**APPENDIX TO DAY 3**

***Considerations on determining sample size to give desired power:*** *(pp. 19, 25, 36)*

- The difference used in calculating sample size (i.e., the effect size or specific alternative used in calculating sample size) should be decided on the base of practical significance and/or "worst case scenario," depending on the consequences of decisions.
    - Calculating sample size for three or more plausible effect sizes may give more insight than using just one plausible effect size.
    - Any information available external to the data should also be taken into account.
        - Bear in mind that effect sizes from previous studies are likely to be overestimates, because of "the winner's curse".
        - See Gelman and Carlin (2014) for examples of how one might do this.
            - Consider also doing a "design" analysis as described in Gelman and Carlin (2014)
- Even when the goal is a hypothesis test, it may be wise to base the sample size on the width of a confidence interval rather than just ability to detect the desired difference:
    - Even when power is large enough to detect a difference, the uncertainty in that difference, as displayed by the confidence interval, may still be too large to make the conclusions very credible to a knowledgeable reader.
- Determining sample size to give desired power and significance level will usually require some estimate of parameters such as variance, so will only be as good as those estimates.
    - These estimates usually need to be based on previous research, experience of experts in the field, or a pilot study.
    - In many cases, it may be wise to use a conservative estimate of variance (e.g., the upper bound of a confidence interval from a pilot study), or to do a sensitivity analysis to see how the sample size estimate depends on the parameter estimate. See Lenth (2001) for more details.
- Even when there is a good formula for power in terms of sample size, "inverting" the formula to get sample size from power is often not straightforward
    - This may require some clever approximation procedures.

- Such procedures have been encoded into computer routines for many (not all) common tests.

- See Russell Lenth's website or John C. Pezzullo's Interactive Statistics Pages for links to a number of online power and sample size calculators.

- *Caution*: If you use software routines to calculate power, be sure it calculates *a priori* power, *not* *"retrospective" (or "observed") power.* (See below)

- Good and Hardin (2006, p. 34) report that using the default settings for power and sample size calculations is a **common mistake** made by researchers.

- For *discrete* distributions, the "power function" (giving power as a function of sample size) is often saw-toothed in shape.

    - A consequence is that software may not necessarily give the optimal sample size for the conditions specified.

    - Good software for such power calculations will also output a graph of the power function, allowing the researcher to consider other sample sizes that might give be better than the default given by the software.

***References for tests of equivalence:*** *(p. 32)*

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- Graphpad.com, Statistical Tests for Equivalence, http://www.graphpad.com/library/biostatsspecial/article_182.htm
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***Note regarding Cohen's d:*** *(p. 36)*

Figure 1 of Browne (2010) shows that, for the two-sample t-test, Cohen's classification of "large" d as 0.8 still gives substantial overlap between the two distributions being compared; d needs to be close to 4 to result in minimal overlap of the distributions.

***Suggestions for dealing with the File Drawer Problem:*** *(p. 47)*

*Suggestions for researchers:*

- Carefully review the literature *and* any relevant research registries before you embark on new research.
- Take the file drawer problem into account when writing a literature review.
- These considerations are especially important when conducting a meta-analysis. The new technique of p-curve (Simonsohn et al, 2013) might prove helpful here.
- Make every effort to publish good research, even if results are not statistically significant, are not practically significant, or do not meet hopes or expectations.

*Suggestion for reviewers, editors, etc:*

- Accept papers on the quality of the research and writing, *not* on the basis of whether or not the results are statistically or practically significant or whether or not they are as expected.
- If necessary, work to implement this as the policy of the journals and professional societies that you are affiliated with.

*Suggestions for consumers of research:*

- Do not let a single research result convince you of anything.
- If you are reading a meta-analysis, check whether and how well the authors have taken the file-drawer problem into account.

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> This simulates the results of 100 independent hypothesis tests, each at 0.05 significance level. Click the "test/clear" button to see the results of one set of 100 tests (that is, for one sample of data). Click the button two more times (first to clear and then to do another simulation) to see the results of another set of 100 tests (i.e., for another sample of data). Notice as you continue to do this that i) which tests give type I errors (i.e., are statistically significant at the 0.05 level) varies from sample to sample, and ii) which samples give type I errors for a given test varies from test to test. (To see the latter point, it may help to focus just on the first column.)

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