

关。GDAŃSK UNIVERSITY 创 OF TECHNOLOGY

Subject card

| Subject name and code | Statistics I, PG_00025517 | | | | | | | | |
|--|--|--|---|-------------------------------------|--------|---|-----|-----|--|
| Field of study | Mathematics | | | | | | | | |
| Date of commencement of studies | October 2023 | | Academic year of realisation of subject | | | 2025/2026 | | | |
| Education level | first-cycle studies | | Subject group | | | Optional subject group Subject group related to scientific research in the field of study | | | |
| Mode of study | Full-time studies | | Mode of delivery | | | blended-learning | | | |
| Year of study | 3 | | Language of instruction | | | Polish | | | |
| Semester of study | 5 | | ECTS credits | | | 2.0 | | | |
| Learning profile | general academic profile | | Assessment form | | | assessment | | | |
| Conducting unit | Department of Nonlin | d Statistics -> Faculty of Applied Physics and Mathematics | | | | | | | |
| Name and surname | Subject supervisor | | dr hab. Karol Dziedziul | | | | | | |
| of lecturer (lecturers) | Teachers | | | | | | | | |
| Lesson types and methods | Lesson type | Lecture | Tutorial | Laboratory | Projec | ect Seminar | | SUM | |
| of instruction | Number of study hours | 15.0 | 0.0 | 15.0 | 0.0 | | 0.0 | 30 | |
| | E-learning hours included: 15.0 | | | | | | | | |
| | Adresy na platformie eNauczanie: | | | | | | | | |
| Learning activity and number of study hours | Learning activity | Participation in classes includ plan | n didactic ed in study | Participation in consultation hours | | Self-study | | SUM | |
| Number of study 30 hours | | | 5.0 | | 15.0 | | 50 | | |
| Subject objectives | An introduction to statistics and a connection between a modern contry and staistics | | | | | | | | |
| Learning outcomes | Course outcome | | Subject outcome Method of verification | | | | | | |
| | K6_W05 | | In fact, all student needs to do is understand the positivity paradox, the Simpson paradox, and the concepts of true positive and true negative. | | | [SW1] Assessment of factual knowledge | | | |
| | K6_U11 | | it is basically a misunderstanding of confusing a priori and a posteriori approaches. Unfortunately, it takes a lot of effort to convince students that both approaches are democratic | | | [SU2] Assessment of ability to analyse information | | | |
| | K6_U10 | | Simple algorithms are implemented in both the R and SAS packages | | | [SU1] Assessment of task fulfilment | | | |
| Subject contents | http://www.mif.pg.gda.pl/homepages/kdz/diagnostics/diagnostic.pdf | | | | | | | | |
| Prerequisites and co-requisites | | | | | | | | | |
| Assessment methods | Subject passing criteria | | Passing threshold | | | Percentage of the final grade | | | |
| and criteria | | 50.0% | | | 100.0% | | | | |
| Recommended reading | Basic literature | | Alan Agresti,An Introduction to Categorical Data AnalysisWiley - Interscience 2007. | | | | | | |
| | Supplementary literature | | Trevor Hastie, Robert Tibshirani, Jerome Friedman. "The Elements of Statistical Learning: Data Mining,Inference, and Prediction." Second Edition Wersja internetowa legalna http://www-stat.stanford.edu/ tibs/ ElemStatLearn/ | | | | | | |

| | eResources addresses | |
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| Example issues/ example questions/ tasks being completed | Logistic regression is used in the pre information methods. | oblem of crab's satellites. The best model is chosen using Akaike |
| Work placement | Not applicable | |