

Advances in Robotic Learning Paper Summary: Learning to Plan with Logical Automata

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Presented by: Frank Liu, Evan Lam, Michael Drolet

Abstract—This electronic document is a live template. The various components of your paper [title, text, heads, etc.] are already defined on the style sheet, as illustrated by the portions given in this document.

I. INTRODUCTION

Imagine learning a skill like driving. In order to drive properly you not only need to learn how to drive a car, but also learn the rules of the road. To learn how to drive a car, many of us practiced driving and learning all the mechanics to make the car move. Most of us went to a driving school, where a driving instructor taught us certain driving rules in the United States. Others might watch instructional videos from experts online. One way or another, we developed a mental model of the rules of the road through imitating an expert.

Now there are two parts to this learning. The first part is learning the lower level actions in order to operate and drive a car. The second part is developing a mental model or representation of an interpretable policy, such as the rules of the road. The structure of the learned policy should be grounded in meaningful interpretations.

When learning the rules of the road, a naive assumption is that all experts have taught properly and that all the instruction received is correct. If there are bad or even illegal driving habits, these will need to be corrected to ensure safe driving. In real life if a person runs a red light or makes illegal u-turns, after a certain point a police officer would come and help correct that behavior (through a ticket or more serious consequences). We are able to be corrected because the rules in our heads are manipulable, where a human operator can easily modify a learned policy to perform similar but different policies.

Applying this to robotic learning, the authors work towards teaching a robot to learn from demonstrations not just a low-level policy, but also a high level policy that is interpretable and manipulable. The policies that a robot learns should be interpretable, where there is a set of learned representation of rules. The behavior of the robot should be manipulable, where the rules can be changed in a predictable way which results in changed behavior.

II. RELATED WORK

A. Selecting a Template (Heading 2)

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Finally, complete content and organizational editing before formatting. Please take note of the following items when proofreading spelling and grammar:

A. Abbreviations and Acronyms

Define abbreviations and acronyms the first time they are used in the text, even after they have been defined in the abstract. Abbreviations such as IEEE, SI, MKS, CGS, sc, dc, and rms do not have to be defined. Do not use abbreviations in the title or heads unless they are unavoidable.

B. Units

- Use either SI (MKS) or CGS as primary units. (SI units are encouraged.) English units may be used as secondary units (in parentheses). An exception would be the use of English units as identifiers in trade, such as 3.5-inch disk drive.

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C. Equations

The equations are an exception to the prescribed specifications of this template. You will need to determine whether or not your equation should be typed using either the Times New Roman or the Symbol font (please no other font). To create multileveled equations, it may be necessary to treat the equation as a graphic and insert it into the text after your paper is styled. Number equations consecutively. Equation numbers, within parentheses, are to position flush right, as in (1), using a right tab stop. To make your equations more compact, you may use the solidus (/), the exp function, or appropriate exponents. Italicize Roman symbols for quantities and variables, but not Greek symbols. Use a long dash rather than a hyphen for a minus sign. Punctuate equations with commas or periods when they are part of a sentence, as in

$$\alpha + \beta = \chi \quad (1)$$

Note that the equation is centered using a center tab stop. Be sure that the symbols in your equation have been defined before or immediately following the equation.

D. Some Common Mistakes

- In American English, commas, semi-colons, periods, question and exclamation marks are located within quotation marks only when a complete thought or name is cited, such as a title or full quotation. When quotation marks are used, instead of a bold or italic typeface, to highlight a word or phrase, punctuation should appear outside of the quotation marks. A parenthetical phrase or statement at the end of a sentence is punctuated outside of the closing parenthesis (like this). (A parenthetical sentence is punctuated within the parentheses.)

IV. EXPERIMENTS

Use this sample document as your LaTeX source file to create your document. Save this file as **root.tex**. You have to make sure to use the cls file that came with this distribution. If you use a different style file, you cannot expect to get required margins. Note also that when you are creating your out PDF file, the source file is only part of the equation. *Your \TeX \rightarrow PDF filter determines the output file size. Even if you make all the specifications to output a letter file in the source - if your filter is set to produce A4, you will only get A4 output.*

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Text heads organize the topics on a relational, hierarchical basis. For example, the paper title is the primary text head because all subsequent material relates and elaborates on this one topic.

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Positioning Figures and Tables: Place figures and tables at the top and bottom of columns. Avoid placing them in the middle of columns. Large figures and tables may span across both columns. Figure captions should be below the figures; table heads should appear above the tables. Insert figures and tables after they are cited in the text.

TABLE I
AN EXAMPLE OF A TABLE

One	Two
Three	Four

We suggest that you use a text box to insert a graphic (which is ideally a 300 dpi TIFF or EPS file, with all fonts embedded) because, in an document, this method is somewhat more stable than directly inserting a picture.

Fig. 1. Inductance of oscillation winding on amorphous magnetic core versus DC bias magnetic field

Figure Labels: Use 8 point Times New Roman for Figure labels.

V. DISCUSSION AND ANALYSIS

A discussion section is not required. Although a discussion may review the main points of the paper, do not replicate the abstract as the conclusion. A discussion might elaborate on the importance of the work or suggest applications and extensions.

VI. CONCLUSIONS

A conclusion section is not required. Although a conclusion may review the main points of the paper, do not replicate the abstract as the conclusion. A conclusion might elaborate on the importance of the work or suggest applications and extensions.

APPENDIX

Appendixes should appear before the acknowledgment.

ACKNOWLEDGMENT

The preferred spelling of the word...

References are important to the reader; therefore, each citation must be complete and correct. If at all possible, references should be commonly available publications.

REFERENCES

- [1] G. O. Young, Synthetic structure of industrial plastics
- [2] W.-K. Chen, Linear Networks and Systems (Book style). Belmont, CA: Wadsworth, 1993, pp. 123135.