# Ad-Hoc Networks Project Report

Suryansh Sharma, Jure Vidmar, Suhail Nogd, Eghonghon Eigbe Delft University of Technology Intelligent Systems Department The Netherlands

> S.sharma-13@student.tudelft.nl XXXXX@student.tudelft.nl XXXXX@student.tudelft.nl XXXXX@student.tudelft.nl

Abstract—This paper studies whether emotional expressions provided by a human observer can improve the learning performance of a reinforcement learning agent by influencing the exploration/exploitation trade-off in Q learning. When the human observer shows positive affect the agent tends more towards exploitation while negative affect will make the agent explore more.

## I. Introduction

#### A. Motivation and related work

# II. RESEARCH QUESTION

## A. Hypotheses

## III. METHOD

## A. Materials

- 1) Exploration/Exploitation Strategies:
- 2) EARL: Emotion, Adaptation and Reinforcement Learning Framework:
  - 1) Emotion recognition module perceives human facial expressions in real time. For this we will be using Affectiva [?] (more in section ??)
  - 2) A reinforcement learning agent fed the recognized emotion as input.
  - 3) An artificial emotion module slot can utilize all available information to produce artificial emotion of agent which can be later used as intrinsic reward or as input for the expression module.
  - 4) An expression module aims to express robot emotion. This module consist of a robot head with different degrees of freedom(such as eyes, ears, lips and eyelids) to generate expressions.

# B. Affectiva

- C. Experimental setup / approach
  - 1) Continuous environment:
  - 2) Social learning and non-social learning:

#### D. Measures

## E. Work plan

- Week 1.5: Finalize how the expressions will influence the temperature parameter.
- Week 1.6: Look further into the implementation details of the work of Broekens [?]

- Week 1.7: Adapt implementation and prepare experiment
- Week 1.8: Perform experiment with human observers
- Week 1.9: Finalize results, conclusion and discussion and prepare presentation
- Week 1.10: Give presentation

# IV. RESULTS

## A. Discussion

## V. CONCLUSION AND FURTHER RESEARCH

## REFERENCES

- [1] Dautenhahn, K. (2007). Socially intelligent robots: dimensions of humanrobot interaction. Philosophical Transactions of the Royal Society of London B: Biological Sciences, 362(1480), 679-704.
- [2] J. Fasola, M. J. Mataric, Using socially assistive human-robot interaction to motivate physical exercise for older adults. in Proceedings of the IEEE, vol. 100, no. 8, pp. 2512- 2526, 2012.
- [3] P. Baxter et al. Long-term human-robot interaction with young users, in IEEE/ACM HRI 2011 Conference, 2011.
- [4] B. Scassellati, H. Admoni and M. Mataric, Robots for use in autism research, in Annual review of biomedical engineering, vol. 14, pp. 275-294, 2012.
- [5] Thomaz, A. L., & Breazeal, C. (2006, July). Reinforcement learning with human teachers: Evidence of feedback and guidance with implications for learning performance. In Aaai (Vol. 6, pp. 1000-1005).
- [6] Taylor, M. E., & Borealis, A. I. (2018). Improving Reinforcement Learning with Human Input. In IJCAI (pp. 5724-5728).
- [7] Messinger, D. S., Duvivier, L. L., Warren, Z., Mahoor, M., Baker, J., Warlaumont, A. S., & Ruvolo, P. (2014). Affective computing, emotional development, and autism. In The Oxford Handbook of Affective Computing.
- [8] Broekens, J. (2007). Emotion and reinforcement: affective facial expressions facilitate robot learning. In Artifical intelligence for human computing (pp. 113-132). Springer, Berlin, Heidelberg.
- [9] Breazeal, C., Velasquez, J.: Toward teaching a robot 'infant' using emotive communication acts. In: Edmonds, B., Dautenhahn, K. (eds.): Socially Situated Intelligence: a workshop held at SAB'98, Zrich. University of Zrich Technical Report (1998) 25-40
- [10] Isbell, C. L. Jr., Shelton, C. R., Kearns, M., Singh, S., Stone, P.: A social reinforcement learning agent. In: Proceedings of the fifth international conference on Autonomous agents. ACM (2001) 377-384
- [11] Iosifidis, Alexandros and Tefas, Anastasios and Pitas, Ioannis, Person specific activity recognition using fuzzy learning and discriminant analysis. Signal Processing Conference, 2011 19th European. IEEE (pp. 1974-1978)
- [12] Human Activity Recognition Based on Wearable Sensor Data: A Standardization of the State-of-the-Art. Jordao, Artur and Nazare Jr, Antonio C and Sena, Jessica and Schwartz, William Robson. arXiv preprint arXiv:1806.05226 (2018)
- [13] Sutton, Richard S and Barto, Andrew G and others. Reinforcement learning: An introduction. MIT press (1998)

- [14] Broekens, Joost and Kosters, Walter A and Verbeek, Fons J. Affect, anticipation, and adaptation: Affect-controlled selection of anticipatory simulation in artificial adaptive agents Adaptive behavior vol. 15 n. 4. Sage Publications Sage UK: London, England (2007). pp(397-422)
- [15] Rose, Susan A., Lorelle R. Futterweit, and Jeffery J. Jankowski. "The relation of affect to attention and learning in infancy." Child Development 70.3 (1999): 549-559.
- [16] von Hecker, Ulrich, and Thorsten Meiser. "Defocused attention in depressed mood: evidence from source monitoring." Emotion 5.4 (2005): 456
- [17] Ishida, Fumihiko, et al. "Reinforcement-learning agents with different temperature parameters explain the variety of human actionselection behavior in a Markov decision process task." Neurocomputing 72.7-9 (2009): 1979-1984.
- [18] "Metrics". Affectiva Developer Portal, 2018, https://developer.affectiva.com/metrics/. Accessed 30 Sept 2018.
  [19] McDuff, Daniel, et al. "AFFDEX SDK: a cross-platform real-time multi-
- [19] McDuff, Daniel, et al. "AFFDEX SDK: a cross-platform real-time multiface expression recognition toolkit." Proceedings of the 2016 CHI Conference Extended Abstracts on Human Factors in Computing Systems. ACM, 2016.