Reinforcement Learning

An Introduction
second edition

Richard S. Sutton and Andrew G. Barto

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Contents

with a $*$. These can be omitted on first reading without creating problems later on. Some exercises are also marked with a $*$ to indicate that they are more advanced and not essential to understanding the basic material of the chapter.

Most chapters end with a section entitled "Bibliographical and Historical Remarks," wherein we credit the sources of the ideas presented in that chapter, provide pointers to further reading and ongoing research, and describe relevant historical background. Despite our attempts to make these sections authoritative and complete, we have undoubtedly left out some important prior work. For that we again apologize, and we welcome corrections and extensions for incorporation into the electronic version of the book.

Like the first edition, this edition of the book is dedicated to the memory of A. Harry Klopf. It was Harry who introduced us to each other, and it was his ideas about the brain and artificial intelligence that launched our long excursion into reinforcement learning. Trained in neurophysiology and long interested in machine intelligence, Harry was a senior scientist affiliated with the Avionics Directorate of the Air Force Office of Scientific Research (AFOSR) at Wright-Patterson Air Force Base, Ohio. He was dissatisfied with the great importance attributed to equilibrium-seeking processes, including homeostasis and error-correcting pattern classification methods, in explaining natural intelligence and in providing a basis for machine intelligence. He noted that systems that try to maximize something (whatever that might be) are qualitatively different from equilibrium-seeking systems, and he argued that maximizing systems hold the key to understanding important aspects of natural intelligence and for building artificial intelligences. Harry was instrumental in obtaining funding from AFOSR for a project to assess the scientific merit of these and related ideas. This project was conducted in the late 1970s at the University of Massachusetts Amherst (UMass Amherst), initially under the direction of Michael Arbib, William Kilmer, and Nico Spinelli, professors in the Department of Computer and Information Science at UMass Amherst, and founding members of the Cybernetics Center for Systems Neuroscience at the University, a farsighted group focusing on the intersection of neuroscience and artificial intelligence. Barto, a recent Ph.D. from the University of Michigan, was hired as post doctoral researcher on the project. Meanwhile, Sutton, an undergraduate studying computer science and psychology at Stanford, had been corresponding with Harry regarding their mutual interest in the role of stimulus timing in classical conditioning. Harry suggested to the UMass group that Sutton would be a great addition to the project. Thus, Sutton became a UMass graduate student, whose Ph.D. was directed by Barto, who had become an Associate Professor. The study of reinforcement learning as presented in this book is rightfully an outcome of that project instigated by Harry and inspired by his ideas. Further, Harry was responsible for bringing us, the authors, together in what has been a long and enjoyable interaction. By dedicating this book to Harry we honor his essential contributions, not only to the field of reinforcement learning, but also to our collaboration. We also thank Professors Arbib, Kilmer, and Spinelli for the opportunity they provided to us to begin exploring these ideas. Finally, we thank AFOSR for generous support over the early years of our research, and the NSF for its generous support over many of the following years.

We have very many people to thank for their inspiration and help with this second edition. Everyone we acknowledged for their inspiration and help with the first edition

deserve our deepest gratitude for this edition as well, which would not exist were it not for their contributions to edition number one. To that long list we must add many others who contributed specifically to the second edition. Our students over the many years that we have taught this material contributed in countless ways: exposing errors, offering fixes, and—not the least—being confused in places where we could have explained things better. We especially thank Martha Steenstrup for reading and providing detailed comments throughout. The chapters on psychology and neuroscience could not have been written without the help of many experts in those fields. We thank John Moore for his patient tutoring over many many years on animal learning experiments, theory, and neuroscience, and for his careful reading of multiple drafts of Chapters 14 and 15. We also thank Matt Botvinick, Nathaniel Daw, Peter Dayan, and Yael Niv for their penetrating comments on drafts of these chapter, their essential guidance through the massive literature, and their interception of many of our errors in early drafts. Of course, the remaining errors in these chapters—and there must still be some—are totally our own. We thank Phil Thomas for helping us make these chapters accessible to non-psychologists and non-neuroscientists, and we thank Peter Sterling for helping us improve the exposition. We are grateful to Jim Houk for introducing us to the subject of information processing in the basal ganglia and for alerting us to other relevant aspects of neuroscience. José Martínez, Terry Sejnowski, David Silver, Gerry Tesauro, Georgios Theocharous, and Phil Thomas generously helped us understand details of their reinforcement learning applications for inclusion in the case-studies chapter, and they provided helpful comments on drafts of these sections. Special thanks are owed to David Silver for helping us better understand Monte Carlo Tree Search and the DeepMind Go-playing programs. We thank George Konidaris for his help with the section on the Fourier basis. Emilio Cartoni, Thomas Cederborg, Stefan Dernbach, Clemens Rosenbaum, Patrick Taylor, Thomas Colin, and Pierre-Luc Bacon helped us in a number important ways for which we are most grateful.

Sutton would also like to thank the members of the Reinforcement Learning and Artificial Intelligence laboratory at the University of Alberta for contributions to the second edition. He owes a particular debt to Rupam Mahmood for essential contributions to the treatment of off-policy Monte Carlo methods in Chapter 5, to Hamid Maei for helping develop the perspective on off-policy learning presented in Chapter 11, to Eric Graves for conducting the experiments in Chapter 13, to Shangtong Zhang for replicating and thus verifying almost all the experimental results, to Kris De Asis for improving the new technical content of Chapters 7 and 12, and to Harm van Seijen for insights that led to the separation of n-step methods from eligibility traces and (along with Hado van Hasselt) for the ideas involving exact equivalence of forward and backward views of eligibility traces presented in Chapter 12. Sutton also gratefully acknowledges the support and freedom he was granted by the Government of Alberta and the National Science and Engineering Research Council of Canada throughout the period during which the second edition was conceived and written. In particular, he would like to thank Randy Goebel for creating a supportive and far-sighted environment for research in Alberta. He would also like to thank DeepMind their support in the last six months of writing the book.

Finally, we owe thanks to the many careful readers of drafts of the second edition that we posted on the internet. They found many errors that we had missed and alerted us to potential points of confusion.

Preface to the First Edition

We first came to focus on what is now known as reinforcement learning in late 1979. We were both at the University of Massachusetts, working on one of the earliest projects to revive the idea that networks of neuronlike adaptive elements might prove to be a promising approach to artificial adaptive intelligence. The project explored the "heterostatic theory of adaptive systems" developed by A. Harry Klopf. Harry's work was a rich source of ideas, and we were permitted to explore them critically and compare them with the long history of prior work in adaptive systems. Our task became one of teasing the ideas apart and understanding their relationships and relative importance. This continues today, but in 1979 we came to realize that perhaps the simplest of the ideas, which had long been taken for granted, had received surprisingly little attention from a computational perspective. This was simply the idea of a learning system that *wants* something, that adapts its behavior in order to maximize a special signal from its environment. This was the idea of a "hedonistic" learning system, or, as we would say now, the idea of reinforcement learning.

Like others, we had a sense that reinforcement learning had been thoroughly explored in the early days of cybernetics and artificial intelligence. On closer inspection, though, we found that it had been explored only slightly. While reinforcement learning had clearly motivated some of the earliest computational studies of learning, most of these researchers had gone on to other things, such as pattern classification, supervised learning, and adaptive control, or they had abandoned the study of learning altogether. As a result, the special issues involved in learning how to get something from the environment received relatively little attention. In retrospect, focusing on this idea was the critical step that set this branch of research in motion. Little progress could be made in the computational study of reinforcement learning until it was recognized that such a fundamental idea had not yet been thoroughly explored.

The field has come a long way since then, evolving and maturing in several directions. Reinforcement learning has gradually become one of the most active research areas in machine learning, artificial intelligence, and neural network research. The field has developed strong mathematical foundations and impressive applications. The computational study of reinforcement learning is now a large field, with hundreds of active researchers around the world in diverse disciplines such as psychology, control theory, artificial intelligence, and neuroscience. Particularly important have been the contributions establishing and developing the relationships to the theory of optimal control and dynamic programming.

The overall problem of learning from interaction to achieve goals is still far from being solved, but our understanding of it has improved significantly. We can now place component ideas, such as temporal-difference learning, dynamic programming, and function approximation, within a coherent perspective with respect to the overall problem.

Our goal in writing this book was to provide a clear and simple account of the key ideas and algorithms of reinforcement learning. We wanted our treatment to be accessible to readers in all of the related disciplines, but we could not cover all of these perspectives in detail. For the most part, our treatment takes the point of view of artificial intelligence and engineering. Coverage of connections to other fields we leave to others or to another time. We also chose not to produce a rigorous formal treatment of reinforcement learning. We did not reach for the highest possible level of mathematical abstraction and did not rely on a theorem–proof format. We tried to choose a level of mathematical detail that points the mathematically inclined in the right directions without distracting from the simplicity and potential generality of the underlying ideas.

In some sense we have been working toward this book for thirty years, and we have lots of people to thank. First, we thank those who have personally helped us develop the overall view presented in this book: Harry Klopf, for helping us recognize that reinforcement learning needed to be revived; Chris Watkins, Dimitri Bertsekas, John Tsitsiklis, and Paul Werbos, for helping us see the value of the relationships to dynamic programming; John Moore and Jim Kehoe, for insights and inspirations from animal learning theory; Oliver Selfridge, for emphasizing the breadth and importance of adaptation; and, more generally, our colleagues and students who have contributed in countless ways: Ron Williams, Charles Anderson, Satinder Singh, Sridhar Mahadevan, Steve Bradtke, Bob Crites, Peter Dayan, and Leemon Baird. Our view of reinforcement learning has been significantly enriched by discussions with Paul Cohen, Paul Utgoff, Martha Steenstrup, Gerry Tesauro, Mike Jordan, Leslie Kaelbling, Andrew Moore, Chris Atkeson, Tom Mitchell, Nils Nilsson, Stuart Russell, Tom Dietterich, Tom Dean, and Bob Narendra. We thank Michael Littman, Gerry Tesauro, Bob Crites, Satinder Singh, and Wei Zhang for providing specifics of Sections 4.7, 15.1, 15.4, 15.5, and 15.6 respectively. We thank the Air Force Office of Scientific Research, the National Science Foundation, and GTE Laboratories for their long and farsighted support.

We also wish to thank the many people who have read drafts of this book and provided valuable comments, including Tom Kalt, John Tsitsiklis, Pawel Cichosz, Olle Gällmo, Chuck Anderson, Stuart Russell, Ben Van Roy, Paul Steenstrup, Paul Cohen, Sridhar Mahadevan, Jette Randlov, Brian Sheppard, Thomas O'Connell, Richard Coggins, Cristina Versino, John H. Hiett, Andreas Badelt, Jay Ponte, Joe Beck, Justus Piater, Martha Steenstrup, Satinder Singh, Tommi Jaakkola, Dimitri Bertsekas, Torbjörn Ekman, Christina Björkman, Jakob Carlström, and Olle Palmgren. Finally, we thank Gwyn Mitchell for helping in many ways, and Harry Stanton and Bob Prior for being our champions at MIT Press.

Summary of Notation

Capital letters are used for random variables, whereas lower case letters are used for the values of random variables and for scalar functions. Quantities that are required to be real-valued vectors are written in bold and in lower case (even if random variables). Matrices are bold capitals.

$\doteq$	equality relationship that is true by definition
$\approx$	approximately equal
$\propto$	proportional to
$\Pr\{X=x\}$	probability that a random variable X takes on the value x
$X \sim p$	random variable X selected from distribution $p(x) \doteq \Pr\{X=x\}$
$\mathbb{E}[X]$	expectation of a random variable X, i.e., $\mathbb{E}[X] \doteq \sum_x p(x)x$
$\arg\max_a f(a)$	a value of a at which $f(a)$ takes its maximal value
$\ln x$	natural logarithm of x
e^x	the base of the natural logarithm, $e \approx 2.71828$, carried to power x; $e^{\ln x} = x$
$\mathbb{R}$	set of real numbers
$f : \mathcal{X} \to \mathcal{Y}$	function f from elements of set $\mathcal{X}$ to elements of set $\mathcal{Y}$
$\leftarrow$	assignment
$(a, b]$	the real interval between a and b including b but not including a

ε	probability of taking a random action in an ε-greedy policy
α, β	step-size parameters
γ	discount-rate parameter
λ	decay-rate parameter for eligibility traces
$\mathbb{1}_{predicate}$	indicator function ($\mathbb{1}_{predicate} \doteq 1$ if the *predicate* is true, else 0)

In a multi-arm bandit problem:

k	number of actions (arms)
t	discrete time step or play number
$q_*(a)$	true value (expected reward) of action a
$Q_t(a)$	estimate at time t of $q_*(a)$
$N_t(a)$	number of times action a has been selected up prior to time t
$H_t(a)$	learned preference for selecting action a at time t
$\pi_t(a)$	probability of selecting action a at time t
$\bar{R}_t$	estimate at time t of the expected reward given π_t

Π	projection operator for value functions (page 268)
B_π	Bellman operator for value functions (Section 11.4)
$\mathbf{A}$	$d \times d$ matrix $\mathbf{A} \doteq \mathbb{E}\Big[\mathbf{x}_t\big(\mathbf{x}_t - \gamma\mathbf{x}_{t+1}\big)^\top\Big]$
$\mathbf{b}$	d-dimensional vector $\mathbf{b} \doteq \mathbb{E}[R_{t+1}\mathbf{x}_t]$
$\mathbf{w}_{\text{TD}}$	TD fixed point $\mathbf{w}_{\text{TD}} \doteq \mathbf{A}^{-1}\mathbf{b}$ (a d-vector, Section 9.4)
$\mathbf{I}$	identity matrix
$\mathbf{P}$	$\lvert\mathcal{S}\rvert \times \lvert\mathcal{S}\rvert$ matrix of state-transition probabilities under π
$\mathbf{D}$	$\lvert\mathcal{S}\rvert \times \lvert\mathcal{S}\rvert$ diagonal matrix with $\boldsymbol{\mu}$ on its diagonal
$\mathbf{X}$	$\lvert\mathcal{S}\rvert \times d$ matrix with the $\mathbf{x}(s)$ as its rows
$\overline{\text{VE}}(\mathbf{w})$	mean square value error $\overline{\text{VE}}(\mathbf{w}) \doteq \lVert v_\mathbf{w} - v_\pi\rVert^2_\mu$ (Section 9.2)
$\delta_\mathbf{w}(s)$	Bellman error (expected TD error) for $v_\mathbf{w}$ at state s (Section 11.4)
$\bar{\delta}_\mathbf{w}$, BE	Bellman error vector, with components $\bar{\delta}_\mathbf{w}(s)$
$\overline{\text{BE}}(\mathbf{w})$	mean square Bellman error $\overline{\text{BE}}(\mathbf{w}) \doteq \big\lVert\bar{\delta}_\mathbf{w}\big\rVert^2_\mu$
$\overline{\text{PBE}}(\mathbf{w})$	mean square projected Bellman error $\overline{\text{PBE}}(\mathbf{w}) \doteq \big\lVert\Pi\bar{\delta}_\mathbf{w}\big\rVert^2_\mu$
$\overline{\text{TDE}}(\mathbf{w})$	mean square temporal-difference error $\overline{\text{TDE}}(\mathbf{w}) \doteq \mathbb{E}_b\big[\rho_t\delta_t^2\big]$ (Section 11.5)
$\overline{\text{RE}}(\mathbf{w})$	mean square return error (Section 11.6)

Chapter 1

Introduction

The idea that we learn by interacting with our environment is probably the first to occur to us when we think about the nature of learning. When an infant plays, waves its arms, or looks about, it has no explicit teacher, but it does have a direct sensorimotor connection to its environment. Exercising this connection produces a wealth of information about cause and effect, about the consequences of actions, and about what to do in order to achieve goals. Throughout our lives, such interactions are undoubtedly a major source of knowledge about our environment and ourselves. Whether we are learning to drive a car or to hold a conversation, we are acutely aware of how our environment responds to what we do, and we seek to influence what happens through our behavior. Learning from interaction is a foundational idea underlying nearly all theories of learning and intelligence.

In this book we explore a *computational* approach to learning from interaction. Rather than directly theorizing about how people or animals learn, we primarily explore idealized learning situations and evaluate the effectiveness of various learning methods.[1] That is, we adopt the perspective of an artificial intelligence researcher or engineer. We explore designs for machines that are effective in solving learning problems of scientific or economic interest, evaluating the designs through mathematical analysis or computational experiments. The approach we explore, called *reinforcement learning*, is much more focused on goal-directed learning from interaction than are other approaches to machine learning.

1.1 Reinforcement Learning

Reinforcement learning is learning what to do—how to map situations to actions—so as to maximize a numerical reward signal. The learner is not told which actions to take, but instead must discover which actions yield the most reward by trying them. In the most interesting and challenging cases, actions may affect not only the immediate

[1] The relationships to psychology and neuroscience are summarized in Chapters 14 and 15.

reward but also the next situation and, through that, all subsequent rewards. These two characteristics—trial-and-error search and delayed reward—are the two most important distinguishing features of reinforcement learning.

Reinforcement learning, like many topics whose names end with "ing," such as machine learning and mountaineering, is simultaneously a problem, a class of solution methods that work well on the problem, and the field that studies this problem and its solution methods. It is convenient to use a single name for all three things, but at the same time essential to keep the three conceptually separate. In particular, the distinction between problems and solution methods is very important in reinforcement learning; failing to make this distinction is the source of many confusions.

We formalize the problem of reinforcement learning using ideas from dynamical systems theory, specifically, as the optimal control of incompletely-known Markov decision processes. The details of this formalization must wait until Chapter 3, but the basic idea is simply to capture the most important aspects of the real problem facing a learning agent interacting over time with its environment to achieve a goal. A learning agent must be able to sense the state of its environment to some extent and must be able to take actions that affect the state. The agent also must have a goal or goals relating to the state of the environment. Markov decision processes are intended to include just these three aspects—sensation, action, and goal—in their simplest possible forms without trivializing any of them. Any method that is well suited to solving such problems we consider to be a reinforcement learning method.

Reinforcement learning is different from *supervised learning*, the kind of learning studied in most current research in the field of machine learning. Supervised learning is learning from a training set of labeled examples provided by a knowledgable external supervisor. Each example is a description of a situation together with a specification—the label—of the correct action the system should take to that situation, which is often to identify a category to which the situation belongs. The object of this kind of learning is for the system to extrapolate, or generalize, its responses so that it acts correctly in situations not present in the training set. This is an important kind of learning, but alone it is not adequate for learning from interaction. In interactive problems it is often impractical to obtain examples of desired behavior that are both correct and representative of all the situations in which the agent has to act. In uncharted territory—where one would expect learning to be most beneficial—an agent must be able to learn from its own experience.

Reinforcement learning is also different from what machine learning researchers call *unsupervised learning*, which is typically about finding structure hidden in collections of unlabeled data. The terms supervised learning and unsupervised learning would seem to exhaustively classify machine learning paradigms, but they do not. Although one might be tempted to think of reinforcement learning as a kind of unsupervised learning because it does not rely on examples of correct behavior, reinforcement learning is trying to maximize a reward signal instead of trying to find hidden structure. Uncovering structure in an agent's experience can certainly be useful in reinforcement learning, but by itself does not address the reinforcement learning problem of maximizing a reward signal. We therefore consider reinforcement learning to be a third machine learning paradigm, alongside supervised learning and unsupervised learning and perhaps other paradigms.

One of the challenges that arise in reinforcement learning, and not in other kinds of learning, is the trade-off between exploration and exploitation. To obtain a lot of reward, a reinforcement learning agent must prefer actions that it has tried in the past and found to be effective in producing reward. But to discover such actions, it has to try actions that it has not selected before. The agent has to *exploit* what it has already experienced in order to obtain reward, but it also has to *explore* in order to make better action selections in the future. The dilemma is that neither exploration nor exploitation can be pursued exclusively without failing at the task. The agent must try a variety of actions *and* progressively favor those that appear to be best. On a stochastic task, each action must be tried many times to gain a reliable estimate of its expected reward. The exploration–exploitation dilemma has been intensively studied by mathematicians for many decades, yet remains unresolved. For now, we simply note that the entire issue of balancing exploration and exploitation does not even arise in supervised and unsupervised learning, at least in the purest forms of these paradigms.

Another key feature of reinforcement learning is that it explicitly considers the *whole* problem of a goal-directed agent interacting with an uncertain environment. This is in contrast to many approaches that consider subproblems without addressing how they might fit into a larger picture. For example, we have mentioned that much of machine learning research is concerned with supervised learning without explicitly specifying how such an ability would finally be useful. Other researchers have developed theories of planning with general goals, but without considering planning's role in real-time decision making, or the question of where the predictive models necessary for planning would come from. Although these approaches have yielded many useful results, their focus on isolated subproblems is a significant limitation.

Reinforcement learning takes the opposite tack, starting with a complete, interactive, goal-seeking agent. All reinforcement learning agents have explicit goals, can sense aspects of their environments, and can choose actions to influence their environments. Moreover, it is usually assumed from the beginning that the agent has to operate despite significant uncertainty about the environment it faces. When reinforcement learning involves planning, it has to address the interplay between planning and real-time action selection, as well as the question of how environment models are acquired and improved. When reinforcement learning involves supervised learning, it does so for specific reasons that determine which capabilities are critical and which are not. For learning research to make progress, important subproblems have to be isolated and studied, but they should be subproblems that play clear roles in complete, interactive, goal-seeking agents, even if all the details of the complete agent cannot yet be filled in.

By a complete, interactive, goal-seeking agent we do not always mean something like a complete organism or robot. These are clearly examples, but a complete, interactive, goal-seeking agent can also be a component of a larger behaving system. In this case, the agent directly interacts with the rest of the larger system and indirectly interacts with the larger system's environment. A simple example is an agent that monitors the charge level of robot's battery and sends commands to the robot's control architecture. This agent's environment is the rest of the robot together with the robot's environment.

One must look beyond the most obvious examples of agents and their environments to appreciate the generality of the reinforcement learning framework.

One of the most exciting aspects of modern reinforcement learning is its substantive and fruitful interactions with other engineering and scientific disciplines. Reinforcement learning is part of a decades-long trend within artificial intelligence and machine learning toward greater integration with statistics, optimization, and other mathematical subjects. For example, the ability of some reinforcement learning methods to learn with parameterized approximators addresses the classical "curse of dimensionality" in operations research and control theory. More distinctively, reinforcement learning has also interacted strongly with psychology and neuroscience, with substantial benefits going both ways. Of all the forms of machine learning, reinforcement learning is the closest to the kind of learning that humans and other animals do, and many of the core algorithms of reinforcement learning were originally inspired by biological learning systems. Reinforcement learning has also given back, both through a psychological model of animal learning that better matches some of the empirical data, and through an influential model of parts of the brain's reward system. The body of this book develops the ideas of reinforcement learning that pertain to engineering and artificial intelligence, with connections to psychology and neuroscience summarized in Chapters 14 and 15.

Finally, reinforcement learning is also part of a larger trend in artificial intelligence back toward simple general principles. Since the late 1960's, many artificial intelligence researchers presumed that there are no general principles to be discovered, that intelligence is instead due to the possession of a vast number of special purpose tricks, procedures, and heuristics. It was sometimes said that if we could just get enough relevant facts into a machine, say one million, or one billion, then it would become intelligent. Methods based on general principles, such as search or learning, were characterized as "weak methods," whereas those based on specific knowledge were called "strong methods." This view is still common today, but not dominant. From our point of view, it was simply premature: too little effort had been put into the search for general principles to conclude that there were none. Modern artificial intelligence now includes much research looking for general principles of learning, search, and decision making. It is not clear how far back the pendulum will swing, but reinforcement learning research is certainly part of the swing back toward simpler and fewer general principles of artificial intelligence.

1.2 Examples

A good way to understand reinforcement learning is to consider some of the examples and possible applications that have guided its development.

- A master chess player makes a move. The choice is informed both by planning—anticipating possible replies and counterreplies—and by immediate, intuitive judgments of the desirability of particular positions and moves.
- An adaptive controller adjusts parameters of a petroleum refinery's operation in real time. The controller optimizes the yield/cost/quality trade-off on the basis

the sequences of observations an agent makes over its entire lifetime. In fact, the most important component of almost all reinforcement learning algorithms we consider is a method for efficiently estimating values. The central role of value estimation is arguably the most important thing that has been learned about reinforcement learning over the last six decades.

The fourth and final element of some reinforcement learning systems is a *model* of the environment. This is something that mimics the behavior of the environment, or more generally, that allows inferences to be made about how the environment will behave. For example, given a state and action, the model might predict the resultant next state and next reward. Models are used for *planning*, by which we mean any way of deciding on a course of action by considering possible future situations before they are actually experienced. Methods for solving reinforcement learning problems that use models and planning are called *model-based* methods, as opposed to simpler *model-free* methods that are explicitly trial-and-error learners—viewed as almost the *opposite* of planning. In Chapter 8 we explore reinforcement learning systems that simultaneously learn by trial and error, learn a model of the environment, and use the model for planning. Modern reinforcement learning spans the spectrum from low-level, trial-and-error learning to high-level, deliberative planning.

1.4 Limitations and Scope

Reinforcement learning relies heavily on the concept of state—as input to the policy and value function, and as both input to and output from the model. Informally, we can think of the state as a signal conveying to the agent some sense of "how the environment is" at a particular time. The formal definition of state as we use it here is given by the framework of Markov decision processes presented in Chapter 3. More generally, however, we encourage the reader to follow the informal meaning and think of the state as whatever information is available to the agent about its environment. In effect, we assume that the state signal is produced by some preprocessing system that is nominally part of the agent's environment. We do not address the issues of constructing, changing, or learning the state signal in this book (other than briefly in Section 17.3). We take this approach not because we consider state representation to be unimportant, but in order to focus fully on the decision-making issues. In other words, our concern in this book is not with designing the state signal, but with deciding what action to take as a function of whatever state signal is available.

Most of the reinforcement learning methods we consider in this book are structured around estimating value functions, but it is not strictly necessary to do this to solve reinforcement learning problems. For example, solution methods such as genetic algorithms, genetic programming, simulated annealing, and other optimization methods never estimate value functions. These methods apply multiple static policies each interacting over an extended period of time with a separate instance of the environment. The policies that obtain the most reward, and random variations of them, are carried over to the next generation of policies, and the process repeats. We call these *evolutionary* methods because their operation is analogous to the way biological evolution produces organisms

with skilled behavior even if they do not learn during their individual lifetimes. If the space of policies is sufficiently small, or can be structured so that good policies are common or easy to find—or if a lot of time is available for the search—then evolutionary methods can be effective. In addition, evolutionary methods have advantages on problems in which the learning agent cannot sense the complete state of its environment.

Our focus is on reinforcement learning methods that learn while interacting with the environment, which evolutionary methods do not do. Methods able to take advantage of the details of individual behavioral interactions can be much more efficient than evolutionary methods in many cases. Evolutionary methods ignore much of the useful structure of the reinforcement learning problem: they do not use the fact that the policy they are searching for is a function from states to actions; they do not notice which states an individual passes through during its lifetime, or which actions it selects. In some cases this information can be misleading (e.g., when states are misperceived), but more often it should enable more efficient search. Although evolution and learning share many features and naturally work together, we do not consider evolutionary methods by themselves to be especially well suited to reinforcement learning problems and, accordingly, we do not cover them in this book.

1.5 An Extended Example: Tic-Tac-Toe

To illustrate the general idea of reinforcement learning and contrast it with other approaches, we next consider a single example in more detail.

Consider the familiar child's game of tic-tac-toe. Two players take turns playing on a three-by-three board. One player plays Xs and the other Os until one player wins by placing three marks in a row, horizontally, vertically, or diagonally, as the X player has in the game shown to the right. If the board fills up with neither player getting three in a row, then the game is a draw. Because a skilled player can play so as never to lose, let us assume that we are playing against an imperfect player, one whose play is sometimes incorrect and allows us to win. For the moment, in fact, let us consider draws and losses to be equally bad for us. How might we construct a player that will find the imperfections in its opponent's play and learn to maximize its chances of winning?

Although this is a simple problem, it cannot readily be solved in a satisfactory way through classical techniques. For example, the classical "minimax" solution from game theory is not correct here because it assumes a particular way of playing by the opponent. For example, a minimax player would never reach a game state from which it could lose, even if in fact it always won from that state because of incorrect play by the opponent. Classical optimization methods for sequential decision problems, such as dynamic programming, can *compute* an optimal solution for any opponent, but require as input a complete specification of that opponent, including the probabilities with which the opponent makes each move in each board state. Let us assume that this information is not available a priori for this problem, as it is not for the vast majority of problems of

practical interest. On the other hand, such information can be estimated from experience, in this case by playing many games against the opponent. About the best one can do on this problem is first to learn a model of the opponent's behavior, up to some level of confidence, and then apply dynamic programming to compute an optimal solution given the approximate opponent model. In the end, this is not that different from some of the reinforcement learning methods we examine later in this book.

An evolutionary method applied to this problem would directly search the space of possible policies for one with a high probability of winning against the opponent. Here, a policy is a rule that tells the player what move to make for every state of the game—every possible configuration of Xs and Os on the three-by-three board. For each policy considered, an estimate of its winning probability would be obtained by playing some number of games against the opponent. This evaluation would then direct which policy or policies were considered next. A typical evolutionary method would hill-climb in policy space, successively generating and evaluating policies in an attempt to obtain incremental improvements. Or, perhaps, a genetic-style algorithm could be used that would maintain and evaluate a population of policies. Literally hundreds of different optimization methods could be applied.

Here is how the tic-tac-toe problem would be approached with a method making use of a value function. First we would set up a table of numbers, one for each possible state of the game. Each number will be the latest estimate of the probability of our winning from that state. We treat this estimate as the state's *value*, and the whole table is the learned value function. State A has higher value than state B, or is considered "better" than state B, if the current estimate of the probability of our winning from A is higher than it is from B. Assuming we always play Xs, then for all states with three Xs in a row the probability of winning is 1, because we have already won. Similarly, for all states with three Os in a row, or that are filled up, the correct probability is 0, as we cannot win from them. We set the initial values of all the other states to 0.5, representing a guess that we have a 50% chance of winning.

We then play many games against the opponent. To select our moves we examine the states that would result from each of our possible moves (one for each blank space on the board) and look up their current values in the table. Most of the time we move *greedily*, selecting the move that leads to the state with greatest value, that is, with the highest estimated probability of winning. Occasionally, however, we select randomly from among the other moves instead. These are called *exploratory* moves because they cause us to experience states that we might otherwise never see. A sequence of moves made and considered during a game can be diagrammed as in Figure 1.1.

While we are playing, we change the values of the states in which we find ourselves during the game. We attempt to make them more accurate estimates of the probabilities of winning. To do this, we "back up" the value of the state after each greedy move to the state before the move, as suggested by the arrows in Figure 1.1. More precisely, the current value of the earlier state is updated to be closer to the value of the later state. This can be done by moving the earlier state's value a fraction of the way toward the value of the later state. If we let S_t denote the state before the greedy move, and S_{t+1} the state after the move, then the update to the estimated value of S_t, denoted $V(S_t)$,

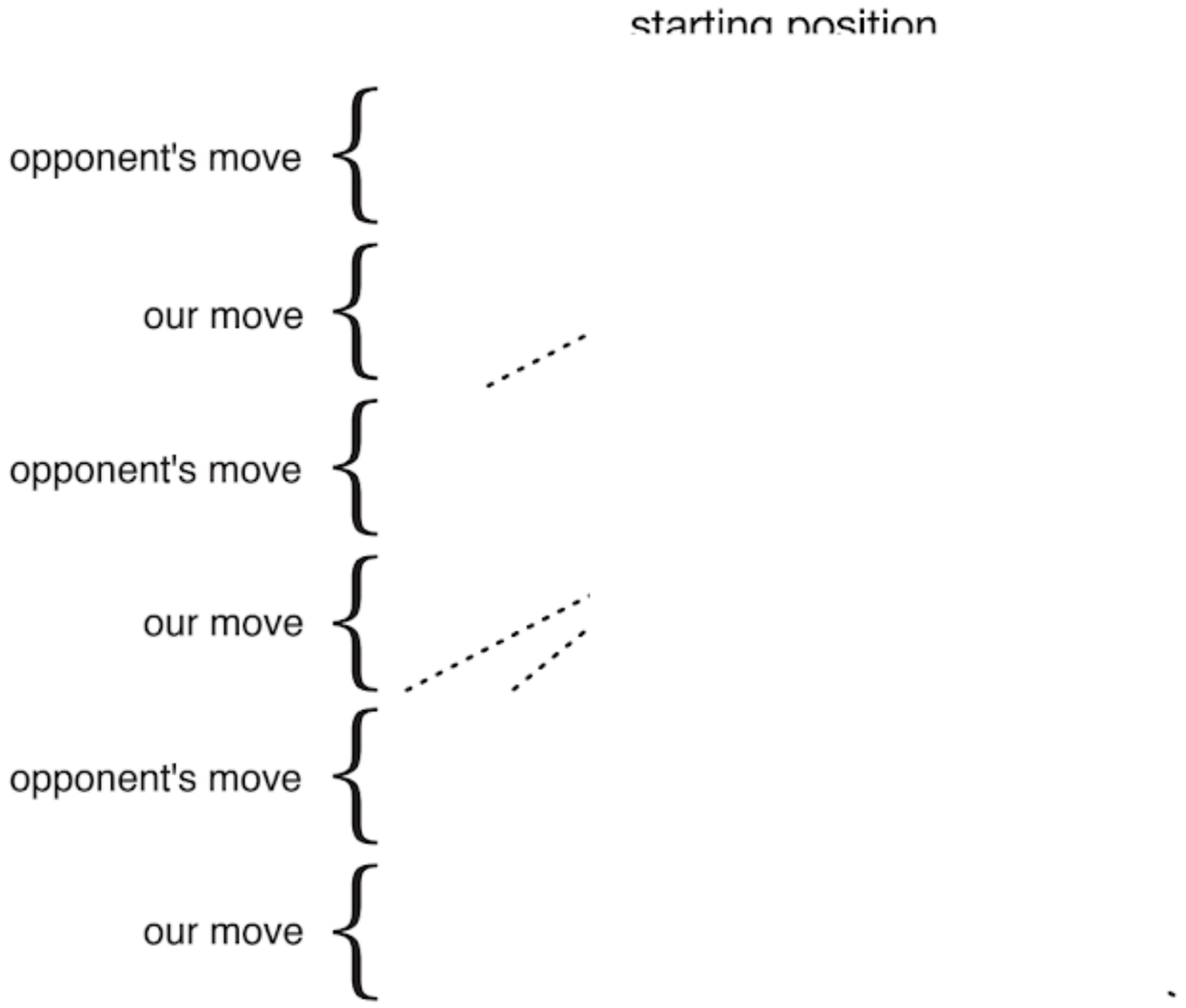


Figure 1.1: A sequence of tic-tac-toe moves. The solid black lines represent the moves taken during a game; the dashed lines represent moves that we (our reinforcement learning player) considered but did not make. Our second move was an exploratory move, meaning that it was taken even though another sibling move, the one leading to e^*, was ranked higher. Exploratory moves do not result in any learning, but each of our other moves does, causing updates as suggested by the red arrows in which estimated values are moved up the tree from later nodes to earlier nodes as detailed in the text.

can be written as

$$V(S_t) \leftarrow V(S_t) + \alpha\Big[V(S_{t+1}) - V(S_t)\Big],$$

where α is a small positive fraction called the *step-size parameter*, which influences the rate of learning. This update rule is an example of a *temporal-difference* learning method, so called because its changes are based on a difference, $V(S_{t+1}) - V(S_t)$, between estimates at two successive times.

The method described above performs quite well on this task. For example, if the step-size parameter is reduced properly over time, then this method converges, for any fixed opponent, to the true probabilities of winning from each state given optimal play by our player. Furthermore, the moves then taken (except on exploratory moves) are in fact the optimal moves against this (imperfect) opponent. In other words, the method converges to an optimal policy for playing the game against this opponent. If the step-size parameter is not reduced all the way to zero over time, then this player also plays well against opponents that slowly change their way of playing.

This example illustrates the differences between evolutionary methods and methods that learn value functions. To evaluate a policy an evolutionary method holds the policy fixed and plays many games against the opponent, or simulates many games using a model of the opponent. The frequency of wins gives an unbiased estimate of the probability of winning with that policy, and can be used to direct the next policy selection. But each policy change is made only after many games, and only the final outcome of each game is used: what happens *during* the games is ignored. For example, if the player wins, then *all* of its behavior in the game is given credit, independently of how specific moves might have been critical to the win. Credit is even given to moves that never occurred! Value function methods, in contrast, allow individual states to be evaluated. In the end, evolutionary and value function methods both search the space of policies, but learning a value function takes advantage of information available during the course of play.

This simple example illustrates some of the key features of reinforcement learning methods. First, there is the emphasis on learning while interacting with an environment, in this case with an opponent player. Second, there is a clear goal, and correct behavior requires planning or foresight that takes into account delayed effects of one's choices. For example, the simple reinforcement learning player would learn to set up multi-move traps for a shortsighted opponent. It is a striking feature of the reinforcement learning solution that it can achieve the effects of planning and lookahead without using a model of the opponent and without conducting an explicit search over possible sequences of future states and actions.

While this example illustrates some of the key features of reinforcement learning, it is so simple that it might give the impression that reinforcement learning is more limited than it really is. Although tic-tac-toe is a two-person game, reinforcement learning also applies in the case in which there is no external adversary, that is, in the case of a "game against nature." Reinforcement learning also is not restricted to problems in which behavior breaks down into separate episodes, like the separate games of tic-tac-toe, with reward only at the end of each episode. It is just as applicable when behavior continues indefinitely and when rewards of various magnitudes can be received at any time. Reinforcement learning is also applicable to problems that do not even break down into discrete time steps like the plays of tic-tac-toe. The general principles apply to continuous-time problems as well, although the theory gets more complicated and we omit it from this introductory treatment.

Tic-tac-toe has a relatively small, finite state set, whereas reinforcement learning can be used when the state set is very large, or even infinite. For example, Gerry Tesauro (1992, 1995) combined the algorithm described above with an artificial neural network to learn to play backgammon, which has approximately 10^{20} states. With this many states it is impossible ever to experience more than a small fraction of them. Tesauro's program learned to play far better than any previous program and eventually better than the world's best human players (see (Section 16.1)). The artificial neural network provides the program with the ability to generalize from its experience, so that in new states it selects moves based on information saved from similar states faced in the past, as determined by the network. How well a reinforcement learning system can work in problems with such large state sets is intimately tied to how appropriately it can

third, less distinct thread concerning temporal-difference methods such as that used in the tic-tac-toe example in this chapter. All three threads came together in the late 1980s to produce the modern field of reinforcement learning as we present it in this book.

The thread focusing on trial-and-error learning is the one with which we are most familiar and about which we have the most to say in this brief history. Before doing that, however, we briefly discuss the optimal control thread.

The term "optimal control" came into use in the late 1950s to describe the problem of designing a controller to minimize or maximize a measure of a dynamical system's behavior over time. One of the approaches to this problem was developed in the mid-1950s by Richard Bellman and others through extending a nineteenth century theory of Hamilton and Jacobi. This approach uses the concepts of a dynamical system's state and of a value function, or "optimal return function," to define a functional equation, now often called the Bellman equation. The class of methods for solving optimal control problems by solving this equation came to be known as dynamic programming (Bellman, 1957a). Bellman (1957b) also introduced the discrete stochastic version of the optimal control problem known as Markov decision processes (MDPs). Ronald Howard (1960) devised the policy iteration method for MDPs. All of these are essential elements underlying the theory and algorithms of modern reinforcement learning.

Dynamic programming is widely considered the only feasible way of solving general stochastic optimal control problems. It suffers from what Bellman called "the curse of dimensionality," meaning that its computational requirements grow exponentially with the number of state variables, but it is still far more efficient and more widely applicable than any other general method. Dynamic programming has been extensively developed since the late 1950s, including extensions to partially observable MDPs (surveyed by Lovejoy, 1991), many applications (surveyed by White, 1985, 1988, 1993), approximation methods (surveyed by Rust, 1996), and asynchronous methods (Bertsekas, 1982, 1983). Many excellent modern treatments of dynamic programming are available (e.g., Bertsekas, 2005, 2012; Puterman, 1994; Ross, 1983; and Whittle, 1982, 1983). Bryson (1996) provides an authoritative history of optimal control.

Connections between optimal control and dynamic programming, on the one hand, and learning, on the other, were slow to be recognized. We cannot be sure about what accounted for this separation, but its main cause was likely the separation between the disciplines involved and their different goals. Also contributing may have been the prevalent view of dynamic programming as an off-line computation depending essentially on accurate system models and analytic solutions to the Bellman equation. Further, the simplest form of dynamic programming is a computation that proceeds backwards in time, making it difficult to see how it could be involved in a learning process that must proceed in a forward direction. Some of the earliest work in dynamic programming, such as that by Bellman and Dreyfus (1959), might now be classified as following a learning approach. Witten's (1977) work (discussed below) certainly qualifies as a combination of learning and dynamic-programming ideas. Werbos (1987) argued explicitly for greater interrelation of dynamic programming and learning methods and for dynamic programming's relevance to understanding neural and cognitive mechanisms. For us the full integration of dynamic programming methods with online learning did not occur

until the work of Chris Watkins in 1989, whose treatment of reinforcement learning using the MDP formalism has been widely adopted. Since then these relationships have been extensively developed by many researchers, most particularly by Dimitri Bertsekas and John Tsitsiklis (1996), who coined the term "neurodynamic programming" to refer to the combination of dynamic programming and artificial neural networks. Another term currently in use is "approximate dynamic programming." These various approaches emphasize different aspects of the subject, but they all share with reinforcement learning an interest in circumventing the classical shortcomings of dynamic programming.

We consider all of the work in optimal control also to be, in a sense, work in reinforcement learning. We define a reinforcement learning method as any effective way of solving reinforcement learning problems, and it is now clear that these problems are closely related to optimal control problems, particularly stochastic optimal control problems such as those formulated as MDPs. Accordingly, we must consider the solution methods of optimal control, such as dynamic programming, also to be reinforcement learning methods. Because almost all of the conventional methods require complete knowledge of the system to be controlled, it feels a little unnatural to say that they are part of reinforcement *learning*. On the other hand, many dynamic programming algorithms are incremental and iterative. Like learning methods, they gradually reach the correct answer through successive approximations. As we show in the rest of this book, these similarities are far more than superficial. The theories and solution methods for the cases of complete and incomplete knowledge are so closely related that we feel they must be considered together as part of the same subject matter.

Let us return now to the other major thread leading to the modern field of reinforcement learning, the thread centered on the idea of trial-and-error learning. We only touch on the major points of contact here, taking up this topic in more detail in Section 14.3. According to American psychologist R. S. Woodworth (1938) the idea of trial-and-error learning goes as far back as the 1850s to Alexander Bain's discussion of learning by "groping and experiment" and more explicitly to the British ethologist and psychologist Conway Lloyd Morgan's 1894 use of the term to describe his observations of animal behavior. Perhaps the first to succinctly express the essence of trial-and-error learning as a principle of learning was Edward Thorndike:

> Of several responses made to the same situation, those which are accompanied or closely followed by satisfaction to the animal will, other things being equal, be more firmly connected with the situation, so that, when it recurs, they will be more likely to recur; those which are accompanied or closely followed by discomfort to the animal will, other things being equal, have their connections with that situation weakened, so that, when it recurs, they will be less likely to occur. The greater the satisfaction or discomfort, the greater the strengthening or weakening of the bond. (Thorndike, 1911, p. 244)

Thorndike called this the "Law of Effect" because it describes the effect of reinforcing events on the tendency to select actions. Thorndike later modified the law to better account for subsequent data on animal learning (such as differences between the effects of reward and punishment), and the law in its various forms has generated considerable controversy among learning theorists (e.g., see Gallistel, 2005; Herrnstein, 1970; Kimble,

1961, 1967; Mazur, 1994). Despite this, the Law of Effect—in one form or another—is widely regarded as a basic principle underlying much behavior (e.g., Hilgard and Bower, 1975; Dennett, 1978; Campbell, 1960; Cziko, 1995). It is the basis of the influential learning theories of Clark Hull (1943, 1952) and the influential experimental methods of B. F. Skinner (1938).

The term "reinforcement" in the context of animal learning came into use well after Thorndike's expression of the Law of Effect, first appearing in this context (to the best of our knowledge) in the 1927 English translation of Pavlov's monograph on conditioned reflexes. Pavlov described reinforcement as the strengthening of a pattern of behavior due to an animal receiving a stimulus—a reinforcer—in an appropriate temporal relationship with another stimulus or with a response. Some psychologists extended the idea of reinforcement to include weakening as well as strengthening of behavior, and extended the idea of a reinforcer to include possibly the omission or termination of stimulus. To be considered reinforcer, the strengthening or weakening must persist after the reinforcer is withdrawn; a stimulus that merely attracts an animal's attention or that energizes its behavior without producing lasting changes would not be considered a reinforcer.

The idea of implementing trial-and-error learning in a computer appeared among the earliest thoughts about the possibility of artificial intelligence. In a 1948 report, Alan Turing described a design for a "pleasure-pain system" that worked along the lines of the Law of Effect:

> When a configuration is reached for which the action is undetermined, a random choice for the missing data is made and the appropriate entry is made in the description, tentatively, and is applied. When a pain stimulus occurs all tentative entries are cancelled, and when a pleasure stimulus occurs they are all made permanent. (Turing, 1948)

Many ingenious electro-mechanical machines were constructed that demonstrated trial-and-error learning. The earliest may have been a machine built by Thomas Ross (1933) that was able to find its way through a simple maze and remember the path through the settings of switches. In 1951 W. Grey Walter built a version of his "mechanical tortoise" (Walter, 1950) capable of a simple form of learning. In 1952 Claude Shannon demonstrated a maze-running mouse named Theseus that used trial and error to find its way through a maze, with the maze itself remembering the successful directions via magnets and relays under its floor (see also Shannon, 1951). J. A. Deutsch (1954) described a maze-solving machine based on his behavior theory (Deutsch, 1953) that has some properties in common with model-based reinforcement learning (Chapter 8). In his Ph.D. dissertation, Marvin Minsky (1954) discussed computational models of reinforcement learning and described his construction of an analog machine composed of components he called SNARCs (Stochastic Neural-Analog Reinforcement Calculators) meant to resemble modifiable synaptic connections in the brain (Chapter 15). The web site `cyberneticzoo.com` contains a wealth of information on these and many other electro-mechanical learning machines.

Building electro-mechanical learning machines gave way to programming digital computers to perform various types of learning, some of which implemented trial-and-error learning. Farley and Clark (1954) described a digital simulation of a neural-network

learning machine that learned by trial and error. But their interests soon shifted from trial-and-error learning to generalization and pattern recognition, that is, from reinforcement learning to supervised learning (Clark and Farley, 1955). This began a pattern of confusion about the relationship between these types of learning. Many researchers seemed to believe that they were studying reinforcement learning when they were actually studying supervised learning. For example, artificial neural network pioneers such as Rosenblatt (1962) and Widrow and Hoff (1960) were clearly motivated by reinforcement learning—they used the language of rewards and punishments—but the systems they studied were supervised learning systems suitable for pattern recognition and perceptual learning. Even today, some researchers and textbooks minimize or blur the distinction between these types of learning. For example, some artificial neural network textbooks have used the term "trial-and-error" to describe networks that learn from training examples. This is an understandable confusion because these networks use error information to update connection weights, but this misses the essential character of trial-and-error learning as selecting actions on the basis of evaluative feedback that does not rely on knowledge of what the correct action should be.

Partly as a result of these confusions, research into genuine trial-and-error learning became rare in the 1960s and 1970s, although there were notable exceptions. In the 1960s the terms "reinforcement" and "reinforcement learning" were used in the engineering literature for the first time to describe engineering uses of trial-and-error learning (e.g., Waltz and Fu, 1965; Mendel, 1966; Fu, 1970; Mendel and McClaren, 1970). Particularly influential was Minsky's paper "Steps Toward Artificial Intelligence" (Minsky, 1961), which discussed several issues relevant to trial-and-error learning, including prediction, expectation, and what he called the *basic credit-assignment problem for complex reinforcement learning systems*: How do you distribute credit for success among the many decisions that may have been involved in producing it? All of the methods we discuss in this book are, in a sense, directed toward solving this problem. Minsky's paper is well worth reading today.

In the next few paragraphs we discuss some of the other exceptions and partial exceptions to the relative neglect of computational and theoretical study of genuine trial-and-error learning in the 1960s and 1970s.

One exception was the work of the New Zealand researcher John Andreae, who developed a system called STeLLA that learned by trial and error in interaction with its environment. This system included an internal model of the world and, later, an "internal monologue" to deal with problems of hidden state (Andreae, 1963, 1969a,b). Andreae's later work (1977) placed more emphasis on learning from a teacher, but still included learning by trial and error, with the generation of novel events being one of the system's goals. A feature of this work was a "leakback process," elaborated more fully in Andreae (1998), that implemented a credit-assignment mechanism similar to the backing-up update operations that we describe. Unfortunately, his pioneering research was not well known and did not greatly impact subsequent reinforcement learning research. Recent summaries are available (Andreae, 2017a,b).

More influential was the work of Donald Michie. In 1961 and 1963 he described a simple trial-and-error learning system for learning how to play tic-tac-toe (or naughts

and crosses) called MENACE (for Matchbox Educable Naughts and Crosses Engine). It consisted of a matchbox for each possible game position, each matchbox containing a number of colored beads, a different color for each possible move from that position. By drawing a bead at random from the matchbox corresponding to the current game position, one could determine MENACE's move. When a game was over, beads were added to or removed from the boxes used during play to reward or punish MENACE's decisions. Michie and Chambers (1968) described another tic-tac-toe reinforcement learner called GLEE (Game Learning Expectimaxing Engine) and a reinforcement learning controller called BOXES. They applied BOXES to the task of learning to balance a pole hinged to a movable cart on the basis of a failure signal occurring only when the pole fell or the cart reached the end of a track. This task was adapted from the earlier work of Widrow and Smith (1964), who used supervised learning methods, assuming instruction from a teacher already able to balance the pole. Michie and Chambers's version of pole-balancing is one of the best early examples of a reinforcement learning task under conditions of incomplete knowledge. It influenced much later work in reinforcement learning, beginning with some of our own studies (Barto, Sutton, and Anderson, 1983; Sutton, 1984). Michie consistently emphasized the role of trial and error and learning as essential aspects of artificial intelligence (Michie, 1974).

Widrow, Gupta, and Maitra (1973) modified the Least-Mean-Square (LMS) algorithm of Widrow and Hoff (1960) to produce a reinforcement learning rule that could learn from success and failure signals instead of from training examples. They called this form of learning "selective bootstrap adaptation" and described it as "learning with a critic" instead of "learning with a teacher." They analyzed this rule and showed how it could learn to play blackjack. This was an isolated foray into reinforcement learning by Widrow, whose contributions to supervised learning were much more influential. Our use of the term "critic" is derived from Widrow, Gupta, and Maitra's paper. Buchanan, Mitchell, Smith, and Johnson (1978) independently used the term critic in the context of machine learning (see also Dietterich and Buchanan, 1984), but for them a critic is an expert system able to do more than evaluate performance.

Research on *learning automata* had a more direct influence on the trial-and-error thread leading to modern reinforcement learning research. These are methods for solving a nonassociative, purely selectional learning problem known as the *k-armed bandit* by analogy to a slot machine, or "one-armed bandit," except with k levers (see Chapter 2). Learning automata are simple, low-memory machines for improving the probability of reward in these problems. Learning automata originated with work in the 1960s of the Russian mathematician and physicist M. L. Tsetlin and colleagues (published posthumously in Tsetlin, 1973) and has been extensively developed since then within engineering (see Narendra and Thathachar, 1974, 1989). These developments included the study of *stochastic learning automata*, which are methods for updating action probabilities on the basis of reward signals. Although not developed in the tradition of stochastic learning automata, Harth and Tzanakou's (1974) Alopex algorithm (for *Al*gorithm *o*f *p*attern *ex*traction) is a stochastic method for detecting correlations between actions and reinforcement that influenced some of our early research (Barto, Sutton, and Brouwer, 1981). Stochastic learning automata were foreshadowed by earlier work in psychology, beginning with William Estes' (1950) effort toward a statistical theory of learning and further developed by others (e.g., Bush and Mosteller, 1955; Sternberg, 1963).

1986; Sutton and Barto, 1987, 1990). Some neuroscience models developed at this time are well interpreted in terms of temporal-difference learning (Hawkins and Kandel, 1984; Byrne, Gingrich, and Baxter, 1990; Gelperin, Hopfield, and Tank, 1985; Tesauro, 1986; Friston et al., 1994), although in most cases there was no historical connection.

Our early work on temporal-difference learning was strongly influenced by animal learning theories and by Klopf's work. Relationships to Minsky's "Steps" paper and to Samuel's checkers players were recognized only afterward. By 1981, however, we were fully aware of all the prior work mentioned above as part of the temporal-difference and trial-and-error threads. At this time we developed a method for using temporal-difference learning combined with trial-and-error learning, known as the *actor–critic architecture*, and applied this method to Michie and Chambers's pole-balancing problem (Barto, Sutton, and Anderson, 1983). This method was extensively studied in Sutton's (1984) Ph.D. dissertation and extended to use backpropagation neural networks in Anderson's (1986) Ph.D. dissertation. Around this time, Holland (1986) incorporated temporal-difference ideas explicitly into his classifier systems in the form of his bucket-brigade algorithm. A key step was taken by Sutton (1988) by separating temporal-difference learning from control, treating it as a general prediction method. That paper also introduced the TD(λ) algorithm and proved some of its convergence properties.

As we were finalizing our work on the actor–critic architecture in 1981, we discovered a paper by Ian Witten (1977, 1976a) which appears to be the earliest publication of a temporal-difference learning rule. He proposed the method that we now call tabular TD(0) for use as part of an adaptive controller for solving MDPs. This work was first submitted for journal publication in 1974 and also appeared in Witten's 1976 PhD dissertation. Witten's work was a descendant of Andreae's early experiments with STeLLA and other trial-and-error learning systems. Thus, Witten's 1977 paper spanned both major threads of reinforcement learning research—trial-and-error learning and optimal control—while making a distinct early contribution to temporal-difference learning.

The temporal-difference and optimal control threads were fully brought together in 1989 with Chris Watkins's development of Q-learning. This work extended and integrated prior work in all three threads of reinforcement learning research. Paul Werbos (1987) contributed to this integration by arguing for the convergence of trial-and-error learning and dynamic programming since 1977. By the time of Watkins's work there had been tremendous growth in reinforcement learning research, primarily in the machine learning subfield of artificial intelligence, but also in artificial neural networks and artificial intelligence more broadly. In 1992, the remarkable success of Gerry Tesauro's backgammon playing program, TD-Gammon, brought additional attention to the field.

In the time since publication of the first edition of this book, a flourishing subfield of neuroscience developed that focuses on the relationship between reinforcement learning algorithms and reinforcement learning in the nervous system. Most responsible for this is an uncanny similarity between the behavior of temporal-difference algorithms and the activity of dopamine producing neurons in the brain, as pointed out by a number of researchers (Friston et al., 1994; Barto, 1995a; Houk, Adams, and Barto, 1995; Montague, Dayan, and Sejnowski, 1996; and Schultz, Dayan, and Montague, 1997). Chapter 15 provides an introduction to this exciting aspect of reinforcement learning. Other important

contributions made in the recent history of reinforcement learning are too numerous to mention in this brief account; we cite many of these at the end of the individual chapters in which they arise.

Bibliographical Remarks

For additional general coverage of reinforcement learning, we refer the reader to the books by Szepesvári (2010), Bertsekas and Tsitsiklis (1996), Kaelbling (1993a), and Sugiyama, Hachiya, and Morimura (2013). Books that take a control or operations research perspective include those of Si, Barto, Powell, and Wunsch (2004), Powell (2011), Lewis and Liu (2012), and Bertsekas (2012). Cao's (2009) review places reinforcement learning in the context of other approaches to learning and optimization of stochastic dynamic systems. Three special issues of the journal *Machine Learning* focus on reinforcement learning: Sutton (1992a), Kaelbling (1996), and Singh (2002). Useful surveys are provided by Barto (1995b); Kaelbling, Littman, and Moore (1996); and Keerthi and Ravindran (1997). The volume edited by Weiring and van Otterlo (2012) provides an excellent overview of recent developments.

1.2 The example of Phil's breakfast in this chapter was inspired by Agre (1988).

1.5 The temporal-difference method used in the tic-tac-toe example is developed in Chapter 6.

Part I: Tabular Solution Methods

In this part of the book we describe almost all the core ideas of reinforcement learning algorithms in their simplest forms: that in which the state and action spaces are small enough for the approximate value functions to be represented as arrays, or *tables*. In this case, the methods can often find exact solutions, that is, they can often find exactly the optimal value function and the optimal policy. This contrasts with the approximate methods described in the next part of the book, which only find approximate solutions, but which in return can be applied effectively to much larger problems.

The first chapter of this part of the book describes solution methods for the special case of the reinforcement learning problem in which there is only a single state, called bandit problems. The second chapter describes the general problem formulation that we treat throughout the rest of the book—finite Markov decision processes—and its main ideas including Bellman equations and value functions.

The next three chapters describe three fundamental classes of methods for solving finite Markov decision problems: dynamic programming, Monte Carlo methods, and temporal-difference learning. Each class of methods has its strengths and weaknesses. Dynamic programming methods are well developed mathematically, but require a complete and accurate model of the environment. Monte Carlo methods don't require a model and are conceptually simple, but are not well suited for step-by-step incremental computation. Finally, temporal-difference methods require no model and are fully incremental, but are more complex to analyze. The methods also differ in several ways with respect to their efficiency and speed of convergence.

The remaining two chapters describe how these three classes of methods can be combined to obtain the best features of each of them. In one chapter we describe how the strengths of Monte Carlo methods can be combined with the strengths of temporal-difference methods via multi-step bootstrapping methods. In the final chapter of this part of the book we show how temporal-difference learning methods can be combined with model learning and planning methods (such as dynamic programming) for a complete and unified solution to the tabular reinforcement learning problem.

Chapter 2

Multi-armed Bandits

The most important feature distinguishing reinforcement learning from other types of learning is that it uses training information that *evaluates* the actions taken rather than *instructs* by giving correct actions. This is what creates the need for active exploration, for an explicit search for good behavior. Purely evaluative feedback indicates how good the action taken was, but not whether it was the best or the worst action possible. Purely instructive feedback, on the other hand, indicates the correct action to take, independently of the action actually taken. This kind of feedback is the basis of supervised learning, which includes large parts of pattern classification, artificial neural networks, and system identification. In their pure forms, these two kinds of feedback are quite distinct: evaluative feedback depends entirely on the action taken, whereas instructive feedback is independent of the action taken.

In this chapter we study the evaluative aspect of reinforcement learning in a simplified setting, one that does not involve learning to act in more than one situation. This *nonassociative* setting is the one in which most prior work involving evaluative feedback has been done, and it avoids much of the complexity of the full reinforcement learning problem. Studying this case enables us to see most clearly how evaluative feedback differs from, and yet can be combined with, instructive feedback.

The particular nonassociative, evaluative feedback problem that we explore is a simple version of the k-armed bandit problem. We use this problem to introduce a number of basic learning methods which we extend in later chapters to apply to the full reinforcement learning problem. At the end of this chapter, we take a step closer to the full reinforcement learning problem by discussing what happens when the bandit problem becomes associative, that is, when actions are taken in more than one situation.

2.1 A k-armed Bandit Problem

Consider the following learning problem. You are faced repeatedly with a choice among k different options, or actions. After each choice you receive a numerical reward chosen from a stationary probability distribution that depends on the action you selected. Your

select randomly from among all the actions with equal probability, independently of the action-value estimates. We call methods using this near-greedy action selection rule *ε-greedy* methods. An advantage of these methods is that, in the limit as the number of steps increases, every action will be sampled an infinite number of times, thus ensuring that all the $Q_t(a)$ converge to $q_*(a)$. This of course implies that the probability of selecting the optimal action converges to greater than $1-\varepsilon$, that is, to near certainty. These are just asymptotic guarantees, however, and say little about the practical effectiveness of the methods.

Exercise 2.1 In ε-greedy action selection, for the case of two actions and $\varepsilon = 0.5$, what is the probability that the greedy action is selected? □

2.3 The 10-armed Testbed

To roughly assess the relative effectiveness of the greedy and ε-greedy action-value methods, we compared them numerically on a suite of test problems. This was a set of 2000 randomly generated k-armed bandit problems with $k = 10$. For each bandit problem, such as the one shown in Figure 2.1, the action values, $q_*(a)$, $a = 1, \ldots, 10$,

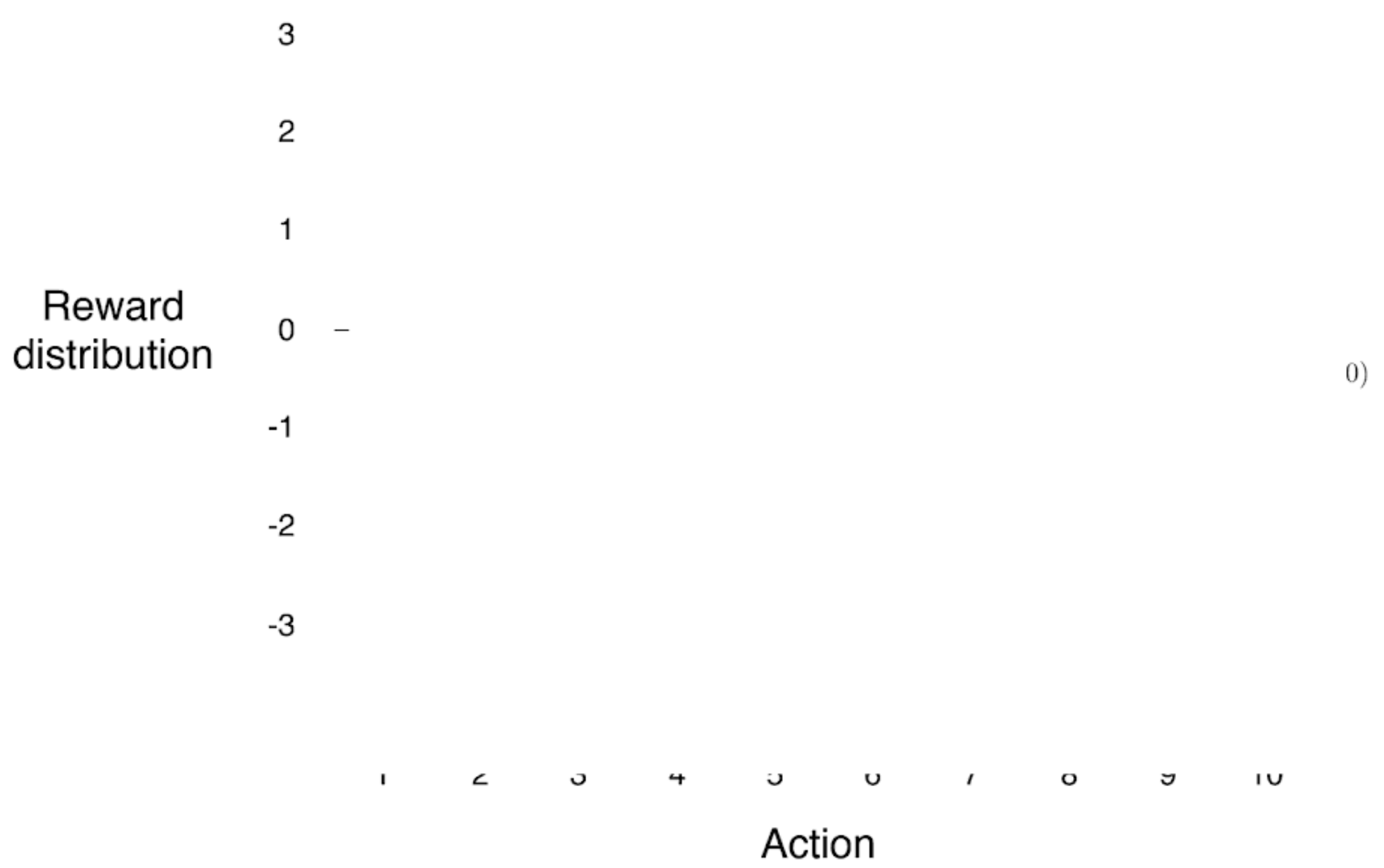


Figure 2.1: An example bandit problem from the 10-armed testbed. The true value $q_*(a)$ of each of the ten actions was selected according to a normal distribution with mean zero and unit variance, and then the actual rewards were selected according to a mean $q_*(a)$ unit variance normal distribution, as suggested by these gray distributions.

were selected according to a normal (Gaussian) distribution with mean 0 and variance 1. Then, when a learning method applied to that problem selected action A_t at time step t, the actual reward, R_t, was selected from a normal distribution with mean $q_*(A_t)$ and variance 1. These distributions are shown in gray in Figure 2.1. We call this suite of test tasks the *10-armed testbed*. For any learning method, we can measure its performance and behavior as it improves with experience over 1000 time steps when applied to one of the bandit problems. This makes up one *run*. Repeating this for 2000 independent runs, each with a different bandit problem, we obtained measures of the learning algorithm's average behavior.

Figure 2.2 compares a greedy method with two ε-greedy methods ($\varepsilon = 0.01$ and $\varepsilon = 0.1$), as described above, on the 10-armed testbed. All the methods formed their action-value estimates using the sample-average technique. The upper graph shows the increase in expected reward with experience. The greedy method improved slightly faster than the other methods at the very beginning, but then leveled off at a lower level. It achieved a reward-per-step of only about 1, compared with the best possible of about 1.55 on this testbed. The greedy method performed significantly worse in the long run because it often got stuck performing suboptimal actions. The lower graph shows that the greedy

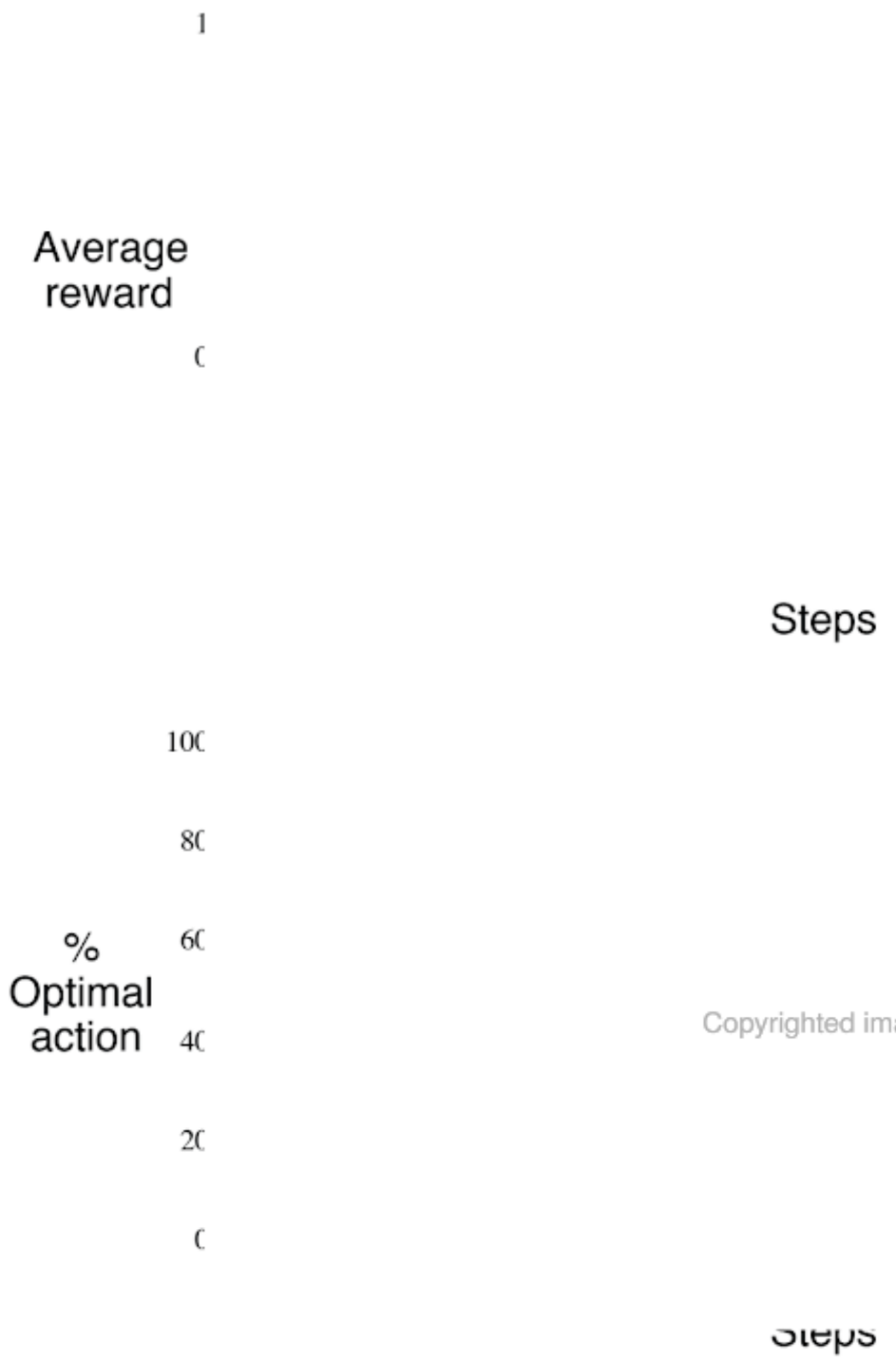


Figure 2.2: Average performance of ε-greedy action-value methods on the 10-armed testbed. These data are averages over 2000 runs with different bandit problems. All methods used sample averages as their action-value estimates.

method found the optimal action in only approximately one-third of the tasks. In the other two-thirds, its initial samples of the optimal action were disappointing, and it never returned to it. The ε-greedy methods eventually performed better because they continued to explore and to improve their chances of recognizing the optimal action. The $\varepsilon = 0.1$ method explored more, and usually found the optimal action earlier, but it never selected that action more than 91% of the time. The $\varepsilon = 0.01$ method improved more slowly, but eventually would perform better than the $\varepsilon = 0.1$ method on both performance measures shown in the figure. It is also possible to reduce ε over time to try to get the best of both high and low values.

The advantage of ε-greedy over greedy methods depends on the task. For example, suppose the reward variance had been larger, say 10 instead of 1. With noisier rewards it takes more exploration to find the optimal action, and ε-greedy methods should fare even better relative to the greedy method. On the other hand, if the reward variances were zero, then the greedy method would know the true value of each action after trying it once. In this case the greedy method might actually perform best because it would soon find the optimal action and then never explore. But even in the deterministic case there is a large advantage to exploring if we weaken some of the other assumptions. For example, suppose the bandit task were nonstationary, that is, the true values of the actions changed over time. In this case exploration is needed even in the deterministic case to make sure one of the nongreedy actions has not changed to become better than the greedy one. As we shall see in the next few chapters, nonstationarity is the case most commonly encountered in reinforcement learning. Even if the underlying task is stationary and deterministic, the learner faces a set of banditlike decision tasks each of which changes over time as learning proceeds and the agent's decision-making policy changes. Reinforcement learning requires a balance between exploration and exploitation.

Exercise 2.2: Bandit example Consider a k-armed bandit problem with $k = 4$ actions, denoted 1, 2, 3, and 4. Consider applying to this problem a bandit algorithm using ε-greedy action selection, sample-average action-value estimates, and initial estimates of $Q_1(a) = 0$, for all a. Suppose the initial sequence of actions and rewards is $A_1 = 1$, $R_1 = 1$, $A_2 = 2$, $R_2 = 1$, $A_3 = 2$, $R_3 = 2$, $A_4 = 2$, $R_4 = 2$, $A_5 = 3$, $R_5 = 0$. On some of these time steps the ε case may have occurred, causing an action to be selected at random. On which time steps did this definitely occur? On which time steps could this possibly have occurred? □

Exercise 2.3 In the comparison shown in Figure 2.2, which method will perform best in the long run in terms of cumulative reward and probability of selecting the best action? How much better will it be? Express your answer quantitatively. □

2.4 Incremental Implementation

The action-value methods we have discussed so far all estimate action values as sample averages of observed rewards. We now turn to the question of how these averages can be computed in a computationally efficient manner, in particular, with constant memory and constant per-time-step computation.

To simplify notation we concentrate on a single action. Let R_i now denote the reward received after the ith selection *of this action*, and let Q_n denote the estimate of its action value after it has been selected $n-1$ times, which we can now write simply as

$$Q_n \doteq \frac{R_1 + R_2 + \cdots + R_{n-1}}{n-1}.$$

The obvious implementation would be to maintain a record of all the rewards and then perform this computation whenever the estimated value was needed. However, if this is done, then the memory and computational requirements would grow over time as more rewards are seen. Each additional reward would require additional memory to store it and additional computation to compute the sum in the numerator.

As you might suspect, this is not really necessary. It is easy to devise incremental formulas for updating averages with small, constant computation required to process each new reward. Given Q_n and the nth reward, R_n, the new average of all n rewards can be computed by

$$\begin{aligned}
Q_{n+1} &= \frac{1}{n}\sum_{i=1}^{n} R_i \\
&= \frac{1}{n}\left(R_n + \sum_{i=1}^{n-1} R_i\right) \\
&= \frac{1}{n}\left(R_n + (n-1)\frac{1}{n-1}\sum_{i=1}^{n-1} R_i\right) \\
&= \frac{1}{n}\Big(R_n + (n-1)Q_n\Big) \\
&= \frac{1}{n}\Big(R_n + nQ_n - Q_n\Big) \\
&= Q_n + \frac{1}{n}\Big[R_n - Q_n\Big], \qquad (2.3)
\end{aligned}$$

which holds even for $n = 1$, obtaining $Q_2 = R_1$ for arbitrary Q_1. This implementation requires memory only for Q_n and n, and only the small computation (2.3) for each new reward.

This update rule (2.3) is of a form that occurs frequently throughout this book. The general form is

$$\textit{NewEstimate} \leftarrow \textit{OldEstimate} \;+\; \textit{StepSize}\,\Big[\textit{Target} - \textit{OldEstimate}\Big]. \qquad (2.4)$$

The expression $\big[\textit{Target} - \textit{OldEstimate}\big]$ is an *error* in the estimate. It is reduced by taking a step toward the "Target." The target is presumed to indicate a desirable direction in which to move, though it may be noisy. In the case above, for example, the target is the nth reward.

Note that the step-size parameter (*StepSize*) used in the incremental method (2.3) changes from time step to time step. In processing the nth reward for action a, the

method uses the step-size parameter $\frac{1}{n}$. In this book we denote the step-size parameter by α or, more generally, by $\alpha_t(a)$.

Pseudocode for a complete bandit algorithm using incrementally computed sample averages and ε-greedy action selection is shown in the box below. The function $bandit(a)$ is assumed to take an action and return a corresponding reward.

2.5 Tracking a Nonstationary Problem

The averaging methods discussed so far are appropriate for stationary bandit problems, that is, for bandit problems in which the reward probabilities do not change over time. As noted earlier, we often encounter reinforcement learning problems that are effectively nonstationary. In such cases it makes sense to give more weight to recent rewards than to long-past rewards. One of the most popular ways of doing this is to use a constant step-size parameter. For example, the incremental update rule (2.3) for updating an average Q_n of the $n-1$ past rewards is modified to be

$$Q_{n+1} \doteq Q_n + \alpha\Big[R_n - Q_n\Big], \tag{2.5}$$

where the step-size parameter $\alpha \in (0,1]$ is constant. This results in Q_{n+1} being a weighted average of past rewards and the initial estimate Q_1:

$$\begin{aligned}
Q_{n+1} &= Q_n + \alpha\Big[R_n - Q_n\Big] \\
&= \alpha R_n + (1-\alpha)Q_n \\
&= \alpha R_n + (1-\alpha)\left[\alpha R_{n-1} + (1-\alpha)Q_{n-1}\right] \\
&= \alpha R_n + (1-\alpha)\alpha R_{n-1} + (1-\alpha)^2 Q_{n-1} \\
&= \alpha R_n + (1-\alpha)\alpha R_{n-1} + (1-\alpha)^2\alpha R_{n-2} + \\
&\qquad \cdots + (1-\alpha)^{n-1}\alpha R_1 + (1-\alpha)^n Q_1 \\
&= (1-\alpha)^n Q_1 + \sum_{i=1}^{n} \alpha(1-\alpha)^{n-i} R_i.
\end{aligned} \tag{2.6}$$

temporary. If the task changes, creating a renewed need for exploration, this method cannot help. Indeed, any method that focuses on the initial conditions in any special way is unlikely to help with the general nonstationary case. The beginning of time occurs only once, and thus we should not focus on it too much. This criticism applies as well to the sample-average methods, which also treat the beginning of time as a special event, averaging all subsequent rewards with equal weights. Nevertheless, all of these methods are very simple, and one of them—or some simple combination of them—is often adequate in practice. In the rest of this book we make frequent use of several of these simple exploration techniques.

Exercise 2.6: Mysterious Spikes The results shown in Figure 2.3 should be quite reliable because they are averages over 2000 individual, randomly chosen 10-armed bandit tasks. Why, then, are there oscillations and spikes in the early part of the curve for the optimistic method? In other words, what might make this method perform particularly better or worse, on average, on particular early steps? □

Exercise 2.7: Unbiased Constant-Step-Size Trick In most of this chapter we have used sample averages to estimate action values because sample averages do not produce the initial bias that constant step sizes do (see the analysis in (2.6)). However, sample averages are not a completely satisfactory solution because they may perform poorly on nonstationary problems. Is it possible to avoid the bias of constant step sizes while retaining their advantages on nonstationary problems? One way is to use a step size of

$$\beta_n \doteq \alpha/\bar{o}_n, \tag{2.8}$$

to process the nth reward for a particular action, where $\alpha > 0$ is a conventional constant step size, and $\bar{o}_n$ is a trace of one that starts at 0:

$$\bar{o}_n \doteq \bar{o}_{n-1} + \alpha(1 - \bar{o}_{n-1}), \quad \text{for } n \geq 0, \quad \text{with } \bar{o}_0 \doteq 0. \tag{2.9}$$

Carry out an analysis like that in (2.6) to show that Q_n is an exponential recency-weighted average *without initial bias*. □

2.7 Upper-Confidence-Bound Action Selection

Exploration is needed because there is always uncertainty about the accuracy of the action-value estimates. The greedy actions are those that look best at present, but some of the other actions may actually be better. ε-greedy action selection forces the non-greedy actions to be tried, but indiscriminately, with no preference for those that are nearly greedy or particularly uncertain. It would be better to select among the non-greedy actions according to their potential for actually being optimal, taking into account both how close their estimates are to being maximal and the uncertainties in those estimates. One effective way of doing this is to select actions according to

$$A_t \doteq \arg\max_a \left[Q_t(a) + \qquad \right], \tag{2.10}$$

where $\ln t$ denotes the natural logarithm of t (the number that $e \approx 2.71828$ would have to be raised to in order to equal t), $N_t(a)$ denotes the number of times that action a has

been selected prior to time t (the denominator in (2.1)), and the number $c > 0$ controls the degree of exploration. If $N_t(a) = 0$, then a is considered to be a maximizing action.

The idea of this *upper confidence bound* (UCB) action selection is that the square-root term is a measure of the uncertainty or variance in the estimate of a's value. The quantity being max'ed over is thus a sort of upper bound on the possible true value of action a, with c determining the confidence level. Each time a is selected the uncertainty is presumably reduced: $N_t(a)$ increments, and, as it appears in the denominator, the uncertainty term decreases. On the other hand, each time an action other than a is selected, t increases but $N_t(a)$ does not; because t appears in the numerator, the uncertainty estimate increases. The use of the natural logarithm means that the increases get smaller over time, but are unbounded; all actions will eventually be selected, but actions with lower value estimates, or that have already been selected frequently, will be selected with decreasing frequency over time.

Results with UCB on the 10-armed testbed are shown in Figure 2.4. UCB often performs well, as shown here, but is more difficult than ε-greedy to extend beyond bandits to the more general reinforcement learning settings considered in the rest of this book. One difficulty is in dealing with nonstationary problems; methods more complex than those presented in Section 2.5 would be needed. Another difficulty is dealing with large state spaces, particularly when using function approximation as developed in Part II of this book. In these more advanced settings the idea of UCB action selection is usually not practical.

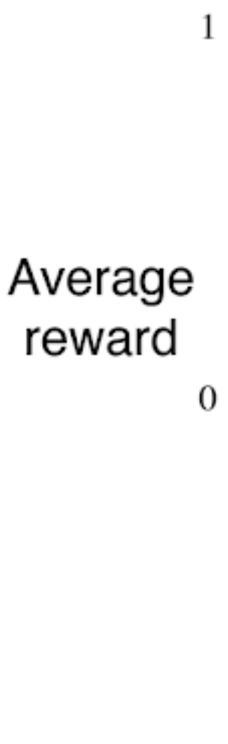


Figure 2.4: Average performance of UCB action selection on the 10-armed testbed. As shown, UCB generally performs better than ε-greedy action selection, except in the first k steps, when it selects randomly among the as-yet-untried actions.

Exercise 2.8: UCB Spikes In Figure 2.4 the UCB algorithm shows a distinct spike in performance on the 11th step. Why is this? Note that for your answer to be fully satisfactory it must explain both why the reward increases on the 11th step and why it decreases on the subsequent steps. Hint: if $c = 1$, then the spike is less prominent. □

2.8 Gradient Bandit Algorithms

So far in this chapter we have considered methods that estimate action values and use those estimates to select actions. This is often a good approach, but it is not the only one possible. In this section we consider learning a numerical *preference* for each action a, which we denote $H_t(a)$. The larger the preference, the more often that action is taken, but the preference has no interpretation in terms of reward. Only the relative preference of one action over another is important; if we add 1000 to all the action preferences there is no effect on the action probabilities, which are determined according to a *soft-max distribution* (i.e., Gibbs or Boltzmann distribution) as follows:

$$\Pr\{A_t = a\} \doteq \frac{e^{H_t(a)}}{\sum_{b=1}^{k} e^{H_t(b)}} \doteq \pi_t(a), \tag{2.11}$$

where here we have also introduced a useful new notation, $\pi_t(a)$, for the probability of taking action a at time t. Initially all action preferences are the same (e.g., $H_1(a) = 0$, for all a) so that all actions have an equal probability of being selected.

Exercise 2.9 Show that in the case of two actions, the soft-max distribution is the same as that given by the logistic, or sigmoid, function often used in statistics and artificial neural networks. □

There is a natural learning algorithm for this setting based on the idea of stochastic gradient ascent. On each step, after selecting action A_t and receiving the reward R_t, the action preferences are updated by:

$$\begin{aligned} H_{t+1}(A_t) &\doteq H_t(A_t) + \alpha\big(R_t - \bar{R}_t\big)\big(1 - \pi_t(A_t)\big), && \text{and} \\ H_{t+1}(a) &\doteq H_t(a) - \alpha\big(R_t - \bar{R}_t\big)\pi_t(a), && \text{for all } a \neq A_t, \end{aligned} \tag{2.12}$$

where $\alpha > 0$ is a step-size parameter, and $\bar{R}_t \in \mathbb{R}$ is the average of all the rewards up through and including time t, which can be computed incrementally as described in Section 2.4 (or Section 2.5 if the problem is nonstationary). The $\bar{R}_t$ term serves as a baseline with which the reward is compared. If the reward is higher than the baseline, then the probability of taking A_t in the future is increased, and if the reward is below baseline, then probability is decreased. The non-selected actions move in the opposite direction.

Figure 2.5 shows results with the gradient bandit algorithm on a variant of the 10-armed testbed in which the true expected rewards were selected according to a normal distribution with a mean of +4 instead of zero (and with unit variance as before). This shifting up of all the rewards has absolutely no effect on the gradient bandit algorithm because of the reward baseline term, which instantaneously adapts to the new level. But if the baseline were omitted (that is, if $\bar{R}_t$ was taken to be constant zero in (2.12)), then performance would be significantly degraded, as shown in the figure.

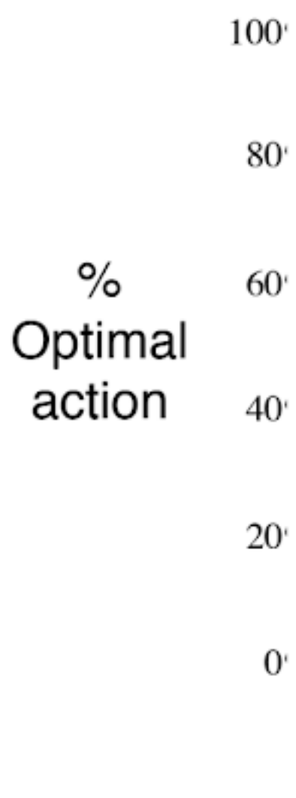


Figure 2.5: Average performance of the gradient bandit algorithm with and without a reward baseline on the 10-armed testbed when the $q_*(a)$ are chosen to be near $+4$ rather than near zero.

steps. First we take a closer look at the exact performance gradient:

$$\begin{aligned}\frac{\partial \mathbb{E}[R_t]}{\partial H_t(a)} &= \frac{\partial}{\partial H_t(a)}\left[\sum_x \pi_t(x) q_*(x)\right] \\ &= \sum_x q_*(x)\frac{\partial \pi_t(x)}{\partial H_t(a)} \\ &= \sum_x \big(q_*(x) - B_t\big)\frac{\partial \pi_t(x)}{\partial H_t(a)},\end{aligned}$$

where B_t, called the *baseline* , can be any scalar that does not depend on x. We can include a baseline here without changing the equality because the gradient sums to zero over all the actions, $\sum_x \frac{\partial \pi_t(x)}{\partial H_t(a)} = 0$—as $H_t(a)$ is changed, some actions' probabilities go up and some go down, but the sum of the changes must be zero because the sum of the probabilities is always one.

Next we multiply each term of the sum by $\pi_t(x)/\pi_t(x)$:

$$\frac{\partial \mathbb{E}[R_t]}{\partial H_t(a)} = \sum_x \pi_t(x)\big(q_*(x) - B_t\big)\frac{\partial \pi_t(x)}{\partial H_t(a)}/\pi_t(x).$$

The equation is now in the form of an expectation, summing over all possible values x of the random variable A_t, then multiplying by the probability of taking those values. Thus:

$$\begin{aligned}&= \mathbb{E}\left[\big(q_*(A_t) - B_t\big)\frac{\partial \pi_t(A_t)}{\partial H_t(a)}/\pi_t(A_t)\right] \\ &= \mathbb{E}\left[\big(R_t - \bar{R}_t\big)\frac{\partial \pi_t(A_t)}{\partial H_t(a)}/\pi_t(A_t)\right],\end{aligned}$$

where here we have chosen the baseline $B_t = \bar{R}_t$ and substituted R_t for $q_*(A_t)$, which is permitted because $\mathbb{E}[R_t|A_t] = q_*(A_t)$. Shortly we will establish that $\frac{\partial \pi_t(x)}{\partial H_t(a)} = \pi_t(x)\big(\mathbb{1}_{a=x} - \pi_t(a)\big)$, where $\mathbb{1}_{a=x}$ is defined to be 1 if $a = x$, else 0. Assuming that for now, we have

$$\begin{aligned}&= \mathbb{E}\big[\big(R_t - \bar{R}_t\big)\pi_t(A_t)\big(\mathbb{1}_{a=A_t} - \pi_t(a)\big)/\pi_t(A_t)\big] \\ &= \mathbb{E}\big[\big(R_t - \bar{R}_t\big)\big(\mathbb{1}_{a=A_t} - \pi_t(a)\big)\big].\end{aligned}$$

Recall that our plan has been to write the performance gradient as an expectation of something that we can sample on each step, as we have just done, and then update on each step proportional to the sample. Substituting a sample of the expectation above for the performance gradient in (2.13) yields:

$$H_{t+1}(a) = H_t(a) + \alpha\big(R_t - \bar{R}_t\big)\big(\mathbb{1}_{a=A_t} - \pi_t(a)\big), \qquad \text{for all } a,$$

which you may recognize as being equivalent to our original algorithm (2.12).

2.10 Summary

We have presented in this chapter several simple ways of balancing exploration and exploitation. The ε-greedy methods choose randomly a small fraction of the time, whereas UCB methods choose deterministically but achieve exploration by subtly favoring at each step the actions that have so far received fewer samples. Gradient bandit algorithms estimate not action values, but action preferences, and favor the more preferred actions in a graded, probabilistic manner using a soft-max distribution. The simple expedient of initializing estimates optimistically causes even greedy methods to explore significantly.

It is natural to ask which of these methods is best. Although this is a difficult question to answer in general, we can certainly run them all on the 10-armed testbed that we have used throughout this chapter and compare their performances. A complication is that they all have a parameter; to get a meaningful comparison we have to consider their performance as a function of their parameter. Our graphs so far have shown the course of learning over time for each algorithm and parameter setting, to produce a *learning curve* for that algorithm and parameter setting. If we plotted learning curves for all algorithms and all parameter settings, then the graph would be too complex and crowded to make clear comparisons. Instead we summarize a complete learning curve by its average value over the 1000 steps; this value is proportional to the area under the learning curve. Figure 2.6 shows this measure for the various bandit algorithms from this chapter, each as a function of its own parameter shown on a single scale on the x-axis. This kind of graph is called a *parameter study*. Note that the parameter values are varied by factors of two and presented on a log scale. Note also the characteristic inverted-U shapes of each algorithm's performance; all the algorithms perform best at an intermediate value of their parameter, neither too large nor too small. In assessing

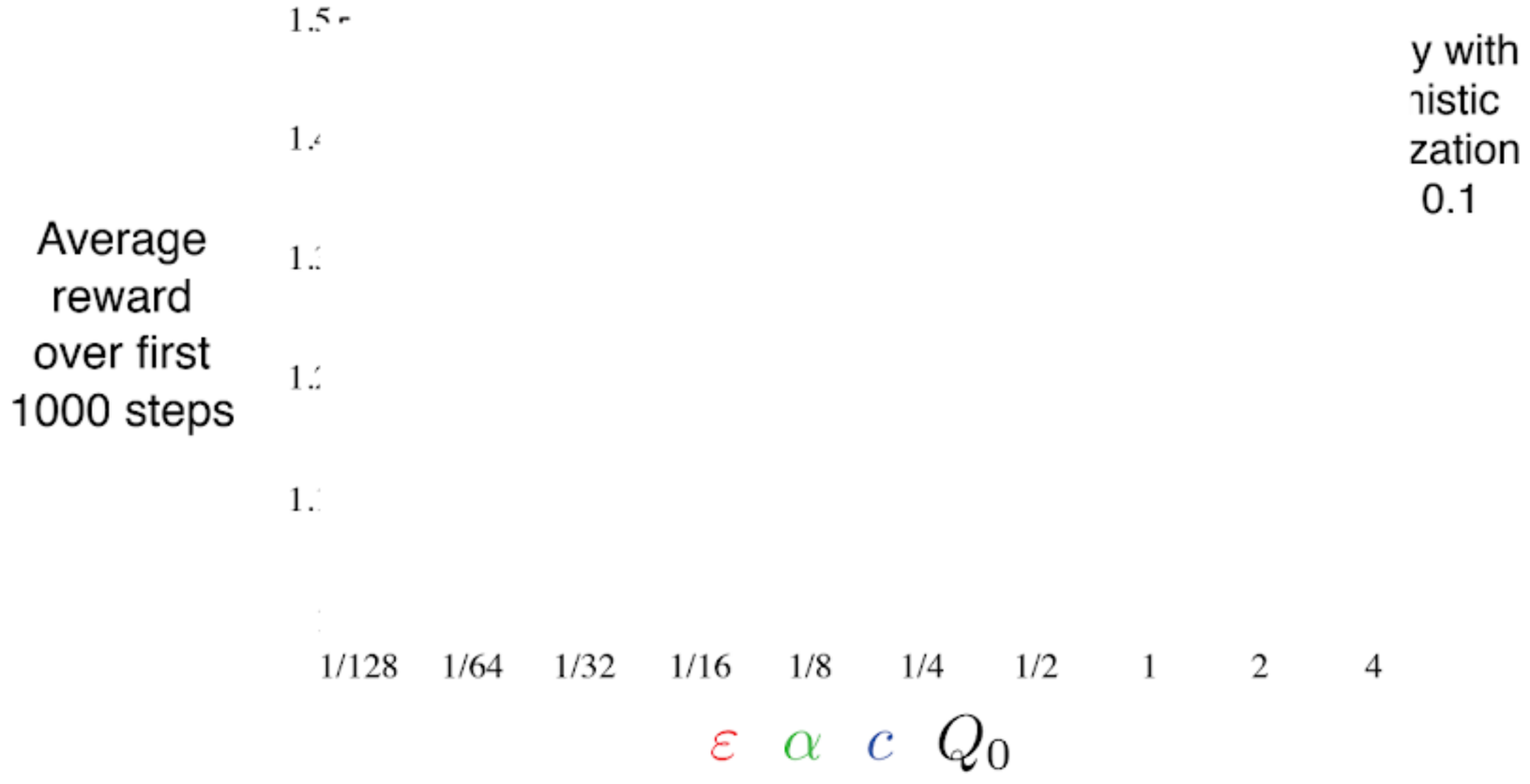


Figure 2.6: A parameter study of the various bandit algorithms presented in this chapter. Each point is the average reward obtained over 1000 steps with a particular algorithm at a particular setting of its parameter.

a method, we should attend not just to how well it does at its best parameter setting, but also to how sensitive it is to its parameter value. All of these algorithms are fairly insensitive, performing well over a range of parameter values varying by about an order of magnitude. Overall, on this problem, UCB seems to perform best.

Despite their simplicity, in our opinion the methods presented in this chapter can fairly be considered the state of the art. There are more sophisticated methods, but their complexity and assumptions make them impractical for the full reinforcement learning problem that is our real focus. Starting in Chapter 5 we present learning methods for solving the full reinforcement learning problem that use in part the simple methods explored in this chapter.

Although the simple methods explored in this chapter may be the best we can do at present, they are far from a fully satisfactory solution to the problem of balancing exploration and exploitation.

One well-studied approach to balancing exploration and exploitation in k-armed bandit problems is to compute a special kind of action value called a *Gittins index*. In certain important special cases, this computation is tractable and leads directly to optimal solutions, although it does require complete knowledge of the prior distribution of possible problems, which we generally assume is not available. In addition, neither the theory nor the computational tractability of this approach appear to generalize to the full reinforcement learning problem that we consider in the rest of the book.

The Gittins-index approach is an instance of *Bayesian* methods, which assume a known initial distribution over the action values and then update the distribution exactly after each step (assuming that the true action values are stationary). In general, the update computations can be very complex, but for certain special distributions (called *conjugate priors*) they are easy. One possibility is to then select actions at each step according to their posterior probability of being the best action. This method, sometimes called *posterior sampling* or *Thompson sampling*, often performs similarly to the best of the distribution-free methods we have presented in this chapter.

In the Bayesian setting it is even conceivable to compute the *optimal* balance between exploration and exploitation. One can compute for any possible action the probability of each possible immediate reward and the resultant posterior distributions over action values. This evolving distribution becomes the *information state* of the problem. Given a horizon, say of 1000 steps, one can consider all possible actions, all possible resulting rewards, all possible next actions, all next rewards, and so on for all 1000 steps. Given the assumptions, the rewards and probabilities of each possible chain of events can be determined, and one need only pick the best. But the tree of possibilities grows extremely rapidly; even if there were only two actions and two rewards, the tree would have 2^{2000} leaves. It is generally not feasible to perform this immense computation exactly, but perhaps it could be approximated efficiently. This approach would effectively turn the bandit problem into an instance of the full reinforcement learning problem. In the end, we may be able to use approximate reinforcement learning methods such as those presented in Part II of this book to approach this optimal solution. But that is a topic for research and beyond the scope of this introductory book.

Exercise 2.11 (programming) Make a figure analogous to Figure 2.6 for the nonstationary case outlined in Exercise 2.5. Include the constant-step-size ε-greedy algorithm with $\alpha = 0.1$. Use runs of 200,000 steps and, as a performance measure for each algorithm and parameter setting, use the average reward over the last 100,000 steps. □

Bibliographical and Historical Remarks

2.1 Bandit problems have been studied in statistics, engineering, and psychology. In statistics, bandit problems fall under the heading "sequential design of experiments," introduced by Thompson (1933, 1934) and Robbins (1952), and studied by Bellman (1956). Berry and Fristedt (1985) provide an extensive treatment of bandit problems from the perspective of statistics. Narendra and Thathachar (1989) treat bandit problems from the engineering perspective, providing a good discussion of the various theoretical traditions that have focused on them. In psychology, bandit problems have played roles in statistical learning theory (e.g., Bush and Mosteller, 1955; Estes, 1950).

The term *greedy* is often used in the heuristic search literature (e.g., Pearl, 1984). The conflict between exploration and exploitation is known in control engineering as the conflict between identification (or estimation) and control (e.g., Witten, 1976b). Feldbaum (1965) called it the *dual control* problem, referring to the need to solve the two problems of identification and control simultaneously when trying to control a system under uncertainty. In discussing aspects of genetic algorithms, Holland (1975) emphasized the importance of this conflict, referring to it as the conflict between the need to exploit and the need for new information.

2.2 Action-value methods for our k-armed bandit problem were first proposed by Thathachar and Sastry (1985). These are often called *estimator algorithms* in the learning automata literature. The term *action value* is due to Watkins (1989). The first to use ε-greedy methods may also have been Watkins (1989, p. 187), but the idea is so simple that some earlier use seems likely.

2.4–5 This material falls under the general heading of stochastic iterative algorithms, which is well covered by Bertsekas and Tsitsiklis (1996).

2.6 Optimistic initialization was used in reinforcement learning by Sutton (1996).

2.7 Early work on using estimates of the upper confidence bound to select actions was done by Lai and Robbins (1985), Kaelbling (1993b), and Agrawal (1995). The UCB algorithm we present here is called UCB1 in the literature and was first developed by Auer, Cesa-Bianchi and Fischer (2002).

2.8 Gradient bandit algorithms are a special case of the gradient-based reinforcement learning algorithms introduced by Williams (1992), and that later developed into the actor–critic and policy-gradient algorithms that we treat later in this book. Our development here was influenced by that by Balaraman Ravindran (personal

communication). Further discussion of the choice of baseline is provided there and by Greensmith, Bartlett, and Baxter (2002, 2004) and Dick (2015). Early systematic studies of algorithms like this were done by Sutton (1984).

The term *soft-max* for the action selection rule (2.11) is due to Bridle (1990). This rule appears to have been first proposed by Luce (1959).

2.9 The term *associative search* and the corresponding problem were introduced by Barto, Sutton, and Brouwer (1981). The term *associative reinforcement learning* has also been used for associative search (Barto and Anandan, 1985), but we prefer to reserve that term as a synonym for the full reinforcement learning problem (as in Sutton, 1984). (And, as we noted, the modern literature also uses the term "contextual bandits" for this problem.) We note that Thorndike's Law of Effect (quoted in Chapter 1) describes associative search by referring to the formation of associative links between situations (states) and actions. According to the terminology of operant, or instrumental, conditioning (e.g., Skinner, 1938), a discriminative stimulus is a stimulus that signals the presence of a particular reinforcement contingency. In our terms, different discriminative stimuli correspond to different states.

2.10 Bellman (1956) was the first to show how dynamic programming could be used to compute the optimal balance between exploration and exploitation within a Bayesian formulation of the problem. The Gittins index approach is due to Gittins and Jones (1974). Duff (1995) showed how it is possible to learn Gittins indices for bandit problems through reinforcement learning. The survey by Kumar (1985) provides a good discussion of Bayesian and non-Bayesian approaches to these problems. The term *information state* comes from the literature on partially observable MDPs; see, for example, Lovejoy (1991).

Other theoretical research focuses on the efficiency of exploration, usually expressed as how quickly an algorithm can approach an optimal decision-making policy. One way to formalize exploration efficiency is by adapting to reinforcement learning the notion of *sample complexity* for a supervised learning algorithm, which is the number of training examples the algorithm needs to attain a desired degree of accuracy in learning the target function. A definition of the sample complexity of exploration for a reinforcement learning algorithm is the number of time steps in which the algorithm does not select near-optimal actions (Kakade, 2003). Li (2012) discusses this and several other approaches in a survey of theoretical approaches to exploration efficiency in reinforcement learning. A thorough modern treatment of Thompson sampling is provided by Russo et al. (2018).

but here it just reminds us that p specifies a probability distribution for each choice of s and a, that is, that

$$\sum_{s' \in \mathcal{S}} \sum_{r \in \mathcal{R}} p(s', r \,|\, s, a) = 1, \text{ for all } s \in \mathcal{S}, a \in \mathcal{A}(s). \tag{3.3}$$

In a *Markov* decision process, the probabilities given by p completely characterize the environment's dynamics. That is, the probability of each possible value for S_t and R_t depends only on the immediately preceding state and action, S_{t-1} and A_{t-1}, and, given them, not at all on earlier states and actions. This is best viewed a restriction not on the decision process, but on the *state*. The state must include information about all aspects of the past agent–environment interaction that make a difference for the future. If it does, then the state is said to have the *Markov property*. We will assume the Markov property throughout this book, though starting in Part II we will consider approximation methods that do not rely on it, and in Chapter 17 we consider how a Markov state can be learned and constructed from non-Markov observations.

From the four-argument dynamics function, p, one can compute anything else one might want to know about the environment, such as the *state-transition probabilities* (which we denote, with a slight abuse of notation, as a three-argument function $p : \mathcal{S} \times \mathcal{S} \times \mathcal{A} \to [0, 1]$),

$$p(s' \,|\, s, a) \doteq \Pr\{S_t = s' \mid S_{t-1} = s, A_{t-1} = a\} = \sum_{r \in \mathcal{R}} p(s', r \,|\, s, a). \tag{3.4}$$

We can also compute the expected rewards for state–action pairs as a two-argument function $r : \mathcal{S} \times \mathcal{A} \to \mathbb{R}$:

$$r(s, a) \doteq \mathbb{E}[R_t \mid S_{t-1} = s, A_{t-1} = a] = \sum_{r \in \mathcal{R}} r \sum_{s' \in \mathcal{S}} p(s', r \,|\, s, a), \tag{3.5}$$

and the expected rewards for state–action–next-state triples as a three-argument function $r : \mathcal{S} \times \mathcal{A} \times \mathcal{S} \to \mathbb{R}$,

$$r(s, a, s') \doteq \mathbb{E}[R_t \mid S_{t-1} = s, A_{t-1} = a, S_t = s'] = \sum_{r \in \mathcal{R}} r \frac{p(s', r \,|\, s, a)}{p(s' \,|\, s, a)}. \tag{3.6}$$

In this book, we usually use the four-argument p function (3.2), but each of these other notations are also occasionally convenient.

The MDP framework is abstract and flexible and can be applied to many different problems in many different ways. For example, the time steps need not refer to fixed intervals of real time; they can refer to arbitrary successive stages of decision making and acting. The actions can be low-level controls, such as the voltages applied to the motors of a robot arm, or high-level decisions, such as whether or not to have lunch or to go to graduate school. Similarly, the states can take a wide variety of forms. They can be completely determined by low-level sensations, such as direct sensor readings, or they can be more high-level and abstract, such as symbolic descriptions of objects in a room. Some of what makes up a state could be based on memory of past sensations or

even be entirely mental or subjective. For example, an agent could be in the state of not being sure where an object is, or of having just been surprised in some clearly defined sense. Similarly, some actions might be totally mental or computational. For example, some actions might control what an agent chooses to think about, or where it focuses its attention. In general, actions can be any decisions we want to learn how to make, and the states can be anything we can know that might be useful in making them.

In particular, the boundary between agent and environment is typically not the same as the physical boundary of robot's or animal's body. Usually, the boundary is drawn closer to the agent than that. For example, the motors and mechanical linkages of a robot and its sensing hardware should usually be considered parts of the environment rather than parts of the agent. Similarly, if we apply the MDP framework to a person or animal, the muscles, skeleton, and sensory organs should be considered part of the environment. Rewards, too, presumably are computed inside the physical bodies of natural and artificial learning systems, but are considered external to the agent.

The general rule we follow is that anything that cannot be changed arbitrarily by the agent is considered to be outside of it and thus part of its environment. We do not assume that everything in the environment is unknown to the agent. For example, the agent often knows quite a bit about how its rewards are computed as a function of its actions and the states in which they are taken. But we always consider the reward computation to be external to the agent because it defines the task facing the agent and thus must be beyond its ability to change arbitrarily. In fact, in some cases the agent may know *everything* about how its environment works and still face a difficult reinforcement learning task, just as we may know exactly how a puzzle like Rubik's cube works, but still be unable to solve it. The agent–environment boundary represents the limit of the agent's *absolute control*, not of its knowledge.

The agent–environment boundary can be located at different places for different purposes. In a complicated robot, many different agents may be operating at once, each with its own boundary. For example, one agent may make high-level decisions which form part of the states faced by a lower-level agent that implements the high-level decisions. In practice, the agent–environment boundary is determined once one has selected particular states, actions, and rewards, and thus has identified a specific decision making task of interest.

The MDP framework is a considerable abstraction of the problem of goal-directed learning from interaction. It proposes that whatever the details of the sensory, memory, and control apparatus, and whatever objective one is trying to achieve, any problem of learning goal-directed behavior can be reduced to three signals passing back and forth between an agent and its environment: one signal to represent the choices made by the agent (the actions), one signal to represent the basis on which the choices are made (the states), and one signal to define the agent's goal (the rewards). This framework may not be sufficient to represent all decision-learning problems usefully, but it has proved to be widely useful and applicable.

Of course, the particular states and actions vary greatly from task to task, and how they are represented can strongly affect performance. In reinforcement learning, as in other kinds of learning, such representational choices are at present more art than science.

In this book we offer some advice and examples regarding good ways of representing states and actions, but our primary focus is on general principles for learning how to behave once the representations have been selected.

Example 3.1: Bioreactor Suppose reinforcement learning is being applied to determine moment-by-moment temperatures and stirring rates for a bioreactor (a large vat of nutrients and bacteria used to produce useful chemicals). The actions in such an application might be target temperatures and target stirring rates that are passed to lower-level control systems that, in turn, directly activate heating elements and motors to attain the targets. The states are likely to be thermocouple and other sensory readings, perhaps filtered and delayed, plus symbolic inputs representing the ingredients in the vat and the target chemical. The rewards might be moment-by-moment measures of the rate at which the useful chemical is produced by the bioreactor. Notice that here each state is a list, or vector, of sensor readings and symbolic inputs, and each action is a vector consisting of a target temperature and a stirring rate. It is typical of reinforcement learning tasks to have states and actions with such structured representations. Rewards, on the other hand, are always single numbers. ■

Example 3.2: Pick-and-Place Robot Consider using reinforcement learning to control the motion of a robot arm in a repetitive pick-and-place task. If we want to learn movements that are fast and smooth, the learning agent will have to control the motors directly and have low-latency information about the current positions and velocities of the mechanical linkages. The actions in this case might be the voltages applied to each motor at each joint, and the states might be the latest readings of joint angles and velocities. The reward might be +1 for each object successfully picked up and placed. To encourage smooth movements, on each time step a small, negative reward can be given as a function of the moment-to-moment "jerkiness" of the motion. ■

Exercise 3.1 Devise three example tasks of your own that fit into the MDP framework, identifying for each its states, actions, and rewards. Make the three examples as *different* from each other as possible. The framework is abstract and flexible and can be applied in many different ways. Stretch its limits in some way in at least one of your examples. □

Exercise 3.2 Is the MDP framework adequate to usefully represent *all* goal-directed learning tasks? Can you think of any clear exceptions? □

Exercise 3.3 Consider the problem of driving. You could define the actions in terms of the accelerator, steering wheel, and brake, that is, where your body meets the machine. Or you could define them farther out—say, where the rubber meets the road, considering your actions to be tire torques. Or you could define them farther in—say, where your brain meets your body, the actions being muscle twitches to control your limbs. Or you could go to a really high level and say that your actions are your choices of *where* to drive. What is the right level, the right place to draw the line between agent and environment? On what basis is one location of the line to be preferred over another? Is there any fundamental reason for preferring one location over another, or is it a free choice? □

Exercise 3.4 Give a table analogous to that in Example 3.3, but for $p(s', r \mid s, a)$. It should have columns for s, a, s', r, and $p(s', r \mid s, a)$, and a row for every 4-tuple for which $p(s', r \mid s, a) > 0$. □

3.2 Goals and Rewards

In reinforcement learning, the purpose or goal of the agent is formalized in terms of a special signal, called the *reward*, passing from the environment to the agent. At each time step, the reward is a simple number, $R_t \in \mathbb{R}$. Informally, the agent's goal is to maximize the total amount of reward it receives. This means maximizing not immediate reward, but cumulative reward in the long run. We can clearly state this informal idea as the *reward hypothesis*:

> That all of what we mean by goals and purposes can be well thought of as the maximization of the expected value of the cumulative sum of a received scalar signal (called reward).

The use of a reward signal to formalize the idea of a goal is one of the most distinctive features of reinforcement learning.

Although formulating goals in terms of reward signals might at first appear limiting, in practice it has proved to be flexible and widely applicable. The best way to see this is to consider examples of how it has been, or could be, used. For example, to make a robot learn to walk, researchers have provided reward on each time step proportional to the robot's forward motion. In making a robot learn how to escape from a maze, the reward is often -1 for every time step that passes prior to escape; this encourages the agent to escape as quickly as possible. To make a robot learn to find and collect empty soda cans for recycling, one might give it a reward of zero most of the time, and then a reward of $+1$ for each can collected. One might also want to give the robot negative rewards when it bumps into things or when somebody yells at it. For an agent to learn to play checkers or chess, the natural rewards are $+1$ for winning, -1 for losing, and 0 for drawing and for all nonterminal positions.

You can see what is happening in all of these examples. The agent always learns to maximize its reward. If we want it to do something for us, we must provide rewards to it in such a way that in maximizing them the agent will also achieve our goals. It is thus critical that the rewards we set up truly indicate what we want accomplished.

Example 3.4: Pole-Balancing
The objective in this task is to apply forces to a cart moving along a track so as to keep a pole hinged to the cart from falling over: A failure is said to occur if the pole falls past a given angle from vertical or if the cart runs off the track. The pole is reset to vertical after each failure. This task could be treated as episodic, where the natural episodes are the repeated attempts to balance the pole. The reward in this case could be +1 for every time step on which failure did not occur, so that the return at each time would be the number of steps until failure. In this case, successful balancing forever would mean a return of infinity. Alternatively, we could treat pole-balancing as a continuing task, using discounting. In this case the reward would be -1 on each failure and zero at all other times. The return at each time would then be related to $-\gamma^K$, where K is the number of time steps before failure. In either case, the return is maximized by keeping the pole balanced for as long as possible. ■

Exercise 3.6 Suppose you treated pole-balancing as an episodic task but also used discounting, with all rewards zero except for -1 upon failure. What then would the return be at each time? How does this return differ from that in the discounted, continuing formulation of this task? □

Exercise 3.7 Imagine that you are designing a robot to run a maze. You decide to give it a reward of +1 for escaping from the maze and a reward of zero at all other times. The task seems to break down naturally into episodes—the successive runs through the maze—so you decide to treat it as an episodic task, where the goal is to maximize expected total reward (3.7). After running the learning agent for a while, you find that it is showing no improvement in escaping from the maze. What is going wrong? Have you effectively communicated to the agent what you want it to achieve? □

Exercise 3.8 Suppose $\gamma = 0.5$ and the following sequence of rewards is received $R_1 = -1$, $R_2 = 2$, $R_3 = 6$, $R_4 = 3$, and $R_5 = 2$, with $T = 5$. What are G_0, G_1, ..., G_5? Hint: Work backwards. □

Exercise 3.9 Suppose $\gamma = 0.9$ and the reward sequence is $R_1 = 2$ followed by an infinite sequence of 7s. What are G_1 and G_0? □

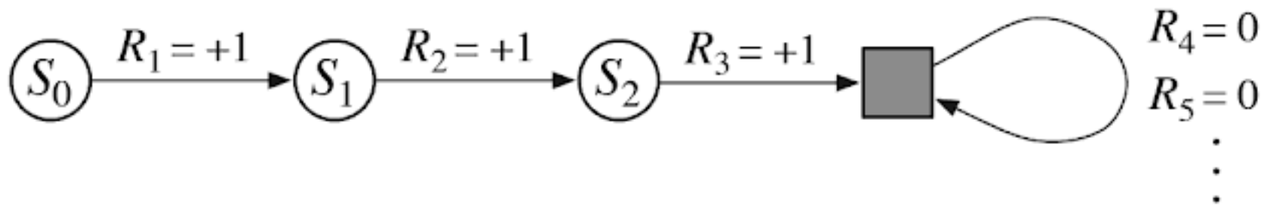
Exercise 3.10 Prove the second inequality in (3.10). □

3.4 Unified Notation for Episodic and Continuing Tasks

In the preceding section we described two kinds of reinforcement learning tasks, one in which the agent–environment interaction naturally breaks down into a sequence of separate episodes (episodic tasks), and one in which it does not (continuing tasks). The former case is mathematically easier because each action affects only the finite number of rewards subsequently received during the episode. In this book we consider sometimes one kind of problem and sometimes the other, but often both. It is therefore useful to establish one notation that enables us to talk precisely about both cases simultaneously.

To be precise about episodic tasks requires some additional notation. Rather than one long sequence of time steps, we need to consider a series of episodes, each of which consists of a finite sequence of time steps. We number the time steps of each episode starting anew from zero. Therefore, we have to refer not just to S_t, the state representation at time t, but to $S_{t,i}$, the state representation at time t of episode i (and similarly for $A_{t,i}$, $R_{t,i}$, $\pi_{t,i}$, T_i, etc.). However, it turns out that when we discuss episodic tasks we almost never have to distinguish between different episodes. We are almost always considering a particular single episode, or stating something that is true for all episodes. Accordingly, in practice we almost always abuse notation slightly by dropping the explicit reference to episode number. That is, we write S_t to refer to $S_{t,i}$, and so on.

We need one other convention to obtain a single notation that covers both episodic and continuing tasks. We have defined the return as a sum over a finite number of terms in one case (3.7) and as a sum over an infinite number of terms in the other (3.8). These two can be unified by considering episode termination to be the entering of a special *absorbing state* that transitions only to itself and that generates only rewards of zero. For example, consider the state transition diagram:



Here the solid square represents the special absorbing state corresponding to the end of an episode. Starting from S_0, we get the reward sequence $+1, +1, +1, 0, 0, 0, \ldots$. Summing these, we get the same return whether we sum over the first T rewards (here $T = 3$) or over the full infinite sequence. This remains true even if we introduce discounting. Thus, we can define the return, in general, according to (3.8), using the convention of omitting episode numbers when they are not needed, and including the possibility that $\gamma = 1$ if the sum remains defined (e.g., because all episodes terminate). Alternatively, we can write

$$G_t \doteq \sum_{k=t+1}^{T} \gamma^{k-t-1} R_k, \tag{3.11}$$

including the possibility that $T = \infty$ or $\gamma = 1$ (but not both). We use these conventions throughout the rest of the book to simplify notation and to express the close parallels

between episodic and continuing tasks. (Later, in Chapter 10, we will introduce a formulation that is both continuing and undiscounted.)

3.5 Policies and Value Functions

Almost all reinforcement learning algorithms involve estimating *value functions*—functions of states (or of state–action pairs) that estimate *how good* it is for the agent to be in a given state (or how good it is to perform a given action in a given state). The notion of "how good" here is defined in terms of future rewards that can be expected, or, to be precise, in terms of expected return. Of course the rewards the agent can expect to receive in the future depend on what actions it will take. Accordingly, value functions are defined with respect to particular ways of acting, called policies.

Formally, a *policy* is a mapping from states to probabilities of selecting each possible action. If the agent is following policy π at time t, then $\pi(a|s)$ is the probability that $A_t = a$ if $S_t = s$. Like p, π is an ordinary function; the "|" in the middle of $\pi(a|s)$ merely reminds that it defines a probability distribution over $a \in \mathcal{A}(s)$ for each $s \in \mathcal{S}$. Reinforcement learning methods specify how the agent's policy is changed as a result of its experience.

Exercise 3.11 If the current state is S_t, and actions are selected according to stochastic policy π, then what is the expectation of R_{t+1} in terms of π and the four-argument function p (3.2)? □

The *value function* of a state s under a policy π, denoted $v_\pi(s)$, is the expected return when starting in s and following π thereafter. For MDPs, we can define v_π formally by

$$v_\pi(s) \doteq \mathbb{E}_\pi[G_t \mid S_t{=}s] = \mathbb{E}_\pi\left[\sum_{k=0}^{\infty} \gamma^k R_{t+k+1} \,\middle|\, S_t{=}s\right], \text{ for all } s \in \mathcal{S}, \tag{3.12}$$

where $\mathbb{E}_\pi[\cdot]$ denotes the expected value of a random variable given that the agent follows policy π, and t is any time step. Note that the value of the terminal state, if any, is always zero. We call the function v_π the *state-value function for policy* π.

Similarly, we define the value of taking action a in state s under a policy π, denoted $q_\pi(s, a)$, as the expected return starting from s, taking the action a, and thereafter following policy π:

$$q_\pi(s,a) \doteq \mathbb{E}_\pi[G_t \mid S_t{=}s, A_t = a] = \mathbb{E}_\pi\left[\sum_{k=0}^{\infty} \gamma^k R_{t+k+1} \,\middle|\, S_t{=}s, A_t{=}a\right]. \tag{3.13}$$

We call q_π the *action-value function for policy* π.

Exercise 3.12 Give an equation for v_π in terms of q_π and π. □

Exercise 3.13 Give an equation for q_π in terms of v_π and the four-argument p. □

The value functions v_π and q_π can be estimated from experience. For example, if an agent follows policy π and maintains an average, for each state encountered, of the actual returns that have followed that state, then the average will converge to the state's value, $v_\pi(s)$, as the number of times that state is encountered approaches infinity. If separate

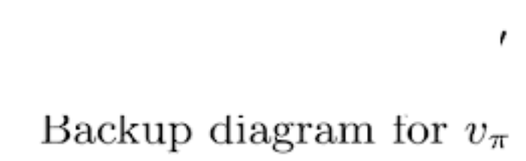
averages are kept for each action taken in each state, then these averages will similarly converge to the action values, $q_\pi(s,a)$. We call estimation methods of this kind *Monte Carlo methods* because they involve averaging over many random samples of actual returns. These kinds of methods are presented in Chapter 5. Of course, if there are very many states, then it may not be practical to keep separate averages for each state individually. Instead, the agent would have to maintain v_π and q_π as parameterized functions (with fewer parameters than states) and adjust the parameters to better match the observed returns. This can also produce accurate estimates, although much depends on the nature of the parameterized function approximator. These possibilities are discussed in Part II of the book.

A fundamental property of value functions used throughout reinforcement learning and dynamic programming is that they satisfy recursive relationships similar to that which we have already established for the return (3.9). For any policy π and any state s, the following consistency condition holds between the value of s and the value of its possible successor states:

$$\begin{aligned} v_\pi(s) &\doteq \mathbb{E}_\pi[G_t \mid S_t = s] \\ &= \mathbb{E}_\pi[R_{t+1} + \gamma G_{t+1} \mid S_t = s] && \text{(by (3.9))} \\ &= \sum_a \pi(a|s) \sum_{s'} \sum_r p(s', r \,|\, s, a) \Big[r + \gamma \mathbb{E}_\pi[G_{t+1} | S_{t+1} = s'] \Big] \\ &= \sum_a \pi(a|s) \sum_{s',r} p(s', r \,|\, s, a) \Big[r + \gamma v_\pi(s') \Big], \quad \text{for all } s \in \mathcal{S}, && (3.14) \end{aligned}$$

where it is implicit that the actions, a, are taken from the set $\mathcal{A}(s)$, that the next states, s', are taken from the set $\mathcal{S}$ (or from $\mathcal{S}^+$ in the case of an episodic problem), and that the rewards, r, are taken from the set $\mathcal{R}$. Note also how in the last equation we have merged the two sums, one over all the values of s' and the other over all the values of r, into one sum over all the possible values of both. We use this kind of merged sum often to simplify formulas. Note how the final expression can be read easily as an expected value. It is really a sum over all values of the three variables, a, s', and r. For each triple, we compute its probability, $\pi(a|s)p(s', r \,|\, s, a)$, weight the quantity in brackets by that probability, then sum over all possibilities to get an expected value.

Equation (3.14) is the *Bellman equation for* v_π. It expresses a relationship between the value of a state and the values of its successor states. Think of looking ahead from a state to its possible successor states, as suggested by the diagram to the right. Each open circle represents a state and each solid circle represents a state–action pair. Starting from state s, the root node at the top, the agent could take any of some set of actions—three are shown in the diagram—based on its policy π. From each of these, the environment could respond with one of several next states, s' (two are shown in the figure), along with a reward, r, depending on its dynamics given by the function p. The Bellman equation (3.14) averages over all the possibilities, weighting each by its probability of occurring. It states that the value of the start state must equal the (discounted) value of the expected next state, plus the reward expected along the way.



Backup diagram for v_π

The value function v_π is the unique solution to its Bellman equation. We show in subsequent chapters how this Bellman equation forms the basis of a number of ways to compute, approximate, and learn v_π. We call diagrams like that above *backup diagrams* because they diagram relationships that form the basis of the update or *backup* operations that are at the heart of reinforcement learning methods. These operations transfer value information *back* to a state (or a state–action pair) from its successor states (or state–action pairs). We use backup diagrams throughout the book to provide graphical summaries of the algorithms we discuss. (Note that, unlike transition graphs, the state nodes of backup diagrams do not necessarily represent distinct states; for example, a state might be its own successor.)

Example 3.5: Gridworld Figure 3.2 (left) shows a rectangular gridworld representation of a simple finite MDP. The cells of the grid correspond to the states of the environment. At each cell, four actions are possible: `north`, `south`, `east`, and `west`, which deterministically cause the agent to move one cell in the respective direction on the grid. Actions that would take the agent off the grid leave its location unchanged, but also result in a reward of -1. Other actions result in a reward of 0, except those that move the agent out of the special states A and B. From state A, all four actions yield a reward of $+10$ and take the agent to A'. From state B, all actions yield a reward of $+5$ and take the agent to B'.

Figure 3.2: Gridworld example: exceptional reward dynamics (left) and state-value function for the equiprobable random policy (right).

Suppose the agent selects all four actions with equal probability in all states. Figure 3.2 (right) shows the value function, v_π, for this policy, for the discounted reward case with $\gamma = 0.9$. This value function was computed by solving the system of linear equations (3.14). Notice the negative values near the lower edge; these are the result of the high probability of hitting the edge of the grid there under the random policy. State A is the best state to be in under this policy, but its expected return is less than 10, its immediate reward, because from A the agent is taken to A', from which it is likely to run into the edge of the grid. State B, on the other hand, is valued more than 5, its immediate reward, because from B the agent is taken to B', which has a positive value. From B' the expected penalty (negative reward) for possibly running into an edge is more than compensated for by the expected gain for possibly stumbling onto A or B. ■

Exercise 3.14 The Bellman equation (3.14) must hold for each state for the value function v_π shown in Figure 3.2 (right) of Example 3.5. Show numerically that this equation holds for the center state, valued at $+0.7$, with respect to its four neighboring states, valued at $+2.3$, $+0.4$, -0.4, and $+0.7$. (These numbers are accurate only to one decimal place.) □