



# UNIVERSITÀ DEGLI STUDI DI PALERMO

<b>DEPARTMENT</b>	
<b>ACADEMIC YEAR</b>	
<b>ANNO ACCADEMICO EROGAZIONE</b>	
<b>SUBJECT</b>	
<b>CODE</b>	
<b>SCIENTIFIC SECTOR(S)</b>	
<b>HEAD PROFESSOR(S)</b>	PLAIA ANTONELLA      Professore Ordinario      Univ. di PALERMO
<b>OTHER PROFESSOR(S)</b>	PLAIA ANTONELLA      Professore Ordinario      Univ. di PALERMO
<b>CREDITS</b>	
<b>PROPAEDEUTICAL SUBJECTS</b>	
<b>MUTUALIZATION</b>	
<b>YEAR</b>	
<b>TERM (SEMESTER)</b>	
<b>ATTENDANCE</b>	
<b>EVALUATION</b>	
<b>TEACHER OFFICE HOURS</b>	<b>PLAIA ANTONELLA</b> Wednesday 15:00 - 17:00      La modalita, in studio o su Teams, va concordata col docente

<b>PREREQUISITES</b>	Basic notions of Descriptive Statistics and Probability Theory. R software
<b>LEARNING OUTCOMES</b>	<p>Knowledge and understanding  Knowledge of the methods and statistical procedures for exploratory analyzes of "big data"</p> <p>Applying knowledge and understanding  The student must 'be able to:  1. formulate correctly a problem  2. choose appropriate statistical and computer analysis solutions,  3. translate the results into operational decisions.</p> <p>Making judgments  The student must 'be able to:  1. translate into statistical terms a knowledge requirement arose in different application fields  2. apply the opportune cleaning activities, reorganization, descriptive analysis and interpretation of data,  3. process and communicate consistently the results of its analysis.</p> <p>Communication  The student must be able to:  1. communicate clearly, both to specialists and non-specialists in the subject, the concepts and techniques of analysis applied,  2. justify the choice of the instruments used for the analysis,  3. communicate the results with appropriate language.</p> <p>Learning skills  The student will have developed learning skills necessary to deepen independently the study of the statistical techniques more commonly used in the analysis of large data sets.</p>
<b>ASSESSMENT METHODS</b>	<p>Presentation of 2 reports, and oral exam.</p> <p>The exam is done through an oral interview, subject to the submission of</p> <ul style="list-style-type: none"> <li>- for the exams immediately after the class <ol style="list-style-type: none"> <li>1. a report assigned during the sixth week to groups of at most three students.</li> <li>2. a report containing an analysis of a dataset assigned at the end of the course ( to be delivered one week before the oral exam)</li> </ol> </li> <li>- for the exams during other periods <p>Contact the professor at least 1 month before the beginning of the exam session (spring, summer, autumn) to have the test assigned.</p> <ol style="list-style-type: none"> <li>1. a report assigned 3 weeks before the exam.</li> <li>2. a report containing an analysis of a dataset assigned 3 weeks before the exam ( to be delivered one week before the oral exam)</li> </ol> </li> </ul> <p>Both the reports (no more than 4 pages, plus tables and plots) must be delivered, together with the corresponding R code.</p> <p>The oral test consists in presenting (power point or otheiher sw) the analyses and results shown in the final report in order to evaluate better knowledge, skills and abilities held by the student as well as his/her ability to provide them with a suitable statistical language.</p> <p><b>FINAL EVALUATION</b>  The final exam assessment will take into account three aspects: i) the mastery of the subjects; ii) the ability to application of knowledge and iii) the correct use of language, assessed in the intermediate and final report and the oral examination.</p> <p>The evaluation will be sufficient if the candidate has chosen the correct methods of cleaning and tidy of the data provided for both reports and identified the appropriate analysis tools, even if the analysis will not be efficient. Furthermore, for a sufficient evaluation, the candidate must demonstrate a sufficient argumentative and expository capacity during the oral exam. The more the candidate will give evidence, in the writing of the reports and in the oral test, of his argumentative and expositive abilities, as well as of properties of statistical language, and of efficient use of the programming language R for data analysis, the more the evaluation will be positive.</p> <p>The Selection Committee is formed by the chair of the class and at least one other teacher, professor or assistant professor, or an expert on the subject.</p>
<b>TEACHING METHODS</b>	

	Lectures, laboratory During the course, the lecturer will share with the students a scientific yet popular paper, or book chapter in the English language, which will be the subject of analysis and debate also aimed at an autonomous presentation or discussion by students.
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<p><b>MODULE</b> <b>DATA MINING</b></p> <p><i>Prof.ssa ANTONELLA PLAIA</i></p>
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<b>SUGGESTED BIBLIOGRAPHY</b>
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Dispense rese disponibili dal docente sul portale di Ateneo. Risorse on-line indicate dal docente durante il corso.  
 Breiman, L. Friedman, J. H. Olshen, R. A. Stone, C. J. (1984) Classification and regression trees, Chapman & Hall. Capp. 1-5, 8  
 G. James, D. Witten, T. Hastie, R. Tibshirani . (2013) An Introduction to Statistical Learning, with applications in R. Springer. Cap. 8  
 Stef van Buuren, (2012) Flexible Imputation of Missing Data, Chapman & Hall, capp 1-4, 7.2

<b>AMBIT</b>	84542-Discipline Statistiche
<b>INDIVIDUAL STUDY (Hrs)</b>	108
<b>COURSE ACTIVITY (Hrs)</b>	42

<b>EDUCATIONAL OBJECTIVES OF THE MODULE</b>
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The course introduces statistical methods for the analysis of high dimensional data. The main objective is the analysis of large databases in order to find patterns, associations, changes, faults and structures of particular interest. At the end of the course the learner will be able to identify the most appropriate tools for the analysis to be played and apply them, summarizing the results effectively.

### SYLLABUS

Hrs	Frontal teaching
4	Exploratory data analysis
4	Data integration
4	Data visualization
2	Web scraping
4	Missing data handling
6	Decision trees e ensemble methods

Hrs	Practice
4	Data integration
4	Data visualization
2	Web scraping
4	Missing data handling
4	Decision trees e ensemble methods

## MODULE TEXT MINING

Prof.ssa ANTONELLA PLAIA

### SUGGESTED BIBLIOGRAPHY

Dispense rese disponibili dal docente sul portale di Ateneo. Risorse on-line indicate dal docente durante il corso.  
"Text Mining with R by Julia Silge and David Robinson (O'Reilly). Copyright 2017 Julia Silge and David Robinson, 978-1-491-98165-8." <https://www.tidytextmining.com/index.html>  
Kwartler, T. (2017). Text mining in practice with R. John Wiley & Sons.

<b>AMBIT</b>	84542-Discipline Statistiche
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<b>INDIVIDUAL STUDY (Hrs)</b>	54
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<b>COURSE ACTIVITY (Hrs)</b>	21
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### EDUCATIONAL OBJECTIVES OF THE MODULE

The course introduces statistical methods for the analysis of high-dimensional data, textual data in particular. At the end of the course, the learner will be able to identify the most appropriate tools for the analysis to be played and apply them, summarizing the results effectively.

## SYLLABUS

Hrs	Frontal teaching
3	Introduction to text mining: tidy format
3	Relationships between words: N-grams, correlations, and textual networks.
3	Introduction to Sentiment Analysis
3	Topic models

  

Hrs	Practice
3	Exploratory analysis and graphical representations of textual data
3	Application of textual analysis and sentiment techniques to songs
3	Topic models