Chess-playing robot. Lab course in robot sensor integration

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A Chess-Playing Robot: Lab Course in Robot Sensor Integration

Francisčus C. A. Groen, George A. den Boer, Anthony van Inge, and R. Stam

Abstract—**To obtain practical experience in intelligent robotics a lab course has been developed, in which students have to create a chess-playing robot. The system has to detect the move of a human opponent and has to take the appropriate action. Besides the integration of sensing and control of the robot arm the students gain experience in working in a team to realize a medium size project. In particular, the programming environment proved to be an important factor in an efficient course.**

I. Introduction

LAB courses for students should be challenging and, if possible, should have a playful element. In the described robotics lab course, students have to create a chess-playing robot, able to detect the move of a human opponent, and to respond correctly with a next move. The students have to develop the sensing to detect the moves, the path planning, and the inverse kinematics to control the robot arm and the integration of all the modules to an operational system.

The main objective of this lab course is to give the students in a curriculum of Computer Science the opportunity to gain experience with the problems of a real sensor-based robot system. The system has to operate in an unstable and changing environment (the chessboard and the pieces may move), so preplanned actions are not possible. The students have to find robust solutions to these problems and gain experience in off-line robot programming. In parallel to this course a lecture course on robotics and sensing is taught, which has to be applied in this lab course. This lecture course follows partly the book of Fu, *et al.* [1].

A second objective for the students is to gain experience in working together in a team on a medium-sized project. In this project six students work together on three tasks (two students on each task). The data structures for communication between the tasks are given, but the integration of the three separate tasks together with supplied modules forms an essential element to end up with a fully operational system.

The lab course has to be completed within 10 weeks, 8 hours per week. During the period of this lab course the robotics lecture course is followed. The degree of difficulty of the lab course requires a programming environment in which it is simply to experiment. It should also be easy to add routines, written by the students, without the burden of writing user interaction for the feasibility studies, hence prohibiting laborious programming. In the next section first the programming environment will be described. Thereafter an overview of the complete system will be given, and the student tasks will be specified. At last, some results and conclusions are given.

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The authors are with the Computer Science Department, University of Amsterdam, Amsterdam, Holland.

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II. Programming Environment

As programming environment the SCIL-IMAGE [2] [3] package is used which runs under UNIX and XWindows. SCIL is a multilevel environment originally developed in image processing, for feasibility studies. IMAGE is an image-processing package linked to SCIL.

The lowest level is formed by a C-interpreter. Using this interpreter complete C-programs can be developed. Interpreted code can be directly combined with precompiled code from incorporated libraries. If required, these programs can also be compiled and linked to SCIL.

On top of the interpreter a command expander is placed. By supplying to SCIL a command description (Command Description File), commands are automatically expanded to C-functions; lacking parameters are filled in with their default values, and parameters are checked for their range. By extending the command description file the user can add his command descriptions.

On top of the command expander a menu and dialogue generator are placed, using the same information from the command description file. As a result, apart from the C-code, functions can be called by direct commands or by menu choices.

This environment showed to be an ideal basis for the robotics course. The supplied modules, such as the graphic simulator and the chess module, are linked with the SCIL-IMAGE package. The C-code developed by the students can be easily loaded in the interpreter and executed. Error messages from the interpreter resulting from the program to be developed give a clear view where an error occurred and how to solve it. In this way a fast feedback is obtained to evaluate the implementation of the functional design. When the C-code fulfills the requirements it can be linked with the other parts of the SCIL package, and executed at full speed without interpretation. In particular, because the SCIL package has an automatic menu and dialogue-box generation that makes it

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easy to realize feasibility studies, the user interaction is already taken care of, and it is not necessary to be programmed by the students. Particularly this environment makes feasibility studies easy and enables simple integration of image processing and robot control.

IMAGE is a powerful image-processing package. It includes linear and nonlinear preprocessing for image enhancement, and noise suppression, image segmentation methods, mathematical morphological operations, and image and object measurement techniques.

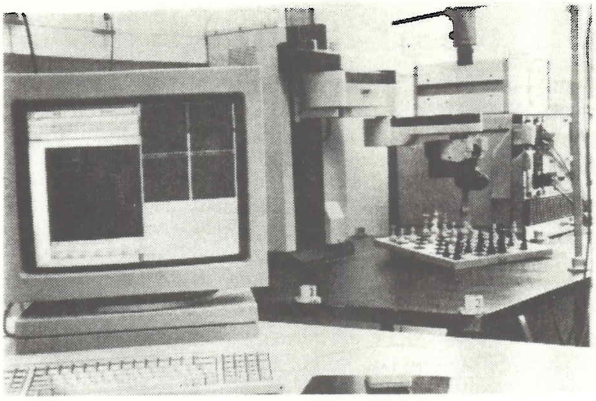

Fig. 1. The hardware setup.

III. Overview of the Lab Course

The lab course is built around a six-degree of freedom UMI RTX robot arm [4], an ELTEC image acquisition system with an overhead Sony CCD camera, and the SCIL-IMAGE development environment running on a network of 12 SUN color workstations. In Fig. 1 a photograph of the hardware setup is given.

A diagram of the final configuration of the software system is given in Fig. 2. This figure shows the different modules and their interconnections. The modules labeled with task 1, 2, and 3 are the tasks the students have to realize. The other modules are supplied with the lab course.

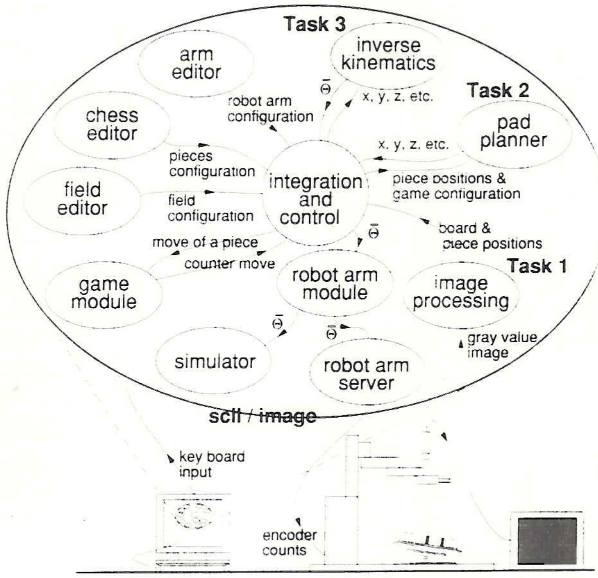

Fig. 2. Diagram of the software system configuration.

With the *image processing* module (task 1) the position of the chessboard and the moves of the pieces have to be detected. The symbolic notation of the move is fed into the chess *game module* (GNU chess [5]), which delivers the counter move. For this counter move a collision-free path has to be planned by the *path planner* (task 2). This path is converted to joint coordinates by the *inverse kinematics* module (task 3).

The robot arm is actuated through the *robot arm* module. This module is crucial for off-line programming. It controls the *graphics simulator*, which shows the robot arm configuration on the workstation screen. If the supplied joint values are out of bounds, the simulator will refuse to send the values to the real robot arm through the *robot arm server*. This prevents the robot from demolishing itself or its environment. When a program executes correctly in simulation (which can be performed on each of the 12 workstations), the program may be executed with the real robot.

The last task is formed by the integration of all the modules. Here the students combine their modules with the supplied modules.

Supplied are also the editors for the different data structures, describing the robot parameters, the initial position of the chess pieces on the board, and the position and orientation of the chess board. These editors facilitate the checking and debugging of the C-code developed by the students.

Task 1: Image-processing module. Using the overhead camera and the image-processing tools available in the SCIL-IMAGE package, changes in the grabbed images have to be detected. These changes can be moves of the pieces or changes in the orientation of the board. Because of the camera position only board movements parallel to the robot arm table surface are detectable. The tilt of the board is given by means of the board position editor and will be constant during the game. Development of a robust sensing strategy is essential for this step. In the first phase the students get acquainted with the image-processing tools available and the influence of illumination. Thereafter they have to detect the moves and to transform them into a symbolic notation (for instance A2-B3). This detected move is sent to the chess game module that produces a counter move. In the final phase the solution has to be made robust. Board moves have to be detected, and the data structure is updated with the new board coordinates.

Task 2: Path planner module. First, the students experiment with cyclic reordering pieces on the board given in symbolic notation. Next the students have to produce a collision-free path for the robot arm in order to execute the move of the chess game module. The students have to consider the following three requirements: the different heights of the pieces, the size of the opening of the gripper, and the fact that the board can be moved during the game.

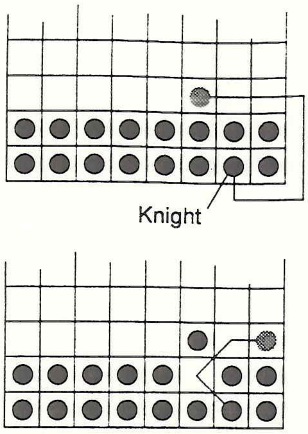

Fig. 3. Possible paths.

Next, methods for generation of collision-free paths are exploited by not allowing paths above the other pieces, but instead to maneuver between the pieces on the board and to find the shortest path. See the illustrations in Fig. 3. A few distinct shortest path solutions can be made: one, a path around the board in case that there is no space between the pieces, two, a path that will go between the pieces and outside the board, and three, the path will go over the pieces. The last case is only allowed if there is no path found between the pieces. Among others, this problem can be solved by wave propagation, Dorst *et al.* [6]. This leads to the final goal of this task, to solve an arbitrary positioning of the board in 3-D. Therefore, the students have to tilt the board a little and solve the problem again.

The path planner module produces sets of three-dimensional Cartesian coordinates and the orientation of the gripper. These sets are sent to an inverse kinematics module.

Task 3: Inverse kinematics. This module accepts the sets of coordinates from the path-planning module and produces sets of joint angles and gripper positions that are supplied to the robot arm; therefore, the inverse kinematics module must be programmed for three-dimensional execution. The robot parameters are given in the Denavit–Hartenberg notation. The inverse kinematics of the robot arm has to be solved and programmed using a geometric or algebraic approach. Here the students have to solve a problem originating from the difference between theory and practice. Because of a hysteresis and an offset in the joints, there is a difference between the Denavit-Hartenberg model in the graphics module and the real robot. This difference shows up dramatically when the robot arm flips its configuration (passes a singularity) as illustrated in Fig. 4. The students have to restrict the configuration of the robot or have to model this hysteresis and offset and compensate for it in the inverse kinematics module.

The final part is the integration of the modules to a complete working system. Interaction between the human and the computer interaction is at two points. First, the human has to move a piece, and second, the human has to notify the computer of completion of the move.

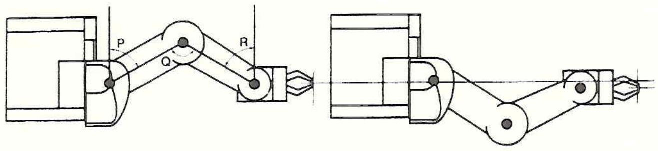

Fig. 4. Flipping of the arm.

IV. Results and Conclusions

Task 1: Most students solve the detection of moves of the chessboard and pieces by subtracting two images from each other. They first segment the images before subtraction and suppress noise disturbances by morphological operations (like openings and closings). Through object measurements the positions of the pieces are found in image coordinates. The corners of the chessboard are found by subtracting an eroded image from the original thresholded version. Corners are found by the opening of this image. Therefore, from their position the position and orientation of the chessboard are calculated.

There were some interesting solutions to determinate the board position, with interference of the user. For this the students used an xy-coordinate system placed on the supporting table.

Other students tried to detect the completion of a human move. This is to limit human–computer interaction. This failed because they could not differentiate with the illumination effects.

Task 2: The most interesting part here is collision avoidance with the other pieces on the board. Almost all groups solve this by wave propagation. Here the 2-D space is quantized and in the free space a pseudo-Euclidean distance is calculated to the goal position. The students did not encounter specific problems, however, it took a lot of effort to produce the path planning module.

The students had difficulties in determining what belongs to path planning and what belongs to the inverse kinematics; hence they partly wrote code that had to do with inverse kinematics.

Task 3: In general the geometric approach is used in finding the solution to the inverse kinematics problem. The students had difficulties in defining an experiment to find the hysteresis and offset of the arm. They also had difficulties in executing the experiment.

In the opinion of the students the checking of the robot work space was difficult.

Most remarkable was that in the first stage the students came twice as far using the SCIL environment, as compared to the course before without this environment. All student groups finished in the required time of 10 weeks. In the previous course this was 12 to 14 weeks, and the results were at a lower level.

Using strict definitions of the data structures, through which the modules communicate, has the advantage that modules of different groups can be intermixed. It also makes comparison easy and gives the possibility to supply a module to a group of students in which for some reason one task was not completed, so that the integration can still be realized by the remaining students.

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Franciscus. C. A. Groen was born in 1947 in Wateringen. The Netherlands. He received the ingenieur degree in applied physics in 1970 and the doctoral degree in 1977, both from the Delft University of Technology, Delft, The Netherlands.

From 1970 to 1988 he was a staff member of the Pattern Recognition Group of the Department of Applied Physics of the Delft University of Technology. He was the leader of the Robotics Project at the Department. In 1984, he stayed for half a year as a Fulbright Research Scientist at the Robotics Institute of Carnegie-Mellon University in Pittsburgh, U.S.A. Since March 1988 he has been a professor in the special applications of Computer Science at the Faculty of Mathematics and Computer Science of the University of Amsterdam. Since July 1987 he has been a professor in applied Computer Science at the Physics Department of the Free University of Amsterdam (1 day a week). His current research interest is in the field of sensors industrial image processing and intelligent autonomous robot systems.

Dr. Groen is the regional editor for Europe of the journal on *Robotics and Autonomous Systems*. He is an advisor of the Centre for Mathematics and Computer Science (CWI) and one of the organizers of the Conference on Intelligent Autonomous Systems-2 in Amsterdam, 1989. He is a member of the IEEE Computer Society, the International Society of Optical Engineers and the Robotics International of SME. ⟨pp. 906, 911⟩

R. Stam was born in 1960.

After finishing his studies at the technical college at Haarlem in 1985, he studied computer science at the University of Amsterdam. There, he participated in several projects on robotics. He is now involved in a project on railway traffic control at the NS (Dutch Railways). ⟨p. 911⟩

Anthony van Inge was born in 1954 in Amster dam. The Netherlands. He received the M.Sc. de gree in physics from the University of Amsterdan in 1984.

At present he is a Ph.D. student at the Univer sity of Amsterdam. His interests are in the field o SIMD architectures, real-time image processin systems, and autonomous systems. ⟨p. 911

George A. den Boer was born in 1960 in Am sterdam. The Netherlands. He received the M.Sc degree in computer sciences from the Universit of Amsterdam in 1987.

At present, he is a Ph.D. student at the Univer sity of Amsterdam. His interests are in the field o robotics, especially sensors and autonomous sys tems. ⟨p. 911⟩