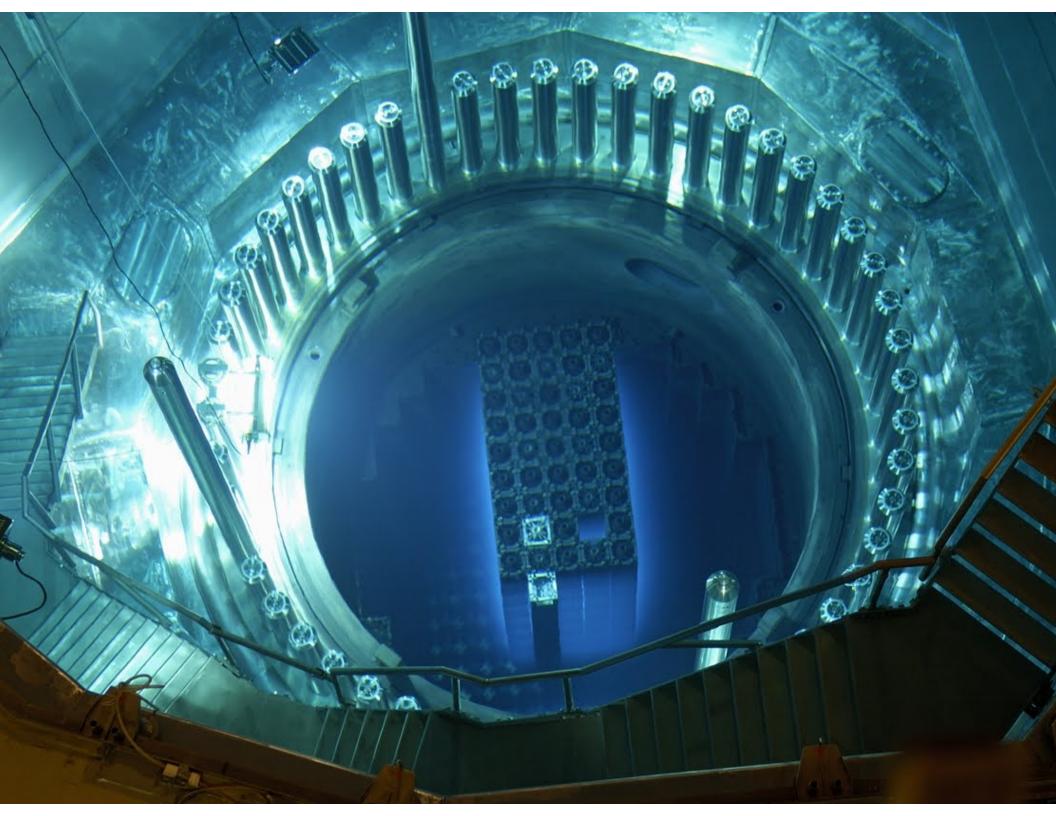
Lessons with a Pinch of AI: Hands-On Workshops for the Introduction of Machine Learning into Schools

Blaž Zupan

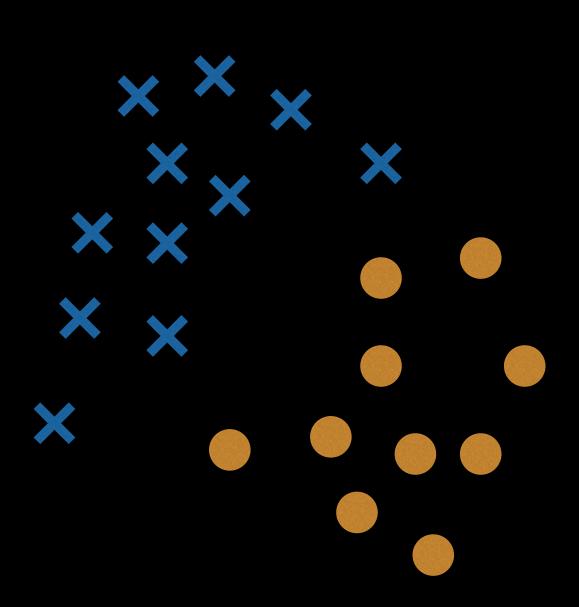
University of Ljubljana, Slovenia Baylor College of Medicine, Houston, USA

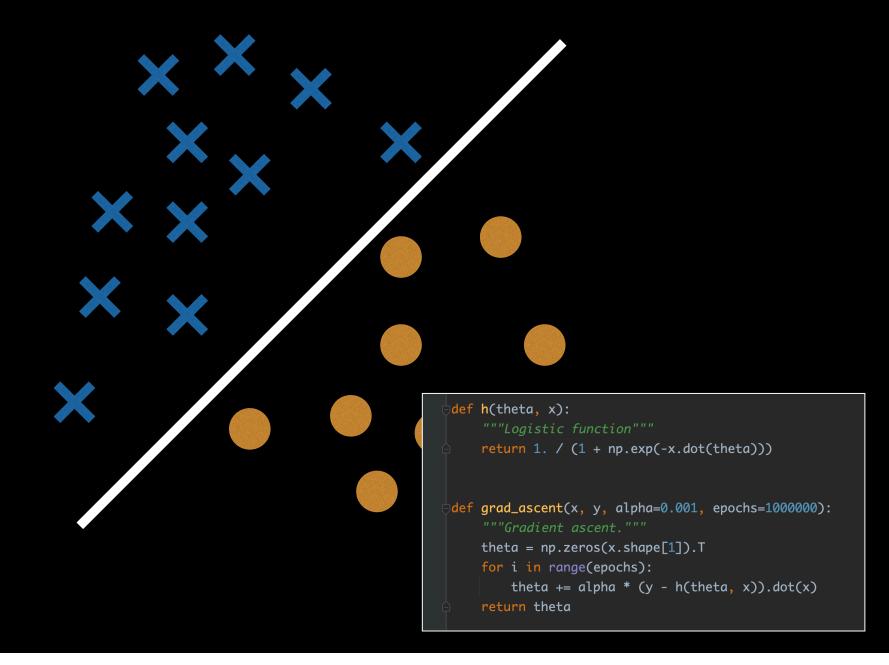






```
\foralldef h(theta, x):
     """Logistic function"""
     return 1. / (1 + np.exp(-x.dot(theta)))
 def grad_ascent(x, y, alpha=0.001, epochs=1000000):
     """Gradient ascent."""
     theta = np.zeros(x.shape[1]).T
     for i in range(epochs):
         theta += alpha * (y - h(theta, x)).dot(x)
     return theta
```





Assumptions

Artificial intelligence is the defining technology of the 21st century.

Al will affect all scopes of life.

At present, except for a few enlightened ones, Al is a mystery to most of us.

Al Training & Schools

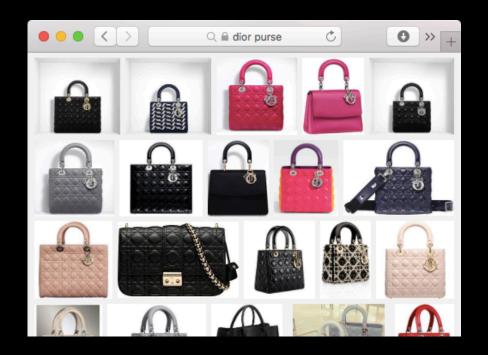
Can we train concepts of AI in schools? (not coding)

At which levels?

How?

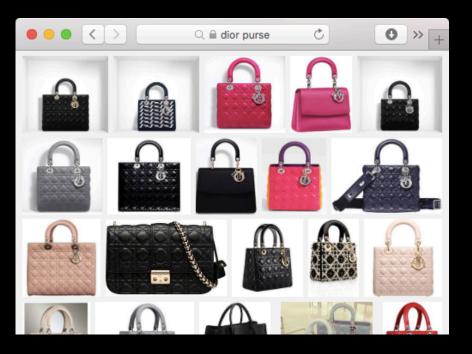
Purse Analytics: A Story



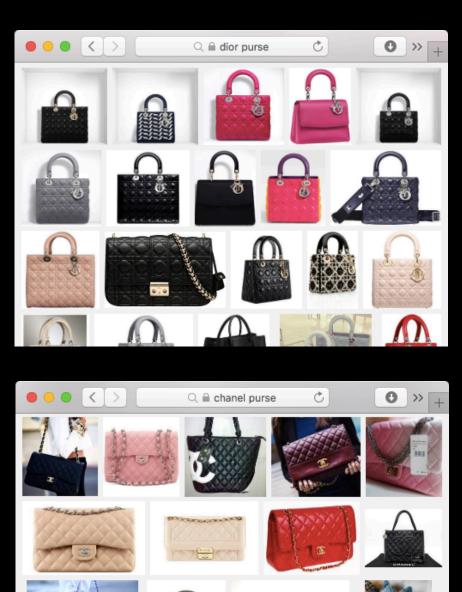


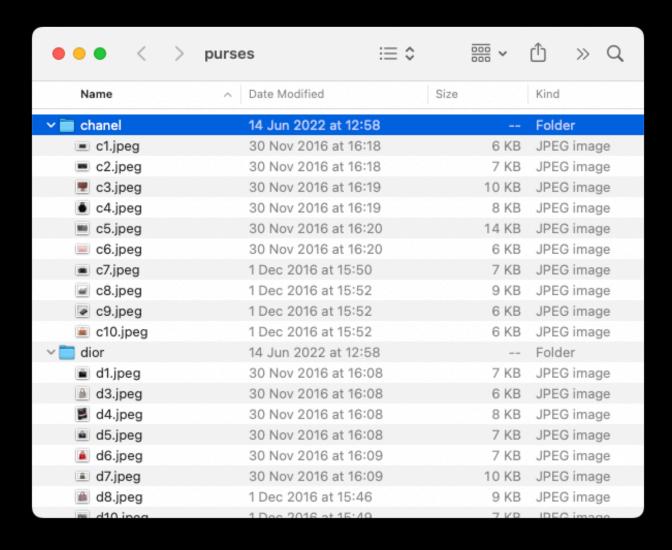














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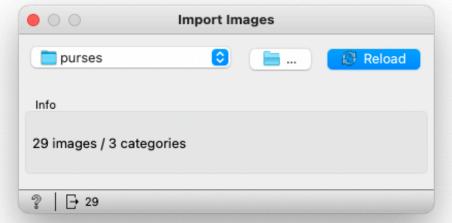






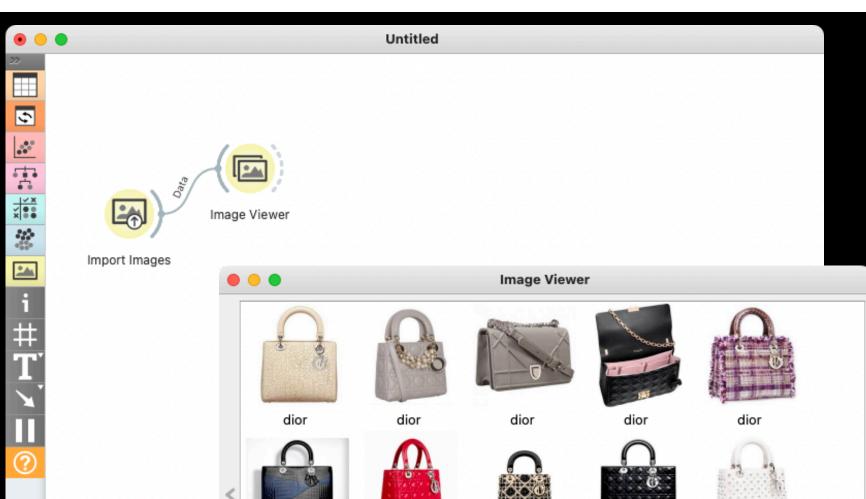


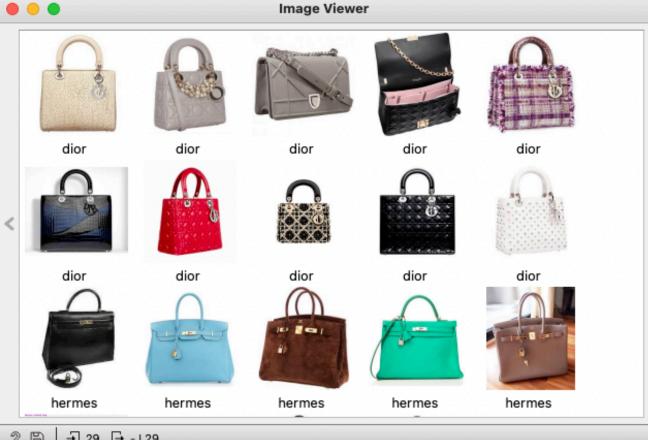
Import Images





Import Images













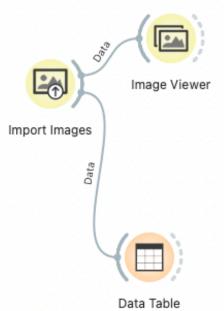


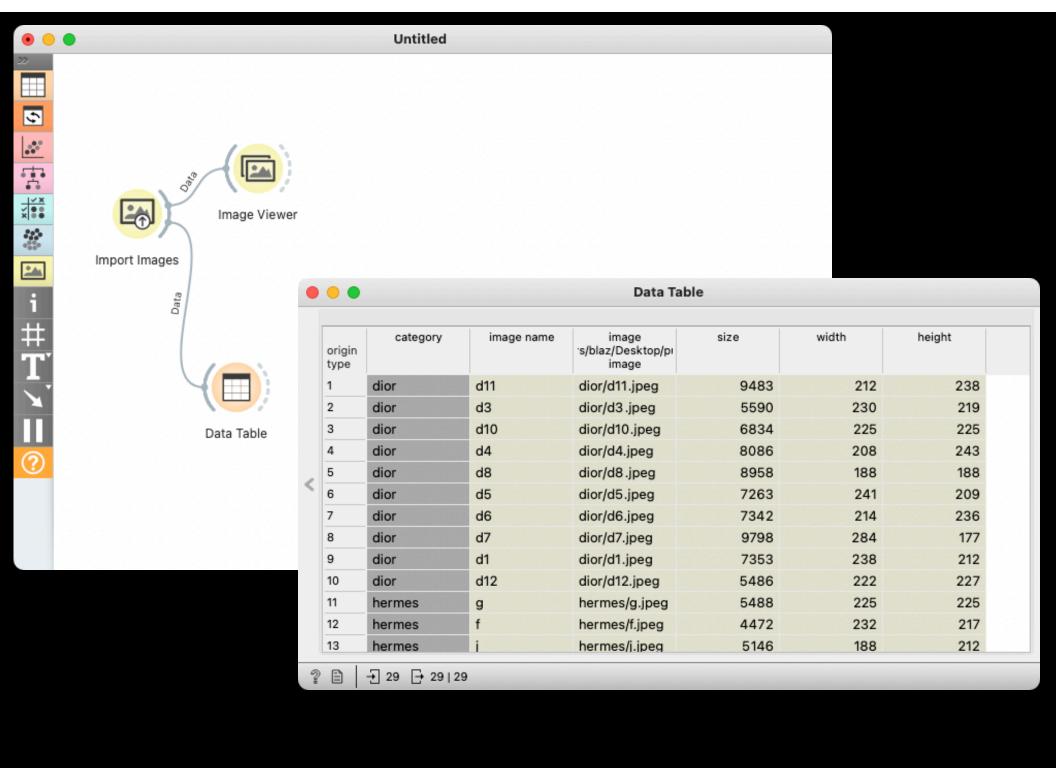


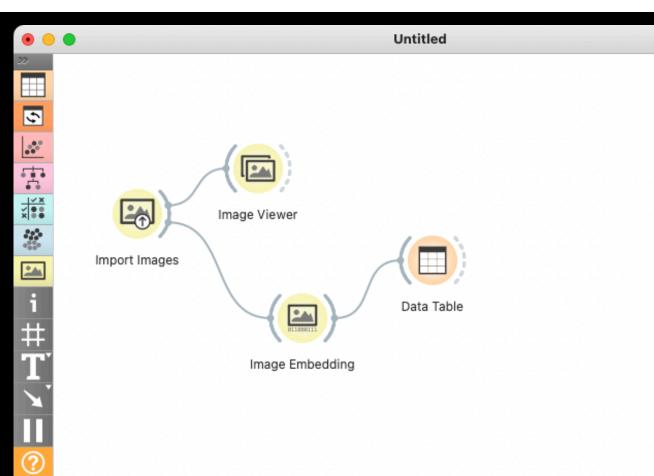


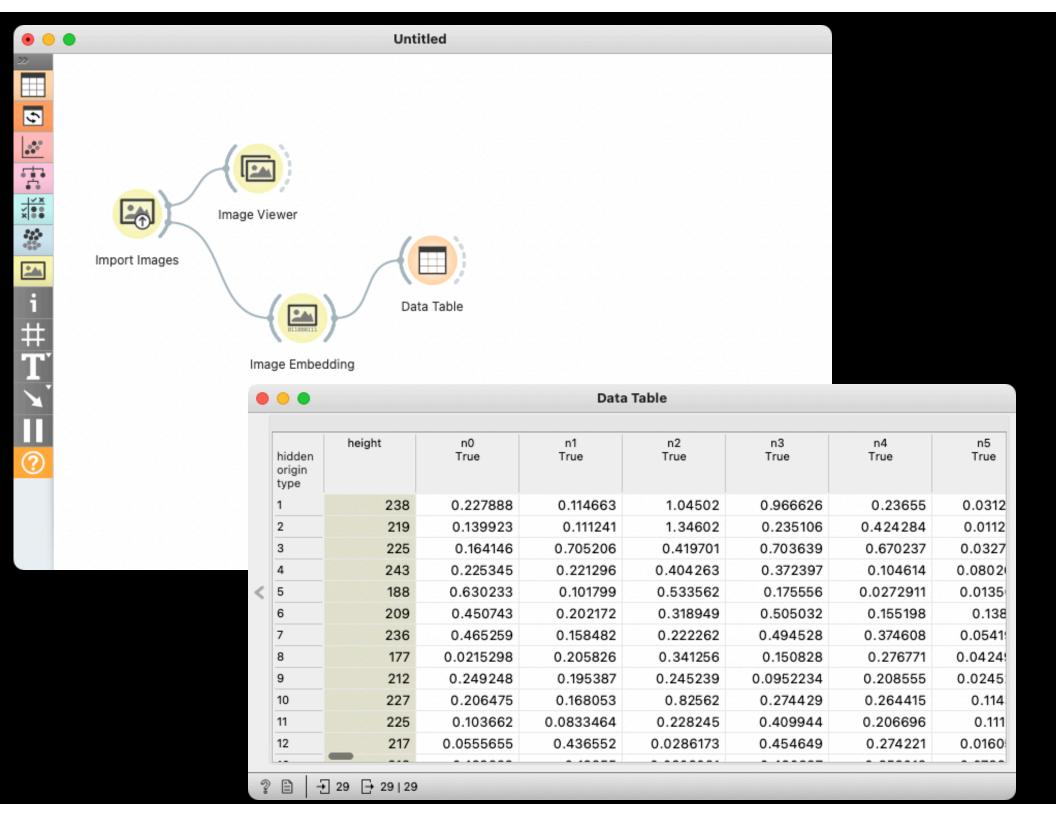








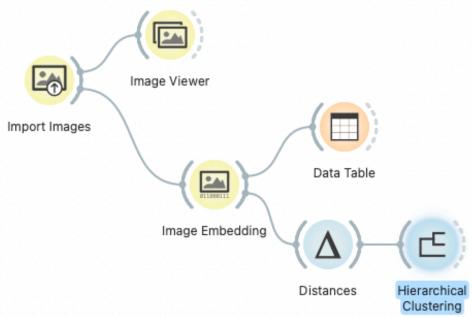


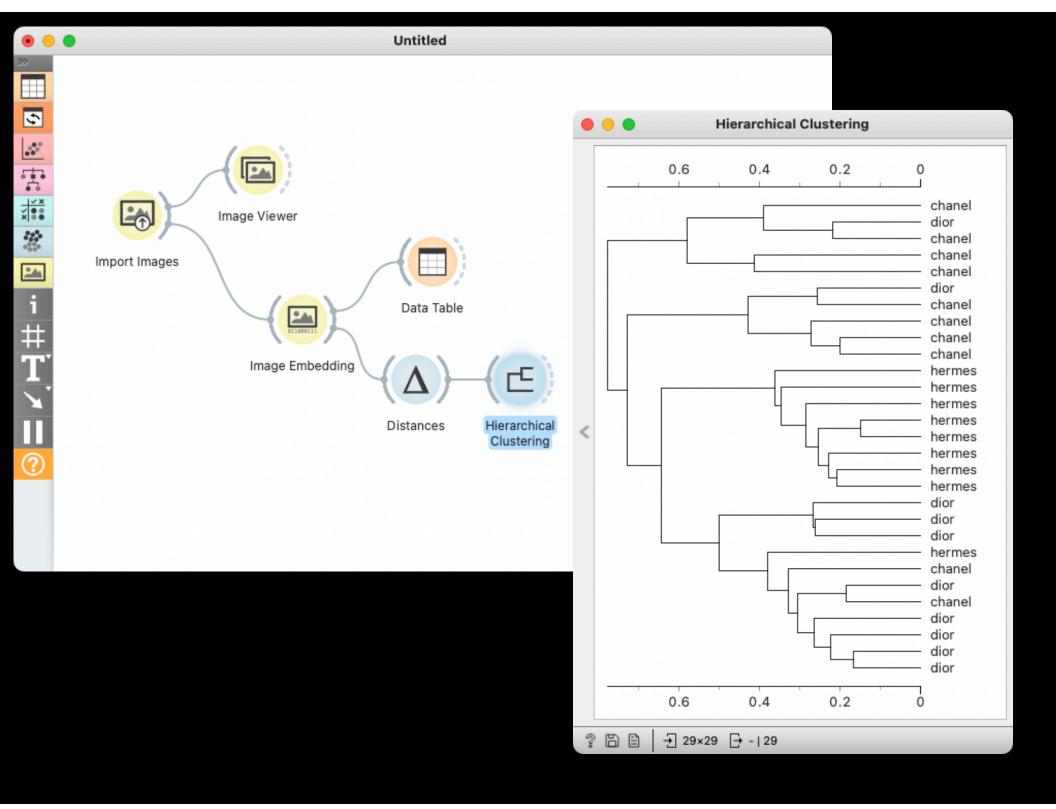


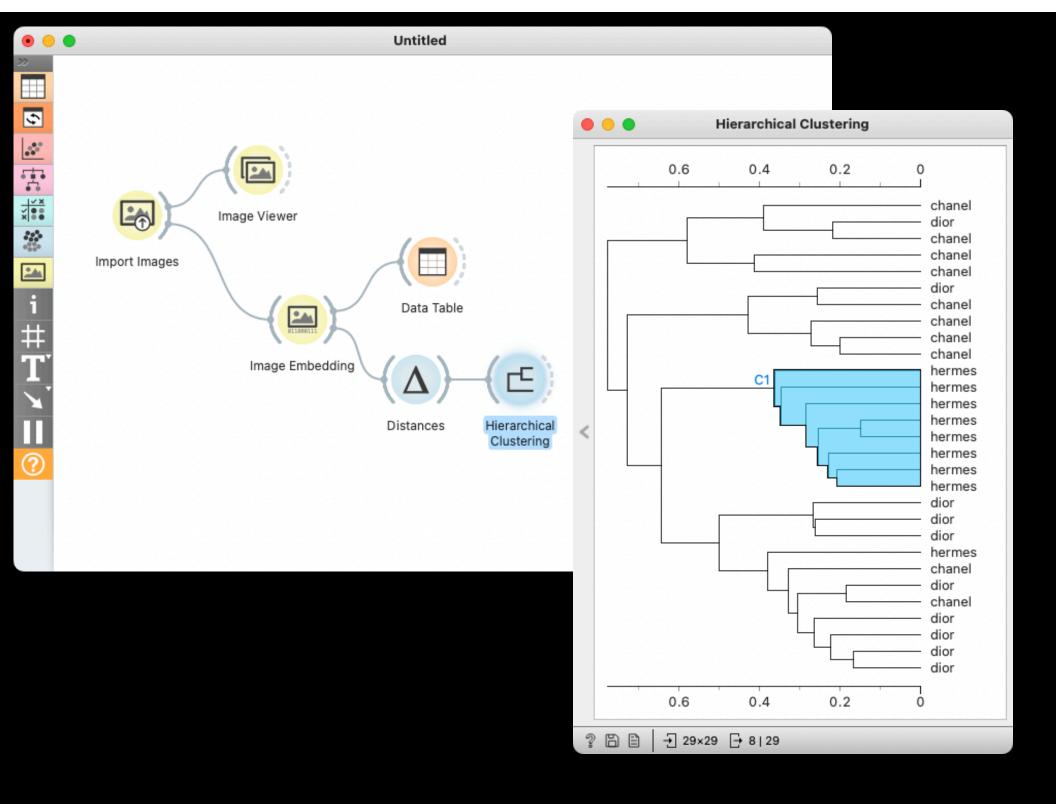
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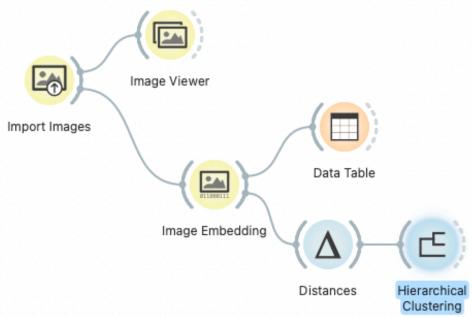




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i # **T**` **\ \ \ **



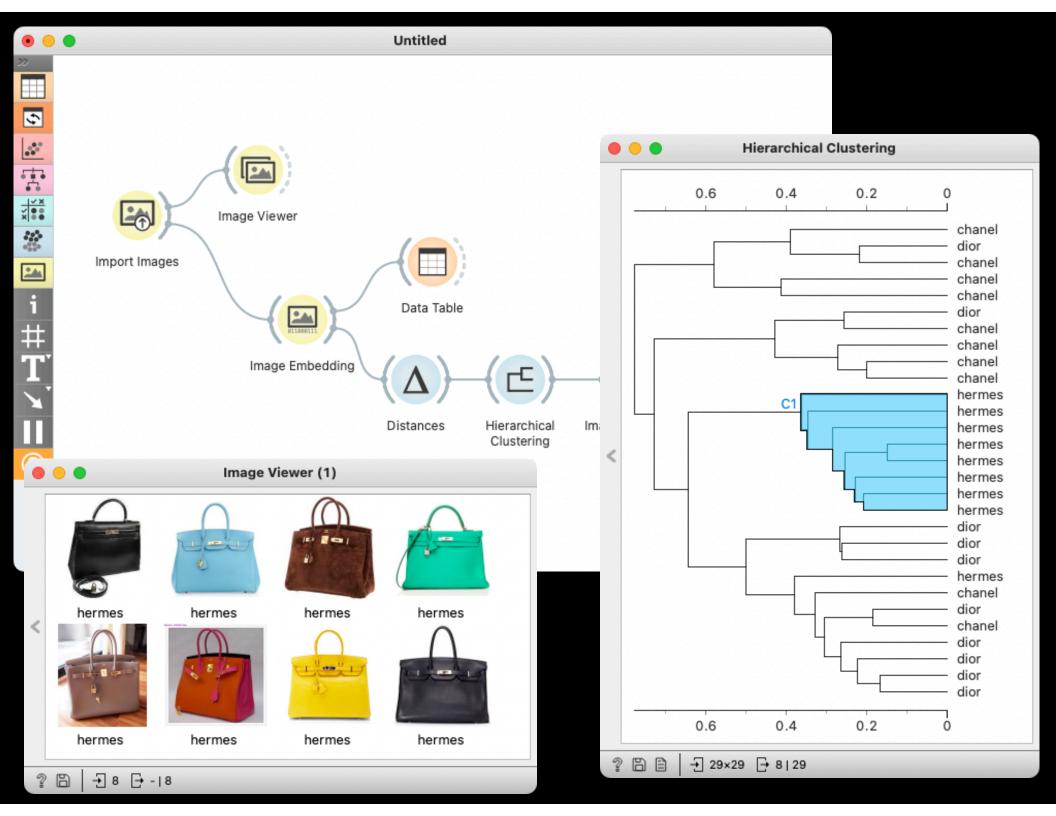


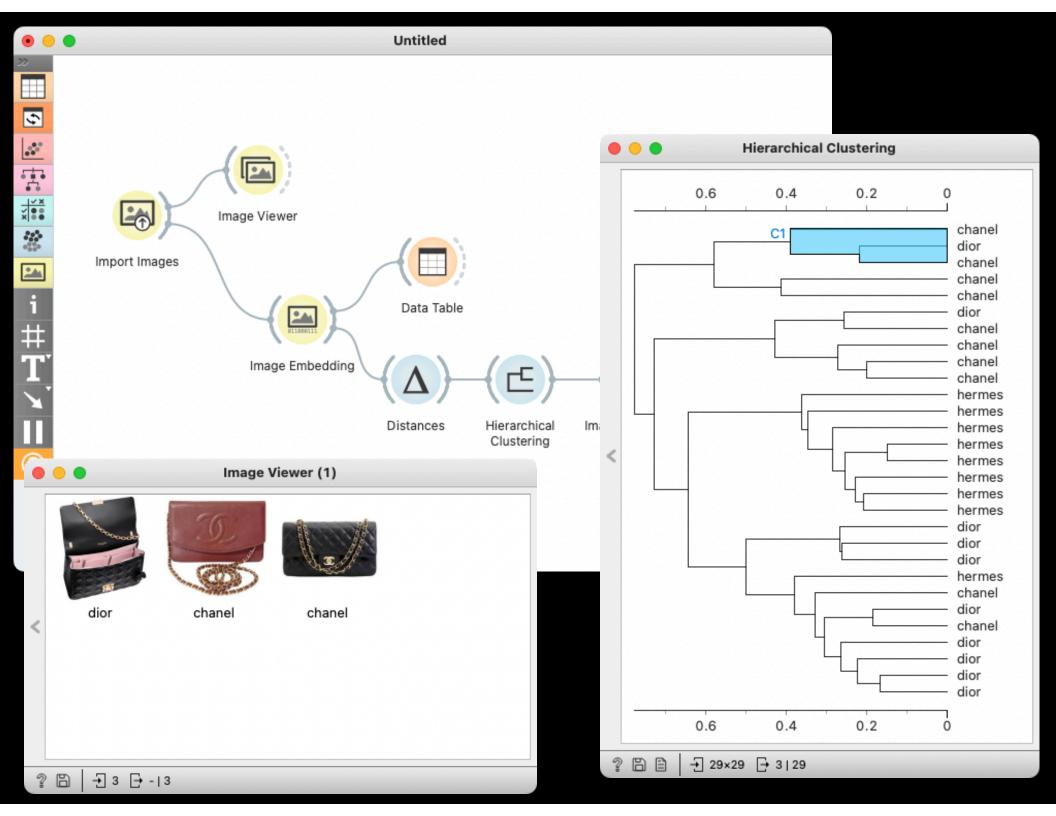
Distances

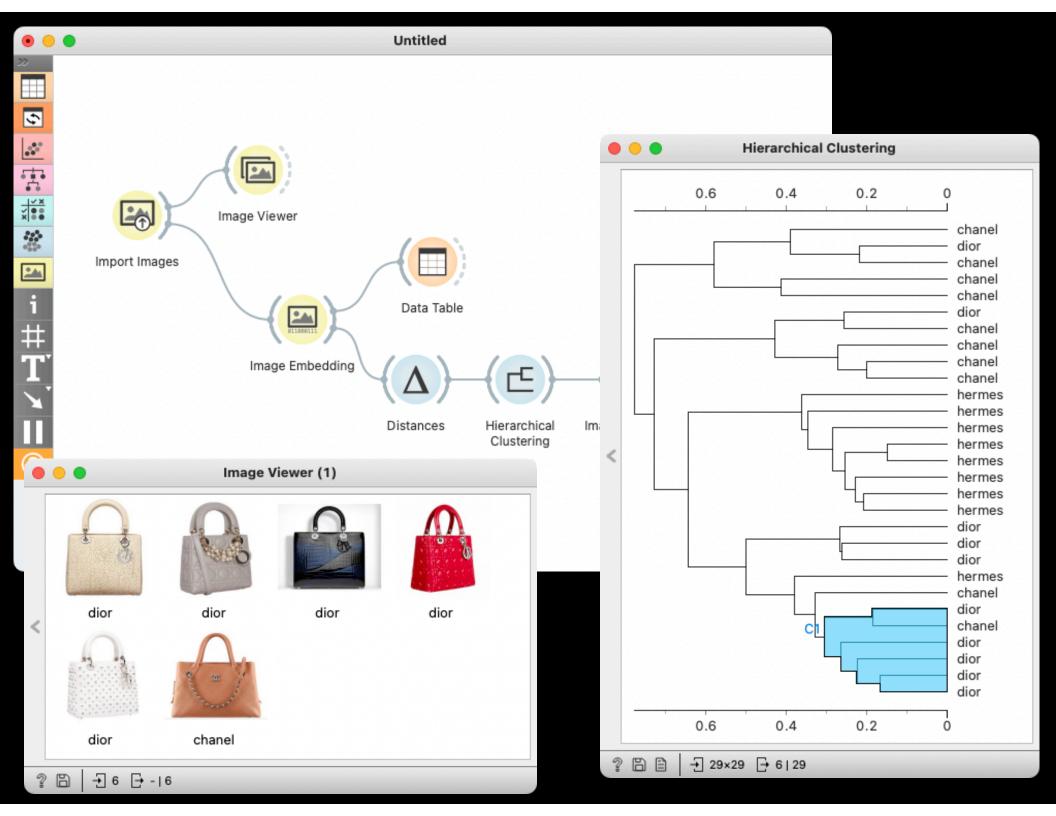
Hierarchical

Clustering

Image Viewer (1)









Distances

Hierarchical

Clustering

Image Viewer (1)

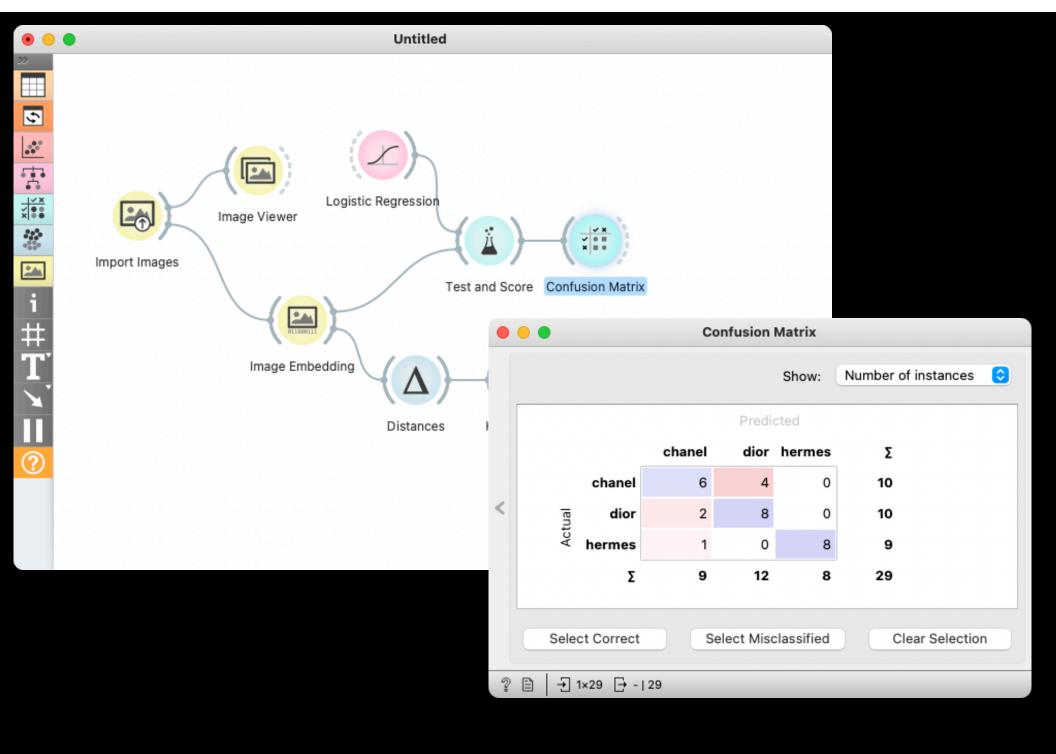
Distances

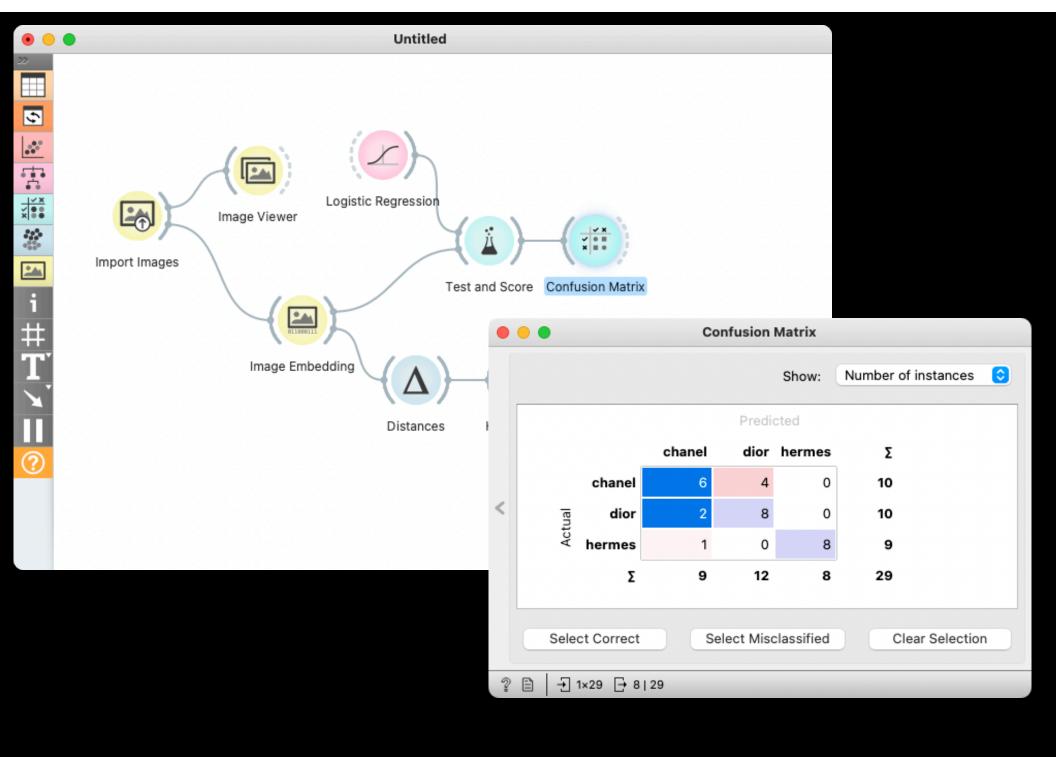
Hierarchical

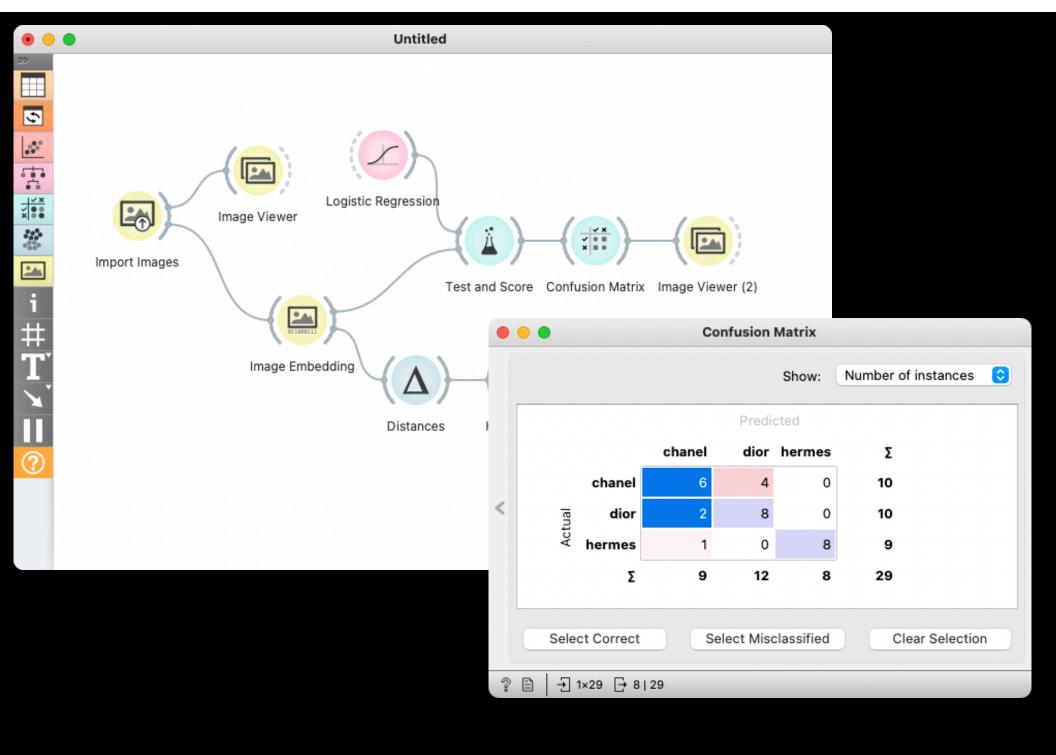
Clustering

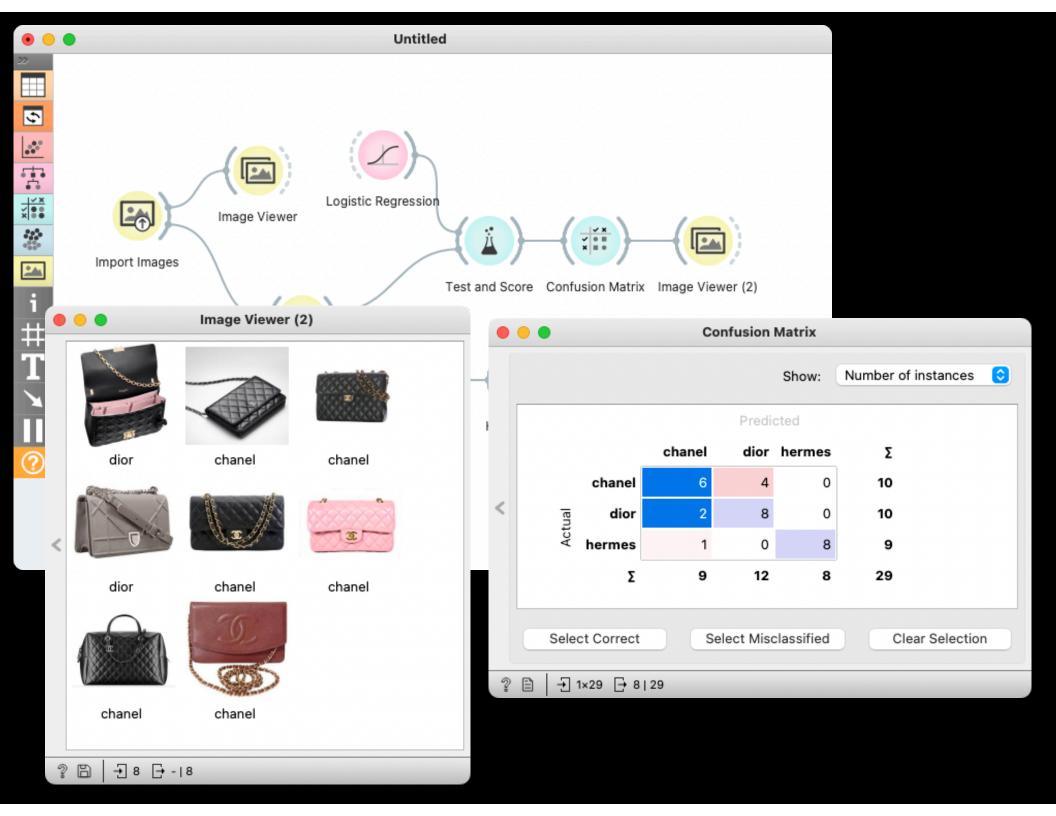
Image Viewer (1)

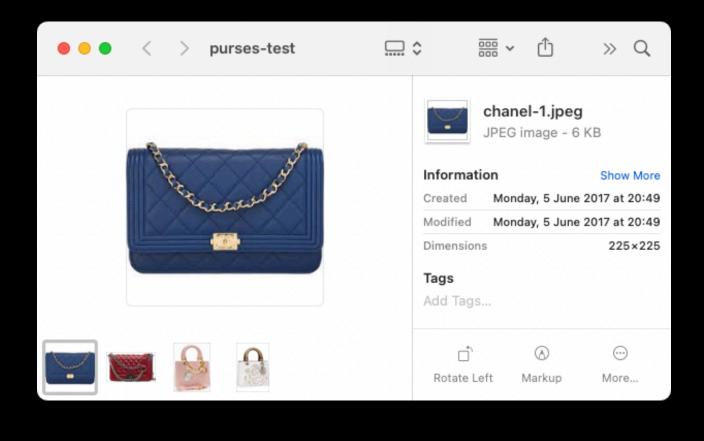
Image Embedding

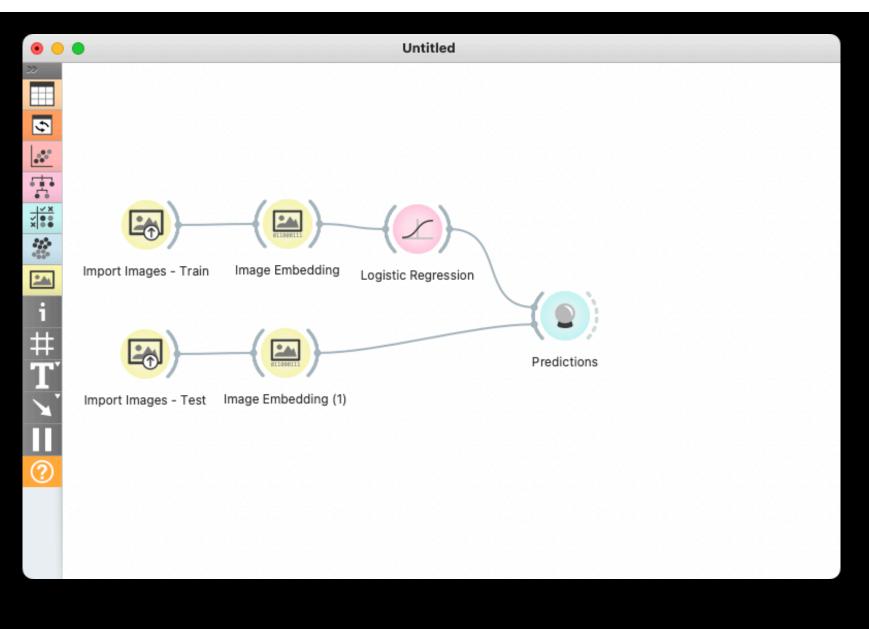


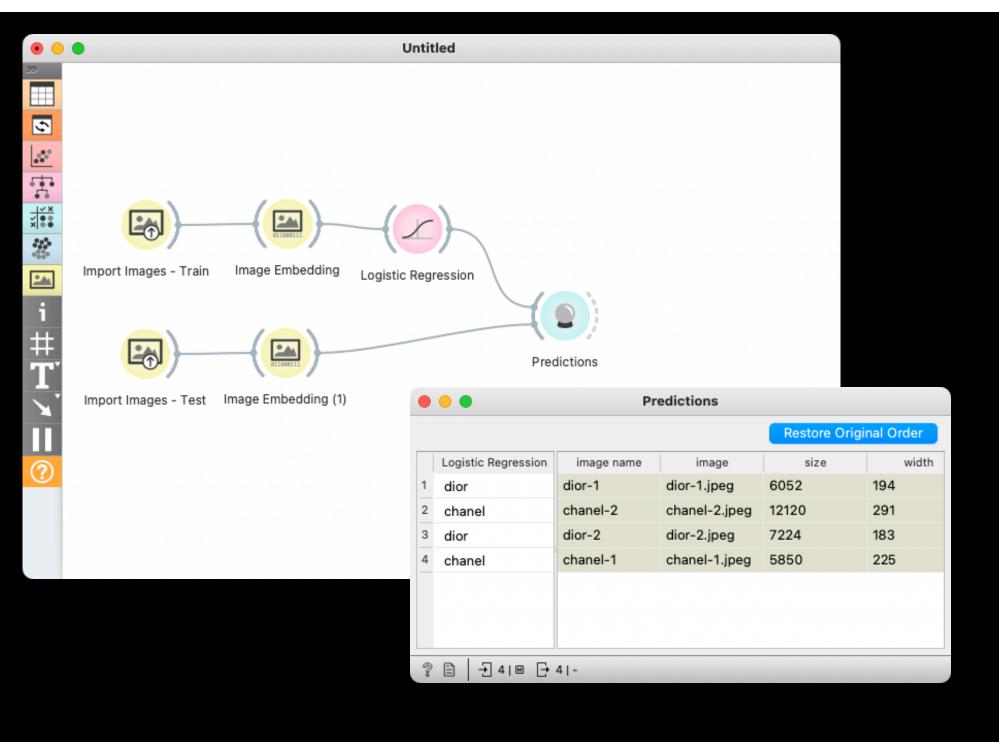












Concepts Covered in 15 min

Data representation

Distance estimation

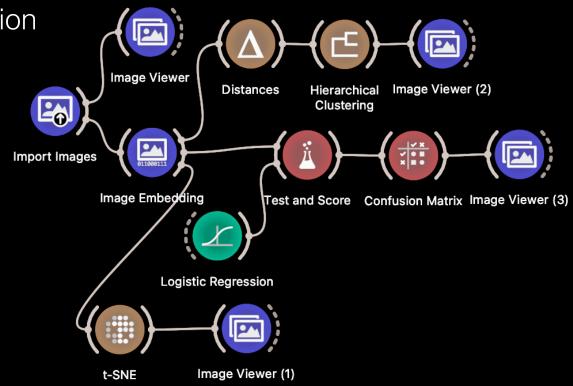
Clustering & Cluster explanation

Data embedding

Classification

Accuracy estimation

Prediction



Al Training & Schools

Can we train concepts of AI in schools?

At which levels?

How?

Houston Kolkata







Pavia

one of over ten different workshops for public administration





a workshop for telecomm agency

Partnership with Google.org

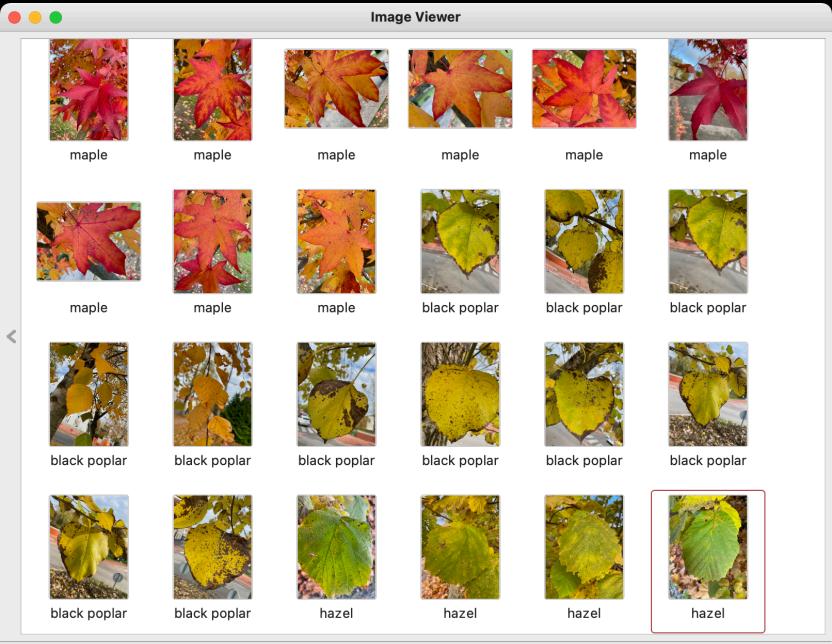
20 elementary and high schools in Slovenia

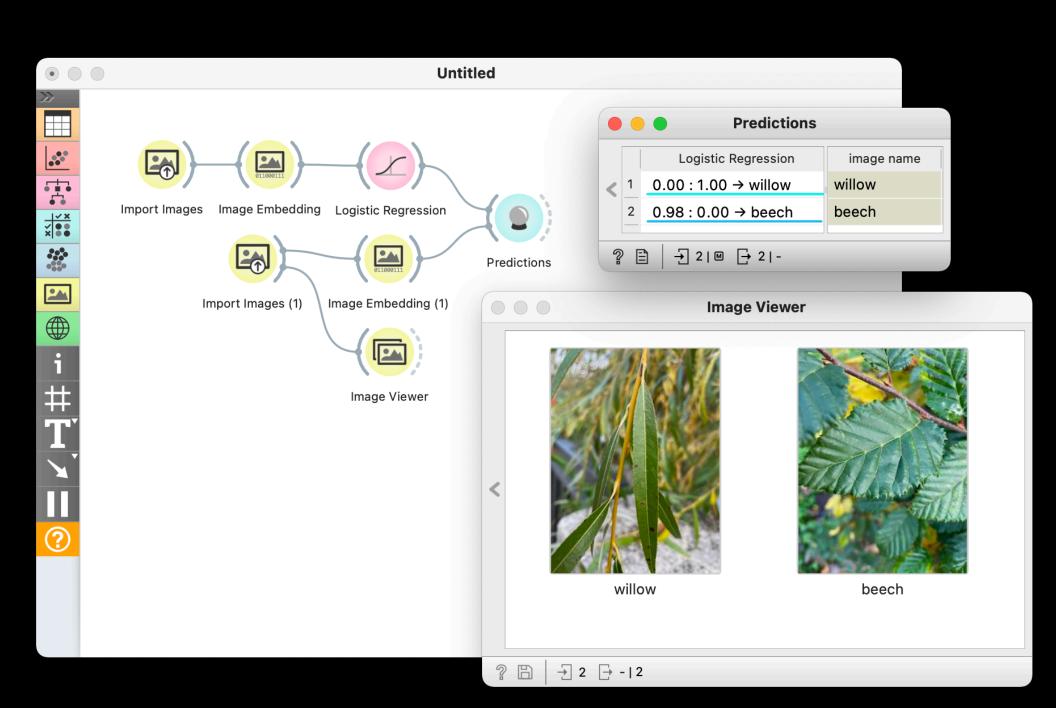
Design ten different two-hour workshops

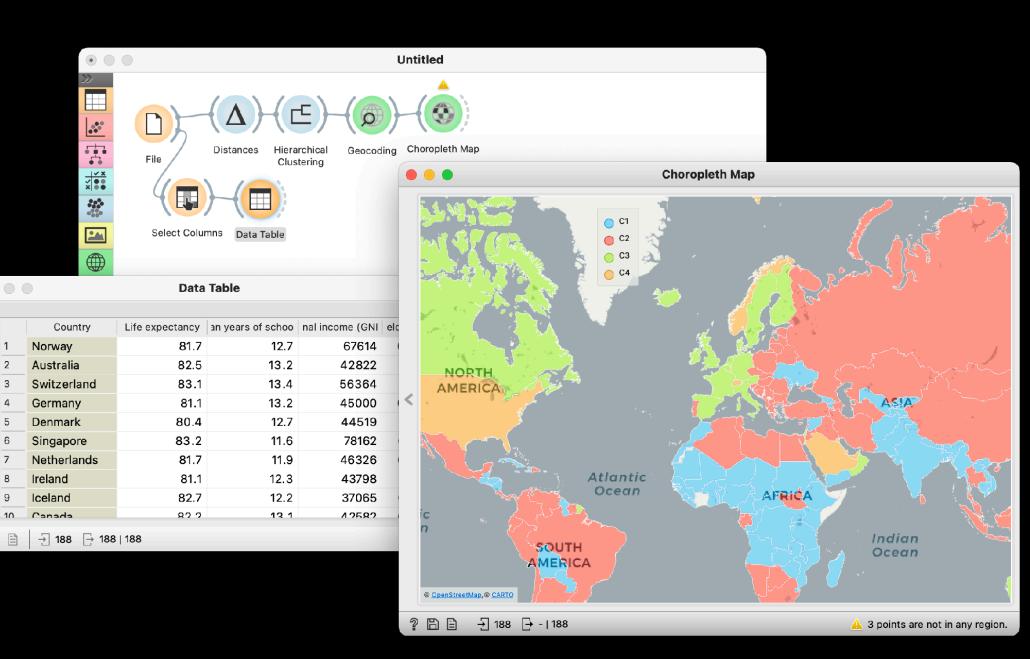
Carry out 40 workshops

Train-the-trainer workshops

Long-term support of trainers

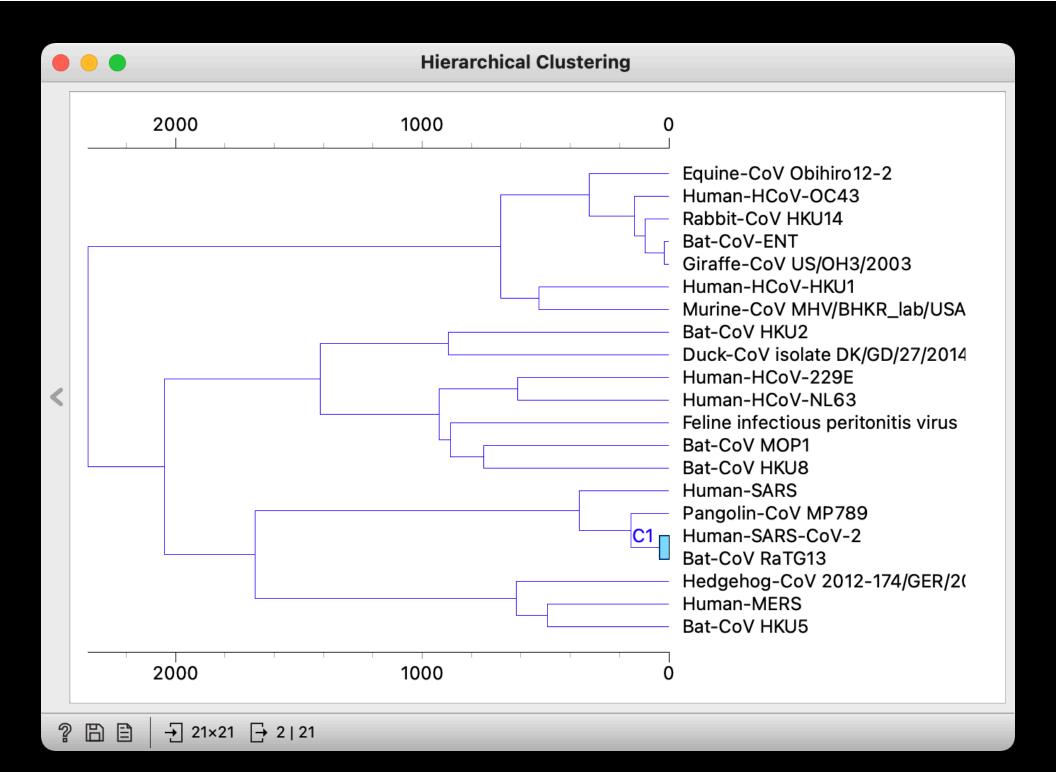






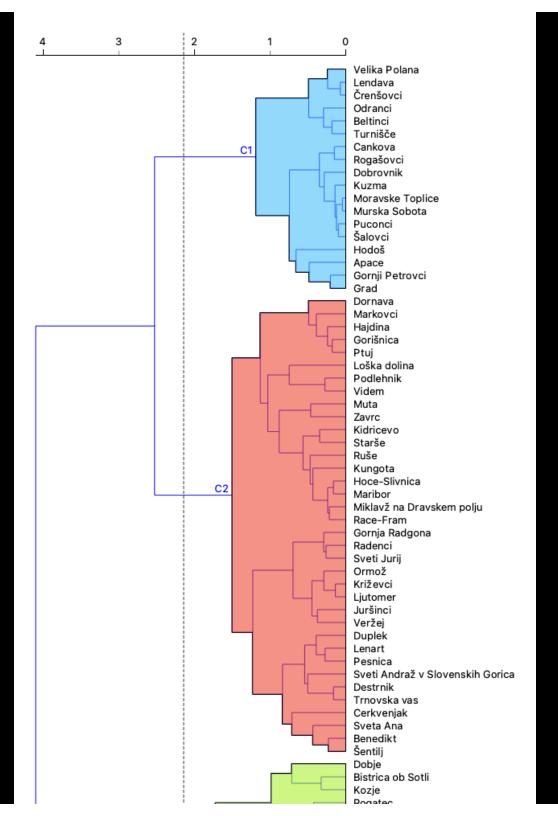
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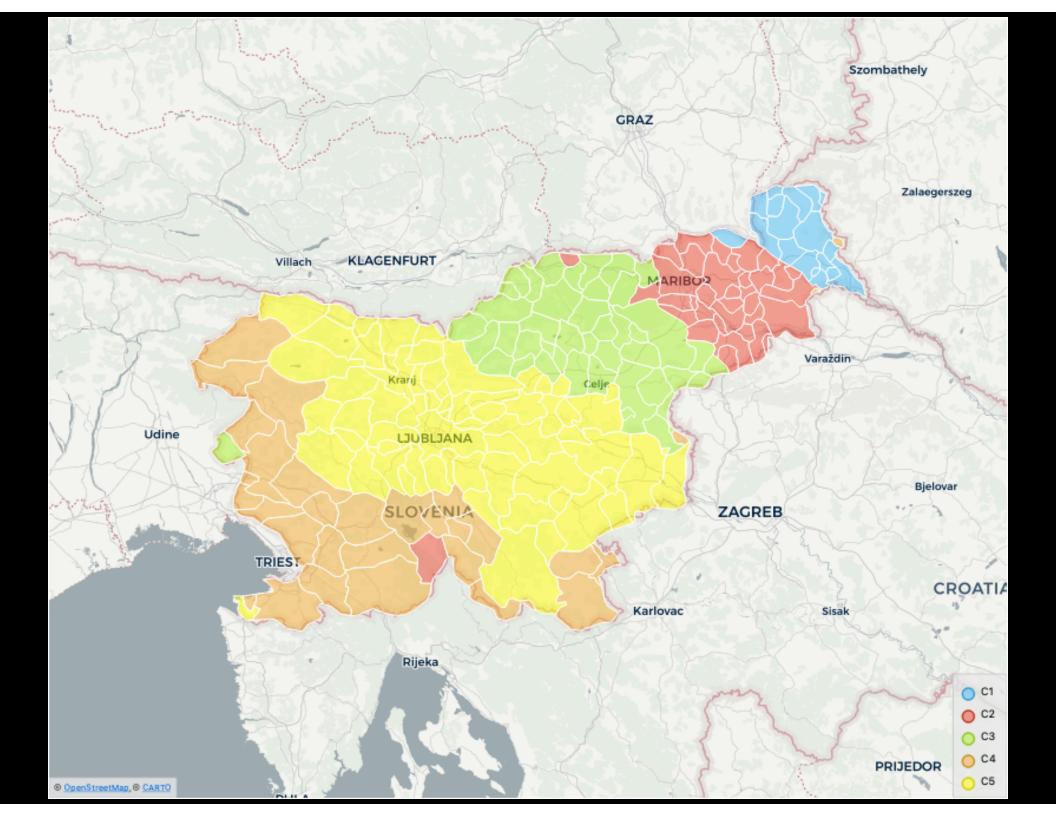
	Virus	Soguenee						
		Sequence						
1	Human-SARS-CoV-2	ATGTTTGTTTTTCTTGTTTTATTGCCACTAGTCTCTAGTCAGTGTGTTAATCTTACAAC						
2	Human-SARS	ATGTTTATTTTCTTATTTCTTACTCTCACTAGTGGTAGTGACCTTGACCGGTGCAC						
3	Human-MERS	ATGATACACTCAGTGTTTCTACTGATGTTCTTGTTAACACCTACAGAAAGTTACGTTGAT						
4	Human-HCoV-OC43	ATGTTTTTGATACTTTTAATTTCCTTACCAACGGCTTTTGCTGTTATAGGAGATTTAAA						
5 6	Human-HCoV-229E	ATGTTTGTTTGCTTGCATATGCCTTGTTGCATATTGCTGGTTGTCAAACTACAAA						
	Human-HCoV-NL63	${\tt ATGAAACTTTTCTTGATTTTGCTTGTTTTGCCCCTGGCCTCTTGCTTTTTCACATGTA}$						
7	Human-HCoV-HKU1	${\tt ATGTTATTATTTTTTTTTTTTTTTTCCTACAACATTAGCTGTTATAGGTGATTTTAATTGTA}$						
8	Bat-CoV MOP1	ATGCTTTTCATTTTATGCATTGCATTGTGTTTTTAATTTTGTCAGTGCCAATATTGGTTGT						
9	Bat-CoV HKU8	${\tt ATGAAATCTTTACTTGTCTTAAGCCTTTTTGGCCTTGTTGGCCACATTGTCTGTC$						
10	Bat-CoV HKU2	ATGAAACTTTTTATAGTTTTTTGTGCTCCTTTTTTAGGGTGTGTTATTGCTGTGACTATGT						
11	Bat-CoV HKU5	${\tt ATGATACGCTCAGTGTTAGTACTGATGTGCTCGTTAACTTTTATAGGAAACCTCACAAG}$						
12	Bat-CoV RaTG13	ATGTTTGTTTTTCTTGTTTTATTGCCACTAGTTTCTAGTCAGTGTGTTAATCTAACAAC						
13	Bat-CoV-ENT	ATGTTTTTGATACTTTTAATTTCCTTACCAACGGCTTTTGCTGTTATAGGAGATTTAAA						
14	Hedgehog-CoV 2012-174/GER/2012	ATGATACGCTCAGCGTGTCTACTGATGTGCTTGTTAATGTTTATAAAAGCAACCCCAAG						
15	Pangolin-CoV MP789	ATGTTGTTTTTCTTCTTTTTACACTTTGCCTTAGTAAATTCACAATGTGTTAATTTAAC						
16	Rabbit-CoV HKU14	${\tt ATGTTTTGATACTTTTAATTTCCTTACCAACGGCTTTTGCTGTTATAGGTGATTTAAA}$						
17	Duck-CoV isolate DK/GD/27/2014	${\tt ATGTTGGCAACGTTAGTTTTGTTGACGACAGTTTTGTGTGTTGCTAATCCATGTTTAAC}$						
18	Feline infectious peritonitis virus	ATGATTGTGCTCGTAACTTGCCTCTTGTTGTTATGTTCATACCACACAGTTTTGAGTAC						
19	Giraffe-CoV US/OH3/2003	${\tt ATGTTTTGATACTTTTAATTTCCTTACCAACGGCTTTTGCTGTTATAGGAGATTTAAA}$						
20	Murine-CoV MHV/BHKR_lab/USA/icA	${\tt ATGCTGTTCGTGTTTATTCTATTTTTGCCCTCTTGCCTAGGGTATATTGGTGATTTTAG}$						
21	Equine-CoV Obihiro12-2	${\tt ATGGTCTTATTATTTTTCCTACCTACCGCTCTTGCTGTTGTAGGAGATGTAAA}$						



family names

							Dat	a Table						
Г		občina	AMBROŽIČ	BABIČ	BAJC	BERGANT	BEVC	BEZJAK	BIZJAK	BLATNIK	BLAŽIČ	BOGATAJ	BOŽIČ	BREGAR
1	ı	Ajdovščina	7	1	60	2	0	0	74	0	5	2	36	0
2	2	Apace	0	1	0	0	0	1	0	0	2	2	1	0
3	3	Beltinci	0	2	0	0	0	1	0	0	0	0	1	0
4	1	Benedikt	0	0	0	0	0	0	0	0	0	0	0	0
Ę	5	Bistrica ob S	0	0	0	0	5	0	0	0	1	0	0	2
6	6	Bled	42	1	5	4	0	0	9	1	3	0	7	0
7	7	Bloke	0	0	0	0	0	0	1	0	0	0	0	1
8	3	Bohinj	0	0	1	0	1	0	4	0	0	2	1	0
ç	9	Borovnica	1	0	0	0	0	0	6	0	1	1	2	1
1	10	Bovec	0	1	0	0	0	0	10	0	0	0	0	0
1	11	Braslovce	1	1	0	2	0	1	17	7	1	2	5	0
1	12	Brda	6	0	0	0	0	0	6	0	13	0	2	0
13	13	Brezovica	5	5	0	1	1	0	6	0	2	2	4	5
	14	Brežice	3	3	1	2	5	0	11	3	6	0	9	1
1	15	Cankova	0	1	0	0	0	0	0	0	0	0	0	0
1	16	Celje	0	5	5	1	19	2	18	8	4	4	29	3
1	17	Cerklje na G	0	0	0	5	0	0	0	0	0	0	0	0
1	18	Cerknica	0	0	8	0	0	0	4	0	1	2	1	0
19	19	Cerkno	7	0	0	0	0	0	7	0	0	6	21	0
2	20	Cerkvenjak	0	1	0	0	0	2	0	0	2	0	0	0
2	21	Crnomelj	3	16	0	0	0	0	0	0	7	0	3	0
2	22	Destrnik	0	0	0	0	0	1	0	0	0	0	1	0





Teaching lessons with a pinch of artificial intelligence







C

Novice

Aktivnosti

Kontakt

AKTIVNOSTI

Primeri aktivnosti, ki uporabljajo pristope umetne inteligence v povezavi z redno učno snovjo. Posamezna aktivnost vsebuje kratek opis vsebine, povezavo z učnim načrtom, podroben opis učne ure, podatke za delo z gradivi ter videe. Določene aktivnosti so primerne za osnovne, druge za srednje šole. Uporabite filter za prikaz določenega tipa aktivnosti.



Osnovna šola

Srednja šola

Določevalni ključi za skupine živali

Utrjevanje razlikovanja med skupinami živali

naravoslovje in tehnologija



Družbeno-ekonomske značilnosti držav

Opazovanje držav glede na družbenoekonomske značilnosti

geografija



Podnebni pasovi Evrope

Raziskovanje podnebnih pasov Evrope

geografija



Podobnost narečnih skupin

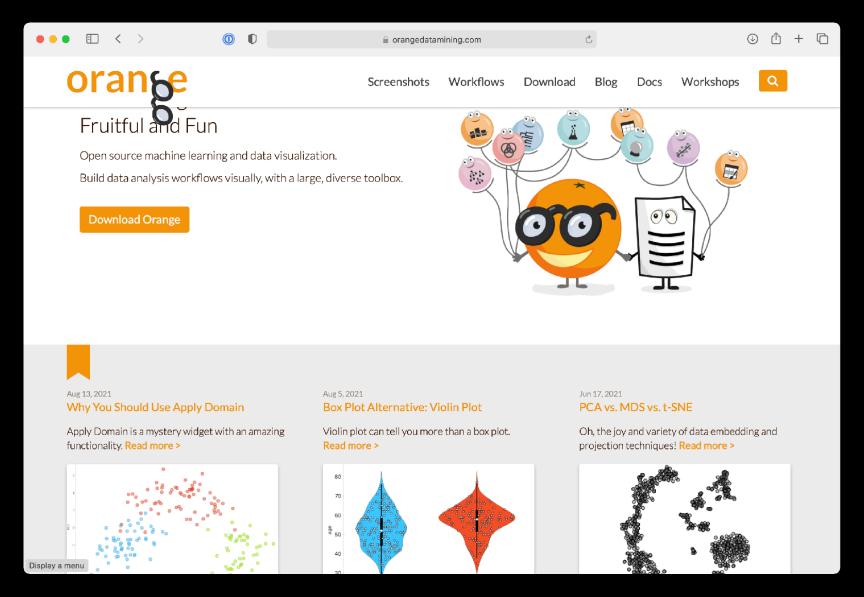
Ugotavljanje podobnosti slovenskih narečnih skupin

slovenščina





Orange Data Mining



An open and free toolbox for Data Science.

Orange Data Mining

1.000.000 lines of Python code

20 years of development

~500.000 users from both industry & academia

~500 universities use it for teaching data science

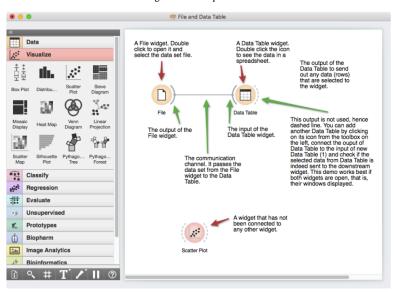
Lecture Notes

Introduction to Data Mining

September 2016

Lesson 1: Workflows in Orange

Orange workflows consist of components that read, process and visualize data. We call them "widgets". Widgets are placed on a drawing board (the "canvas"). Widgets communicate by sending information along a communication channel. Output from one widget is used as input to another.



A simple workflow with two connected widgets and one widget without connections. The outputs of a widget appear on the right, while the inputs appear on the left.

We construct workflows by dragging widgets onto the canvas and connecting them by drawing a line from the transmitting widget to the receiving widget. The widget's outputs are on the right, and the inputs on the left. In the workflow above, the File widget sends data to the Data Table widget.

Introduction to Data Mining

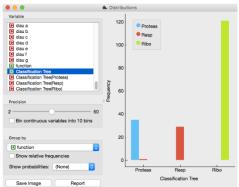
September 2016

Lesson 6: Classification Accuracy

Now that we know what classification trees are, the next question is what is the quality of their predictions. For beginning, we need to define what we mean by quality. In classification, the simplest measure of quality is classification accuracy expressed as the proportion of data instances for which the classifier correctly guessed the value of the class. Let's see if we can estimate, or at least get a feeling for, classification accuracy with the widgets we already know.

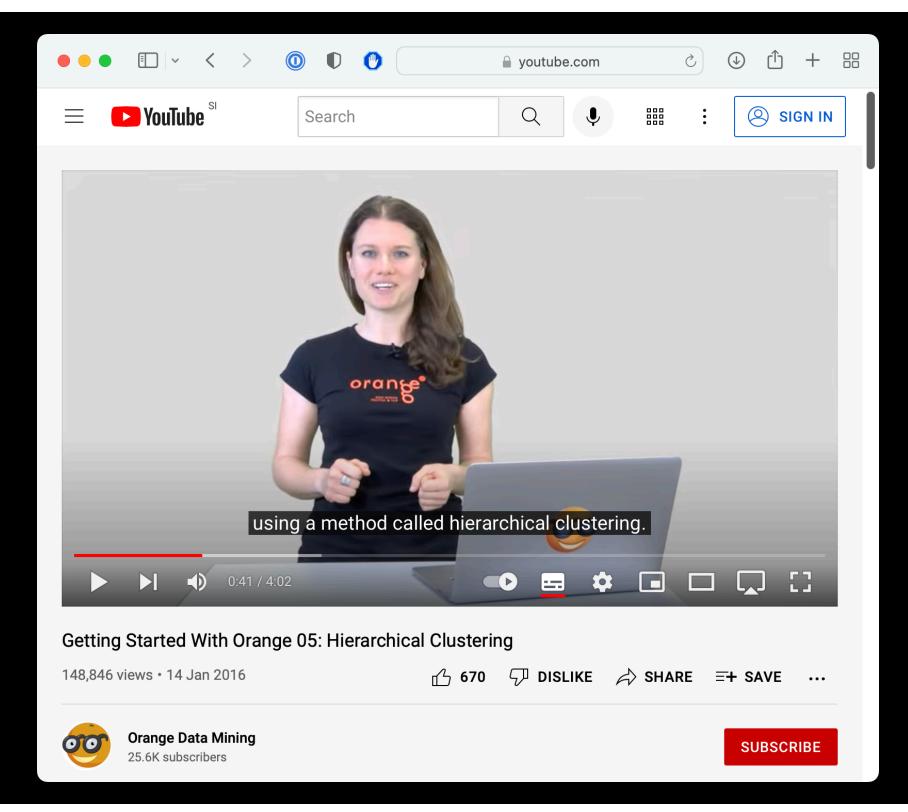


Let us try this schema with the brown-selected data set. The Predictions widget outputs a data table augmented with a column that includes predictions. In the Data Table widget, we can sort the data by any of these two columns, and manually select data instances where the values of these two features are different (this would not work on big data). Roughly, visually estimating the accuracy of predictions is straightforward in the Distribution widget, if we set the features in view appropriately.





The measuring of accuracy is such an important concept that it would require its own widget. But wait a while, there's educational value in reusing the widgets we already know.



Conclusion

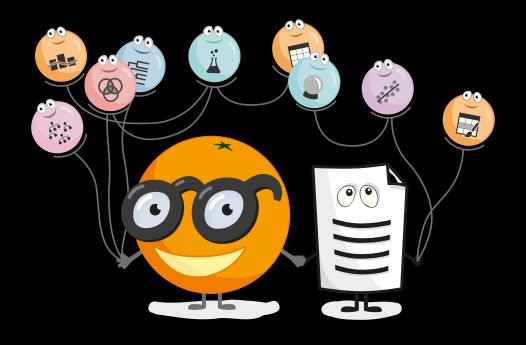
Al is a tool. The concepts behind it are simple.

For general audience, we should teach about its use, not its inner workings.

Training of AI should be practical.

We need to train the teachers first.

And we need to ask them where to start.



orangedatamining.com pumice.si

bzupan@gmail.com