Spatial Statistics

PhD School in Statistical Sciences, University of Padua

Instructor Carlo Gaetan, DAIS - Ca' Foscari University of Venice

Course Description

This course aims to introduce students to statistical models for spatial data. The course will deal with methods for two main topics of spatial statistics: (i) data referenced in points, (ii) areal / lattice data. Students will also be introduced to the computational aspects of spatial statistics through the main packages in R for the analysis of spatial data. Examples of real data come mainly from environmental sciences.

Program

- 1. Introduction to spatial statistics:
 - (a) point level data
 - (b) network data
 - (c) spatial point processes
- 2. Models for point level data:
 - (a) random fields
 - (b) parametric models for the spatial correlations
 - (c) variogram
- 3. Prediction and simulation
- 4. Inference for point level data:
 - (a) moment estimator
 - (b) maximum likelihood estimator
 - (c) estimation methods for large dataset
- 5. Second order spatial models for network data:
 - (a) spatial autocorrelation
 - (b) spatial autoregressive models
- 6. Gaussian-Markov random fields on networks.
- 7. Hierarchical spatial models and Bayesian statistics:
 - (a) spatial regression and Bayesian kriging
 - (b) hierarchical spatial generalized linear models

Recommended texts

- Banerjee, S., Carlin, B.P. and Gelfand. A.E (2014) *Hierarchical Modeling and Analysis for Spatial Data*, CRC Press, New York (second edition)
- Gaetan, C. and Guyon, X. (2010) Spatial Statistics and Modeling, Springer, New York.
- Gelfand, A.E., Diggle, P., Guttorp, P. and Fuentes, M. (2010) Handbook of Spatial Statistics, CRC Press, New York

Grading

There will be two assignments, a project on real data and a final written exam. The assignments will account for 20% of the final grade, the project 30% and the written exam will account for 50%.

Final exam

The written exam (two hours) will present theoretical questions. It is a closed-book, closed-notes exam. Questions demand that students approach the solution with conceptual understanding of the problem.