UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Statistical Modelling

2627-1-FDS02Q040

Aims

The course falls within the fields of statistics, computer science, and social sciences, and aims to provide students with both methodological and applied knowledge of advanced statistical models, including multiple linear regression and its extensions, logistic regression models, and model-based clustering for univariate and multivariate finite mixture models of Gaussian distributions, as well as predictive models. During the course activities, students develop a critical understanding of the assumptions underlying theoretical models through empirical applications using real and simulated data. Students also learn how to conduct reproducible and replicable research. In addition, they develop the written communication skills required to produce texts describing the procedures used to solve exercises and to present and discuss the results of the analyses.
By the end of the course, the student will be able to:

(DdD 1) Knowledge and understanding
• Describe the main theoretical foundations of advanced statistical models, including multiple linear regression, multiple logistic regression, and model-based approaches for clustering using finite mixture models.
• Understand and explain the assumptions underlying these models, along with the estimation procedures such as least squares and maximum likelihood.
• Recognize the relevance of reproducibility and replicability in research through the integration of R, RStudio, and RMarkdown in data analysis workflows.

(DdD 2) Applying Knowledge and Understanding
• Develop simulations from univariate and multivariate distributions.
• Conduct statistical analyses using R and RMarkdown on real data arising from diverse fields (e.g., economics, finance, social sciences, and environmental sciences).
• Implement advanced statistical techniques such as bootstrap resampling, model diagnostics, model selection and classification.
• Produce reproducible reports that include code, analysis, interpretations, and critical comments.

(DdD 3) Making Judgements
Throughout the course, the student will develop the ability to:

• Critically assess the validity of model assumptions and the implications of empirical findings.
• Evaluate the performance of statistical models using appropriate diagnostics and performance metrics (e.g., ROC curve, AUC, classification error).
• Write short technical essays or reports expressing well-reasoned judgements about the choice, implementation, and limitations of statistical methods in practical contexts.

(DdD 4) Communication Skills
Through course activities, the student will be able to:
• Communicate statistical findings effectively through well-structured, annotated, and reproducible reports in RMarkdown.
• Present analytical reasoning and interpretations clearly in written form, particularly when describing the steps and rationale behind empirical analyses.

(DdD 5) Learning Skills
By the end of the course, the student will have developed the ability to:
• Continue studying advanced topics in statistics independently, using the provided teaching materials, bibliography, and code examples as a foundation.
• Deepen their understanding of data science methods and apply them in interdisciplinary contexts, supported by the capacity to manage and structure their learning and research activities autonomously.

Knowledge and understanding

The student is introduced to advanced statistical models for analysing data with different types of response variables. The relevant assumptions underlying the theory are also illustrated by considering the maximum likelihood and least squares estimation methods for model parameters. Data analysis is conducted using R software and the RMarkdown environment, which allows for the creation of reproducible documents containing code, results and comments. Applications cover real and simulated data from various fields such as economics, finance, and social sciences. The student is also encouraged to provide a critical evaluation of the results obtained from the empirical analyses. In this way, they develop independent judgment and refine communication skills. The course enables students to acquire solid elements of theory and applications. It concerns data science, knowledge that is essential nowadays in every working environment, and the course is a prerequisite for subsequent courses of student's plan. At the end of the course, thanks to the provided materials (the instructor's handouts accompanied by a comprehensive bibliography, the R software code, and the RMarkdown interface), the student is able to independently continue deepening their understanding of this subject.

Ability to apply knowledge and understanding

The course provides skills in using the semantics of the open-source software R for the descriptive analysis of multivariate data and parameter estimation of univariate and multivariate models. Through R and RStudio, students learn how to systematically set up statistical reasoning by analyzing data and writing reports that illustrate code, analysis and results. Theory is complemented by practical applications also developed during tutoring lectures. The course enables students to acquire a solid theoretical foundation and the ability to apply modern statistical methods, for data analysis, as well as developing the ability to conduct reproducible and replicable research.

Contents

In the first part of the course, following a brief introduction to the conceptual framework of statistical inference and causality issues, the resampling procedure known as bootstrap is illustrated to obtain measures of accuracy for estimators of interest. Next, the multiple linear regression model is presented along with its assumptions. The methods of ordinary least squares and maximum likelihood estimation are introduced, as well as their statistical properties. Measures of fit, regression diagnostics and prediction are also covered. Generalised linear models are discussed, including the multiple logistic regression model. Probabilistic classification models for supervised

learning such as finite mixture models of Gaussian distributions are also introduced. The course provides skills in the use of R software semantics, utilizing the RMarkdown libraries via the knitr package to integrate code, analysis of the results of applications using real and simulated data, and add comments on the code and the obtained results.

Detailed program

The course starts with an introduction to the picture of statistical inference and some related concepts in causal inference.

- The first part of the course introduces the resampling method known as bootstrap for determining the standard error as a measure of accuracy. This method is applied to various estimators using relevant data deriving from different sources such as psychology, environment and many other fields.

- The first part of the course covers the multiple linear regression model, least-squares and maximum likelihood estimation methods. The properties of the least-squares estimators as well as of the maximum likelihood estimators are discussed on the basis of the model assumptions.

- During the course, the student's knowledge on univariate distributions is extended to include the bivariate and multivariate Gaussian distributions. Random realizations are drawn from these distributions which are also represented graphically with contour lines.

- Various diagnostic tools for model evaluation based on regression residuals are considered, with particular emphasis related to the multicollinearity through the Variance Inflation Factor, outliers, influential points, and leverage points. The problem of selecting the most relevant explanatory variables using criteria such as the Akaike information criterion (AIC) is addressed. Additionally, students learn how to evaluate model predictions.

- Recall of the Bernoulli and Binomial distributions and of the definitions of odds, log-odds and odds ratios. Multiple linear logistic model for a binary response variable is introduced with particular emphasis on the interpretation of regression coefficients. Use of the logistic model for supervised learning, validation of the results in terms of sensitivity and specificity. Plot of the receiver operating characteristic (ROC) curve.

Theoretical aspects are introduced along with empirical applications using data from different fields such as economics, finance, biology, ecology, and environmental sciences. They are developed within the statistical software like R and RStudio using many different libraries along with the RMarkdown interface and the knitr library. This approach aims to familiarize students with the principles of reproducible research. Students are expected to write reproducible reports where they critically comment on the code and the results of the empirical analyses. Cooperative learning is encouraged through assigned homework. Exercises are assigned weekly, and students are encouraged to write reports in which they comment on the code and provide an explanation of the analysis process carried out, along with a critical description of the results obtained. During the learning activities, the solutions to the assigned exercises are discussed.

Prerequisites

For an easier understanding of the course content, it is recommended to know the contents of the course Foundations of Probability and Statistics. The course assumes prior knowledge of the following topics: probability of an event, probability distribution function, density, cumulative distribution functions, the law of total probability,

independence of events, Bayes theorem, expectation and variance of a random variable, standardization and percentiles of a random variable, continuous and discrete random variables such as Bernoulli, binomial, Poisson, geometric, uniform, exponential, Gaussian, Student-t, chi-squared, graphs and numerical measures to describe data, statistical inference, and maximum likelihood inference and basic knowledge of multivariate data analysis and linear algebra. Students should also know the basic semantics of the programming language in the R environment.

Teaching form

All the lectures are delivered in presence. They cover theoretical aspects and are complemented by practical exercises that enable students to learn theory and apply models to analyze real and simulated data. Lessons take place in the computer lab. Weekly summarizing exercises are assigned as homework to reinforce the learning of the theory and its applications.

During the course, with the help of R in the RStudio environment and the RMarkdown interface, students also learn to create reproducible documents. They are encouraged to tackle application problem with the additional goal of developing cooperative learning. Tutoring sessions are also scheduled to help students develop exercises and compare solutions. The scheduled hours for lecture-based teaching are 30, while those for interactive teaching are 12. In the second part of each 3-hour class, efforts are made to engage students interactively. The practical exercises are conducted in an interactive, in-person format in the computer lab. Asynchronous video recordings of both the lectures and the exercises are made available on the e-learning platform.

Textbook and teaching resource

The teaching material consists mainly of handouts prepared by the teacher, covering both theory topics and applications developed with R software. All files are available on the course's page on the university's e-learning platform. Additionally, the teacher publishes slides, calculation programs, and datasets at the end of each lesson. Weekly exercises are assigned, and some solutions are provided and discussed. Examples of examination texts are also published on the same page.

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Bartolucci, F., Farcomeni, A., Pennoni, F. (2013). Latent Markov models for longitudinal data, Chapman and Hall/CRC, Boca Raton.

Bishop, Y. M., Fienberg, S. E., Holland, P. W. (2007). Discrete multivariate analysis: theory and practice. Springer Science & Business Media, New York.

Bouveyron, C., Celeux, G., Murphy, T. B., and Raftery, A. E. (2019). Model-based clustering and classification for data science: With applications in R. Cambridge University Press.

Fahrmeir, L., Kneib, T., Lang, S. and Marx, B. D. (2021). Regression: Models, methods and applications. Springer Berlin, Heidelberg.

Faraway, J. J. (2014). Extending the Linear Models with R, 2nd Edition, Chapman & Hall, CRC Press.
James, G., Witten, D., Hastie, T. and and Tibshirani, R. (2021). An Introduction to Statistical Learning with Applications in R, 2nd Edition, New York, Springer.

McCullagh, P. and Nelder, J. A. (1989). Generalized linear models, 2nd Edition. Chapman and Hall/CRC, London.

Pennoni, F. (2026). Handout for Statistical Models II: Theory and Applications with R. Dipartimento di Statistica e Metodi Quantitativi, Università degli Studi di Milano-Bicocca.

R Core Team (2026). R: A Language and Environment for Statistical
Computing. R Foundation for Statistical Computing, Vienna, Austria, https://www.R-project.org/

Xie, Y., Dervieux, C. and Riederer, E. (2020). R Markdown Cookbook. Chapman & Hall, CRC.

Semester

Semester II, March-May 2027.

Assessment method

The following methods of verifying learning apply to both students attending and non-attending lectures held in the lab. The examination consists of a written test with open questions, and an optional oral exam. The written exam has a maximum total duration of an hour and a half and takes place in the computer lab. During the examination, students are required to answer open theory questions and solve exercises and practical exercises with data as those assigned weekly during the course. The theory questions assess the understanding of the theoretical concepts taught during the course. The empirical analyses are conducted using the R environment, Rstudio, and RMarkdown. These analyses allow students to demonstrate their ability to understand and solve problems by applying advanced statistical models to real or simulated data, and to produce reproducible reports that describe the code, and illustrate the results. The exam also aims to promote students' ability to plan and manage effectively the time needed to complete the written assignment. During the examination, the use of study materials and R code implemented during the course is permitted. Each question will be marked approximately 3 points. To pass the test, a student must achieve a mark of at least 18 out of 30.

Office hours

Weekly, according to the timetable indicated on the course e-learning page, either in person or online.

Sustainable Development Goals

QUALITY EDUCATION | REDUCED INEQUALITIES | PARTNERSHIPS FOR THE GOALS