

Control

2011

MIEET

1^o ano



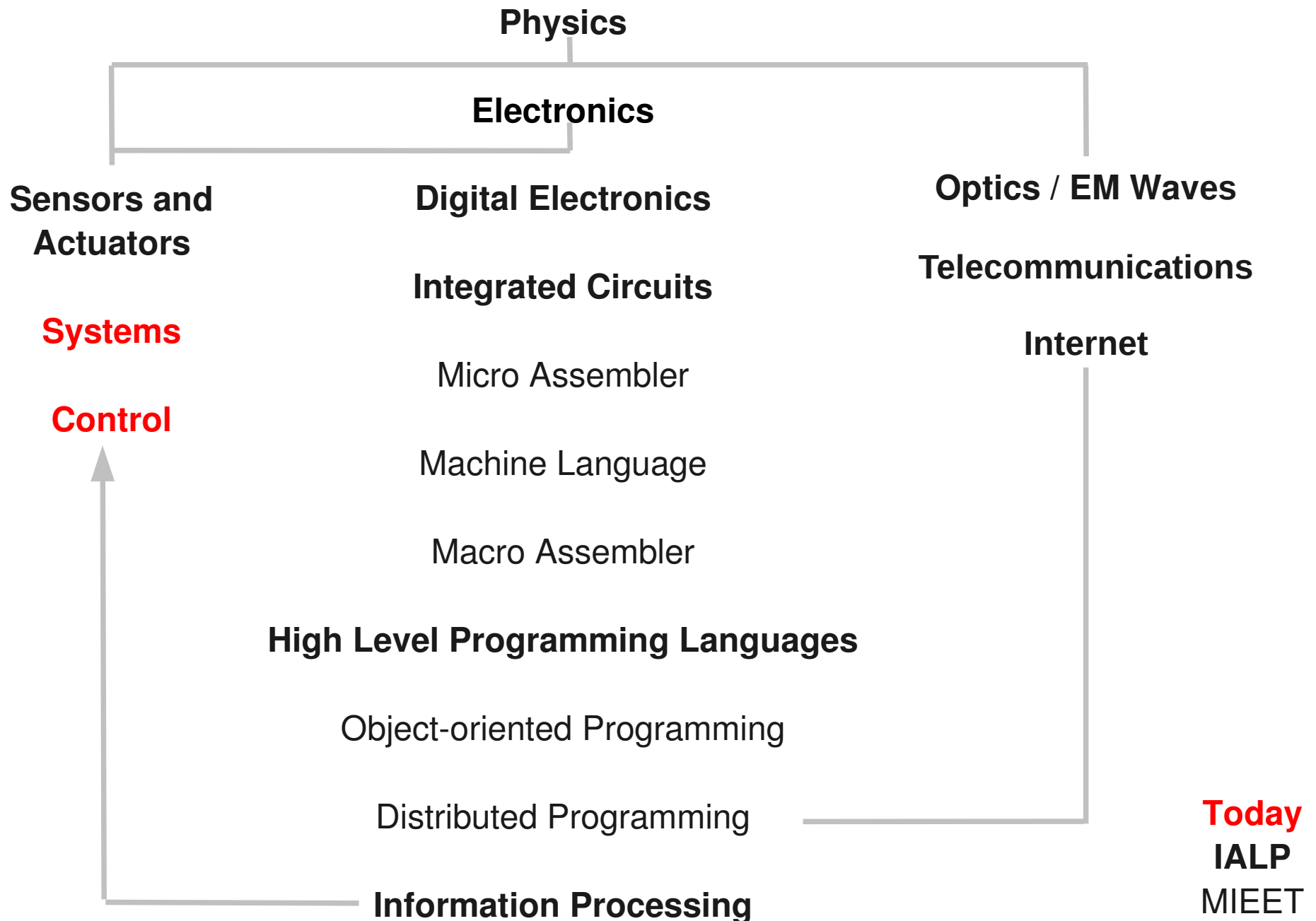
UAlg

UNIVERSIDADE DO ALGARVE

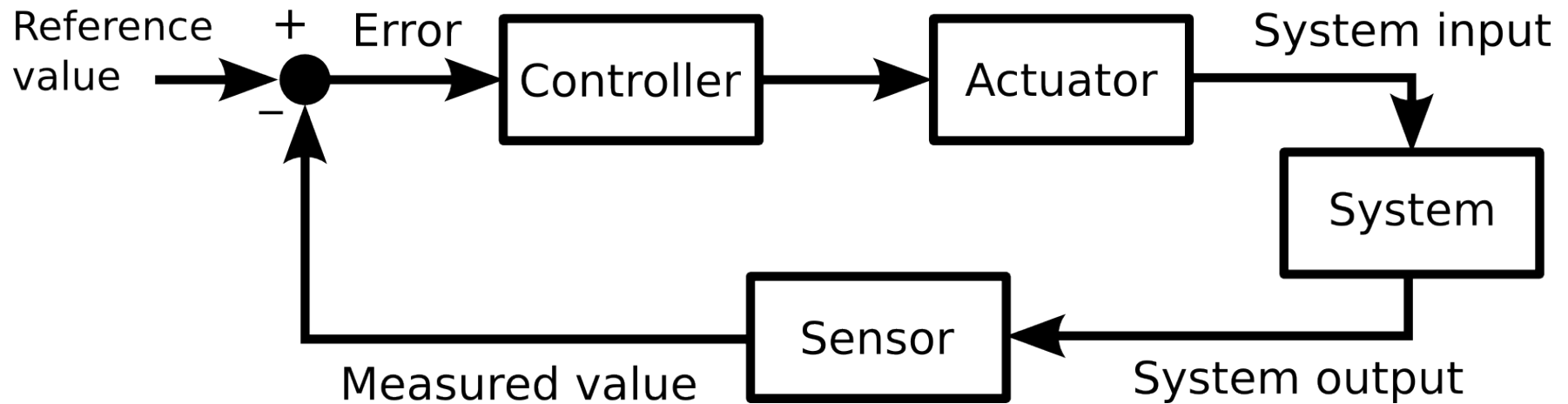


Peter Stallinga, UAlg 2011

MIEET. The levels of knowledge



Control theory

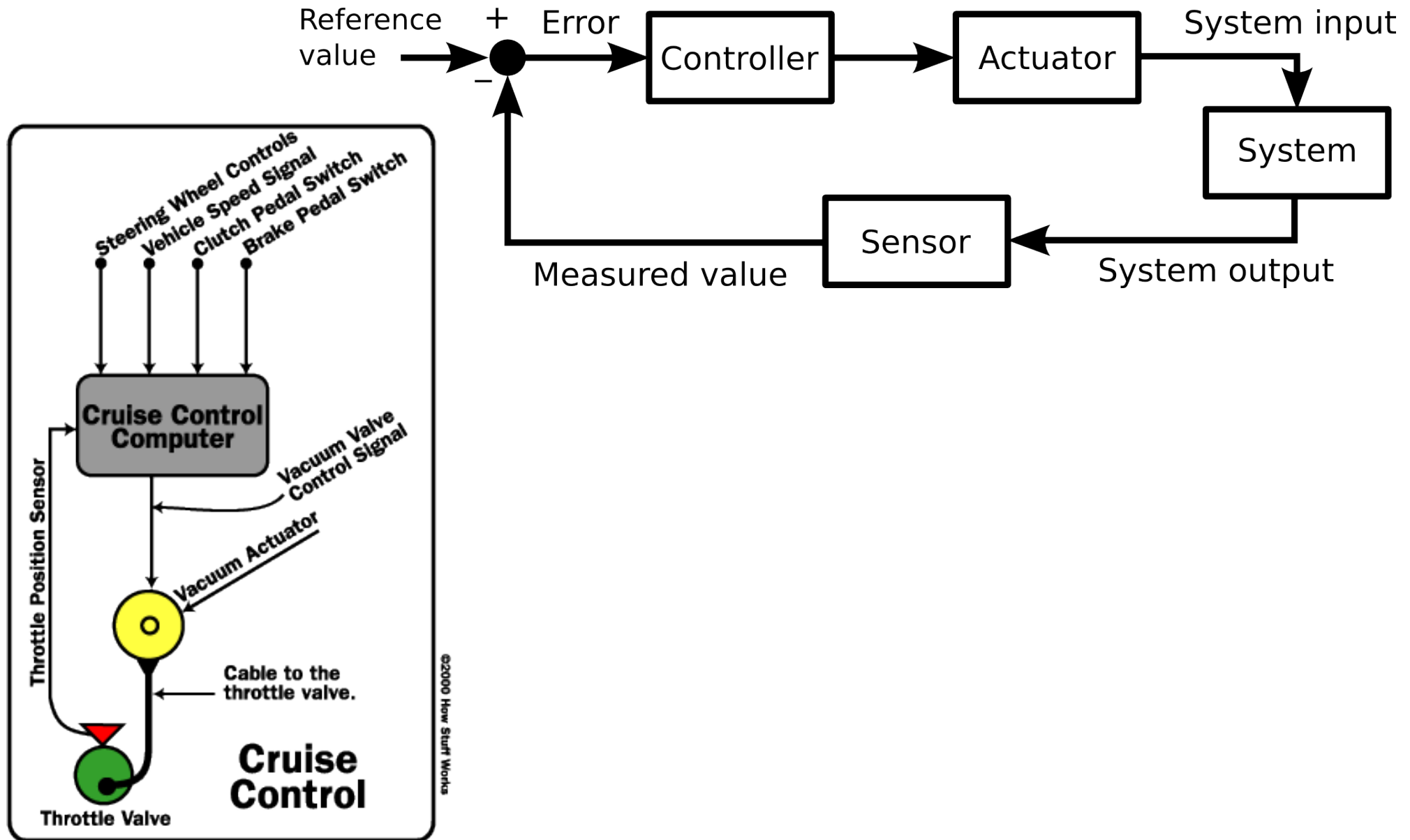


Cruise Control Symbol



Distance Control (Adaptive Cruise Control)

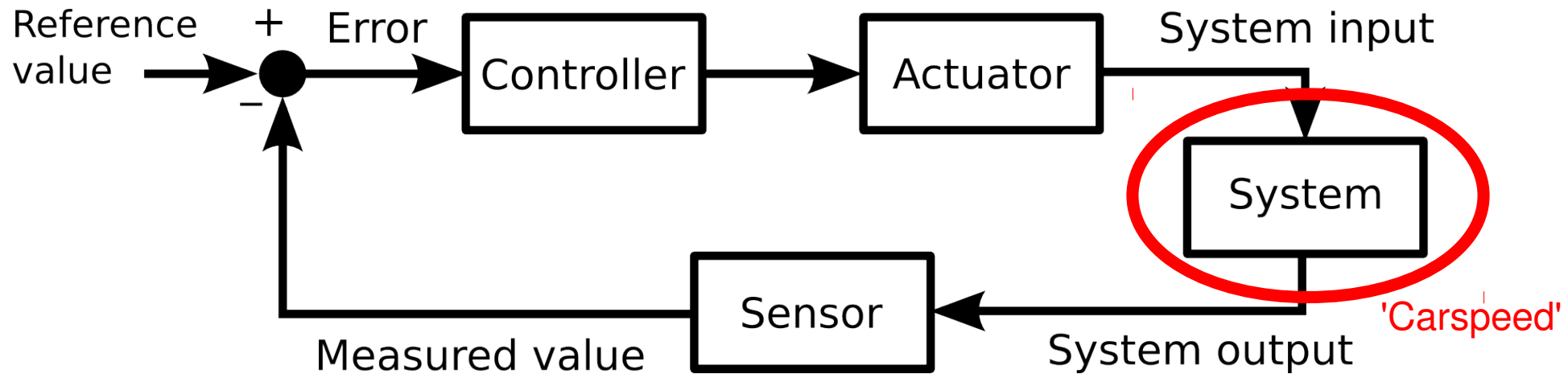
Control theory



Example. Cruise control



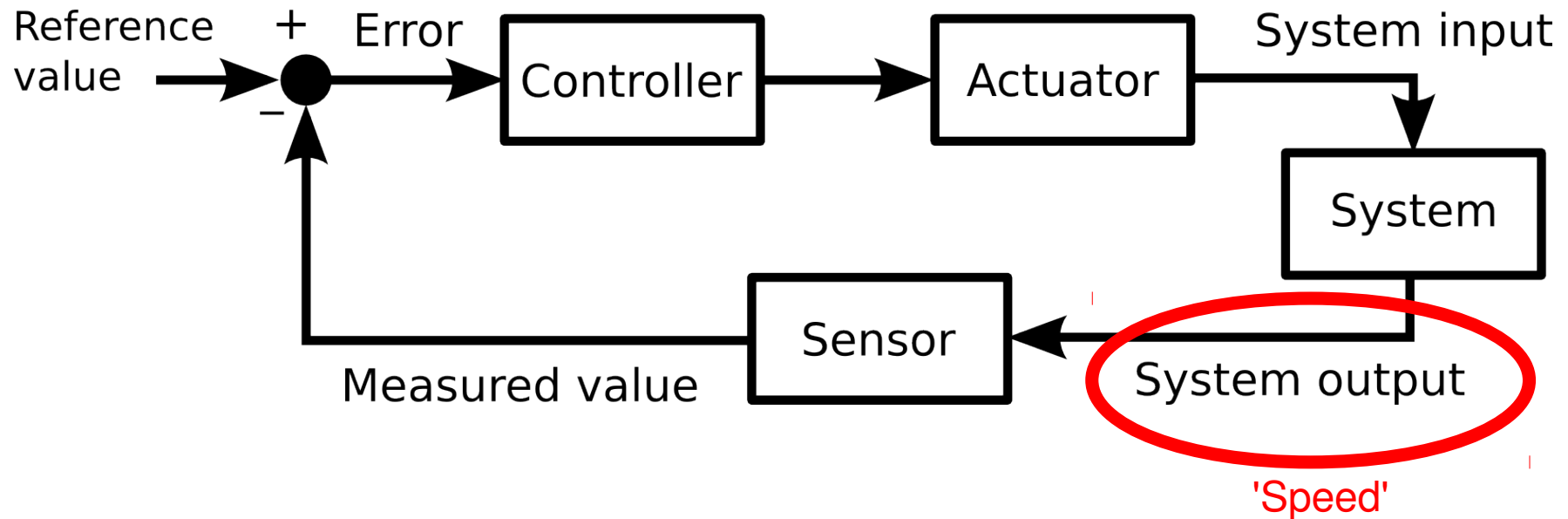
1: The 'system' we want to control



Example. Cruise control



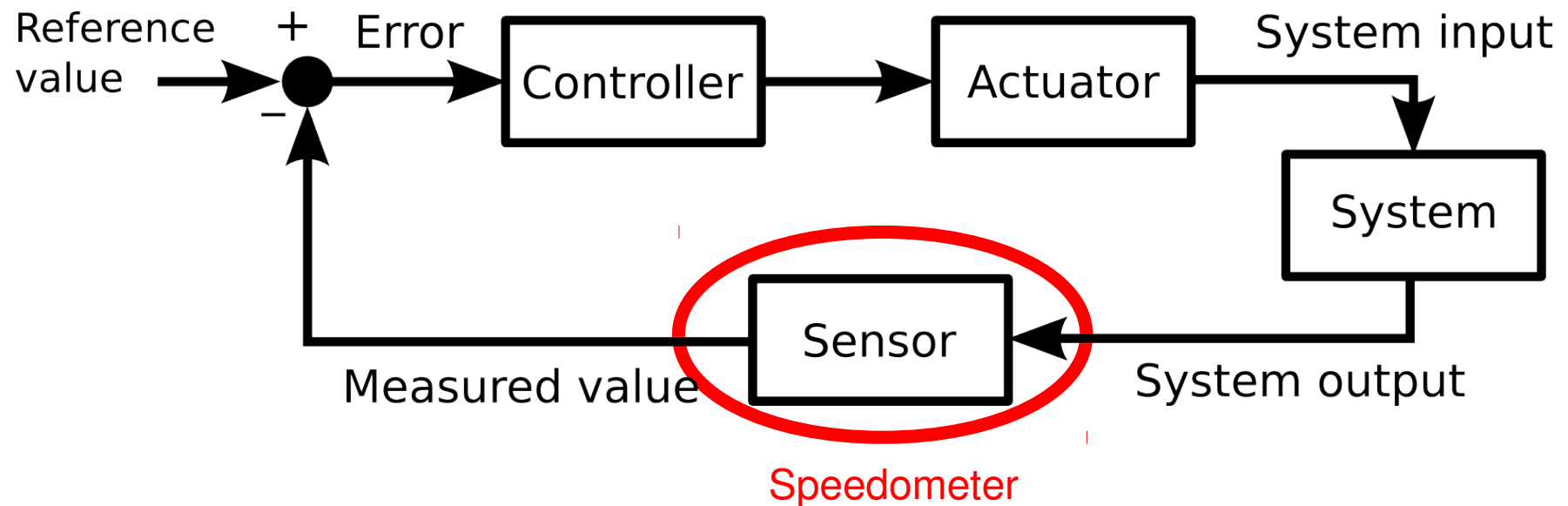
2: The 'variable' we use to monitor the state of the system



Example. Cruise control



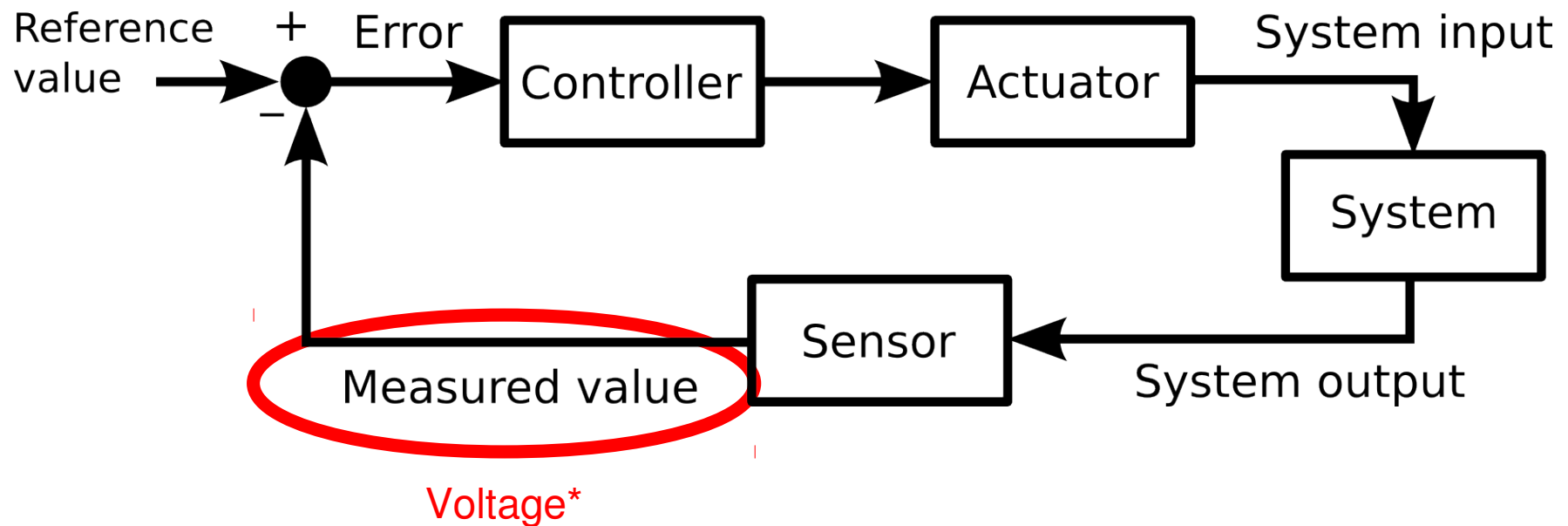
3: The sensor we use to estimate the value of the variable



Example. Cruise control



4: The (electronic) signal containing the value of the variable

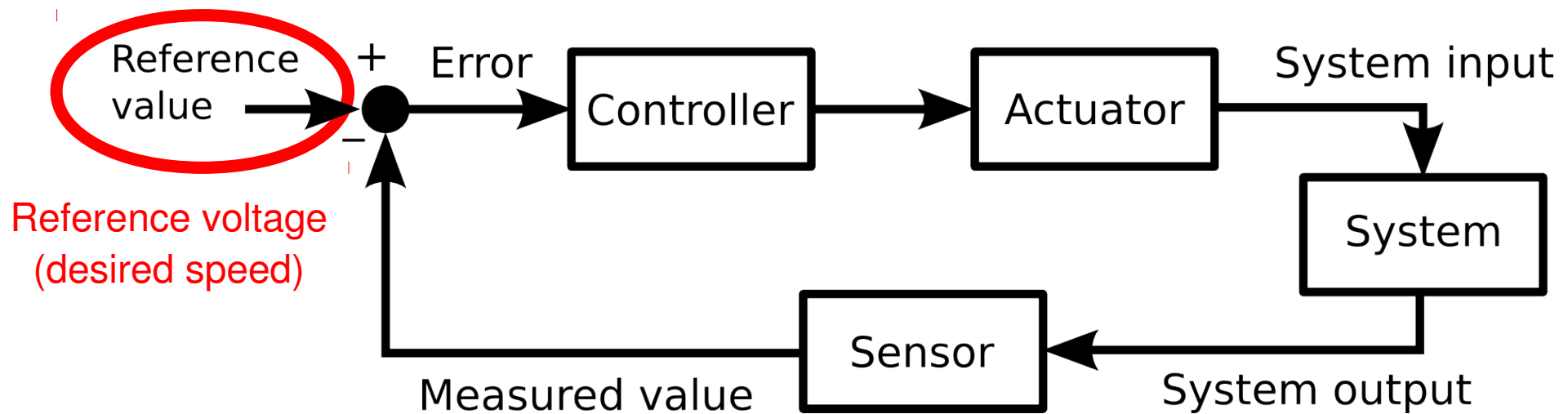


*: Or other electronic signal unit

Example. Cruise control



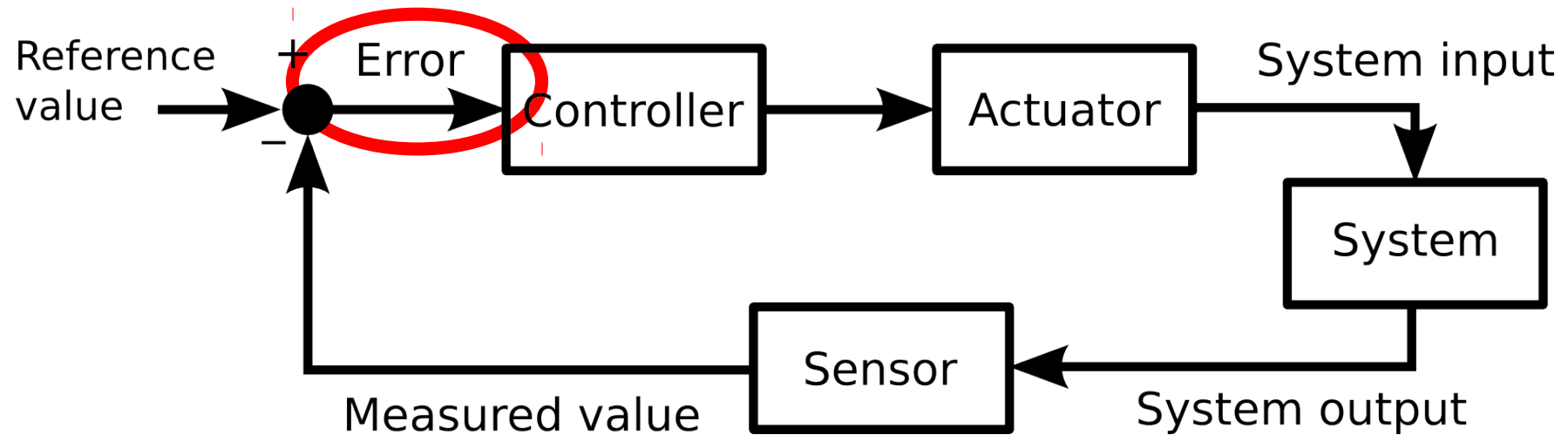
5: The desired value of the signal





6: The difference between desired and actual value

Desired speed minus measured speed (in volts)

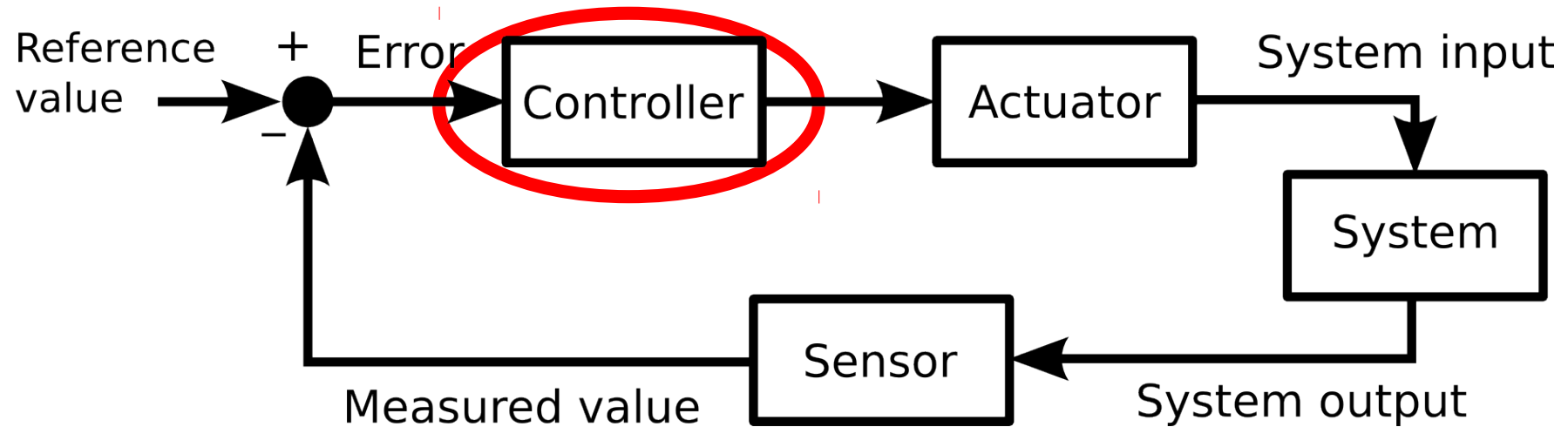


Example. Cruise control



7: The controller processing the signal and taking decisions

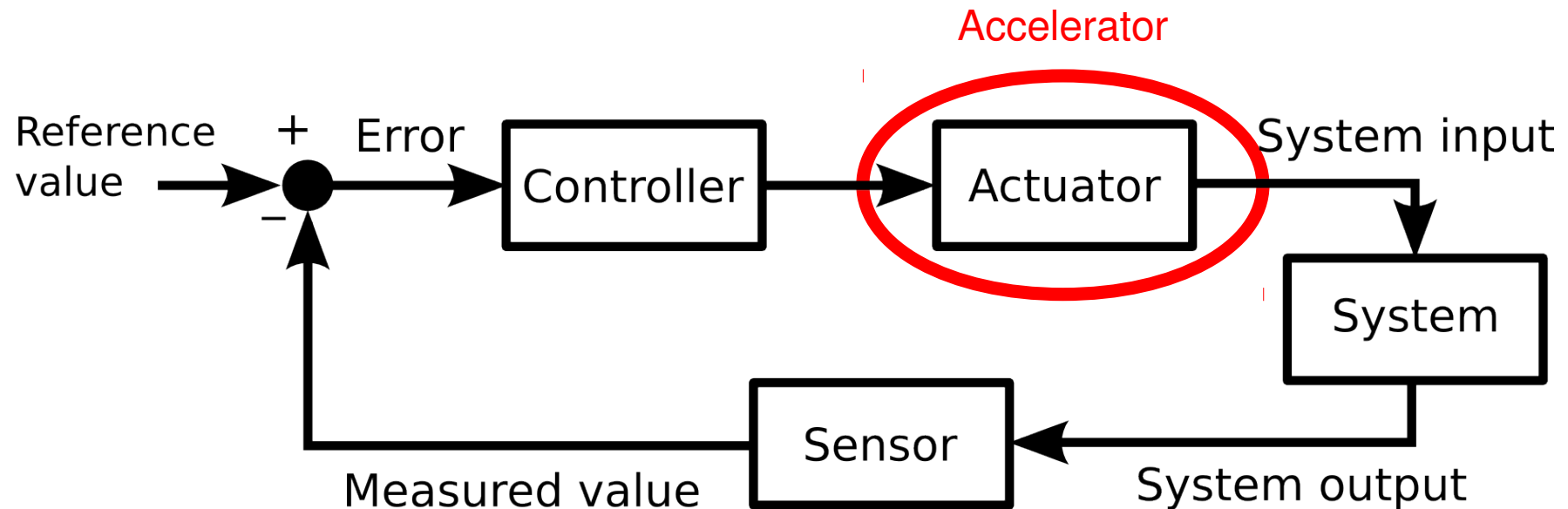
Electronics
and/or
Informatics



Example. Cruise control

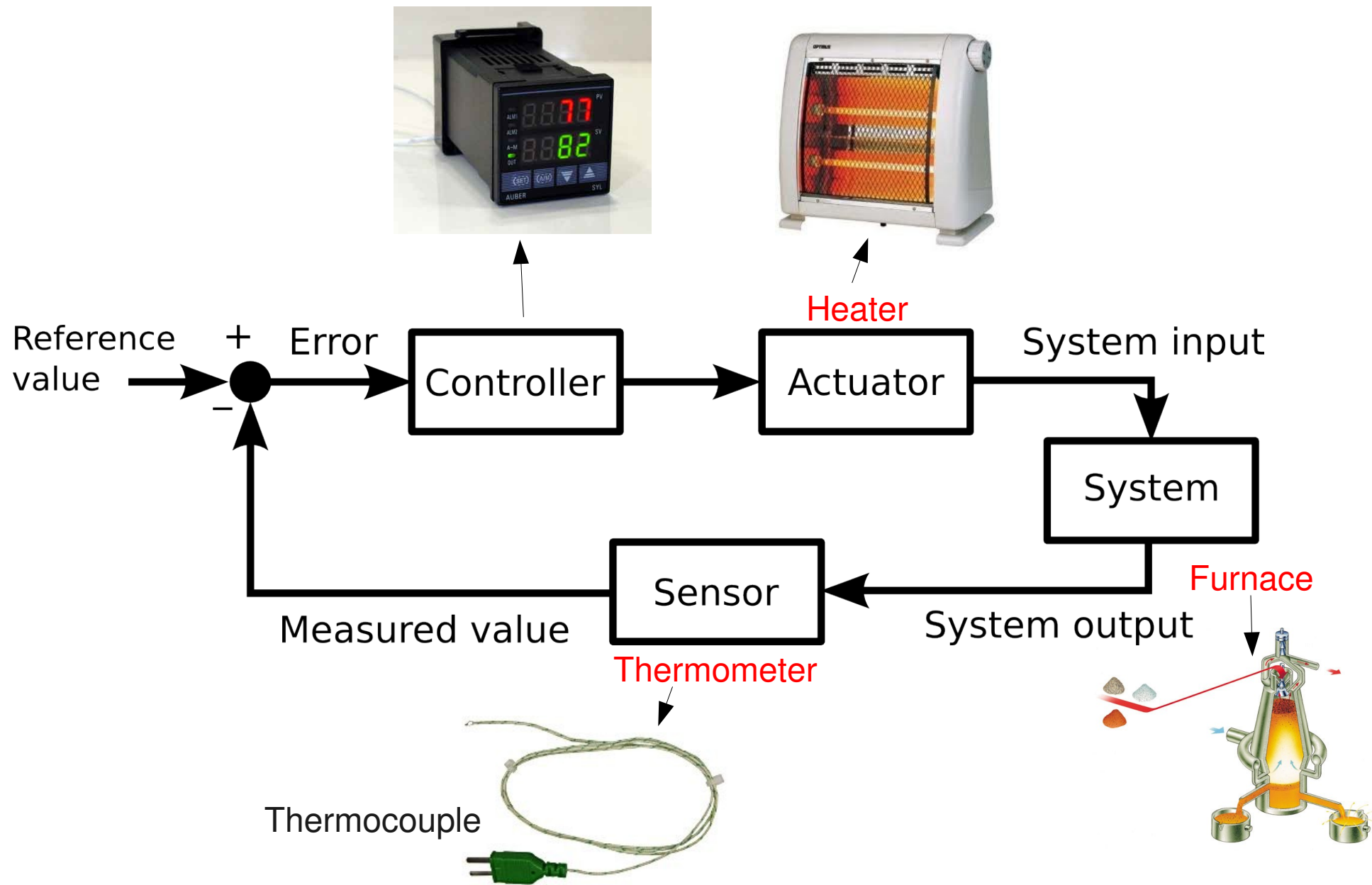


8: The transducer translating the 'decision' into an 'action'

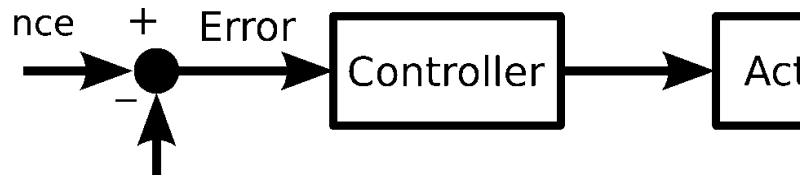


Note: system input is not same domain as system output
In this case: acceleration (m/s^2) vs. speed (m/s)

Example: Temperature control



ON/OFF. Air conditioning



Simplest controller algorithm: ON/OFF:

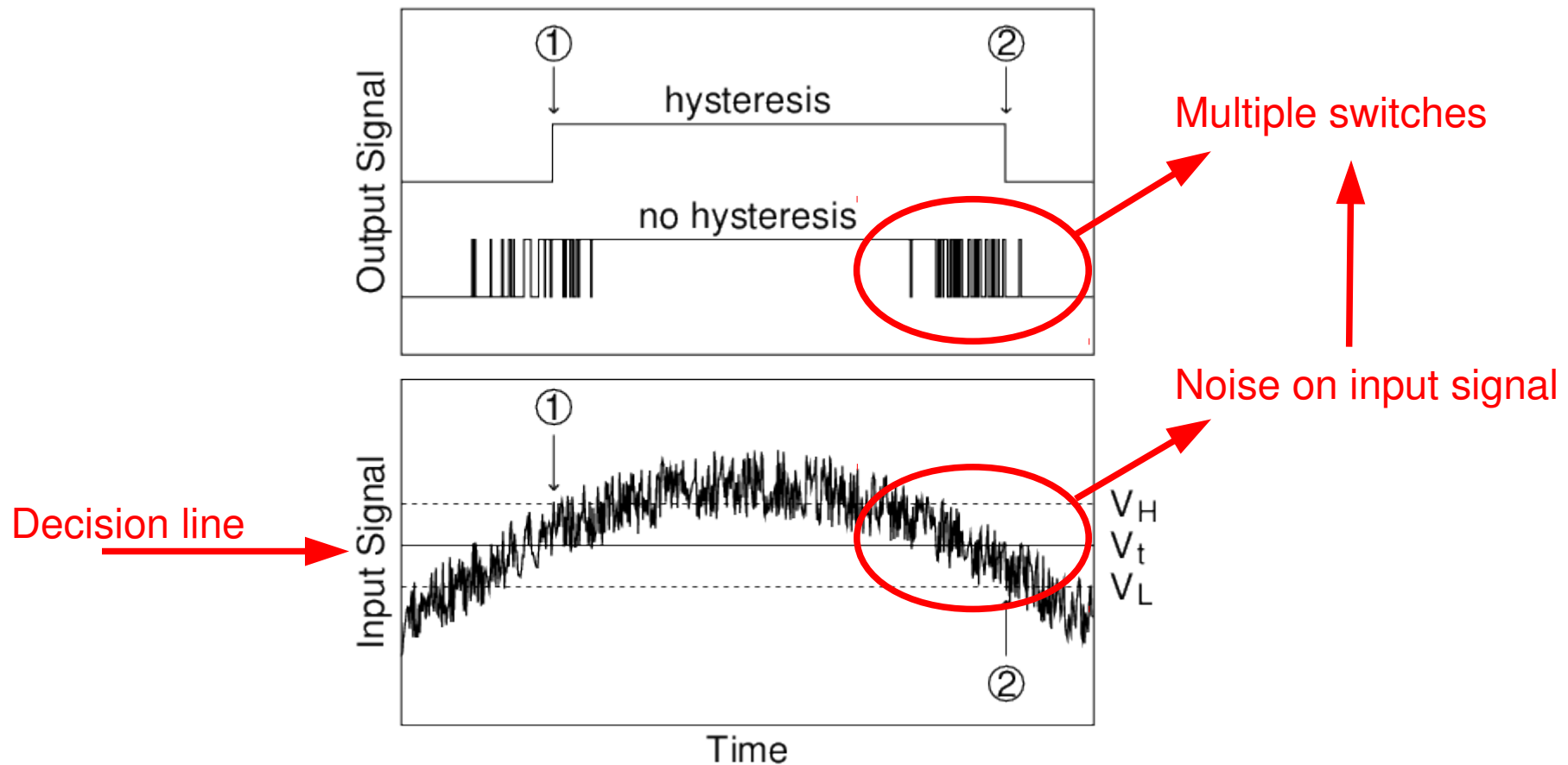
- Switch **on** air-conditioning when it is too warm, $Error(t) > 0$
- Switch **off** when it is too cold, $Error(t) < 0$



ON/OFF. Multiple switches

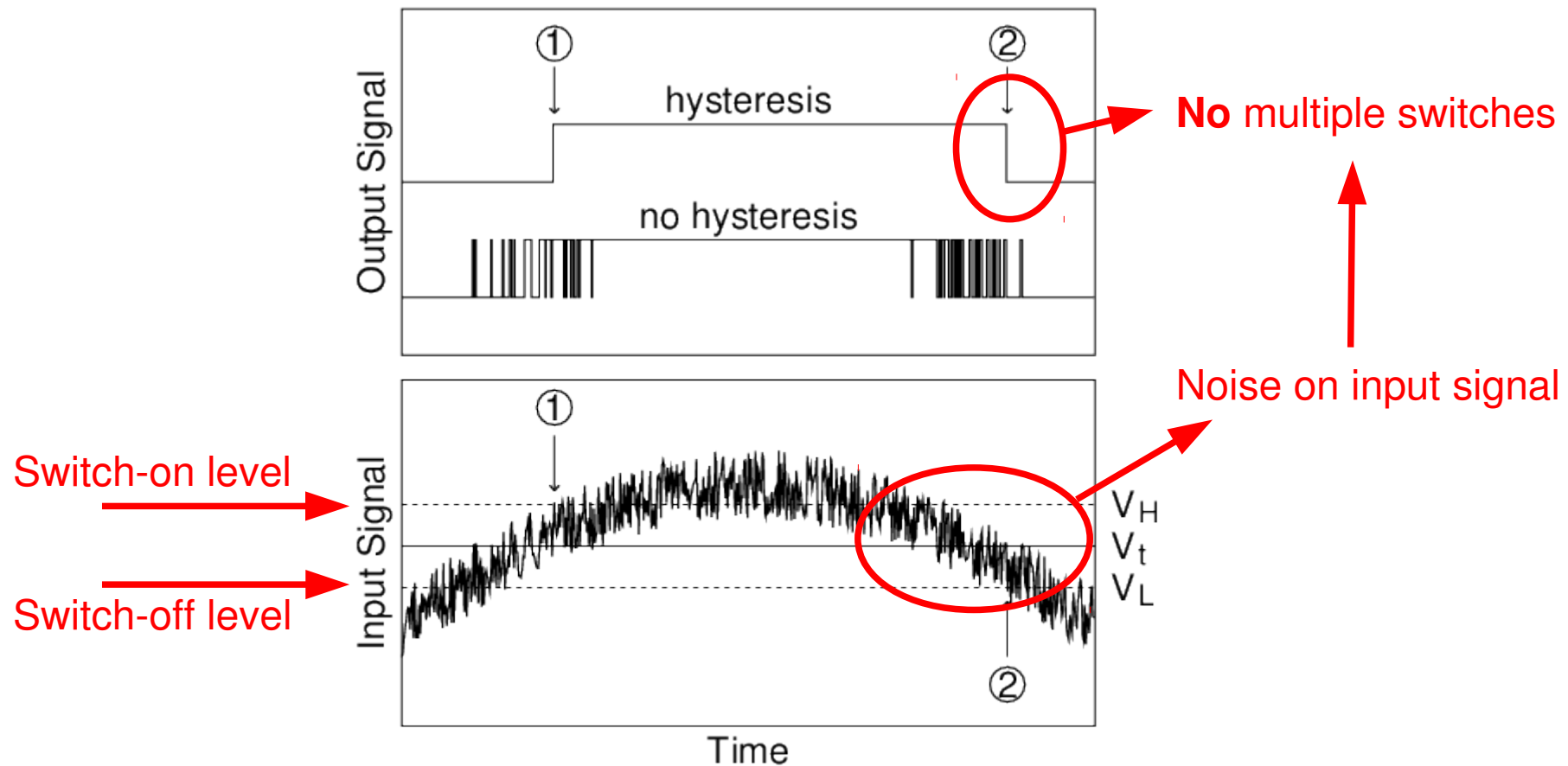


Simplest control algorithm: ON/OFF
Will cause 'switching effects':



ON/OFF. Hysteresis

Avoid multiple switches by introducing hysteresis:



PID

Advanced control system: PID

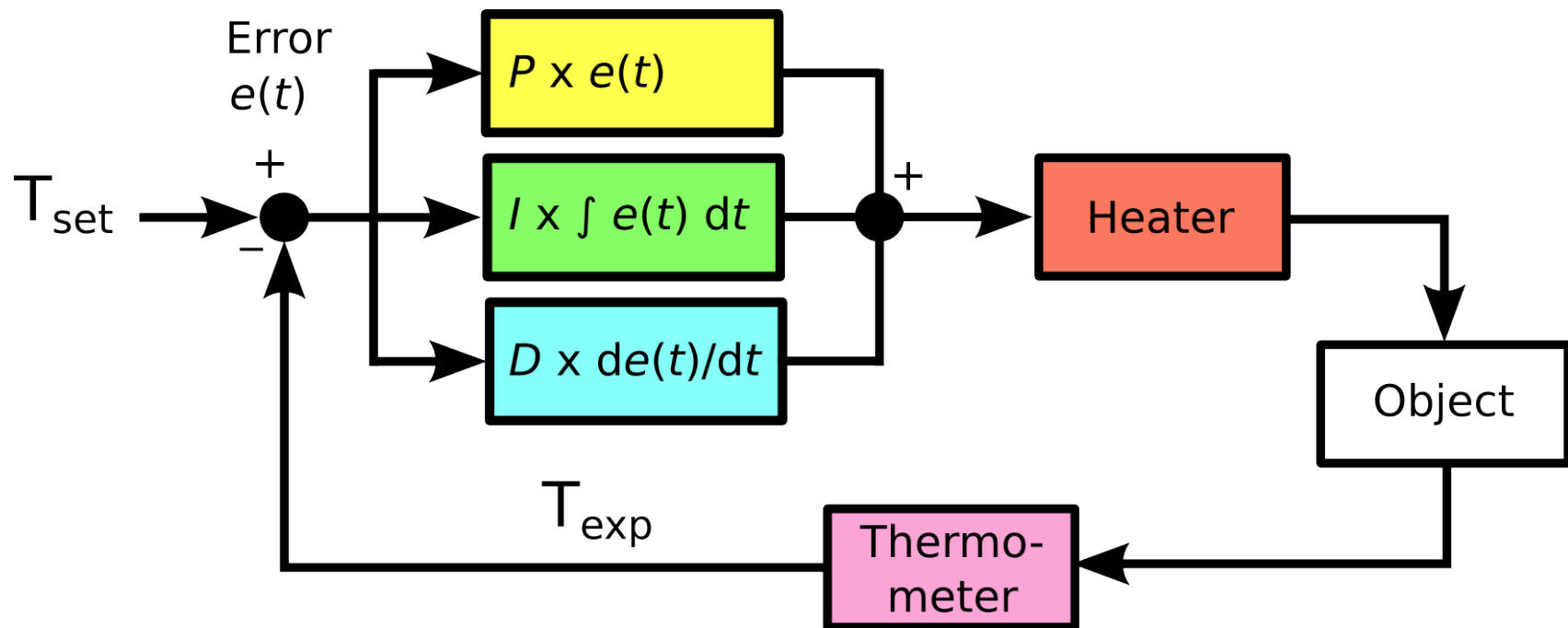
- **P**roportional
- **I**ntegral
- **D**ifferential



Not simple on/off binary output, but **analog scale output**

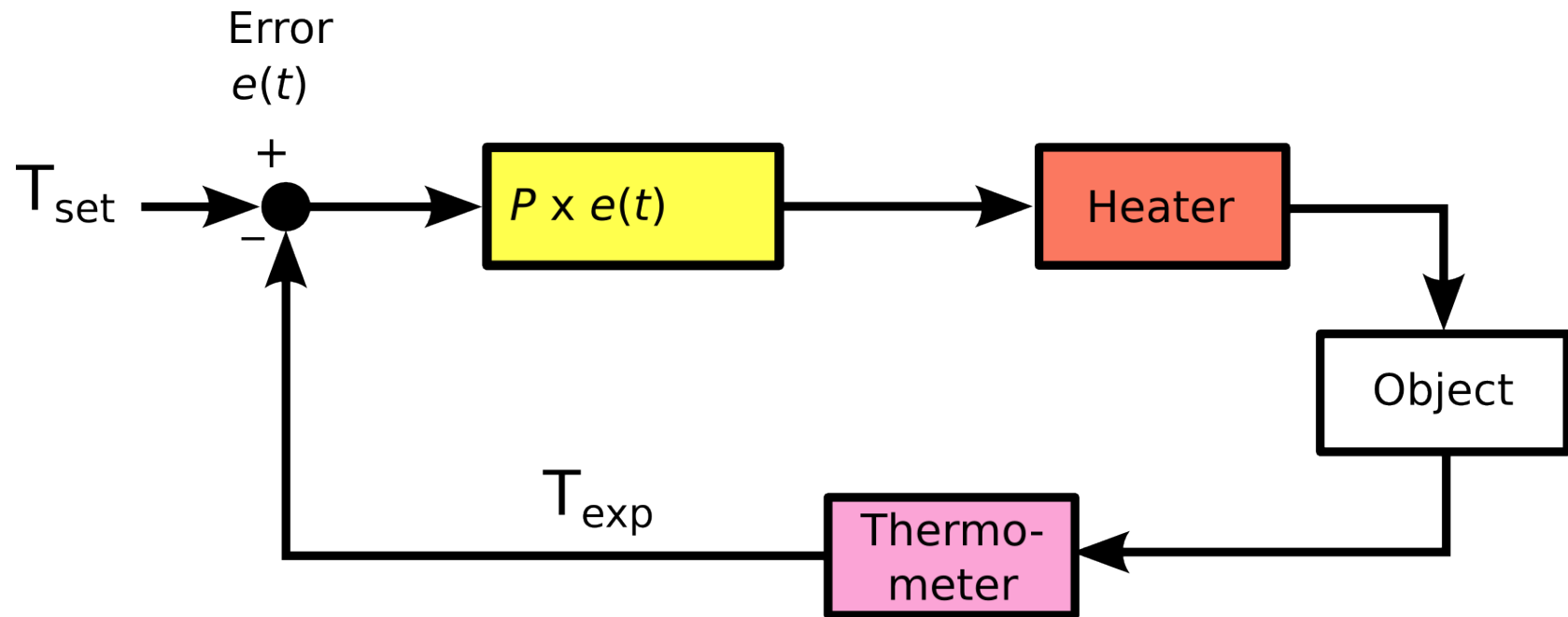
PID

The most famous control 'algorithm/system' is PID (proportional, integral, differential). For example to control the temperature:



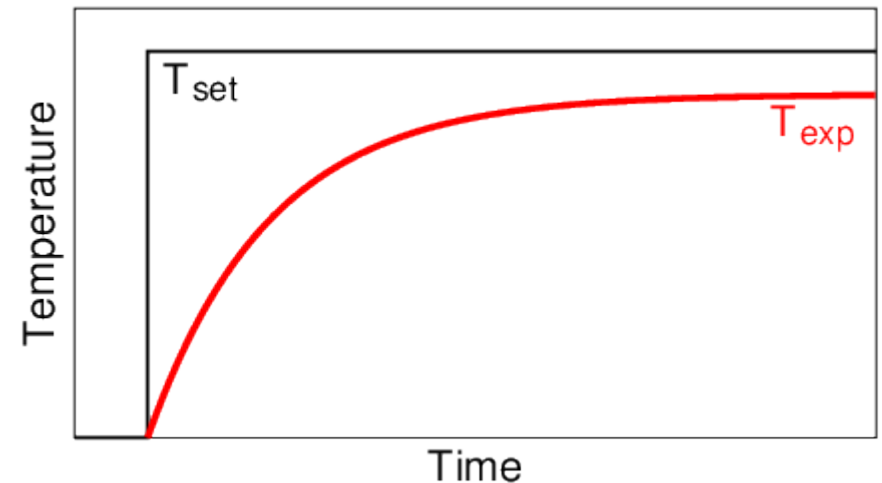
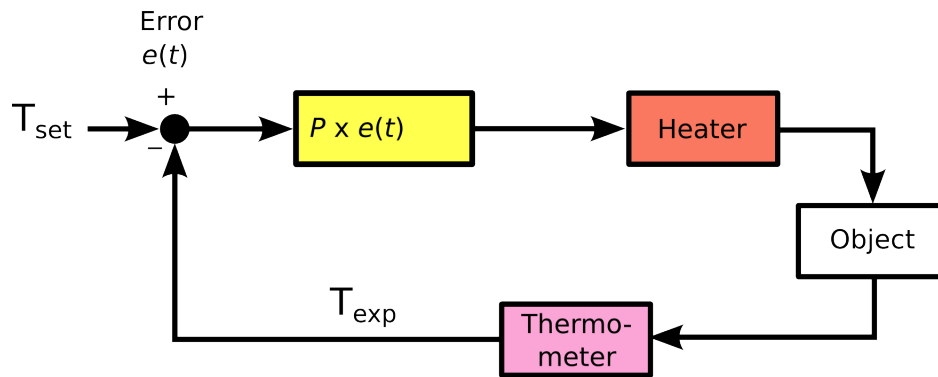
PID: P only

P: Heater power proportional to error $e(t) = \Delta T = T_{\text{set}} - T_{\text{exp}}$



PID: P only

P: Cannot **ever** reach desired value T_{set} !

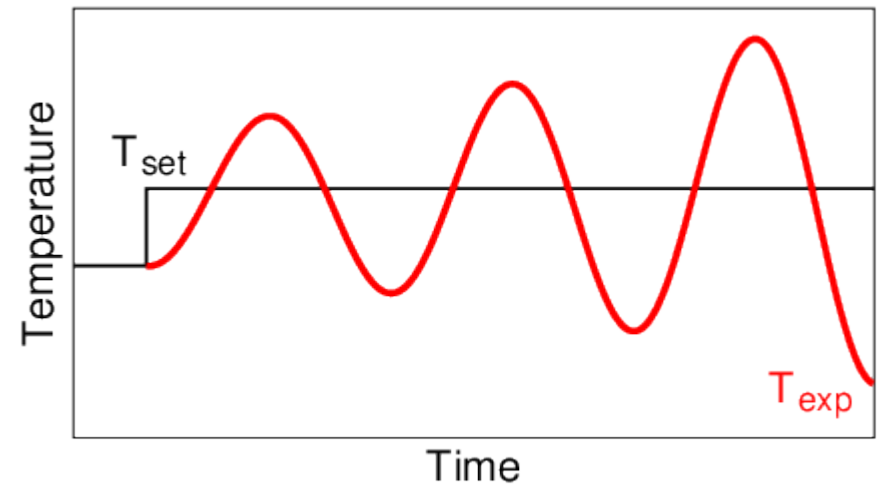
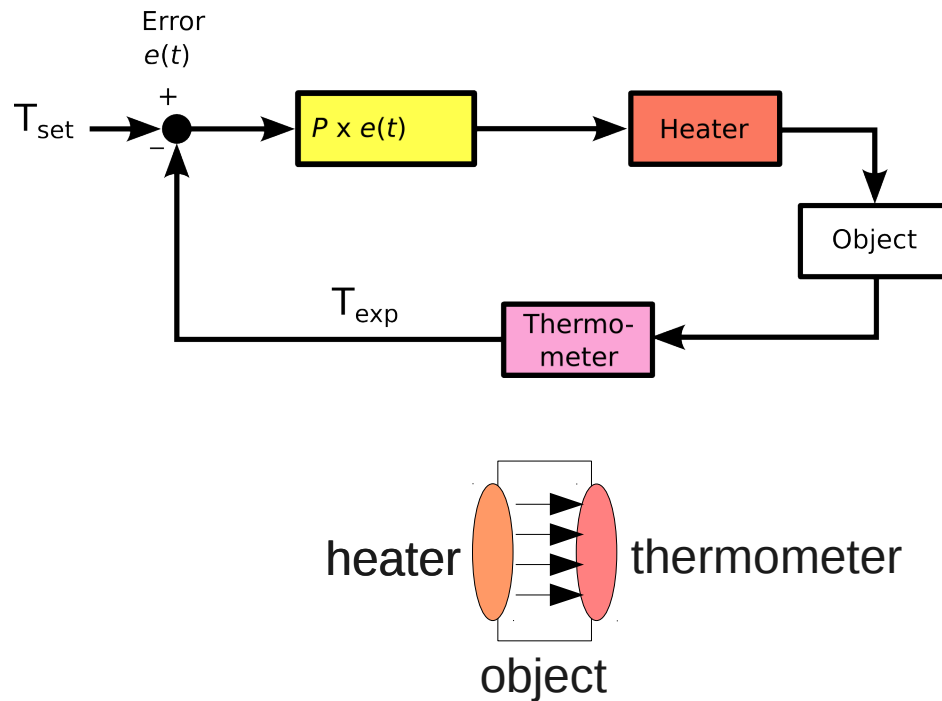


At end, 'steady state': Heater power is equal to heat loss

$$P_{\text{loss}} = P_{\text{heat}} = P \times e = P \times (T_{\text{set}} - T_{\text{exp}})$$
$$\rightarrow T_{\text{exp}} = T_{\text{set}} - P_{\text{loss}}/P$$

PID: P only

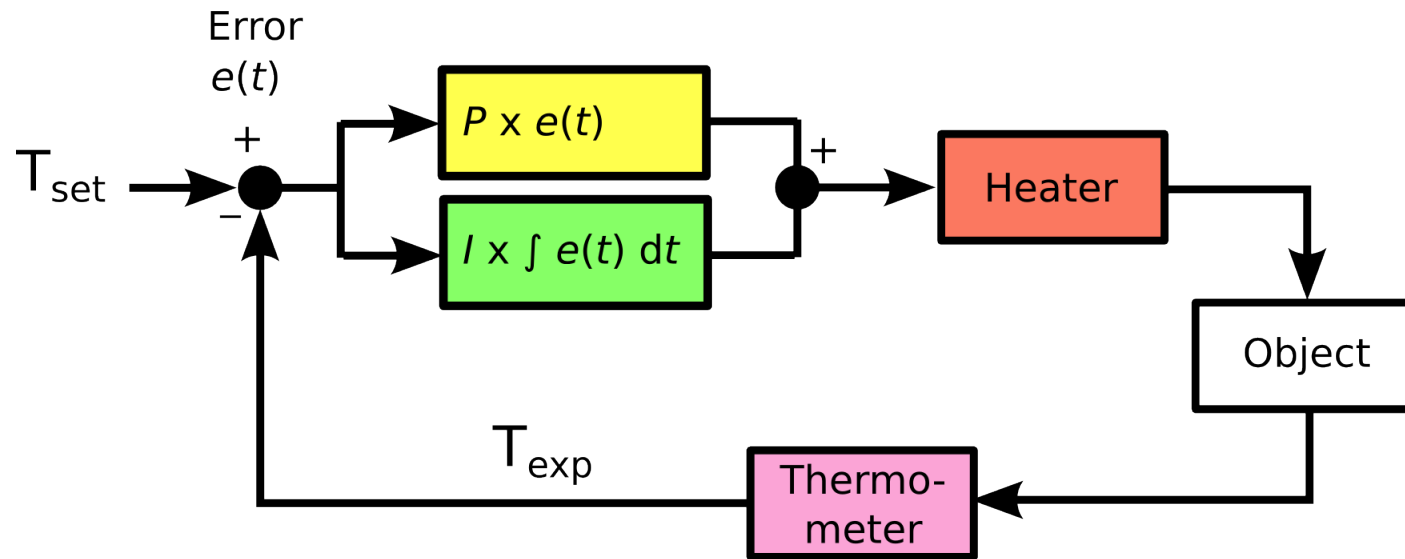
P: Delay can cause oscillations



Delays (Δt of one loop): switches on/off the heater too late
Can cause a run-away situation!

PID: PI

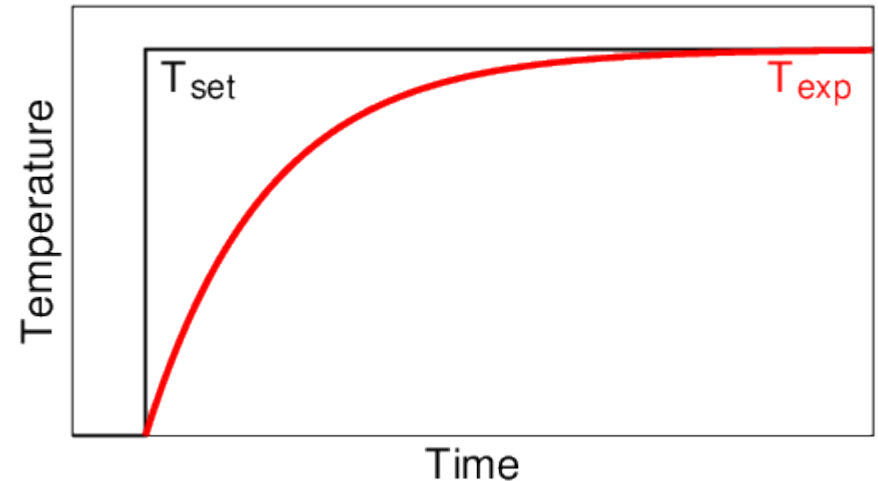
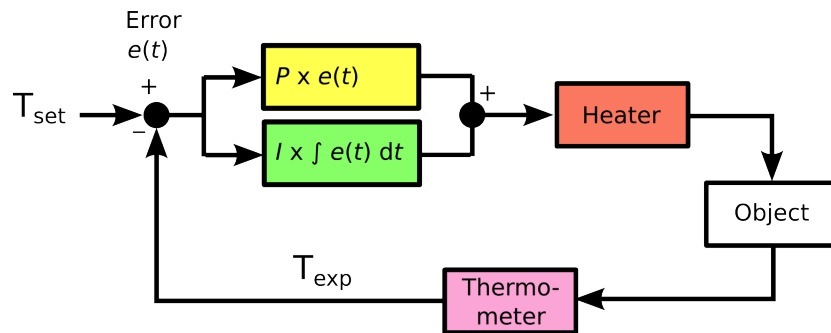
PI: **P**roportional and **I**ntegral



*: Or oscillations

PID: PI

PI: Persistent errors cannot exist

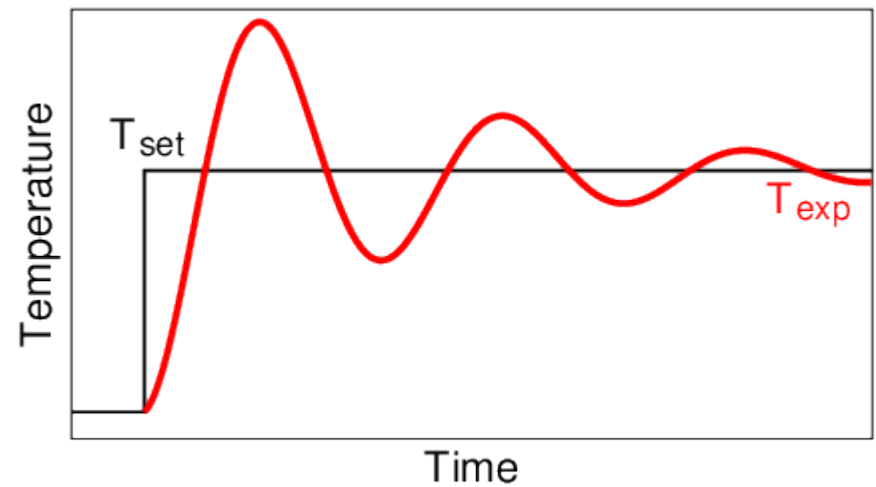
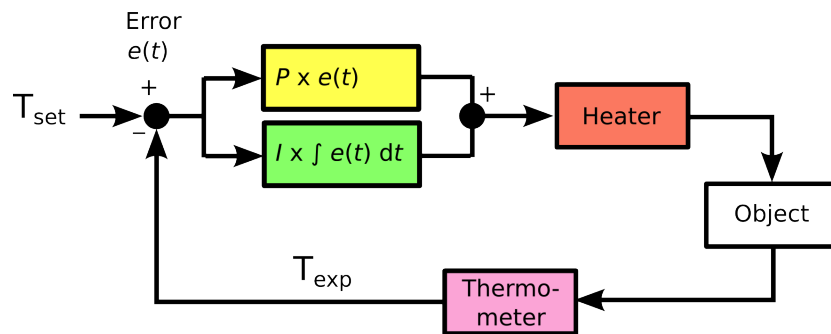


If persistent error $e(t) = e$, then (negative) $I(t) = \int e(t) dt$ keeps growing constantly until e disappears. Ergo: final e **must** be 0^* .

*: Or oscillations

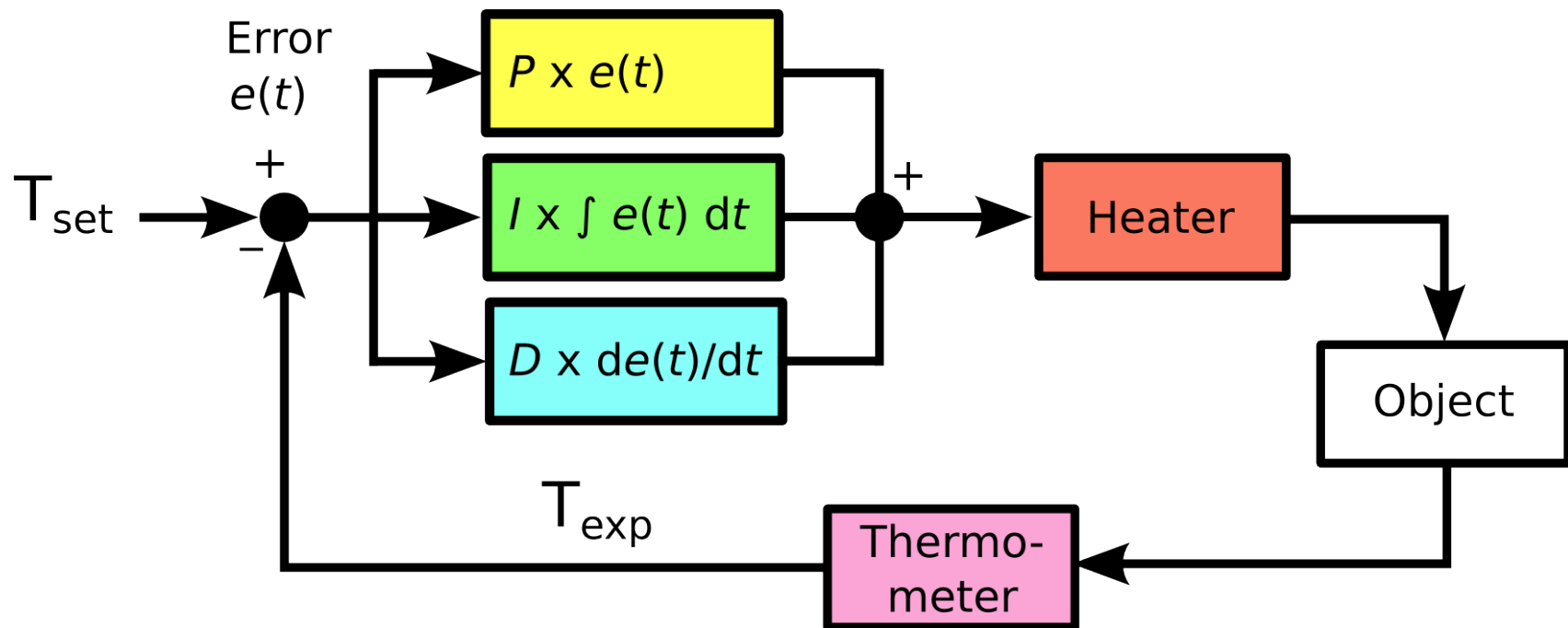
PID: PI

PI: can show severe '**overshoot**' effects



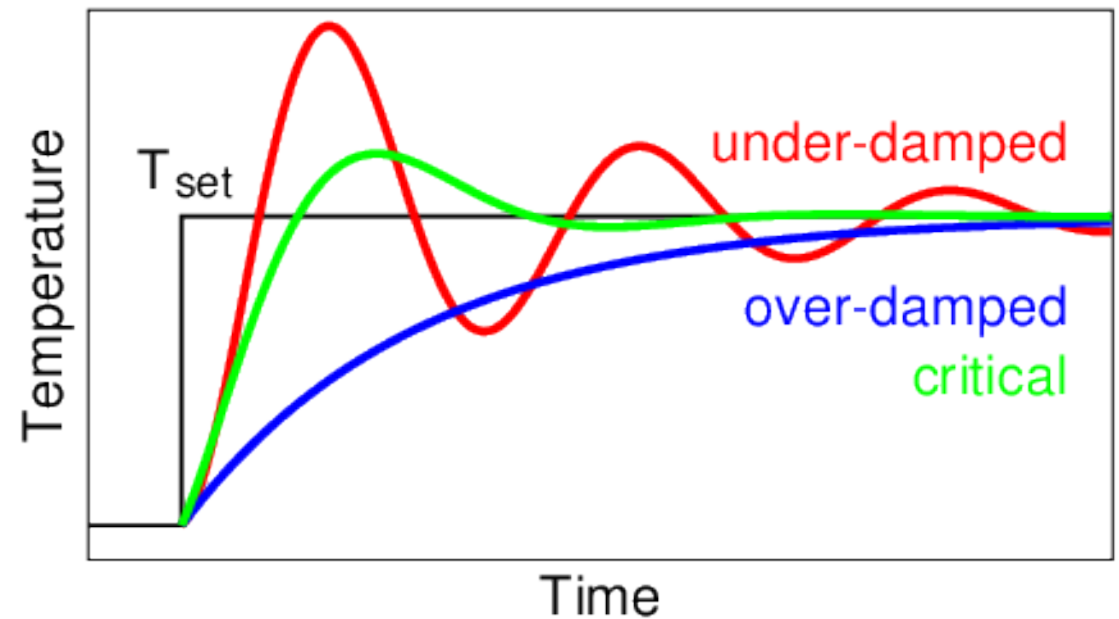
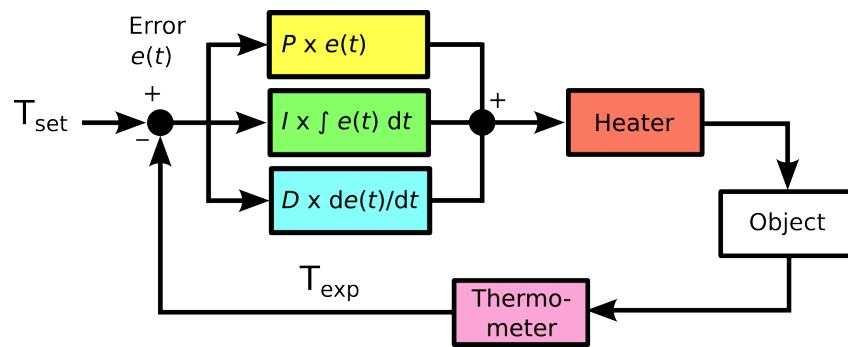
PID. The full Monty

The full Monty



PID. Critical parameters

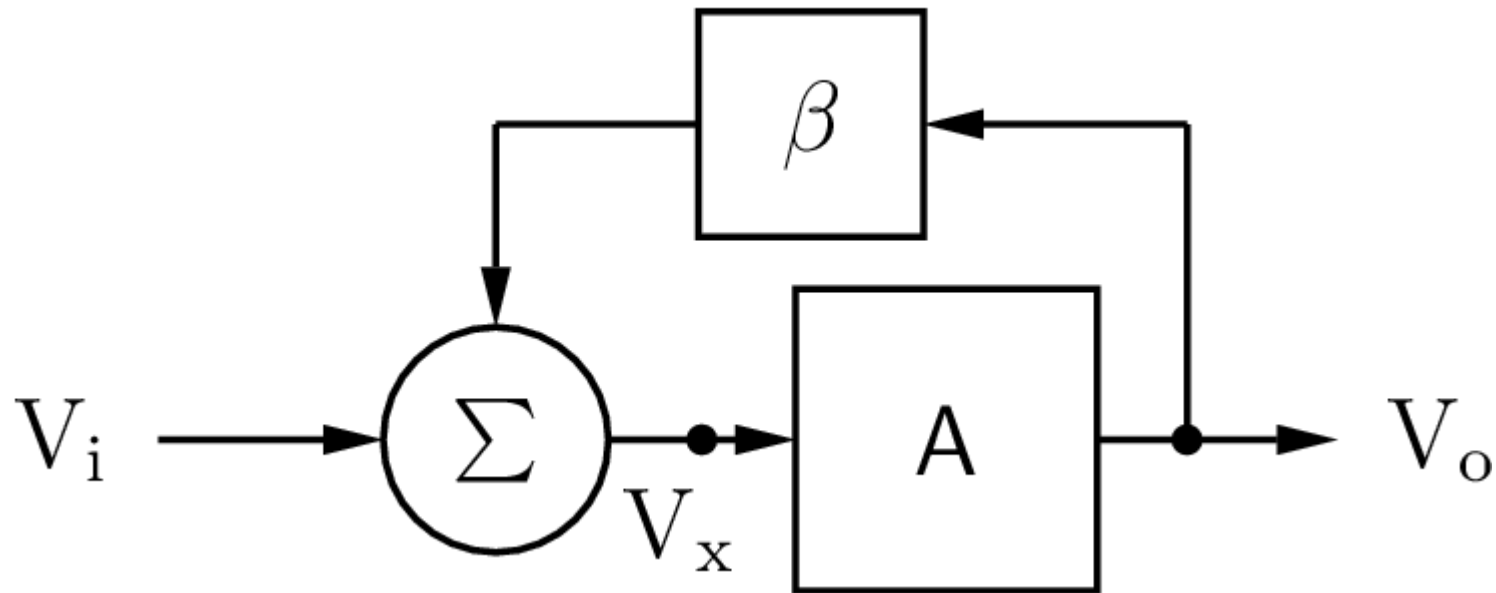
PID. By correct choice of parameters P , I and D , we can have a system that rapidly goes to desired value



Feedback

PID and control in general is a system of feedback:

Part (β) of output signal V_o is fed back (added) to input V_i



Such systems can have very many aspects

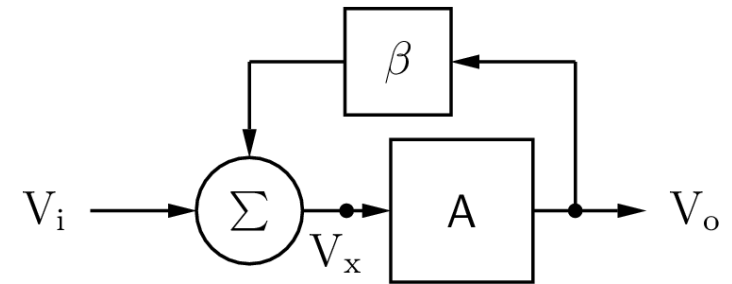
- Stability (will our temperature be stable?). Positive feedback is normally unstable (oscillations or runaway signal)

- Gain V_o/V_i

- Frequency response

Etc. ($\rightarrow$ Electronics II)

Control/Feedback



Such systems find applications in many areas

- **Engineering**. Controlling temperature
 - Managing the **economy** (viz. Keynes vs. Friedman, i.e., the phase of the feedback factor β)
 - Personal **finance**. Spend less when you have less money.
 - **Sociology** (a.k.a. 'training'). Put 'bad elements' in prison
 - **Pedagogy** (a.k.a. 'learning'). Higher marks motivate students
 - **Climatology**. Positive feedback: polar caps melt $\rightarrow$ darker $\rightarrow$ more heat absorption $\rightarrow$ hotter $\rightarrow$ etc. Negative feedback: Hotter Earth radiates more heat
- Etc.