

Clustering the interstellar medium

Data Mining and Machine Learning in Astronomy

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1. Resistores não ôhmicos: Ensinando eletricidade

Apresentação

Este roteiro faz parte do produto educacional que foi desenvolvido no formato de oficina para ensinar conceitos de eletricidade. Ele possui quatro etapas. Cada etapa tem duração média de 4 horas e apresenta conceitos teóricos, atividades práticas sobre eletricidade, com ênfase nos resistores não ôhmicos. O objetivo é auxiliar o professor na aplicação da oficina, com o intuito de facilitar a compreensão dos conceitos físicos pelos estudantes utilizando métodos não tradicionais de ensino, através da experimentação, coleta e análise de dados utilizando recursos tecnológicos.

No início de cada etapa têm-se uma sugestão de tempo (divididos em teoria e prática), os objetivos, materiais utilizados e as atividades a serem desenvolvidas. Ao decorrer da oficina, espera-se que o aluno faça a apropriação dos conceitos físicos que versam sobre o tema e aplique-os na construção de uma estação meteorológica.

1.2 Para o professor

Para o desenvolvimento da oficina, não é pré-requisito um conhecimento avançado em eletrônica e programação, porém, é de extrema importância que conheça previamente os recursos tecnológicos que serão utilizados. Neste roteiro você terá uma pequena introdução de cada ferramenta tecnológica que será utilizada, com exemplos e atividades práticas.

Cada etapa possui um conjunto de atividades a serem desenvolvidas, sendo:

- Primeira etapa: contém informações e atividades sobre a utilização das ferramentas de medição e prototipagem e uma abordagem teórica e prática sobre circuitos simples.
- Segunda etapa: é específica para a configuração e programação do Arduino, que será utilizado como recurso para a captação dos dados obtidos pelos sensores.
- Terceira etapa: é feito o estudo do circuito divisor de tensão, que será utilizado na montagem do circuito com LDR e termistor. Nessa etapa será feita a calibragem dos sensores e o tratamento das informações obtidas por eles.
- Quarta etapa: será construída uma estação meteorológica utilizando as ferramentas estudadas durante a oficina.

1.3 Materiais utilizados

Os kits para a aplicação da oficina serão compostos de:

- 10 kits de prototipagem, cada kit contendo:
 - 1 placa de ensaio (protoboard)
 - 1 placa de prototipagem (Arduino)
 - 1 cabo USB
 - 1 resistor LDR
 - 1 termistor PTC
 - 1 termistor NTC
 - 1 LED
 - 1 motor elétrico DC – 5V
- 10 multímetros
- 10 computadores

1.4 Estrutura da oficina

1.4.1 Primeira etapa: Introdução à eletricidade e ferramentas de medição

Como operar o multímetro

Tempo estimado: 60 minutos divididos entre 20 minutos de teoria e 40 minutos de prática.

Objetivo: Compreender o funcionamento do multímetro e como utilizá-lo para medir grandezas elétricas.

Materiais utilizados: Bateria, lâmpadas 12 V e resistores.

Atividade a ser desenvolvida:

Teoria:

- Fazer uma breve introdução sobre as 3 partes principais do multímetro (Display, chave seletora e conectores das pontas de prova nos bornes).
- Explicar como utilizar as escalas para medir tensão, corrente e resistência, diferenciando tensão com corrente contínua e alternada.
- Explicar como fazer a leitura das grandezas físicas utilizando os múltiplos e submúltiplos e interpretando os valores que aparecem no display durante as medições.
- Explicar como realizar teste de continuidade utilizando o multímetro.
- Explicar como se obter o valor da resistência utilizando código de cores do resistor.

Prática:

- Realizar medidas de tensão (ligando o multímetro em paralelo) em corrente contínua, utilizando baterias, selecionando a escala correta e interpretando os valores obtidos.
- Realizar medidas de corrente elétrica (ligando o multímetro em série com o circuito) utilizando baterias, lâmpadas e resistores.
- Realizar medidas de tensão em corrente alternada utilizando as tomadas da sala.
- Realizar medidas de resistência elétrica, confrontando os valores obtidos utilizando código de cores com os valores obtidos no multímetro, verificando a faixa de tolerância de cada resistor.

Atividades práticas:

Medindo tensão corrente contínua: Distribua as baterias para os alunos e com a chave seletora do multímetro na posição 20V DC (para baterias ou fontes até 20V) coloque a ponta de prova vermelha no polo positivo da bateria e a preta no polo negativo (Figura 1.1).

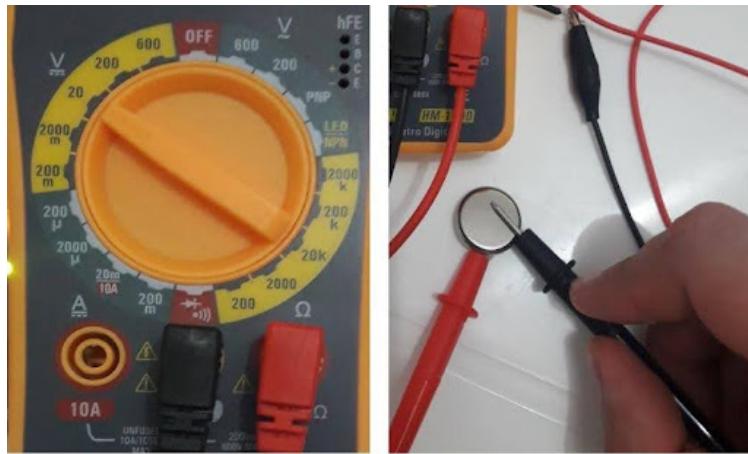


Figure 1.1: Medindo a tensão de uma bateria de 3V em corrente contínua.

Medindo tensão corrente alternada: Com a chave seletora do multímetro na posição 600V AC, coloque a ponta de prova vermelha em um dos orifícios da tomada e a preta no outro (Figura 1.2). (Orienta-se que, por questões de segurança, esta parte da atividade seja feita somente pelo professor).



Figure 1.2: Medindo tensão de uma rede 220V em corrente alternada.

Medindo corrente contínua: Utilizando um resistor de 320Ω e uma fonte (utilizado a saída de 5V do Arduino) associe o amperímetro em série com o multímetro, ligando no 5V e GND do Arduino (Figura 1.3). Selecione a escala de $20mA$ (se utilizar outro resistor ou a saída de 3,3V certifique-se que a corrente que irá passar não supera $20mA$, caso contrário selecione outra escala).

Medindo resistência elétrica: Distribua para cada aluno um conjunto de resistores de valores variados e peça para que calculem o valor da resistência utilizando a tabela de resistores (Figura 1.4). Considere que a primeira e a segunda faixa são os dígitos significativos, a terceira faixa é o fator de multiplicação e a quarta faixa é a tolerância referente ao valor medido. Por exemplo, um resistor que possui as faixas marrom, vermelho, vermelho e ouro, possui uma resistência de 1200Ω com uma tolerância de $\pm 60\Omega$.

Após calcularem os valores teóricos das resistências, selecione no multímetro a função ohmímetro com a chave seletora na escala que contempla o valor teórico. Para o resistor de faixas marrom, vermelho, vermelho e ouro, a escala selecionada deve ser de 2000Ω (Figura 1.5), pois de acordo com as escalas que o multímetro apresenta (200, 2K, 20K, 200K e 2000K) essa é a que mais se aproxima.

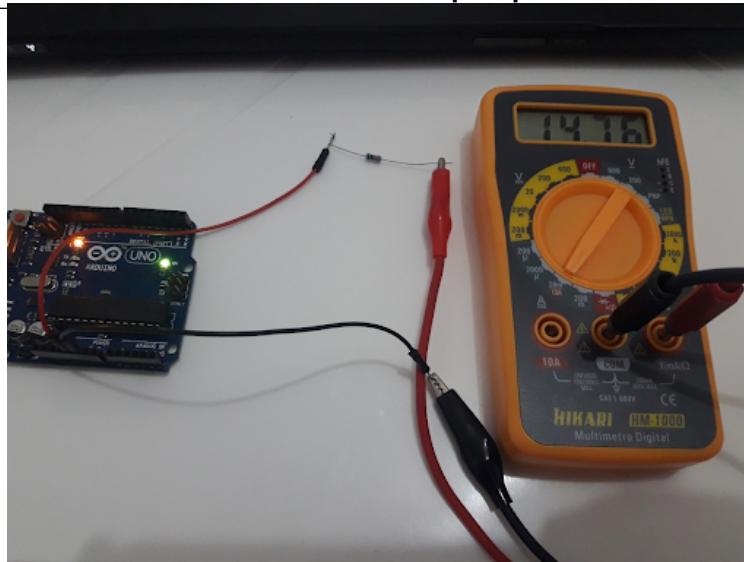


Figure 1.3: Medindo corrente contínua com o multímetro.

Cor	Faixa 1	Faixa 2	Multiplicador	Tolerância
Preto	-	0	1	$\pm 1\%$
Marrom	1	1	10	$\pm 2\%$
Vermelho	2	2	100	
Laranja	3	3	1000	
Amarelo	4	4	10000	
Verde	5	5	100000	
Azul	6	6	1000000	
Violeta	7	7	10000000	
Cinza	8	8	100000000	
Branco	9	9	1000000000	
Ouro			0,1	$\pm 5\%$
Prata			0,01	$\pm 10\%$
Sem faixa	-			$\pm 20\%$

Figure 1.4: Referência de cores para cálculo da resistência de resistores.

Como utilizar a protoboard

Tempo estimado: 60 minutos divididos entre 15 minutos de teoria e 45 minutos de prática.

Objetivo: Compreender o funcionamento da protoboard utilizando o multímetro para identificar as linhas de alimentação e como funcionam colunas para montagem dos componentes eletrônicos.

Materiais utilizados: Multímetro, protoboard, bateria, LEDs e resistores.

Atividade a ser desenvolvida:

Teoria:

- Fazer uma breve introdução sobre a importância da protoboard nos projetos eletrônicos. Com

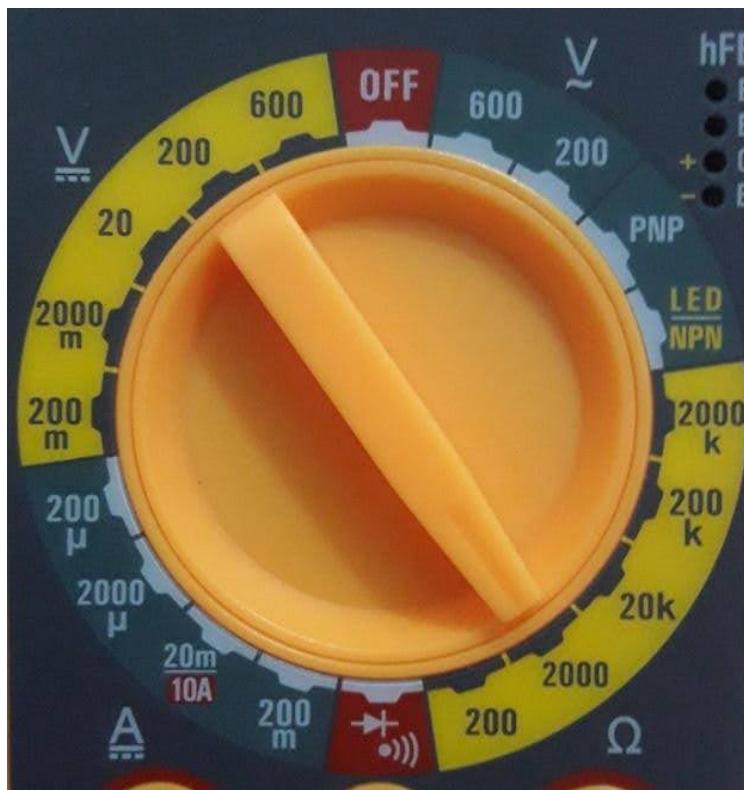


Figure 1.5: Chave seletora em 2000Ω .

ela é possível montar, desenvolver e testar circuitos eletrônicos sem a necessidade de soldar os componentes.

- Mostrar o funcionamento da protoboard, explicando as áreas que compõe os barramentos de alimentação, montagem de circuitos integrados e montagem de componentes.
- Explicar como são montados os circuitos utilizando o multímetro para identificar como são interligados os barramentos.
- Mostrar os modelos de protoboards existentes no mercado.

Prática:

- Identificar como os barramentos estão interligados utilizando o multímetro.
- Medir tensão e corrente elétrica com uma bateria conectada na protoboard.
- Medir a resistência elétrica de resistores conectados na protoboard.

Atividades práticas:

Distribua as protoboards e os multímetros para os alunos e peça para que coloquem a chave seletora na posição continuidade e, com as pontas de prova testem dois a dois quais “furos” estão interligados (Figura 1.6).

Peça para os alunos conectar alguns resistores na protoboard e com o multímetro, determine suas resistências (Figura 1.7). Não oriente como devem colocar os resistores e verifique se compreenderam o funcionamento da matriz de contato da protoboard.

Montagem de circuitos simples

Tempo estimado: 120 minutos divididos entre 60 minutos de teoria e 60 minutos de prática.



Figure 1.6: Identificando como os barramentos estão interligados.



Figure 1.7: Medindo resistência elétrica.

Objetivo: Compreender o funcionamento de circuitos simples e como podem ser conectados em uma protoboard. Explicar o funcionamento de circuitos utilizando uma bateria e um resistor, circuitos com amperímetro e voltímetro e circuitos em série e paralelo.

Materiais utilizados: Multímetro, protoboard, bateria, LEDs e resistores.

Atividade a ser desenvolvida:

Teoria:

- Explicar as características dos circuitos simples e como conectá-los utilizando a protoboard.
- Explicar as características das associações de resistores em série e em paralelo em um circuito.
- Explicar como é conectado o voltímetro (em paralelo) e o amperímetro (em série a um circuito).
- Explicar que o LED é polarizado e que só deverá acender se o terminal positivo de LED estiver conectado com o positivo da bateria e o terminal negativo com o negativo da bateria.
- Explicar como calcular o valor do resistor para ser associado ao LED no circuito para liga-lo sem queimar.

Prática:

- Montar um circuito simples utilizando uma bateria, um LED e um resistor na protoboard. Esse resistor deve ser determinado a partir das especificações do LED escolhido.
- Montar um circuito em série com dois resistores na protoboard e, com o auxílio do multímetro, demonstrar que a resistência equivalente na associação em série é igual a soma das resistências de cada resistor.
- Montar um circuito em paralelo com dois resistores na protoboard e, com o auxílio do multímetro, demonstrar que a resistência equivalente é igual à soma dos inversos da resistência de cada resistor associado.
- Montar um circuito utilizando um voltímetro e um amperímetro associado, medindo a tensão e a corrente do circuito simples.

Atividades práticas:

Distribua para cada aluno um conjunto com uma protoboard, LEDs de cores variadas, uma bateria, um conjunto de resistores com resistências variadas e um multímetro. Peça que eles montem um circuito simples, composto de uma bateria (ou utilizar a saída 5V do Arduino), um resistor e um LED (Figura 1.8). Eles deverão calcular o valor da resistência do resistor que será associado baseado nas características da fonte e do LED. Se necessário, peça aos alunos que façam um esboço do circuito, para depois montá-lo definitivamente na protoboard.

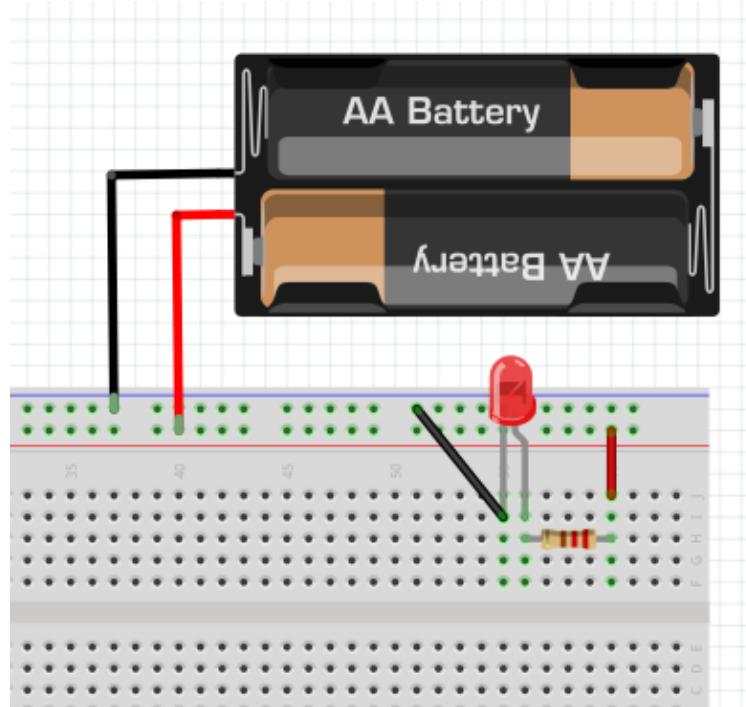


Figure 1.8: Circuito simples com um LED, um resistor e uma bateria.

Peça para que os alunos invertam a ordem da montagem (Figura 1.9), verifiquem o que acontece e tentem explicar o fenômeno.

Após terminar a montagem do circuito simples, prossiga com a montagem das associações em série e paralelo (Figura 1.10), fazendo o esboço (se necessário), calculando a resistência equivalente, medindo e comparando os resultados. Para que os alunos não precisem calcular a resistência

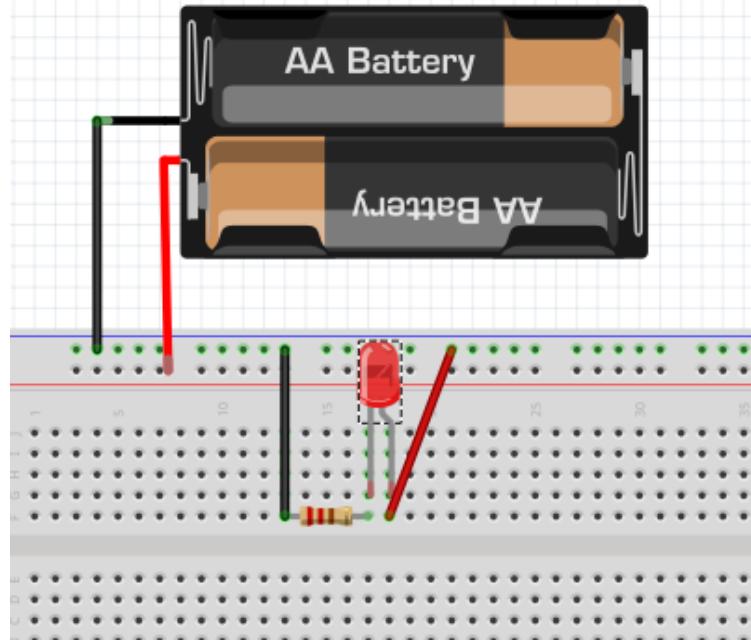


Figure 1.9: Circuito simples com um LED, um resistor e uma bateria invertidos.

equivalente, pode ser utilizado o ElectroDroid (disponível em https://play.google.com/store/apps/details?id=it.android.demi.elettronica&hl=pt_BR) (Figura 1.11).

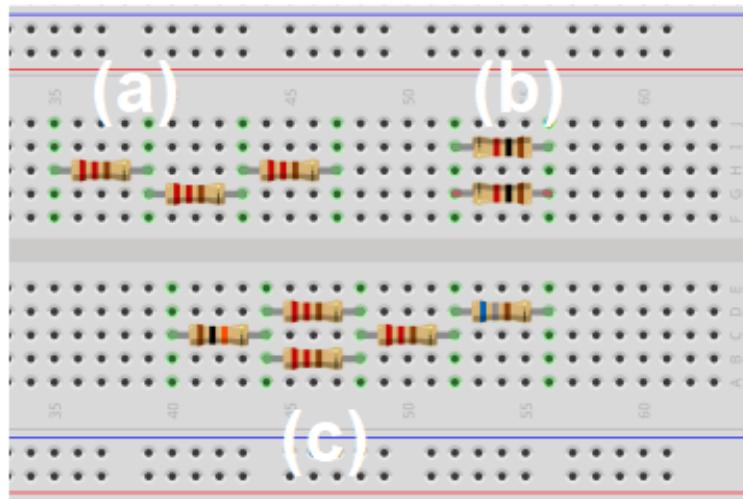


Figure 1.10: Exemplos de associação em série (a), paralelo (b) e mista (c).

Após medir a resistência equivalente em cada associação, os alunos deverão montar um circuito com associações em série, paralelo ou mista (Figura 15) com o multímetro associado em paralelo, para medir tensão, e em série, para medir a corrente elétrica.

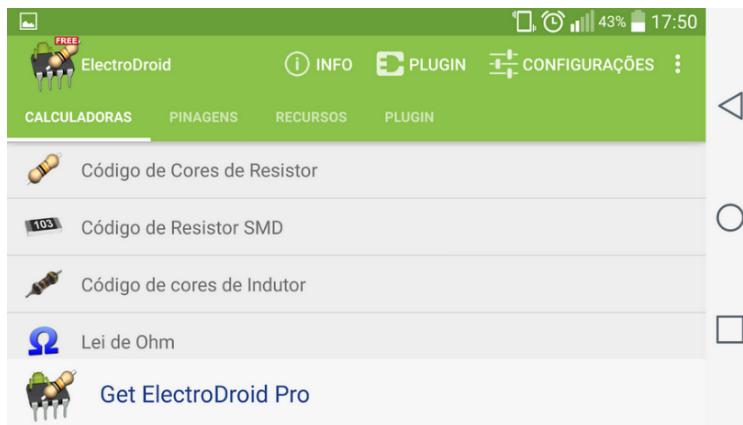


Figure 1.11: Cálculo da resistência equivalente através do código de cores

Fonte:https://play.google.com/store/apps/details?id=it.android.demi.elettronica&hl=pt_BR.

1.4.2 Segunda etapa: Introdução ao Arduino e à linguagem de programação

O que é Arduino?

Tempo estimado: 30 minutos de teoria.

Objetivo: Conhecer um pouco sobre a origem do Arduino e compreender suas funcionalidades.

Materiais utilizados: Placa Arduino.

Atividade a ser desenvolvida:

Teoria:

- Fazer uma breve introdução sobre o que é um microcontrolador embarcado e sua utilização em projetos de automação.
- Explicar para que servem os conectores de alimentação, dando ênfase aos que serão utilizados inicialmente no projeto (3,3V, 5V, GND).
- Explicar para que servem as portas de entrada e saída, digital e analógico, destacando a diferença entre uma porta digital e uma porta analógica.

1.4.3 Conectando o Arduino no computador

Tempo estimado: 30 minutos divididos entre 15 minutos de teoria e 15 minutos de prática.

Objetivo: Fazer a conexão da placa Arduino com o computador e realizar as configurações iniciais.

Materiais utilizados: Arduino, cabo USB.

Atividade a ser desenvolvida:

Teoria:

- Explicar como é feita a conexão e o envio de dados do computador para o Arduino, através do cabo USB.

Prática:

- Conectar a placa Arduino via USB no computador e fazer as configurações iniciais (selecionar a placa e a porta de comunicação na IDE do Arduino).

Introdução à linguagem de programação

Tempo estimado: 60 minutos de atividades práticas.

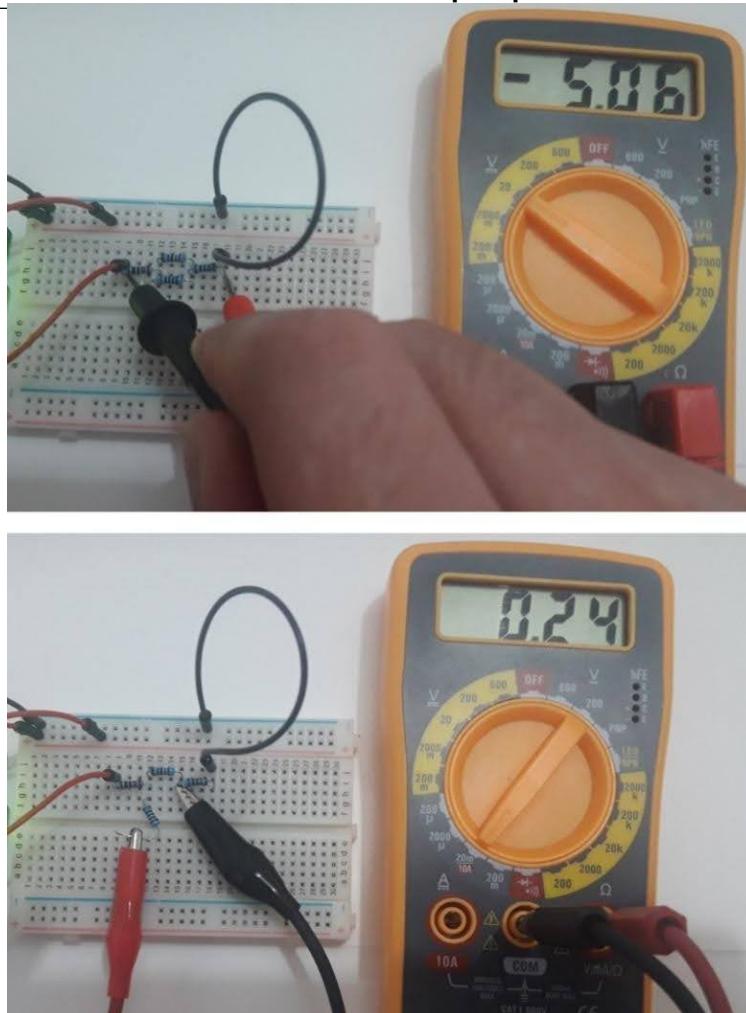


Figure 1.12: Multímetro associado em paralelo e em série no circuito, respectivamente.

Objetivo: Compreender conceitos básicos de linguagem de programação.

Materiais utilizados: Arduino, computador.

Atividade a ser desenvolvida:

Prática:

- Montar um circuito utilizando um LED conectado em uma porta digital para explicar a utilização dos comandos “void setup” e “void loop”. Mostrar que o LED conectado em um pino digital só poderá assumir dois valores lógicos, HIGH (5V) ou LOW (0V). Exemplo de programação:

```

1 void setup() {
2   pinMode (13,OUTPUT);
3 }
4
5 void loop() {

```

```

6   digitalWrite (13,HIGH);
7   delay (2000);
8   digitalWrite (13,LOW);
9   delay (2000);
10 }

```

- **void setup()** é uma função e é executada uma vez assim que o arduino é ligado.
- **void loop()** também é uma função que é executada, como diz o próprio nome, em “loop”, enquanto o Arduino estiver ligado.
- O comando **pinMode (13, OUTPUT)** define o pino digital 13 do Arduino como um pino de saída (output). É o pino em que o LED está ligado.
- O comando **digitalWrite(13,HIGH)** liga o LED.
- O comando **digitalWrite(13,LOW)** desliga o LED.
- O comando **delay(2000)** faz o Arduino esperar dois segundos antes de executar o próximo comando.

Atividades práticas:

Monte um circuito com um resistor e um LED (Figura 1.13), utilizando a porta digital 11. Importante observar que o LED conectado em uma porta digital só poderá assumir um de dois valores lógicos possíveis, ligado (5V) ou desligado (0V).

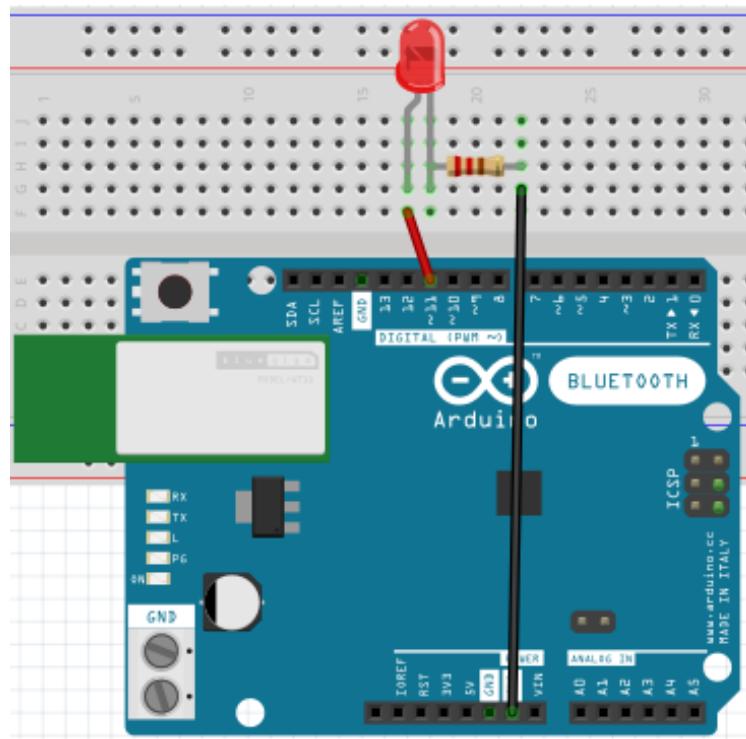


Figure 1.13: Circuito com um resistor (220Ω) e um LED.

Abrindo a IDE do Arduino, copie e cole o exemplo de programação:

```

1 void setup() {
2     pinMode (11,OUTPUT);
3 }

```

```

4
5     void loop() {
6         digitalWrite (11,HIGH);
7         delay (2000);
8         digitalWrite (11,LOW);
9         delay (2000);
10    }
11

```

Para carregar o código para a placa, clique na seta (Figura 1.14).

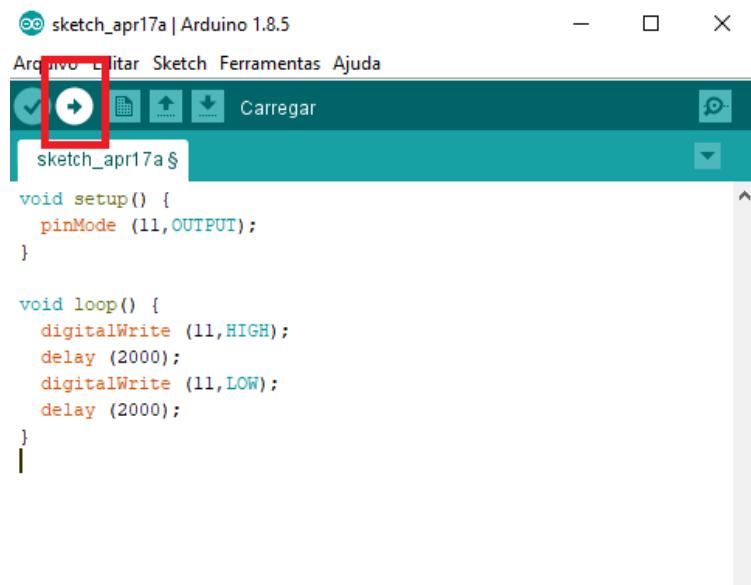


Figure 1.14: Carregando o código para a placa Arduino.

- **void setup()** é um método e é executado uma vez assim que o arduino é ligado.
- **void loop()** também é um método que é executado, como diz o próprio nome, em loop enquanto o Arduino estiver ligado. O comando **pinMode (11, OUTPUT)** define o pino digital 11 do Arduino como um pino de saída. É o pino em que o LED está ligado.
- O comando **digitalWrite(11,HIGH)** liga o LED.
- O comando **digitalWrite(11,LOW)** desliga o LED.

O comando **delay(2000)** faz o Arduino esperar dois segundos antes de executar o próximo comando. Peça para os alunos alterar os valores do delay (3000, 100, 50, ...), mudar o LED de porta, acrescentar LEDs utilizando o mesmo resistor e façam alterações na programação.

Utilizando o Ardublock para programar

Tempo estimado: 120 minutos de atividades práticas.

Objetivo: Compreender conceitos básicos de linguagem de programação, utilizando o Ardublock.

Materiais utilizados: Arduino, computador.

Atividade a ser desenvolvida:

Prática:

- Montar um circuito utilizando um LED conectado em uma porta digital para explicar a utilização dos comandos (blocos) no Ardublock (Figura 1.15).

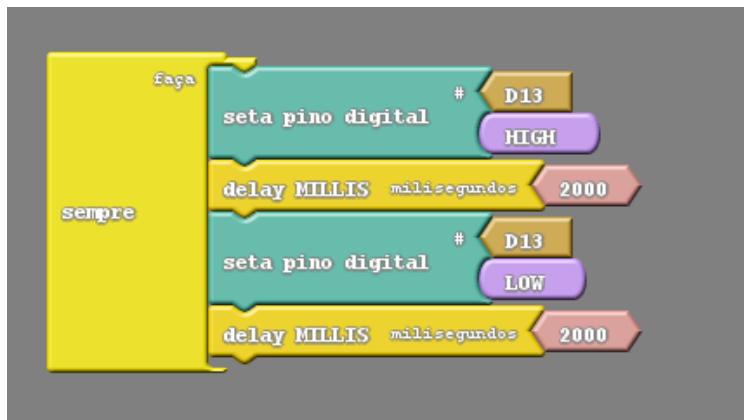


Figure 1.15: Estrutura de programação utilizando o Ardublock.

- Sempre faça: é um método que é executado em “loop” enquanto o Arduino estiver ligado.
- O bloco seta pino digital (D13,HIGH) liga o LED.
- O bloco delay MILLIS milissegundos (2000) faz o Arduino esperar dois mil milissegundos (ou 2 segundos) antes de executar o próximo comando.
- O bloco seta pino digital (D13,LOW) desliga o LED.

Atividades práticas:

Monte um circuito com um resistor e um LED (Figura 1.15), utilizando a porta digital 11. Para acender o LED, utilizaremos uma estrutura básica de programação no Ardublock, seguindo a mesma lógica de programação já utilizada para este exemplo. Para facilitar o uso, os blocos possuem as mesmas cores do menu. Por exemplo, o bloco “sempre faça” tem a mesma cor da opção “controle” (podem ocorrer algumas variações dependendo da versão utilizada). Para fazer o upload do programa para a placa, clique em “enviar para o Arduino”. É importante observar que ao carregar a programação feita no Ardublock para o Arduino, as linhas de comando do respectivo código aparecem na IDE e serve como objeto de estudo e pode inclusive ser alterado.

Peça para os alunos alterar os valores do delay (3000, 100, 50, ...), mudar o LED de porta, acrescentar LEDs utilizando o mesmo resistor e façam alterações na programação.

1.4.4 Terceira etapa: Compreendendo e coletando os dados do arduino

Compreendendo o sistema divisor de tensão e fazendo o tratamento dos dados obtidos com o Arduino

Tempo estimado: 240 minutos divididos entre 60 minutos de teoria e 180 minutos de prática.

Objetivo: Compreender o funcionamento do divisor de tensão e utilizá-lo para fazer a leitura dos resistores utilizados na oficina, fazendo o tratamento dos dados obtidos.

Materiais utilizados: Arduino, computador, LDR, LED, protoboard, resistores e termistores PTC/NTC.

Atividade a ser desenvolvida:

Teoria:

- Explicar como funciona um sistema divisor de tensão através da associação de dois resistores em série, com o objetivo de se obter uma determinada fração da tensão. Mostrar que a tensão

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nos terminais de cada resistor é proporcional a sua resistência elétrica e que pode ser calculado utilizando a seguinte relação..

$$U_{\text{saída}} = \frac{R2}{R1 + R2} U_{\text{entrada}}$$

Prática:

- Montar um sistema divisor de tensão utilizando um LDR e um resistor de $10k\Omega$.
- Montar um sistema divisor de tensão utilizando um termistor e um resistor de $10k\Omega$, utilizando o exemplo acima.
- Para fazer a leitura dos dados captados pelo LDR/Termistor (Figura 1.16), utilize o “monitor serial”.



Figure 1.16: Estrutura de programação para fazer a leitura dos dados pelo monitor serial.

- Calibrar os sensores (Lux, °C), encontrando uma equação de transformação dos dados obtidos nos sensores para as unidades

Atividades práticas:

Monte um sistema divisor de tensão utilizando um LDR e um resistor de $10k\Omega$ (Figura 1.17). Com o multímetro, mostre aos alunos que o valor total da tensão (5V) é igual a soma da tensão de cada resistor. Monte um sistema divisor de tensão utilizando também um termistor.

Para fazer a leitura dos dados obtidos no LDR, utilizaremos o monitor serial do Arduino, que se encontra no canto superior direito da IDE (Figura 1.18).

No monitor serial aparecerão dados obtidos pelos sensores em uma escala de 0 a 1023 sendo 0 (0V) e 1023 (5V) (Figura 1.19). Qualquer valor entre 0 e 1023 terá um valor proporcional entre 0V e 5V. Para fazer o tratamento desses dados será necessário calibrar os sensores e encontrar equações de conversão para as grandezas físicas em questão (temperatura, luminosidade, etc.).

Faça a programação no Ardublock, utilizando a função “imprime” (Figura 24) e junto com o pino analógico A0 (de acordo com o exemplo de montagem).

1.4.5 Quarta etapa: Construindo uma estação meteorológica com os resistores utilizados na oficina

Construindo uma estação meteorológica com os resistores utilizados na oficina

Tempo estimado: 240 minutos de atividades práticas.

Objetivo: Montar uma estação meteorológica em equipe, aplicando as habilidades desenvolvidas durante a oficina.

Materiais utilizados: Arduino, computador, LDR, LED, multímetro, motor DC – 5V, protoboard, resistores e termistores PTC/NTC.

Atividade a ser desenvolvida:

Os alunos deverão construir uma estação meteorológica com os sensores utilizados e calibrados na oficina. Durante as etapas, os grupos já montaram individualmente um sensor de luminosidade e um sensor de temperatura, encontrando suas equações características. Podem utilizar o motor 5V DC

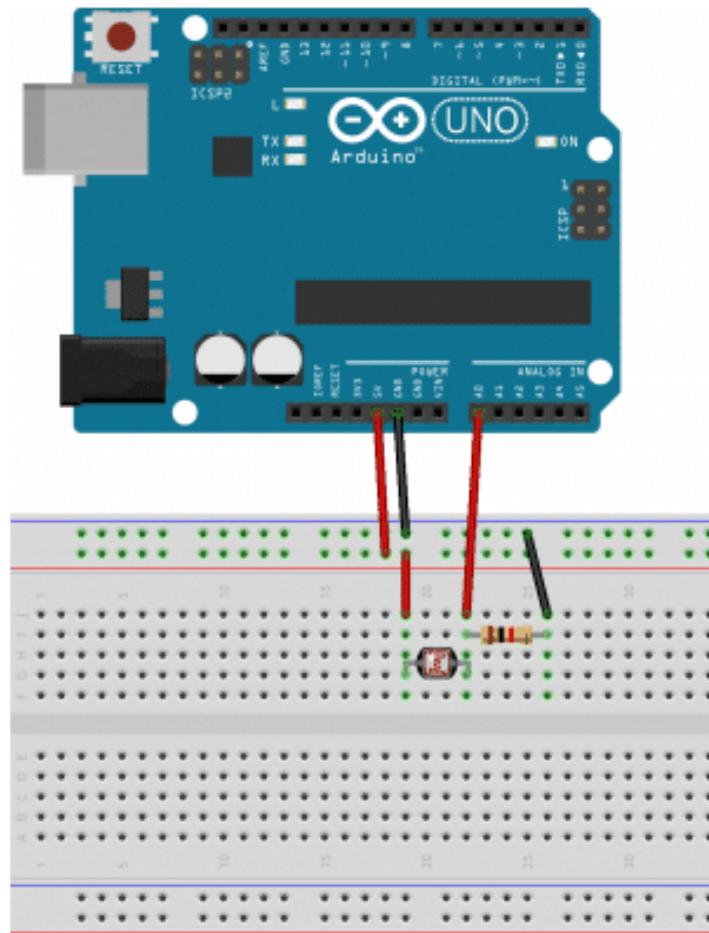


Figure 1.17: Sistema divisor de tensão com um LDR e um resistor de $10\text{k}\Omega$.

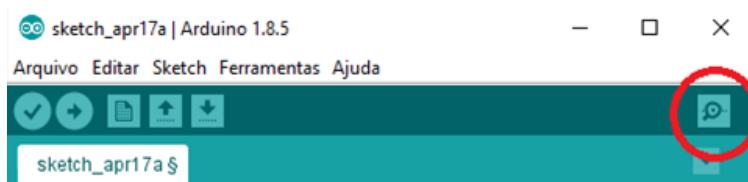


Figure 1.18: Localização do monitor serial do Arduino.

com um circuito divisor de tensão para construir um anemômetro. O desafio será montar e programar todos os sensores em conjunto (Figura 1.21), de modo que os dados possam ser observados pelo monitor serial e, se disponível, em um LCD. Para organizar os circuitos, pode-se utilizar uma caixa para disjuntores, que possui uma abertura para fixação do LCD (Figura 1.22).

Nesse momento, espera-se que os alunos percebam a necessidade de se implementar outros sensores, como por exemplo: sensor de nível d'água, sensor de umidade, display LCD entre outros.

Chapter 1. Resistores não ôhmicos: Ensinando eletricidade a partir de uma perspectiva de eletrônica Aplicada

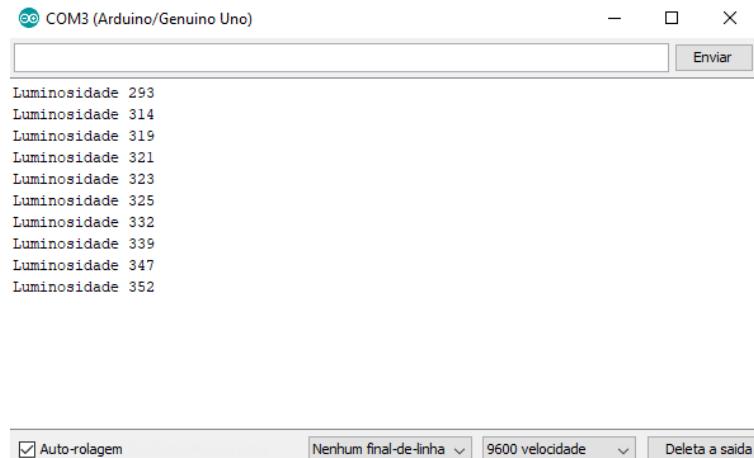


Figure 1.19: Dados obtidos no monitor serial.



Figure 1.20: Exemplo de programação utilizando Ardublock.

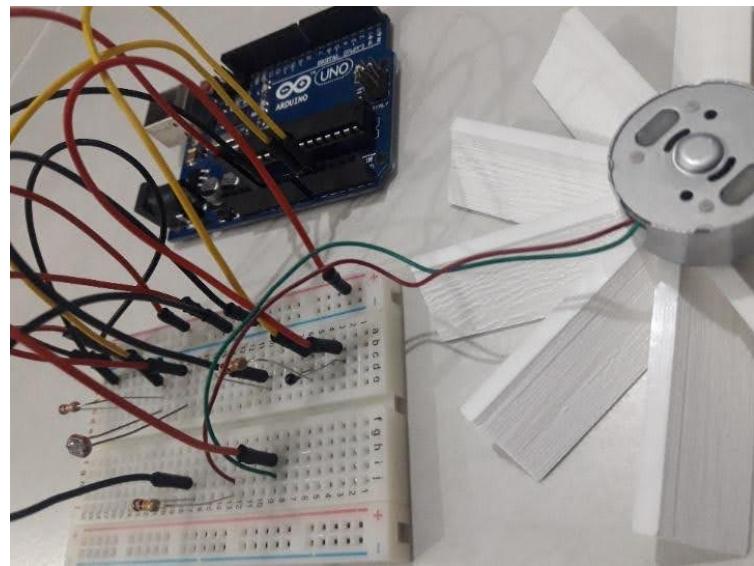




Figure 1.22: Caixa para disjuntor.



2. Introduction

2.1 Motivation

When I applied for the summer research internship, the title of the project was *The many colours of nearby galaxies* and the description was

The different populations of stars in a galaxy carry the record of its past star formation history, and also affect its future. The project involves analysing Hubble Space Telescopes images of nearby galaxies of different types. By measuring the brightness and colours of millions of stars, we can understand the ages and compositions of the stars, and learn how the galaxy formed stars in the past. The radiation emitted by stars affects the gas in a galaxy, and thus how it will form stars in the future. We will use multi-colour images of galaxies to gain new insights into both their past and future.

So, as an engineer without any astrophysics background I thought I would be doing image processing applied to astronomy and I ended up doing so much more, but hey! You never know what you will end up doing.

Before coming to Canada, Pauline and I exchanged some emails where she shared me some interesting papers, web pages and an astronomy on-line course which later I did take, mainly the information was about a general introduction to astronomy and how astronomy images are, yes, astronomy images are completely different as any other *normal* images, they are made of purely science data and every image has valuable knowledge you can learn from, and hey you will forget soon about pixels and start talking about sky coordinates.

So, in a few words I had no idea of what I was going to do (still), I realized I didn't have any idea, and the only thing I understood was how CCD detectors work. I didn't know I had a research adventure awaiting for me.

2.2 Objective

After I arrived and had my first meeting with Pauline, she explained me a general idea of what she wanted and shared me some more papers (about multi-wavelength studies), I read the information

and came up with the objective.

- Find out a method to transform data from a high dimensional dataset (FITS cube or any other data arrangement) to a low dimensional understandable information (graphs, clusters).

This means that from multiple images with different wavelengths of the same target apply an algorithm to find the hidden patterns that lie hidden between them.

2.3 A bit of context

OK, here is where I explain from where this is going to start, at that time I just had a micro-controllers and engineering design course my mind was set completely to find applicable theories and create useful things with them, which is the complete opposite of how astronomy works. First, there's no way to test an experiment with galaxies and most of the information is fuzzy and subjective (not all). The process of having an, let's say *astronomy idea* is a result of applying all your physics knowledge and consider the **cosmological principle**,

The (testable) assumption that the same physical laws that apply here and now also apply everywhere and at all times, and that there are no special locations or directions in the universe.

That's how science is made, thinking and testing and thinking again, creating your own scientific method, coming up with hypothesis, learning what might work and what not, using your instincts.

Well, before coming here I didn't think like that, it was just all about being super productive and thinking about doing robots and all kinds of devices with sensors. I had some experience programming in C/C++, no computer science background and I had never had an astronomy course.

This report was written in order to help someone to continue researching about data mining techniques applied in Astronomy, I explain how did I come up with the clustering techniques, my hypothesis, some tests and other ideas I have had, I hope this can help anyone and the research is continued. Anything you may need/questions do not hesitate to contact me, my e-mail address is: mrs.petzl@gmail.com, also a part of my own documentation I created a GitHub page where you can download all the codes I programmed and find more information. The link to this page is: <https://github.com/LaurethTeX/Clustering>, from the README file you can access to all the pages, take your time to surf.

2.3.1 References

Since I found so much good information about pretty much everything I wanted to know about, I will just create a remark and let you know where you can find more specific information about, just like below.



For more information about the cosmological principle, review Chapter 1: Why Learn Astronomy?, page 10, from **21st Century Astronomy**, Hester | Smith | Blumenthal | Kay | Voss, Third Edition, 2010.



3. Discovering what to do...

3.1 First ideas

So, now here you have your first astronomy picture,¹ what do you see?, it is a monochrome image, with different levels of brightness, slightly big (8500 x 5000), it looks like a lot of stars making a spiral.

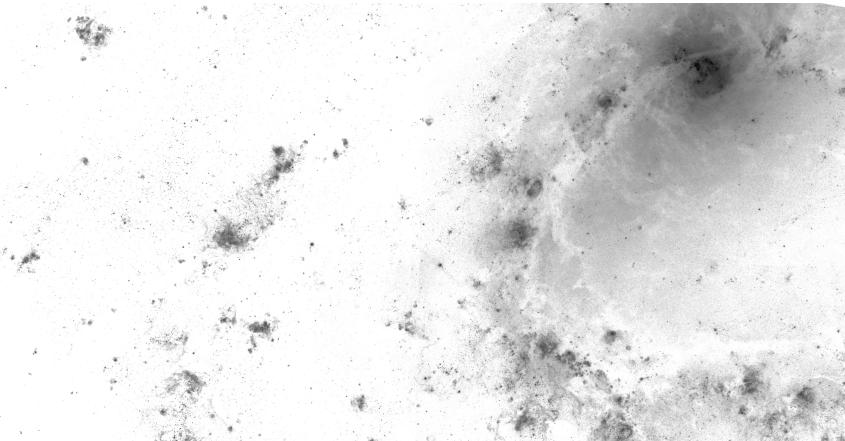


Figure 3.1: Picture of the M83 galaxy, image taken from the WFC3 ERS M83 Data Products, <http://archive.stsci.edu/prepds/wfc3ers/m83datalist.html>

How can we learn something about this image, quantize, get useful information? In the next subsections I will explain the first ideas.

¹For example purposes the image selected is a picture of M83 through a Wide H-alpha and [N II] filter.

3.1.1 Superpixel segmentation

The main concept of this is to cut an image into bigger neighbourhood sections, so from an image that has 425×10^5 pixels we can get maybe less than 500 superpixels, and then analyse separately those little sections and identify what kind of interstellar objects are they, look at image 3.2 it is a self-explanatory example of how a superpixel algorithm works. There are many ways to do this and

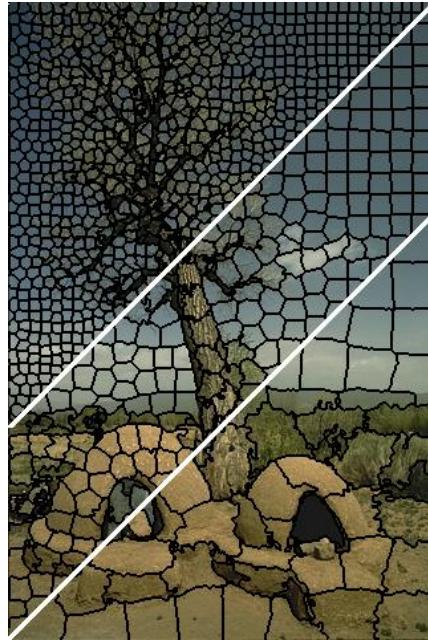


Figure 3.2: Example of a superpixel algorithm

they vary according to color dimensions, methods and number of required superpixels and whether the algorithm is able to find borders and make pixel classifications.



You can find some example test I tested with Matlab and with Python in this web page: <https://github.com/LaurethTeX/Clustering/blob/master/Methods.md>, also there is a huge amount of information on the internet about this but here are two pages you might find useful:

- Superpixel: Empirical Studies and Applications
<http://ttic.uchicago.edu/~xren/research/superpixel/>
- Segmentation Algorithms in scikits-image
<http://peekaboo-vision.blogspot.ca/2012/09/segmentation-algorithms-in-scikits-image.html>

Also there is one article (from IEEE) I found about and might interest you, it's pure computer science,

- Normalized Cuts and Image Segmentation
<http://www.cs.berkeley.edu/~malik/papers/SM-ncut.pdf>

3.1.2 PCA

Welcome to Astronomy where you will find more acronyms than words to mention something on articles, lots of fun!, well in this case PCA stands for Principal Component Analysis, the objective of this method is to reduce dimensionality, transform the data to another space where is can be

manipulated and reduced, there are multiple examples of work that has been done in astronomy applying this technique.

Therefore, the idea of applying this method is that if we have multiple-wavelength images of the same target and transform them to PCA space then we will have less dimensionality and it will be easier to process all the data and find valuable information.²

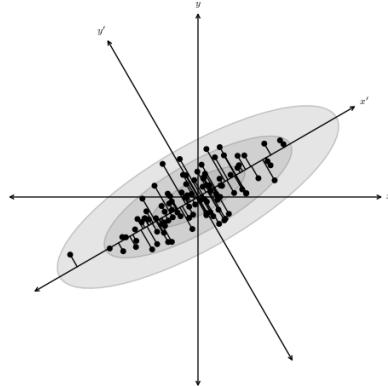


Figure 3.3: A distribution of points drawn from a bivariate Gaussian and centred on the origin of x and y . PCA defines a rotation such that the new axes (x' and y') are aligned along the directions of maximal variance (the principal components) with zero covariance. This is equivalent to minimizing the square of the perpendicular distances between the points and the principal components



An example article, where they explain how to apply PCA on multi-wavelength images and also mentions the pros and cons of using it.

- Preserving Structure in Multi-wavelength Images of Extended Objects
<http://arxiv.org/abs/1101.1679v1>

There's a whole section that talks about this subject with a machine learning approach as a preprocessing step in this nice book,

- Ivezić, Ž. and Connolly, A.J. and Vanderplas, J.T. and Gray, A., *Statistics, Data Mining and Machine Learning in Astronomy*, Princeton University Press, Princeton, NJ, 2014.

3.2 Hypothesis

Our data looks like the images on Fig.3.4, and it contains data from let's say a determined galaxy at different wavelengths, if we assume that the galaxy contains various regions that relate to interstellar objects that can tell, how stars are formed, where, how stars die, where was a star, and other mysteries, I guess we can assume that those certain regions can be identified because they share similar characteristics, the idea is to find how a galaxy is made from, its contents, apply the concept of the superpixel idea in 3D superpixels.

Take the time to think about this, how the data looks like in 3D, how a star looks like in the data cube, imagine it, this is where ideas of how to tackle this problem come from.

²Before I forgot to mention, later I discovered that PCA is not commonly used for data mining preprocessing because it is hard to interpret the information in the output result. Imagine clusters of data on PCA space, how do you make sense to that?

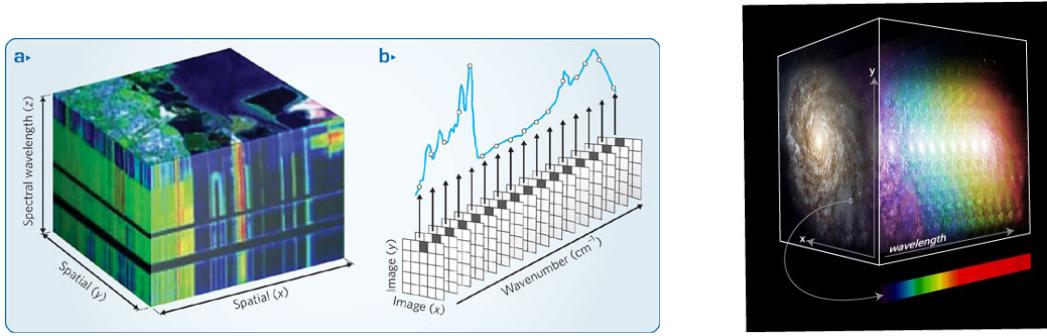


Figure 3.4: Illustrations of how a data cube looks like.

3.2.1 Topics you should review

This will require a lot of work, but hey it will be worthy and fun!

- Astroinformatics and computer science
 - Data mining
 - Machine Learning
 - Big Data Analysis
 - Neural Networks
 - Visualization Resources
- Statistics and Image Processing
 - Probability Density Function
 - Point Spread Function
 - Full width at half maximum
 - Convolution
- Interstellar medium and star formation
 - HII regions
 - Planetary Nebulae
 - Supernova Remnants
 - Molecular Gas
 - All kinds of Nebulae (e.g. dark, reflection)
 - AGN's (Active Galactic Nucleus)
- Astrophysics
 - Units (light-years, parsecs)
 - World coordinate system
 - Light
 - Telescopes
 - Stars and Stellar Evolution
 - Distance, Brightness, Luminosity
 - Galaxies

The GitHub page will certainly help you to understand why you need to learn about that, and where to find articles, web pages and books.

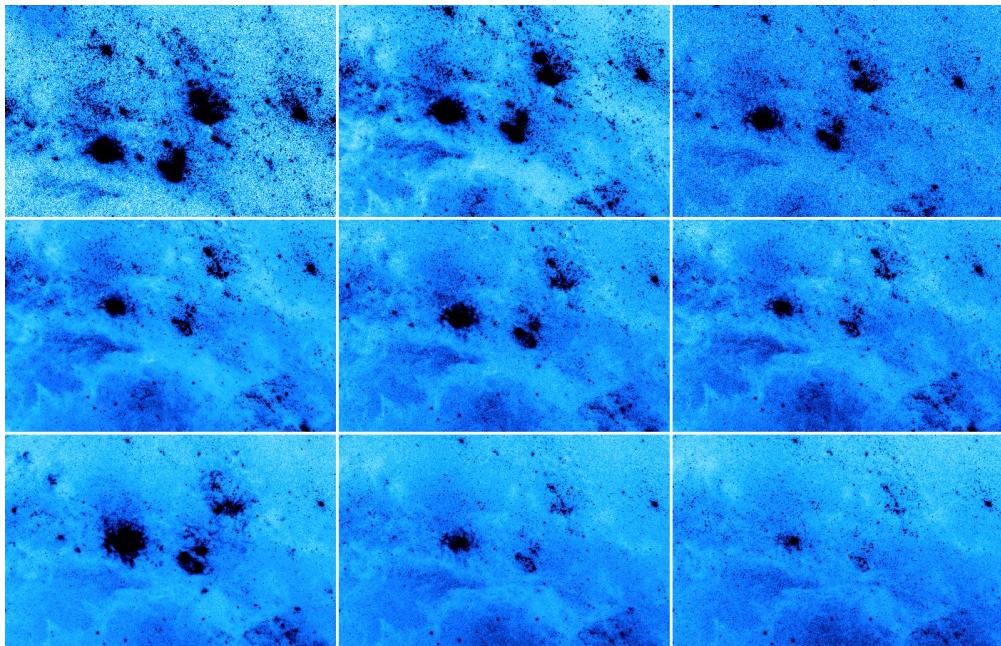


Figure 3.5: Example of how an object can look in 9 wavelengths

3.2.2 Downloading

First, let's equip ourselves with the basic software you will need in order to start then you may probably find other cool programs and later you will install them. There is also the possibility that your assigned computer will have them installed already but here is a brief description of what you can do with them, most of them are easy to use.

DS9: It is a program that visualizes astronomy images in FITS format (don't worry if you recognize this format, it will be explained later), where you can easily manipulate them, read their headers, compare, look at regions, see their characteristics, make graphs, even videos. Well, depending on what you need to use later you will be finding all the functions, the best way is to click everywhere and find out what happens, also you can ask to your astronomy colleagues they will tell you all the perks, or if you like learning by yourself or you need something specific check the documentation web page. It is fairly easy to install, just follow the instructions.

Download: <http://ds9.si.edu/site/Download.html>

Documentation: <http://ds9.si.edu/site/Documentation.html>

The picture below shows (Fig.3.6) something cool you can do in DS9.

Python and a user interface: The most *limitless* and user friendly way to develop programs in Astronomy is using Python, there are many packages, modules, functions now available to help you in almost anything. Me, as an undergrad engineer I'm used to program on an user interface and not directly in a terminal. So, here I will explain you my own way of doing things.

I make my programs on the Canopy editor, it shows when and where you have programming error and warnings, and the interface is easy to learn, now to run, I open a terminal, go to the directory where my program is, type ipython wait and then type run myProgram.py, and

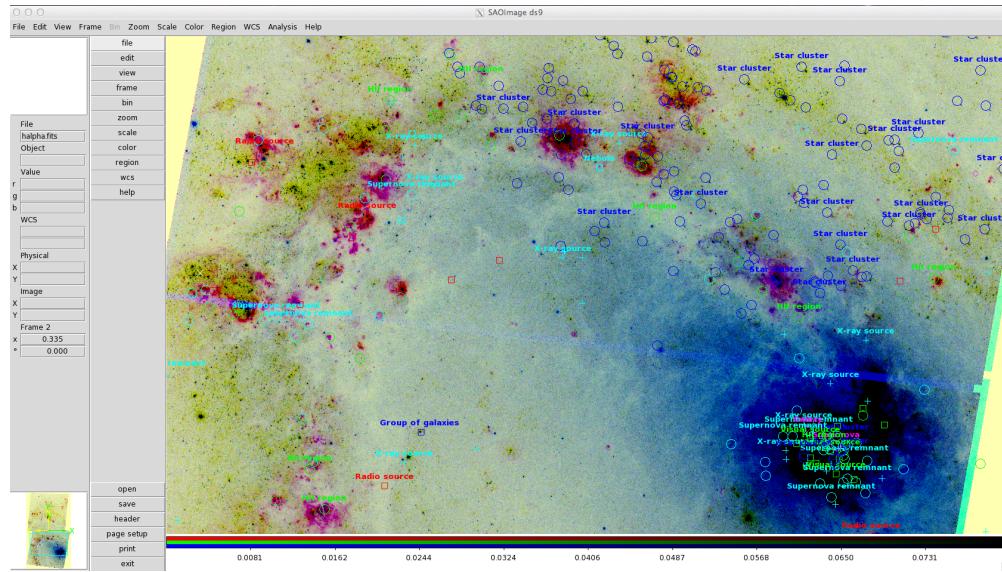


Figure 3.6: This is an RGB picture made from 3 independent FITS files, with a z scale and a region file overlaid from NED database, if you would like to learn more about this, or reproduce it, it is all explained in this web page: <https://github.com/LaurethTeX/Clustering/blob/master/NEDtoREGION-FILE/KnownRegions.md>

wait for the result.

Now there are a lot of fancier ways to work with *Python*, you can program and test directly using *IPython Notebook* on a web browser or you can just go for the terminal, use *nano* or *vi* or the text editor you like and then run it by typing `python myProgram.py`. At this point is up to you, but hey here are some links to start and the packages/modules you should install.

Interfaces or Development environments

- PyCharm, it a development environment, just like CodeBlocks or NetBeans <http://www.jetbrains.com/pycharm/>
- Spyder, actually this is the interface that comes with the Python distribution Anaconda, you will get the Python distribution and the interface. <https://store.continuum.io/cshop/anaconda/>
- Canopy, this is the one I mentioned before, it super easy to use and you can install packages with one click. <https://www.enthought.com/products/canopy/>

Modules

In Python, modules are like the libraries in C, therefore, to use math, astronomy and computer science tools you need to install them. To learn whether you already have a module installed or not, type on *iPython* `import andreaModule`, if the output result is something like `ImportError: No module named andreaModule`, you definitely don't have it installed.

The strategy here to install packages it fairly easy, find their website, go to the download section and follow the instructions, almost all the packages are available on the Python Packaging Index and may be installed by running:

```
pip install pyfits
```

To learn how to use them check the documentation page, user manuals or their API's, if you have experience on object oriented programming it will be like running a new bike and if you don't, don't worry too much, Python was designed to be easy to program, just learn the rules of the game.

- Astropy, this package is the *must have* of every astronomer, contains tools to handle coordinate systems, units, convolution.. well is better if you take a look at the web page. <http://www.astropy.org/>
- Numpy, this package contains the math magic functions, linear algebra tools and the array management variables, make sure you learn all about *Numpy arrays* you will work with them all the time. <http://www.numpy.org/>
- SciPy, well this package is the base of all scikit modules which contain the functions you will use in image processing and machine learning. <http://www.scipy.org/>
 - Scikit Image, contains image processing tools, it is the *OpenCV* for *Python* <http://scikit-image.org/>
 - Scikit Learn, contains data mining algorithms, pretty much contains everything that you will ever need. <http://scikit-learn.org/>
- Matplotlib, this package is probably one of the most powerful tools visualize data, you can draw almost anything you want and exactly how you want it. An example of that are the images of the AstroML book, you can access to the image library code and learn how they are made, this is the website http://www.astroml.org/book_figures/index.html.³. You can download the package here <http://matplotlib.org/>.
- PyFITS, in this package you will find tools to manipulate FITS files, create new ones, create image cubes, tables, and do all kinds of things with their headers. Certainly this package is more than useful. http://www.stsci.edu/institute/software_hardware/pyfits

In the path of researching I'm certain you will find more and new packages and by them you will be prepared to install anything.

Montage: This is a toolkit for assembling astronomical images into mosaics, but it has more functions that you may need in the future to prepare your data before processing it. There are two ways of installing and I would say that is better to have them both. One is to install the toolkit and any time you need it, you run the commands on the terminal, the other one is to install a *Python* module and use it just like any other module. To install montage for terminal, download the latest version in this website <http://montage.ipac.caltech.edu/docs/download.html>, **read the README file** or go to this website <http://montage.ipac.caltech.edu/docs/build.html> and follow the steps, now if you don't have any problem installing it, you can try testing it with an example program found on this website http://montage.ipac.caltech.edu/docs/pleiades_tutorial.html, in case you are having trouble and your computer is a MAC, instead of doing step five (*If you want to be able to run the Montage executables from any directory*), try this:

1. Open a file called `.profile` located in your user folder. (e.g. `/Users/Laureth`)

```
$ vi .profile
```

³Statistics, Data Mining, and Machine Learning in Astronomy book, it was mentioned before

2. Include in the file the following

```
export PATH=/Applications/Montage_v3.3/bin:$PATH
```

In this link (<https://github.com/LaurethTeX/Clustering/blob/master/Tools.md#the-profile-file>) you will find an example of how this file should look. After you modify it, make sure that you save it and type in /Users/Laureth,

```
$ source .profile
```

Then try testing the *Montage* commands, and I'm sure that it will magically work, just remember that any time you use any command, type `source .profile`.

Now the other way to install, implies only to install a *Python* module but this module contains less functions than the terminal application, in any case check the website <http://www.astropy.org/montage-wrapper/>, there you will find all the documentation you may need and the instructions to install it (*Spoilers* `pip install montage-wrapper`).

Any questions you may have and how to install, here is my GitHub page for software tools
<https://github.com/LaurethTeX/Clustering/blob/master/Tools.md>



4. Understand your data

Before continuing, first and most importantly you must select the *raw* data you are going to process and later after you acquire experience with an specific dataset the idea is to expand the algorithms to any kind of dataset. The important things are to learn how to input the data correctly, establish the right *learning parameters* in the selected algorithm and find the best way to visualize your results and interpret them correctly.

Now let's start with basic concepts that vary from an engineering to an astronomer point of view.

4.1 What is an image?

As you may know, an image is a matrix of numbers that contains the specific brightness level that corresponds to a given pixel. And from there the concepts evolves and adds channels of colour and depth. But for now, let's just think about monochromatic images (only one channel). In Astronomy, images are usually considered sets of scientific data, observations, that contain information about an specific target in the sky seen through an specific filter and the levels of brightness correspond to the behaviour of the optical sensor (CCD camera) in relation with the number of electrons that hit a particular pixel through an specific waveband. Something else to consider is that the sky is not flat with this I mean that the celestial vault is like a sphere surrounding us therefore Cartesian coordinates are not the parameters used to identify points in space, there is another system called WCS (World Coordinate System) hence a conversion between pixels and WCS coordinates exists. As you are realizing now just one image can contain tons of information related to it, now imagine that multiplied for terabytes and terabytes of stars, galaxies, planets, nebulae or any object in space. Fortunately in astronomy this is solved using an image format that contains the image and its own information.

4.1.1 FITS files

This format is the standard data format used in astronomy, can contain one image, multiple images, tables and header keywords providing descriptive information about the data. The way it works is that this format can contain a text file with keywords that comprise the information about the

observation and a multidimensional array that could be a table, or an image, or an array of images (data cube). This files can be managed in different ways, with an image preview use DS9, for handing the data in a program use the *Python* package *PyFITS*.

4.1.2 WFC3 ERS M83 Data Products

The selected dataset to test the data mining libraries I found is a series of observations of M83 at 9 different wavelengths, the original images can be found in this web page, <http://archive.stsci.edu/prepds/wfc3ers/m83datalist.html>, the specific information about them can be found in Table 4.1. This particular images were observed through HST with the WFC3/UVIS camera.

Filter / Config.	Waveband / Central λ / Line	Obs. Date	Comment
F225W	UV filter / 235.9 nm	26 Aug 2009	UV wide
F336W	UV filter / 335.5 nm	26 Aug 2009	Strömgren u
F373N	Narrow-Band Filter / 373.0 nm	19 Aug 2009	Includes [OII]
F438W	Wide-Band Filter / 432.5 nm	26 Aug 2009	<i>B</i> , Johnson-Cousins set
F487N	Narrow-Band Filter / 487.1 nm	25 Aug 2009	Includes $H\beta$
F502N	Narrow-Band Filter / 501.0 nm	26 Aug 2009	Includes [O III]
F657N	Narrow-Band Filter / 656.7 nm	25 Aug 2009	Includes $H\alpha$ +[NII]
F673N	Narrow-Band Filter / 676.6 nm	20 Aug 2009	Includes [SII]
F814W	Wide-Band Filter / 802.4 nm	26 Aug 2009	<i>I</i> , Johnson-Cousins set

Table 4.1: Summary of Observations

4.2 Preprocessing your data

This section is where you prepare your data to be processed, you have to make sure that all your images have the same grid size, same spatial resolution, less possible quantity of outliers and noise and same coordinate system. Now, what are those things? Same grid size means that your images must have the same pixel size, in the dataset we are processing we don't have to worry about this, the pixel size is 0.0396 arc sec/pixel. Now, spatial resolution, each image has its own spatial resolution depending on the filter that was used to get the observation, the number that you will be looking for is the FWHM that describes the PSF of every image. When you have all the FWHM for all the images you should choose the largest which corresponds to the poorest spatial resolution and create a convolution kernel with *Tiny Tim* or use a Gaussian kernel calculated with *Astropy* and convolve all the images with that kernel. This exactly what I did, if you look at image ??, you will see the before and after convolution. In table 4.2 you can see how I chose the number for the FWHM.

After convolving all the pictures, I started to do some tests, but I realized that maybe around 30% of the images was missing information and/or noise and the results I was getting were mislead by the outliers. In clustering algorithms we must help the algorithm, make sure that what we are inputting is something that can be clustered, although some of them are *shielded* against outliers, making our data more accessible and easy for the neural networks to interpret will help you to get better results, as you can see in image 4.2 (open one and explore it in DS9) there is missing information and noise. In order to correct this I decided to go with the easiest way I could think of, just cut the image. And I did selected a processable area excluding all the missing information and noisy areas.

The next step was to build the data cube, at this point you can decide if you want to process your images independently or all of them. The ideal here is to input all of them in a data cube, so the

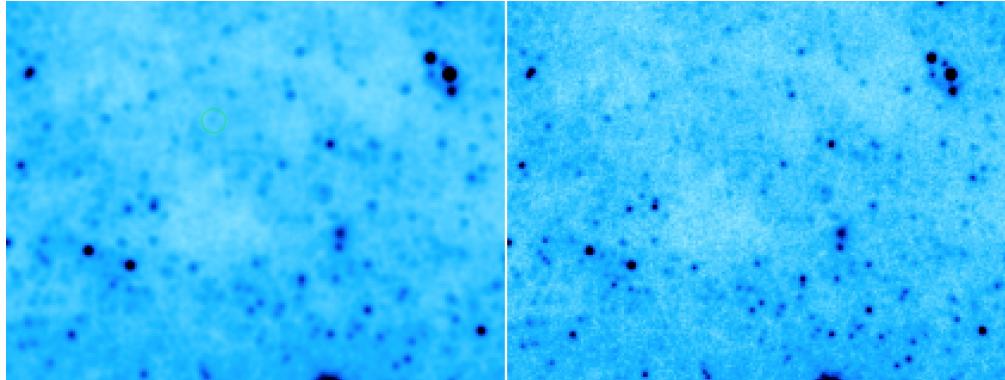


Figure 4.1: In this image you can observe how an observation looks, before and after convolution, this particular image corresponds to the B band filter and was convolved to a 0.083 arc sec FWHM

Filter / Config.	Central λ	FWHM (arc sec)
F225W	235.9 nm	~0.083
F336W	335.5 nm	~0.075
F373N	373.0 nm	~0.070
F438W	432.5 nm	~0.070
F487N	487.1 nm	~0.067
F502N	501.0 nm	~0.067
F657N	656.7 nm	~0.070
F673N	676.6 nm	~0.070
F814W	802.4 nm	~0.074

Table 4.2: WFC3/UVIS PSF FWHM informations for the selected dataset, as you can see the largest number here is 0.083 which means the poorest spatial resolution, this is the number used to calculate the convolution kernel, in order to process them all images must have the same spatial resolution.

output clusters relate information from all the wavelengths and the regions covered by them can be interpreted more easily. Now if you choose to create an image cube (just append the image arrays in one FITS file) it is possible that your images have a different conversion between their world coordinate system to pixel, so have to make sure all of your images are projected with only one conversion, this mean that you have to re-project them to a common WCS.

Well, what I wrote before it is a brief summary of what I did, but I'm sure that you can find a better way to do your own data pre-processing but here are some things that you should consider:

- Create a method as general as possible, with input parameter that can be adapted to any kind of data, this will save you a lot of work in the future
- Understand first your algorithm, how the data is going to be processed and design the best way to input your data
- Accommodate your data according to the type of attributes that the algorithm can handle
- Consider the size of your dataset, if it's huge your program may never end
- Find out if your algorithm can work with high dimensional data (multi-wavelength), because if not, you won't be able to input data cubes
- Find out if your selected clustering algorithms is able to find clusters of irregular shapes, this

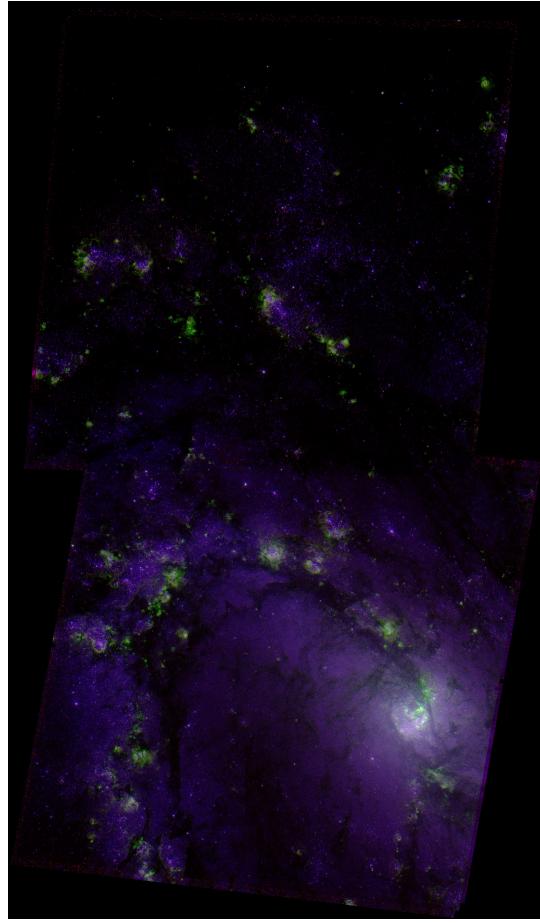


Figure 4.2: Look at the image, it is composed of two mosaics, therefore, there are some regions with missing data, now look at the borders of each mosaic there is noise near the edges, this is data that we don't want messing with our clustering algorithm and can be classified as outliers, it is very important to reduce them as much as possible so the output clusters can be correctly classified and correspond to the information that we are looking for

will help you to device the best way to accommodate your patterns

- Handle outliers, if you identify them, know where they are, try to eliminate them as much as possible, we don't want them messing with our clusters
- In case that you come up with an artful mathematical method like PCA to reduce dimensionality, make sure that what you input can later make sense when is clustered, because you will be working in another space
- Remember that the most important goal is to find hidden knowledge therefore, you must know you to visualize and interpret your results
- For the let's call it *astronomy image processing*, make sure that your data is scientifically approved ask people around you.

This section is explained at length in the GitHub page, there you will find my codes and some helpful links, <https://github.com/LaurethTeX/Clustering/blob/master/Preprocessing.md>

4.3 Software available

For doing data preprocessing there are a bunch of software available, even there is one being developed by Sophia Lianou called *imagecube* which, when it is finished, will be one of the best, has everything you need in one package. I'll say that this part is yours to discover, everyday there are more and more being released or new versions of the existent ones but in the meanwhile it will depend entirely on you, which software you want to use. For *Python* all the functions you will need can be found in the *Astropy* module, **check the API!!!**.

This specific part is all explained in GitHub in this link. <https://github.com/LaurethTeX/Clustering/blob/master/Preprocessing.md#first-step-data-pre-processing>



Some links to start,

- Astropy, Convolution and filtering, <http://docs.astropy.org/en/stable/convolution/index.html>
- AstroDrizzle: New Software for Aligning and Combining HST Images, With Improved Handling of Astrometric Data, <http://drizzlepac.stsci.edu/>
- Tiny Tim HST PSF Modelling, <http://www.stsci.edu/hst/observatory/focus/TinyTim>
- IRAF, Image Reduction and Analysis Facility, <http://iraf.noao.edu/>

5. Experimenting

I discovered surfing on the internet a cloud computing software that is free, has data mining algorithms embedded, is specifically developed for Astronomy and is programmed by Caltech, University Federico II and the Astronomical Observatory of Capodimonte. The homepage website, <http://dame.dsf.unina.it/index.html>. Well, the platform for testing is ready!, now what? I requested and account and the next day they sent me an acceptance with my user name and my password approved. I introduced myself to the documentation, the available clustering functions, the manuals for every method, the blogs and discovered that there was one method available that could work with data cubes and do its clustering on every pattern (number in the multidimensional matrix) which was exactly what I needed. The name of this method is ESOM (Evolving Self Organizing Maps) and I read its manual, did some foolish test with all my image and ... never got a result ... the experiment ran forever (more than two weeks), when I realised that this wasn't the best way to tackle this problem I started considering only clustering on the independent images and not in the data cube due to the fact that the dimensionality was immense. So, in the end my selected methods have some results but not all, here is where all the work has to be done, analysed and tested again.

5.1 Methods Selected

5.1.1 ESOM, Evolving Self Organizing Maps

The *official* manual for this method can be found here, http://dame.dsf.unina.it/documents/ESOM_UserManual_DAME-MAN-NA-0021-Rel1.2.pdf, there you will find a full explanation of the method, the meaning of every variable and the supported file types.

Here is my own explanation of how this particular method works, first of all, can be used as an unsupervised machine learning technique or you can help the algorithm to identify regions and make it a supervised machine learning technique, this type of clustering finds groups of patterns with similarities and preserves its topology, starts with a null network without any nodes and those are created incrementally when a new input pattern is presented, the prototype nodes in the network compete with each other and the connections of the winner node are updated.

The method is divided in three stages, *Train*, *Test* and *Run*. The first step to experiment with this

method is Train. Here, the important variables to understand and look at are, the learning rate, epsilon and the pruning frequency. It is highly recommendable that you check the DAMEWARE manual for this function, there they will explain in detail the meaning of each on the mentioned variables.

Expected Results

This particular method as I mentioned before supports data cubes and considers as an independent pattern all the numbers in the multi-dimensional array this means that our clusters are groups of patterns with similar characteristics, that correspond to volumes of similar fluxes of electrons inside the data cube.

The output files from the experiment that will show us our results are,

- *E_SOM_TrainTestRun_Results.txt*: File that, for each pattern, reports ID, features, BMU, cluster and activation of winner node
- *E_SOM_TrainTestRun_Histogram.png*: Histogram of clusters found
- *E_SOM_TrainTestRun_U_matrix.png*: U-Matrix image
- *E_SOM_TrainTestRun_Clusters.txt*: File that, for each clusters, reports label, number of pattern assigned, percentage of association respect total number of pattern and its centroids.
- *E_SOM_Train_Datacube_image.zip*: Archive that includes the clustered images of each slice of a data cube.¹

The file that you will be looking forward to see is the last one, the zip where you will be able to see the slices of the volume, and how the final configuration of the clusters was arranged.

Failed and still running tests: What no to do and what is still running

The first tests I did included all the complete data cube, including the areas where data was missing, the images were only re-projected and convolved. That was before realising that outliers might affect the ability of the algorithm to identify the clusters and distract them with noise and missing data. So, the first thing you must NOT do, is to get rid of the outliers when you are training your network, if you ever get to have a well trained network then it might be interesting to learn how the network interacts with noise and outliers, but for now we will help her a bit.

In table 5.1 are the input parameters I used to the failed tests applied in the *raw* data cube, and in table 5.2 are the input parameters used on experiments that are still running since August 7th, 2014. (I wonder if they will ever end)

Some of the failed experiments had histogram like the one you can see on figure 5.1 where the clusters were created but reached a point where the neural network could not define how to differentiate a cluster from another cluster and failed.

Hey, if you were wondering why I always choose to normalize, and one as the input node, well the normalization is due to the fact that I know that the data has, according to its filter, all kinds of ranges of fluxes on every layer which means that the distances between patterns might not be correct, this is a topic you should look into. And for the input node I choose 1 because if I start with any other number the experiment automatically fails, and of course we do not want that.

As I progressed and saw the results and the *log files* in all the failed experiments I decide to try the algorithm on independent layers and see if I could get something. Therefore I selected the H α convolved observation (*halpha_conv.fits*) and did some tests on it, table 5.3 shows the parameters I used for the failed experiments and table 5.4 shows the parameters of the still running experiments.

¹I have my doubts whether this file is produced or not, in none of my test was produced, you might need to contact the developers and ask about this.

Name	Input nodes	Normalized data	Learning rate	Epsilon	Pruning Frequency
Train2	1	1	0.3	0.001	5
Train3	1	1	0.7	10	100
Train4	1	1	0.95	1	10
Train5	1	1	0.99	0.1	10
Train6	1	1	0.01	0.01	1
Train7	1	1	0.5	0.7	5
Train8	1	1	0.5	0.5	7
Train11	1	1	0.25	0.00001	10

Table 5.1: This table describes all the failed experiments done in the workspace WFC3 with the *raw* data cube as an input, using the ESOM method in the DAME platform selecting the number 3 as the dataset type and without using a previous configuration file.

Name	Input nodes	Normalized data	Learning rate	Epsilon	Pruning	Frequency
Train9	1	1	0.3	0.0001		5
Train10	1	1	0.99	0.0001		10
Train12	1	1	0.5	0.0001		5

Table 5.2: This table describes all the experiments done in the workspace WFC3 that are still running since August 7th, 2014 with the *raw* data cube as an input, using the ESOM method in the DAME platform selecting the number 3 as the dataset type and without using a previous configuration file.

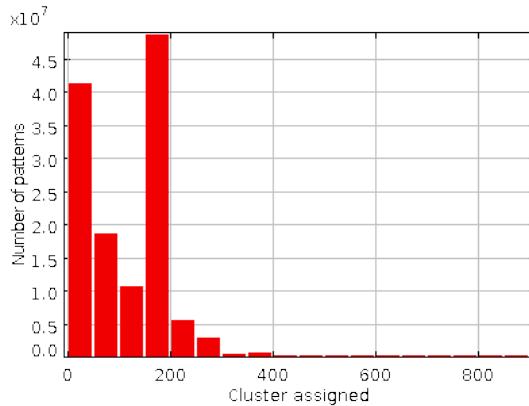


Figure 5.1: In this particular experiment, the neural network failed due to a very low pruning frequency, high number of patterns and all the outliers inclusions.

Name	Input nodes	Normalized data	Learning rate	Epsilon	Pruning Frequency
TrainHa1	1	1	0.5	0.01	5
TrainHa2	1	1	0.5	0.001	5

Table 5.3: This table describes the failed experiments done in the workspace WFC3 for the *halo_conv.fits* file, using the ESOM method for one layer in the DAME platform selecting the number 3 as the dataset type and without using a previous configuration file.

Name	Input nodes	Normalized data	Learning rate	Epsilon	Pruning Frequency
TrainHa3	1	1	0.5	0.0001	5

Table 5.4: This table describes the still running experiments since August 10th, 2014 in the workspace WFC3 for the *halpha_conv.fits* file, using the ESOM method for one layer in the DAME platform selecting the number 3 as the dataset type and without using a previous configuration file.

My next mental step was to repeat the tests eliminating as many outliers I could reduce, my hypothesis here is that, if I eliminate all the areas where there is missing data and noise, the neural networks will be concentrated only in the patterns I'm interested in clustering and maybe identifying interesting regions that correspond to some known interstellar object. So, what I did was to try the ESOM algorithm with, again, independent images, this time I decided to apply the same experiment to three different layers, H α , UV wide and *i*-band. In table 5.5 you can see the parameters of the failed experiments and on figure 5.2 there are some of the output histograms. Also, in table 5.6 you can see the input parameters of the still running experiments.

Name	Input nodes	Normalized data	Learning rate	Epsilon	Pruning Frequency
Train1	1	1	0.5	0.001	50
Train2	1	1	0.5	0.01	50
Train3	1	1	0.5	0.1	100
Train4	1	1	0.5	0.001	100

Table 5.5: These parameters were used in three different workspaces (*halphaCrop*, *uvwideCrop*, *ibandCrop*), with their own input file that corresponded to the convolved and cropped observation of each filter (*halpha_conv_crp.fits*, *uvwide_conv_crp.fits*, *iband_conv_crp.fits*), all of the experiments had no previous configuration file and the dataset type was 3 and all failed.

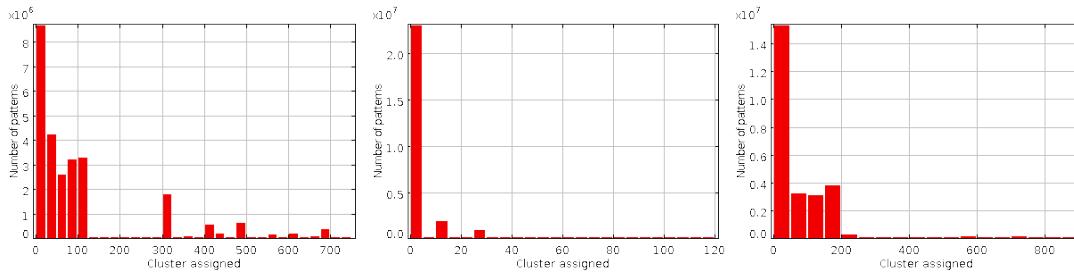


Figure 5.2: The histogram on the left corresponds to the halpha workspace in Train1, the one in the center to the iband workspace in Train3 and the one on the right to the uvwide workspace in Train2, all of them were failed experiments.

As you can see, I discovered that if I choose an epsilon of 0.0001 the experiments will be still running, and all of the other variables can be varied like the learning rate and the pruning frequency.

The big and small re-projected data cube

After a few days of waiting anxiously for the experiments to end and not getting any new results I decided to test the convolved, cropped and re-projected data cube including all the layers with a

Name	Input nodes	Normalized data	Learning rate	Epsilon	Pruning Frequency
Train5	1	1	0.5	0.0001	100
Train6	1	1	0.99	0.0001	75

Table 5.6: These parameters were used in three different workspaces (*halphacrop*, *uvwidecrop*, *ibandcrop*), with their own input file that corresponded to the convolved and cropped observation of each filter (*halpha_conv_crp.fits*, *uvwide_conv_crp.fits*, *iband_conv_crp.fits*), all of the experiments had no previous configuration file and the dataset type was 3. The experiments mentioned are still running since August 11th, 2014.

fixed pruning frequency of 0.0001, hoping that this time I could get some interesting results. The input parameters for the two experiments I tested can be seen in table 5.7.

Name	Input nodes	Normalized data	Learning rate	Epsilon	Pruning Frequency
ESOMtrain1	1	1	0.5/0.75	0.0001	100
ESOMtrain2	9	1	0.75	0.001	100

Table 5.7: These parameters were used in two different workspaces (*Data Cube*, *RPDataCube*), the first experiment is still running since August 12th, 2014 and the second failed. The input for the Data Cube workspace corresponds to a 9 layer data cube with no re-projection and the RPDataCube input is the same data cube but re-projected.

As you can see, in the experiment *ESOMtrain2* I tried to start the neural network with 9 nodes (thinking logically as having 9 layers in the data cube) and immediately the experiment failed, so **do not try to input a number different than one**.

I waited 17 days for the experiments to finish (I did some other stuff in the meanwhile, most of the time learning new things) but I did not get any results so I came up with a different strategy, selecting small data cubes with already identified regions by the NED database. I selected randomly a particular HII region located in RA 204.26971, DEC -29.84933 (See figure 5.3) and centred it in a 605x605 pixels sample.

This time, most of the experiments gave me immediate results failing or finishing. On table 5.8, you can see the input parameters and the status of the experiments I tested with the small data cube.

Name	Normalized	Learning rate	Epsilon	Pruning Frequency	Status
ESOMtrain1	0	0.5	0.001	50	Running
Train2	1	0.5	0.0001	50	Ended
Train3	1	0.5	0.1	50	Ended
Train4	0	0.5	0.0001	50	Running
Train5	0	0.95	0.0001	100	Running
Train6	1	0.99	0.001	50	Ended

Table 5.8: All the mentioned experiments belong to the SmallDataCube workspace, have 3 as data type and one input node, no previous configuration file and the input file is *rp_small_datacube.fits*.

In this case three of the experiments ended and none of them failed (yet), here I detected that the output file that contains the distributions of the clusters on every layer is missing, but we got some interesting results, in the next figures (5.4,5.5) you can appreciate better what I'm talking about.

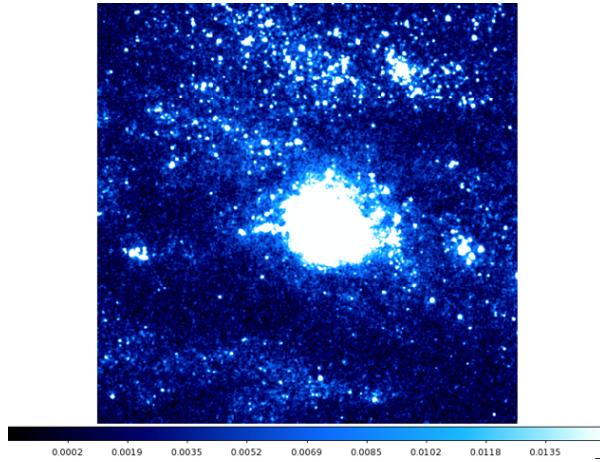


Figure 5.3: Illustration of the randomly chosen HII region for the small sample from the M83 re-projected data cube.

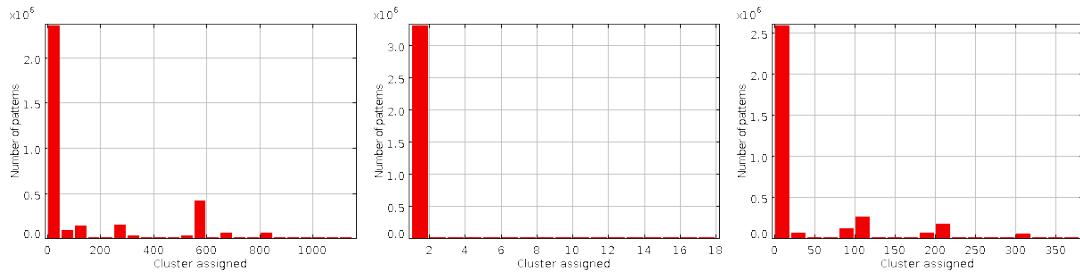


Figure 5.4: All of the images correspond to histograms of the ended experiments mentioned above in order (Train2, Train3, Train6), as you can see there is a predominance on one of the clusters that can mean that is detecting the HII region or the experiment never started, to understand further the results a visualization of the clusters is needed.

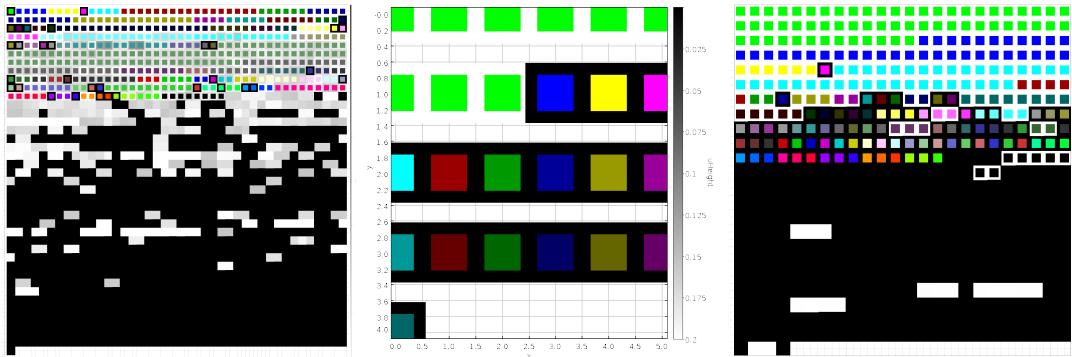


Figure 5.5: All of the images correspond to U-matrices of the ended experiments mentioned above in order (Train2, Train3, Train6)

There is work to be done for this cases, understand what is going on and interpret correctly the results, but last we got some.

5.1.2 CSOM

Well, as I mentioned before I did some tests using the ESOM method but since I wasn't getting any results I thought of testing this method, as always I strongly recommend to read carefully its manual, http://dame.dsf.unina.it/documents/SOFM_UserManual_DAME-MAN-NA-0014-Re11.1.pdf and fully understand what is going on behind the curtains. In the meanwhile, this is my own explanation. This method uses FITS files, does not support data cubes, specifically uses a neighbourhood function in order to preserve the topological properties of the input space, it is a type of artificial network and is mainly unsupervised learning and produces a low dimensional discretized representation of the input space of the training samples. In this case you can choose the number of clusters/neurons in the first layer (neural network), the diameter, number of layers (in the neural network), learning rate and variance on each layer. Here you have more input parameters to control.

Expected Results

Well in this case, since only FITS images are allowed, what we expect to find are areas identifying the different objects in the interstellar medium.

The important results in this case, are got in the *Run* and *Test* steps, in the *Train* step only the network configuration is outputted. What we are interested on seeing are the plotted clusters.

Tests

In this case I did some tests on the CSOM workspace, but none of the, where successful, too many input variables to control and test. So, in this case I will leave this parameters free for you to try. I do believe that this method could be very useful and if you find a way to input the data cube in a different configuration you will get some interesting results, due to the fact that in this method the preservation of the topology is one of the main principles.

5.2 Further work

Well, finally we reached the point where my time in Canada finished and this research is still on its first stages. I have so many ideas of how to explore the clustering techniques in the DAME platform, MatLab, Python and everything else that can be tested.

5.2.1 Some interesting ideas

For now, I would say that your best chance here, is to device an efficient way to input the information contained in a data cube as a list of points with values and reduce its dimensionality by randomly choosing them on every layer. If you are ever stuck, or no new ideas come to your mind, do not hesitate to contact me I might have a new interesting idea you can test.

5.2.2 Links you should check out

Most of them are listed in the useful resources section of The Caltech-JPL Summer School on Big Data Analytics, the web page https://class.coursera.org/bigdataschool-001/wiki/Useful_resources, you may need to create an account in Coursera and enrol in the course. And the rest of them are located in the References section on my GitHub page, <https://github.com/LaurethTeX/Clustering/blob/master/References.md>.