CS344M Autonomous Multiagent Systems

Todd Hester

Department or Computer Science The University of Texas at Austin

Good Afternoon, Colleagues

Are there any questions?



• Readings



- Readings
 - Specify which papers you read!



- Readings
 - Specify which papers you read!
 - 2 case studies and 1 TDP



- Readings
 - Specify which papers you read!
 - 2 case studies and 1 TDP
- How to read a research paper



- Readings
 - Specify which papers you read!
 - 2 case studies and 1 TDP
- How to read a research paper
 - Some have too few details...



- Readings
 - Specify which papers you read!
 - 2 case studies and 1 TDP
- How to read a research paper
 - Some have too few details...
 - Others have too many.



- Readings
 - Specify which papers you read!
 - 2 case studies and 1 TDP
- How to read a research paper
 - Some have too few details...
 - Others have too many.
- Next week's readings posted



- Readings
 - Specify which papers you read!
 - 2 case studies and 1 TDP
- How to read a research paper
 - Some have too few details...
 - Others have too many.
- Next week's readings posted
- Use the undergrad writing center!
 - Friday afternoon workshops (3 p.m.)



• Darwin: genetic programming approach



- Darwin: genetic programming approach
- Stone and McAllester: Architecture for action selection



- Darwin: genetic programming approach
- Stone and McAllester: Architecture for action selection
- *Riley et al:* Coach competition, extracting models



- Darwin: genetic programming approach
- Stone and McAllester: Architecture for action selection
- *Riley et al:* Coach competition, extracting models
- *Kuhlmann et al:* Learning for coaching



- Darwin: genetic programming approach
- Stone and McAllester: Architecture for action selection
- *Riley et al:* Coach competition, extracting models
- *Kuhlmann et al:* Learning for coaching
- Withopf and Riedmiller: Reinforcement learning



- Darwin: genetic programming approach
- Stone and McAllester: Architecture for action selection
- *Riley et al:* Coach competition, extracting models
- Kuhlmann et al: Learning for coaching
- Withopf and Riedmiller: Reinforcement learning
- MacAlpine et al: UT Austin Villa 2011



- Darwin: genetic programming approach
- Stone and McAllester: Architecture for action selection
- *Riley et al:* Coach competition, extracting models
- *Kuhlmann et al:* Learning for coaching
- Withopf and Riedmiller: Reinforcement learning
- MacAlpine et al: UT Austin Villa 2011
- Barrett et al: SPL Kicking strategy



• Motivated by biological evolution: GA, GP



- Motivated by biological evolution: GA, GP
- Search through a space



- Motivated by biological evolution: GA, GP
- Search through a space
 - Need a representation, fitness function
 - Probabilistically apply search operators to set of points in search space



- Motivated by biological evolution: GA, GP
- Search through a space
 - Need a representation, fitness function
 - Probabilistically apply search operators to set of points in search space
- Randomized, parallel hill-climbing through space



- Motivated by biological evolution: GA, GP
- Search through a space
 - Need a representation, fitness function
 - Probabilistically apply search operators to set of points in search space
- Randomized, parallel hill-climbing through space
- Learning is an optimization problem (fitness)



- Motivated by biological evolution: GA, GP
- Search through a space
 - Need a representation, fitness function
 - Probabilistically apply search operators to set of points in search space
- Randomized, parallel hill-climbing through space
- Learning is an optimization problem (fitness)

Some slides from *Machine Learning* (Mitchell, 1997)



• More ambitious follow-up to Luke, 97 (made 2nd round)



- More ambitious follow-up to Luke, 97 (made 2nd round)
- Motivated in part by Peter's detailed team construction



- More ambitious follow-up to Luke, 97 (made 2nd round)
- Motivated in part by Peter's detailed team construction
- Evolves whole teams lexicographic fitness function



- More ambitious follow-up to Luke, 97 (made 2nd round)
- Motivated in part by Peter's detailed team construction
- Evolves whole teams lexicographic fitness function
- Evolved on huge (at the time) hypercube



- More ambitious follow-up to Luke, 97 (made 2nd round)
- Motivated in part by Peter's detailed team construction
- Evolves whole teams lexicographic fitness function
- Evolved on huge (at the time) hypercube
- Lots of spinning, but figured out dribbling, offsides



- More ambitious follow-up to Luke, 97 (made 2nd round)
- Motivated in part by Peter's detailed team construction
- Evolves whole teams lexicographic fitness function
- Evolved on huge (at the time) hypercube
- Lots of spinning, but figured out dribbling, offsides
- 1-1-1 record. Tied a good team, but didn't advance



- More ambitious follow-up to Luke, 97 (made 2nd round)
- Motivated in part by Peter's detailed team construction
- Evolves whole teams lexicographic fitness function
- Evolved on huge (at the time) hypercube
- Lots of spinning, but figured out dribbling, offsides
- 1-1-1 record. Tied a good team, but didn't advance
- Success of the method, but not pursued



Architecture for Action Selection

• (other slides, video)



- (other slides, video)
- downsides



- (other slides, video)
- downsides
- Keepaway



Coaching

• Learn best strategy to play a fixed team



Coaching

- Learn best strategy to play a fixed team
- Give high level advice to players at low frequency



Coaching

- Learn best strategy to play a fixed team
- Give high level advice to players at low frequency
- Focus on learning formations


- Learn best strategy to play a fixed team
- Give high level advice to players at low frequency
- Focus on learning formations
- Learn when successful teams passed/kicked



- Learn best strategy to play a fixed team
- Give high level advice to players at low frequency
- Focus on learning formations
- Learn when successful teams passed/kicked
- Learn when opponent will pass and try to block



- Learn best strategy to play a fixed team
- Give high level advice to players at low frequency
- Focus on learning formations
- Learn when successful teams passed/kicked
- Learn when opponent will pass and try to block
- What if players switch roles?



- Learn best strategy to play a fixed team
- Give high level advice to players at low frequency
- Focus on learning formations
- Learn when successful teams passed/kicked
- Learn when opponent will pass and try to block
- What if players switch roles?
- Why just imitate another team?



- Learn best strategy to play a fixed team
- Give high level advice to players at low frequency
- Focus on learning formations
- Learn when successful teams passed/kicked
- Learn when opponent will pass and try to block
- What if players switch roles?
- Why just imitate another team?
- Other slides



Reinforcement Learning

• RL Slides



- RL Slides
- Extend to grid soccer



- RL Slides
- Extend to grid soccer
- Large state space, joint actions



- RL Slides
- Extend to grid soccer
- Large state space, joint actions



• Other slides



- Other slides
- Why not use CMA-ES on role positions as well?



- Other slides
- Why not use CMA-ES on role positions as well?
- Changes for 2012?



• Used by our SPL team



- Used by our SPL team
- Kick engine to kick at various distances/headings



- Used by our SPL team
- Kick engine to kick at various distances/headings
- Adjust to seen ball location



- Used by our SPL team
- Kick engine to kick at various distances/headings
- Adjust to seen ball location
- Select first kick that moves ball up field



- Used by our SPL team
- Kick engine to kick at various distances/headings
- Adjust to seen ball location
- Select first kick that moves ball up field
- Figure



- Used by our SPL team
- Kick engine to kick at various distances/headings
- Adjust to seen ball location
- Select first kick that moves ball up field
- Figure
- Emphasis on quickness



- Used by our SPL team
- Kick engine to kick at various distances/headings
- Adjust to seen ball location
- Select first kick that moves ball up field
- Figure
- Emphasis on quickness
- Now: Better model of opponents -> Know if we have more time



- Used by our SPL team
- Kick engine to kick at various distances/headings
- Adjust to seen ball location
- Select first kick that moves ball up field
- Figure
- Emphasis on quickness
- Now: Better model of opponents -> Know if we have more time



• David Chen and Ray Mooney



• n agents, each choose an action A_i



- n agents, each choose an action A_i
- $A = A_1 \times \ldots \times A_n$



- n agents, each choose an action A_i
- $A = A_1 \times \ldots \times A_n$
- $R_i(A) \mapsto \mathbb{R}$



- n agents, each choose an action A_i
- $A = A_1 \times \ldots \times A_n$
- $R_i(A) \mapsto \mathbb{R}$
- Coordination problem: $R_1 = \ldots = R_n = R$



- n agents, each choose an action A_i
- $A = A_1 \times \ldots \times A_n$
- $R_i(A) \mapsto \mathbb{R}$
- Coordination problem: $R_1 = \ldots = R_n = R$
- Nash equilibrium: no agent could do better given what others are doing.



- n agents, each choose an action A_i
- $A = A_1 \times \ldots \times A_n$
- $R_i(A) \mapsto \mathbb{R}$
- Coordination problem: $R_1 = \ldots = R_n = R$
- Nash equilibrium: no agent could do better given what others are doing.
- May be more than one (chicken)



• Understand the rule syntax



- Understand the rule syntax
- Form the coordination graph



- Understand the rule syntax
- Form the coordination graph
- First eliminate rules based on context



- Understand the rule syntax
- Form the coordination graph
- First eliminate rules based on context
- What does it mean for G_3 to collect all relevant rules?



- Understand the rule syntax
- Form the coordination graph
- First eliminate rules based on context
- What does it mean for G_3 to collect all relevant rules?
- What does it mean for G_3 to maximize over all actions of a_1 and a_2 ?



- Understand the rule syntax
- Form the coordination graph
- First eliminate rules based on context
- What does it mean for G_3 to collect all relevant rules?
- What does it mean for G_3 to maximize over all actions of a_1 and a_2 ?
- How are the results propagated back?



- Understand the rule syntax
- Form the coordination graph
- First eliminate rules based on context
- What does it mean for G_3 to collect all relevant rules?
- What does it mean for G_3 to maximize over all actions of a_1 and a_2 ?
- How are the results propagated back?
- Let's try again with G_1 eliminated first



Application to soccer

 Make the world discrete by assigning roles, using highlevel predicates



Application to soccer

- Make the world discrete by assigning roles, using highlevel predicates
- Assume global state information


Application to soccer

- Make the world discrete by assigning roles, using highlevel predicates
- Assume global state information
- Finds pass sequences and starts players moving ahead of time.



Application to soccer

- Make the world discrete by assigning roles, using highlevel predicates
- Assume global state information
- Finds pass sequences and starts players moving ahead of time.
- Note the results: with and without coordination.



- A hybrid approach
- Executor: carry out reactive behaviors
- Deliberator: evaluate possible high-level schema with parameters; generate bids
- Deliberator takes time, but something keeps happening always.
- In effect: deliberator commits to schema for some time

