*Localization and Classification*

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*Abstract*— The final project allowed us to learn and implement machine-learning related algorithms to analyze a specific dataset. The two problems that were addresses was classification and localization. The classification task required is to extract features to classify the type of car within an image. The localization task required us to pick objects of interest from a large image to classify them. The tools used in this project were a Jupyter Notebook with python3 programming language, and the MIO-TCD image dataset.

Keywords— Classifier, Localization, Machine-learning, SVM, Cross-validation

# Introduction

The purpose of this project was given to exercise the skills acquired from previous assignments to building a classification system using several algorithms, namely the SVM classifier & \_\_\_. The reason why these two methods were selected was because \_\_\_ & \_\_\_\_. In order to initiate the project, students were paired in groups of 4-5, provided a source for acquiring a dataset [1] and implemented code within an open-source web application, Jupyter. Students were given 1 week (from last assignment) to complete this project.

# Classification

## Part 2 - SVM Implementation (Engineering Decisions)

**\*\*\* From the teacher: Discuss the methods in detail; your goal is to convince the reader that your approach is performing the way you claim it does and that it will generalize to similar data.**

Describe the contents of the dataset (number of samples and image size, for each label – **5pts**). How was the data divided and why?

Explain how this classifier was implemented and why we made those choices? **AND** answer the following questions: which features were extracted (explain its method **-5pts** and how the feature extraction parameters were selected **-5pts**) and how our hyperparameters were selected (I think this is for feature-extraction)

## Part 2.1 - Classifier Evaluation (Cross-validation)

In order to evaluate our classifiers, we used cross-validation (describe the cross-validation method **-10pts** and how we performed cross-validation) …

To evaluate the performance, the following metrics were obtained **(15pts)**:

* **(5pts)** Average classification accuracy across validations, including standard deviation:
* **(5pts)** Average precision and recall across validations: Are these values consistent with accuracy? These values are consistent with accuracy because … **AND** are they more representative of the dataset? Moreover, they are more representative of the dataset because … **AND** In what situations would you expect precision and recall to be a better reflection of model performance than accuracy? Finally, in order for precision and recall to be a better reflection of model performance than accuracy, it would mean that …
* **(5pts)** A confusion matrix on a validation set can be seen in Fig. 1 (plot matrix as an image, make a confusion matrix – maybe explain it a little bit 1-2 sentences?). **AND** are any of the classes difficult for your classifier?

**Include well-documented code (10pts)**. Moreover, to understand our approach practically, we included well-documented code along with this report.

# Localization

Before you begin to format your paper, first write and save the content as a separate text file. Complete all content and organizational editing before formatting. Please note sections A-D below for more information on proofreading, spelling and grammar.

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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.

## 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”.
* Avoid combining SI and CGS units, such as current in amperes and magnetic field in oersteds. This often leads to confusion because equations do not balance dimensionally. If you must use mixed units, clearly state the units for each quantity that you use in an equation.
* Do not mix complete spellings and abbreviations of units: “Wb/m2” or “webers per square meter”, not “webers/m2”. Spell out units when they appear in text: “. . . a few henries”, not “. . . a few H”.
* Use a zero before decimal points: “0.25”, not “.25”. Use “cm3”, not “cc”. (*bullet list*)

## 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:

*a**b* 

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. Use “(1)”, not “Eq. (1)” or “equation (1)”, except at the beginning of a sentence: “Equation (1) is . . .”

## Some Common Mistakes

* The word “data” is plural, not singular.
* The subscript for the permeability of vacuum **0, and other common scientific constants, is zero with subscript formatting, not a lowercase letter “o”.
* In American English, commas, semicolons, 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.)
* A graph within a graph is an “inset”, not an “insert”. The word alternatively is preferred to the word “alternately” (unless you really mean something that alternates).
* Do not use the word “essentially” to mean “approximately” or “effectively”.
* In your paper title, if the words “that uses” can accurately replace the word “using”, capitalize the “u”; if not, keep using lower-cased.
* Be aware of the different meanings of the homophones “affect” and “effect”, “complement” and “compliment”, “discreet” and “discrete”, “principal” and “principle”.
* Do not confuse “imply” and “infer”.
* The prefix “non” is not a word; it should be joined to the word it modifies, usually without a hyphen.
* There is no period after the “et” in the Latin abbreviation “et al.”.
* The abbreviation “i.e.” means “that is”, and the abbreviation “e.g.” means “for example”.

An excellent style manual for science writers is [7].

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Headings, or heads, are organizational devices that guide the reader through your paper. There are two types: component heads and text heads.

Component heads identify the different components of your paper and are not topically subordinate to each other. Examples include Acknowledgments and References and, for these, the correct style to use is “Heading 5”. Use “figure caption” for your Figure captions, and “table head” for your table title. Run-in heads, such as “Abstract”, will require you to apply a style (in this case, italic) in addition to the style provided by the drop down menu to differentiate the head from the text.

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. If there are two or more sub-topics, the next level head (uppercase Roman numerals) should be used and, conversely, if there are not at least two sub-topics, then no subheads should be introduced. Styles named “Heading 1”, “Heading 2”, “Heading 3”, and “Heading 4” are prescribed.

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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. Use the abbreviation “Fig. 1”, even at the beginning of a sentence.

1. Table Type Styles

| Table Head | Table Column Head | | |
| --- | --- | --- | --- |
| Table column subhead | Subhead | Subhead |
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1. Sample of a Table footnote. (*Table footnote*)
2. Example of a figure caption. (*figure caption*)

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##### Acknowledgment *(Heading 5)*

The preferred spelling of the word “acknowledgment” in America is without an “e” after the “g”. Avoid the stilted expression “one of us (R. B. G.) thanks ...”. Instead, try “R. B. G. thanks...”. Put sponsor acknowledgments in the unnumbered footnote on the first page.

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1. MIO-TCD. (2018). Retrieved from http://podoce.dinf.usherbrooke.ca/challenge/dataset/
2. J. Clerk Maxwell, A Treatise on Electricity and Magnetism, 3rd ed., vol. 2. Oxford: Clarendon, 1892, pp.68–73.
3. I. S. Jacobs and C. P. Bean, “Fine particles, thin films and exchange anisotropy,” in Magnetism, vol. III, G. T. Rado and H. Suhl, Eds. New York: Academic, 1963, pp. 271–350.
4. K. Elissa, “Title of paper if known,” unpublished.
5. R. Nicole, “Title of paper with only first word capitalized,” J. Name Stand. Abbrev., in press.
6. Y. Yorozu, M. Hirano, K. Oka, and Y. Tagawa, “Electron spectroscopy studies on magneto-optical media and plastic substrate interface,” IEEE Transl. J. Magn. Japan, vol. 2, pp. 740–741, August 1987 [Digests 9th Annual Conf. Magnetics Japan, p. 301, 1982].
7. M. Young, The Technical Writer’s Handbook. Mill Valley, CA: University Science, 1989.

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