Boosting

Christian Peters January 29, 2021

What you will know

 \rightarrow The idea behind boosting

What you will know

 \rightarrow The idea behind boosting

 \rightarrow How to create a strong and efficient learning algorithm

1

What you will know

ightarrow The idea behind boosting

 \rightarrow How to create a strong and efficient learning algorithm

 \rightarrow What is AdaBoost and why is it so successful?

Let's talk about training a model

What we have learned so far...

 \cdot We have to pick a hypothesis class ${\cal H}$

What we have learned so far...

- \cdot We have to pick a hypothesis class ${\cal H}$
- \cdot \mathcal{H} can't be too complex (VC dim needs to be finite)

What we have learned so far...

- \cdot We have to pick a hypothesis class ${\cal H}$
- \mathcal{H} can't be too complex (VC dim needs to be finite)
- · We need enough training data (more than some threshold $m_{\mathcal{H}}$)

What we have learned so far...

- \cdot We have to pick a hypothesis class ${\cal H}$
- \mathcal{H} can't be too complex (VC dim needs to be finite)
- · We need enough training data (more than some threshold $m_{\mathcal{H}}$)
- Then we use ERM to pick the best $h \in \mathcal{H}$ that minimizes the empirical error

What we have learned so far...

- \cdot We have to pick a hypothesis class ${\cal H}$
- \mathcal{H} can't be too complex (VC dim needs to be finite)
- · We need enough training data (more than some threshold $m_{\mathcal{H}}$)
- Then we use ERM to pick the best $h \in \mathcal{H}$ that minimizes the empirical error

But there is one problem...

The problem with ERM

ERM can be hard.

The problem with ERM

ERM can be hard.

- Depending on \mathcal{H} , the optimization problem can become arbitrarily complex

The problem with ERM

ERM can be hard.

- Depending on H, the optimization problem can become arbitrarily complex
- e.g. implementing ERM for halfspaces in the non-separable case is computationally hard (chapter 9)

ERM can be hard.

- Depending on \mathcal{H} , the optimization problem can become arbitrarily complex
- e.g. implementing ERM for halfspaces in the non-separable case is computationally hard (chapter 9)
- For many interesting classes, it is infeasible to implement ERM
 - Solving the optimization problem takes forever

ERM can be hard.

- Depending on \mathcal{H} , the optimization problem can become arbitrarily complex
- e.g. implementing ERM for halfspaces in the non-separable case is computationally hard (chapter 9)
- · For many interesting classes, it is infeasible to implement ERM
 - Solving the optimization problem takes forever

...so what can we do?

- Problem: Simple classes can be too "weak" to estimate all relationships in the data
 - ightarrow Can lead to underfitting and poor performance

- Problem: Simple classes can be too "weak" to estimate all relationships in the data
 - → Can lead to underfitting and poor performance
- Approximation error is high (\rightarrow B/C tradeoff)

- Problem: Simple classes can be too "weak" to estimate all relationships in the data
 - → Can lead to underfitting and poor performance
- Approximation error is high (\rightarrow B/C tradeoff)
- · Still, these classes can be useful for us
 - · If the resulting hypothesis is at least better than random

Idea: Use simpler hypothesis classes where ERM isn't hard.

- Problem: Simple classes can be too "weak" to estimate all relationships in the data
 - → Can lead to underfitting and poor performance
- Approximation error is high (\rightarrow B/C tradeoff)
- · Still, these classes can be useful for us
 - · If the resulting hypothesis is at least better than random

Let's call ERM on a simple class a **weak learner**. We will formally define it later...

Why not combine many weak learners? Can this give us an efficient strong learner?

· This theoretical question is the origin of boosting

- This theoretical question is the origin of boosting
- It was first raised in 1988 by Kearns and Valiant [2]

- · This theoretical question is the origin of boosting
- It was first raised in 1988 by Kearns and Valiant [2]
- The first (practical) answer was given in 1995 by Freund and Schapire [1]
 - \rightarrow It is YES!

- · This theoretical question is the origin of boosting
- It was first raised in 1988 by Kearns and Valiant [2]
- The first (practical) answer was given in 1995 by Freund and Schapire [1]
 - \rightarrow It is YES!
- The result is AdaBoost, a widely popular and award winning algorithm
 - · We will take a look at this later...

Why not combine many weak learners? Can this give us an efficient strong learner?

- · This theoretical question is the origin of boosting
- It was first raised in 1988 by Kearns and Valiant [2]
- The first (practical) answer was given in 1995 by Freund and Schapire [1]
 - \rightarrow It is YES!
- The result is AdaBoost, a widely popular and award winning algorithm
 - · We will take a look at this later...

But first, let's get back to weak learning.

Weak Learnability

Remember, that a strong PAC learner for a class $\mathcal{H}...\,$

Remember, that a strong PAC learner for a class $\mathcal{H}...\,$

· ...if it is presented with $m>m_{\mathcal{H}}(\epsilon,\delta)$ examples

Remember, that a strong PAC learner for a class $\mathcal{H}...$

- · ...if it is presented with $m>m_{\mathcal{H}}(\epsilon,\delta)$ examples
- · ...has to find a hypothesis $h \in \mathcal{H}$

Remember, that a strong PAC learner for a class $\mathcal{H}...$

- · ...if it is presented with $m>m_{\mathcal{H}}(\epsilon,\delta)$ examples
- ...has to find a hypothesis $h \in \mathcal{H}$
- ...such that $L_{(\mathcal{D},f)}(h)<\epsilon$ for every D and f with confidence $1-\delta$ (if RA holds)

Remember, that a strong PAC learner for a class $\mathcal{H}...$

- · ...if it is presented with $m > m_{\mathcal{H}}(\epsilon, \delta)$ examples
- ...has to find a hypothesis $h \in \mathcal{H}$
- ...such that $L_{(\mathcal{D},f)}(h) < \epsilon$ for every D and f with confidence 1δ (if RA holds)

In weak learning, we only want the error to be less than 50%.

An algorithm A is a $\gamma\text{-weak-learner}$ for a class $\mathcal{H}\text{,}$ if...

An algorithm A is a $\gamma\text{-weak-learner}$ for a class $\mathcal{H}\text{,}$ if...

• ...for every $\delta \in (0,1)$ there exists a threshold $m_{\mathcal{H}}(\delta) \in \mathbb{N}$, such that

An algorithm A is a γ -weak-learner for a class \mathcal{H} , if...

- ...for every $\delta \in (0,1)$ there exists a threshold $m_{\mathcal{H}}(\delta) \in \mathbb{N}$, such that
- · ...if trained on at least $m > m_{\mathcal{H}}(\delta)$ examples

An algorithm A is a γ -weak-learner for a class \mathcal{H} , if...

- ...for every $\delta \in (0,1)$ there exists a threshold $m_{\mathcal{H}}(\delta) \in \mathbb{N}$, such that
- · ...if trained on at least $m > m_{\mathcal{H}}(\delta)$ examples
- · ...it will find a hypothesis h, such that

Weak learning definition

An algorithm A is a γ -weak-learner for a class \mathcal{H} , if...

- ...for every $\delta \in (0,1)$ there exists a threshold $m_{\mathcal{H}}(\delta) \in \mathbb{N}$, such that
- · ...if trained on at least $m > m_{\mathcal{H}}(\delta)$ examples
- · ...it will find a hypothesis h, such that
- · ... $L_{(\mathcal{D},f)}(h) < \frac{1}{2} \gamma$ with confidence 1δ

Weak learning definition

An algorithm A is a γ -weak-learner for a class \mathcal{H} , if...

- ...for every $\delta \in (0,1)$ there exists a threshold $m_{\mathcal{H}}(\delta) \in \mathbb{N}$, such that
- · ...if trained on at least $m > m_{\mathcal{H}}(\delta)$ examples
- · ...it will find a hypothesis h, such that
- · ... $L_{(\mathcal{D},f)}(h) < \frac{1}{2} \gamma$ with confidence 1δ
- \cdot ...for every labeling function f and every distribution \mathcal{D} (if RA holds)

Weak learning definition

An algorithm A is a γ -weak-learner for a class \mathcal{H} , if...

- ...for every $\delta \in (0,1)$ there exists a threshold $m_{\mathcal{H}}(\delta) \in \mathbb{N}$, such that
- · ...if trained on at least $m > m_{\mathcal{H}}(\delta)$ examples
- · ...it will find a hypothesis h, such that
- · ... $L_{(\mathcal{D},f)}(h) < \frac{1}{2} \gamma$ with confidence 1δ
- \cdot ...for every labeling function f and every distribution \mathcal{D} (if RA holds)

...but how does this help us?

 We already know that implementing ERM for strong learners can be computationally hard

- We already know that implementing ERM for strong learners can be computationally hard
- Weak learners don't have to be that accurate (only better than 50%)

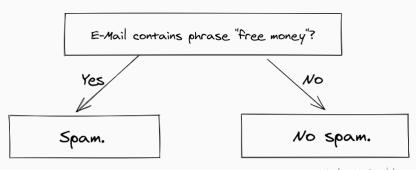
- We already know that implementing ERM for strong learners can be computationally hard
- Weak learners don't have to be that accurate (only better than 50%)
- Maybe we can find weak learners that can be implemented efficiently

- We already know that implementing ERM for strong learners can be computationally hard
- Weak learners don't have to be that accurate (only better than 50%)
- Maybe we can find weak learners that can be implemented efficiently
- \cdot ...and then use boosting to still end up with a strong learner

- We already know that implementing ERM for strong learners can be computationally hard
- Weak learners don't have to be that accurate (only better than 50%)
- Maybe we can find weak learners that can be implemented efficiently
- · ...and then use boosting to still end up with a strong learner

Lets look at an example (Decision Stumps)

Spam detection with decision stumps



Made with Excalidraw

Figure 1: This is a Decision Stump.

- Decision Stumps partition the instance space ${\mathcal X}$ along a single dimension

¹D_i are sample weights

- Decision Stumps partition the instance space ${\mathcal X}$ along a single dimension
- · This is the hypothesis class:

¹D_i are sample weights

- Decision Stumps partition the instance space ${\mathcal X}$ along a single dimension
- · This is the hypothesis class:

$$\mathcal{H}_{DS} = \{ \mathbf{x} \mapsto \operatorname{sign} (\theta - x_i) \cdot b : \ \theta \in \mathbb{R}, i \in [d], b \in \{\pm 1\} \}$$

¹D_i are sample weights

- Decision Stumps partition the instance space ${\mathcal X}$ along a single dimension
- · This is the hypothesis class:

$$\mathcal{H}_{DS} = \{ \mathbf{x} \mapsto \operatorname{sign} (\theta - x_i) \cdot b : \ \theta \in \mathbb{R}, i \in [d], b \in \{\pm 1\} \}$$

• ERM has to find the best threshold θ and the best dimension $i \in [d]$ such that the training error is minimized:

¹D_i are sample weights

- Decision Stumps partition the instance space ${\mathcal X}$ along a single dimension
- · This is the hypothesis class:

$$\mathcal{H}_{DS} = \{ \mathbf{x} \mapsto \operatorname{sign} (\theta - x_i) \cdot b : \ \theta \in \mathbb{R}, i \in [d], b \in \{\pm 1\} \}$$

• ERM has to find the best threshold θ and the best dimension $i \in [d]$ such that the training error is minimized:

$$\min_{j \in [d]} \min_{\theta \in \mathbb{R}} \left(\sum_{i: y_i = 1}^m D_i \mathbb{1}_{[x_{i,j} > \theta]} + \sum_{i: y_i = -1}^m D_i \mathbb{1}_{[x_{i,j} \le \theta]} \right)$$

¹D_i are sample weights

- Decision Stumps partition the instance space ${\mathcal X}$ along a single dimension
- · This is the hypothesis class:

$$\mathcal{H}_{DS} = \{ \mathbf{x} \mapsto \operatorname{sign} (\theta - x_i) \cdot b : \ \theta \in \mathbb{R}, i \in [d], b \in \{\pm 1\} \}$$

• ERM has to find the best threshold θ and the best dimension $i \in [d]$ such that the training error is minimized:¹

$$\min_{j \in [d]} \min_{\theta \in \mathbb{R}} \left(\sum_{i:y_i=1}^m D_i \mathbb{1}_{\left[x_{i,j} > \theta\right]} + \sum_{i:y_i=-1}^m D_i \mathbb{1}_{\left[x_{i,j} \leq \theta\right]} \right)$$

This can be solved in $\mathcal{O}(dm)$!

¹D_i are sample weights

· What is a weak learner?

- · What is a weak learner?
 - $\rightarrow\,$ An algorithm that finds a hypothesis that performs better than random

- · What is a weak learner?
 - ightarrow An algorithm that finds a hypothesis that performs better than random
- · What are decision stumps?

- · What is a weak learner?
 - $\rightarrow\,$ An algorithm that finds a hypothesis that performs better than random
- What are decision stumps?
 - ightarrow A simple hypothesis class where ERM is efficient. Decision stumps partition the feature space along a single dimension.

- · What is a weak learner?
 - ightarrow An algorithm that finds a hypothesis that performs better than random
- What are decision stumps?
 - → A simple hypothesis class where ERM is efficient. Decision stumps partition the feature space along a single dimension.
- · What is the idea behind boosting?

- · What is a weak learner?
 - ightarrow An algorithm that finds a hypothesis that performs better than random
- · What are decision stumps?
 - → A simple hypothesis class where ERM is efficient. Decision stumps partition the feature space along a single dimension.
- · What is the idea behind boosting?
 - ightarrow Use an efficient weak learner to create weak hypotheses. Combine them to get a strong hypothesis.

- · What is a weak learner?
 - ightarrow An algorithm that finds a hypothesis that performs better than random
- · What are decision stumps?
 - → A simple hypothesis class where ERM is efficient. Decision stumps partition the feature space along a single dimension.
- · What is the idea behind boosting?
 - ightarrow Use an efficient weak learner to create weak hypotheses. Combine them to get a strong hypothesis.

But how to do that? The AdaBoost algorithm will tell us...

AdaBoost

• AdaBoost invokes the weak learner T times on the training data using different sample weights $(D_1^{(t)},...,D_m^{(t)}),\ t=1,...,T$

- AdaBoost invokes the weak learner T times on the training data using different sample weights $(D_1^{(t)},...,D_m^{(t)}),\ t=1,...,T$
 - · The weak learner will minimize the weighted empirical error

- AdaBoost invokes the weak learner T times on the training data using different sample weights $(D_1^{(t)},...,D_m^{(t)}),\ t=1,...,T$
 - The weak learner will minimize the weighted empirical error
- \cdot In every iteration t, the weak learner finds a hypothesis h_t

- AdaBoost invokes the weak learner T times on the training data using different sample weights $(D_1^{(t)},...,D_m^{(t)}),\ t=1,...,T$
 - The weak learner will minimize the weighted empirical error
- \cdot In every iteration t, the weak learner finds a hypothesis h_t
- \cdot Then, AdaBoost combines the weak hypotheses h_t like this:

$$h(x) = \operatorname{sign}\left(\sum_{t=1}^{T} w_t h_t(x)\right)$$

- AdaBoost invokes the weak learner T times on the training data using different sample weights $(D_1^{(t)},...,D_m^{(t)}),\ t=1,...,T$
 - · The weak learner will minimize the weighted empirical error
- In every iteration t, the weak learner finds a hypothesis h_t
- \cdot Then, AdaBoost combines the weak hypotheses h_t like this:

$$h(x) = \operatorname{sign}\left(\sum_{t=1}^{T} w_t h_t(x)\right)$$

Let's look at this in more detail...

- 1. Invoke the weak learner on the training data weighted by $D^{(t)}$
 - In iteration t=1, we use equal weights $D_i^{(t)}=\frac{1}{m}$

- 1. Invoke the weak learner on the training data weighted by $D^{(t)}$
 - In iteration t=1, we use equal weights $D_i^{(t)}=\frac{1}{m}$
- 2. Compute a weight for the resulting hypothesis h_t like this:

$$w_t = \frac{1}{2} \log \left(\frac{1}{\epsilon_t} - 1 \right)$$

• ϵ_t is the (weighted) training error of h_t

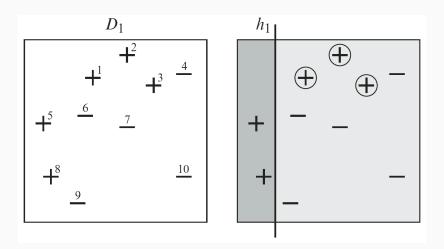
- 1. Invoke the weak learner on the training data weighted by $\mathcal{D}^{(t)}$
 - In iteration t=1, we use equal weights $D_i^{(t)}=\frac{1}{m}$
- 2. Compute a weight for the resulting hypothesis h_t like this:

$$w_t = \frac{1}{2} \log \left(\frac{1}{\epsilon_t} - 1 \right)$$

- ϵ_t is the (weighted) training error of h_t
- 3. Update the weights $D_i^{(t)}$ like this

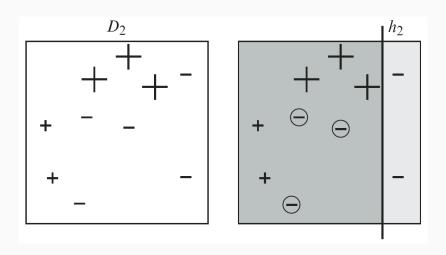
$$D_{i}^{(t+1)} = \frac{D_{i}^{(t)} \exp(-w_{t}y_{i}h_{t}(\mathbf{x}_{i}))}{\sum_{j=1}^{m} D_{j}^{(t)} \exp(-w_{t}y_{j}h_{t}(\mathbf{x}_{j}))}$$

A step by step example²

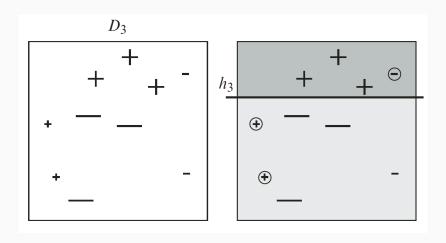


²Taken from the book *Boosting: Foundations and Algorithms* written by Freund and Schapire [3]. You can read it for free at https://mitpress.mit.edu/books/boosting

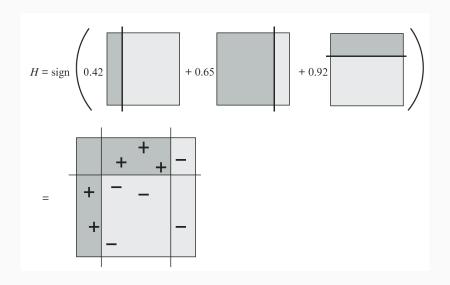
A step by step example



A step by step example



A step by step example



• In the example, the training error was reduced to zero

- In the example, the training error was reduced to zero
- What about the general case?

- · In the example, the training error was reduced to zero
- · What about the general case?

$$L_S(h) = \frac{1}{m} \sum_{i=1}^m \mathbb{1}_{[h(\mathbf{x}_i) \neq y_i]} \le e^{-2\gamma^2 T}$$

- · In the example, the training error was reduced to zero
- · What about the general case?

$$L_{S}(h) = \frac{1}{m} \sum_{i=1}^{m} \mathbb{1}_{[h(\mathbf{x}_{i}) \neq y_{i}]} \le e^{-2\gamma^{2}T}$$

 \cdot The training error of AdaBoost decreases exponentially in T

- · In the example, the training error was reduced to zero
- · What about the general case?

$$L_{S}(h) = \frac{1}{m} \sum_{i=1}^{m} \mathbb{1}_{[h(\mathbf{x}_{i}) \neq y_{i}]} \le e^{-2\gamma^{2}T}$$

The training error of AdaBoost decreases exponentially in T

...but what about the out of sample error?

Conclusion

Conclusion

Conclusion



References i



Y. Freund and R. E. Schapire.

A decision-theoretic generalization of on-line learning and an application to boosting.

Journal of Computer and System Sciences, 55(1):119 – 139, 1997.



M. Kearns and L. G. Valiant.

Learning boolean formulae or finite automata is as hard as factoring.

Technical Report TR 14-88, Harvard University Aiken Computation Laboratory, 1988.



R. E. Schapire and Y. Freund.

Boosting: Foundations and Algorithms.

The MIT Press, 2012.

References ii



S. Shalev-Shwartz and S. Ben-David. Understanding Machine Learning - From Theory to Algorithms. Cambridge University Press, 2014.