THE FUTURE OF MACHINE LEARNING IN PRODUCTION?

(closing remarks)

Christian Kaestner

ARE SOFTWARE ENGINEERS DISAPPEARING?

Tweet

see also Andrej Karpathy. Software 2.0. Blog, 2017

Andrej Karpathy is the director of AI at Tesla and coined the term Software 2.0

ARE DATA SCIENTISTS DISAPPEARING?

AutoML 2.0: Is The Data Scientist Obsolete?

Ryohei Fujimaki Contributor
COGNITIVE WORLD Contributor Group ⓘ

AI

Ryohei Fujimaki Ph.D. is founder and CEO of dotData

It's an AutoML World

The world of AutoML has been proliferating over the past few years - and with a recession looming, the notion of automating the

Ryohei Fujimaki. AutoML 2.0: Is The Data Scientist Obsolete? Forbes, 2020

ARE DATA SCIENTISTS DISAPPEARING?

However, AutoML does not spell the end of data scientists, as it doesn't "AutoSelect" a business problem to solve, it doesn't AutoSelect indicative data, it doesn't AutoAlign stakeholders, it doesn't provide AutoEthics in the face of potential bias, it doesn't provide AutoIntegration with the rest of your product, and it doesn't provide AutoMarketing after the fact. -- *Frederik Bussler*

Frederik Bussler. Will AutoML Be the End of Data Scientists?, Blog 2020

SE4AI RESEARCH: MORE SE POWER TO DATA SCIENTISTS?

SE4AI RESEARCH: MORE DS POWER TO SOFTWARE ENGINEERS?

Bogdan Vasilescu
@b_vasilescu

Virtually *everyone* is / will soon be building ML applications. Only few can afford dedicated software engineers to team up with, or SE education for themselves. It would be more inclusive to build SE into the ML processes more fundamentally, so that everyone could build better

12:27 PM · Jun 19, 2020 · Twitter for iPhone

1.6

ANALOGY

ANALOGY

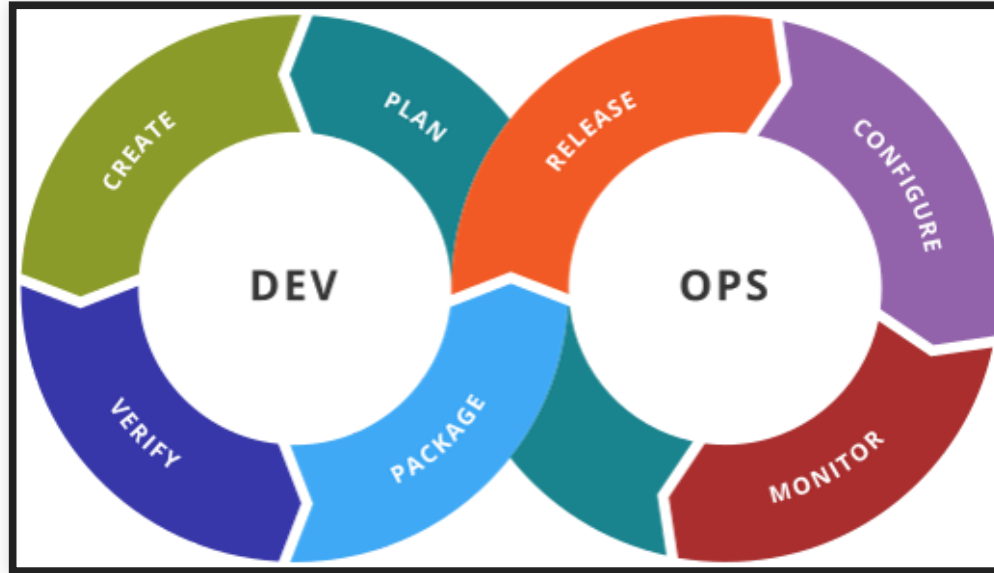*(better tools don't replace the knowledge to use them)*

MY VIEW

This is an education problem, more than a research problem.

Interdisciplinary teams, mutual awareness and understanding

Software engineers and data scientists will each play an essential role

DEVOPS AS A ROLE MODEL

Joint responsibilities, joint processes, joint tools, joint vocabulary

ONE LAST TIME: TRANSCRIPTION

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Speaker 5 ▶ 07:44

Yeah. So there's a slight story behind that. So back when I was in, uh, Undergrad, I wrote a program for myself to measure a, the amount of time I did data entry from my father's business and I was on windows at the time and there wasn't a function called time dot [inaudible] time, uh, which I needed to parse dates to get back to time, top of representation, uh, I figured out a way to do it and I gave it to what's called the python cookbook because it just seemed like something other people could use. So it was just trying to be helpful. Uh, subsequently I had to figure out how to make it work because I didn't really have to. Basically, it bothered me that you had to input all the locale information and I figured out how to do it over the subsequent months. And actually as a graduation gift from my Undergrad, the week following, I solved it and wrote it all out.

Speaker 5 ▶ 08:38

And I asked, uh, Alex Martelli, the editor of the Python Cookbook, which had published my original recipe, a, how do I get this into python? I think it might help

How did we do on your transcript? ☆ ☆ ☆ ☆ ☆

2

FEEDBACK

SOME THINGS WE TRIED

- Clear specifications for homework, pass/fail grading
- Open-ended reading quizzes
- Individual assignments and readings in pairs
- Credit for social activities

FEEDBACK

- What was useful?
- What could be improved?
- Where did we overdo it with the homework?
- Ideas for better remote teaching?

THANK YOU!