

ME 412 – Autonomous Mobile Robots Fall Semester - 2019

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| Description | <p>Graduate Course - The objective of the course is to build a mobile robot capable of competing in a competitive robot tank battle game. This course introduces basic concepts, technologies, and limitations of autonomous mobile robots. Topics include digital and analog I/O, tactile sensing, IR sensing and range finding, light sensing, sonar, magnetic field sensing, inertia sensing, encoders, electric motor actuators, high-level microprocessor control, low-level microprocessor control, power management, and prototyping. Students will form teams to design and build autonomous mobile robots configured to compete in a singles-match game, or to perform a team-oriented task. During the semester, students are expected to demonstrate progress on the development of their robot and complete project assignments that will lead to the final competition-ready robot and accompanying quality research paper.</p> <p><i>3 credits. Prerequisites: ME 353 or ECE 251</i></p> |
| References | <p>Jones, J.L., Flynn, A.M., and Seiger, B.A., “Mobile Robots: Inspiration to Implementation”, 2nd Edition, AK Peters. (1998)</p> <p>Martin, F.G., “Introduction to 6811 Programming”, MIT Media Laboratory. (1994)</p> <p>Ulrich, N., “Mobile Robotics: A Practical Introduction”, 2nd Edition, Springer. (2003)</p> <p>“ME 412: Autonomous Mobile Robots”, http://faculty.cooper.edu/mar/mobile_robots_fall2019.html. (2019)</p> <p>“Ericson Mar’s Robotics Links”, http://faculty.cooper.edu/mar/robotics_links.htm. (2019)</p> |
| Instructor | Ericson Mar, Adjunct Professor, Mechanical Engineering. |
| Course Objectives | <ol style="list-style-type: none">1. Collaborate with teammates of mixed skills to solve a robotics problem.2. Design and develop sensor, actuator, controller, and software systems that will synergize into an autonomous mobile robot.3. Present progress and functional demonstrations to class.4. Document and compile a quality research paper on the project. |
| Course Topics | <p>The planned main course topics are:</p> <p>Sensors (digital, analog, tactile, light, infrared, proximity, range, sonar, magnetic field, and inertial).</p> <p>Actuators (inductive loads, DC motors, servo motors, stepper motors, and encoders).</p> <p>Power (batteries, voltage regulation, and current limitations).</p> <p>Controllers and Programming (Handyboard robot controller to demonstrate basic principles of robotics microcontrollers, students may pick their own commercially available controller with suitable modules or use the few available Handyboards supplied by the department).</p> <p>68HC11 Assembler (basic principles of computer architecture and microcontrollers and their applications to autonomous robotics).</p> <p>Behavioral Programming Concepts (subsumption architecture, emergent phenomena, multitasking control algorithms, and reactive programming concepts).</p> <p>Project – Design and develop an autonomous mobile robot capable of participating in the “Robot Tank Battle” competition at the end of the class (research, procurement, experimentation, instrumentation, prototyping, and programming).</p> |
| Class Schedule | The class meets once per week for one 3-hour session. |
| Professional Component | The course directly addresses engineering topics consisting of engineering sciences, engineering design, and prototyping. It includes the blending of advanced mechanics, electronics, and computer science to solving engineering problems using an interdisciplinary approach. |
| Program Objectives | The course directly addresses Criterion 3 issues a, b, c, d, e, f, g, h, i, j, and k. |
| Prepared by: | Ericson Mar, Adjunct Professor, Department of Mechanical Engineering. September 3 th , 2019. |

Course Outline

The course initially involves lectures and the formation of student teams that will develop autonomous mobile robots to compete against each other in a singles-match game. Students will conduct research on commercially available technologies, perform experiments with procured parts, and present their progress to the class while addressing questions. There will be some video documentaries shown to present examples of the state of the art in mobile robotics application and research. We will hold laboratory classes where each team will perform their own designed experiments with the instructor's commentary and recommendations. The final class will involve the demonstration of their robot in the singles-match game.

Students are expected to cover all the costs for parts, although some parts may be salvaged from past projects. There will no constraints on the design apart from size, safety considerations, and that a robot may not intentionally physically damage another robot or its environment. Students will be granted access to appropriate prototyping/laboratory facilities and resources.

Lectures and accompanying handouts are designed by Ericson Mar. The handouts and related discussion material can be found in the following link:

http://faculty.cooper.edu/mar/mobile_robots_fall2019.html

Assignments

Assignments are designed to help the student teams progress toward the competition ready robot. Each team must be ready for scheduled mandatory presentations that will be part of the final grade. There will also be presentations of working deliverables which demonstrate the incremental operation of their robots; this will also be part of the final grade.

Typically, assignments will be presented by students in class. They may use any medium to present and must do so neatly and legibly with accompanying explanations of their method and why they have taken their approach and chose certain parts.

Because of the variable nature of this design process, there will be some flexibility regarding working deliverables. The working deliverables have a recommended due date, however extra points toward the final grade may be earned by presenting their working deliverables early, and points will be deducted by presenting said deliverables past the recommended due date.

They must consult with teammates on the best way to approach the problem and to present their results in class. They may draw upon experiences from past robot teams, but the overall design must be theirs and not mostly a replication of either a past team's efforts, or a commercial product.

Project

There will be 3 intermediate working deliverables (mentioned above) required prior to the final working deliverable. There will be in class opportunities to discuss each working deliverable, which may address issues and open new avenues to proceed onto the next phase of the project.

Final Paper

A quality research paper will be required at the end of the class. Past papers with annotations will be provided for students to use as a reference.

Disability Accommodations

Students seeking accommodations due to a condition covered by the Americans with Disabilities Act are required to formally self-identify through the Office of Dean of Students. The Dean of Students will work with the students to clarify requested accommodations. It is the student's responsibility to speak directly to me to see how their accommodations can be met.

Medical Absences

Students who have medical excuses for missing class should contact the Dean of Students promptly. Students will be required to provide the Dean of Students with documentation from a medical provider justifying the absence. The Dean of Students will inform me when an absence is due to a valid medical issue/condition so that the absence can be considered excused. It is important to note that even with excused medical absences; a student is still responsible for completing all of the course requirements. If a student's absences have resulted in their missing vital components of in-class discussions and experiences, students may be required to withdraw from a course and retake it even with valid medical excuses. This is entirely at the discretion of the faculty member teaching the course. In addition to communicating with the Dean of Students, students must remain in regular communication with the faculty teaching the course when they need to miss a class.

Mechanical Engineering Program

Course Assessment Chart

ME 412 Autonomous Mobile Robots

| Course Objectives | Strategies | Outcomes | Criterion 3 Requirements | Assessment Methods |
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| Collaborate with teammates of mixed skills to solve a robotics problem. | Collect information on year, major, electronics, programming, design, and prototyping experience. Use this information to help form diverse teams and evenly distribute skillsets across all teams. | Students will form interdisciplinary teams. They will experience collaboration among others with different skillsets. They will appreciate the cross-discipline approach to mobile robotics. They will divide responsibilities and rely on each other to complete tasks in a timely manner. | d, f, g. | In-class discussions. |
| Design and develop sensor, actuator, controller, and software systems that will synergize into an autonomous mobile robot. | Hold lectures and detailed discussions on advantages and disadvantages of mobile robotics technologies and methodologies. Show video documentaries on the state of the art in mobile robotics application and research. Use prototyping facilities and laboratory resources to conduct experiments on systems designed by students. | Students will learn the general principles, technologies, and current and future prospects of mobile robotics. They will research the market for the latest parts with economic considerations. They will endure a hands-on approach to designing a working mobile robot with low budget parts that simulate the principles their higher budget counterparts. | a, b, c, d, e, g, h, i, j, k. | Working model deliverables. Final project performance. Final paper. |
| Present progress and functional demonstrations to class. | Hold in-class presentations with instructor and class feedback. Schedule presentations of working model deliverables that will incrementally lead up to final working robot. | Students will be prepared for “conference room style” presentations. They will delegate appropriate topics to each other and support each other’s results. They will understand the importance of “milestone” scheduled deliverables. | d, f, g. | Presentations. In class discussions of accomplishments and issues. Working model deliverables. |
| Document and compile a quality research paper on the project. | Distribute requirements and guidelines for final paper submission. Provide sample past papers with annotations. Address any questions. | Students will learn how to document their experiments along the course of their project. They will each contribute sections and coordinate the overall flow. They will learn how to write a research paper that meets the standards of the scientific community. | d, f, g. | Final paper. |