Quelques éléments pour l'expérimentation en informatique

Jean-Marc.Vincent@imag.fr

Mescal

Plan de l'exposé

Plan de l'exposé

Introduction

Aim of this course

Discuss about experiments in computer science

- Why experiencing ?
- Advantages and drawbacks of experiments
- Experiments = Modelling
- Scientific method

Interactive course : discussion about your own experiments

Organization of the course

How to conduct and analyse experiments

- Experimentation
- Experimental Framework
- Analysis of Experiments
- Results Synthesis

How to design experiments

- Hypothesis testing, Factorial Analysis
- Introduction to the Design of Experiments
- Case study : Analysis of availability in Volunteer Computing

Outline

Plan de l'exposé

Why experiments ?

Design of architectures, softwares

- System debugging (!!)
- Validation of a proposition
- Qualification of a system
- Dimensioning and tuning
- Comparison of systems

Many purposes $\Rightarrow$ different methodologies

Experiments fundamentals

Scientific Method

Falsifiability is the logical possibility that an assertion can be shown false by an observation or a physical experiment. [Popper 1930]

Modelling comes before experimenting

Modelling principles [J-Y LB]

- (Occam:) if two models explain some observations equally well, the simplest one is preferable
- (Dijkstra:) It is when you cannot remove a single piece that your design is complete.
- (Common Sense:) Use the adequate level of sophistication.

Experiments fundamentals

Scientific Method

Falsifiability is the logical possibility that an assertion can be shown false by an observation or a physical experiment. [Popper 1930]

Modelling comes before experimenting

Modelling principles [J-Y LB]

- (Occam:) if two models explain some observations equally well, the simplest one is preferable
- (Dijkstra:) It is when you cannot remove a single piece that your design is complete.
- (Common Sense:) Use the adequate level of sophistication.

Experiments fundamentals

Scientific Method

Falsifiability is the logical possibility that an assertion can be shown false by an observation or a physical experiment. [Popper 1930]

Modelling comes before experimenting

Modelling principles [J-Y LB]

- (Occam:) if two models explain some observations equally well, the simplest one is preferable
- (Dijkstra:) It is when you cannot remove a single piece that your design is complete.
- (Common Sense:) Use the adequate level of sophistication.

Design of experiments (introduction)

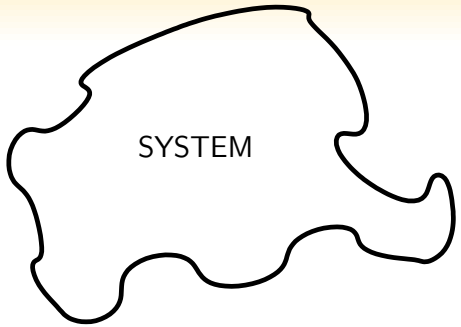
Formulation of the question

Give explicitly the question (specify the context of experimentation)

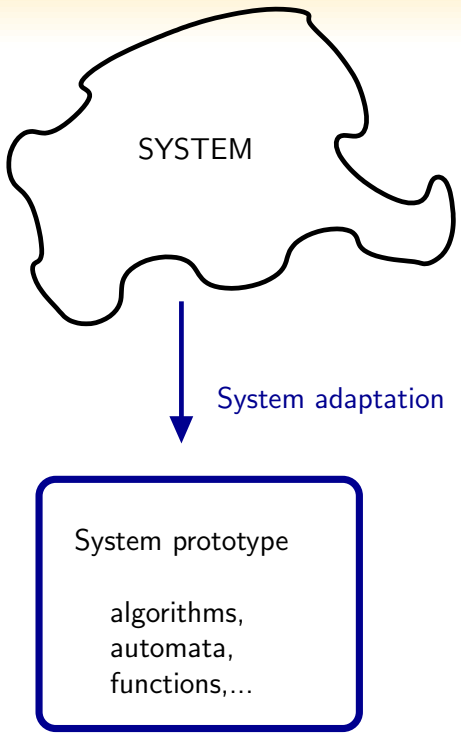
- Identify parameters (controlled and uncontrolled)
- Identify factors (set levels)
- Specify the response of the experiment

Minimize the number of experiments for a maximum of accuracy

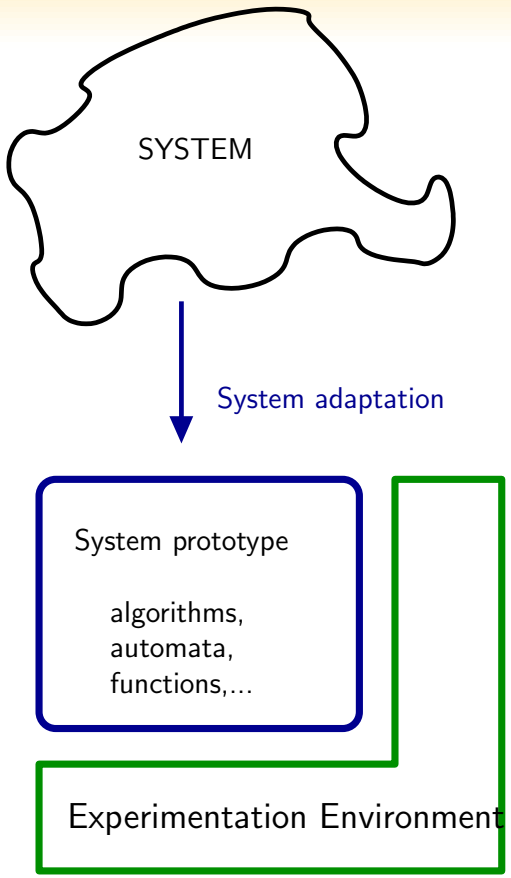
Experimental Framework



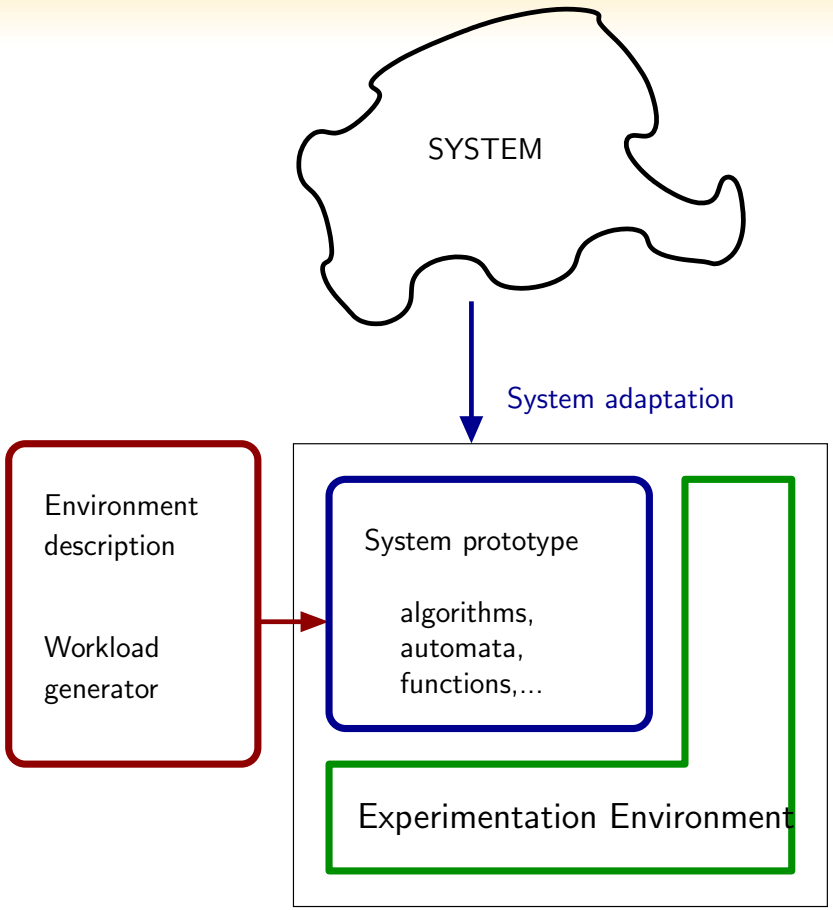
Experimental Framework



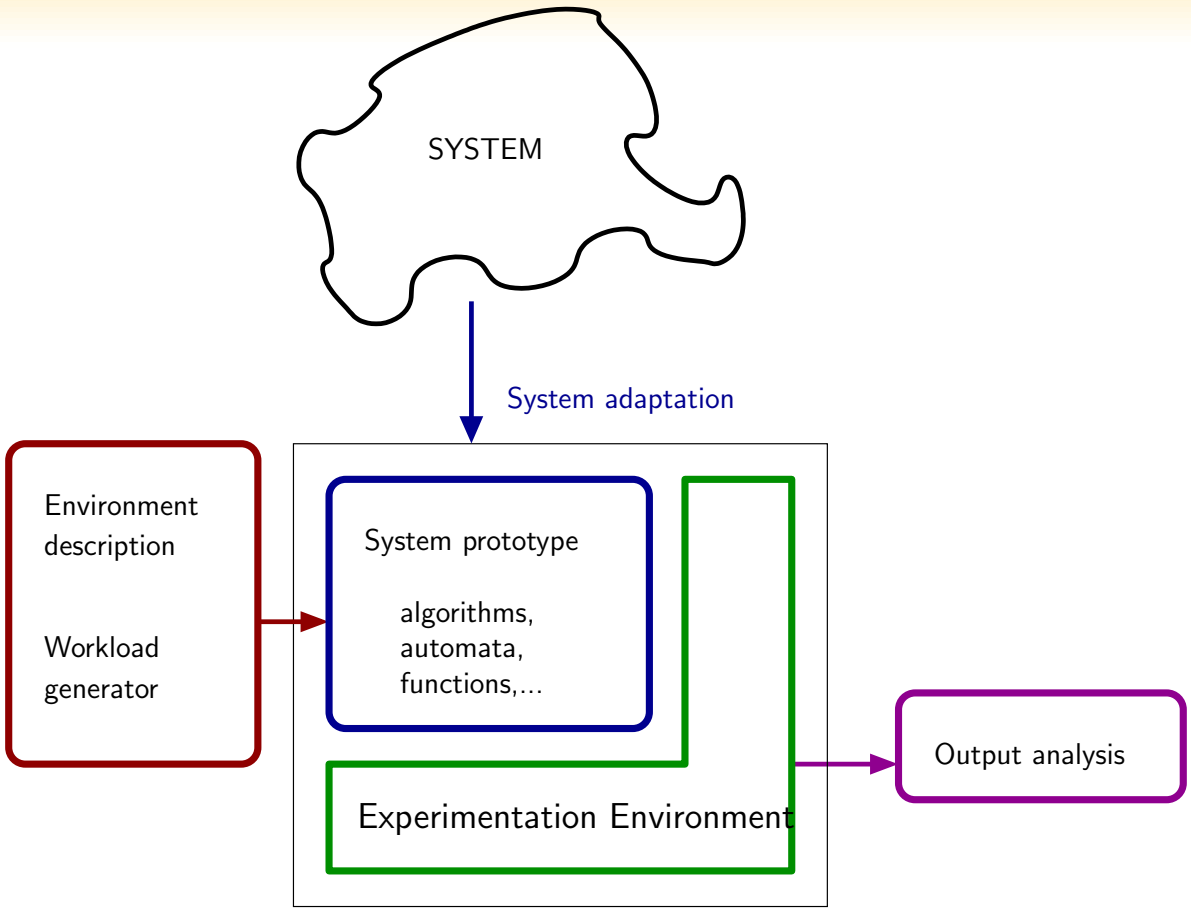
Experimental Framework



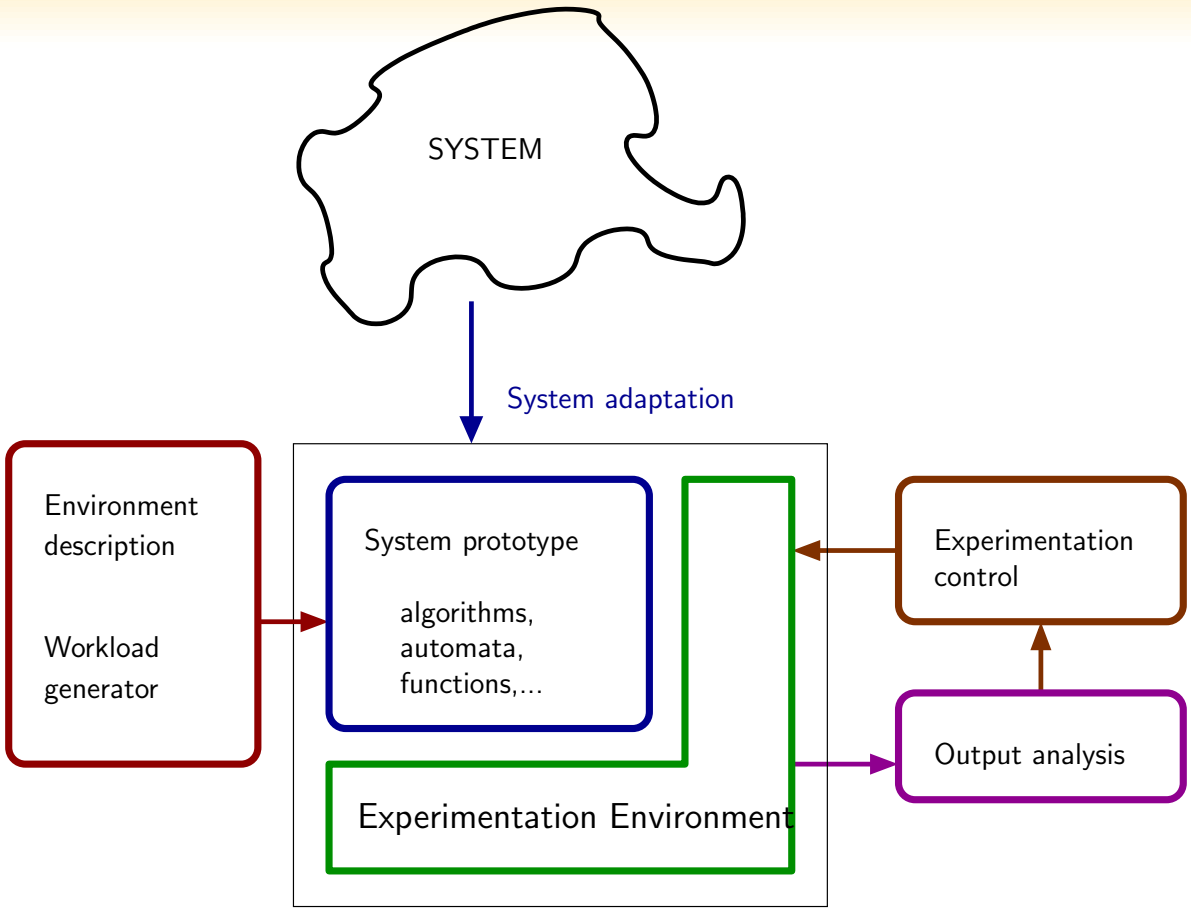
Experimental Framework



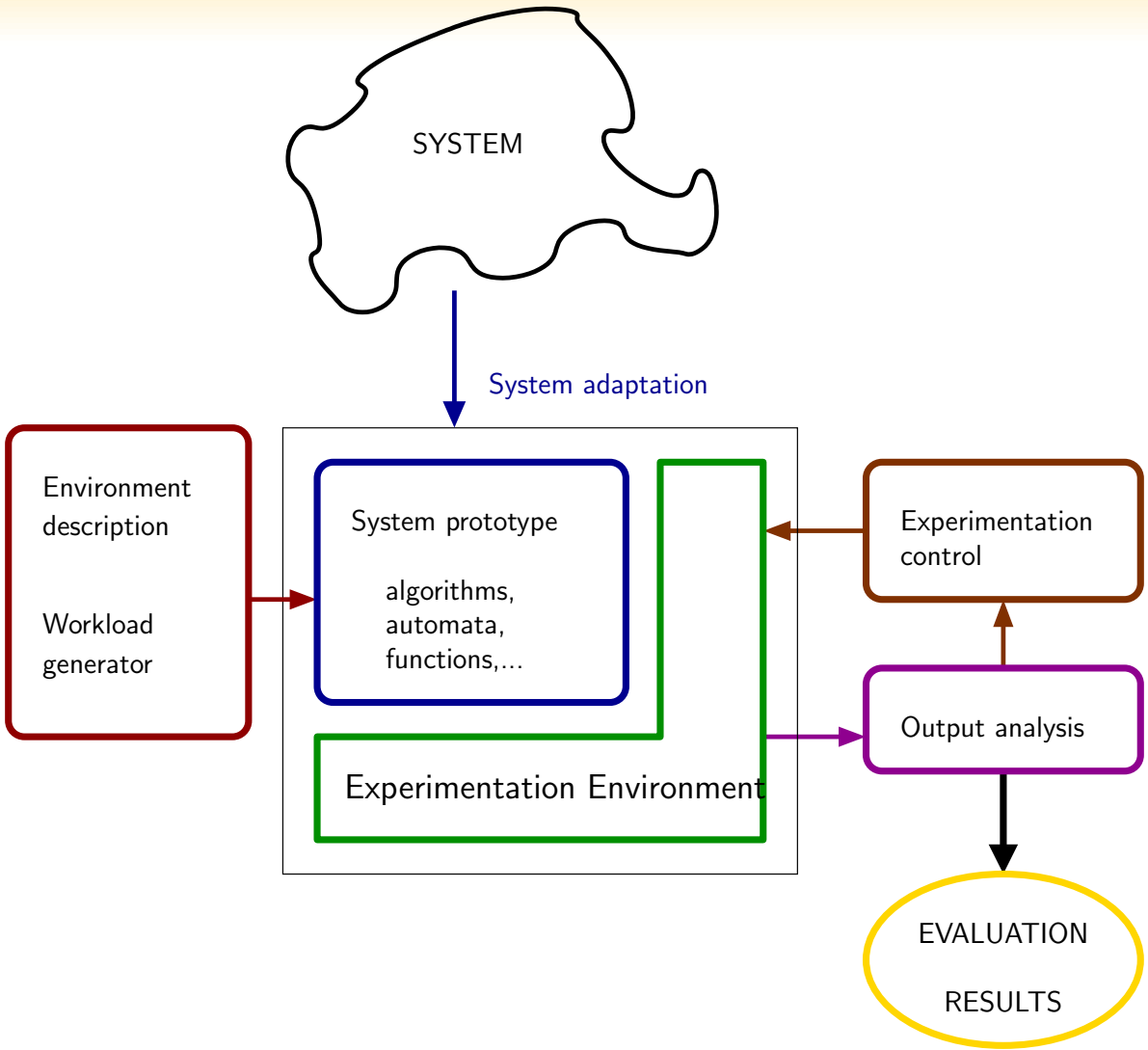
Experimental Framework



Experimental Framework



Experimental Framework



Observation technique

Integrated environment : Benchmarks

- Qualification
- Comparison
- Standardization

No interpretation

Level of observation

- Instruction level (Papi)
- System level (OS probes)
- Middleware level (JVMTI)
- Application level (traced libraries, MPItrace)
- User level (own instrumentation point)

Build a semantic on events

Observation technique

Integrated environment : Benchmarks

- Qualification
- Comparison
- Standardization

No interpretation

Level of observation

- Instruction level (Papi)
- System level (OS probes)
- Middleware level (JVMTI)
- Application level (traced libraries, MPItrace)
- User level (own instrumentation point)

Build a semantic on events

Qualification of experiments

Qualification of measurement tools

- Correctness
- Accuracy
- Fidelity
- Coherence (set of tools)

Qualification on the sequence of experiments

- Reproducibility
- Independence from the environment
- Independence one with each others

Qualification of experiments

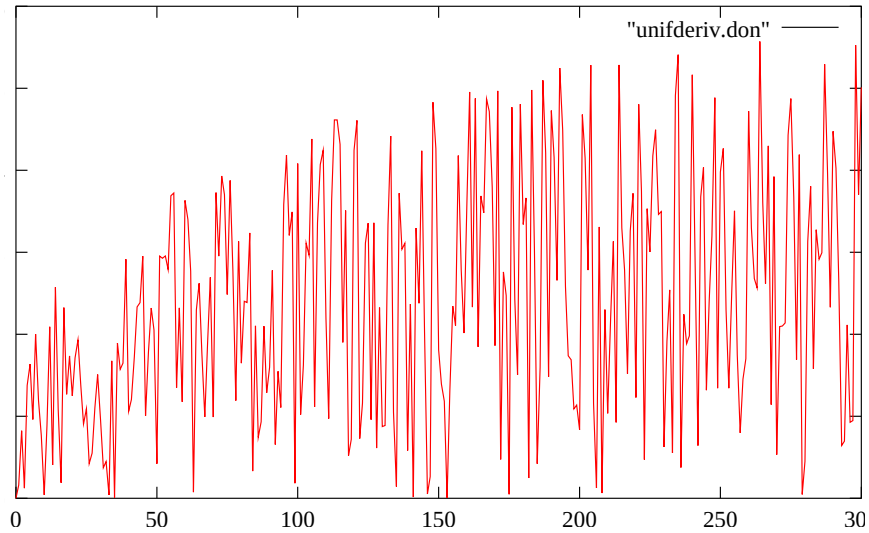
Qualification of measurement tools

- Correctness
- Accuracy
- Fidelity
- Coherence (set of tools)

Qualification on the sequence of experiments

- Reproducibility
- Independence from the environment
- Independence one with each others

Control of experiments (1)



Tendency analysis

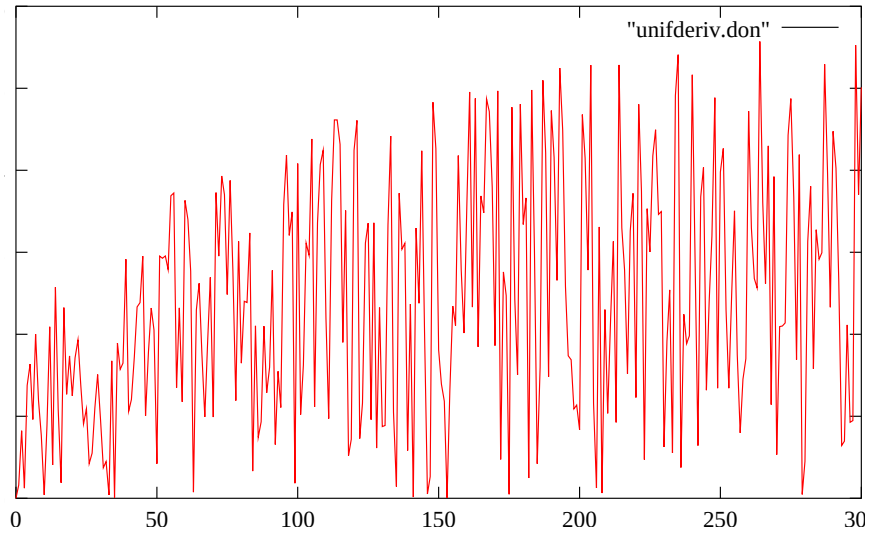
non homogeneous experiment

$\Rightarrow$ model the evolution of experiment

estimate and compensate tendency

explain why

Control of experiments (1)



Tendency analysis

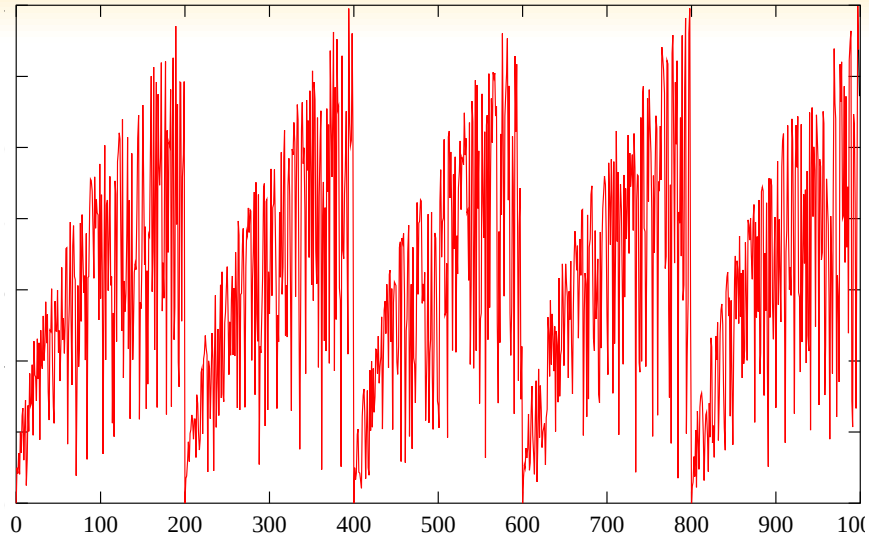
non homogeneous experiment

$\Rightarrow$ model the evolution of experiment

estimate and compensate tendency

explain why

Control of experiments (2)



Periodicity analysis

periodic evolution of the experimental environment ?

$\Rightarrow$ model the evolution of experiment

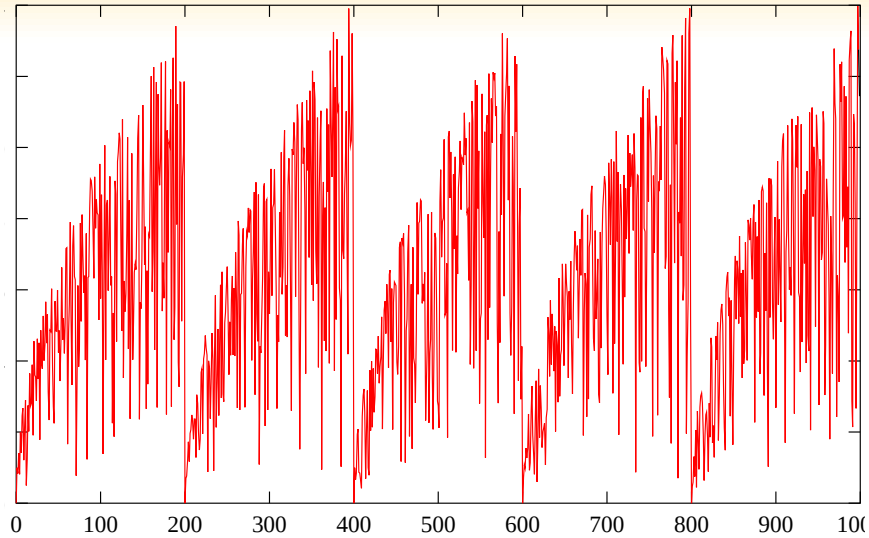
Fourier analysis of the sample

Integration on time (sliding window analysis) Danger : size of the window

Wavelet analysis

explain why

Control of experiments (2)



Periodicity analysis

periodic evolution of the experimental environment ?

$\Rightarrow$ model the evolution of experiment

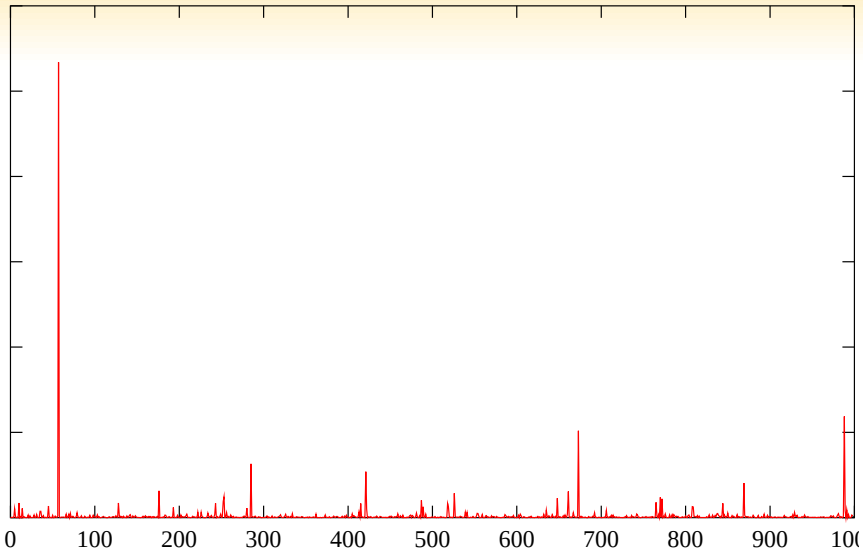
Fourier analysis of the sample

Integration on time (sliding window analysis) Danger : size of the window

Wavelet analysis

explain why

Control of experiments (3)



Non significant values

extraordinary behaviour of experimental environment

rare events with different orders of magnitude

$\Rightarrow$ threshold by value

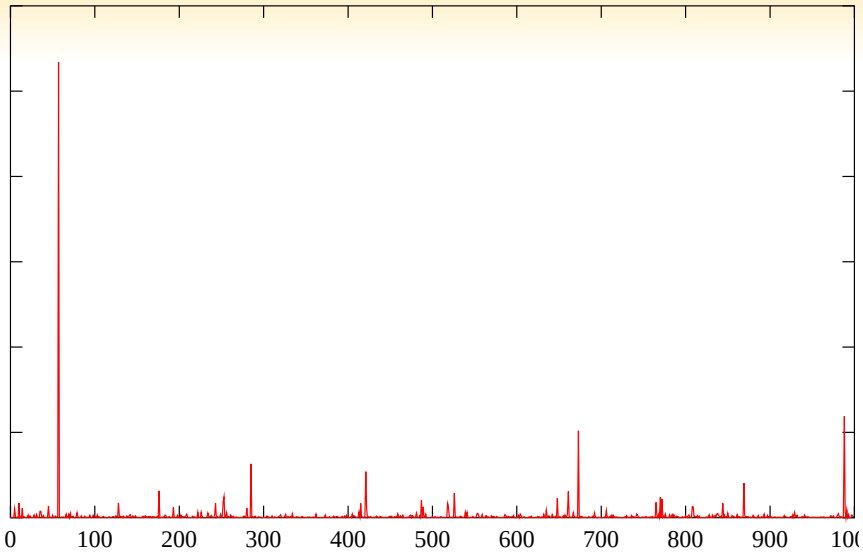
Danger : choice of the threshold : indicate the rejection rate

$\Rightarrow$ threshold by quantile

Danger : choice of the percentage : indicate the rejection value

explain why

Control of experiments (3)



Non significant values

extraordinary behaviour of experimental environment

rare events with different orders of magnitude

$\Rightarrow$ threshold by value

Danger : choice of the threshold : indicate the rejection rate

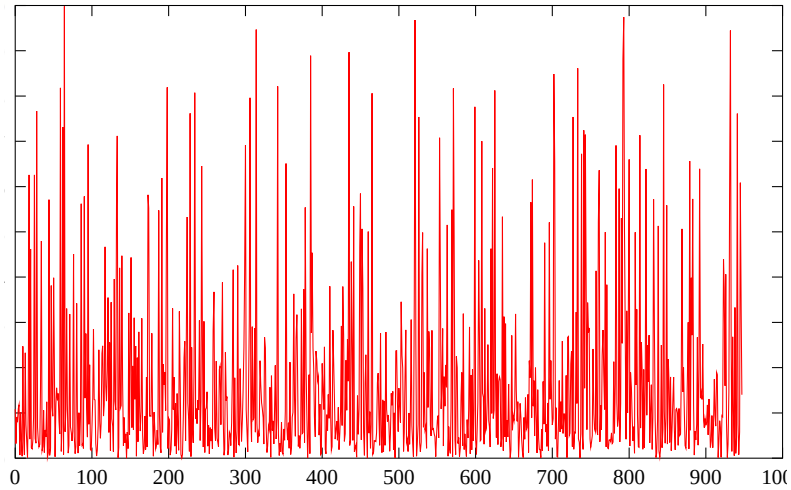
$\Rightarrow$ threshold by quantile

Danger : choice of the percentage : indicate the rejection value

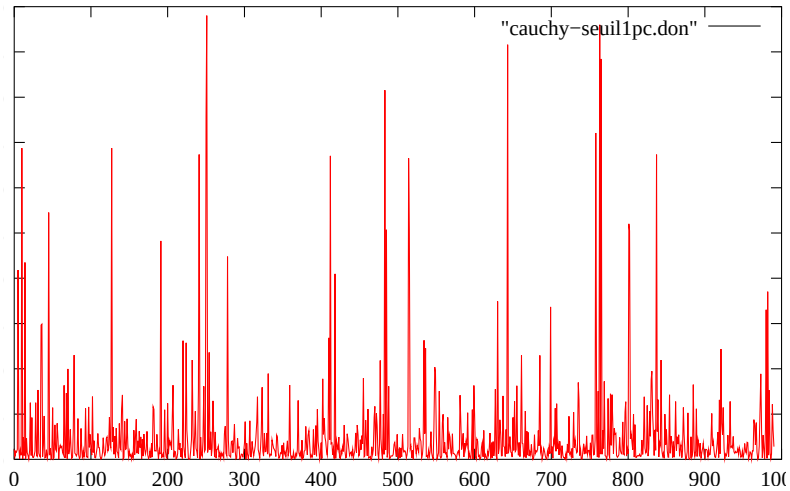
explain why

Control of experiments (4)

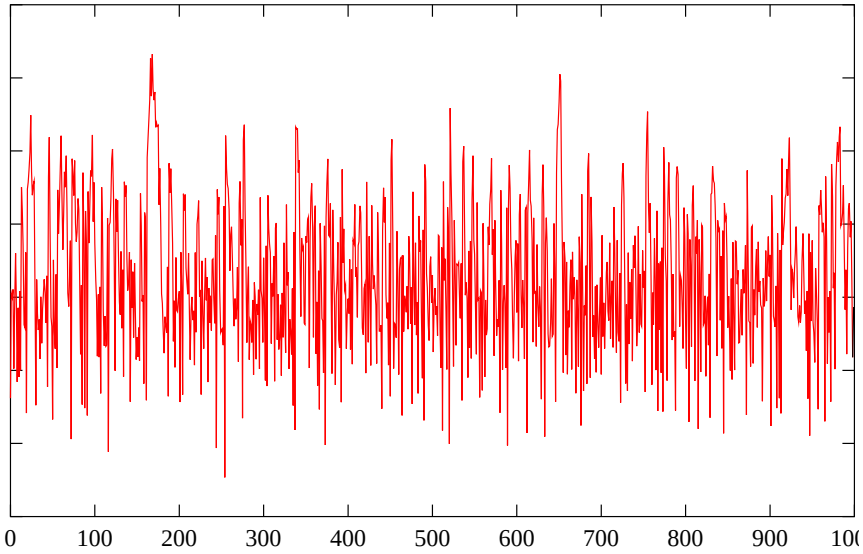
Threshold value : 10



Threshold percentage : 1%



Control of experiments (5)

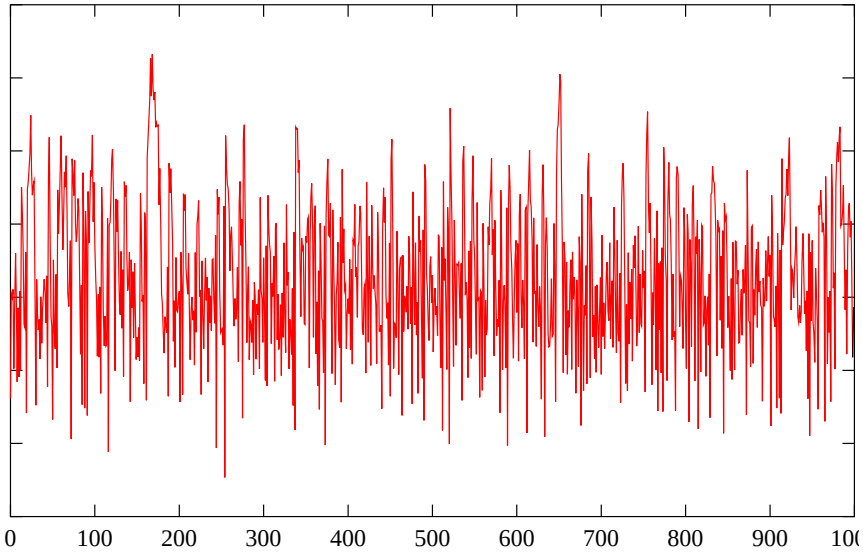


looks like correct experiments

Statistically independent

Statistically homogeneous

Control of experiments (5)



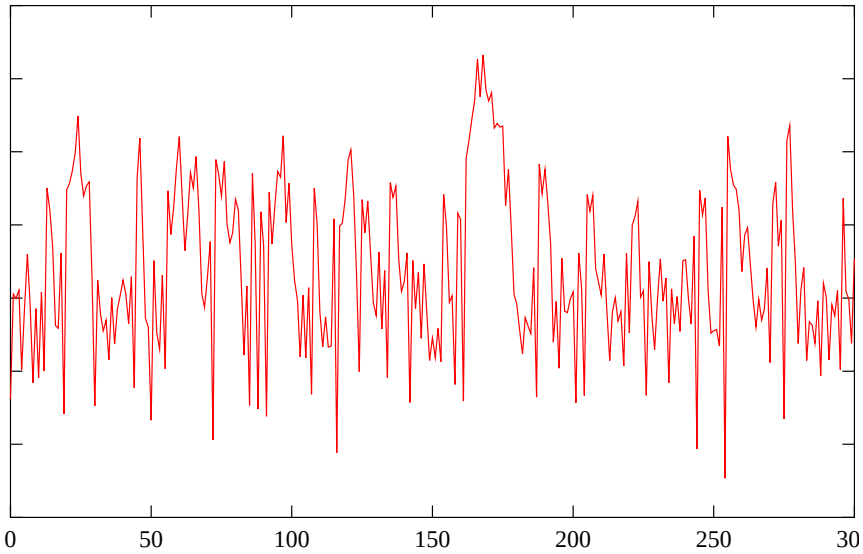
looks like correct experiments

Statistically independent

Statistically homogeneous

Control of experiments (5bis)

Zooming



Autocorrelation

Danger time correlation among samples

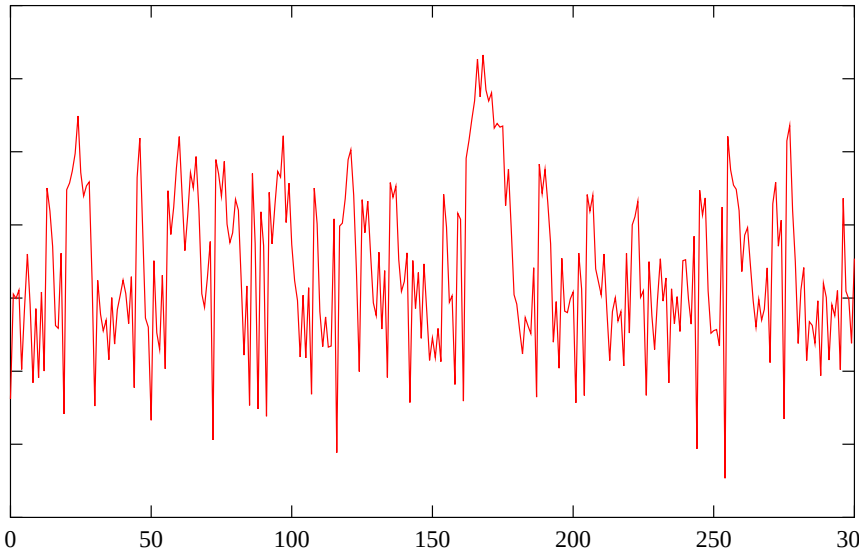
experiments impact on experiments

$\Rightarrow$ stationarity analysis

autocorrelation estimation (ARMA)

Control of experiments (5bis)

Zooming



Autocorrelation

Danger time correlation among samples

experiments impact on experiments

$\Rightarrow$ stationarity analysis

autocorrelation estimation (ARMA)

Plan de l'exposé

Experimental results

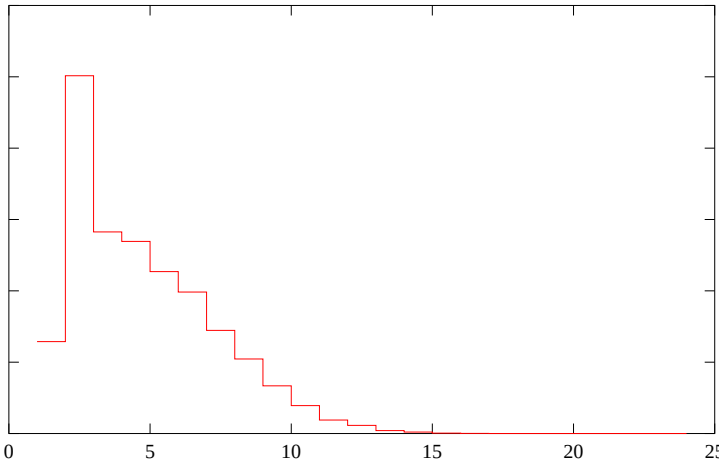
- Deterministic (controlled error non significant (white noise))
- Statistic (the system is non deterministic)

Sample analysis

- Identification of the response set
- Structure of the response set (measure)

Distribution analysis

Summarize data in a **histogram**



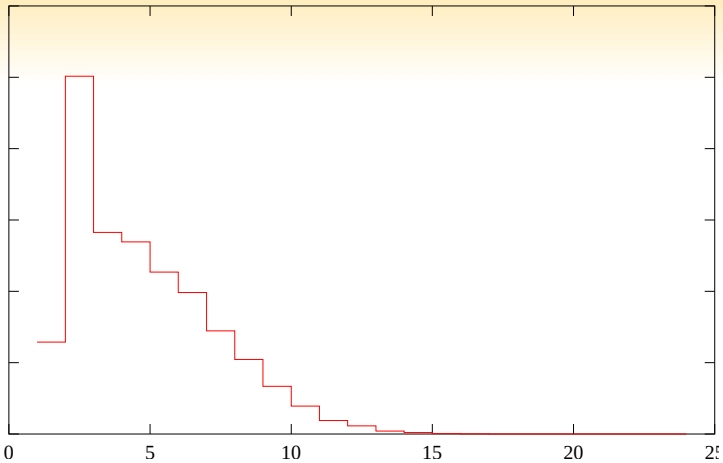
Shape analysis

- unimodal / multimodal
- variability
- symmetric / dissymmetric (skewness)
- flatness (kurtosis)

$\Longrightarrow$ **Central tendency analysis**

$\Longrightarrow$ **Variability analysis around the central tendency**

Mode value



Mode

- **Categorical data**
- Most frequent value
- highly unstable value
- for continuous value distribution depends on the histogram step
- interpretation depends on the flatness of the histogram

$\Longrightarrow$ **Use it carefully**
$\Longrightarrow$ **Predictor function**

Median value

Median

- **Ordered data**
- Split the sample in two equal parts

$$\sum_{i \leqslant Median} f_i \leqslant \frac{1}{2} \leqslant \sum_{i \leqslant Median+1} f_i .$$

- more stable value
- does not depends on the histogram step
- difficult to combine (two samples)

$\Longrightarrow$ **Randomized algorithms**

Mean value

Mean

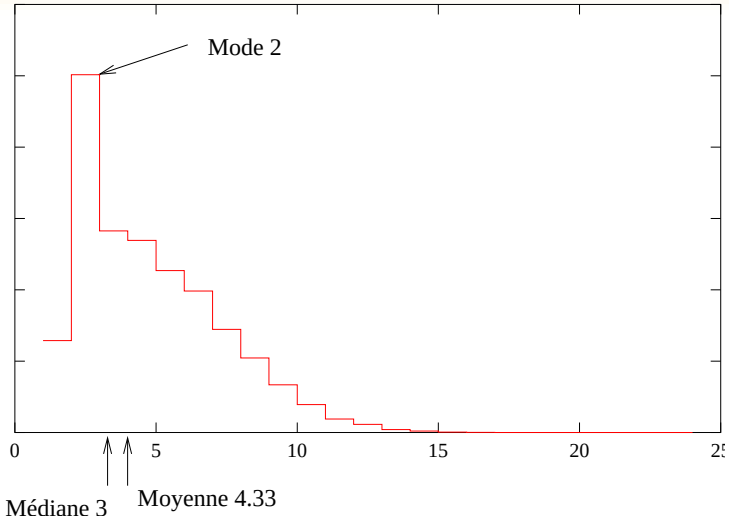
- **Vector space**
- Average of values

$$Mean = \frac{1}{Sample\_Size} \sum x_i = \sum_x x.f_x.$$

- stable value
- does not depends on the histogram step
- easy to combine (two samples $\Rightarrow$ weighted mean)

$\Longrightarrow$ **Additive problems (cost, durations, length,...)**

Central tendency



Complementarity

- Valid if the sample is "Well-formed"
- **Semantic of the observation**
- Goal of analysis

$\Longrightarrow$ **Additive problems (cost, durations, length,...)**

Central tendency (2)

Summary of Means

- Avoid means if possible
  Loses information
- Arithmetic mean
  When sum of raw values has physical meaning
  Use for summarizing times (not rates)
- Harmonic mean
  Use for summarizing rates (not times)
- Geometric mean
  Not useful when time is best measure of perf
  Useful when multiplicative effects are in play

Variability

Categorical data (finite set)

f_i : empirical frequency of element i
Empirical entropy

$$H(f) = \sum_i f_i \log f_i.$$

Measure the empirical distance with the uniform distribution

- $H(f) \geqslant 0$
- $H(f) = 0$ iff the observations are reduced to a unique value
- $H(f)$ is maximal for the uniform distribution

Variability (2)

Ordered data

Quantiles : quartiles, deciles, etc
Sort the sample :

$$(x_1, x_2, \cdots, x_n) \longrightarrow (x_{(1)}, x_{(2)}, \cdots, x_{(n)});$$

$$Q_1 = x_{(n/4)};\ Q_2 = x_{(n/2)} = Median;\ Q_3 = x_{(3n/4)}.$$

For deciles

$$d_i = argmax_i\{\sum_{j \leqslant i} f_j \leqslant \frac{i}{10}\}.$$

Utilization as quantile/quantile plots to compare distributions

Variability (3)

Vectorial data

Quadratic error for the mean

$$Var(X) = \frac{1}{n}\sum_{1}^{n}(x_i - \bar{x}_n)^2.$$

Properties:

$$\begin{aligned} Var(X) &\geqslant 0; \\ Var(X) &= \overline{x^2} - (\bar{x})^2, \text{ où } \overline{x^2} = \frac{1}{n}\sum_{i=1}^{n} x_i^2. \\ Var(X + cste) &= Var(X); \\ Var(\lambda X) &= \lambda^2 Var(X). \end{aligned}$$

A simple example

Maximum value

```
int maximum (int * T, int n)
{T array of distinct integers,}
{n Size of T}
{
int max,i;
max= int_minimal_value;
for (i=0; i < n; i++) do
   if (T[i] > max)
   {
   max = T[i];
   Process(max); {Cost of the
   algorithm}
   }
end for
return(max)
}
```

Cost of the algorithm

Number of calls to **Process**

- minimum : 1
  example : T=[n,1,2,...,n-1]
  min cases : $(n-1)!$
- maximum : n
  example : T=[1,2,...,n]
  max case : 1

Bounded by a linear function $\mathcal{O}(n)$

But on average ?

A simple example

Maximum value

```
int maximum (int * T, int n)
{T array of distinct integers,}
{n Size of T}
{
int max,i;
max= int_minimal_value;
for (i=0; i < n; i++) do
   if (T[i] > max)
   {
   max = T[i];
   Process(max); {Cost of the
   algorithm}
   }
end for
return(max)
}
```

Cost of the algorithm

Number of calls to **Process**

- minimum : 1
  example : T=[n,1,2,...,n-1]
  min cases : $(n-1)!$
- maximum : n
  example : T=[1,2,...,n]
  max case : 1

Bounded by a linear function $\mathcal{O}(n)$

But on average ?

A simple example

Maximum value

```
int maximum (int * T, int n)
{T array of distinct integers,}
{n Size of T}
{
int max,i;
max= int_minimal_value;
for (i=0; i < n; i++) do
   if (T[i] > max)
   {
   max = T[i];
   Process(max); {Cost of the
   algorithm}
   }
end for
return(max)
}
```

Cost of the algorithm

Number of calls to **Process**

- minimum : 1
  example : T=[n,1,2,...,n-1]
  min cases : $(n-1)!$
- maximum : n
  example : T=[1,2,...,n]
  max case : 1

Bounded by a linear function $\mathcal{O}(n)$

But on average ?

A simple example (2)

Theoretical complexity

On average the complexity of the algorithm is : ....

Build the program

Put probes on the program

Questions :

1. Given $n = 1000$ does the observed cost follows the theoretical value ?
2. Does the average cost follows the theoretical complexity for all n ?
3. Does the average execution time linearly depends on the average cost ?

Modelling

Basic assumptions :

- Data are considered as random variables
- Mutually independent
- Same probability distribution

Check Check Check

The distribution is given by

- Probability density function (pdf) (asymptotic histogram)

$$f_X(x) = \mathbb{P}(x \leqslant X \leqslant x + dx)/dx = F'_X(x).$$

- Cumulative distribution function

$$F_X(x) = \mathbb{P}(X \leqslant x);$$

- Moments : $M_n = \mathbb{E}X^n$, Variance

Modelling

Basic assumptions :

- Data are considered as random variables
- Mutually independent
- Same probability distribution

Check Check Check

The distribution is given by

- Probability density function (pdf) (asymptotic histogram)

$$f_X(x) = \mathbb{P}(x \leqslant X \leqslant x + dx)/dx = F'_X(x).$$

- Cumulative distribution function

$$F_X(x) = \mathbb{P}(X \leqslant x);$$

- Moments : $M_n = \mathbb{E}X^n$, Variance

Average convergence

Law of large numbers

Let $\{X_n\}_{n\in\mathbb{N}}$ be a iid random sequence with finite variance, then

$$\lim_{n\to+\infty} \frac{1}{n}\sum_{i=1}^{n} X_i = \mathbb{E}X, \quad \text{almost surely an in } L^1.$$

$\rightarrow$ convergence of empirical frequencies
$\rightarrow$ for any experience we get the same result
$\rightarrow$ fundamental theorem of probability theory

Notation : $\overline{X}_n = \frac{1}{n}\sum_{i=1}^{n} X_i$.

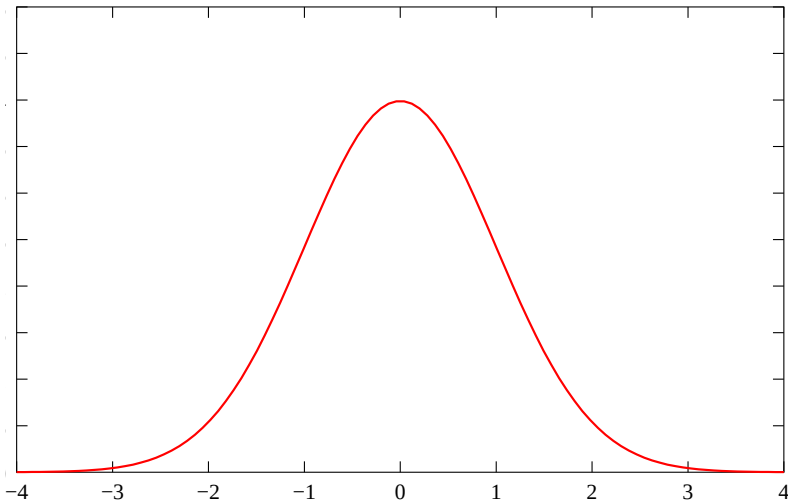
Law of errors

Central limit theorem (CLT

Let $\{X_n\}_{n\in\mathbb{N}}$ be a iid random sequence with finite variance σ^2, then

$$\lim_{n\to+\infty} \frac{\sqrt{n}}{\sigma}\left(\overline{X}_n - \mathbb{E}X\right) \stackrel{\mathcal{L}}{=} \mathcal{N}(0,1).$$

$\rightarrow$ error law (Gaussian law, Normal distribution, Bell curve,...)
$\rightarrow$ Normalized mean $= 0$, variance $= 1$



Distribution

$$\mathbb{P}(X \in [-1,1]) = 0.68;$$

$$\mathbb{P}(X \in [-2,2]) = 0.95;$$

$$\mathbb{P}(X \in [-3,3]) \geqslant 0.99.$$

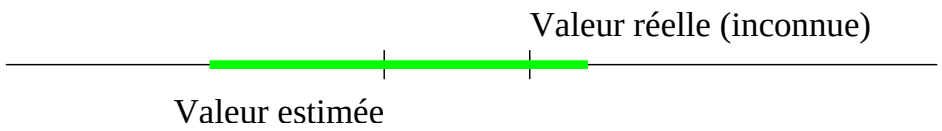
Confidence intervals

Confidence level α compute ϕ_α

$$\mathbb{P}(X \in [-\phi_\alpha, \phi_\alpha]) = \alpha$$

For n sufficiently large ($n > 50$)

$$\mathbb{P}\left([\overline{X}_n - \frac{\phi_\alpha \sigma}{\sqrt{n}}, \overline{X}_n + \frac{\phi_\alpha \sigma}{\sqrt{n}}] \ni \mathbb{E}X\right) = 1 - \alpha.$$



Confidence intervals (2)

Need an estimator of the variance

$$\hat{\sigma^2}_n = \frac{1}{n-1} \sum_{i=1}^{n} (X_i - \overline{X}_n)^2 .$$

Danger n too small $\rightarrow$ with a normal hypothesis take Student statistic
Three step method

1. In a first set of experiments check that the hypothesis is valid
2. Estimate roughly the variance
3. Estimate the mean and control the number of experiment by a confidence interval

Plan de l'exposé

How to report experiments

Problem : provide "nice" pictures to help the understanding

- **Increases deeply the quality of a paper**
- Show the scientific quality of your research
- Observation leads to open problems
- Pictures generates discussions

Mistakes

- **semantic of graphical objects**
- conventions for graphics reading
- first step in scientific validation

Guidelines for good graphics (Jain)

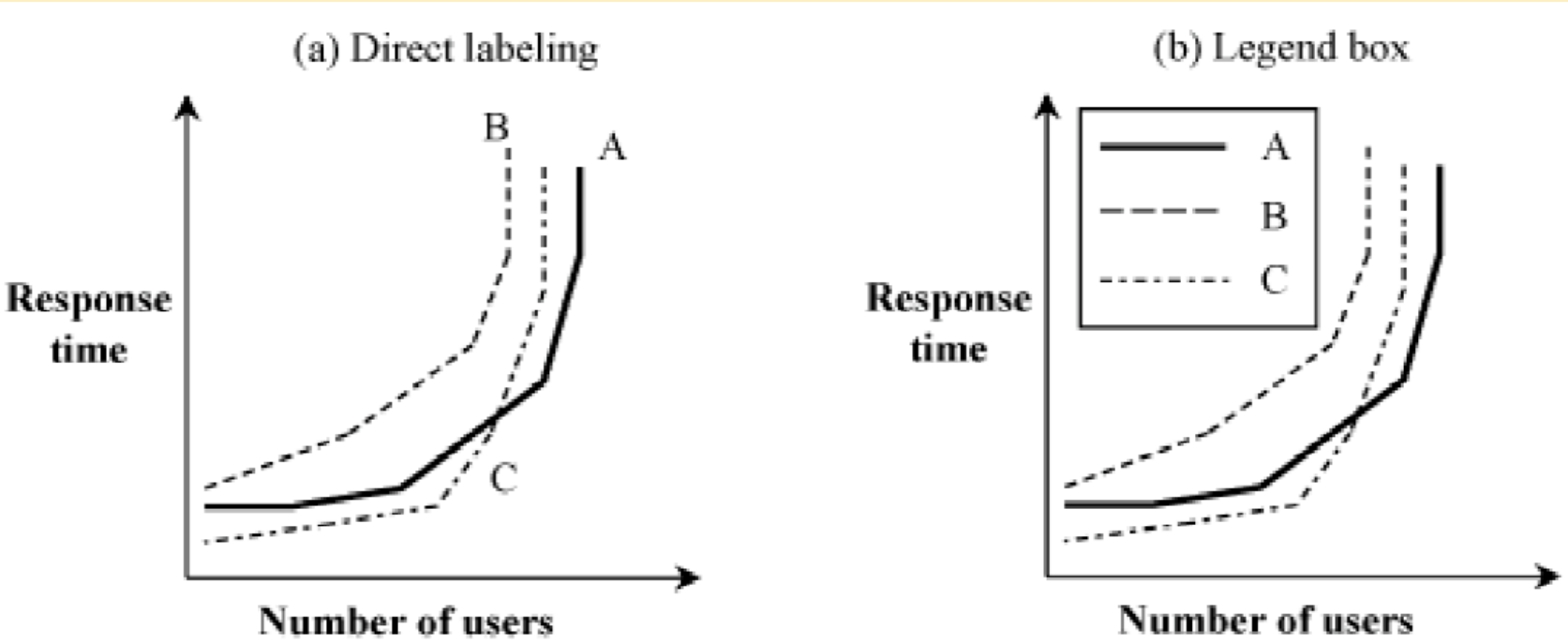
Guidelines for Preparing Good Graphic Charts

Specify the amount of information given by the chart

1. Require Minimum Effort from the Reader
2. Maximize Information
3. Minimize Ink
4. Use Commonly Accepted Practices
5. Make several trials before arriving at the final chart. Different combinations should be tried and the best one selected.

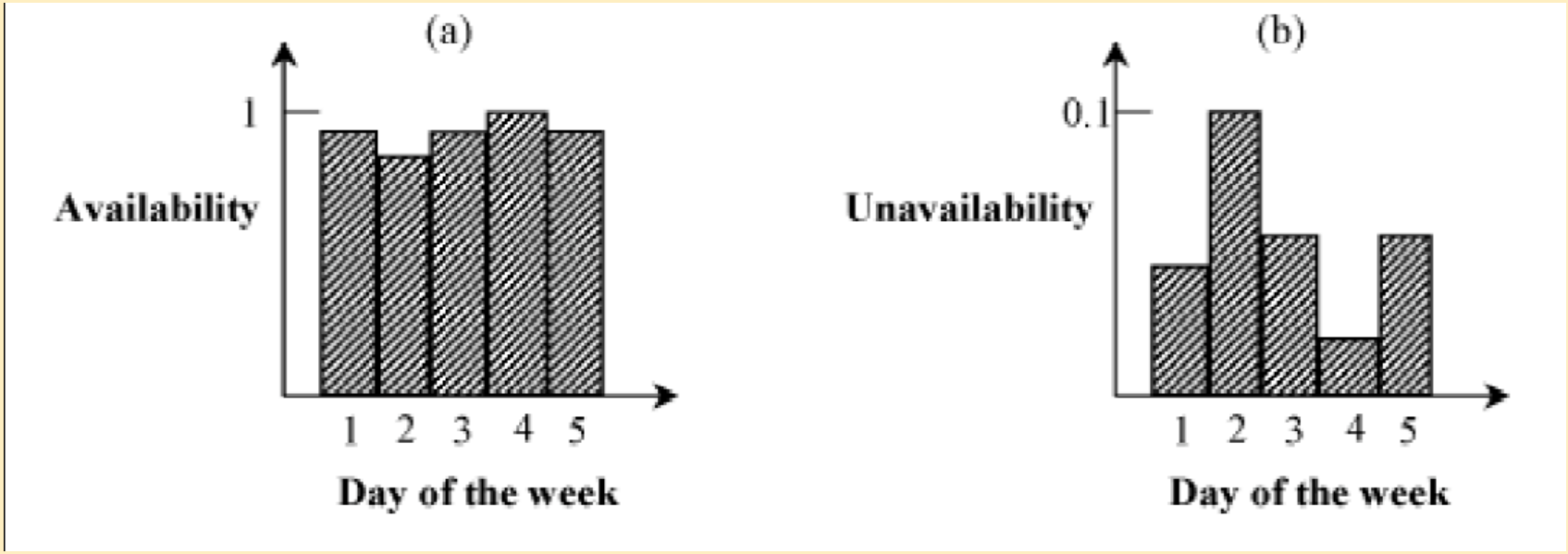
Guidelines for good graphics (Jain)

Minimum effort for the reader



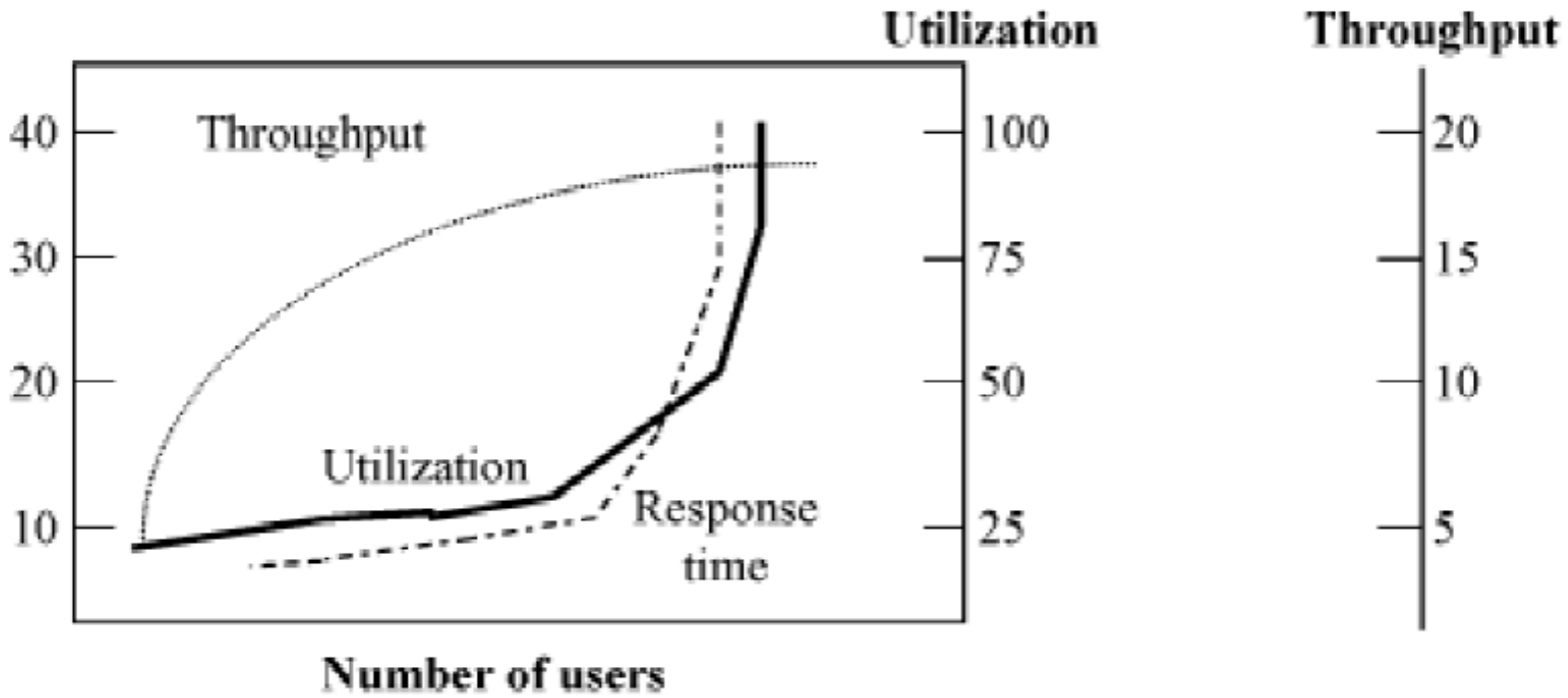
Guidelines for good graphics (Jain)

Minimize Ink



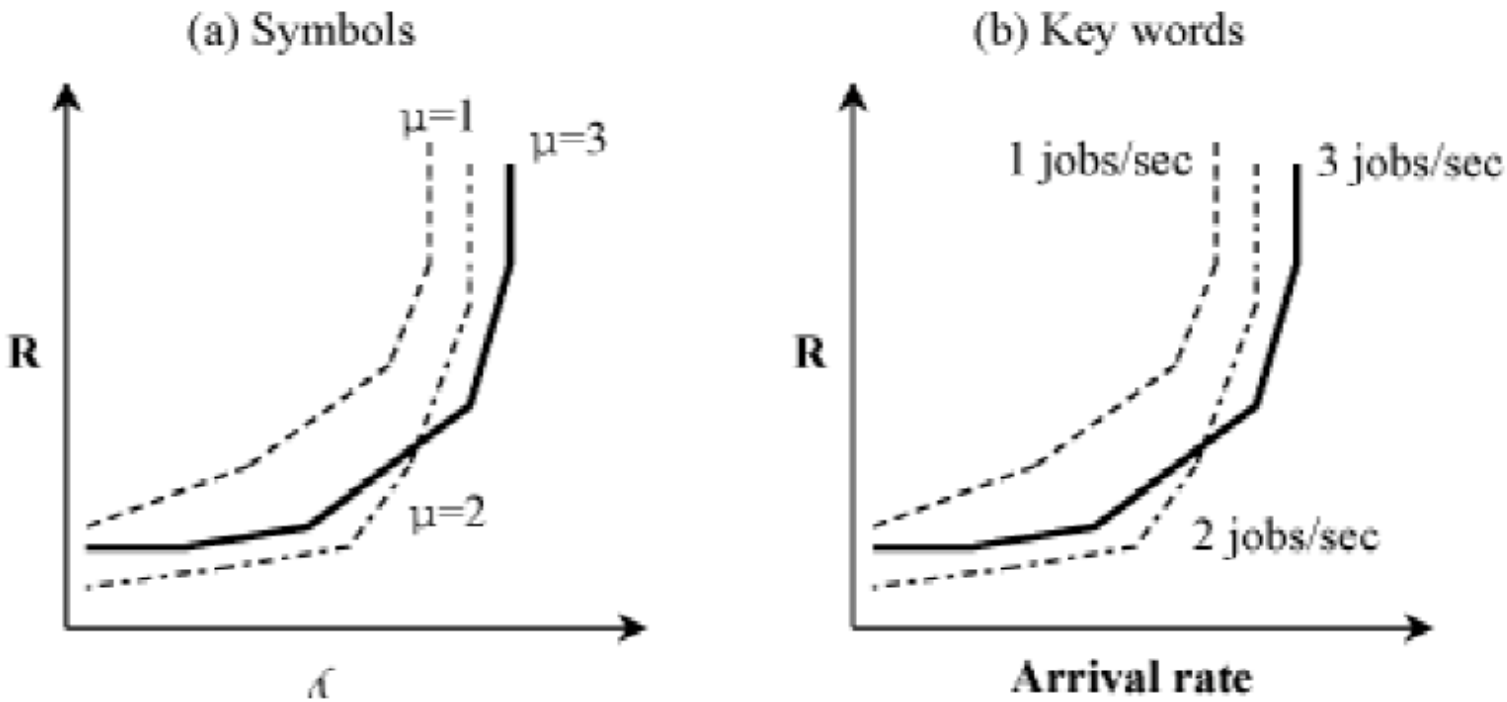
Common mistakes

Multiple scaling, Too much information



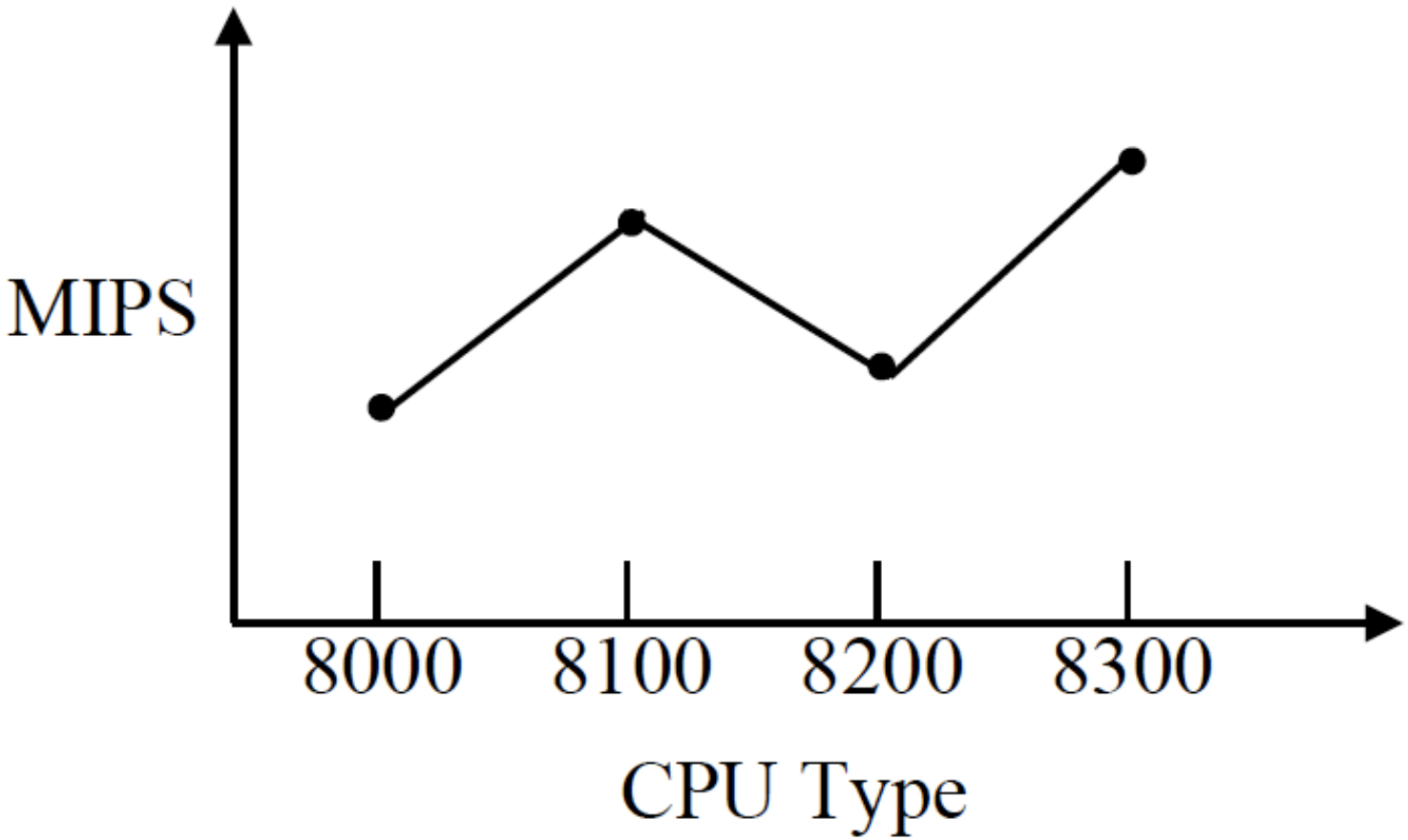
Common mistakes

Cryptic information



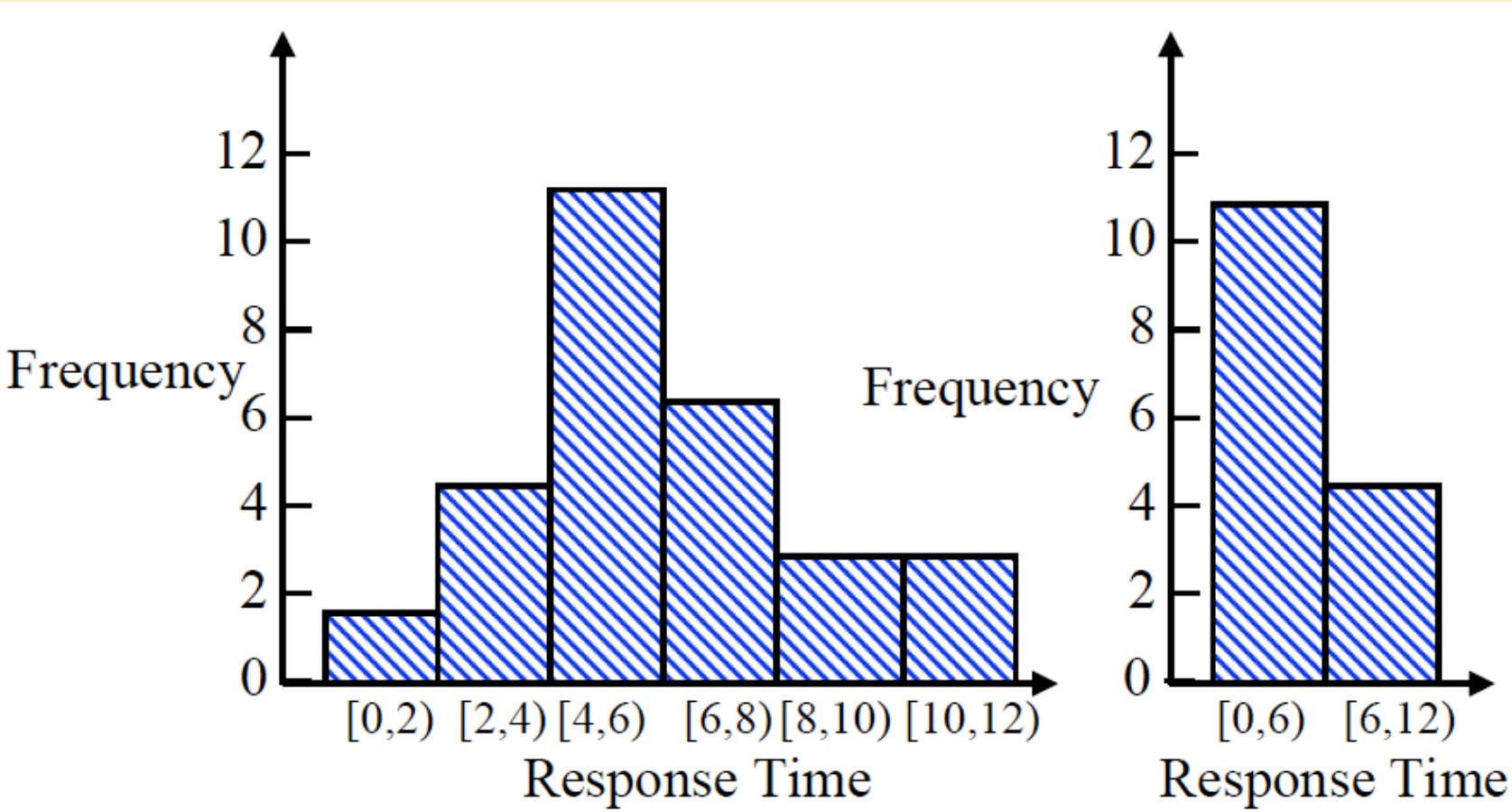
Common mistakes

Non-relevant graphic objects



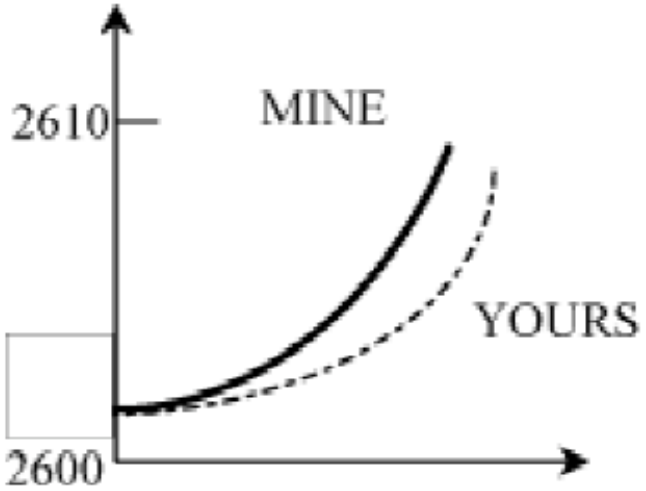
Common mistakes

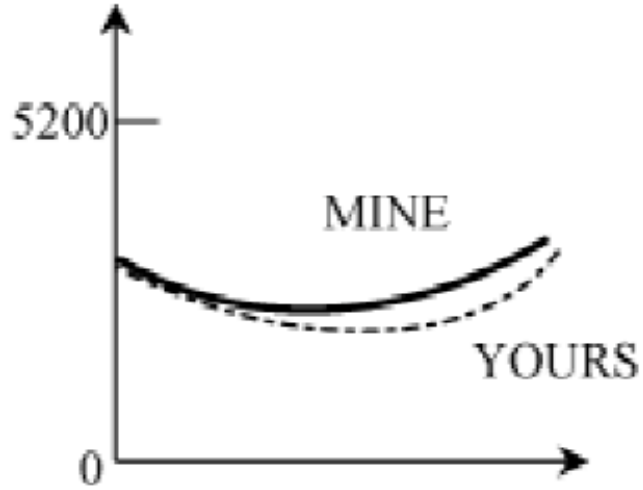
Non-relevant graphic objects

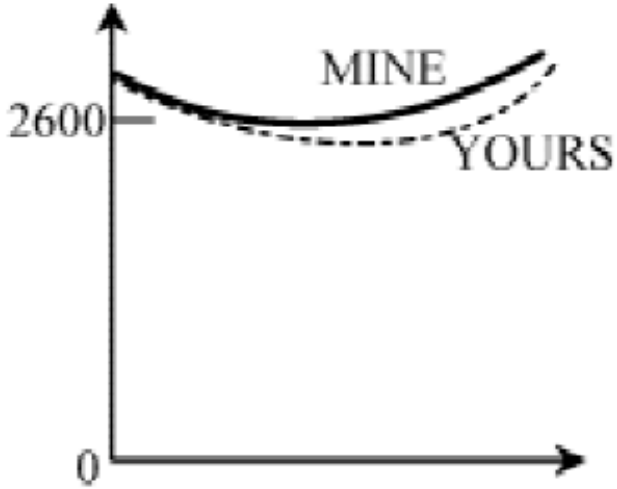


Common mistakes

Howto cheat ?

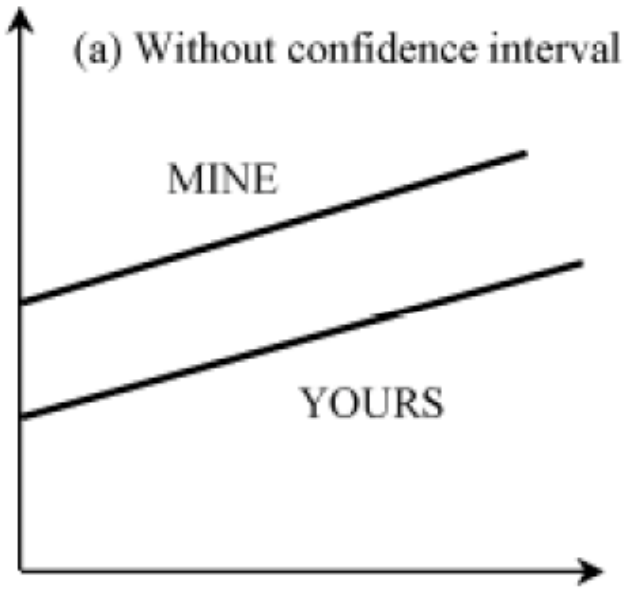


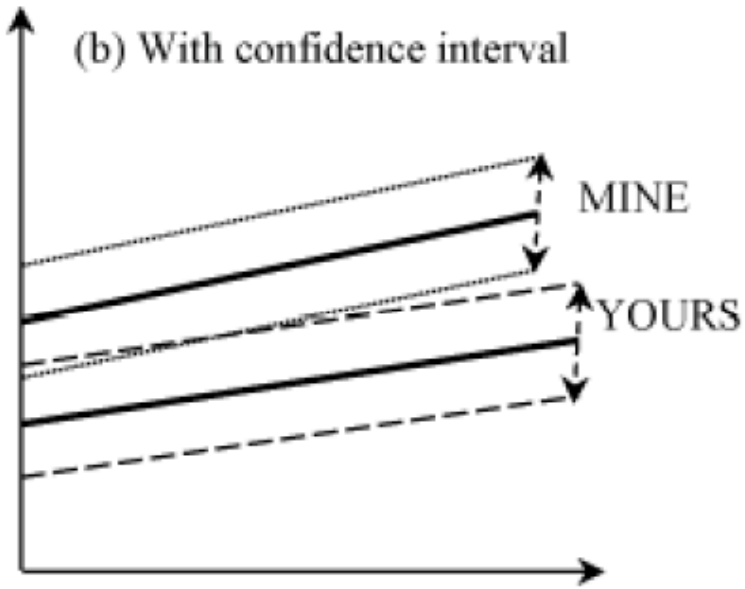




Common mistakes

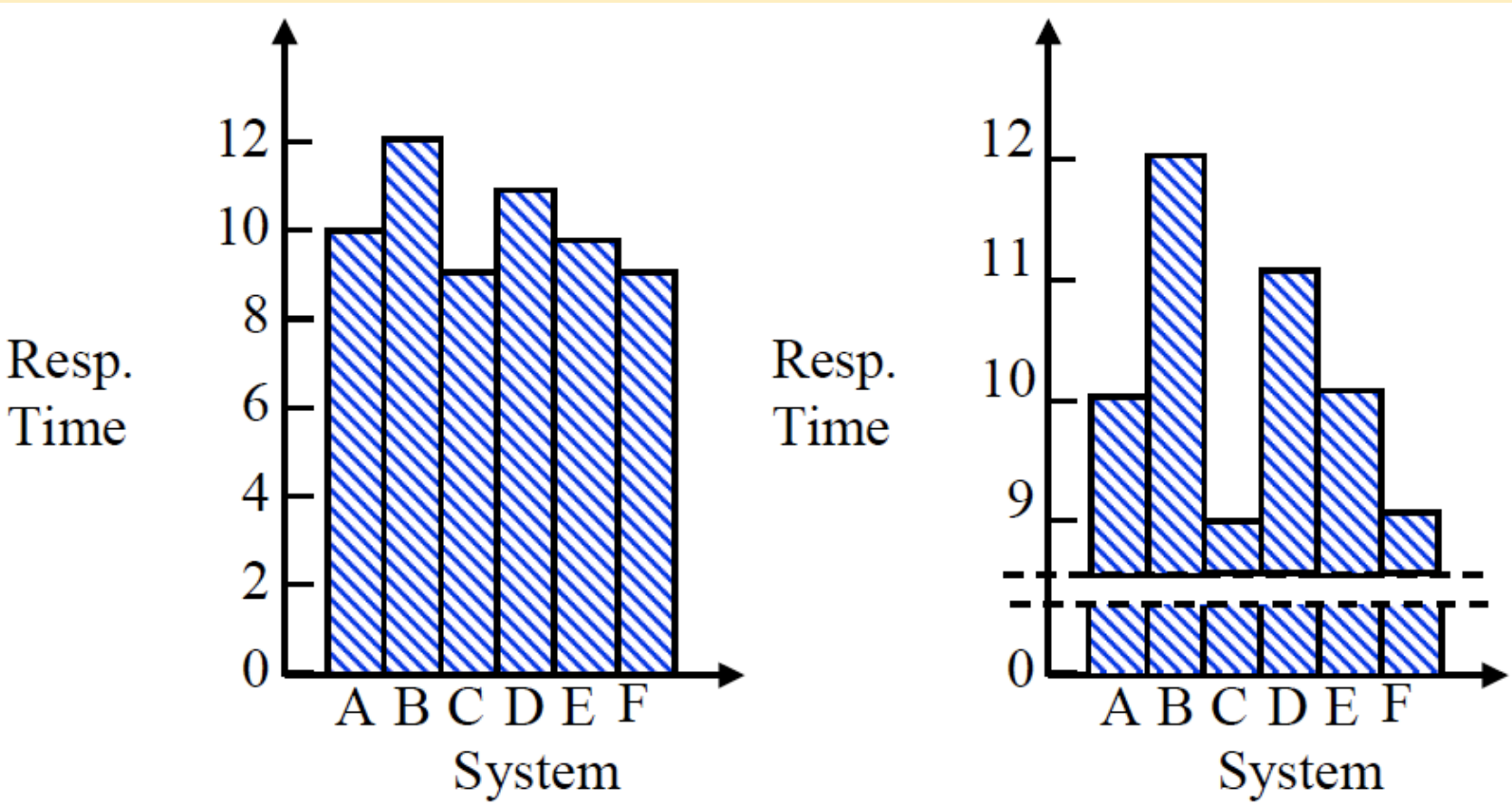
Howto cheat ?





Common mistakes

Howto cheat ?



Checklist for good graphics (Jain)

1. Are both coordinate axes shown and labeled?
2. Are the axes labels self-explanatory and concise?
3. Are the scales and divisions shown on both axes?
4. Are the minimum and maximum of the ranges shown on the axes appropriate to present the maximum information.
5. Is the number of curves reasonably small? A line chart should have no more than six curves.
6. Do all graphs use the same scale? Multiple scales on the same chart are confusing. If two charts are being compared, use the same scale if possible.
7. Is there no curve that can be removed without reducing the information?
8. Are the curves on a line chart individually labeled?
9. Are the cells in a bar chart individually labeled?
10. Are all symbols on a graph accompanied by appropriate textual explanations?
11. If the curves cross, are the line patterns different to avoid confusion?

Checklist for good graphics (Jain)

12. Are the units of measurement indicated?
13. Is the horizontal scale increasing from left to right?
14. Is the vertical scale increasing from bottom to top?
15. Are the grid lines aiding in reading the curve?
16. Does this whole chart add to the information available to the reader?
17. Are the scales contiguous? Breaks in the scale should be avoided or clearly shown.
18. Is the order of bars in a bar chart systematic? Alphabetic, temporal, best-to-worst ordering is to be preferred over random placement.
19. If the vertical axis represents a random quantity, are confidence intervals shown?
20. For bar charts with unequal class interval, is the area and width representative of the frequency and interval?
21. Do the variables plotted on this chart give more information than other alternatives?

Checklist for good graphics (Jain)

22. Are there no curves, symbols, or texts on the graph that can be removed without affecting the information?
23. Is there a title for the whole chart?
24. Is the chart title self-explanatory and concise?
25. Does that chart clearly bring out the intended message?
26. Is the figure referenced and discussed in the text of the report?

References

Bibliography

- **The Art of Computer Systems Performance Analysis : Techniques for Experimental Design, Measurment, Simulation and Modeling.** Raj Jain *Wiley 1991* `http://www.rajjain.com/`
- **Measuring Computer Performance: A Practitioner's Guide** David J. Lilja Cambridge University Press, 2000.
- **Performance Evaluation of Computer and Communication Systems** Jean-Yves Le Boudec EPFL `http://perfeval.epfl.ch/lectureNotes.htm`

Common tools

- Mathlab, Matematica
- Scilab `http://www.scilab.org/`
- gnuplot `http://www.gnuplot.info/`
- R `http://www.r-project.org/`