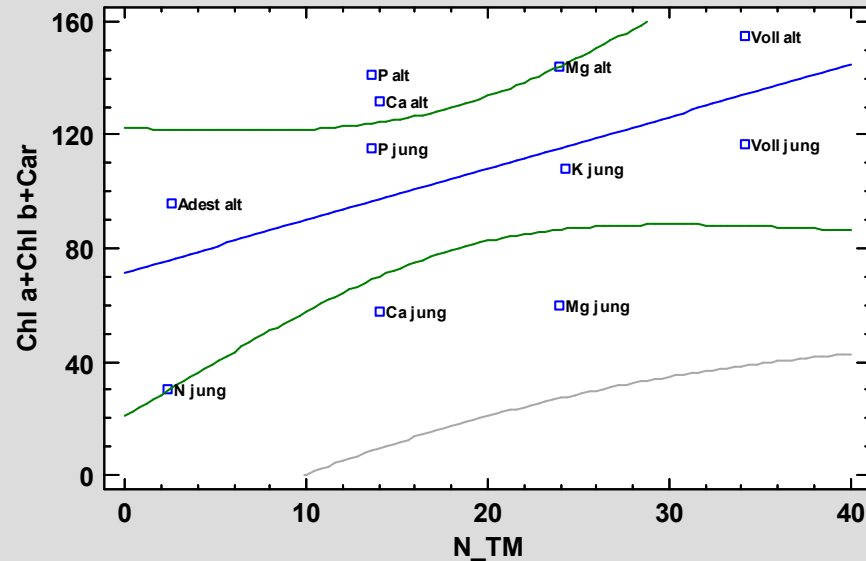
Example Data WS10-11.M1 (PCA-X)

VIP Analysis



R2X[1] = 0.45

Plot of Fitted Model
Chl a+Chl b+Car = 71.5704 + 1.82799*N_TM



Intercorrelation Patterns Heat-Map

Correlation Coefficient = 0.494171

R-squared = 24.4205 percent

R-squared (adjusted for d.f.) = 16.0227 percent

Standard Error of Est. = 36.9063

Mean absolute error = 30.264

Cros

Pearson Product-Moment Correlations

-1.0 1.0

	Chl a	Chl b	Chl a+b	Car	SPAD	PEA	ETR_max	ETR_slope	N_TM
Chl a	1.00	1.00	0.99	0.95	0.99	0.94	0.98	0.65	
Chl b	1.00	1.00	0.99	0.94	0.99	0.95	0.99	0.63	
Chl a+b	1.00	1.00	1.00	0.99	0.95	0.99	0.94	0.98	0.64
Car	0.99	0.99	0.99	1.00	0.93	0.98	0.92	0.97	0.68
SPAD	0.95	0.94	0.95	0.93	1.00	0.95	0.90	0.95	0.66
PEA	0.99	0.99	0.99	0.98	0.95	1.00	0.97	1.00	0.73
ETR_max	0.94	0.95	0.94	0.92	0.90	0.97	1.00	0.98	0.78
ETR_slope	0.98	0.99	0.98	0.97	0.95	1.00	0.98	1.00	0.70
N_TM	0.65	0.63	0.64	0.68	0.66	0.73	0.78	0.70	1.00

Tros

Pearson Product-Moment Correlations

-1.0 1.0

	Chl a	Chl b	Chl a+b	Car	SPAD	PEA	ETR_max	ETR_slope	N_TM
Chl a	1.00	0.91	0.93	0.96	0.94	0.96	0.77	0.30	0.87
Chl b	0.91	1.00	0.93	0.87	0.85	0.83	0.70	0.43	0.96
Chl a+b	1.00	0.93	1.00	0.96	0.94	0.96	0.77	0.32	0.90
Car	0.96	0.87	0.96	1.00	0.81	0.96	0.59	0.17	0.88
SPAD	0.94	0.85	0.94	0.81	1.00	0.88	0.90	0.38	0.75
PEA	0.96	0.83	0.96	0.96	0.88	1.00	0.61	0.04	0.77
ETR_max	0.77	0.70	0.77	0.59	0.90	0.61	1.00	0.71	0.65
ETR_slope	0.30	0.43	0.32	0.17	0.38	0.04	0.71	1.00	0.50
N_TM	0.87	0.96	0.90	0.88	0.75	0.77	0.65	0.50	1.00