PSYS 313 Statistics in Psychology
Section 701 (CRN: 44340) MWF 10:20-11:15AM via Zoom
Section 702 (CRN: 46581) Asynchronous

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Assistance Hours: MW 3-4PM; F 11:30AM-12:30PM. Or by appointment via phone or Zoom.

WKU Covid Syllabus Statement

All students are strongly encouraged to get the COVID-19 vaccine. Out of respect for the health and safety of the WKU community and in adherence with CDC guidelines and practices of all public universities and colleges in Kentucky, the University requires that a cloth face covering (reusable or disposable) that covers both the nose and mouth must be worn at all times when in public areas within all buildings. Students must properly wear face coverings while in class regardless of the room size or the nature of the classroom activities. Students who fail to wear a face covering as required will be in violation of the WKU Student Code of Conduct and will be asked to comply or will face disciplinary action, including possible dismissal from the University. Accommodations can be requested in special cases through the Student Accessibility and Resource Center (SARC): 270-745-5004 (voice), 270-745-3030 (TTY), or 270-288-0597 (video).

This guidance is subject to change based on requirements set forth by public health agencies or the office of the governor. Please refer to the Healthy on the Hill website for the most current information. www.wku.edu/healthyonthehill

Non-compliance with Covid guidelines is a violation of the Student Code of Conduct: https://www.wku.edu/studentconduct/student-code-of-conduct.php

If you are taking this course while at home, you do not have to wear a mask while sitting in front of your computer. If you do visit Dr. M'ski on campus (1025 KTH) for office hours, you must be masked.

Materials for the course

Nolan, S. A., & Heinzen, T. E. (2013). *Essentials of Statistics for the Behavioral Sciences (2nd ed)*. New York: Worth. (paperback ISBN-10: 1429242272; ISBN-13: 9781429242271) or

- *(3rd ed)*. New York: Worth. (paperback ISBN-10: 1464107777; ISBN-13: 9781464107771)
- *(4th ed)*. New York: Worth. (paperback ISBN-10: 1319143636; ISBN-13: 9781319143633)
- **DO NOT BUY THE 5th edition of "Essentials of Statistics for the Behavioral Sciences". Important content was left out.**
- Nolan, S. A., & Heinzen, T. E. (2020). *Statistics for the Behavioral Sciences* (5th ed). ISBN-13: 9781319190743

My lecture figures often come from the above texts. You are welcome to use this fantastic free textbook to save money:

- Navarro, D. J., & Foxcroft, D. R. (2019). Learning Statistics with Jamovi: A tutorial for psychology students and other beginners (version 0.70). doi: 10.24384/hgc3-7p15 [https://www.learnstatswithjamovi.com/

I normally the Nolan and Heinzen book listed above, but am open-minded to other authors' coverage provided that they include correlation, regression, between-subjects ANOVA, within-subjects ANOVA (or repeated measures ANOVA), and factorial or two-way ANOVA. You can use other published works for this course if you so choose.

Other Required Materials:
A calculator or spreadsheet
Jamovi statistical software – Free for Windows, Mac OS, Linux, or Chrome at www.jamovi.org . Also available as a browser based version.

PSYS 313 Statistics in Psychology – Main Objectives

Course Description: 3 hours. Methods of organizing, describing, and analyzing psychological data. (Prerequisites: PSYS/PSY 210 and PSYS/PSY 211 with a grade of "C" or better.)

Course Objectives:

- Describe the measures of central tendency and variability
- Present visual representations of data
- Develop a basic foundation in using data for statistical inferences
- Use statistical tests to examine the impact of independent variables on dependent variables
- Explore relationships between observed variables and examine the predictive value of one or more factors in describing an outcome
- Select the appropriate statistical test for the research question under examination
- Apply knowledge of statistical tests using stats software used by psychologists (e.g., Jamovi)

What to expect in the class

This course provides a foundation in calculating descriptive statistics and in the appropriate use of inferential statistics to (a) examine if experimentally manipulated factors impact outcome measures and (b) explore the value that observed variables have in predicting other observed variables.

Statistics involves math, but the performance of calculations are meant to be more routine than complex. My philosophy is to discuss the content with you both conceptually and practically. We will work through examples to understand why a specific test is applied, and how to interpret the outcome and what it means for the measures/manipulations used. Doing this will require the use of some mathematical operations with formulas. The more exciting part of the course involves using Jamovi statistics software to do math for us so that we can focus our attention on interpreting the outcomes of statistical tests. Psychologists exclusively use stats software to analyze data instead of using a fancy calculator or doing these tests by hand. Because this course is preparing you to go out into the world to analyze data, it is vital that you have an opportunity to use stats software.

Demonstrations of stats software will take place during class time if attending class via Zoom, and additional video support will be provided in multiple forms outside of class.

This course does not use exams. As you learn, your progress in the course will be assessed using activities instead of exams. There are two types of activities – weekly Blackboard activities and Jamovi activities. For these activities, you can use your books and your notes. These activities emphasize applied learning that capture your understanding of the concepts that we cover instead of rote memorization.

Attendance Policy

If attending via Zoom, I recommend that you attend each and every class because the classes build on one another. If completing asynchronously, I recommend that you watch every YouTube video that is shared with you for this course. Students attending asynchronously are welcome to join us on Zoom MWF 10:20-11:15AM, and those attending on Zoom have the flexibility to use the asynchronous resources to learn stats as well.

We are still in a pandemic, and I have been given the green light with this course format to add flexibility in terms of how you learn. Your online presence and active involvement in class will be what make the concepts click. Our class time and assistance hours are fantastic for asking me questions. Just do it! No question is too basic, and you will feel better by asking for assistance.

I'm in the Zoom section. What if I can't make it to Zoom class?

Great question! I am glad that you asked. If you can't make it to class, I'm still invested in your learning. I expect you to be invested in your learning as well. You will have access to my recorded videos. The videos are a great way to review content if you miss class.

If you contract Covid-19, are too ill to make it to class, and miss more than 2 weeks of class, we will need to evaluate whether you should drop the course. This recommendation will not be taken lightly, will include your academic advisor, and will be informed by your current health.

Late Work Policy and Illness/Covid-19 Policy on Late or Make-up Work

Dr. M'ski, I've been so busy and missed the deadline for an activity. Now what?

Omnibus late work policy:

All students can submit their activities up to 24 hours late on Blackboard for full credit with no questions asked. After this point, the activity is given a zero. This policy does not apply to the final project. The final project cannot be late. Illness is a separate matter and does not fall under this policy.

What if I contract Covid-19 or must quarantine or help a family member who has contracted the virus? I am worried that I won't do well.

Illness/Covid-19 Policy on Late Work or Make-up Work:

Normally, absences due to illness require a few days to catch up. Covid-19 has lengthened an ill student's time away from class from a few days to sometimes two weeks. The modular approach to the course will facilitate keeping pace should one need to be absent for one to two weeks from class. Given that we do not have traditional exams that require keeping pace for 2-3 weeks in a row, we will work on getting you through the missed module(s) as a result of illness. Extensions due to illness do not give students an advantage and should not be perceived as unfair. Should an illness extend beyond two weeks, you may need to consider taking a medical withdrawal from the course. This requires a more thoughtful conversation on a case-by-case basis with the assistance of one's academic advisor. All university policies on missed work due to illness apply here.

Readings

The textbook covers statistical tests using step-by-step guides and examples. You are expected to read the textbook, whichever one you choose. At minimum, you should skim through each section while we cover the content to ensure that you understand what is discussed. The recommended textbooks include worked out examples! Some also include sample problems with solutions in the appendices at the end of the book.

If you do purchase a copy of a textbook instead of using the free book, then I recommend that you purchase an older, used edition to keep indefinitely. It will serve as a handy reference for your future courses, research, and post-baccalaureate training and/or career in psychology. I have kept mine from my time as an undergraduate, and it still is useful to me. A stats textbook that is easy to read and understand is an excellent reference to hold on to.

How will my learning be assessed? Tell me more about the activities.

Your learning will be assessed using 23 activities administered via Blackboard. These activities create distinct modules to break up the material and to be less high stakes. There are two types of activities: Weekly Blackboard Activities (worth up to 520 points) and Jamovi Activities (worth up to 330 points). The topics and point values for each activity can be found in the course calendar in this syllabus. You are allowed to use your books and your notes on these activities.

Weekly Blackboard Activities (12 activities):
Due on **Tuesdays** and/or **Thursdays at 4PM**, depending on the week, these activities will be broken down into 2 parts – a ***multiple-choice segment*** and a ***short answer segment***.

- For the multiple-choice segment, you will have up to 2 attempts and will immediately receive feedback on each attempt. For the short answer/essay segment, you will only have 1 attempt. Because this segment requires scoring, you will not get immediate feedback. I will endeavor to score this segment as quickly as I can.
- **You will be able to request to have permission to repeat (also called re-do) up to two of the first 10 weekly Blackboard activities.** Re-do requests must be made **no later than Wednesday, April 20 at 4PM**. When approved, you will have up to 5 business days from the day of approval to repeat the activity. When repeating an activity, you will be given two additional attempts for the multiple-choice segment of that activity and one additional attempt for the short answer/ essay segment of that activity.

Jamovi Activities (11 activities):
These activities will be due on **Fridays at 4PM** (except the final project), and will be broken down into 2 parts - ***EdPuzzle video segment*** and ***Analysis segment***. You have only 1 attempt for each segment. Also, you **cannot** request to repeat Jamovi activities.

- **EdPuzzle segment:** Watch a short video on how to use Jamovi to perform the main tests in the Analysis segment. While watching, you will answer multiple-choice questions and get immediate feedback.
- **Analysis segment:** Follow instructions to perform statistical tests within Jamovi, annotate your output, and export your output as a pdf file to upload to Blackboard.

A final Jamovi activity (Final Project) will replace the final exam. It is worth 50 points and is due by **4:00PM on Wednesday, May 4**. This final project cannot be submitted after the deadline. To be clear, late final projects will not be accepted.

Collaboration versus Cheating: Academic Integrity

Can I work on my activities with others in the class or a tutor?

For Jamovi activities, the answer is NO!

- Of course, you can discuss in general how to use Jamovi with others. However, when it comes to generating the output for an activity, interpreting the output, and annotating your output, you must do this on you own.
- Sharing and/or copying of Jamovi output is considered cheating and will result in a zero on the activity. A second offense will result in a zero and you will be referred to WKU Judicial Affairs for cheating.

For the weekly Blackboard activities – the activities that have multiple-choice and short-answer segments – the answer is YES! Absolutely!

- Statistics involve collaboration with others and seeking assistance from authorities when uncertain. If asked to refrain from collaboration, students may do it anyways and feel guilty. That is a horrible position to be in and may even prevent some from seeking assistance for fear of being caught.
- Consequently, for the weekly Blackboard activities, you may discuss the content of the activities with others in class or a tutor, **but** you have the responsibility to be open and transparent if you do.
- For each activity segment, you will be required to disclose collaborators and the capacity with which you worked together. You must do this if you receive assistance **or** if you offer assistance.
- By disclosing this information, we are accomplishing three things:
    1) A thank you - You acknowledge a classmate who helped you
    2) A mea culpa - You acknowledge that you took on additional responsibility to help a classmate and did not try to steer them in the wrong direction if they did make a mistake
    3) Paper trail – You provide a description of what was discussed in case both parties make mistakes and need additional help. I also know that you worked together and did so in a transparent way.
- Failure to disclose collaboration is a violation of the academic integrity policy of this course and constitutes cheating. It will result in a zero on the weekly activity.
- Note also that any attempt to guilt others to assist you is unacceptable and is also considered a violation of academic integrity policy. You are always welcome to reach out to me for additional assistance. Please don't burden classmates.

Can I use homework websites and services for assistance?

NO! Use of these sites or services is prohibited for PSYS 313. I have created the activities for this course, so they are my intellectual property. Attempts to illegally distribute my activities will result in an F in the course and a hearing with the university's judicial affairs office. You may also be subject to civil legal action for distributing my intellectual property without permission. Note that cheat sites do NOT protect their clients. They turn over client information (including meta-data) to universities. Please seek assistance through legitimate means. If you need assistance, reach out. The temptation to cheat is greatest when time management becomes an issue. If this happens to you, please do not panic and feel tempted to cheat. Please reach out to me instead.

How is my grade determined in PSYS 313?

This courses uses a flexible, modified grading scheme.

Overall, you have an opportunity to earn up to 850 points in the course. However, your grade will be determined out of 800 points. **Do not trust any percentage given to you by Blackboard.**

Because you can meet the same learning objectives through multiple activity types and because the final project will also have objectives that overlap with these activities, setting the basis of your grade out of 800 instead of the total 850 offers you more flexibility.

My goal is to reduce stress one might experience over their grade by allowing you to hold yourself accountable for regaining lost points through the final project and through repeated attempts at activities that were particularly challenging.

Points available in PSYS 313

Weekly Blackboard Activities…	520 points
Jamovi Activities …	330 points
Total	850 points available … but your grade is out of 800 points

Grading Scheme: (no rounding)

716 to 800 points	=	A	(4.0)
636 to 715 points	=	B	(3.0)
556 to 635 points	=	C	(2.0)
476 to 555 points	=	D	(1.0)
< 476 points	=	F	(0.0)

Extra credit, if made available, is made available to the entire class and not to individual students. If you are unhappy with your point total at the end of the term, please complete the final project. It is worth 50 points out of the 850 available and can have a positive benefit to your point total.

Classroom Behavior

- Please set your cell phone to be silent so that it does not disrupt class. Students using Zoom can keep their **microphone muted** until asking a question or responding to one.
- Students using Zoom should leave their **cameras off**. You may add a picture to your profile on Zoom if you wish. Leaving cameras off can reduce the internet data demands for your classmates.
- Video recording and photography are not allowed during class. This affords FERPA protections to your classmates. Note that you have access to class recordings that I have created outside of class so as to not include information that may identify other students.
- You can chat with others during class using the Zoom chat feature.
- Please be responsible with your use of technology during class. We all know how distracting our phones, tablets, and computers can be. You may find it hard to stay focused on the class. It might be helpful to count how often you check out (i.e., fail to attend by doing something else) while on Zoom. Being mindful of mind-wandering can help to reduce it.

Important policies and guidelines that apply to all WKU courses

Students with Disabilities:

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Student Accessibility Resource Center, 1074 DSU (Downing Student Union); https://www.wku.edu/sarc . Their phone number is (270) 745-5004. TDD: (270) 745-3030. Their email is sarc.connect@wku.edu . Please do not request accommodations directly from the instructor without a letter of accommodation from the SARC.

Important information:

The university wants you to be aware that important information relevant to all of your courses can be found at this link: https://www.wku.edu/syllabusinfo/index.php

Title IX/Discrimination & Harassment:

WKU is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy #0.2070 and Discrimination/Harassment Policy #0.2040. Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159. Relevant university documents:

- www.wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievance procedure.pdf
- www.wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf

Content to be covered in Zoom Sessions

Week	Date	Day	Topic	Deadline always at 4PM	Activity Code	Description	Activity Point Value
1	19-Jan	W	Introductions and discussion about term				
	21-Jan	F	Review of research methods				
2	24-Jan	M	Frequency Distributions and Histograms				
	26-Jan	W	Central Tendency				
	28-Jan	F	Variability				
			---------->	Fri, Jan 28	J1	Jamovi Installation video and file opening	15
3	31-Jan	M	The Normal Curve and Z-scores				
			---------->	Tues, Feb 1	1	Research Methods, Central Tendency, and Variability	30
	2-Feb	W	Central Limit Theorem				
	4-Feb	F	Sampling, Hypothesis Testing, and Error				
			---------->	Fri, Feb 4	J2	Jamovi Frequency tables and Descriptives	25

PSYS 313 Statistics in Psychology

Week	Date	Day	Topic	Deadline always at 4PM	Activity Code	Description	Activity Point Value
4	7-Feb	M	Z-Scores and Hypothesis Testing				
			---------->	Tues, Feb 8	2	Z-scores for individuals	20
	9-Feb	W	More Z-Scores and Hypothesis Testing				
	11-Feb	F	Confidence Intervals and Effect Size				
5	14-Feb	M	Characteristics of t-distibutions				
			---------->	Tues, Feb 15	3	Z-scores for samples and central limit theorem	30
	16-Feb	W	Single-sample t-tests				
			---------->	Thurs, Feb 17	4	Z-scores hypothesis testing	40
	18-Feb	F	More single-sample t-tests				
			---------->	Fri, Feb 18	J3	Jamovi one-sample t-test	25
6	21-Feb	M	Paired-samples t-tests				
			---------->	Tues, Feb 22	5	One-sample t-test	40
	23-Feb	W	More paired samples t-tests				
	25-Feb	F	Paired and Independent samples t-tests				
			---------->	Fri, Feb 25	J4	Jamovi paired-samples t-test	25
7	28-Feb	M	Independent samples t-tests				
			---------->	Tues, Mar 1	6	Paired sample t-test	40
	2-Mar	W	More independent samples t-tests				
	4-Mar	F	More independent samples t-tests				
			---------->	Fri, Mar 4	J5	Jamovi independent samples t-test	25
8	7-Mar	M	Between-subjects ANOVA				
			---------->	Tues, Mar 8	7	Independent sample t-test	60
	16-Mar	W	More between-subjects ANOVA				
	18-Mar	F	More between-subjects ANOVA				
9	Mar 14 - Mar 18		**Spring Break**				
10	21-Mar	M	More between-subjects ANOVA				
	23-Mar	W	Within-subjects ANOVA				
			---------->	Thurs, Mar 24	8	Between-subjects ANOVA	60
	25-Mar	F	More within-subjects ANOVA				
			---------->	Fri, Mar 25	J6	Jamovi between-subjects ANOVA	35
11	28-Mar	M	More within-subjects ANOVA				
	30-Mar	W	More within-subjects ANOVA				
			---------->	Thurs, Mar 31	9	Within-subjects ANOVA	60
	1-Apr	F	Two-way ANOVA				
			---------->	Fri, Apr 1	J7	Jamovi within-subjects ANOVA	35
12	4-Apr	M	More two-way ANOVA				
	6-Apr	W	**Possibly no class**				
	8-Apr	F	**No class**				
13	11-Apr	M	More two-way ANOVA				
	13-Apr	W	More two-way ANOVA				
			---------->	Thurs, Apr 14	10	Two-way ANOVA	40
	15-Apr	F	**Possibly no class** - M'ski available to help				
			---------->	Fri, Apr 15	J8	Jamovi two-way ANOVA	35
14	18-Apr	M	Correlation				
			---------->				
	20-Apr	W	More correlation				
			---------->	Thurs, Apr 21	11	Correlation	40
	22-Apr	F	Regression				
			---------->	Fri, Apr 22	J9	Jamovi Correlation	25
15	25-Apr	M	More simple linear regression				
			---------->				
	27-Apr	W	More simple linear regression				
			---------->	Thurs, Apr 28	12	Regression	60
	29-Apr	F	**Possibly No class** - M'ski available to help				
			---------->	Fri, Apr 29	J10	Jamovi regression	35
16	2-May	M	Final exam week begins				
	3-May	T	Final project opens at 8:00AM			Final Project opens at 8:00AM	
	4-May	W	Final project due at 4:00PM			Final Project due at 4:00PM	50
	5-May	R	Term ends				
						Total Points	850

PSYS 313 Statistics in Psychology

Asynchronous Course Map – Week by Week Breakdown of Relevant Blackboard Materials

Week 1:
M'ski YouTube Video Links

- Research Design and Descriptives
    - Review of Research Design

Week 2:
M'ski YouTube Video Links

- Research Design and Descriptives
    - Visualizing Data
    - Measures of Central Tendency
    - Measures of Variability
    - What is the standard deviation and how do you calculate it?

Activities due

- Jamovi 1 – Jamovi Installation video and file opening (1/28/2022 at 4PM)

Week 3:
M'ski YouTube Video Links

- Z-scores and hypothesis testing
    - Z-scores
    - Converting a percentile score that is greater than the 50^{th} percentile to a z-score and then to a raw score
    - Converting a percentile score that is less than the 50^{th} percentile to a z-score and then to a raw score
    - Central Limit Theorem
    - Relating Sampling to Hypothesis Testing

Activities due

- Blackboard 1 – Research Methods, Central Tendency, and Variability (2/1/2022 at 4PM)
- Jamovi 2 – Jamovi Frequency tables and Descriptives (2/4/2022 at 4PM)

Week 4:
M'ski YouTube Video Links

- Z-scores and hypothesis testing
    - Hypothesis testing with a z-test
    - Hypothesis testing with a z-test (second example)
    - Confidence Intervals and Effect Sizes

Activities due

- Blackboard 2 – Z-score for individuals (2/8/2022 at 4PM)

Week 5:
M'ski YouTube Video Links

- t-tests
    - Single Sample t-test Part 1
    - Single Sample t-test Part 2
    - Single Sample t-test Part 3

Activities due

- Blackboard 3 – Z-score for samples and central limit theorem (2/15/2022 at 4PM)
- Blackboard 4 - Z-scores hypothesis testing (2/17/2022 at 4PM)
- Jamovi 3 – Jamovi one-sample t-test (2/18/2022 at 4PM)

Week 6:
M'ski YouTube Video Links

- t-tests
    - Paired Samples t-test Part 1

    - Paired Samples t-test Part 2

Activities due

- Blackboard 5 – One-sample t-test (2/22/2022 at 4PM)
- Jamovi 4 – Jamovi paired-samples t-test (2/25/2022 at 4PM)

Week 7:

M'ski YouTube Video Links

- t-tests
    - Independent samples t-test Part 1
    - Independent samples t-test Part 2
    - One-tail independent samples t-test example
    - Two-tail independent samples t-test example
    - Independent samples t-test example in Jamovi

Activities due

- Blackboard 6 – Paired sample t-test (3/1/2022 at 4PM)
- Jamovi 5 – Jamovi independent samples t-test (3/4/2022 at 4PM)

Week 8:

M'ski YouTube Video Links

- ANOVAs
    - What is an ANOVA? Between-Subjects ANOVA 1
    - Complete example of ANOVA Between-Subjects ANOVA 2
    - Between-subjects ANOVA 3 (groups with unequal sample sizes)
    - Between-subjects ANOVA 4 (another example with unequal sample sizes)

Activities due

- Blackboard 7 – Independent sample t-test (3/8/2022 at 4PM)

Week 9: Spring Break (3/14-3/18)

Week 10

M'ski YouTube Video Links

- ANOVAs
    - Within-Subjects ANOVA 1 (Partitioning sums of squares)
    - Within-Subjects ANOVA 2 (A complete example)
    - Also refer to notes on how to write up ANOVA in APA format

Activities due

- Blackboard 8 – Between-subjects ANOVA (3/24/2022 at 4PM)
- Jamovi 6 between-subjects ANOVA (3/25/2022 at 4PM)

Week 11

M'ski YouTube Video Links

- ANOVAs
    - Within-Subjects ANOVA 3 (another full example)
    - Within-Subjects ANOVAs – tricks to calculate SS subjects
    - Also refer to notes on how to write up ANOVA in APA format
- Two-Way ANOVA
    - Two-Way Between-Subjects ANOVA 1

Activities due

- Blackboard 9 – Within-subjects ANOVA (3/31/2022 at 4PM)
- Jamovi 7 between-subjects ANOVA (4/1/2022 at 4PM)

Week 12

M'ski YouTube Video Links

- Two-Way ANOVA
    - Two-Way Between-Subjects ANOVA 2

PSYS 313 Statistics in Psychology

Activities due

- None

Week 13

M'ski YouTube Video Links

- Two-Way ANOVA
    - Two-Way Between-Subjects ANOVA 3
    - Two-Way Between-Subjects ANOVA 4

Activities due

- Blackboard 10 – Two-way ANOVA (4/14/2022 at 4PM)
- Jamovi 8 two-way ANOVA (4/15/2022 at 4PM)

Week 14

M'ski YouTube Video Links

- Correlations
    - Correlations 1
    - Correlations 2
    - Correlations 3
    - Correlations 4
- Regression Analyses
    - Regression 1
    - Regression 2

Activities due

- Blackboard 11 – Correlation (4/21/2022 at 4PM)
- Jamovi 9 Correlation (4/22/2022 at 4PM)

Week 15

M'ski YouTube Video Links

- Regression Analyses
    - Regression 3
    - Regression 4
    - Regression 5

Activities due

- Blackboard 12 – Regression (4/28/2022 at 4PM)
- Jamovi 10 regression (4/29/2022 at 4PM)

Week 16 – Final Exam week

M'ski YouTube Video Links

- None

Activities due

- Final project opens at 8AM on 5/3/22 and closes at 4PM on 5/4/22