

CONTENTS

ACKNOWLEDGMENT	v
1 INTRODUCTION	1
1.1 Contributions	3
1.2 Organization of the book	3
1.3 Review of Robot Programming by Demonstration (PBD)	4
1.3.1 The birth of programmable machines	4
1.3.2 Early work of PbD in software development	5
1.3.3 Early work of PbD in robotics	6
1.3.4 Toward the use of machine learning techniques in PbD	7
1.3.5 From a simple copy to the generalization of a skill	9
1.3.6 From industrial robots to service robots and humanoids	10
1.3.7 From a purely engineering perspective to an interdisciplinary approach	11
1.4 Current state of the art in PbD	12
1.4.1 Human-robot interfaces	12
1.4.2 Learning skills	14
1.4.3 Incremental teaching methods	22
1.4.4 Human-robot interaction in PbD	23
1.4.5 Biologically-oriented learning approaches	26
2 SYSTEM ARCHITECTURE	31
2.1 Illustration of the proposed probabilistic approach	31
2.2 Encoding of motion in a <i>Gaussian Mixture Model</i> (GMM)	34
2.2.1 Recognition, classification and evaluation of a reproduction attempt	35
2.3 Encoding of motion in <i>Hidden Markov Model</i> (HMM)	35
2.3.1 Recognition, classification and evaluation of a reproduction attempt	37
2.4 Reproduction through <i>Gaussian Mixture Regression</i> (GMR)	38
2.5 Reproduction by considering multiple constraints	44
2.5.1 Direct computation method	44
2.5.2 Method based on optimization of a metric of imitation	45

2.6	Learning of model parameters	47
2.6.1	Batch learning of the GMM parameters	47
2.6.2	Batch learning of the HMM parameters	49
2.6.3	Incremental learning of the GMM parameters	51
2.7	Reduction of dimensionality and latent space projection	55
2.7.1	<i>Principal Component Analysis</i> (PCA)	56
2.7.2	<i>Canonical Correlation Analysis</i> (CCA)	57
2.7.3	<i>Independent Component Analysis</i> (ICA)	57
2.7.4	Discussion on the different projection techniques	58
2.8	Model selection and initialization	60
2.8.1	Estimating the number of Gaussians based on the <i>Bayesian Information Criterion</i> (BIC)	60
2.8.2	Estimating the number of Gaussians based on trajectory curvature segmentation	61
2.9	Regularization of GMM parameters	64
2.9.1	Bounding covariance matrices during estimation of GMM	64
2.9.2	Single mode restriction during reproduction through GMR	64
2.9.3	Temporal alignment of trajectories through <i>Dynamic Time Warping</i> (DTW)	67
2.10	Use of prior information to speed up the learning process	69
2.11	Extension to mixture models of varying density distributions	71
2.11.1	Generalization of binary signals through a <i>Bernoulli Mixture Model</i> (BMM)	71
2.12	Summary of the chapter	73
3	COMPARISON AND OPTIMIZATION OF THE PARAMETERS	75
3.1	Optimal reproduction of trajectories through HMM and GMM/GMR	75
3.1.1	Experimental setup	75
3.1.2	Experimental results	79
3.2	Optimal latent space of motion	87
3.2.1	Experimental setup	87
3.2.2	Experimental results	89
3.3	Optimal selection of the number of Gaussians	92
3.3.1	Experimental setup	93
3.3.2	Experimental results	93
3.4	Robustness evaluation of the incremental learning process	94
3.4.1	Experimental setup	95
3.4.2	Experimental results	97
4	HANDLING OF CONSTRAINTS IN JOINT SPACE AND TASK SPACE	101
4.1	Inverse kinematics	101
4.1.1	Local solutions	102
4.1.2	Extending inverse kinematics solutions to a statistical framework	104

4.2	Handling of task constraints in joint space–experiment with industrial robot	106
4.2.1	Experimental setup	109
4.2.2	Experimental results	113
4.3	Handling of task constraints in latent space–experiment with humanoid robot	116
4.3.1	Experimental setup	120
4.3.2	Experimental results	120
5	EXTENSION TO DYNAMICAL SYSTEM AND HANDLING OF PERTURBATIONS	129
5.1	Proposed dynamical system	130
5.1.1	Extension to motions containing pauses and loops	133
5.2	Influence of the dynamical system parameters	135
5.3	Experimental setup	135
5.3.1	Illustration of the problem	138
5.3.2	Handling of multiple landmarks	139
5.3.3	Handling of inverse kinematics	140
5.4	Experimental results	141
6	TRANSFERRING SKILLS THROUGH ACTIVE TEACHING METHODS	147
6.1	Experimental setup	148
6.2	Experimental results	151
6.2.1	<i>Experiment 1</i> : learning bimanual gestures	151
6.2.2	<i>Experiment 2</i> : learning to stack objects	152
6.2.3	<i>Experiment 3</i> : learning to move chess pieces	158
6.3	Roles of an active teaching scenario	166
6.3.1	Insights from psychology	166
6.3.2	Insights from developmental sciences	167
6.3.3	Insights from sociology	169
6.3.4	Insights from sports science	169
7	USING SOCIAL CUES TO SPEED UP THE LEARNING PROCESS	171
7.1	Experimental setup	173
7.1.1	Use of head/gaze information as priors	173
7.1.2	Use of vocal information as priors	176
7.2	Experimental results	178
8	DISCUSSION, FUTURE WORK AND CONCLUSIONS	181
8.1	Advantages of the proposed approach	181
8.1.1	Advantages of using motion sensors to track gestures	181
8.1.2	Advantages of the HMM representation for imitation learning	183
8.1.3	Advantages of the GMR representation for regression	185

8.2	Failures and limitations of the proposed approach	188
8.2.1	Loss of important information through PCA	188
8.2.2	Failures at learning incrementally the GMM parameters	189
8.2.3	Failures at extending a skill to a context that is too dissimilar to the ones encountered	193
8.3	Further issues	194
8.3.1	Toward combining exploration and imitation	194
8.3.2	Toward a joint use of discrete and continuous constraints	195
8.3.3	Toward predicting the outcome of a demonstration . . .	198
8.4	Final words	198
	REFERENCES	201
	INDEX	221