CSE 417T
Introduction to Machine Learning

Lecture 3
Instructor: Chien-Ju (CJ) Ho

Logistics

- Enrollment and waitlist

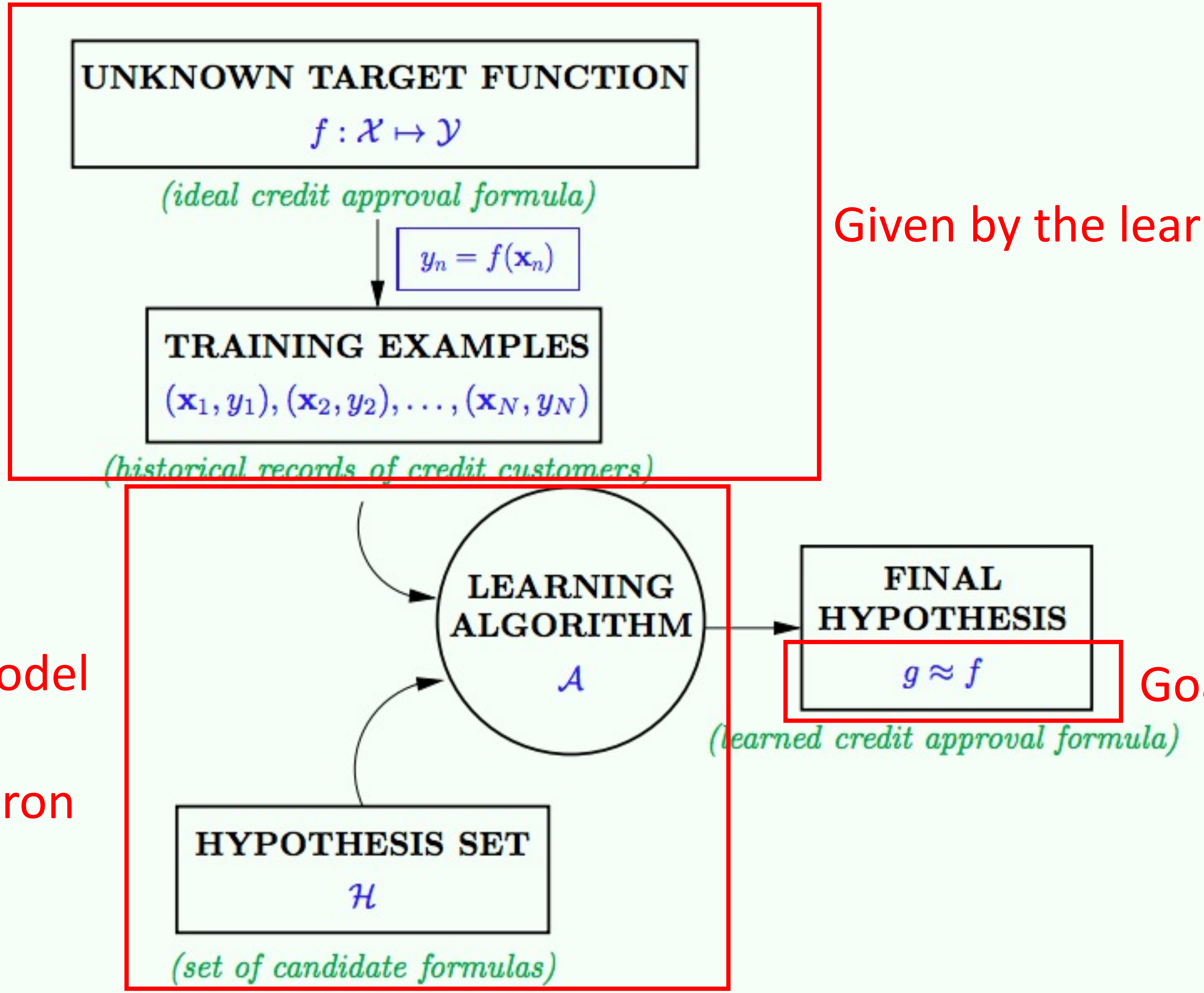
- Course website and Piazza
  - Website: http://chienjuho.com/courses/cse417t/
  - Piazza: http://piazza.com/wustl/spring2022/cse417t
  - Make sure you follow both regularly

- Office hours
  - Will be announced later this week
  - Will start next week

Logistics

- Homework 1
  - Will be announced later this week
  - A mixture of math questions and programming questions
    - Programming language: Python
    - We won’t teach you how to program python
- Exam and Grades
  - Two in-lecture exams (one in the middle of semester, one in the last lecture)
  - What to expect for the final grades

Recap



Given by the learning problem

Goal of learning

learning model
(example:
H: Perceptron
A: PLA)

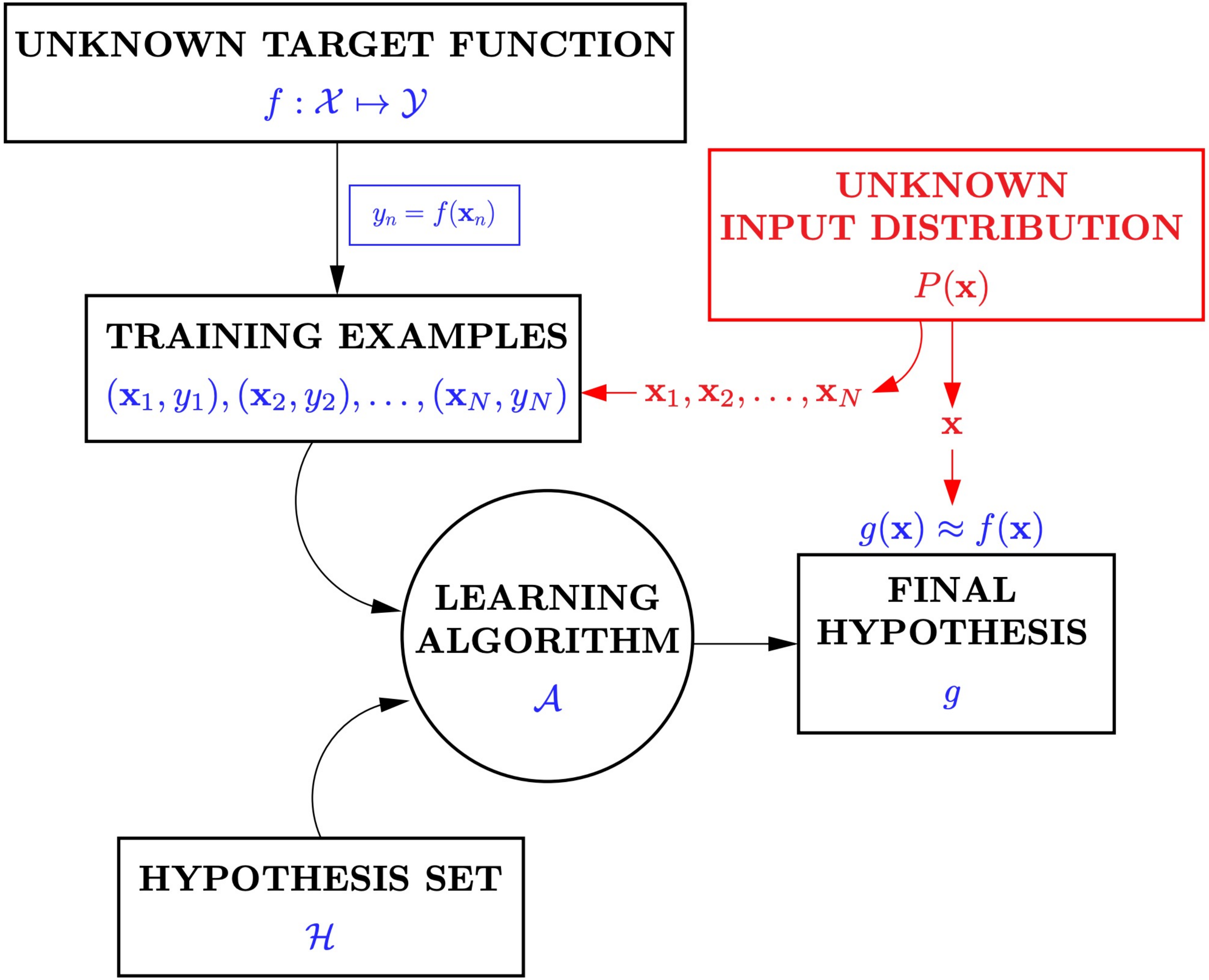
Goal of Learning: Generalization

- Given **training data**, find $g \approx f$ on the **unseen testing data**.

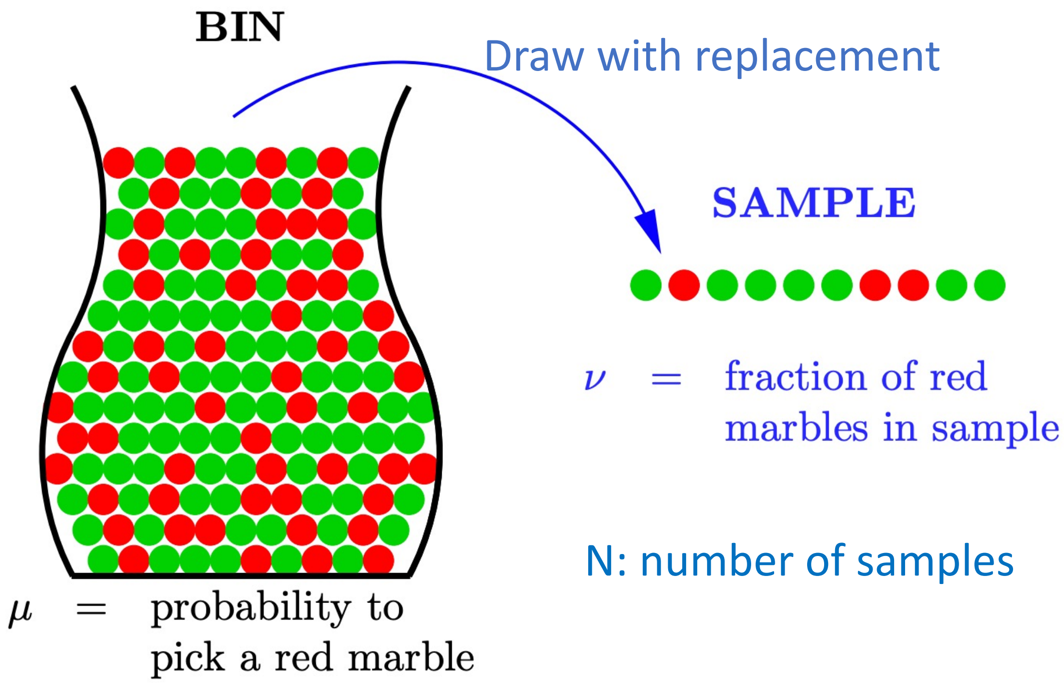
- This goal is generally impossible without assumptions.

<u>Key assumption of ML</u>

Training data points and testing data points are i.i.d. drawn from the same (unknown) distribution


UNKNOWN TARGET FUNCTION
$f : \mathcal{X} \mapsto \mathcal{Y}$
$y_n = f(\mathbf{x}_n)$
UNKNOWN INPUT DISTRIBUTION
$P(\mathbf{x})$
TRAINING EXAMPLES
$(\mathbf{x}_1, y_1), (\mathbf{x}_2, y_2), \ldots, (\mathbf{x}_N, y_N)$
$\mathbf{x}_1, \mathbf{x}_2, \ldots, \mathbf{x}_N$
$\mathbf{x}$
$g(\mathbf{x}) \approx f(\mathbf{x})$
LEARNING ALGORITHM
$\mathcal{A}$
FINAL HYPOTHESIS
g
HYPOTHESIS SET
$\mathcal{H}$

A Thought Experiment about Probability



What can we say about μ from ν?

Law of large numbers

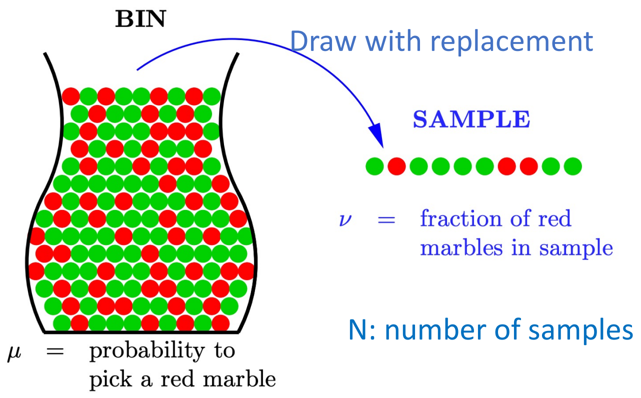
- When $N \to \infty$, $\nu \to \mu$

Hoeffding's Inequality

- $\mathbf{Pr}[|\mu - \nu| > \epsilon] \leq 2e^{-2\epsilon^2 N}$ for any $\epsilon > 0$

Connection to Learning

- Let each marble represent a point $\vec{x}$, drawn from unknown $P(\vec{x})$
  - Dataset $D = \{(\vec{x}_1, y_1), \dots, (\vec{x}_N, y_N)\}$
  - Recall that $y_n = f(\vec{x}_n)$ (will discuss noisy target function f later in the semester)
- "Fix" a hypothesis h
  - For each marble $\vec{x}$, color it as below
    - If $h(\vec{x}) = f(\vec{x})$, color it as green marble [h is correct on $\vec{x}$]
    - If $h(\vec{x}) \neq f(\vec{x})$, color it as red marble [h is wrong on $\vec{x}$]



- With the above coloring

$$\mu = \Pr_{\vec{x} \sim P(\vec{x})}[h(\vec{x}) \neq f(\vec{x})]$$

$\stackrel{\text{def}}{=} E_{out}(h)$ **[Out-of-sample error of h]**

$$\nu = \frac{1}{N} \sum_{n=1}^{N} \mathbb{I}[h(\vec{x}_n) \neq f(\vec{x}_n)]$$

$\stackrel{\text{def}}{=} E_{in}(h)$ **[in-sample error of h]**

Connection to Learning

- $\boldsymbol{E_{out}(h)}$: What we really want to know but unknown to us
- $\boldsymbol{E_{in}(h)}$: What we can calculate from dataset

- Fixed a h, What can we say about $E_{out}(h)$ from $E_{in}(h)$?

Hoeffding's Inequality

$\Pr[|E_{out}(h) - E_{in}(h)| > \epsilon] \leq 2e^{-2\epsilon^2 N}$ for any $\epsilon > 0$

- This is verification, not learning!

Verification vs. Learning

- Verification
  - I have a hypothesis h
  - I know $E_{in}(h)$, i.e., how well h performs in my dataset
  - I can infer what $E_{out}(h)$ (how well h will perform for unseen data) might be

- Learning
  - Given a dataset D and hypothesis set H
  - Apply some learning algorithm, that outputs a $g \in \mathrm{H}$
  - Know $E_{in}(g)$
  - Want to infer $E_{out}(g)$

Connection to "Real" Learning

- Given a finite hypothesis set $H = \{h_1, \dots, h_M\}$
    - Will discuss the infinite case in the next few lectures.
- Apply some learning algorithm on D, output a $g \in H$
    - For example, choosing the hypothesis that minimizes in-sample error
        - $g = argmin_{h \in H} E_{in}(h)$
- Can we apply Hoeffding's inequality and claim

$$\Pr[|E_{out}(g) - E_{in}(g)| > \epsilon] \leq 2e^{-2\epsilon^2 N} \quad \text{for any } \epsilon > 0$$

- **No!**

Today's Lecture

The notes are not intended to be comprehensive.

Let me know if you spot errors.

An Analogy

- Three fair coins, numbered by 1, 2, 3. Flip each 10 times.

- Question: (choosing from >5, =5, or <5)
  - Ans: = 5 — For coin 1, what's the expected number of heads among 10 flips?
  - Ans: = 5 — Randomly choose a coin, what's the expected number of heads for this coin?
  - Ans: >5 — Look at the realized flips and choose the coin with the largest number of heads. What is the expected number of heads for the coin?
  - Ans: = 5 — Without observing the flips, choose the coin anyway you like, what is the expected number of heads of the 10 flips for this coin?

- You will simulate this process (with 1,000 coins) in HW1.

An Analogy

- If you toss a fair coin 10 times, the prob that you get heads 10 times is

$$2^{-10} = \frac{1}{1024}$$

- If you toss 1000 fair coins 10 times each, the probability that at least one coin comes up heads 10 times is

$$1 - \left(\frac{1023}{1024}\right)^{1000} \approx 62.36\%$$

- If each hypothesis is doing random guessing (i.e., tossing a fair coin), if we have 1000 hypothesis with 10 data points, more than 60% chance there will be at least one hypothesis with **zero in-sample error**
  - But that hypothesis is still random guessing and has 50% out-of-sample error

An Analogy

- Connects to learning
  - Coin -> Hypothesis
  - Coin flips -> Performance of hypothesis in training data D

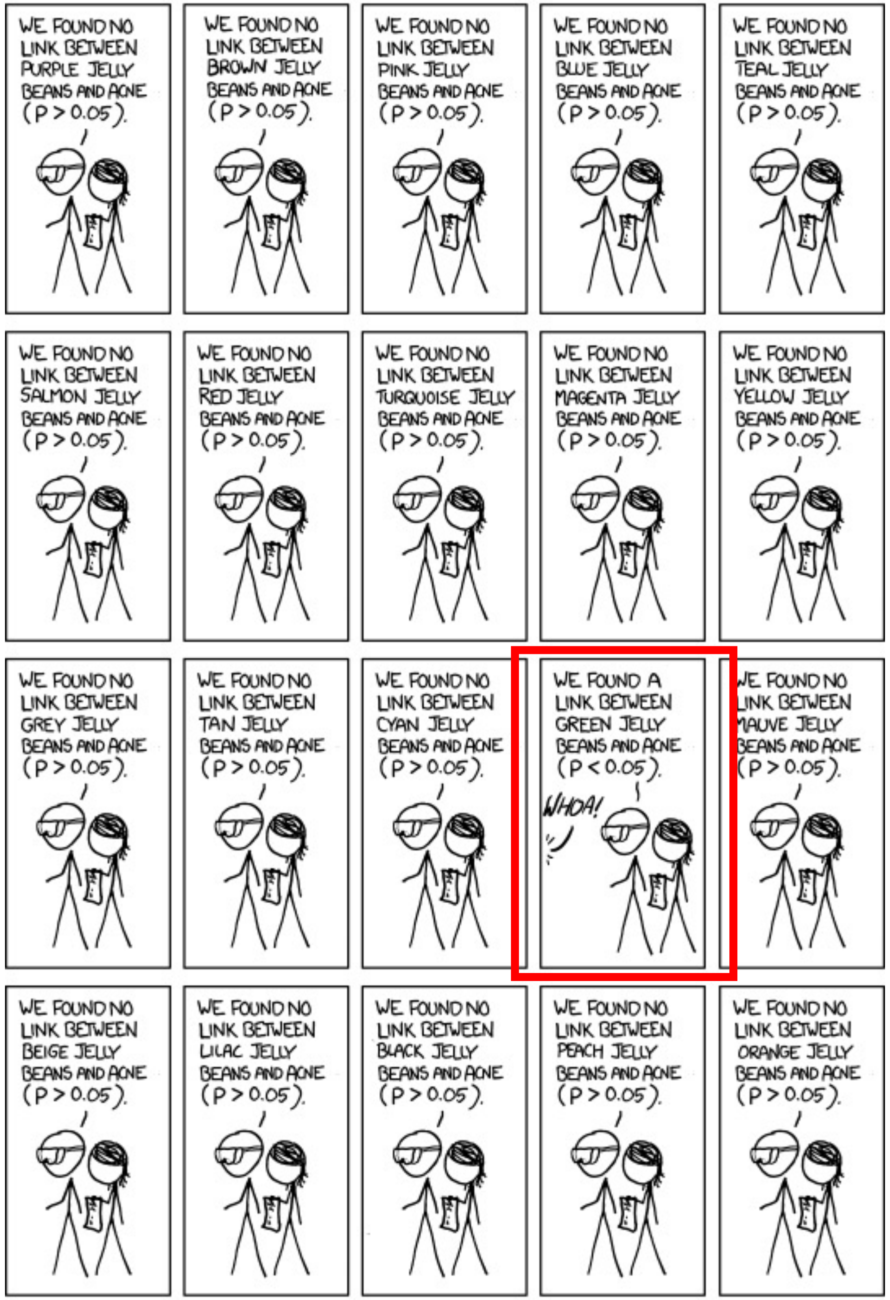
- Choosing the hypothesis "before" or "after" looking at the data (knowing the realization of the data drawing) makes a big difference!

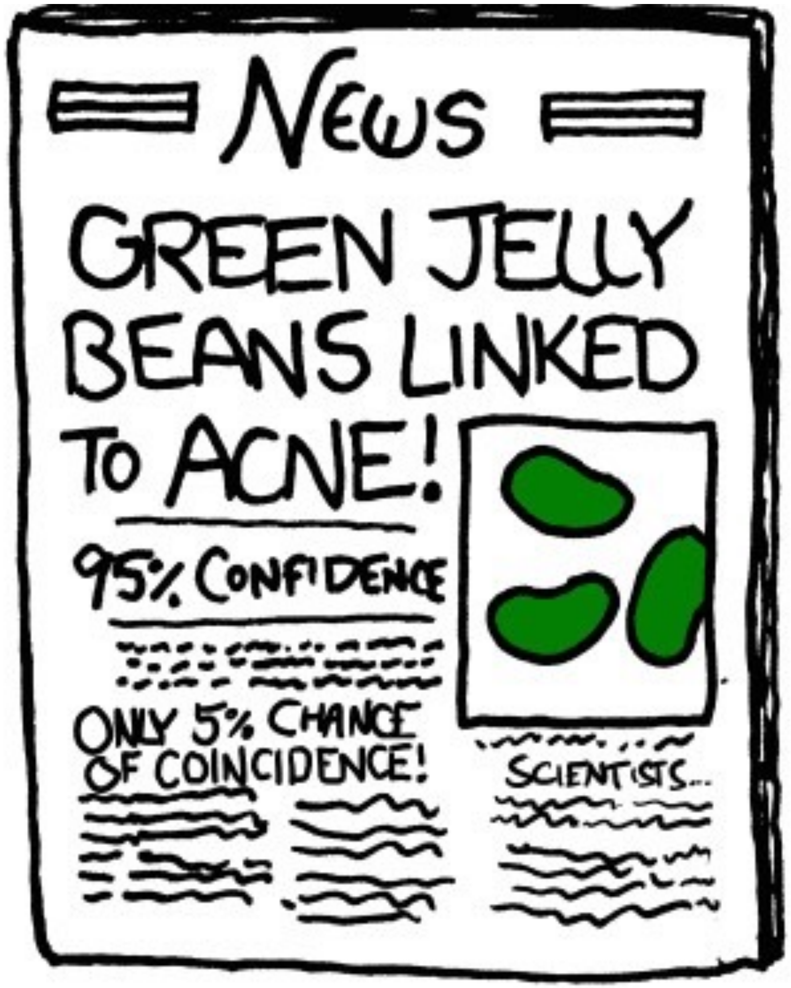
An Analogy

<u>Hoeffding's Inequality</u>

- $\mathbf{Pr}[|\boldsymbol{\mu} - \boldsymbol{\nu}| > \boldsymbol{\epsilon}] \leq \mathbf{2}\boldsymbol{e}^{-2\epsilon^2 N}$ for any $\boldsymbol{\epsilon} > \mathbf{0}$

- Some graphical explanations


WE FOUND NO LINK BETWEEN PURPLE JELLY BEANS AND ACNE (P > 0.05).
WE FOUND NO LINK BETWEEN BROWN JELLY BEANS AND ACNE (P > 0.05).
WE FOUND NO LINK BETWEEN PINK JELLY BEANS AND ACNE (P > 0.05).
WE FOUND NO LINK BETWEEN BLUE JELLY BEANS AND ACNE (P > 0.05).
WE FOUND NO LINK BETWEEN TEAL JELLY BEANS AND ACNE (P > 0.05).
WE FOUND NO LINK BETWEEN SALMON JELLY BEANS AND ACNE (P > 0.05).
WE FOUND NO LINK BETWEEN RED JELLY BEANS AND ACNE (P > 0.05).
WE FOUND NO LINK BETWEEN TURQUOISE JELLY BEANS AND ACNE (P > 0.05).
WE FOUND NO LINK BETWEEN MAGENTA JELLY BEANS AND ACNE (P > 0.05).
WE FOUND NO LINK BETWEEN YELLOW JELLY BEANS AND ACNE (P > 0.05).
WE FOUND NO LINK BETWEEN GREY JELLY BEANS AND ACNE (P > 0.05).
WE FOUND NO LINK BETWEEN TAN JELLY BEANS AND ACNE (P > 0.05).
WE FOUND NO LINK BETWEEN CYAN JELLY BEANS AND ACNE (P > 0.05).
WE FOUND A LINK BETWEEN GREEN JELLY BEANS AND ACNE (P < 0.05).
WHOA!
WE FOUND NO LINK BETWEEN MAUVE JELLY BEANS AND ACNE (P > 0.05).
WE FOUND NO LINK BETWEEN BEIGE JELLY BEANS AND ACNE (P > 0.05).
WE FOUND NO LINK BETWEEN LILAC JELLY BEANS AND ACNE (P > 0.05).
WE FOUND NO LINK BETWEEN BLACK JELLY BEANS AND ACNE (P > 0.05).
WE FOUND NO LINK BETWEEN PEACH JELLY BEANS AND ACNE (P > 0.05).
WE FOUND NO LINK BETWEEN ORANGE JELLY BEANS AND ACNE (P > 0.05).


NEWS
GREEN JELLY BEANS LINKED TO ACNE!
95% CONFIDENCE
ONLY 5% CHANCE OF COINCIDENCE!
SCIENTISTS...

What Can We Do?

Connection to “Real” Learning

- Given a finite hypothesis set $H = \{h_1, \dots, h_M\}$
- Apply some learning algorithm on D, output a $g \in H$
  - For example, choosing the hypothesis that minimizes in-sample error
    - $g = argmin_{h \in H} E_{in}(h)$
- Question: What can we say about $E_{out}(g)$ from $E_{in}(g)$?

Derivations

- Define "bad event of h" $B(h)$ as $|E_{out}(h) - E_{in}(h)| > \epsilon$
  - Informally, you can interpret "bad event of h" as the event that we draw a "unrepresentative dataset D" that makes the in-sample errors of h to be far away from out-of-sample error of h

For each fixed $h \in H$, we have $\Pr[B(h)] \leq 2e^{-2\epsilon^2 N}$

- Recall g is selected from H (it could be any $h \in H$)
- What can we say about $\Pr[B(g)]$?

Derivations

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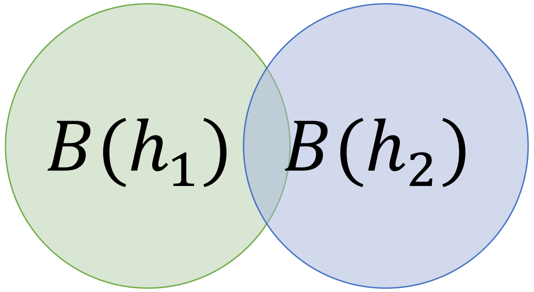
- What can we say about $\Pr[B(g)]$?

If g is selected from $\{h_1, h_2\}$



$B(g) \subseteq B(h_1) \cup B(h_2)$

$$\Pr[B(g)] \leq \Pr[B(h_1) \text{ or } B(h_2)]$$
$$\leq \Pr[B(h_1)] + \Pr[B(h_2)]$$

(Union Bound)

Derivations

- Define "bad event of h" $B(h)$ *as* $|E_{out}(h) - E_{in}(h)| > \epsilon$
  - Informally, you can interpret "bad event of h" as the event that we draw a "unrepresentative dataset D" that makes the in-sample errors of h to be far away from out-of-sample error of h

For each fixed $h \in H$, we have $\Pr[B(h)] \leq 2e^{-2\epsilon^2 N}$

- Recall g is selected from H (it could be any $h \in H$)
- What can we say about $\Pr[B(g)]$?

$$\begin{aligned}\Pr[B(g)] &\leq \Pr[B(h_1)\ or\ B(h_2)\ or\ \dots or\ B(h_M)] \\ &\leq \Pr[B(h_1)] + \Pr[B(h_2)] + \cdots + \Pr[B(h_M)] \\ &\leq M\ 2e^{-2\epsilon^2 N}\end{aligned}$$

Connection to "Real" Learning

- Given a finite hypothesis set $H = \{h_1, \ldots, h_M\}$
- Apply some learning algorithm on D, output a $g \in H$

- Question: What can we say about $E_{out}(g)$ from $E_{in}(g)$?

$$\Pr[|E_{out}(g) - E_{in}(g)| > \epsilon] \leq 2\boldsymbol{M}e^{-2\epsilon^2 N} \quad \text{for any } \epsilon > 0$$

- M can be considered as a proxy of the "complexity" of the hypothesis set
  - Will talk about what happens when $M \to \infty$ in the next few lectures

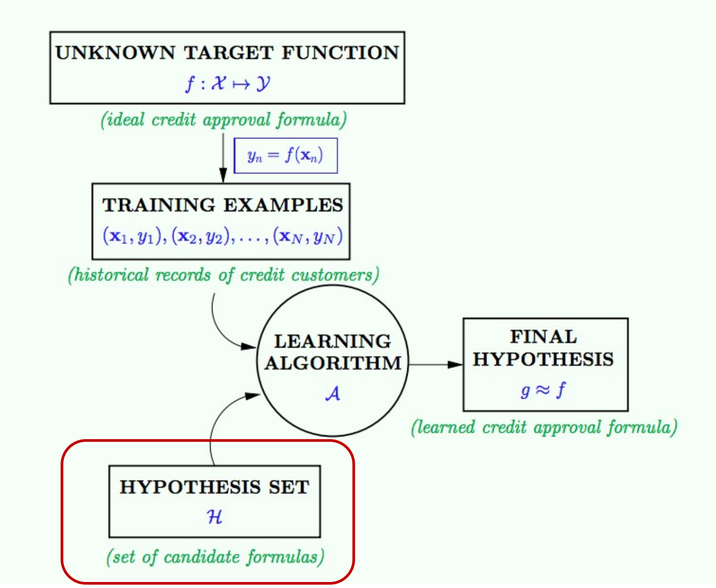
Interpreting $\Pr[|E_{out}(g) - E_{in}(g)| > \epsilon] \leq 2Me^{-2\epsilon^2 N}$

Interpreting $\Pr[|E_{out}(g) - E_{in}(g)| > \epsilon] \leq 2Me^{-2\epsilon^2 N}$

- Playing around with the math
  - Define $\delta = \Pr[|E_{out}(g) - E_{in}(g)| > \epsilon]$
  - We have $\delta \leq 2Me^{-2\epsilon^2 N}$ => $\epsilon \leq \sqrt{\frac{1}{2N}\ln\frac{2M}{\delta}}$

- This means, with probability at least $1 - \delta$
  - $E_{out}(g) \leq E_{in}(g) + \epsilon \leq E_{in}(g) + \sqrt{\frac{1}{2N}\ln\frac{2M}{\delta}}$

More Discussion



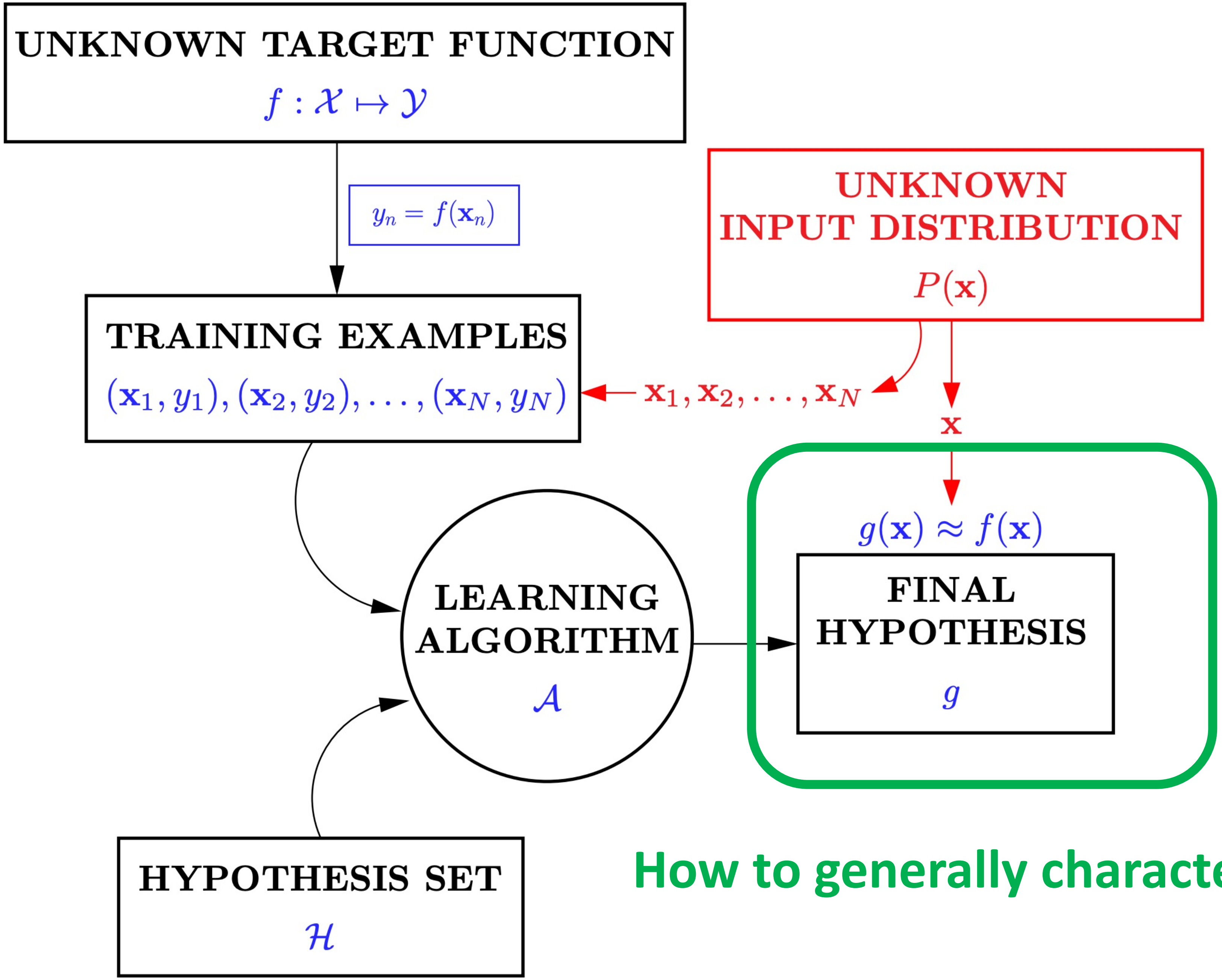
- With probability at least $1 - \delta$

$$E_{out}(g) \leq E_{in}(g) + \sqrt{\frac{1}{2N} \ln \frac{2M}{\delta}}$$

Consider M as a proxy measure on the "complexity" of H

- Our ultimate goal is to have a small $E_{out}(g)$
  - There is a tradeoff of choosing M (what "learning model" to use)
    - Increase M -> Smaller $E_{in}(g)$ (more hypothesis to "fit" the training data)
    - Increase M -> Larger ϵ
  - It also depends on N, the number of data points you have
    - A small number of data points => use simple models (e.g., linear models)
    - Complex models (e.g., deep learning) work when you have a lot of data

Revisit the Learning Problem



How to generally characterize $g \approx f$

Goal: $g \approx f$

- A general approach:
  - Define an error function $E(h, f)$ that quantify how far away h is to f
  - choose $g = \underset{h \in \mathcal{H}}{\operatorname{argmin}}\, E(h, f)$
- E is usually defined in terms of a pointwise error function $e(h(\vec{x}), f(\vec{x}))$
  - Binary error (classification): $e(h(\vec{x}), f(\vec{x})) = \mathbb{I}[h(\vec{x}_n) \neq f(\vec{x}_n)]$
  - Squared error (regression): $e(h(\vec{x}), f(\vec{x})) = \left(f(\vec{x}) - h(\vec{x})\right)^2$

$E_{in}(h) = \frac{1}{N} \sum_{n=1}^{N} e(h(\vec{x}_n), f(\vec{x}_n))$
$E_{out}(h) = \mathbb{E}_{\vec{x}}[e(h(\vec{x}), f(\vec{x}))]$

The discussion on the Hoeffding's inequality applies for general (bounded) error functions.

How to choose the error function?

- Consideration 1: Properties of domain applications
- Example: Fingerprint recognition
  - Input: fingerprints
  - Outputs: whether the person is authorized

		$f(\vec{x})$: +1	$f(\vec{x})$: -1
$h(\vec{x})$	+1	No error	False positive
$h(\vec{x})$	-1	False negative	No error

Supermarket

		$f(\vec{x})$: $+1$	$f(\vec{x})$: -1
$h(\vec{x})$	$+1$	0	Small
$h(\vec{x})$	-1	Large	0

FBI

		$f(\vec{x})$: $+1$	$f(\vec{x})$: -1
$h(\vec{x})$	$+1$	0	Large
$h(\vec{x})$	-1	Small	0

How to choose the error function?

- Consideration 1: Properties of application problems

- Consideration 2: Computation
  - ML Algorithm is essentially doing optimization (finding g with smallest error)

$$g = \operatorname*{argmin}_{h \in \mathcal{H}} E(h, f)$$

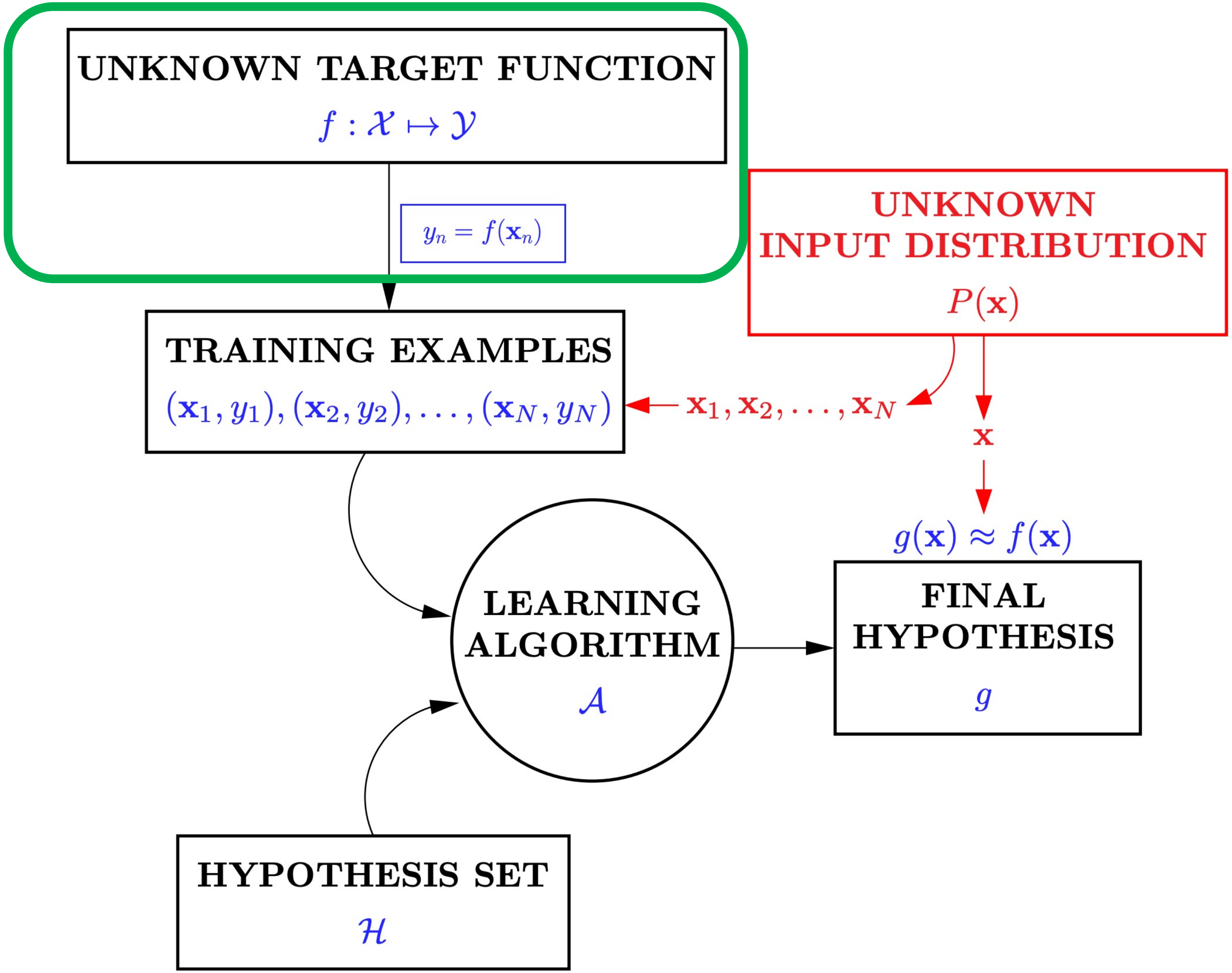
  - Choosing the error that is “easier” to optimize
    - e.g., if the error function is convex, continuous, differentiable, we usually have efficient algorithms

How to choose the error function?

- Consideration 1: Properties of application problems

- Consideration 2: Computation

- Specifying the error function is part of setting up the learning problem
    - It impacts what you eventually learn



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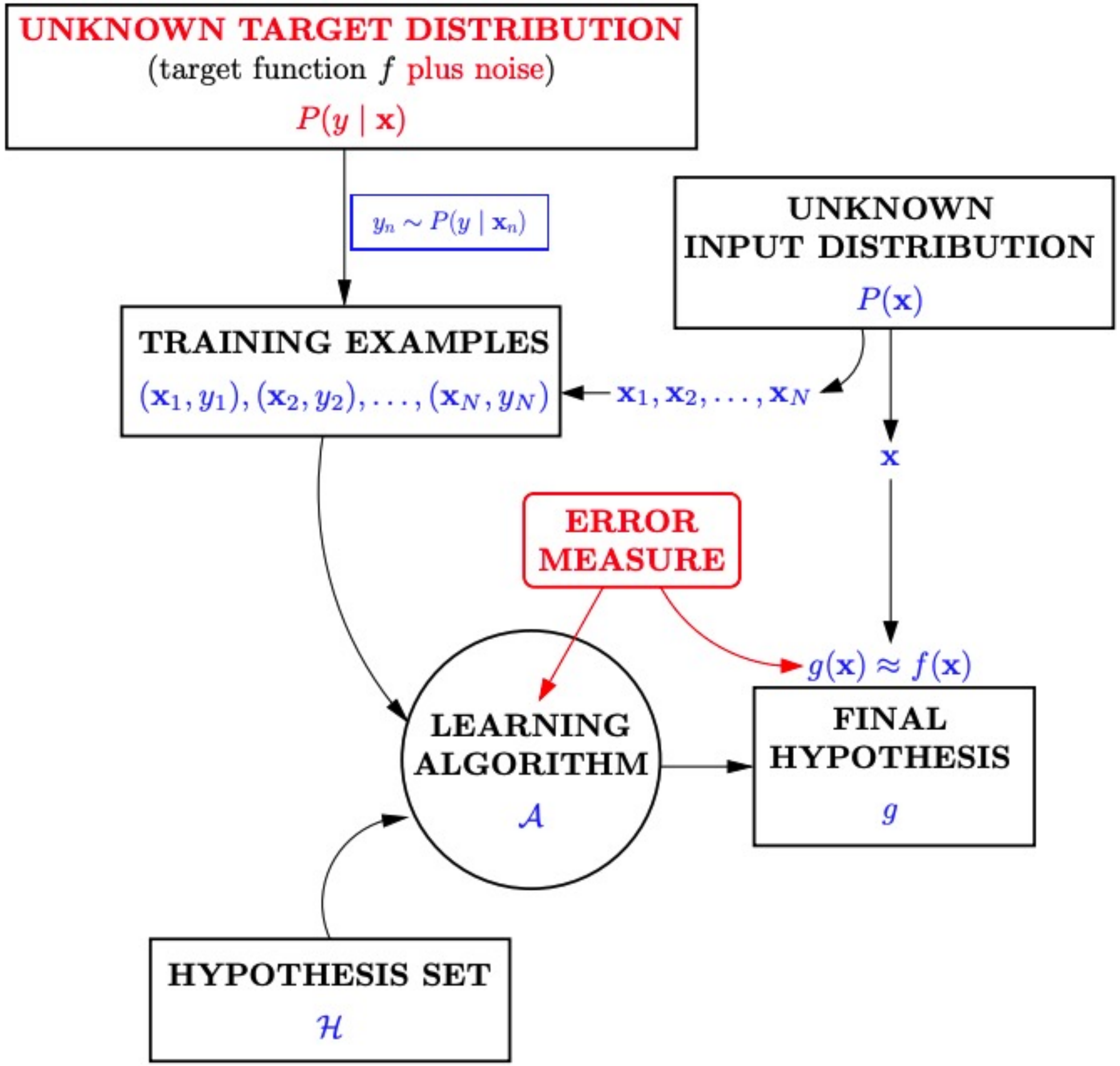
Noisy Target

- What if there doesn't exist f such that $y = f(\vec{x})$?
  - f is stochastic instead of deterministic

- Common approach
  - Instead of a target function, define a target **distribution**
  - Instead of $y = f(\vec{x})$, y is drawn from a conditional distribution $P(y|\vec{x})$
  - $y = f(\vec{x}) + \epsilon$ where ϵ is zero-mean noise

The discussion on the Hoeffding's inequality applies for noisy targets.

General Setup of (Supervised) Learning



Theory of Generalization

Revisit the "Multi-Hypothesis" Bound

- Given a finite hypothesis set $H = \{h_1, \dots, h_M\}$
- Apply some learning algorithm on D, output a $g \in H$

- What can we say about $E_{out}(g)$ from $E_{in}(g)$?

$$\boldsymbol{Pr[|E_{out}(g) - E_{in}(g)| > \epsilon] \leq 2Me^{-2\epsilon^2 N}} \quad \text{for any } \boldsymbol{\epsilon > 0}$$

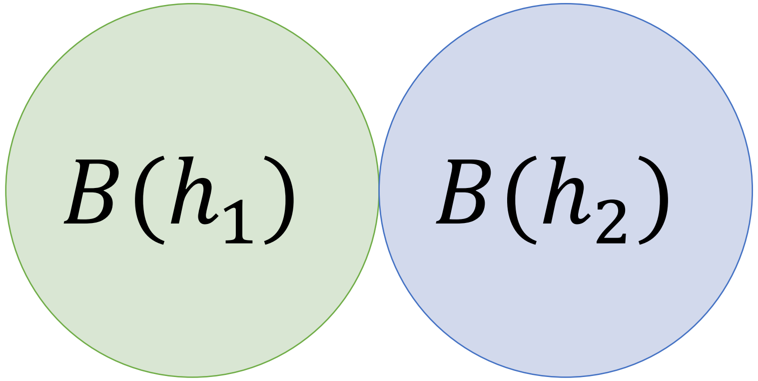
What if M is infinite?

$Pr[|E_{out}(g) - E_{in}(g)| > \epsilon] \leq 2Me^{-2\epsilon^2 N}$ don't seem to carry any meanings

Key Intuitions in the Multi-Hypothesis Analysis

- Define "bad event of h" $B(h)$ *as* $|E_{out}(h) - E_{in}(h)| > \epsilon$
- If g is selected from $\{h_1, h_2\}$
  - $B(g) \subseteq B(h_1) \cup B(h_2)$
  - $\Pr[B(g)] \leq \Pr[B(h_1) \text{ or } B(h_2)]$

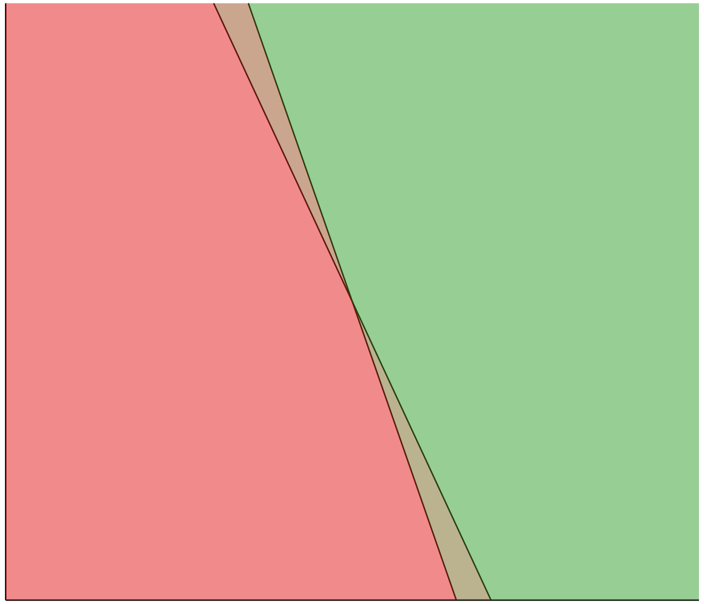
$$\leq \Pr[B(h_1)] + \Pr[B(h_2)]$$ (Union Bound)



- Union bound considers the worst case: Bad events don't overlap

Do Bad Events Overlap?

- Oftentimes, they overlap a lot!



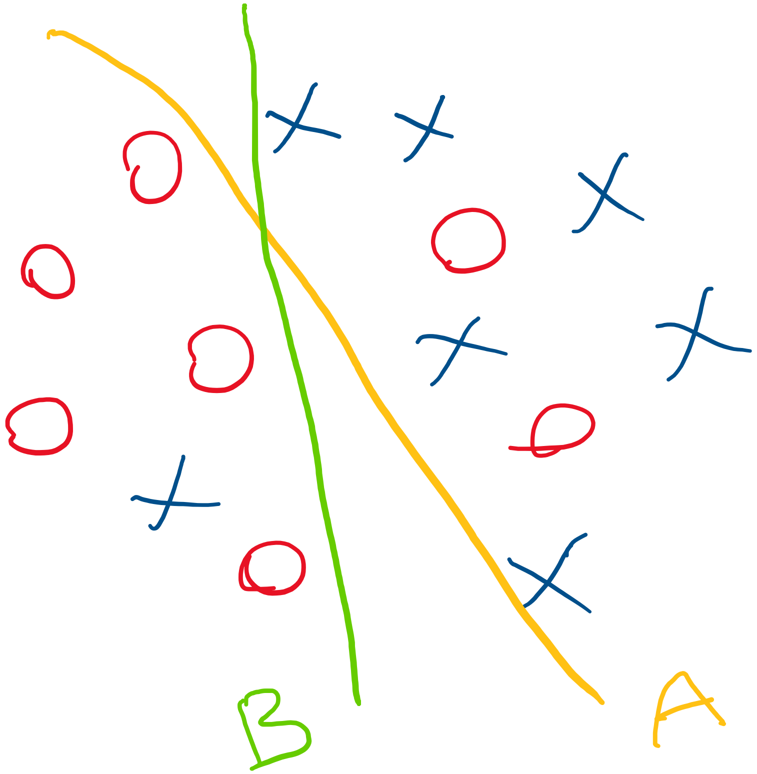
The two linear separators on the left make the same predictions for most points.

If it's a bad event for one, it's likely to be a bad event for the other.

$\boxed{\text{"bad event of } h\text{" } B(h)\text{: } |E_{out}(h) - E_{in}(h)| > \epsilon}$

Recall: Informally, you can interpret "bad event of h" as the event that we draw a "unrepresentative dataset D" that makes the in-sample errors of h to be far away from out-of-sample error of h

What Can We Do?



Any difference between A and B?

For this dataset, probably not.

They make the same predictions for every data point in this dataset.