

## Welcome to Mathematical Modelling FK (FRT095)

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## Matematisk Modelling FK (FRT095)

Course homepage:

<http://www.control.lth.se/course/FRT095>

- ▶ 4.5 högskolepoäng ; betyg U/G
- ▶ 4 h lectures
- ▶ 100 h project

## Project

- ▶ Project supervision from
  - ▶ Mathematics, Mathematical Statistics, Automatic Control.
- ▶ Project plan. An A4-paper prepared after consulting the supervisor. Send to course responsible by January 31. Use email with subject line "FRT095".
- ▶ Written report
- ▶ Oral presentation (shared among all group members)
- ▶ Opposition (all team members together)  
Written opposition report
- ▶ 4 persons per project (possibly less)

## Written report

See the website instructions:

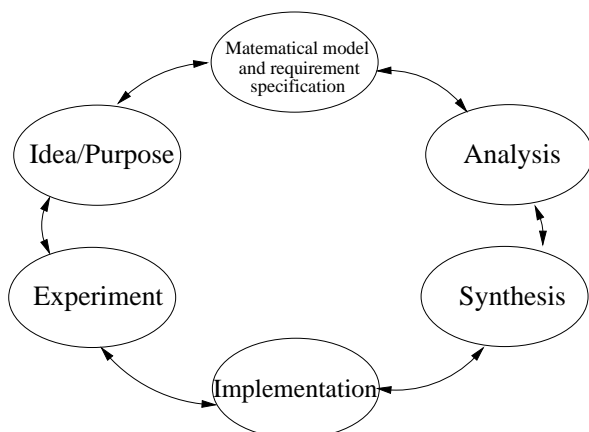
- ▶ Cover sheet
- ▶ Summary
- ▶ Table of Contents
- ▶ Main Text
  - ▶ Presentation of problem: What is the purpose of the model?
  - ▶ Summary of used literature
  - ▶ Theory/Method
  - ▶ Implementation
  - ▶ Results
  - ▶ Evaluation/discussion: Does the model suit its purpose?
  - ▶ Reference list
- ▶ Description of how the work is distributed within the group
- ▶ Presentation of the course theory part

## Mathematical modelling — Why and How?

- ▶ Why modelling?
  - ▶ Natural sciences: Models for analysis (understanding)
  - ▶ Engineering sciences: Models for synthesis (design)
  - ▶ Specification: Model of a good technical solution
- ▶ White boxes: Physical modeling  
Model derived from fundamental physical laws
- ▶ Black boxes: Statistical methods and machine learning  
Model derived from measurement data
  - ▶ Singular Value Decomposition (SVD)
  - ▶ Principal Component Analysis (Factor Analysis)
  - ▶ Neural Networks / Machine learning
  - ▶ System Identification / Time Series Analysis
- ▶ Gray boxes: Combination of the two

## All Three Modelling Phases Must be Described

1. Problem structure
  - ▶ **Formulate purpose**, requirements for accuracy
  - ▶ Break up into subsystems — What is important?
2. Basic equations
  - ▶ Write down the relevant physical laws
  - ▶ Collect experimental data
  - ▶ Test hypotheses
  - ▶ Validate the model against fresh data
3. Model with desired features is formed
  - ▶ Put the model on suitable form.  
(Computer simulation or pedagogical insight? )
  - ▶ Document and illustrate the model
  - ▶ Evaluate the model: **Does it meet its purpose?**



## Engineering Ethics <sup>1</sup>

- ▶ Relevant for the Pi-program?
- ▶ Ethical linear algebra?
- ▶ Ethical mathematical modelling?

<sup>1</sup>Thanks to Maria Henningsson Pi-02 for suggesting the next few slides.

## “Our calculations show that...”

- ▶ What is behind the numbers?
- ▶ What assumptions are made?
- ▶ What limitations are there?

"Essentially, all models are wrong, but some are useful."  
- George E. P. Box.

## Knowledge Gives You Power and Responsibility

- ▶ Your expert role will give you an advantage
- ▶ What assumptions are made?
- ▶ What limitations are there?

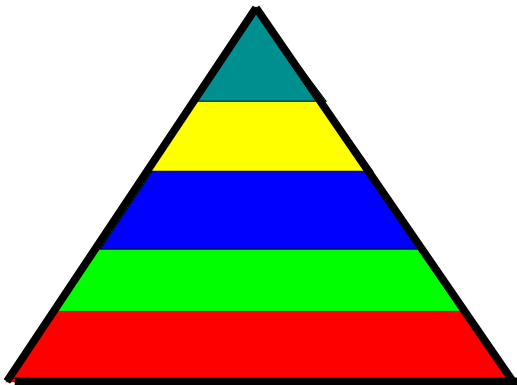
### Example1: The CitiCorp Building



### Example 2: The Parental Leave Insurance

What percentage of your income do you get?

### Example 3: Mortgage Securities



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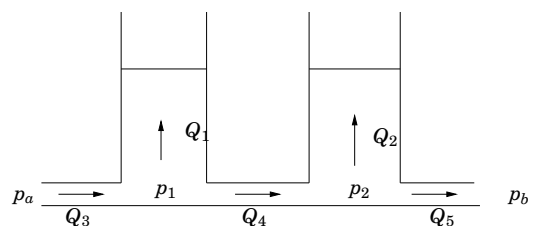
### White boxes

Physical modeling (white boxes)

- ▶ **Analogies between different fields**
- ▶ Dimensioned and dimensionless variables
- ▶ Subsystems and differential-algebraic equations

### Principles and analogies: Hydraulics

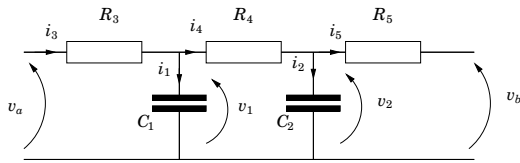
Example 1. A hydraulic system:



Incompressible fluid. Pressures:  $p_a$ ,  $p_1$ ,  $p_2$ , and  $p_3$ .  
Volume flows:  $Q_1$ ,  $Q_2$ ,  $Q_3$ ,  $Q_4$ , and  $Q_5$ .

## Principles and analogies: Electrics

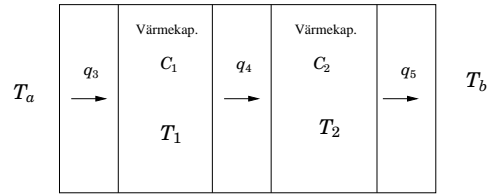
Example 2. An electrical system:



Potentials  $v_a$ ,  $v_b$ ,  $v_1$ , and  $v_2$   
 Currents  $i_1$ ,  $i_2$ ,  $i_3$ ,  $i_4$ , and  $i_5$

## Principles and analogies: Heat

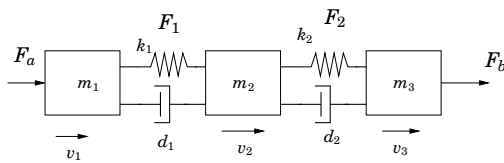
Example 3. A thermal system  
 (heat transfer through a wall):



Two elements with thermal capacities  $C_1$  and  $C_2$  separated by insulating layers. Heat flows:  $q_3$ ,  $q_4$  and  $q_4$   
 Temperatures:  $T_a$ ,  $T_b$ ,  $T_1$  and  $T_2$

## Principles and analogies: Mechanics

Exempel 4. A mechanical system:



External forces:  $F_a$  and  $F_b$   
 Velocities:  $v_1$ ,  $v_2$  and  $v_3$   
 Spring constants:  $k_1$  and  $k_2$   
 Damping constants:  $d_1$  and  $d_2$

## Analogies

Analogies: hydraulic - electric - thermal - mechanical  
 Two types of variables:

### A. Flow Variables

- ▶ volume flow
- ▶ power flow
- ▶ heat flow
- ▶ speed

### B. Intensity variables

- ▶ pressure
- ▶ voltage
- ▶ temperature
- ▶ force

For both of them addition rules hold.

## Analogies (cont'd)

Intensity variations

$$C \cdot \frac{d}{dt}(\text{intensity}) = \text{flow}$$

$C$  "capacitance":

hydraulic:  $A/(\rho g)$

electrical: capacitans

heat: thermal capacity

mechanical: inverse spring constant

Balance equations!

(More complicated if the capacitance is not constant.)

## Analogies (cont'd)

Losses

$$\text{flow} = \phi(\text{intensity})$$

$$\text{intensity} = \varphi(\text{flow})$$

Hydraulic: flow resistance

Electrics: resistance

Heat: thermal conductivity

Mechanics: friction

Often linear relationship in the electrical case - nonlinearly in the other (may be approximated by linear for small changes of variables)

## More phenomena

Intensity variations

$$L \cdot \frac{d}{dt}(\text{flow}) = \text{intensity}$$

$L$  "inductance"

hydraulics:  $\rho l / A$

electrics: inductans

heat: —

mechanics: mass

balance equations!

(more complicated if the inductance is not constant.)

## Energy flows

Can you make a general modeling theory based on flow and intensity variables? Note the following.

$$\begin{aligned} \text{pressure} \cdot \text{flow} &= \text{power} \\ \text{voltage difference} \cdot \text{current} &= \text{power} \\ \text{force} \cdot \text{velocity} &= \text{power} \\ \text{torque} \cdot \text{angular velocity} &= \text{power} \\ \text{temperature} \cdot \text{heat flow} &= \text{power} \cdot \text{temperature} \end{aligned}$$

## White boxes

Physical modeling (white boxes)

- Analogies between different fields
- **Dimensioned and dimensionless variables**
- Subsystems and differential-algebraic equations

## Dimension analysis

Physical variables have dimensions. E.g.,

$$[\text{density}] = ML^{-3}$$

$$[\text{force}] = M \cdot \frac{L}{T^2} = MLT^{-2}$$

where

$$M = [\text{mass}], \quad T = [\text{time}], \quad L = [\text{length}]$$

Physical connections must be dimensionally "correct".

## Example: Bernoulli's law

In Bernoulli's law  $v = \sqrt{2gh}$  you have

$$[v/\sqrt{gh}] = LT^{-1}(LT^{-2}L)^{-0.5} = 1$$

$v/\sqrt{gh}$  is an example of dimensionless quantity.

## Dimensionless quantities and scaling

Some historical passenger ships:

- Kaiser Wilhelm the great, 1898, 22 knots, 200 m
- Lusitania, 1909, 25 knots, 240 m
- Rex, 1933, 27 knots, 269 m
- Queen Mary, 1938, 29 knots, 311 m

Note that the ratio  $(\text{velocity})^2/(\text{length})$  is almost constant

Which physical phenomenon can be thought to be the cause?

## 2 min problem

Find the relationship (except for a scaling by a dimensionless constant) between a pendulum period time and its mass, its length and the acceleration of gravity  $g$ , i.e.,

$$t = f(m, l, g)$$

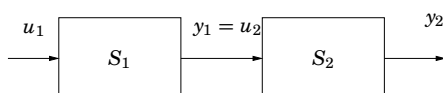
## White boxes

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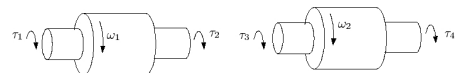
## Block models

Boxes linked by identifying the output of one with input of another. Series connection of two state models gives a new state model.



Block models (à la Simulink) often requires a predetermined causality which can be problematic. We want to be able to model in general without first determining what is input and what is output.

## Examples of more general connection:



State models for two separate components:

$$\begin{aligned} \dot{\phi}_1 &= \omega_1 & \dot{\phi}_2 &= \omega_2 \\ J_1 \omega_1 &= \tau_1 + \tau_2 & J_2 \omega_2 &= \tau_3 + \tau_4 \end{aligned}$$

Connection:

$$\begin{aligned} \phi_1 &= \phi_2 \\ \tau_2 &= -\tau_3 \end{aligned}$$

The resulting model is not exactly a state model.

## Linear differential-algebraic equations (DAE)

$$E\dot{z} = Fz + Gu$$

If  $E$  were non-singular, one could write

$$\dot{z} = E^{-1}Fz + E^{-1}Gu$$

which is a valid state model. If  $E$  is singular, variables have to be eliminated to get a state equation. Using a DAE solver is often better, since elimination can destroy sparsity.

**Example:**

$$\begin{bmatrix} 1 & 0 & 0 & 0 \\ 0 & J_1 & 0 & 0 \\ 0 & 0 & 1 & 0 \\ 0 & 0 & 0 & J_2 \end{bmatrix} \begin{bmatrix} \dot{\phi}_1 \\ \dot{\omega}_1 \\ \dot{\phi}_2 \\ \dot{\omega}_2 \end{bmatrix} = \begin{bmatrix} 0 & 1 & 0 & 0 \\ 0 & 0 & 0 & 0 \\ 0 & 0 & 0 & 1 \\ 0 & 0 & 0 & 0 \end{bmatrix} \begin{bmatrix} \phi_1 \\ \omega_1 \\ \phi_2 \\ \omega_2 \end{bmatrix} + \begin{bmatrix} 0 & 0 & 0 & 0 \\ 1 & 1 & 0 & 0 \\ 0 & 0 & 0 & 0 \\ 0 & 0 & 1 & 1 \end{bmatrix} \begin{bmatrix} \tau_1 \\ \tau_2 \\ \tau_3 \\ \tau_4 \end{bmatrix}$$

## Example: Pendulum

A pendulum with length  $L$  and position coordinates  $(x, y)$  moves according to the equations

$$\begin{aligned} \dot{x} &= u & \dot{y} &= v \\ \dot{u} &= \lambda x & \dot{v} &= \lambda y - g & L^2 &= x^2 + y^2 \end{aligned}$$

Differentiating the fifth equation gives

$$0 = \dot{x}x + \dot{y}y = ux + vy$$

Differentiating a second time gives

$$\begin{aligned} 0 &= \dot{u}x + u\dot{x} + \dot{v}y + v\dot{y} \\ &= \lambda x^2 + u^2 + (\lambda y - g)y + v^2 \\ &= \lambda L^2 - gy + u^2 + v^2 \end{aligned}$$

and a third time

$$0 = \dot{\lambda}L^2 - 3gv$$

Finally, we have derivative expressions for all variables!

## Black Boxes

### ► Statistical modeling from data (static black boxes)

- Singular Value Decomposition (SVD)
- Principal Component Analysis (Factor Analysis)

### ► Neural Networks / Machine learning

### ► Dynamic experiments (dynamic black boxes)

- Step response
- Frequency response
- Correlation analysis

### ► Gray boxes

- Prediction error methods
- Differential-Algebraic Equations revisited

## Example of SVD

$$M = U \begin{bmatrix} \Sigma & 0 \\ 0 & 0 \end{bmatrix} V^*$$

$$\begin{bmatrix} 1 & 1 \\ 1 & 1 \end{bmatrix} = \underbrace{\frac{1}{\sqrt{2}} \begin{bmatrix} 1 & -1 \\ 1 & 1 \end{bmatrix}}_U \begin{bmatrix} 2 & 0 \\ 0 & 0 \end{bmatrix} \underbrace{\begin{bmatrix} 1 & 1 \\ -1 & 1 \end{bmatrix} \frac{1}{\sqrt{2}}}_{V^*}$$

What does it mean if a singular value is zero?

What does it mean if it is near zero?

## Nonlinear differential-algebraic equations (DAE)

Differential-algebraic equations, DAE

$$F(\dot{z}, z, u) = 0, \quad y = H(z, u)$$

$u$ : input,  $y$ : output,  $z$ : "internal variable"

Special case: state model

$$\dot{x} = f(x, u), \quad y = h(x, u)$$

$u$ : input,  $y$ : output,  $x$ : state

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### ► Black boxes: Statistical methods and machine learning

Model derived from measurement data

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## Singular Value Decomposition (SVD)

A matrix  $M$  can always be factorized

$$M = U \begin{bmatrix} \Sigma & 0 \\ 0 & 0 \end{bmatrix} V^*$$

with  $\Sigma$  diagonal and invertible and  $U, V$  unitary:

$$\Sigma = \begin{bmatrix} \sigma_1 & & \\ & \ddots & \\ & & \sigma_n \end{bmatrix} \quad U^*U = I \quad V^*V = I$$

Diagonal elements of  $\Sigma$  are called singular values of  $M$  and correspond to the square roots of the eigenvalues of  $M^*M$ .

Computation of SVD is *very numerically stable*.

## Good children can have many names

Collect all the data into a large matrix. Then compute the **SVD**:

$$\begin{bmatrix} y_1(1) & y_1(2) & \dots & y_1(N) \\ y_2(1) & y_2(2) & \dots & y_2(N) \\ \vdots & \vdots & & \vdots \\ y_p(1) & y_p(2) & \dots & y_p(N) \end{bmatrix} = U \underbrace{\begin{bmatrix} \sigma & & 0 \\ & \ddots & \\ 0 & & \sigma_p \end{bmatrix}}_{\Sigma} V^*$$

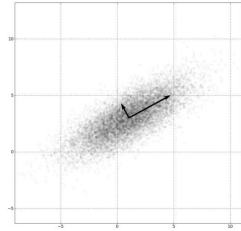
Singular values  $\sigma_i$  in decreasing order on the diagonal of  $\Sigma$ . The first columns of  $U$  give the direction of the main data area.

**Principal Component Analysis:** By replacing the small singular values  $\sigma_i$  with zeros focuses on the essential.

The name '**factor analysis**' is sometimes used as a synonymous, since large singular values  $\sigma_i$  highlight important factors.

## Principal Component Analysis (PCA)

Data from a bi-dimensional Gaussian distribution centered in (1, 3):



Principal component (0.878, 0.478) has standard deviation 3.  
Next component has standard deviation 1.  
[Kålla: Wikipedia]

## Example: Image processing

What does this picture represent?

$M =$

1	0	0	1	1	1	0	1	0	1
1	0	0	0	1	0	0	1	0	1
1	0	0	0	1	0	0	1	1	1
1	0	0	0	1	0	0	1	0	1
1	1	0	0	1	0	0	1	0	1

## Example: Image processing with SVD

`>> [U,S,V]=svd(M)`

$U =$

-0.4747	0.8662	0.0000	-0.1559	0.0000
-0.4291	-0.1371	-0.0000	0.5450	-0.7071
-0.4508	-0.3256	-0.7071	-0.4368	-0.0000
-0.4291	-0.1371	-0.0000	0.5450	0.7071
-0.4508	-0.3256	0.7071	-0.4368	0.0000

$S =$

4.5638	0	0	0	0	0	0	0	0	0
0	1.3141	0	0	0	0	0	0	0	0
0	0	1.0000	0	0	0	0	0	0	0
0	0	0	0.6670	0	0	0	0	0	0
0	0	0	0	0.0000	0	0	0	0	0

## Example: Image processing with SVD

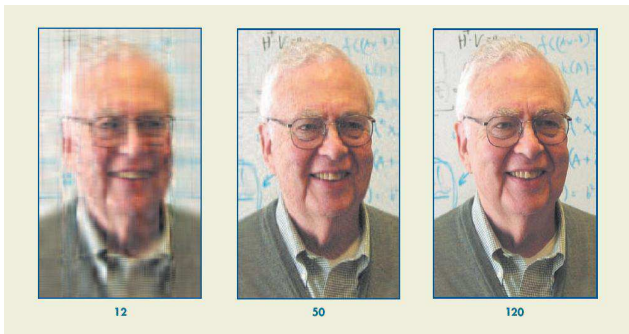
$\text{round}(U*S1*V') =$

1	0	0	0	1	0	0	1	0	1
1	0	0	0	1	0	0	1	0	1
1	0	0	0	1	0	0	1	0	1
1	0	0	0	1	0	0	1	0	1
1	0	0	0	1	0	0	1	0	1

$\text{round}(U*S2*V') =$

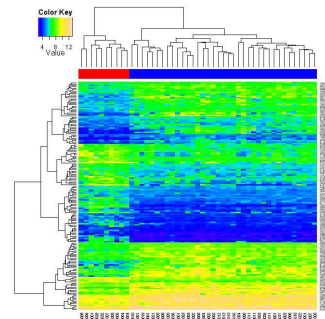
1	0	0	1	1	1	0	1	0	1
1	0	0	0	1	0	0	1	0	1
1	0	0	0	1	0	0	1	0	1
1	0	0	0	1	0	0	1	0	1
1	0	0	0	1	0	0	1	0	1

## Example: Image processing



The original image has 897-by-598 pixels. Tacking red, green and blue vertically gives a 2691-by-598 matrix. Truncating all but 12 singular values gives the left picture. 120 gives the right.

## Example: Correlations genes-proteines



Cancer research: microarrays (glass) with human genes are exposed to healthy cells, then to sick ones. Make a SVD of the data to find out which genes are important!

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## Tomorrow

- More on black and grey models
- Registered students will get a project
- Karl Johan Åström will lecture on bicycle modelling!