

人
工
智能

The
Shanghai
智

上海
AI
课堂

The ShanghaiAI Lectures



The ShanghAI Lectures by the University of Zurich

An experiment in global teaching

Rolf Pfeifer and Nathan Labhart
National Competence Center Research in Robotics (NCCR Robotics)
Artificial Intelligence Laboratory
University of Zurich

Today from the University of Zurich
Switzerland

欢迎您参与
“来自上海的人工智能系列讲座”

Lecture 1

Intelligence — An Eternal Conundrum What it is and how it can be studied

27 September 2012



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Goals

- What is intelligence? Natural and artificial?
- conceptual and technical know-how in the field
- informed opinion on media reports
- things can always be seen differently
- new ways of thinking about ourselves and the world around us



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Robots, artificial intelligence in the media

HAL, the “Hybrid
Assistive Limb ®”
Cyberdyne Inc.



Sex and marriage with
robots? “It could
happen” (David Levy)



Engkey, the Korean English
language Teacher

Beer-serving robot



http://www.koreatimes.co.kr/www/news/biz/2010/12/123_77813.html

Engkey: the English language teacher

Korea to offer commercially viable English-speaking robots in 2013

한글

By Kim Tae-gyu

A total of 29 English-language education robots will be placed in 21 elementary schools in Daegu next week for a four-month feasibility study to check the commercial viability of robotic teachers, to go on sale in 2013.

The state-run Korea Institute of Science and Technology (KIST) said Friday that the robotic assistants, dubbed "Engkey" combining "English" and "disc jockey," will help teachers during English classes.

"We will carry out the second-phase pilot program with Engkey until next March after wrapping up the first project over the past year in Muan, South Gyeongsang Province," KIST



An English-language education robot named Engkey



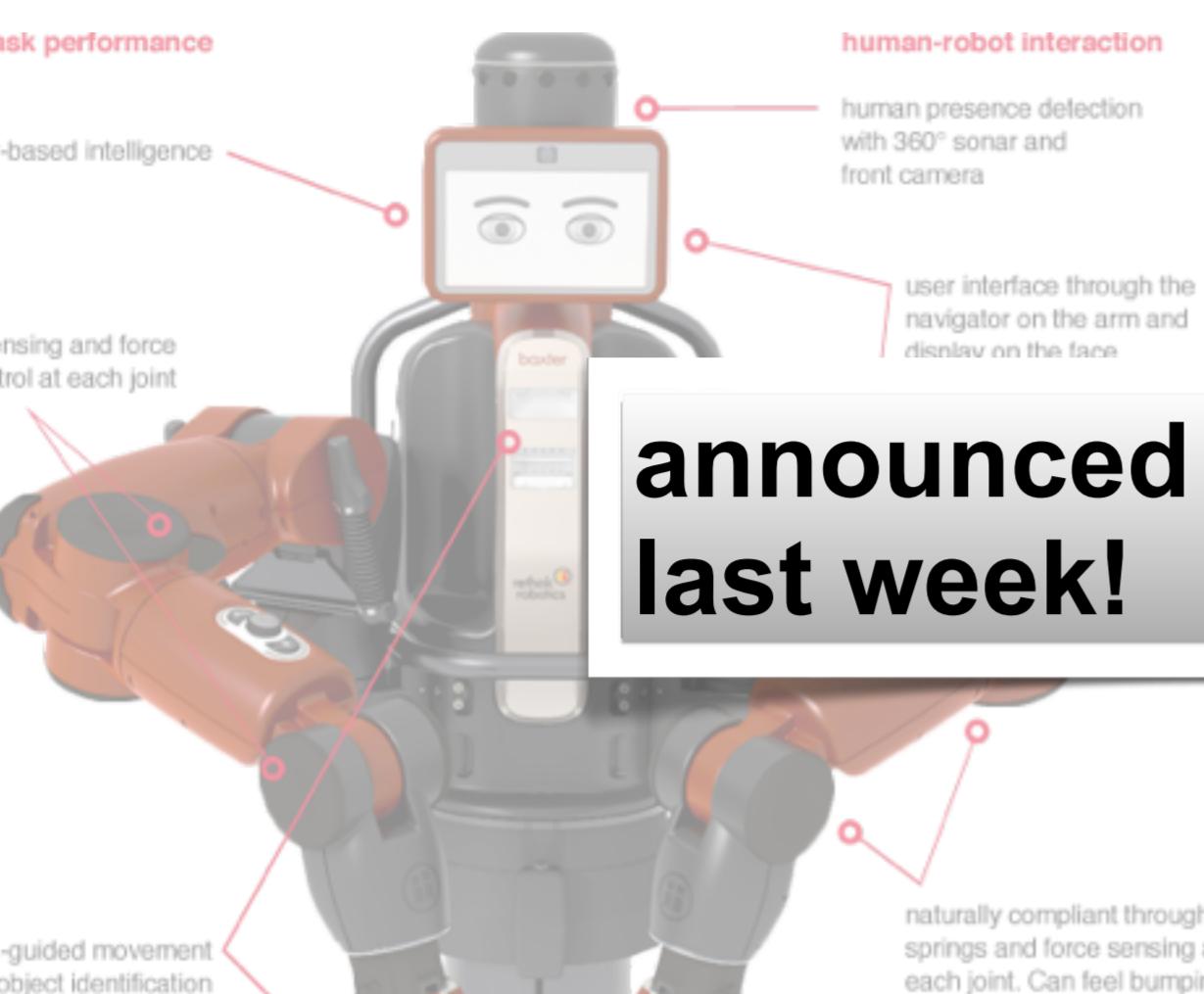
The factory “humanoid” robot “Baxter”



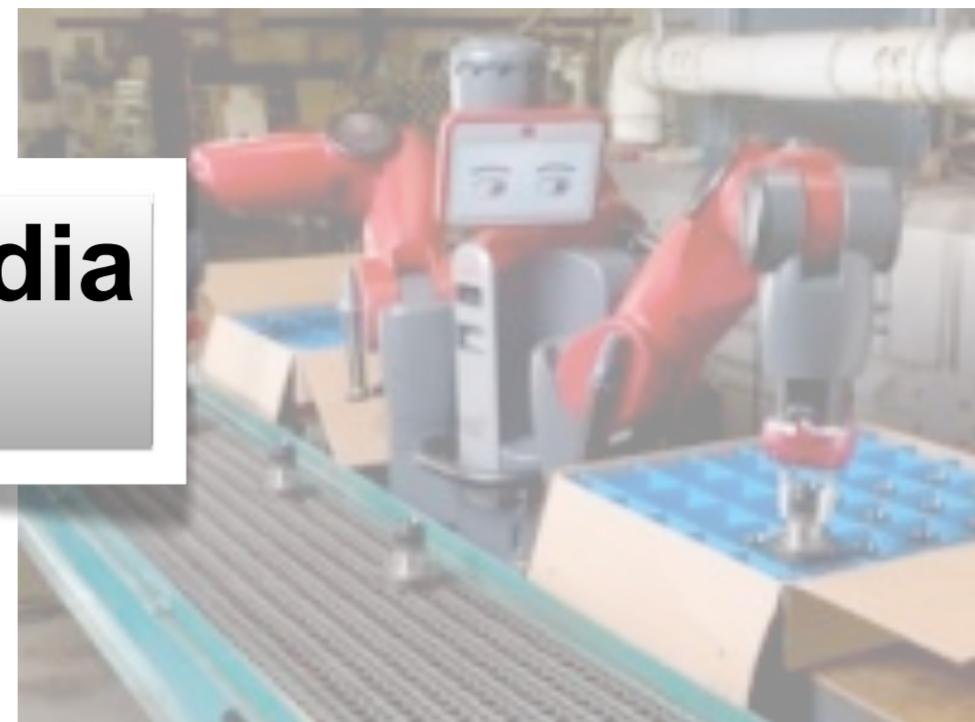
**announced to the media
last week!**



The factory “humanoid” robot “Baxter”



announced to the media last week!



<http://spectrum.ieee.org/robotics/industrial-robots/rethink-robotics-baxter-robot-factory-worker>

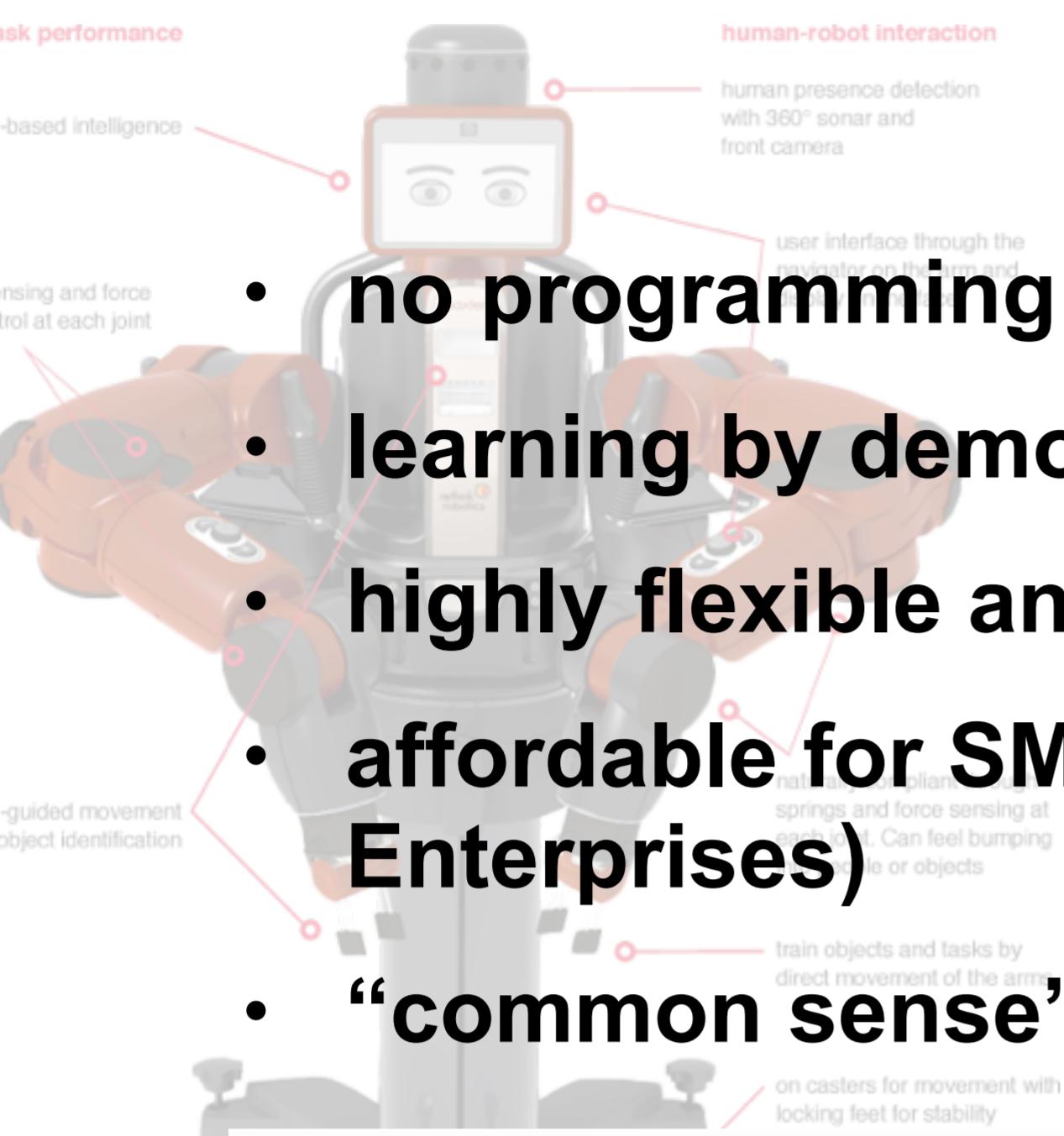
<http://www.xconomy.com/boston/2012/09/18/rod-brooks-and-rethink-reveal-an-industrial-robot-for-the-masses/>

<http://www.nytimes.com/2012/09/18/science/a-robot-with-a-delicate-touch.html>

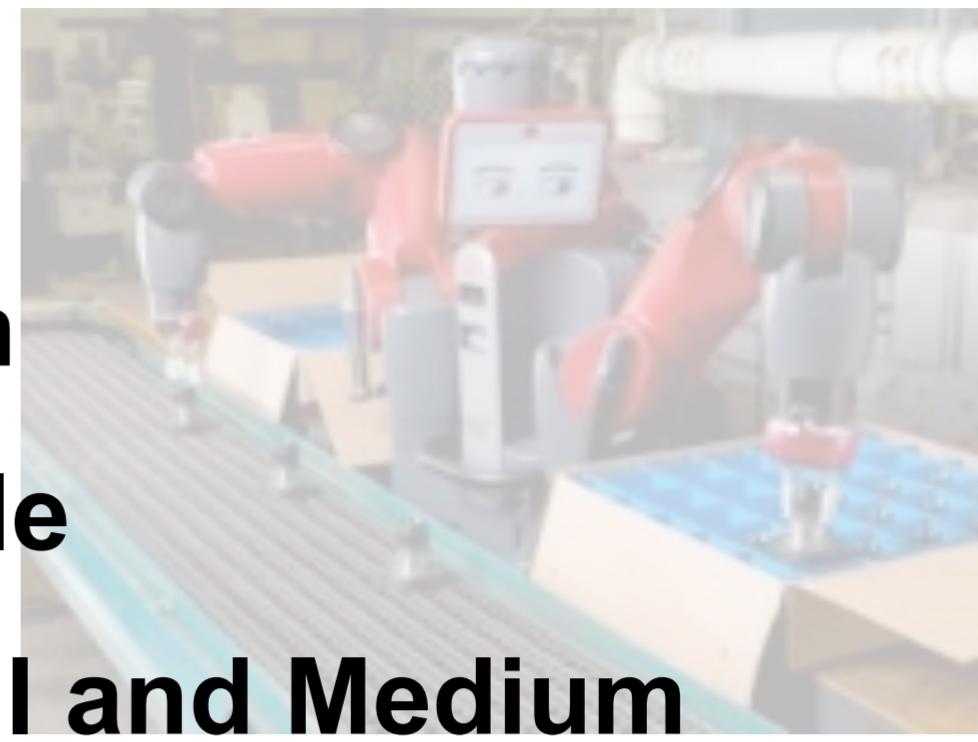
<http://www.technologyreview.com/news/429248/this-robot-could-transform-manufacturing/>

<http://www.businessweek.com/articles/2012-09-18/smarter-robots-with-no-pesky-uprisings>

The factory “humanoid” robot “Baxter”



- no programming
- learning by demonstration
- highly flexible and versatile
- affordable for SMEs (Small and Medium Enterprises)
- “common sense”



→ re-insourcing of manufacturing tasks

Visit:

"Robots on Tour"

9 March 2013

ROBOTS ON TOUR

World Congress and Exhibition of Robots, Humanoids, Cyborgs and more

START BESUCHER ROBOTER PROGRAMM REFERENTEN LOCATION INFOS TICKETS KONTAKT

ENGLISH



**World Congress and Exhibition
of Robots, Humanoids, Cyborgs and more
am 9. März 2013 in Zürich**

Aktuelle News

31.07.2012: Nun ist es offiziell:
Das AI Lab arbeitet an einem
neuen Roboter! Mehr zu Roboy
erfahren Sie auf www.roboy.org.



Univ
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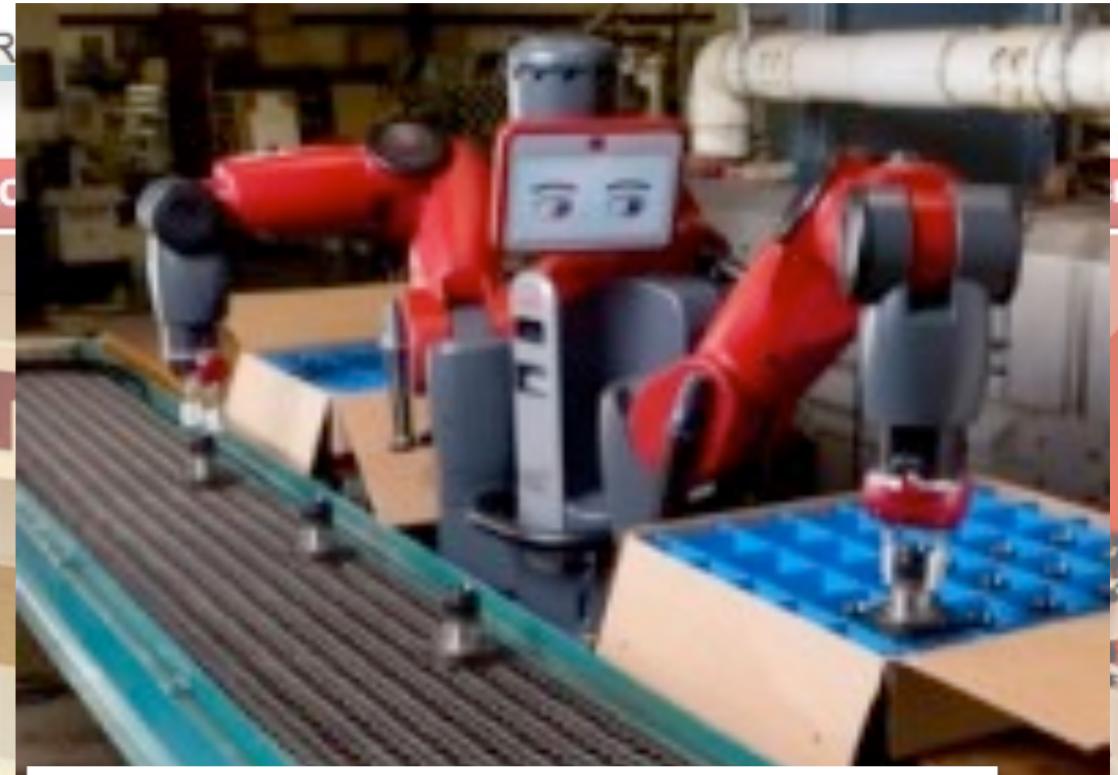
Visit:

“Robots on Tour”
9 March 2013

ROBOTS ON TOUR

World Congress and Exhibition of Robotics

START BESUCHER ROBOTER PROGRAMM REFERENTEN LO



Baxter
Rethink Robotics
(Rodney Brooks)

Engkey, Kist
(Korean Institute for
Science and Technology)



University of
Zurich am 9. März 2013 in Zürich

Robotics

Swiss National
Centre of Competence
in Research

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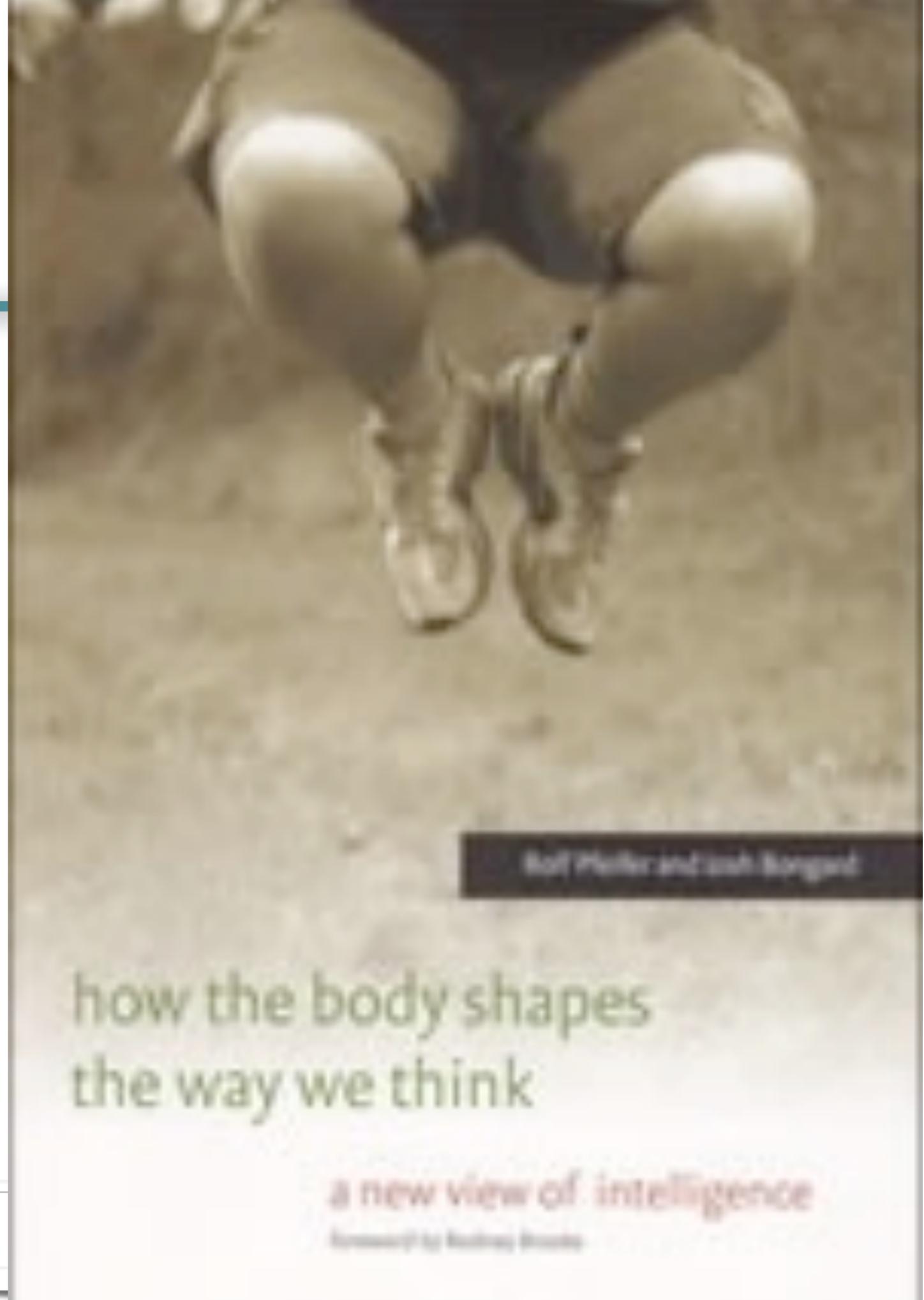
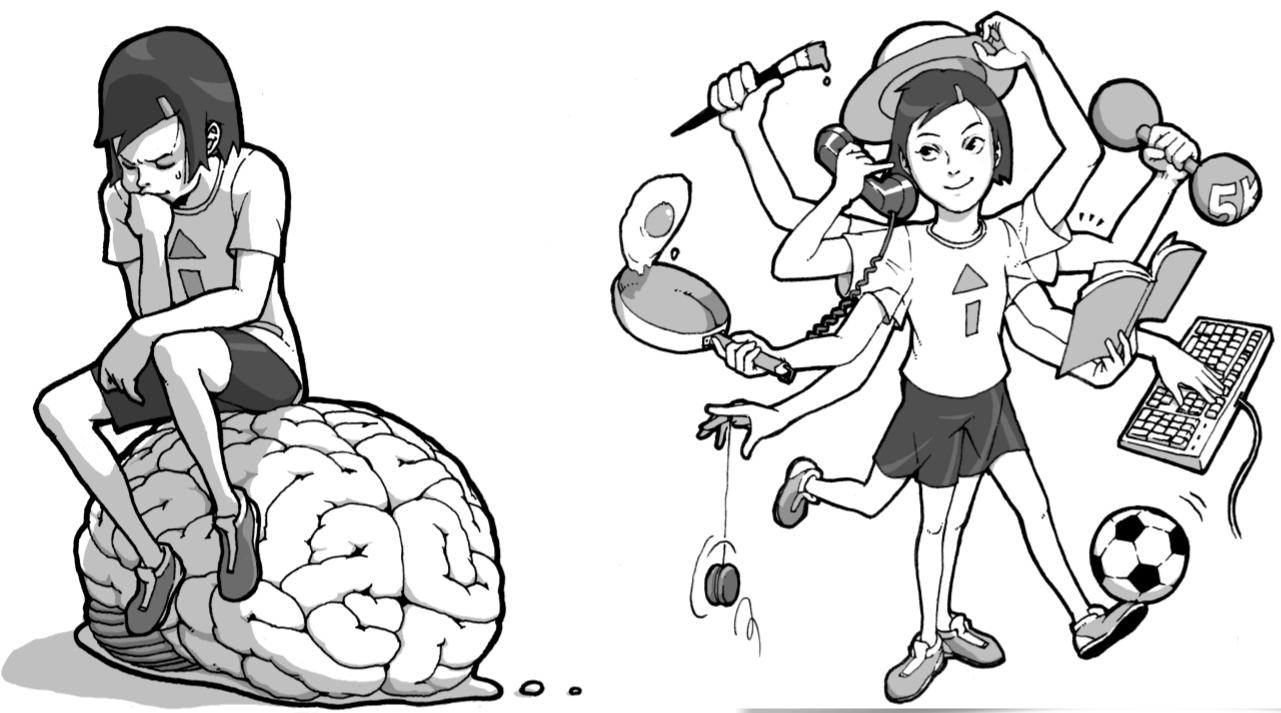
Book for class

Rolf Pfeifer and Josh Bongard

How the body shapes the way we think — a new view of intelligence

MIT Press, 2007

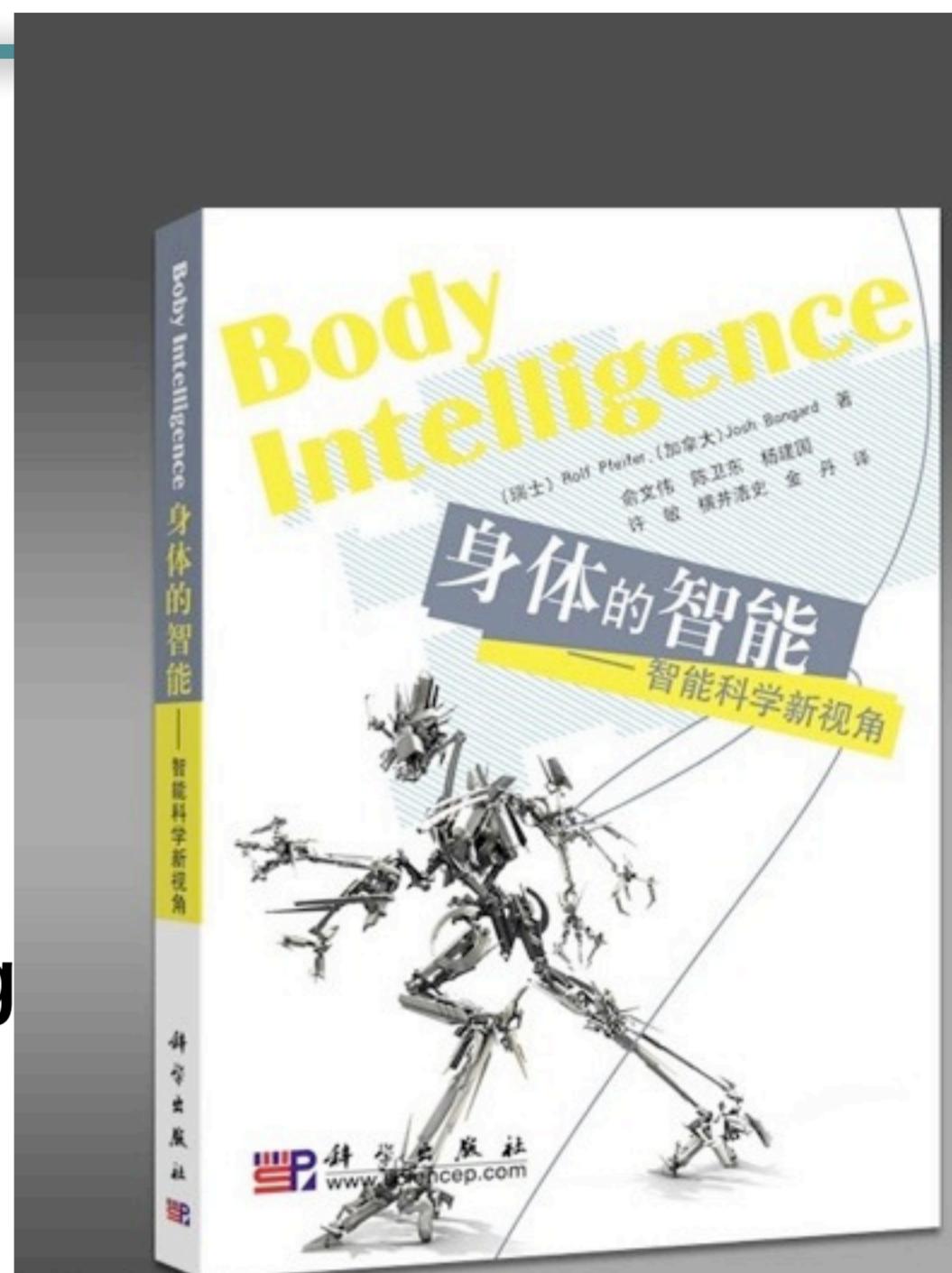
Illustrations by Shun Iwasawa



Chinese translation

Translated by
Weidong Chen
Shanghai Jiao Tong University
and
Wenwei Yu
Chiba University, Japan

Foreword by
Lin Chen
Chinese Academy of Science, Beijing



耕者设计

How the way we think : a new view of intelligence

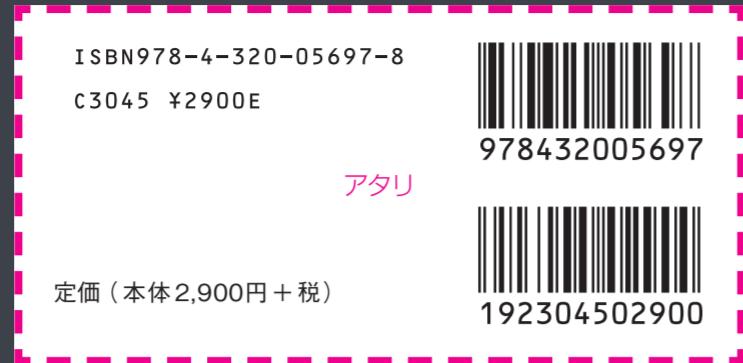
Japanese Edition



University of Zurich

ROBOTICS

Centre of Competence
in Research



知能の原理

身体性に基づく構成論的アプローチ

R. Pfeifer, J. Bongard 著
細田 耕・石黒 章夫 訳



知能の原理

R. Pfeifer, J. Bongard 著
細田 耕・石黒 章夫 訳



身体性に基づく構成論的アプローチ



共立出版

Short e-book version

Designing
Intelligence

Why Brains
Aren't Enough

Rolf Pfeifer
Josh Bongard
Don Berry

(100 pages)

Designing Intelligence

Why Brains Aren't Enough



Rolf Pfeifer
Josh Bongard
& Don Berry

With
Illustrations

<http://ailab.ifi.uzh.ch>

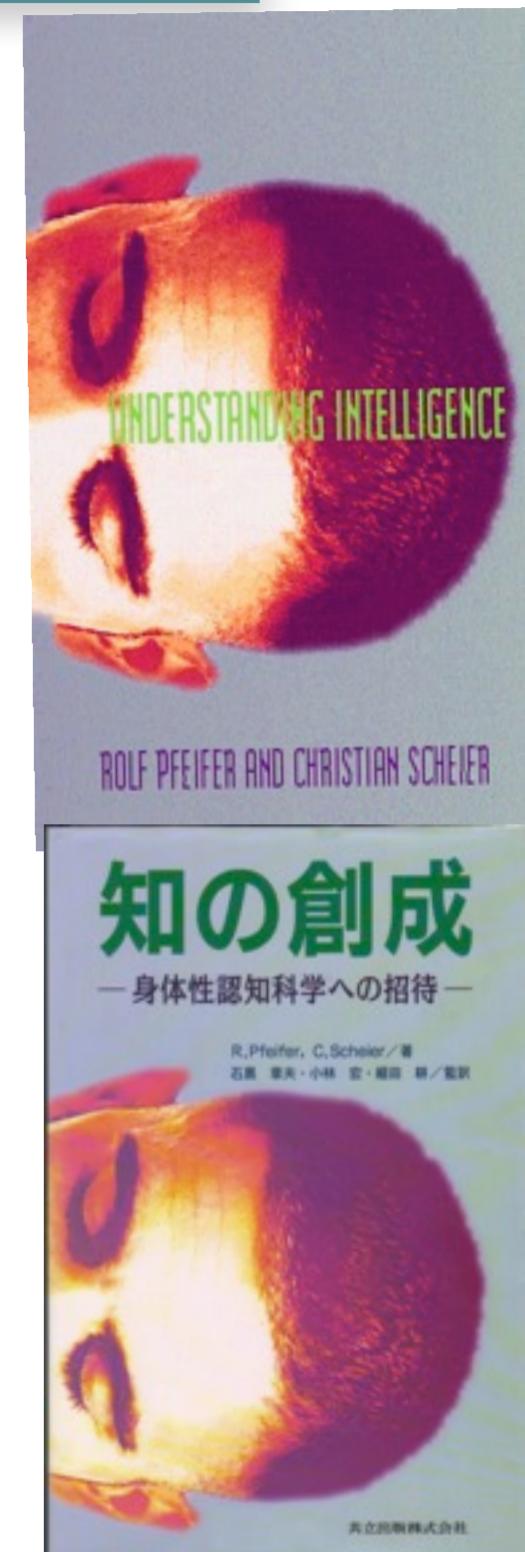
Can be downloaded from here:

<http://www.grin.com/e-book/165548/designing-intelligence#inside>

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Can be complemented by

Rolf Pfeifer and Christian Scheier
Understanding Intelligence
MIT Press, 1999 (paperback edition)



知の創成、共立出版、2001



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Today's topics

- characterizing intelligence, thinking, and cognition
- “Turing Test” and “Chinese Room Experiment”
- intelligence testing — IQ
- artificial intelligence and its goals
- how to study intelligence: the “synthetic methodology”



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Today's topics

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Intelligence?



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What do we intuitively think intelligence is about? We all feel that we know very well what it means - pinning it down exactly is very hard.

- learning
- solving abstract problems
- generalization
- language
- playing chess
- doing math
- creativity
- memory
- generalization
- playing a musical instrument
- sports
- surviving in the wild
- etc.

From the Penguin Dictionary of Psychology

“Few concepts in psychology have received more devoted attention and few have resisted clarification so thoroughly.” (Reber, 1995, p. 379)



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Some definitions (1927 psychology journal)

"The ability to carry on abstract thinking" (L. M. Terman)

"Having learned or ability to learn to adjust oneself to the environment" (S. S. Colvin)

"The ability to adapt oneself adequately to relatively new situations in life" (R. Pintner)

"A biological mechanism by which the effects of a complexity of stimuli are brought together and given a somewhat unified effect in behavior" (J. Peterson)

"The capacity to acquire capacity" (W. Woodrow)

"The capacity to learn or to profit by experience"
(W. F. Dearborn)



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From a 1927 edition of the Journal of Educational Psychology; leading psychologists at the time were asked for their definitions. Some of these "definitions" are rather odd: what are "relatively new situations in life" (in a definition!); or "... and given a somewhat unified effect in behavior".

Definitions of intelligence

<http://www.vetta.org/definitions-of-intelligence/> — now defunct ;-(

with 70 definitions

"... there seem to be almost as many definitions of intelligence as there were experts asked to define it."
R.J. Sternberg

(Robert J. Sternberg, distinguished psychologist; famous book "Beyond IQ: A triarchic theory of human intelligence", 1985)

read instead: "A collection of definitions of intelligence", Shane Legg, and Marcus Hutter, IDSIA, Switzerland



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Robert Sternberg is a distinguished psychologist at Tufts University in Boston. He has contributed much work to the study of intelligence from a psychological point of view. He is also one of the critics of the IQ, arguing that the IQ is too limited.

Definitions of intelligence

<http://www.vetta.org/definitions-of-intelligence/>

Legg and Hutter (webpage): three commonalities

A property that an individual agent has as it interacts with its environment or environments.

Is related to the agent's ability to succeed or profit with respect to some goal or objective.

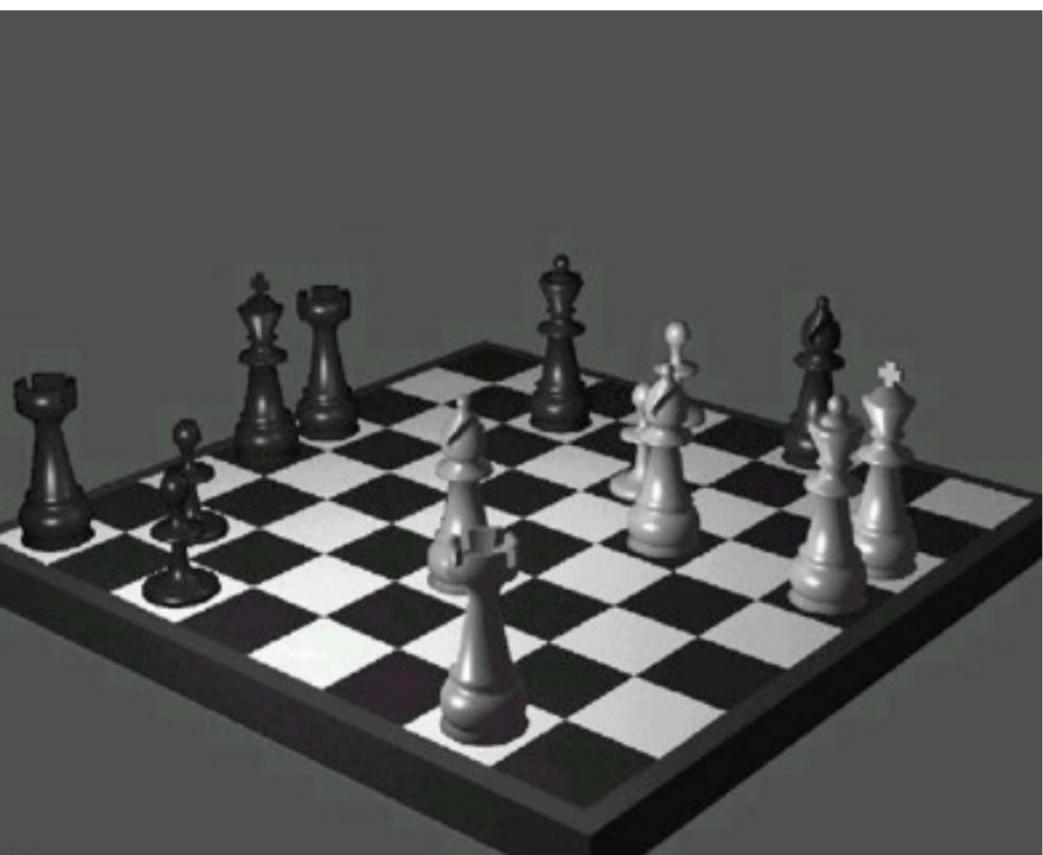
Depends on how able the agent is to adapt to different objectives and environments.

Their definition:

"Intelligence measures an agent's ability to achieve goals in a wide range of environments."

Subjectivity, expectations

Playing chess



Rolf playing chess

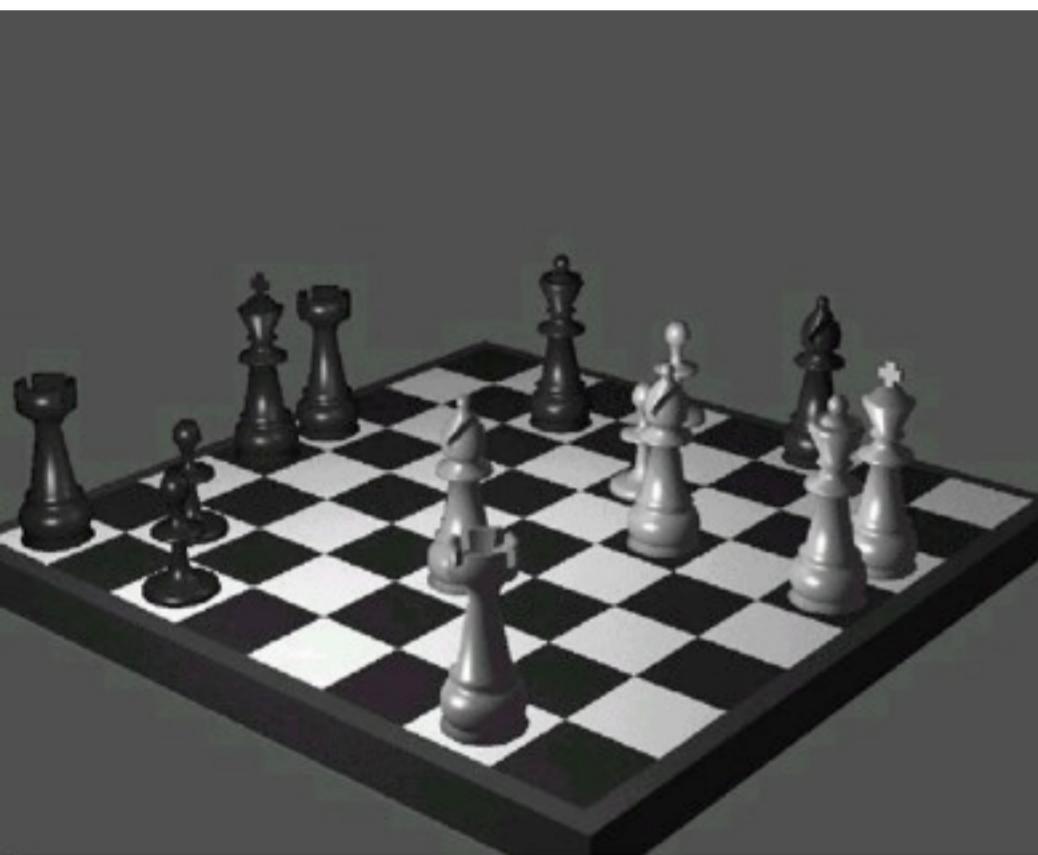


Personally, I am a mediocre player. If you watch me play, you will not be very convinced of my level of intelligence.

Subjectivity, expectations

Playing chess

baby girl playing chess

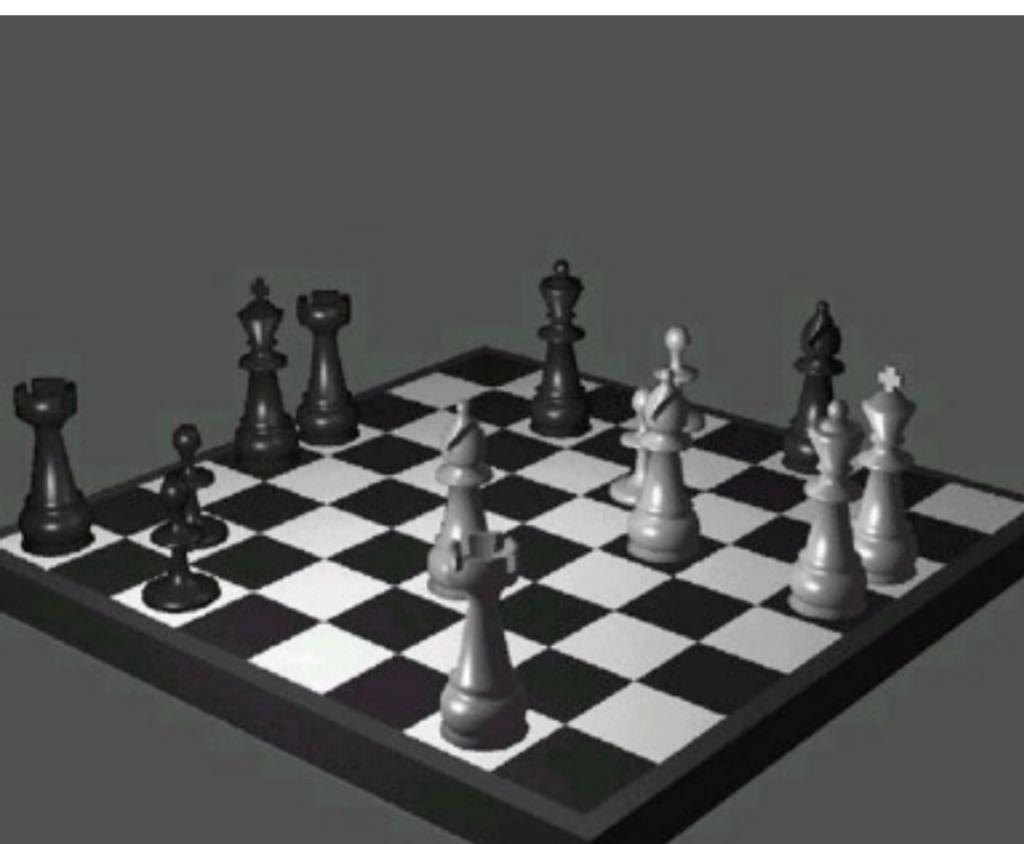


Personally, I am a mediocre player. If you watch me play, you will not be very convinced of my level of intelligence. However, replace myself by a baby girl. If she makes precisely the same moves as I do, you will be very impressed with her level of intelligence.

Subjectivity, expectations

Playing chess

dog playing chess



Personally, I am a mediocre player. If you watch me play, you will not be very convinced of my level of intelligence. Replace myself by a dog. If he made the same moves as I you would think he is a genius.

Definitions, arguments

- hard to agree on
- necessary and sufficient conditions?
- are robots, ants, humans intelligent?



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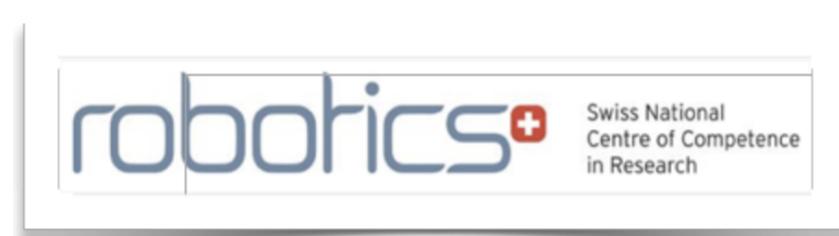
Are ants intelligent? Pro: they can learn, they cooperate, they have high navigational skills, communication abilities, they live in sophisticated societies; Con: neural plasticity limited, language?, tool use, building artifacts, abstract problem solving?

Definitions, arguments

- hard to agree on
- necessary and sufficient conditions?
- are robots, ants, humans intelligent?

more productive question:

"Given a behavior of interest, how does it come about?"



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Interaction and observation

Video “Robovie”

Video “iCub attention”



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The most widespread method to judge whether an agent is intelligent is to observe its behavior.

1st video clip: Robovie: interaction of robot with kids in Japanese school

2nd video clip: iCub attention: the fact that iCub seems to be “looking at” objects and humans in the environment makes us attribution intelligence and emotions to the robot

Interaction and observation

videos:

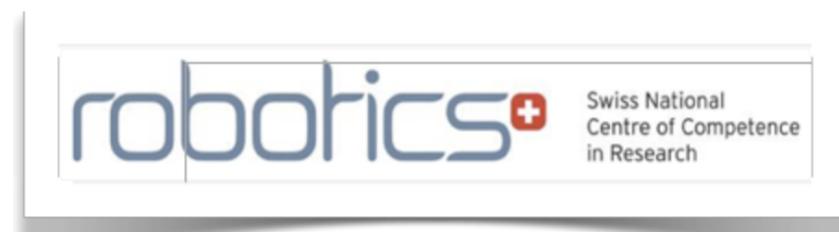
intelligent?

—> **highly subjective**

—> **Turing suggests empirical test**



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Robovie: interaction of robot with kids in Japanese school

real dog vs. Aibo: short interaction of robot dog Aibo with real dog

iCub attention: the fact that iCub seems to be "looking at" objects and humans in the environment makes us attribution intelligence and emotions to the robot

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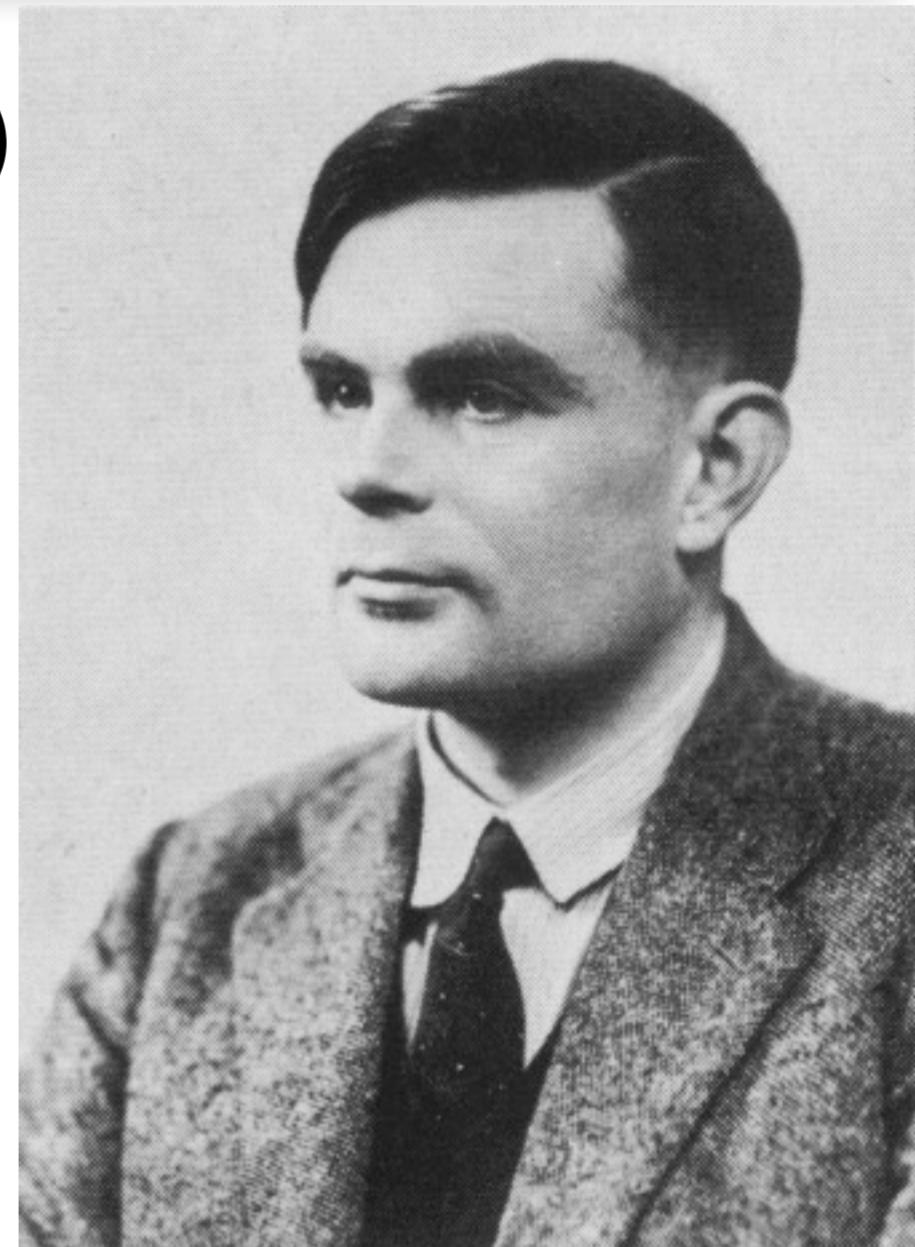
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An empirical test?

Alan Turing (1912 - 1954)

- computer
- “computation”
- intelligence



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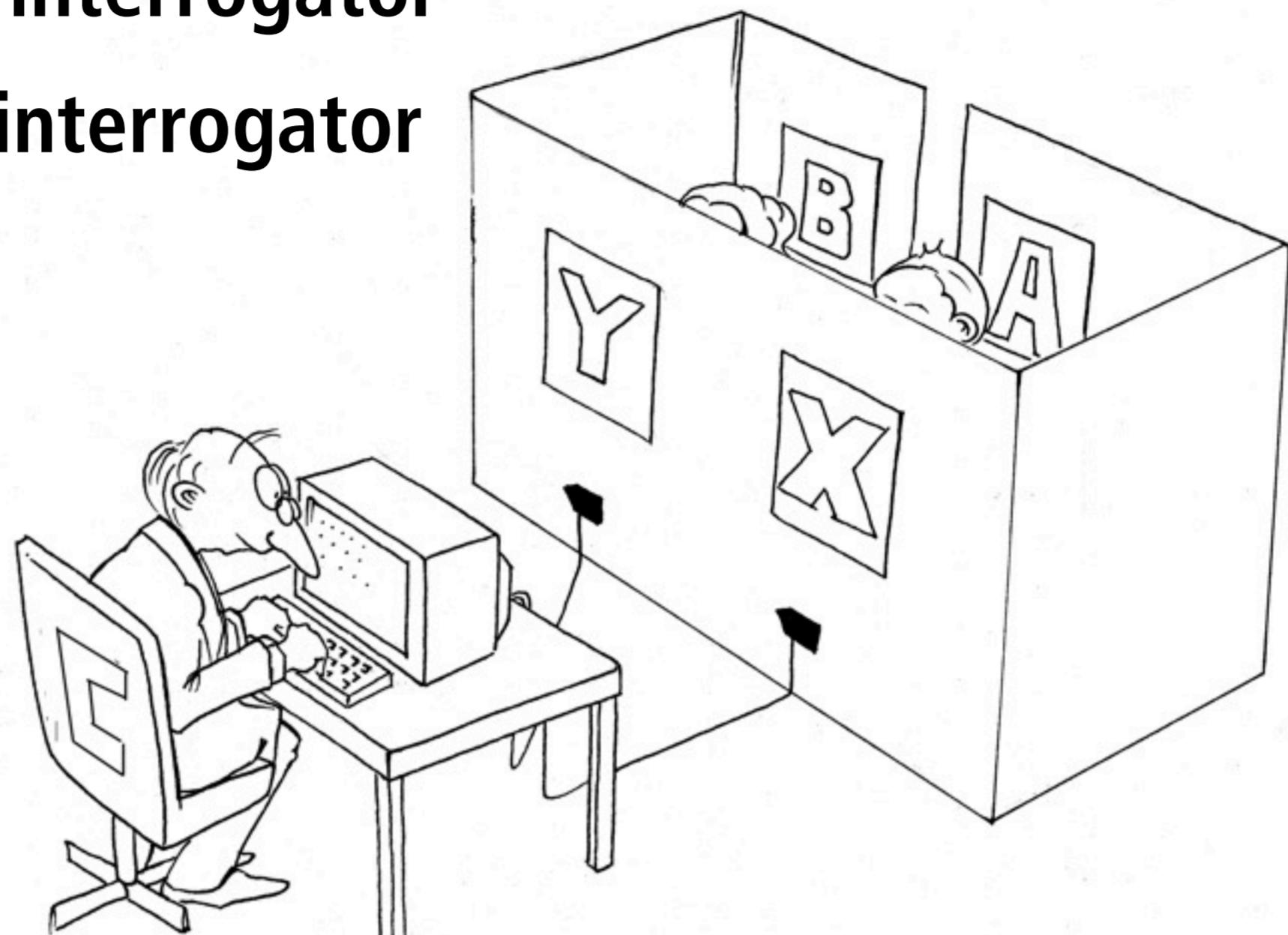


The Turing Test

A: man, confuse interrogator

B: woman, help interrogator

C: interrogator



The imitation game is played by three people, a man (A), a woman (B), and an interrogator (C) who may be of either sex. The interrogator stays in a room apart from the two. The object of the game for the interrogator is to determine which of the other two is the man and which is the woman. He knows them by labels X and Y, and at the end of the game he says either "X is A and Y is B" or "X is B and Y is A". The interrogator is allowed to put questions to A and B thus: Will X please tell me the length of his or her hair?

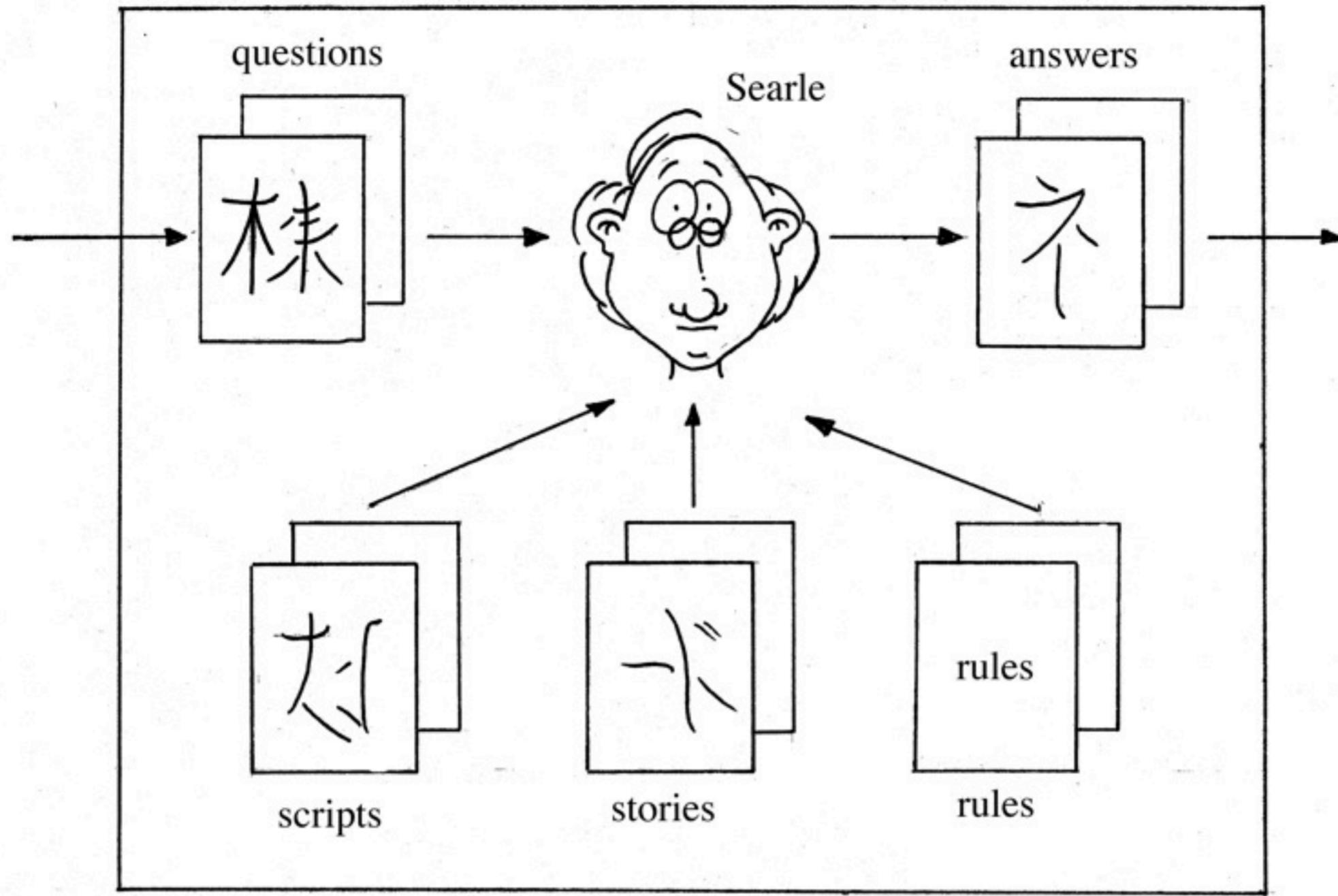
Now suppose the X is actually A, then A must answer. It is A's object in the game to try and cause C to make the wrong identification.

The object of the game for the third player (B) is to help the interrogator.

We now ask the question, "What will happen when a machine takes the part of A in this game? Will the interrogator decide wrongly as often when the game is played like this as he does when the game is played between a man and a woman?" These questions replace the original "Can machines think?". (U1 pp. 16/17).

Often, simplified versions of the imitation game are used, where there is only a computer and a human and the interrogator has to find out who is the human and who is the computer.

Searle's "Chinese Room" thought experiment

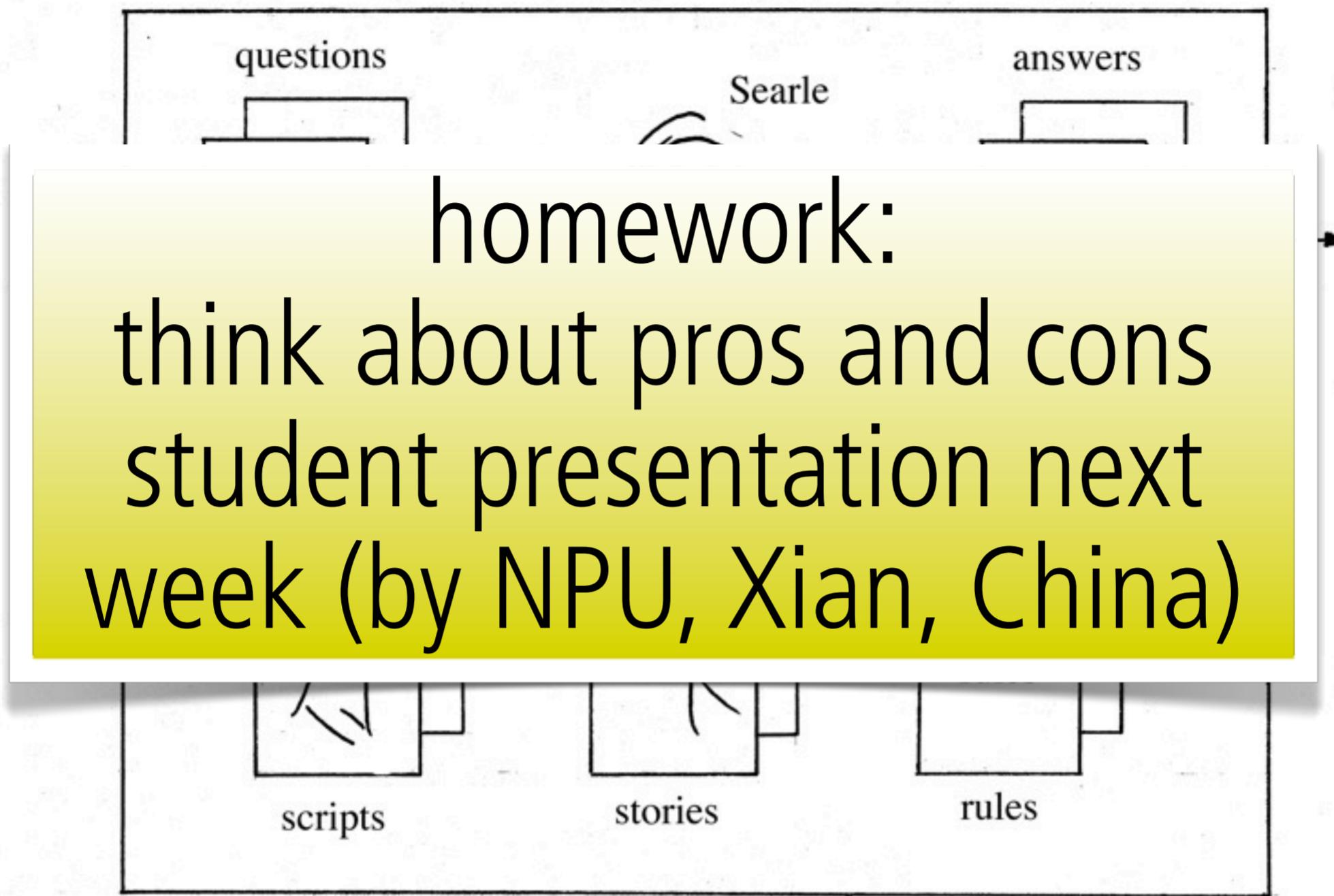


36

In this original paper, the person locked in the Chinese Room was Searle himself. The argument holds for anyone else, as long as he doesn't speak Chinese. Initially Searle is given two large batches of writing, one with Chinese characters and one written in English. The batch with the Chinese characters represents a data base of commonsense knowledge required to answer questions handed to him through the opening on the left of the room. The second batch consists of rules containing the instructions on how to "process" the questions, that is, they tell Searle how to produce an answer from the questions written with Chinese characters. This is done by comparing the characters of the question to the characters in the commonsense knowledge base and by choosing certain characters that will make up the answer. When this process is finished, the answer is handed through the opening on the right of the room. Note that the comparison of Chinese characters and the choice of characters that make up the answer is done entirely on the basis of their shapes, that is, on a purely formal or syntactic basis. Let us now suppose that Searle keeps playing this game for a while and gets really proficient at following the instructions for manipulating the Chinese symbols. From an external point of view, that is from the point of view of somebody outside the Chinese Room, Searle's answers to the questions are indistinguishable from those of native Chinese speakers. Nobody looking at Searle's answers can tell that he doesn't speak a word of Chinese. He has produced answers by manipulating uninterpreted formal symbols.

Searle, quite in contrast to Turing, is not willing to accept a definition (or a test) of intelligence that relies entirely on behavior. It is not sufficient for him that a system produce the same output as a human. He does not view the Turing test as a good means to judge the intelligence of a system. For true understanding, true intelligence---in his view---something else is required. Many papers that have been written about the Chinese Room, and we cannot do justice to the entire discussion. Instead of going into that debate, let us, just for the fun of it, ask the following question: According to Searle, the Chinese Room does not understand Chinese. Now, how do we know Searle understands English? All we can do is say something, observe Searle's behavior and what he says in a particular situation, and if that makes sense, we attribute understanding to him. Just like the Chinese Room! But more probably, we know that Searle is human, we are human and we understand English, so we simply assume that he also understands.

Searle's "Chinese Room" thought experiment



37

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Variations on the Turing Test

- Historical: ELIZA (Doctor), Josef Weizenbaum, 1966
- Movie “Blade Runner”, 1982, based on novel by Philipp K. Dick (“replicants” look like humans, programmed to die after 4 years —> video clip)
- The Loebner Prize Competition (every year)
- Chatterbots (text-based conversational agents)
- Simplified versions: Computer or Human?



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Weizenbaum, J. (1966). ELIZA--A Computer Program For the Study of Natural Language Communication Between Man and Machine. Communications of the ACM. Volume 9, Number 1 (January 1966): 36-35.

(Excerpt of conversation with ELIZA (the DOCTOR program) of a visitor to MIT from Russia)

DOCTOR: Good afternoon. Please type in your name.

[The visitor did so, and the doctor continued with some polite preliminaries.]

DOCTOR: What brought you here to see me today?

VISITOR: Oh, nothing much. I'm feeling a bit tired, that's all.

DOCTOR: Why do you think you're feeling a bit tired?

VISITOR: Well, I've been traveling a lot, and away from home.

DOCTOR: Tell me about your family.

...

[visitor sends people out of the room]

Blade Runner abstract: Deckard, a blade runner, has to track down and terminate 4 replicants who hijacked a ship in space and have returned to earth seeking their maker.

The Loebner Prize in Artificial Intelligence is the first formal implementation of a Turing test with a substantial prize. The ultimate winner of this contest will receive US \$100,000 and each year, approximately US \$3,000 is given to the creator of the computer program that converses in the most human-like manner.

<http://www.loebner.net/Prizef/loebner-prize.html>

Turing tests

Video: "Blade runner"

Video "real dog vs. Aibo"



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1st video clip: from the cult movie "Blade runner", showing a TTT, a Total Turing Test, where not only the input-output behavior is relevant, but also the external appearance.

(from Wikipedia): **Blade Runner** is a 1982 American science fiction film directed by [Ridley Scott](#) and starring [Harrison Ford](#), [Rutger Hauer](#), and [Sean Young](#). The screenplay, written by [Hampton Fancher](#) and [David Peoples](#), is loosely based on the novel [Do Androids Dream of Electric Sheep?](#) by [Philip K. Dick](#).

The film depicts a [dystopian](#) Los Angeles in November 2019 in which genetically engineered organic robots called [replicants](#)—visually indistinguishable from adult humans—are manufactured by the powerful Tyrell Corporation as well as other mega manufacturers around the world. Their use on Earth is banned, and replicants are exclusively used for dangerous, menial or leisure work on Earth's [off-world colonies](#). Replicants who defy the ban and return to Earth are hunted down and "retired" by police special operatives known as "Blade Runners". The plot focuses on a brutal and cunning group of recently escaped replicants hiding in Los Angeles and the burnt out expert blade runner, [Rick Deckard](#) (Harrison Ford), who reluctantly agrees to take on one more assignment to hunt them down.

2nd video clip: real dog vs. Aibo: short (10sec) interaction of robot dog Aibo with real dog

Measuring intelligence



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Probably the most famous means of measuring intelligence is the IQ test. In fact, many IQ-like tests have been developed to measure particular abilities.

Today's topics

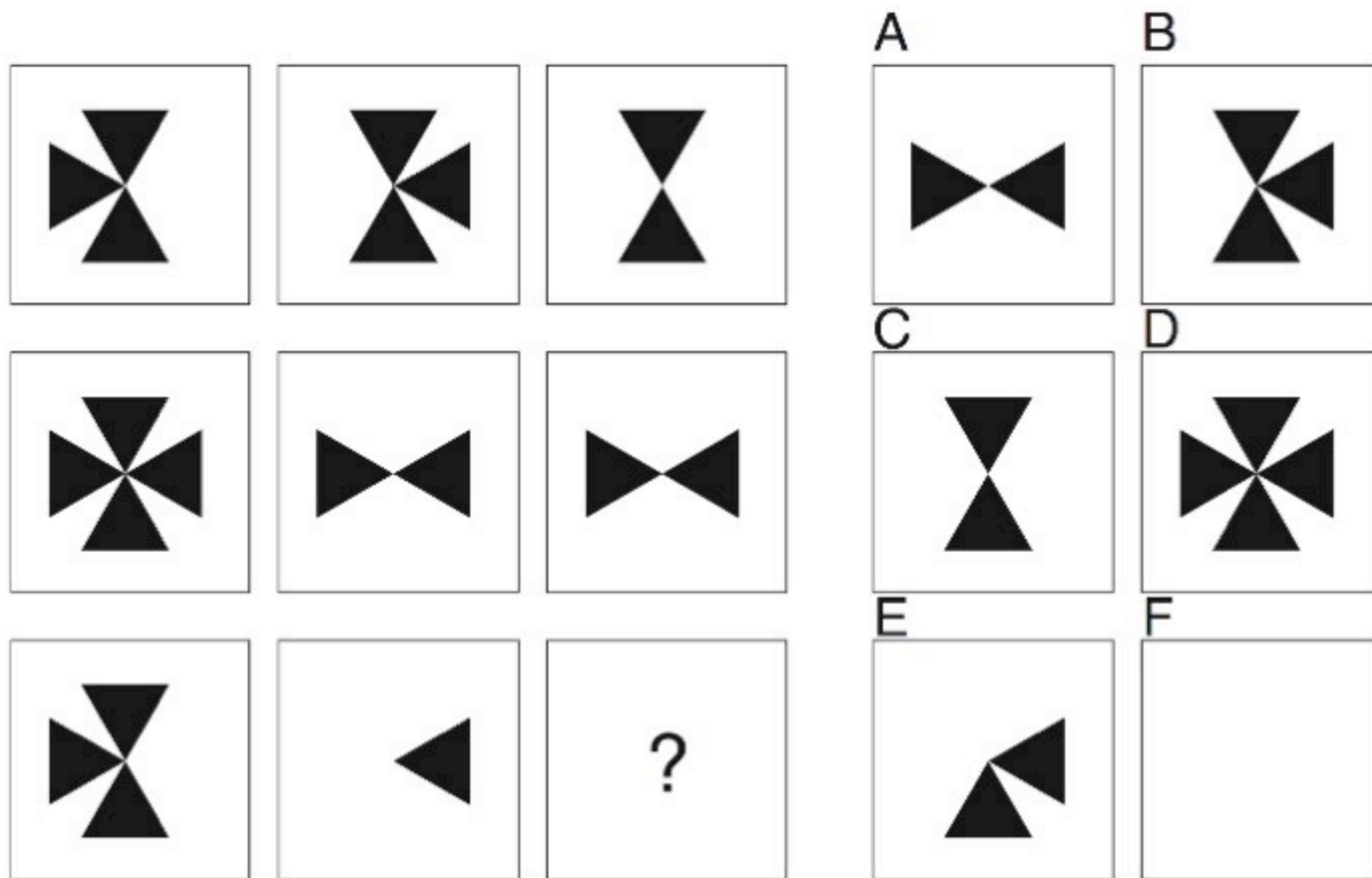
- characterizing intelligence, thinking, and cognition
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- **intelligence testing — IQ**
- artificial intelligence and its goals
- how to study intelligence: the “synthetic” methodology



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Measuring intelligence



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Typical item from an IQ test.

IQ testing — issues



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There is a huge literature on IQ testing, and also about many other kinds of testing. There is still a lively debate going on on whether IQ testing is useful or not.

IQ testing — issues (1)

- IQ in genes (nature) or acquired (nurture)? — the “nature-nurture debate”
- IQ trainable — increased through practice?
- cultural differences?
- professional success? why are some with high IQ successful, others not?
- emotional intelligence?
- relation to brain processes?



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There is a huge literature on IQ testing, and also about many other kinds of testing. There is still a lively debate going on on whether IQ testing is useful or not.

IQ testing — issues (2)

- many different abilities, not just one number?
(tests for different abilities; see Howard Gardner, Robert Sternberg, Steven J. Gould, and many others)
- the “Flynn Effect” (IQ increasing over the years)



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Artificial Intelligence — goals

1. Understanding biological systems

animals



humans

2. Making abstractions, developing theory

beer-serving robot



Engkey



3. Applications



vacuum cleaner



Today's topics

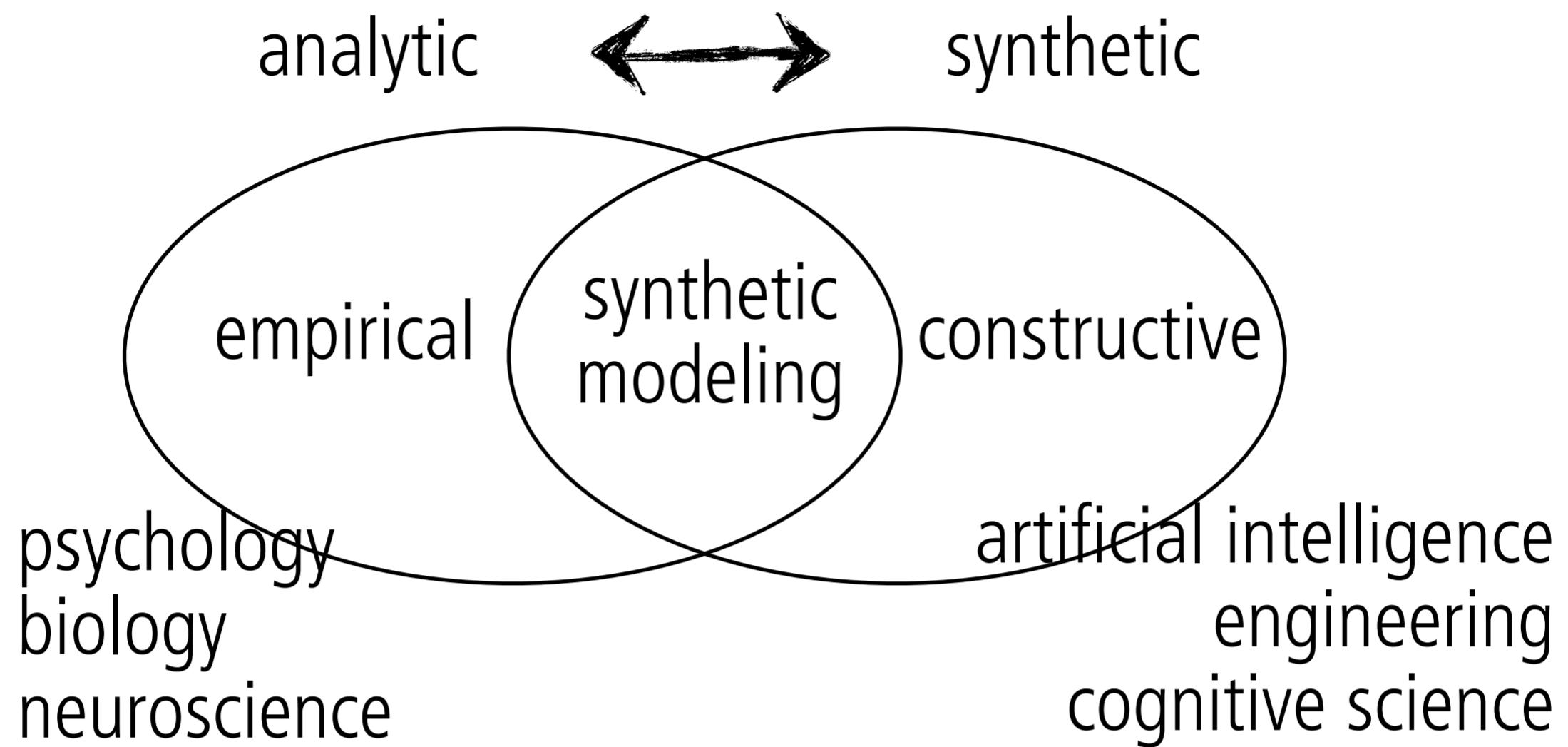
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How to study intelligence?



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The synthetic methodology

Slogan:

"Understanding by building"

**modeling behavior of interest
abstraction of principles**

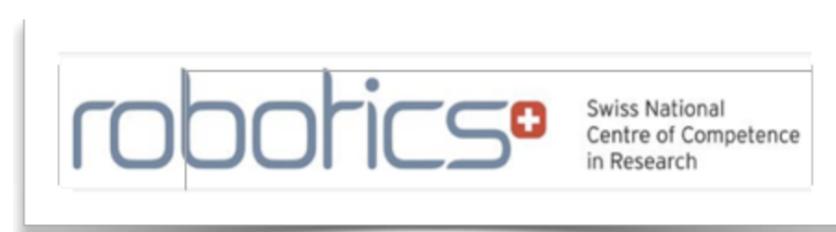


**robots as tools for scientific
investigation**

abstractions, NOT copy of nature



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The synthetic methodology

Slogan:

“Understanding by building”

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robots as tools for scientific
investigation

Many examples during ShanghAI
lectures



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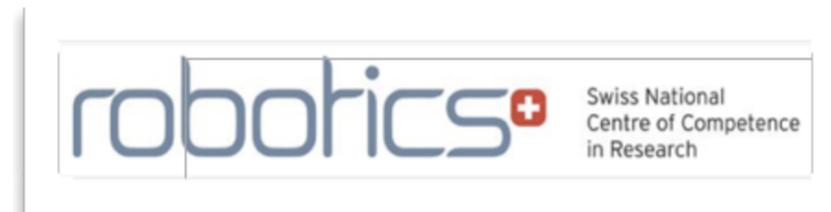


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Issues to think about: IQ and professional success

The “Mensa International” <http://www.mensa.org/> is an organization whose roughly 100.000 members worldwide score in the top 2 % on intelligence tests. On standard IQ tests, this is around 140 or above. While IQ has sometimes been taken as a predictor for professional success, it is interesting that some of the “Mensa” members are professionally successful whereas others aren’t. Why could that be?



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A highly interesting and entertaining book looking into this, and which is also fun to read is: Malcolm Gladwell, “The Outliers: The story of success”. Little, Brown and Co., 2008.

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homework:

think about this issue
student presentation next
week (by RSUH, Moscow)

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Assignments for next week

- Next lecture on 4 October 2012: “Cognition and Computation - successes and failure. The need for an embodied approach”.
- Read chapters 1 and 2 of “How the body ...”
- Additional reading materials (on web site)



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End of lecture 1

Thank you for your attention!

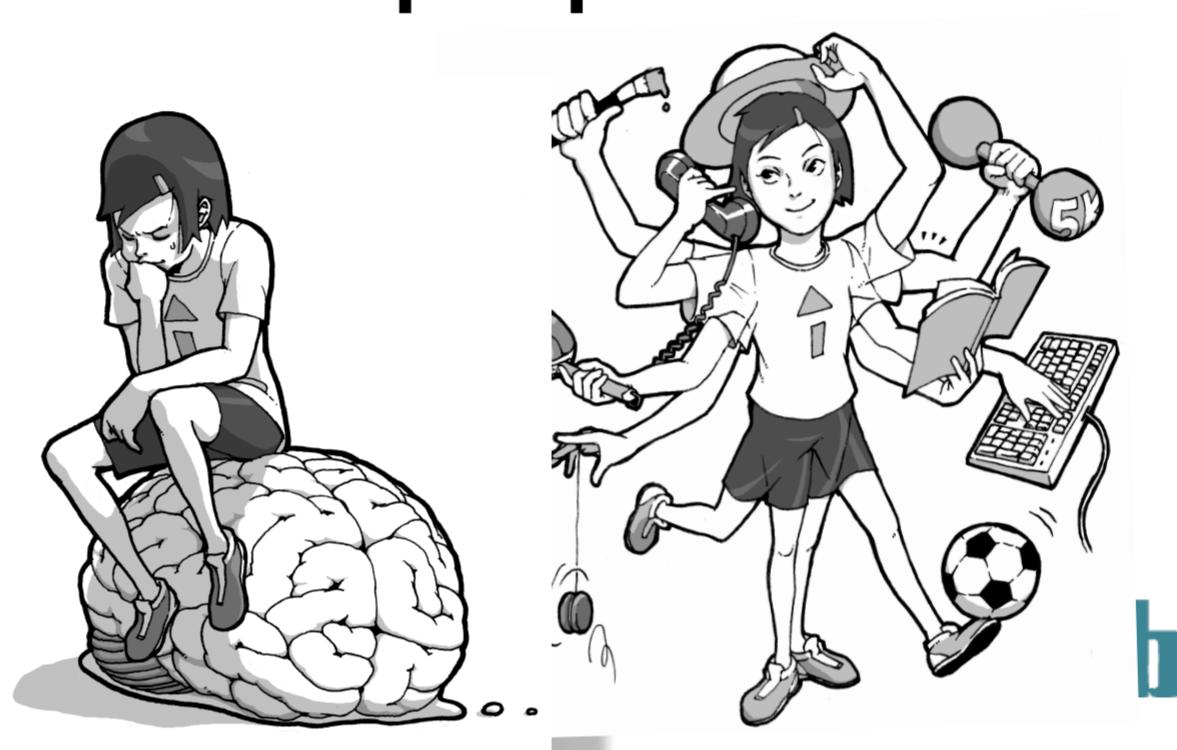


stay tuned for lecture 2

"The need for an embodied perspective on intelligence"



University of
Zurich^{UZH}



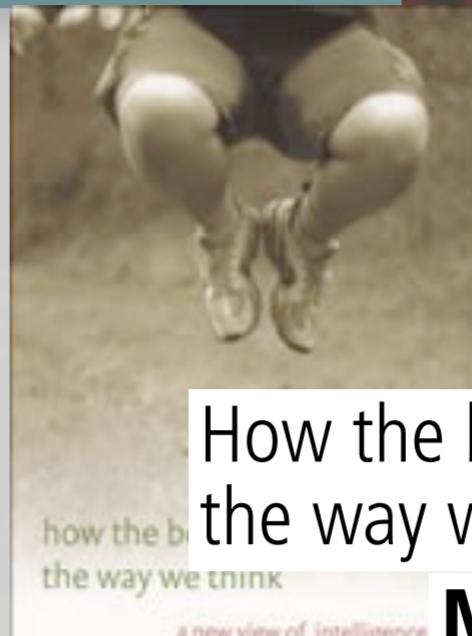
Rolf Pfeifer

Director AI Lab, Univ. of Zurich and
NCCR Robotics (Swiss National Competence
Center for Research in Robotics)



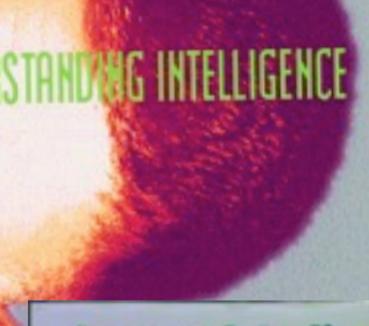
Research interests

- embodied intelligence
 - bio-inspired robotics
 - self-organization and emergence
 - educational technologies

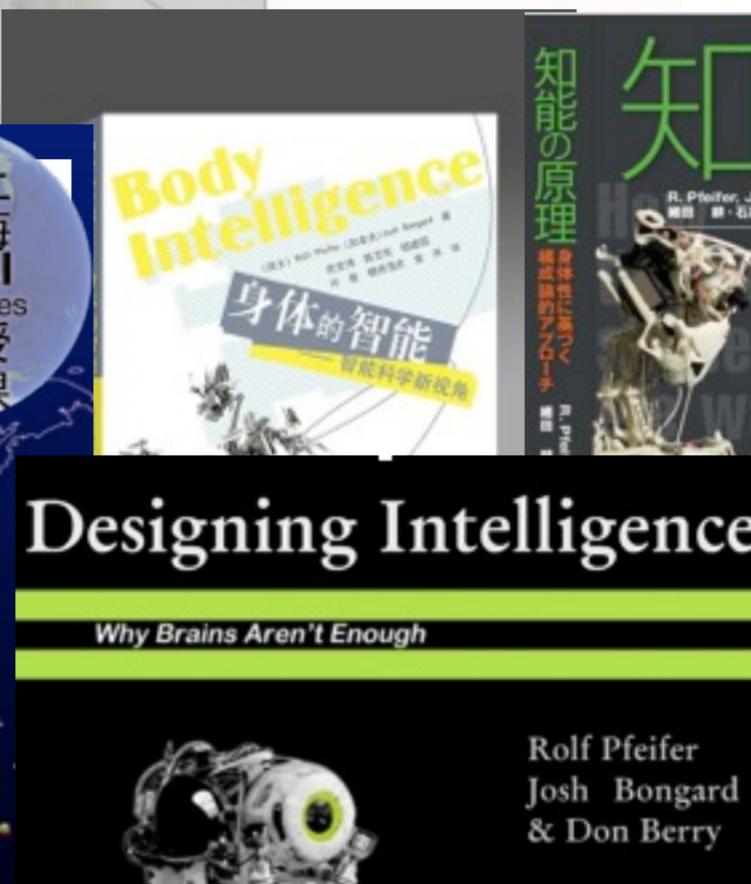


How the body shapes the way we think

MIT Press



The ShanghAI Lectures



Understanding Intelligence