Comparative Analysis of Genetic Algorithms and Reinforcement Learning

Filippo Balzarini[a], Jason Kaxiras[a], Melvin Gode[a]

[a]*Department of Computer Science, Uppsala University, Uppsala, Sweden*

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Abstract

The abstract should be *very* brief, two or three sentences may be enough. It must answer the following questions, however: 1. What did you do (What did you measure)? 2. How did you do it (which method)? 3. What did you discover (what was the results of the experiment)? Results in form of numbers should be accompanied by an error: $R = (3.05 \pm 0.02) \cdot 10^{-6}$ kg/s^2

1. Introduction

In the feild of Machine learning the are several

2. Background

2.1. Reanforcment Learning

Reinforcment learning is defined as the problem that an agent tries to solve by learning behaviour through trial and error with its enviroment. In other words programming an agent through rewards and punishments rather than how to specificaly solve the task itself[**kaelbling1996reinforcement**].

The first concept crucial for reinforcment learning is the *reward function* which is objective feedback from the enviroment. It is usually scalar values that are associate with state action pairs. High rewards are usually associate by state-action pairs which benificial for the agent to be situated in whereas negative rewards would then be disadvantageous states or *hazardous* for the agent to be in. Essentially what is good and bad for the agent in the enviroment. The sole objective of the agent is then to maximize this reward[**sutton1999reinforcement**].

Naturally we have to define *state* and *action*, which compared to the rest of the concepts have a very general definition. That being the latter is a descision of some sort and the former a factor that has to be taken into considaration when taking an action.

Equally importand is the *value* or *update* equation which is responsible for mapping the different states bassed on their estimated long term reward. There can be several algorithms for how to update the values but we use Q learning in this report. Q learning is an algorithm where the enviroment can be constituted by a controlled Markov process where the agent is controlling it [**watkins1992q**]. The agent chooses an action and accordingly gets rewarded for it. Q-learning uses the Markov chains to calculate the max reward that can be accumilated by the next state action and updates towards that as shown in the equation below.

$$Q(s,a) := Q(s,a) + \eta[r + \gamma \max Q(s',a') - Q(s,a)] \tag{1}$$

Here $Q(s,a)$ is the current state of the agent r is the reward, η is the learning rate and $Q(s',a')$ is the next state. An importnad variable here is γ which represent the discount factor. This is used to limit the Markov chain to a limited finite number so they don't end up infinite. This controlls how many steps into the future the agent will try ot estimate.

2.2. Genetic Algorithms

Genteic algorithms are computational models of evolution as seen in biology. Similarly to how organisms evolve by natural selection and sexual reproduction, programs can also simulate these processes and behave in a similar fashion to organisms in order to solve a specific problem. In a general sense natural selection is the process which determins which individuals get to survive by some test of fitness. Reproduction is then the method in which the mixing of genes in the remaining population happens and gets passed to the offspring [**holland1992genetic**].

By starting with a population of individuals wich are creaated randomly we have an initial population with variation amongst the individuals. The DNA wich is essentialy the code of the gene can be represented by a string of bits. These string bits can thought as potential solutions to the problem.

Due to the variation in the population some individuals vill be better *fit* which then will be selected to remain. In the final stage the remaiining individuals will mix their bit strings to produce individuals for the next generation. These steps will be continually done fore some number of generations [**forrest1996genetic**].

3. Method and Equipment

An important quality of a scientific report is that it should be possible to redo the experiment based on the information found in the report. However, this does not mean that you should write every detail. Only include parts necessary to obtain the final result. Specific details like serial numbers, manufacturer, etc. goes in your lab journal, an appendix, or can be mentioned briefly if it is relevant to the discussion. Remember that a scientific report should be short.

Remember to use helpful figures and refer to them. In **??** you can see examples of vector graphics images.

You can also mention *noteworthy* safety measures you took during the experiment in this section of the report.

4. Results

The results section can be combined with the discussion if appropriate. In case of many sub-experiments where the results are vaguely related or unrelated, it would be appropriate to combine the results and discussion. This way you have the information related to each sub-experiment gathered in one place.

Provide uncertainties for the results, but don't discuss it. Do not involve personal opinions, just present the cold hard results in form of numbers, tables, graphs and some sentences.

Table 1 shows a nice table with comma alignment.

Table 1: Table with comma alignment.

m (kg)	a ($\mathrm{m\,s^{-2}}$)	F (N)
1.2	10.1	12
2.44	6.92	16.88
10	1.0	10
8.2	1.1	9.0
100	1	100

5. Related Works

6. Discussion

You should try to show insight into what happened and why, and how things could have gone differently. If you have presented any background theory, try to tie it together with your results. How do they relate? If they differ, try to explain why. Even if things didn't work out as intended, a good discussion shows that you've understood what went wrong and how you could potentially overcome these obstacles.

7. Conclusion

The conclusion should summarise your main results and main points from the discussion. A rule of thumb is to not present any new information (information not found in the results or discussion).

Acknowledgements

Acknowledgements (nb. takksigelser, nn. takkseiingar) is not a requirement in a laboratory report. However, it is used in most scientific articles. It looks more professional and adds some "extra spice" to your report. Here is an example:

The authors would like to thank Dr. Ola Normann at the University of Oslo for assistance with the SIMS-analysis and Dr. Kari Normann at NTNU for fruitful discussions and support concerning melt spinning of silicon. This work was financially supported by the Norwegian research council and the Norwegian PhD Network on Nanotechnology for Microsystems.

Appendix A. Additional Information

You can use the appendix to include information that is relevant, but does not belong in the report. In most cases however, the appendix can be omitted and isn't necessary.

Appendix A.1. Python code

If you used python code to process data, you can include the code (or a shorter version of it) in the appendix. Usually, however, it is better to hand in a separate file containing your code together with the report. [i]

Below is a simple example of some code used to calculate the values for the circuit in **??** on page ?? [ii] found in **??**:

[i]Rule of thumb: short code goes in the appendix, long code goes in a separate file

[ii]exaple usage of the varioref package

Listing 1: Example from external file

The code from listing 1 was displayed using a `.py` file. Since the lines are not numbered in this code example, you can copy and paste the code from the PDF into python without many issues (does however need to correct indents).

I would advice against using the `lstlisting` package to display code, as this introduces many unnecessary problems when trying to copy-paste the code.

Appendix B. Appendix footnotes

This template has a separate roman numeral footnote system for the appendix. You can chose to use this or normal footnotes in the appendix. Use the command `\appendixfootnote{text}`[iii] to get a (lower case) roman numerical footnote. I added this footnote system because I thought it would be nice to have a separate footnote system for the appendix, since this section is in some ways separate from the rest of the document.

Appendix C. Boxes

This template also include two box environments to highlight text. I will showcase these in the two next subsections.

Appendix C.1. Info Box

The first environment is named `infobox` and is numbered, which allows for references to the box. You can also change the title of the box as well as the colours. To change the colour use the command `\SetInfoBoxBgColor{}` (changes background colour) and `\SetInfoBoxFrameColor{NTNU_blue}` (changes frame colour). The default colours are a light blue background and a darker blue frame. Here is an example:

Infobox **Appendix C-1**

Here is an infobox. You can also write math inside it:

$$3x + 5y = 6z^2$$

Here is a reference to the infobox: box Appendix C-1. Notice that the structure of the infobox numbering is (section number)-(box number). The first infobox in section 2 thus has the reference 2-1.

Appendix C.2. Simple Box

The second environment is just a coloured box with no number or title. This can be used just to highlight text.

I also added a theorem environment `Sclaw` that may prove useful.

Scientific law 1 (Newton's 2. law). $\vec{F} = \frac{\mathrm{d}\vec{p}}{\mathrm{d}t}$

You can reference the theorem environment: See scientific law 1. I also added a Norwegian version of the environment: `naturlov`. Let us change the colour of the next box to blue using `\SetSimpleBoxColor{bg_blue}`.

To create your own theorem environment, use the command `\newtheorem{}{}[]`.

You must use the `newtheorem` command before `\begin{document}` (the preamble). You can read more about the theorem environment in the Overleaf documentation using this link: https://www.overleaf.com/learn/latex/Theorems_and_proofs.

[iii] Note that there is **no** commands: \appendixfootnotemark and \appendixfootnotetext