

V. C. I Ulinwa

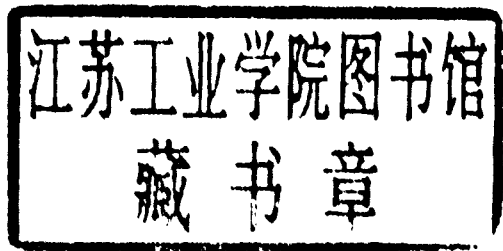
Machine Intelligence Quotient

A Multiple Perspective Analysis of
Intelligent Artificial Systems Including
Educational Technology

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TABLE OF CONTENTS

LIST OF TABLES	v
LIST OF FIGURES	vii
CHAPTER 1: INTRODUCTION TO THE STUDY.....	1
Problem Statement	4
Purpose of the Study	5
Theoretical Framework	5
Assumptions.....	6
Research Questions	6
Nature of the Study	6
Significance of the Study	7
Social Change	7
Definition of Terms.....	10
Delimitation	10
Summary	11
CHAPTER 2: LITERATURE REVIEW	13
Artificial Systems Theory	14
Machine Intelligence.....	18
Intelligence as Ascription	20
Intelligence as a Description	22
Postulation of Machine Intelligence	24
Intelligent and Unintelligent Systems	28
Basis of Machine Intelligence.....	30
Consciousness	30
Awareness	32
Machine Intelligence across the Disciplines.....	33
Measuring Machine Intelligence.....	35
Noncomputability and Irreducibility.....	40
The Meme of Machine Intelligence	43
Summary	47

CHAPTER 3: METHODOLOGY	49
The Research Design	49
Methodology	50
T-Filter	54
O-Filter.....	54
P-Filter	55
Research Questions.....	56
Data Collection, Process, and Analysis	57
Analysis.....	60
Research Reliability and Validity	63
Justification	64
Social Impact	64
Summary	67
CHAPTER 4: FINDINGS	69
Comparative Findings for Research Question 1	75
The T Perspective	76
The O-Perspective.....	90
The P-Perspective	91
Discussion	96
Section Summary.....	98
Comparative Findings for Research Question 2	99
Assumption and Validation.....	100
The Machine Intelligence Measurement.....	102
Section Summary.....	121
Case Study	122
The Numerator and Denominator as Possibility Fuzzy Sets	125
Fusing the Contextual Sets with the Linguistic Choquet Fuzzy Integral.....	126
MIQ as a Linguistic Complex Fuzzy Set.....	131
The Interpretation.....	137
Summary	142

CHAPTER 5: SUMMARY, RECOMMENDATION, AND SIGNIFICANCE.....	144
Summary	144
Purpose of the Study	144
Theoretical Framework	145
Answer to the Research Questions	146
Recommendations	152
Action.....	152
Future Study	153
The Significance of the study	153
Implications for Social Change.....	154
REFERENCES	158
APPENDIX A: TABLES.....	185
APPENDIX B: FOUNDATION FOR THE FUZZY MATHEMATICS	212
Fuzzy Numbers	213
Choquet Fuzzy Integral.....	221
The Basics	221
The Standard Choquet Fuzzy Integral	222
Linguistic Choquet Fuzzy Integral.....	224
Linguistic Complex Fuzzy Number.....	224
Linguistic Golden Mean	227
The Linguistic Fuzzy Mean	227
Linguistic Fuzzy Correlation	228
Copula	230
Linguistic (Fuzzy) Data Collection Methods.....	233
Inquiry-Driven	234
Fuzzy Clustering	235
Probability Based	235
Possibility/Probability Consistency	236

LIST OF TABLES

Table 1 <i>Predictive Stance</i>	185
Table 2 <i>Implications of Machine Intelligence</i>	185
Table 3 <i>Yavnai's (2000) Autonomous Metrics</i>	186
Table 4 <i>T Perspective Based Machine Intelligence Measures</i>	187
Table 5 <i>Alvarado et al. Test Suite</i>	188
Table 6 <i>P Based Machine Intelligence Measures</i>	189
Table 7 <i>TOP Machine Intelligence Measures</i>	190
Table 8 <i>Machine Intelligence Perceptible</i>	191
Table 9 <i>Measurable Context</i>	192
Table 10 <i>Synthetic Data</i>	193
Table 11 <i>Derived Data</i>	194
Table 12 <i>Fuzzy Projection</i>	195
Table 13 <i>Derived degree of stretch</i>	197
Table 14 <i>Fuzzy densities and Fuzzy measures</i>	198
Table 15 <i>Fuzzy Sets</i>	200
Table 16 <i>Trapezoidal Possibility Distribution</i>	201
Table 17 <i>Fuzzy Relation and Cylindrical Extension</i>	202
Table 18 <i>Properties of Z_n</i>	204
Table 19 <i>Properties of Z_d</i>	205
Table 20 <i>Interval properties</i>	205
Table 21 <i>Radius properties</i>	206
Table 22 <i>TOP Machine Intelligence Measures</i>	207
Table 23 <i>Machine Intelligence Perceptible</i>	208

Table 24 <i>TOP Machine Intelligence Measures</i>	209
Table 25 <i>MIQ_{TO} mean calculation</i>	210
Table 26 <i>MIQ_{TO} fuzzy sets correlation</i>	211

LIST OF FIGURES

<i>Figure 1. Artificial system intelligence space.</i>	24
<i>Figure 2. Data acquisition and sorting.</i>	62
<i>Figure 3. The methodological process.</i>	63
<i>Figure 5. The data distribution based on Linstone (1984).</i>	76
<i>Figure 6. Repper's (2001) Intelligence Levels: a, b, c, and d Systems.</i>	79
<i>Figure 7. Sheridan's (1992) levels of autonomy.</i>	80
<i>Figure 9. The TOP classification of current machine intelligence measures.</i>	98
<i>Figure 10. TOP classification of machine intelligence measures.</i>	101
<i>Figure 11. A generalized fuzzy linguistic variable for machine intelligence.</i>	115
<i>Figure 12. The measurement context.</i>	119
<i>Figure 13. TIO: $A = \{A1, A2, A3\}$</i>	127
<i>Figure 14. TIO aggregated linguistic Choquet fuzzy integral.</i>	128
<i>Figure 15. PIO: $A = \{A1, A2, A3\}$</i>	128
<i>Figure 16. PIO aggregated linguistic Choquet fuzzy integral.</i>	129
<i>Figure 17. NC, $A = \{A1, A2, A3\}$</i>	129
<i>Figure 18. NC aggregated linguistic Choquet fuzzy integral.</i>	130
<i>Figure 19. SC: $A = \{A1, A2, A3\}$</i>	130
<i>Figure 20. SC aggregated linguistic Choquet fuzzy integral.</i>	131
<i>Figure 21. $Z_n = [f_c(T \mid O) \wedge f_c(P \mid O)]$.</i>	133
<i>Figure 22. $Z_d = [f_c(NC) \wedge f_c(SC)]$.</i>	133
<i>Figure 23. The superimposed Z_n and Z_d.</i>	134
<i>Figure 24. Interval Method.</i>	135

<i>Figure 26. TIO linguistic interpretation: intelligent.....</i>	<i>139</i>
<i>Figure 27. MIQ Golden Scale.....</i>	<i>140</i>
<i>Figure 28. PIO linguistic interpretation: moderate intelligent.</i>	<i>141</i>
<i>Figure 29. A hypercube representation of degree of membership.</i>	<i>213</i>
<i>Figure 30. About 2.....</i>	<i>214</i>
<i>Figure 31. A linguistic variable.</i>	<i>215</i>
<i>Figure 32. The shapes of the two most common membership functions.</i>	<i>216</i>
<i>Figure 33. Example of Auephanwiriyaikul et al. (2001) method.....</i>	<i>217</i>
<i>Figure 34. Levels of presumptions.</i>	<i>220</i>
<i>Figure 35. Standard Choquet fuzzy integral.....</i>	<i>223</i>
<i>Figure 36. Conversion to Complex fuzzy sets.....</i>	<i>226</i>
<i>Figure 37. MIQ as a Moderate growth Copula.....</i>	<i>231</i>

CHAPTER 1: INTRODUCTION TO THE STUDY

Scientists by nature want to measure every concept and thing. Measurement in science has a long tradition, even though the degrees to which things are measured differentiate a well-developed science such as physics from some of the less-well-developed sciences such as psychology or sociology (Abreu, 1993). The meter was properly defined in 1889, whereas measuring temperature was more complicated until Fahrenheit in 1714 and Celsius in 1742 introduced the measurement intervals for temperature, which graduate from one point to another (Lind & Vairavan, 1989). Similarly, Rene Descartes implicitly introduced the notion of measuring machine intelligence in 1637 by articulating some ideas for disproving machine intelligence before Alan Turing proposed a formal measure of machine intelligence in 1950 (Wolfram, 2002). Among other types of measurement is fuzzy logic, which extends classical logic by permitting linguistic variables to take values on intervals between zero and one (Zadeh, 1972, 1973, 1978).

From 1904 to present, intelligence quotient (IQ)—a cognitive statistical correlation of answers to test questions—has been used to define, measure, interpret, and rank human intelligence. Several versions of the test have been developed to strengthen and validate IQ as a concept. Early attempts to measure intelligence quantified reasoning abilities about simple objects such as faces or coins before the questions were arranged to reflect mental age levels. Prior to the general intelligence factor *g*, no general factor of intelligence had been used; instead at least five subsets that include neurosis, extraversion, conscientiousness, agreeableness, and openness were used in different parts of the tests. Despite the popularity of the tests, culture, language, and access to technology are not measured. Speech recognition, vision, and hearing are also not measured.

The search for a means to measure intelligence began when the French Ministry of Education required Alfred Binet to design a test for identifying students with learning problems. Binet was influenced by Paul Broca's study on a correlation between intelligence and brain size. Realizing that brain size was not statistically significant with a data sample (Binet originally proposed to use Broca's criteria for an intelligence study) Binet developed a set of questions that served as the basis for modern IQ test (Dewdney, 1997). In 1910, H. H. Goddard introduced the test to the United States to screen feeble-minded boys and girls for Vinland Training School in New Jersey. Goddard firmly believed in the theory of inheritance and that a single letter *g* could represent intelligence despite Binet's caution against such a statistical or interpretation error (Dewdney).

Using factor analysis, Charles Spearman showed some significant correlation among certain IQ results. The statistical procedure indicated how uniform a large number of correlations are. Based on the statistical assumption, Spearman inferred that a single general intelligence factor *g* should represent intelligence. Also, Arthur R. Jensen of the University of California at Berkeley and John B. Carroll of the University of North Carolina at Chapel Hill believed Spearman's general intelligence factor is a reliable measure. Thus *g* became a working definition and measure of human intelligence (Dewdney, 1997; Gottfredson, 1998). Moreover, as Dewdney noted, the Stanford-Binet written test by Lewis Terman of Stanford University is a derivative of Binet's test.

Some researchers and philosophers, believing there are some possibilities that some machines are intelligent or more intelligent than humans, want a measure of machine intelligence. For them a device should be intelligent and have a mind if and only if it passes a test (Penrose, 1990, 1994). The main idea of these researchers and philosophers is that any mental activity

including human thinking and conscious intentionality can be algorithmically carried out and measured in a well-defined manner. An algorithm is a calculation procedure of a computing device. Thus, whenever the algorithm is performed, the device would experience feelings and also have consciousness. It becomes a mind (Penrose, 1990, 1994). For example, after noticing their heuristic problem-solving device is an adaptive system, Simon and Newell (Kurzweil, 1999) proclaimed,

There are now in the world machines that think, that learn and that create. Moreover, their ability to do these things is going to increase rapidly until—in a visible future—the range of problems that they can handle will be co-extensive with the range to which the human mind has been applied. (p. 69)

Thus developers and scientists of similar computing devices could contend their devices also think, are genuinely intelligent, and in some cases feel pain and happiness and pride (Penrose, 1990). In a famous work on computing machinery and intelligence, Alan M. Turing set a standard for determining if a given artificial device is intelligent (Arbib, 1965; Balkenius, 1994, 1995; Boden, 1990; Merishin, Nanopoulos, & Efthimios, 2000). A machine is considered intelligent if for any reason an examiner could not reliably identify it from other Turing test takers. Penrose (1990) expressed the view that a Turing test is unreliable because the interviewer could ask some complex arithmetic questions that only the computing device could answer correctly and quickly. In such a case the interrogator could easily identify the machine unless its developers intentionally programmed it to be stupid sometimes. Grounded on the same necessity for a machine intelligence quotient (MIQ) measure, although from a different computing assumption, Zadeh noted the principal reason for a MIQ includes the ability to reason, experiential learning, and uninvolved decision making (Zadeh, 1972, 1973). Zadeh also posited high MIQ systems are the results of computational hybrid systems.

Problem Statement

Measuring machine intelligence is a daunting task that faces those who are concerned with the intelligence of computational systems. Current literature supports the notion that machine intelligence is defined and acceptable within the domain of systems developers and should be as given to the end users (Bien, Bang, Kim, & Han, 2002; Falqueto, Lima, Borges, & Barreto, 2000; Finkelstein, 2000; Gatherer, 2002; Messina, Meystel, & Reeker, 2001). Therefore, reliability or the measure of consistency among the experts must correlate to establish the acceptance of the MIQ. This measurement approach introduces concern regarding the merit of experts' consensus.

It seems then that the lack of peers' consensus affects the measure of machine intelligence (Konar, 2000). Wolfram (2002) urged for a simple scientific description of a phenomenon such as MIQ to determine if a universal theory can be found so developers of ineffective computing devices would not contend their devices think and are genuinely intelligent. It is important that a study be conducted to report the existing MIQ measuring methods. An attempt is made to use a multiple perspective inquiring system that includes technical, organization, and personal perspectives to analyze and classify current literature on measures of machine intelligence. The perspectives were also used for elucidating a new measurement for MIQ based on the criteria uncovered from the literature. These properties would be necessary for generalizing a measure for excluding artificial systems that lack such criteria. The study, therefore, sought to provide a widely acceptable definition that measures and classifies machine intelligence. Understanding MIQ would help technology evaluators and policy makers in assaying and understanding the relevance of machines that claim intelligence.

Purpose of the Study

The study analyzed and synthesized factors and methodologies useful for determining and measuring the intelligence of artificial systems. Levels of MIQ complexity are reported according to the perspectives. Also, a measurement guideline is carefully outlined to ensure measurement criteria from computing constituents are consistent with MIQ standards. The guideline stems from the imperative to determine a comprehensive and standard method for measuring computational intelligence. Moreover, contemporary methods for measuring machine intelligence are abstract, are technical-specific, and lack rigor by excluding the personal, technical, or organizational perspective. Excluding any of the perspectives, if such is the case, leads to an incomplete theory, definition, measure, and classification of machine intelligence.

Theoretical Framework

In spite that Kantians encouraged a broad view and placed equal emphasis or value on both data and theory (that new knowledge is a derivative of existing knowledge), this study pragmatically grounds on three major theories by emphasizing the Singerian theoretic science. The science chooses and creates knowledge solution from various sources. The first one, the foreground or methodology, used the Singerian method (the multiple perspective analysis (TOP)) to study the phenomenon: MIQ. The second, a body of theories of machine intelligence measurement, emphasized the various theoretic approaches of measuring machine intelligence. The third theory brought to bear the fuzzy (possibilistic) set tools: linguistic complex fuzzy set and a linguistic Choquet fuzzy integral, as a linguistic mathematical framework to classify, analyze, and synthesize the measures from which a new MIQ calculus was developed. These theories are explained in chapter two, three, four, and Appendix B.

Assumptions

The study is based on the following assumptions. First, machine intelligence researchers, designers, and consumers have a common desire for an accurate meaning, classification, and measure of machine intelligence. Second, the method and purpose of the study are applicable and generalizable to all intelligent artificial systems (IASs). Third, the sources chosen from reputable experts are good representations of measures of MIQ.

Research Questions

1. What are the commonalities and differences among the current measurement theories of machine intelligence?
2. How should the current diverse measures be synthesized and MIQ realized using the multiple perspective inquiring system by Linstone (1984)?

Nature of the Study

At the center of every academic discipline is a set of research instruments necessary for conducting a sound scientific inquiry. By the nature of the phenomenon, this study is a qualitative case study. Multiple perspective inquiring analysis developed by Linstone (1984) is used. Precisely, the methodologies set forth by Lowell (1995) to deduce types of uncertainty, by Zeiber (1996) to study decision making, by Sapp (1987) to study electricity demand, and by Tarr (1990) to investigate new technology integration within a business are employed.

Moreover, the questions imposed by this study are within the scope of ones R. K. Yin (1984) suggested that are suitable for a case study research. In addition, Tellis (1997) used case study method to investigate information technology. Due to the level of secrecy that exists in the technology industry (Bien et al., 1999; Hall, 1989), it was envisioned that it would be difficult if

not impossible to obtain any sample computer codes. Therefore, secondary sources eliminated statistical biases common in interview and quantitative research. Furthermore, multiple perspective analysis is suitable for discovering any underlying technology, organization, and personal perspective solutions to the research questions. The study used a case study method to examine and document relevant secondary data on measures of machine intelligence and utilized the multiple perspective inquiring system to examine, organize, classify, and report the research.

Significance of the Study

The study is within the context for educational technologists and those who are concerned with and affected by understanding, measuring, and improving machine intelligence. Because artificial systems' behaviors inevitably cause the technology sector to adapt to new environments, the systems affect societal acquisition of new knowledge about and ways humans interact with the systems. For example, the availability of e-mail and the Internet affects modern societal communication methods. Although computational intelligence or understanding how to measure machine intelligence might seem to be in the fields of computer science and electronic engineering, both fields are affected by interdisciplinary assumptions from other disciplines such as psychology and neuroscience (Pallmann, 1999; Principe, Euliano, & Lefebvre, 1999; Wooldridge & Jennings, 1995). For this reason, understanding MIQ would help technology evaluators and policy makers in assaying the relevance of machines that claim intelligence.

Social Change

The impacts of machine intelligence and its MIQ are profound possibilities that must not be ignored by any society. The widespread use of computing is challenging some of the very core principles of social thinking, which includes information property, concepts of community,