



Intelligent Systems

Laboratory activity 2016-2017

Project title:

Tool:

Name:

Group:

Email:

Assoc. Prof. dr. eng. Adrian Groza
Adrian.Groza@cs.utcluj.ro



Contents

1	AI projects and tools (W_1)	4
1.1	AI undergraduate projects	4
1.2	AI-related competitions	6
1.3	Running latex	6
1.4	Linux support	6
1.5	Exercises	7
2	Installing the tool (W_2)	9
2.1	Exercises	10
3	Running and understanding examples (W_3)	11
3.1	Exercises	11
4	Understanding conceptual instrumentation (W_4)	12
4.1	Exercises	12
5	Project description (W_5)	13
5.1	Narrative description	14
5.2	Facts	14
5.3	Specifications	14
5.4	Top level design of the scenario	14
5.5	Knowledge acquisition	14
5.6	Related work	15
5.7	Exercises	16
6	Preliminary results (W_7)	17
6.1	Exercises	17
7	Implementation details (W_9)	18
7.1	Relevant code	18
7.2	Common bad practice in AI undergraduate projects	18
7.3	Exercises	19
8	Tool expressivity (W_{10})	20
9	Graphs and experiments (W_{11})	21
9.1	Evaluation metrics	21
10	Related work and documentation (W_{12})	22
10.1	Related approaches	22
10.2	Advantages and limitations of your solution	22
10.3	Possible extensions of the current work	22

11 Project demo and documentation (W_{13})	23
11.1 Exercises	23
12 Results dissemination and feedback (W_{14})	24
12.0.1 Public presentation	24
12.0.2 Self-assessment	25
12.0.3 Formative feedback	25
12.0.4 Problem-based learning	25
A Your original code	26
B Quick technical guide for running your project	27
C Check list	28

Chapter 1

AI projects and tools (W_1)

The teaching objectives for this week are:

1. To identify existing projects for undergraduate level in the AI domain.
2. To get awareness of the effort expected for the laboratory activity by browsing past projects at TUCN and other universities.
3. To get used with the technical instrumentation used during this semester.

At the beginning of each class, please write what do you expect to learn/achieve/understand/develop during the following two hours.

My personal objectives for this class are:

- 1.

This laboratory follows a project-based learning methodology for learning artificial intelligence.

An ideal project should be one that demonstrates some creativity, attempts to answer an interesting research question, offers an interesting AI solution to a real scenario and validates the solution through graphs and experiments. These aims cannot be achieved without reading relevant AI articles for your scenario.

1.1 AI undergraduate projects

This section aims to provide you starting ideas on student AI projects. Browse the following resources:

1. <https://www.quora.com/What-are-basic-artificial-intelligence-projects-for-beginners>
2. Project proposals in AI at Roskilde University, Denmark
3. Machine learning project suggestions at School of Computer Science, Carnegie Mellon University (<http://www.cs.cmu.edu/~epxing/Class/10701/project.html>)
4. Challenges in artificial intelligence domain at HacckerRank
5. Repository of AI assignments at AI-repository
6. Collection of projects at MIT open coursware for the Knowledge-Based Applications Systems class MITOpenCourseware

The projects are intended to let you look in depth at some area of artificial intelligence that may only be covered briefly in class or [?]. You can see the AI lab as an opportunity for you to explore an interesting problem of your choice in the context of a real-world scenario. Hence, we encourage you to do some original research in the AI domain that is of interest to you. To give you an idea, about how your fellows work as students, take a look at the examples below:

1. A machine learning approach for identifying patterns at Eurovision musical competition.
2. Performance comparison of AI algorithms in the Wumpus world.
3. A multi-agent system for playing the board game Risk. Assess the relative strength of each player and the strategic value of each country.
4. Intersection situation awareness and normative reasoning.
5. Summarize an article written in wikipedia or other technical text.
6. Checking if a small text is entailed by a larger text.
7. Extracting arguments in a persuasive or legal text.
8. A knowledge-based computer purchasing adviser.
9. Build an ontology from a collection of documents using machine learning.
10. Legal assistant in case of divorces. Splitting marital property between spouse.
11. Advisor for installing a wind turbine.
12. Compliance checking of architectural plans for buildings.
13. Knowledge based system for automobile fault diagnosis.
14. Real estate analyzer system.
15. Fake opinion detection system.

Projects at other universities:

1. A project submitted by Greg Barish entitled "Approaches to integrating abstractions in graphplan-based planning systems" for the Artificial Intelligence Planning class at University of Southern California. Final Report
2. A project submitted by Victor L. Williamson entitled "What to do With a Patient Who Has Chest Pain?" Final report

You may also check AI books like "Programming Collective Intelligence" by Toby Segaran [?]. It contains many interesting examples.

1.2 AI-related competitions

As part of your laboratory work, we encourage you to participate to various students competitions in AI:

1. Machine learning competitions: Kaggle
2. Ontology development competition: Ontology Competition
3. Competition on computational models of argumentation: ICCMA
4. Competitive programming HacckerRank
5. Student StarCraft AI tournament 2016 SSCAIT
6. Power trading agent competition PTAC
7. Ontology alignment evaluation initiative OAEI2015

Disseminating your work. Presenting your results at student conferences increases your chances to obtain a master scholarship. One possible student conference is:

1. Computer Science Students Conference at UBB and TUCN: CSSC

1.3 Running latex

LATEX is a typesetting system suitable for producing scientific and mathematical documents. Three starting points are:

- Getting started with LaTeX (David R. Wilkins)
- LaTeX Tutorial (Jeff Clark)
- Very Brief Introduction to Latex by Radu Slavescu

Kile is one latex editor. If installed, just type `kile` in the terminal.

1.4 Linux support

Becoming familiar with the Linux requires patience. You must have the desire to try and figure things out on your own, rather than having everything done for you. Two starting references are:

- Introduction to Linux A Hands on Guide, Machtelt Garrels
- Brief Synopsis of Linux by Radu Slavescu

Table 1.1 lists basic commands.

Table 1.1: Quickstart linux commands.

Command	Meaning
pwd	display present working directory
ls	displays the files in the current working directory
cd	change the directoris
chmod +x	set a file as executable
man	read man pages of a command
ssh	connects to a secure shell

1.5 Exercises

1. Compile the `is.tex` file in order to start writing your notes. Recall that this documentation is also a *support for you*, during the design and implementation of you ideas. Make an habit in writing down your ideas from the first week in a professional manner.
2. Identify 3 Web resources with ideas on student AI projects.
3. Think at one of your hobbies. Would be possible to develop something on that line?
4. Identify a media source for AI-news. Investigate interesting ideas in that news. Do the AI-technologies behind these ideas appear in the AIMA book?
5. Identify AI journals in Science Direct and Springer Verlag. Browse some abstracts from these journals.
6. Identify an AI competition. Consider making a team of 2-3 students to participate at that competition.
7. Imagine that you are the founder of a start-up. What kind of innovative project would be feasible for you company?
8. Write a short list (3 to 5) of possible projects for this lab. Be ambitios.
9. Display network information for your workstation.
10. Connect via `ssh` to another workstation.

Solution to exercise 2

Solution to exercise 3

Solution to exercise 4

Solution to exercise 5

Solution to exercise 6

Solution to exercise 7

Solution to exercise 8

Solution to exercise 9

Solution to exercise 10

Chapter 2

Installing the tool (W_2)

The teaching objectives for this week are:

1. To install the tool on a Linux system
2. To get aware of tool plugins, extensions, and running parameters.

My personal objectives for this class are:

- 1.
- 2.

The AI lab follows the problem-based learning model [?]. In this model, you have to:

1. identify a real world situation that has no clear (or right, or efficient) solution;
2. develop a viable solution to the identified problem;
3. get new information through self-directing learning;
4. take the decisions needed during the lifecycle of your project

The first sub-problem that you are facing is to install the tool on a Linux distribution.

First, you need to find the version of your operating system. To find the kernel version, type in a terminal `uname -a`. To find the Linux distribution type `lsb_release -a`.

Then you need to download the distribution of the tool adequate for your system.

Extract the archive in your own directory. Avoid using spaces for the directory name. Identify a README file or Installation instructions for the tool.

When browsing the requirements, check first whether they have been not already installed. For instance, Java might be already in the system. You can check this with `java -version`.

List here the steps done for installing the tool. A typical installation could look like:

```
./configure
make
make install
export PATH=PATH:.....
```

List here the exact commands for running the tool. These lines will save you precious time in the next week.

Finally, you need to check the installation.

In case something goes wrong:

1. Try to install a newer/older version of the tool
2. Try to obtain the source code and compile it.
3. Install the proper version for the software requirements (i.e., correct LISP or Prolog),
4. Take a look into the installation/running scripts or in the `makefile` file.
5. Try to identify a version of the tool written in other programming language.

It is your interest not to get stuck with this installation. It is therefore important to identify a solution such that you can start shaping your project from the next laboratory.

2.1 Exercises

1. List the steps done for installing the tool.
2. List the exact commands needed to run the tool.
3. What other AI tools can use the output of your tool? Can you indentify such tools on the Web? Try to assess the difficulty level and risks of integrating such tools for your project.

Solution to exercise 1

Solution to exercise 2

Solution to exercise 3

Chapter 3

Running and understanding examples (W_3)

The teaching objectives for this week are:

1. To run and understand the toy examples provided by the tool
2. To identify what realistic problems are adequate for your tool

My personal objectives for this class are:

- 1.
- 2.

Describe the examples that you run. What type of problems can be supported by the tool?

3.1 Exercises

1. Detail one example that you run. Which are the input and the output? Describe the structure of the code.
2. Describe the real world problems that can be solved by your tool/algorithm.

Solution to exercise 1

Solution to exercise 2

Chapter 4

Understanding conceptual instrumentation (W_4)

The teaching objectives for this week are:

1. To understand the algorithm(s) on which your tool relies.
2. To get used with writing algorithms in Latex

Latex provides various environments for writing algorithms, including: `algorithm`, `algorithmic`, `algorithmicx`, `algpseudocode`, `algorithm2e`.

The following example algorithm has been taken from [?].

4.1 Exercises

1. Big O complexity
2. Which are the latex options to write algorithms? Describe in one paragraph the main features of one such package for algorithms.

Solution to exercise 1

Solution to exercise 2

Chapter 5

Project description (W_5)

The teaching objectives for this week are:

1. To have a clear description of what you intend to develop.
2. To point to specific resources (datasets, knowledge bases, external tools) that support the development of your idea and which minimise the risk of failure.
3. To identify related work (articles) that are relevant or similar to your approach.

My personal objectives for this class are:

- 1.
- 2.

To encourage the development of AI skills, you were required to come up with a significant semester project. You have to apply ideas from the course to a problem of your own.

Which domain to choose is a decision that only you can make. The more aware of the tool capabilities, the more adequate the decision. Realistic and original scenarios are encouraged. Well known toy problems (salesmen, map colouring, logistic planning, wumpus, sudoku, queens, missionaries and cannibals, etc.) do not worth much for your grade. Your scenario should be realistic and should be business oriented.

Select clearly defined problems and not generic ones (i.e I will do something in the medical domain). Note that the focus is both on programming and on modelling the reality into a formal representation.

Before specifying your project you must understand as much as possible about the application domain (medicine, bank, human resource management, etc). You must also understand functionality required by the stakeholders of your system. Let the problem drive the modelling - the more you understand the domain, the more technical solutions need to be solved by you.

Consider answering to the following questions:

1. What will your system do?
2. Which is the scope of coverage your system aims for?
3. What will be the input of your program?
4. What will be the output of your program?
5. What will be the knowledge of your system?

6. Which would be the narrative description of running scenario(s)?
7. Which are the stakeholders of your system?
8. Which are the assumptions?

Example 1 (What will system do)

Example 2 (Scope of the program)

In this problem-based model you learn what you need to know in order to solve a problem. However, note that you have total flexibility in stating your project objectives. For instance, if you consider that studying more than one computational technology (or AI algorithms) brings more benefits, you are encouraged to do it. You just have to frame your task under one scenario umbrella. One example: you can investigate the problem of *fake review detection* with various machine learning algorithms: decision trees, naive bayes, neural networks, ensemble learning. This road helps you to study and compare the above algorithms on your own problem. A second example: you can help a *robot to escape from a maze* with various search algorithms (A*, greedy, deep first, uniform cost) or computation technologies (constraint satisfaction problems, planning, searching with observations). Hence, both the problem-based model or a more algorithmic approach to AI (if formulated under the umbrella of a single scenario) are accepted for this laboratory.

5.1 Narrative description

This should be a simple textual description of your scenario. You should explain your project objectives. Put them all together in half a page.

5.2 Facts

You start the analyze of the problem by identifying the relevant facts from the scenario. This fact-identification step helps you to represent the problem.

5.3 Specifications

List of specifications. Use your knowledge from "System Engineering" on how to write specifications and requirements (see Exercise 1).

5.4 Top level design of the scenario

Technical description of your scenario. In some cases, you may provide a figure with the architecture of the system.

5.5 Knowledge acquisition

You should be aware that computing interacts with many different domains. Solutions to many AI problems require both computing skills and domain knowledge.

First, you should ask yourself if you have the necessary background and resources to do a project in the chosen area.

How do represent knowledge? Your system relies on a knowledge base. You have to describe how do you represent this knowledge. You might choose between different logics: propositional logic, first order logic, modal logics, description logics, epistemic logics, temporal logics, and so on.

Where are you getting the required knowledge/data Point towards the knowledge bases that you plan to exploit. The existence of these sources are required to prove that your approach is realistic.

Examples of knowledge sources include:

- Data sets: i.e., <https://archive.ics.uci.edu/ml/datasets.html>
- Statistics: i.e., <http://ec.europa.eu/eurostat>
- Ontology repositories in OWL or RDF format.

If you will be using books, give their reference. If you hope to exploit people for elicitation, give their names. If you aim to use data sources or knowledge repositories list them and be sure that you have access to the needed knowledge. Indicate what you have accomplished so far in knowledge acquisition.

5.6 Related work

You have to identify articles or conference papers relevant to your scenario. Searching for adequate references can be both rewarding and frustrating.

Browse online libraries like:

- Science Direct
- IEEE Computer Society Digital Library: IEEEExplore
- SpringerLink: <http://www.springerlink.com/computer-science/>
- ACM Digital library: <http://portal.acm.org/dl.cfm>

A valuable resource is Google Scholar. Some references may be freely available on ResearchGate.

Looking at the examples remains the best ways of learning how to present a literature analysis. Each article does include such section.

Obtain the .bib file of each article that you will rely on. Cite and very briefly describe the main idea of each paper that you have read. Save the most relevant related papers in a local directory. Use your own words. Don't use automatic translation tools (i.e., Google translate) just to expand your documentation. You should already be aware that this is a form of cheating. Everything in your project that does not come with a citation is assumed to be your own work.

The following is an example of such bib structure:

```
@article{bench-capon:argumentation-in-ai,  
author = {Bench-Capon, Trevor J. M. and Dunne, Paul E. },  
title = {{A}rgumentation in {A}rtificial {I}ntelligence},  
journal = {Artificial Intelligence},  
volume = {171},  
number = {10-15},  
year = {2007},
```

```

issn = {0004-3702},
pages = {619--641},
doi = {http://dx.doi.org/10.1016/j.artint.2007.05.001},
publisher = {Elsevier Science Publishers Ltd.},
address = {Essex, UK}
}

```

Don't forget to include the above structure in your `.bib` file. Then, generate the `.bbl` file in order to correctly appear in the *Bibliography* section.

5.7 Exercises

1. Sum up what is the aim of your project in a Twitter-sized phrase (140 characters)
2. Recall or identify an engineering methodology to write specifications. Cite this methodology and employ it for specifying your project.
3. Which are the differences between requirements and specifications?
4. Identify similar scenarios proposed by your colleagues. Think at some form of collaboration with one of your colleagues having similar interests.

Solution to exercise 1

Solution to exercise 2

Solution to exercise 3

Solution to exercise 4

Chapter 6

Preliminary results (W_7)

This section corresponds to the midway report in week 7. The teaching objectives for this week are:

1. To prove that you have managed to write few lines of code of your own.
2. To prove that the knowledge or data required are already obtained.

These objectives decreases the risk to fail. You should be aware that failing to meet the above objectives in week 7 indicates high risks in obtaining relevant results at the end of the semester. Take urgent measures to overcome these difficulties.

6.1 Exercises

1. Write the preliminary results explaining any realizations or insights found during the research of the subject.
2. Discuss new information and questions found during the domain investigation or during coding.

Chapter 7

Implementation details (W_9)

The teaching objectives for this week are:

1. Illustrate each aspect of the reality that you have modelled in your solution.
2. To explain the relevant code from your scenario.

My personal objectives for this class are:

- 1.
- 2.

Projects in artificial intelligence consist of developing new solutions.

7.1 Relevant code

Provide the relevant code (see an example in Fig. 7.1). You can use "verbatim" package or "listing" package. Complement the code with its corresponding textual description.

The eager student may use concepts from *literate programming*.

7.2 Common bad practice in AI undergraduate projects

The over-estimated AI programmer.

Bad practice: Excepting few genial students, you tend to overestimate your AI-programming abilities. That is, you start to write a large amount of code. (Here large might be 20 lines). When testing it, nothing run. You start to debug a line or to remove it. Your program will not run this time too. You remove or comment another line. And so on, until you have a single line of code. If you are lucky, that could run. But you lose a lot of time in this enterprise.

Solution: In the early stage of writing code, write a line of code and test it. If it works, write another line and test it. And so on. That is, you are exploiting the interactive environments

```
(full-reset)
(instance a Argument)
(related a b attacks)
(concept-instances Argument)
```

Figure 7.1: Modelling arguments in Racer.

provided by AI tools or languages like LISP and PROLOG. You should hold your horses and have the most possible skeptical attitude towards your code. As you get experience, you will be noticing that writing AI-declarative code is more effective than procedural one.

The eyewash bug. *Bad practice:* You spend most of your programming time to develop a GUI for your AI-system. Don't bother. I am sympathetic with Sania Twain's view on GUIs: "You don't impress me much". Such things are indeed important in computer science, but not relevant in this AI class.

The not-organised student. You are not organised, if something like this will happen to you:

- You do not find your project and yield "Someone removed my project!". Most of the time you are logged with a different user as usual. Check this with `who am i`. This is not a rhetorical question, but a Linux command.
- You are working in a different directory. Type `pwd` and `ls` to check that your executables are indeed in the current working directory. If you have been lazy to set your PATH variable, you might just forgot to type `./` for executing the command in the current directory.

The omniscient student. You are in this category if you fail to add references. Reading relevant references is mandatory to deliver a decent project.

7.3 Exercises

1. What latex packages can be used to format code?
- 2.

Solution to exercise 1

Solution to exercise 2

Chapter 8

Tool expressivity (W_{10})

The teaching objectives for this week are:

1. Describe each technical instrumentation provided by the tool that was enacted in your implementation.

My personal objectives for this class are:

- 1.
- 2.

Chapter 9

Graphs and experiments (W_{11})

The objectives for this week are:

1. To describe and interpret each experiment that you have performed

My personal objectives for this class are:

- 1.
- 2.

An experiment investigates how some variables are related. Usually, experiments verify a previously formulated hypothesis. Such hypothesis may investigate how your software degrades its performance with larger inputs. You will need to run simulations to see how your implementation is affected by different inputs.

Note that running experiments mean more than testing your solution. It helps to describe and prove how did you test your implementation. Moreover, during this lab, you will often need to: 1) generate random data for your algorithms, 2) measure their performance (number of operations, execution time), 3) draw charts, 4) interpret the obtained results.

The eager student might want to take a look at literature on how to design computer experiments, such as [?]. Section 5.6 from [?] might be of particular interest for some of you. If your experiments include a stochastic parameter, you need to include a test for statistical significance. This is important to prove that your outputs are not a random effect.

You should develop a test suite that can be used to show your code works correctly under a various conditions/problems/scenarios.

9.1 Evaluation metrics

Graphs always impress teachers...

Figure 9.1: Increasing the accuracy with the number of samples.

Chapter 10

Related work and documentation (W_{12})

The teaching objectives for this week are:

1. To compare your results to related work.
2. To discuss the advantages and limitations of your solution.
3. To deliver a professional documentation of your work.

My personal objectives for this class are:

- 1.
- 2.

This chapter convinces me that you know how your work fits into the larger domain area.

10.1 Related approaches

You need to support your opinions with trustworthy evidence and references. You need also to decide how your problem fits into a wider context. The quality of your reference is a strong indicator that you managed to scrutinise different perspectives on the topic. Proving understanding of the references is the foundation of a good grade. By start coding without reading relevant references, you will most probable write something irrelevant for the application domain.

Identify and describe other solutions for solving the same (or similar) scenario like yours.

10.2 Advantages and limitations of your solution

This part of the conclusions chapter should be an evaluation of your work.

10.3 Possible extensions of the current work

Chapter 11

Project demo and documentation (W_{13})

The teaching objectives for this week are:

1. Deliver the technical documentation of your project
2. Demonstrate your running scenario to the instructor

My personal objectives for this class are:

- 1.
- 2.

Demonstrate in 4-5 minutes your running scenario to the instructor. The demo should take place on a Linux distribution

From your final report, remove the text/examples/algorithms/rules/bibliographic references/etc - keep only your notes. If the documentation does not meet minimum standard for lisability and scientific discourse, it will be classified by the furious teaching assistant as unacceptable and therefore rejected.

11.1 Exercises

1. How you would advocate your project to a possible client?
2. Write five highlights of your results (maximum 85 characters including spaces).
- 3.

Solution to exercise 1

Solution to exercise 2

Chapter 12

Results dissemination and feedback (W_{14})

The teaching objectives for this week are:

1. To practice public presentation.
2. To get used with the beamer template for making scientific presentations
3. To get feedback from your colleagues.

My personal objectives for this class are:

- 1.
- 2.

Learning is enhanced by constructive feedback on the strong/weak points of your performance during AI laboratory. This feedback focuses on the scientific relevance of your results and it aims to complement the feedback encapsulated in the grade. Do not take criticism personally. It is the project that is being criticised, and not your competence or intelligence.

12.0.1 Public presentation

10 slides in beamer format for a timeslot of 5 minutes presentation plus 5 minutes questions. Questions may be posed by your colleagues or the teacher.

One of the main difficulties when designing slides is how to find the right amount of technical details to be included. No technical details rise the question of "bla bla story telling". Too much technical details may bore the audience and also you may fail to fit within the time assigned.

Two introductory tutorials on beamer are [?] and [?]. The beamer manual is:

Presentation template

During presentation, it is a mistake to focus on the tool that you have been used. During 5 minutes, you have to focus only on your results and to market your work. Don't forget to include technical details and graphs.

A method for disseminating your research consists of writing 3-5 highlights. Highlights consist of a set of bullet points that convey the core findings of your work. For examples, see <http://www.elsevier.com/highlights>.

You are now playing the role of your project advocator. Always keep in mind that you have to market your project only, and not the tool that you have relied on.

Aspect	Self-assessment
How did you manage to master the tool?	
How realistic was your scenario?	
Relevance of the running experiments	
Knowledge and skills achieved	
Capacity to market your effort and results through documentation and presentation	

Table 12.1: Self-assessment. Assess each aspect, with: enthusiastic, satisfactory, unsatisfactory, bad

12.0.2 Self-assessment

‘What did you do well? Give examples’

‘Where do you think the assignment is weak?’

12.0.3 Formative feedback

The last week is an opportunity for interested students to obtain a formative feedback. This is not an opportunity to negotiate your grade. In the previous week you had your chances to advocate your work.

12.0.4 Problem-based learning

One scope was to engage you in a kind of self-directed learning. The rationale is that you are more heterogeneous and you have different learning experiences and maturity levels. The focus was not on mastering AI algorithms but to apply them in practice. By practice I mean realistic scenarios. Ideally, you should have developed more awareness of the social, environmental, economic aspects of a real problem.

Appendix A

Your original code

This section should contain only code developed by you, without any line re-used from other sources. This section helps me to correctly evaluate your amount of work and results obtained. Including in this section any line of code taken from someone else leads to failure of IS class this year. Failing or forgetting to add your code in this appendix leads to grade 1. Don't remove the above lines.

Appendix B

Quick technical guide for running your project

Requirments

Step by step technical manual

Appendix C

Check list

1. Your original code is included in the Appendix .
2. Your original code and figures are readable.
3. All the references are added in the Bibliography section.
4. All your figures are referred in text (with command `ref`), described in the text, and they have relevant caption.
5. The final documentation describes only your project. Don't forget to remove all tutorial lines in the template (like these one).
6. The main algorithm of your tool is formalised in latex in chapter 4.

Bibliography

Intelligent Systems Group

