

# *Image Processing*

dr hab. Michał Strzelecki

tel. 6312631, room 216

cons. hours: Wednesday 14-15, Thursday 13-14

([mstrzel@p.lodz.pl](mailto:mstrzel@p.lodz.pl))

*“One picture is worth  
more than ten thousand  
words”*

*Anonymous*



## **Literature:**

1. Lecture notes (\*.pdf files)  
**[www.eletel.p.lodz.pl](http://www.eletel.p.lodz.pl)**
2. R.C. **Gonzales**, R. E. **Woods**, Digital image processing, Addison-Wesley Publishing Company, 1992.
3. J. C. **Russ**, The image processing handbook, IEEE Press, 1995.
4. W. K. **Pratt**, Digital image processing, John Wiley & Sons, 1991.
5. A. **Materka**, Elements of image processing (in Polish), PWN, 1991.

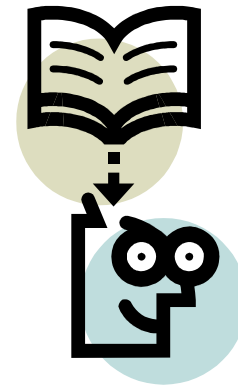
## **Assesment method:**

### **Theory:**

- written examination (50%).

### **Practice:**

- project report and presentation (50%)



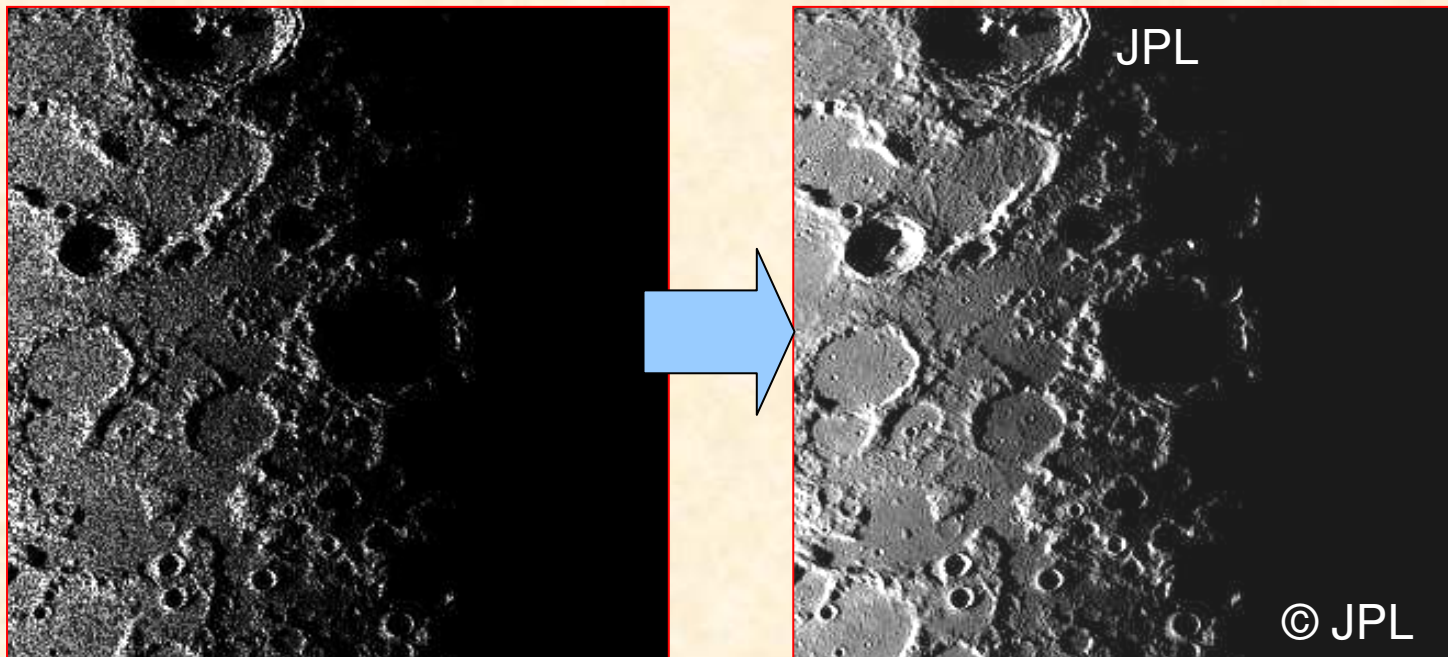


# Image processing objectives

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## ***1. Improvement of subjective image quality***

(e.g. in 1964, computerised image processing techniques were applied for correcting distortions of images transmitted from moon space probe Ranger 7 Jet Propulsion Laboratory, USA)



# Objectives of image processing

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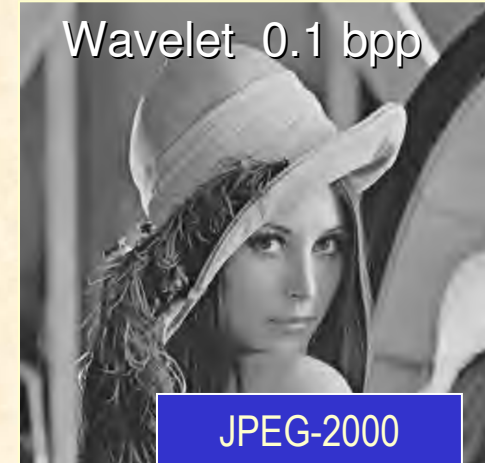
## *Improvement of image quality*



# Objectives of image processing

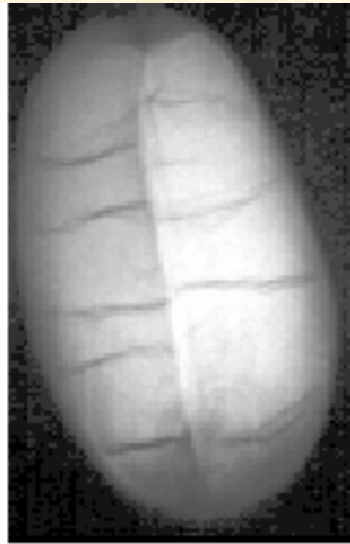
*Processing of image data for machine perception,  
storage or transmission*

(e.g. first application of image processing techniques has enabled reduction of transmission time of an image across the Atlantic from one week to less than 3 hours)

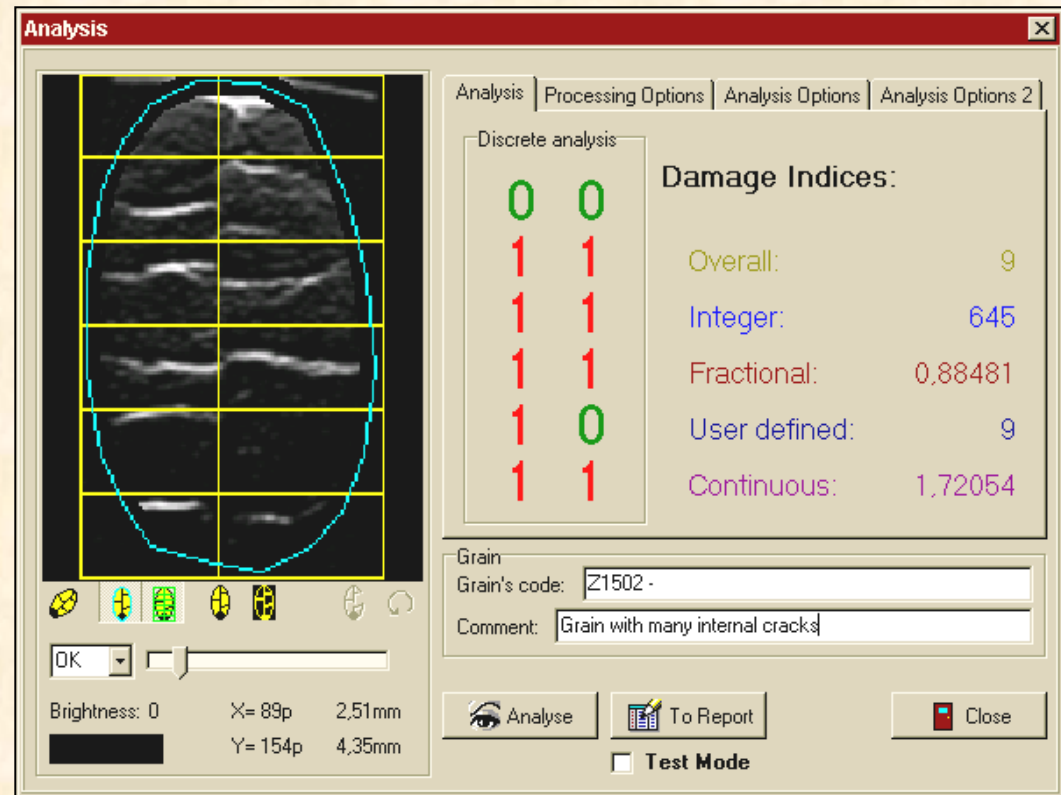
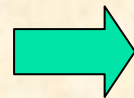


# Objectives of image processing

*Improvement of subjective image quality for human interpretation*



X-ray image of  
wheat grain

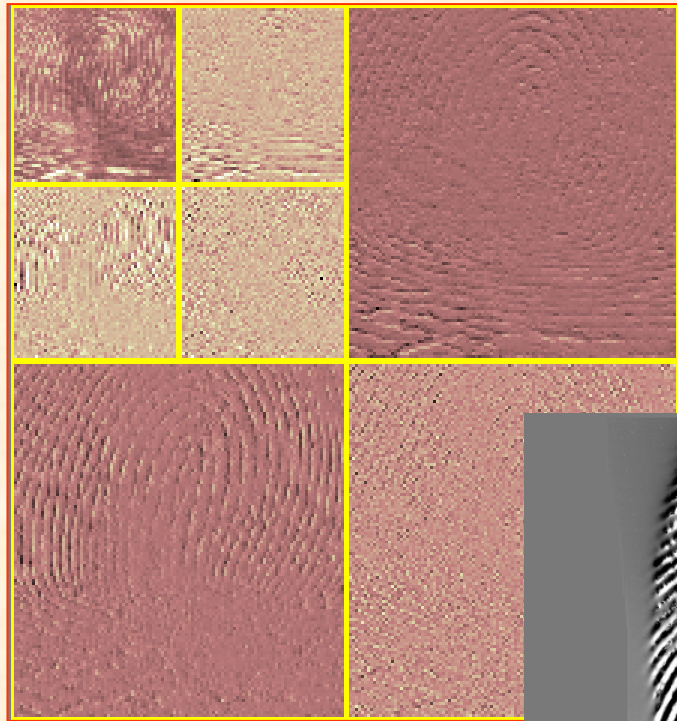




# Objectives of image processing

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*Processing of image data for machine perception, storage or transmission*



*FBI fingerprint database  
1992*

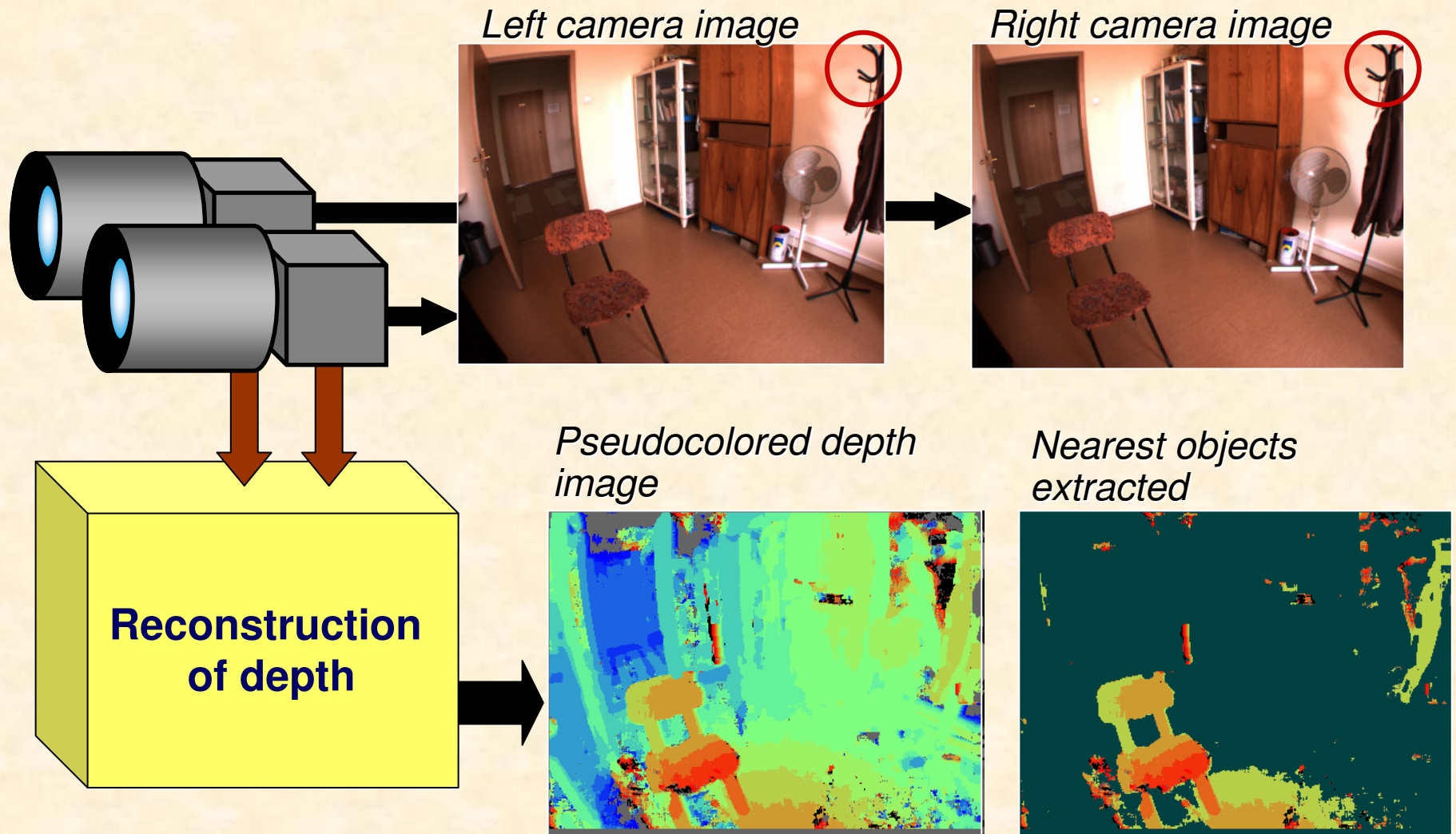
Biometry



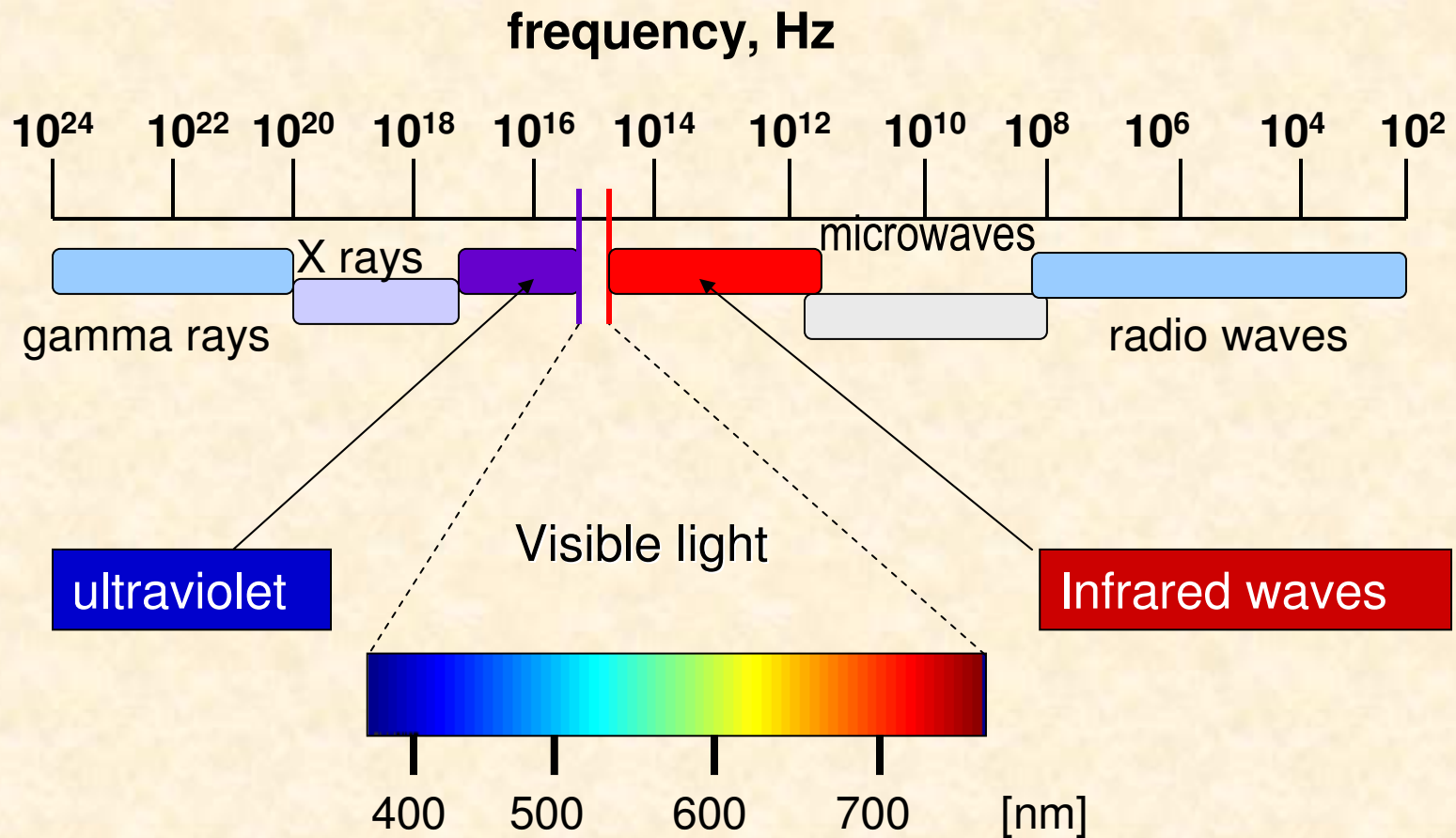


# Objectives of image processing

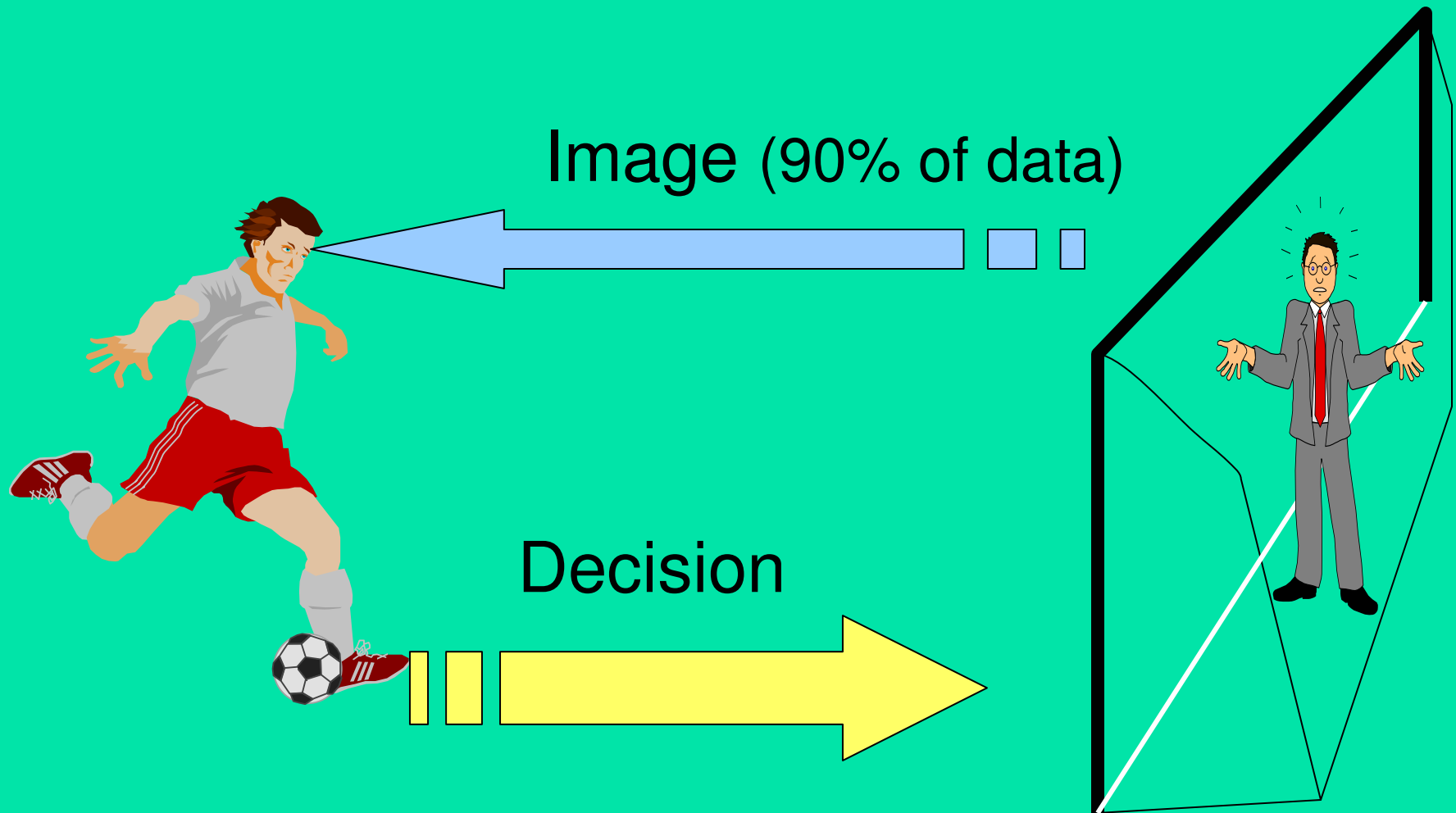
## Stereovision – scene analysis



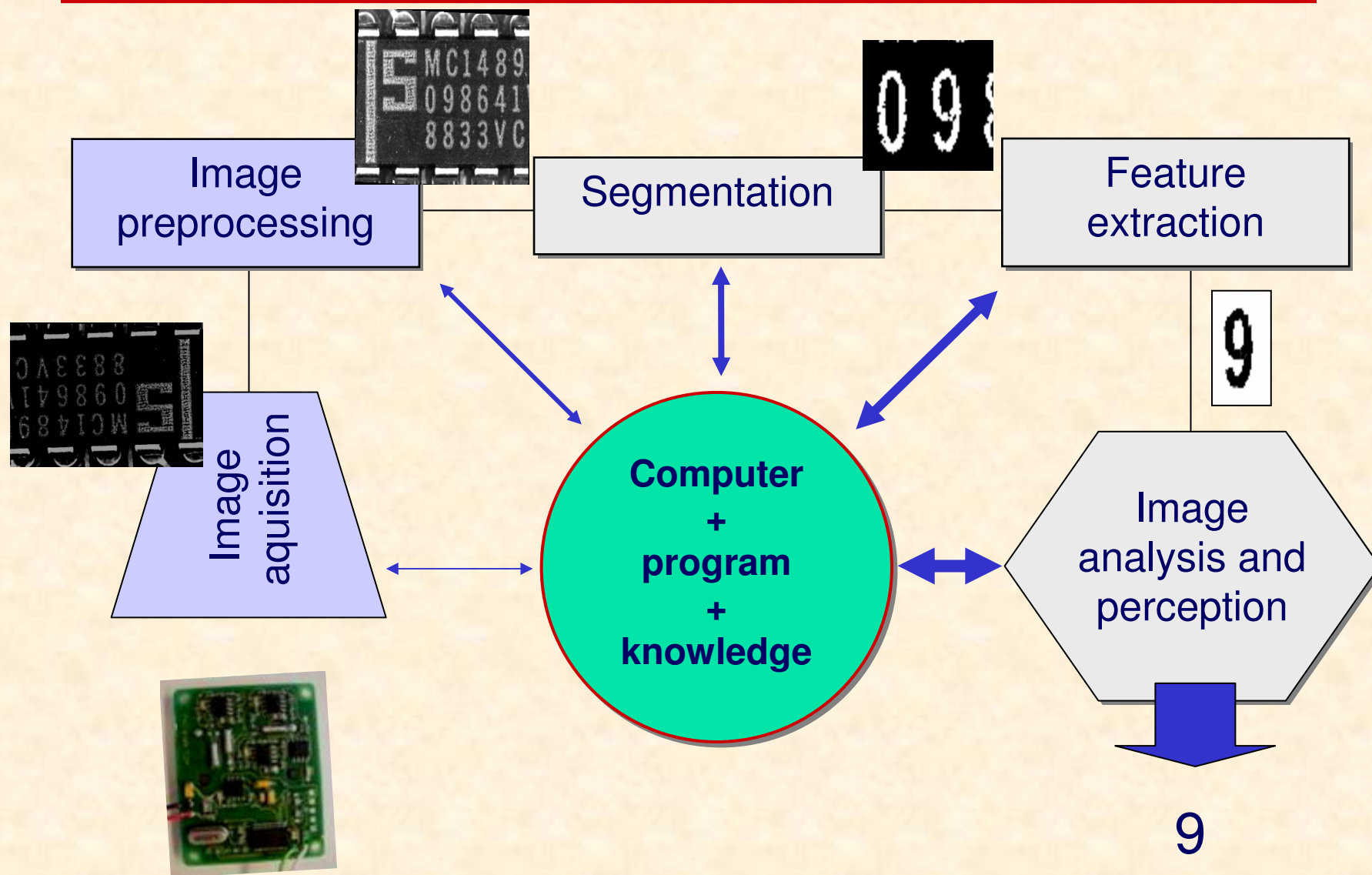
# Electromagnetic spectrum



# Natural image processing scheme



# Computer vision system



# **Course material:**

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- 1. Image acquisition and representation**
- 2. Image enhancement**
- 3. Image restoration**
- 4. Image analysis**
- 5. Image coding**



# Image enhancement

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Gray-scale transformation

# Image restoration

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motion blur



restored image

© Addison Wesley Inc.

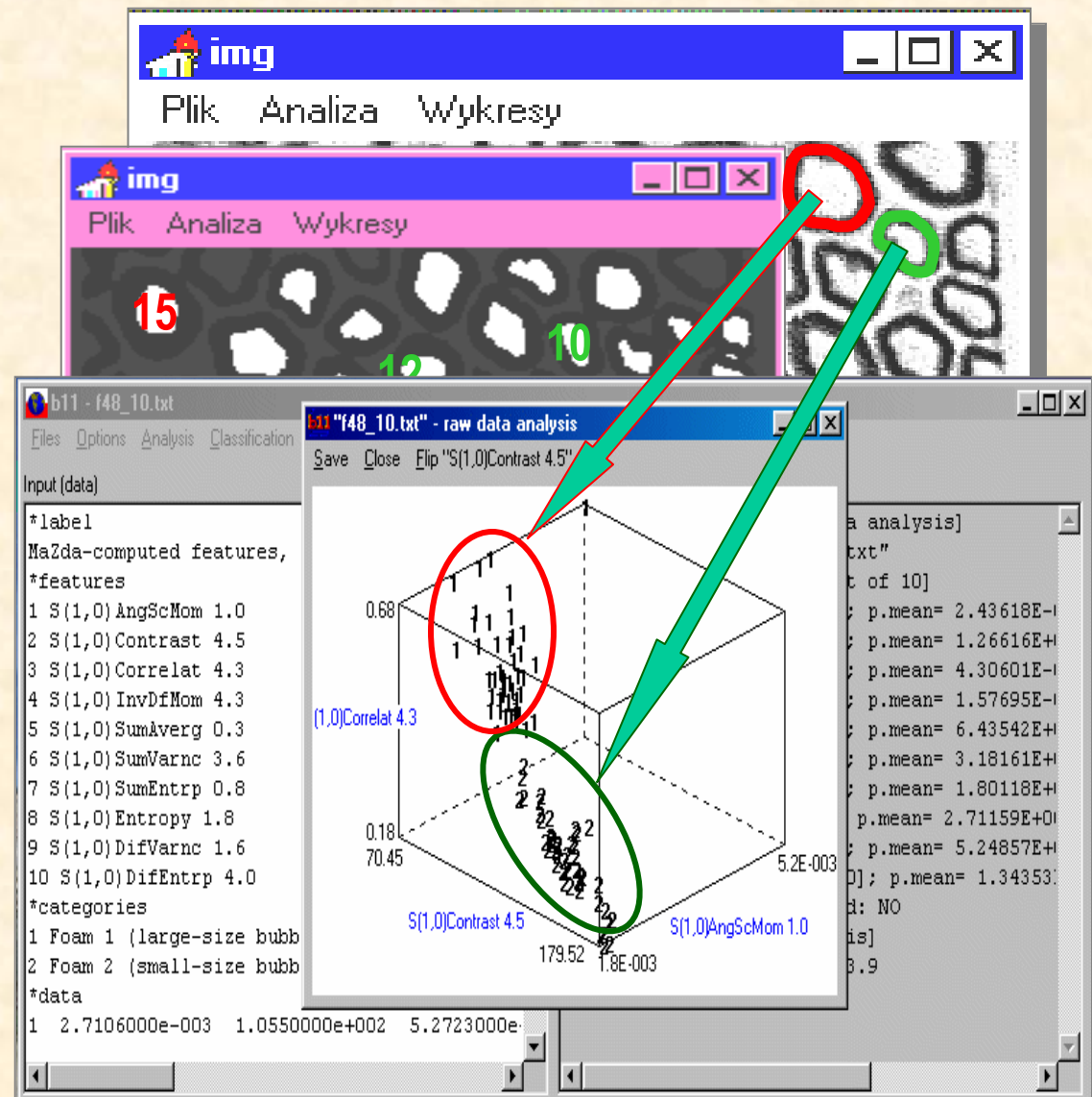
# Image analysis

Image aquisition

Feature extraction

Feature description

Recognition





# Analysis of documents

Studia:	Dzienne <input checked="" type="checkbox"/>	Wieczorowe <input type="checkbox"/>	Zaoczne <input type="checkbox"/>		
Kurs:	doktorski <input type="checkbox"/>	magisterski <input type="checkbox"/>	Inżynierski <input checked="" type="checkbox"/>	inny <input type="checkbox"/>	
Zajęcia:	wykład <input type="checkbox"/>	ćwiczenia <input checked="" type="checkbox"/>	laboratorium <input type="checkbox"/>	projekt <input type="checkbox"/>	seminarium <input type="checkbox"/>

	TAK	raczej TAK	raczej NIE	NIE
1. Czy treść zajęć była przedstawiona zrozumiale?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Czy zajęcia były dobrze zorganizowane?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Czy uczestnictwo w zajęciach oceniasz jako pożyteczne?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Czy prowadzący zajęcia udzielał jasnych odpowiedzi na zadane pytania?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Czy zajęcia zachęcały do myślenia?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Czy zajęcia odbywały się punktualnie?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Czy program i warunki zaliczania zajęć były znane studentom od początku semestru?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Czy sposób oceny stosowany przez prowadzącego uważasz za właściwy?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Czy dostępne materiały pomocnicze oceniasz jako wystarczające?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Student questionnaire

Kurs:	doktorski <input checked="" type="checkbox"/>	magisterski <input checked="" type="checkbox"/>	Inżynierski <input checked="" type="checkbox"/>	inny <input type="checkbox"/>	
Zajęcia:	wykład <input type="checkbox"/>	ćwiczenia <input checked="" type="checkbox"/>	laboratorium <input type="checkbox"/>	projekt <input type="checkbox"/>	seminarium <input type="checkbox"/>

	TAK	raczej TAK	raczej NIE	NIE
1. Czy treść zajęć była przedstawiona zrozumiale?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Czy zajęcia były dobrze zorganizowane?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Czy uczestnictwo w zajęciach oceniasz jako pożyteczne?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Czy prowadzący zajęcia udzielał jasnych odpowiedzi na zadane pytania?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Czy zajęcia zachęcały do myślenia?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Czy zajęcia odbywały się punktualnie?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Czy program i warunki zaliczania zajęć były znane studentom od początku semestru?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Czy sposób oceny stosowany przez prowadzącego uważasz za właściwy?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Czy dostępne materiały pomocnicze oceniasz jako wystarczające?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

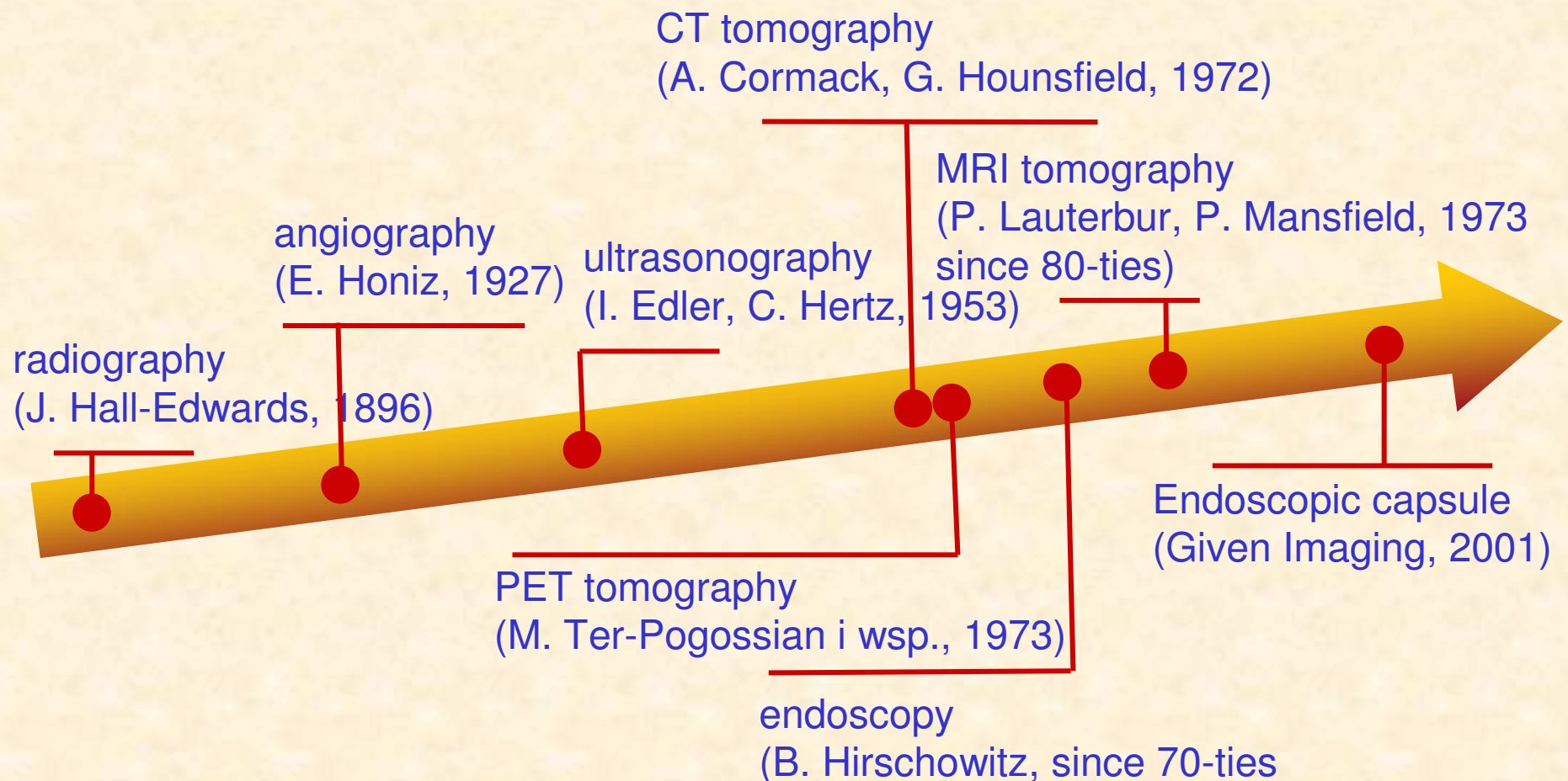


# Image processing systems - applications

- **science and industry** (quality control, sorting, ...)
- **medicine** (X-ray images, computed tomography, MRI, USG, microscopy, ...)
- **army** (target tracking, guided missiles, unmanned flying vehicles)
- **robotics** (welding, painting, robots, ...)
- **Earth and space exploration** (interpretation of satellite images, space probes, ....)
- **Biometrics, human computer interaction systems**
- ....



# Image analysis in medicine



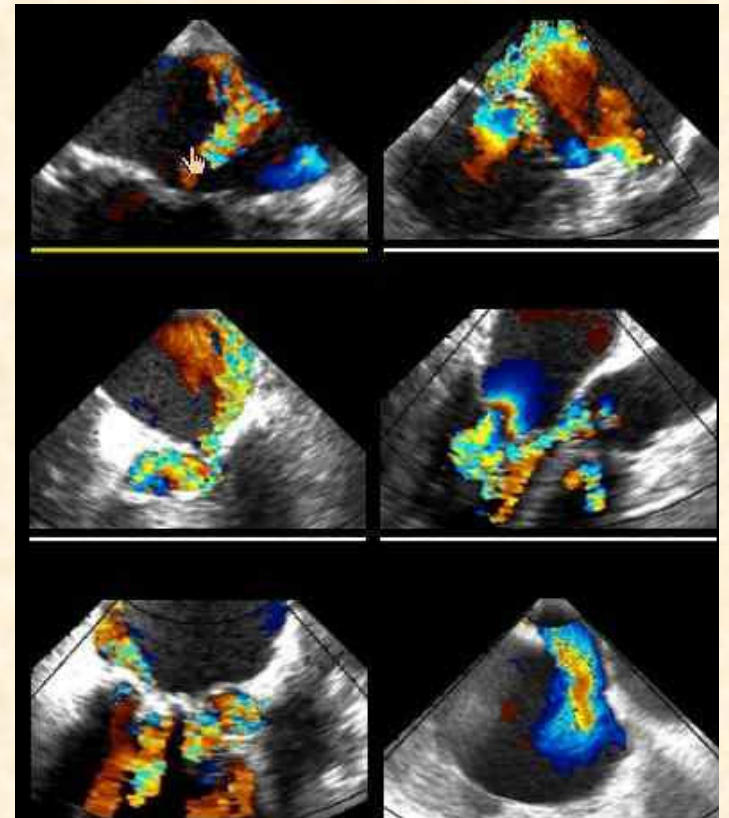
# Radiology

- film images,
- digital images,
- invasive examination,
- limited quality,
- low equipment price, mobility



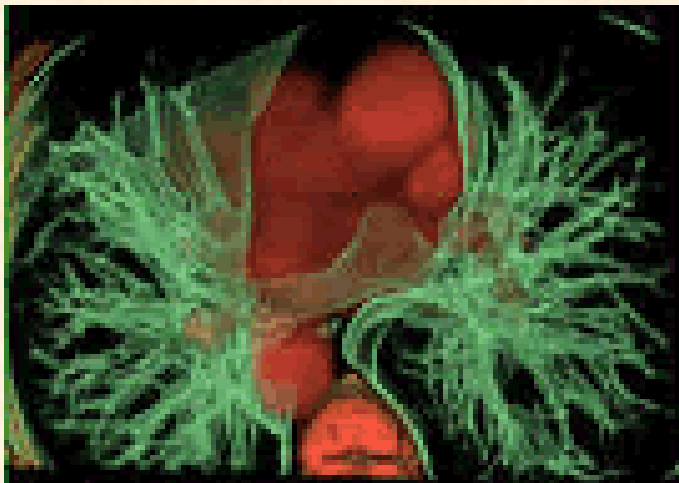
# Ultrasonography

- low image quality,
- difficult for interpretation,
- blood flow examination (Doppler effect USG),
- non-invasive examination,
- low equipment price, mobility



# Computed Tomography

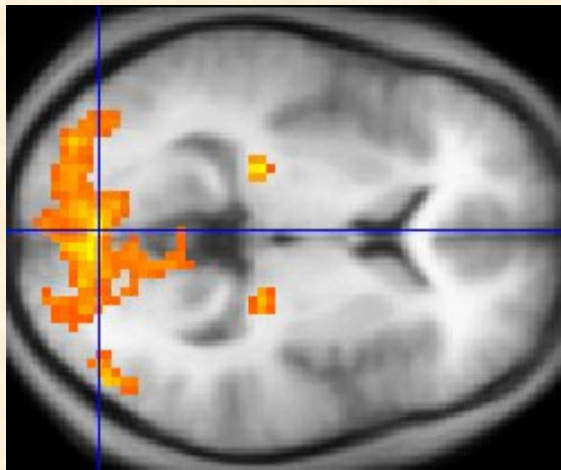
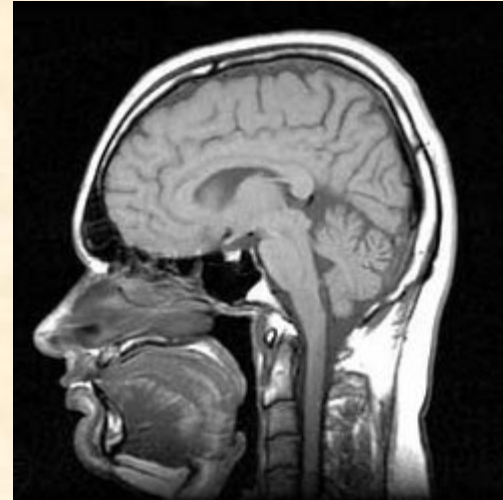
- cross-section images (not a projections)
- not applicable for soft tissues,
- very good image quality,
- invasive examination,
- high equipment price





# Magnetic Resonance Imaging (MRI Tomography)

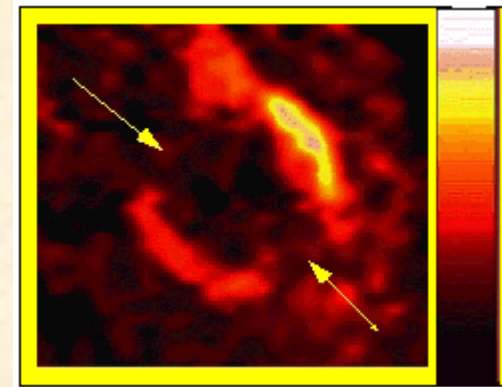
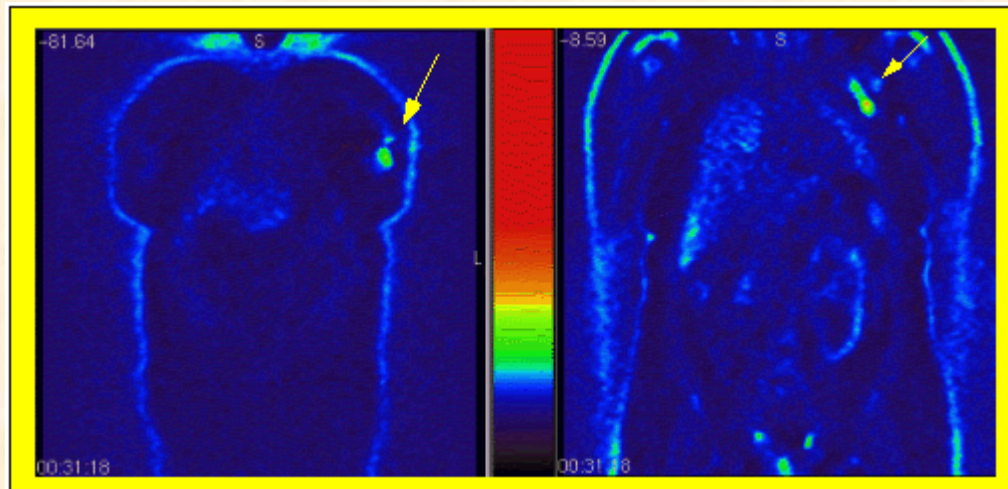
- effective for soft tissues,
- functional tomography (BOLD),
- MR angiography,
- very good image quality,
- non-invasive examination,
- high equipment price





# Positron Emissive Tomography

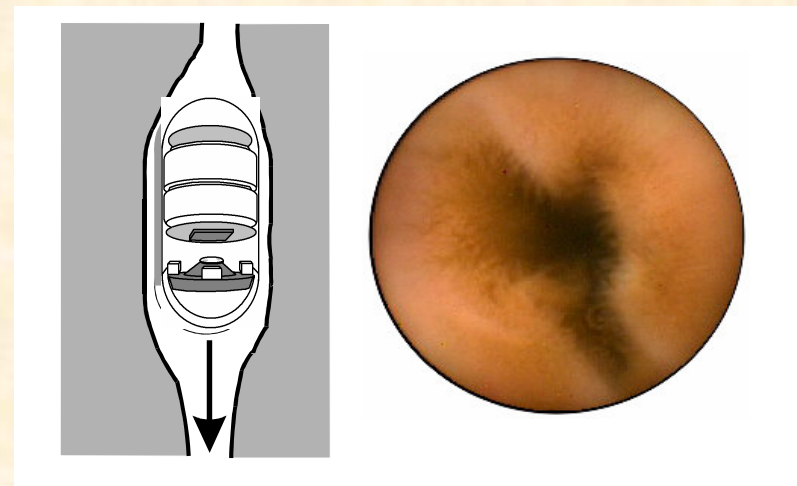
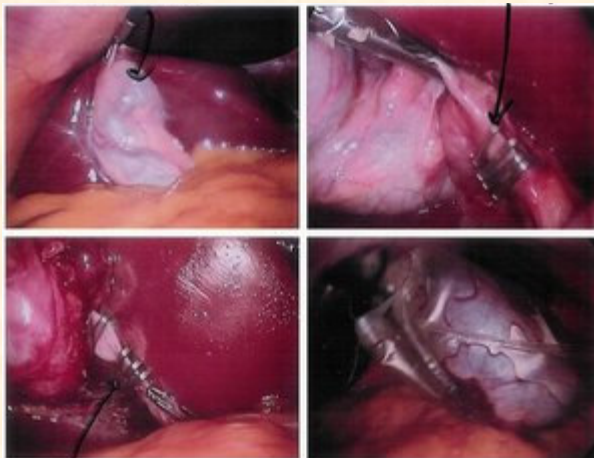
- analysis of molecular changes,
- together with CT,
- short examination time (limited by half-life disintegration of radioisotope),
- invasive examination,
- high equipment price



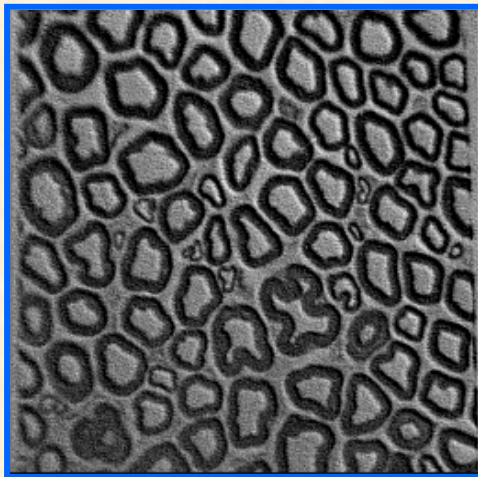
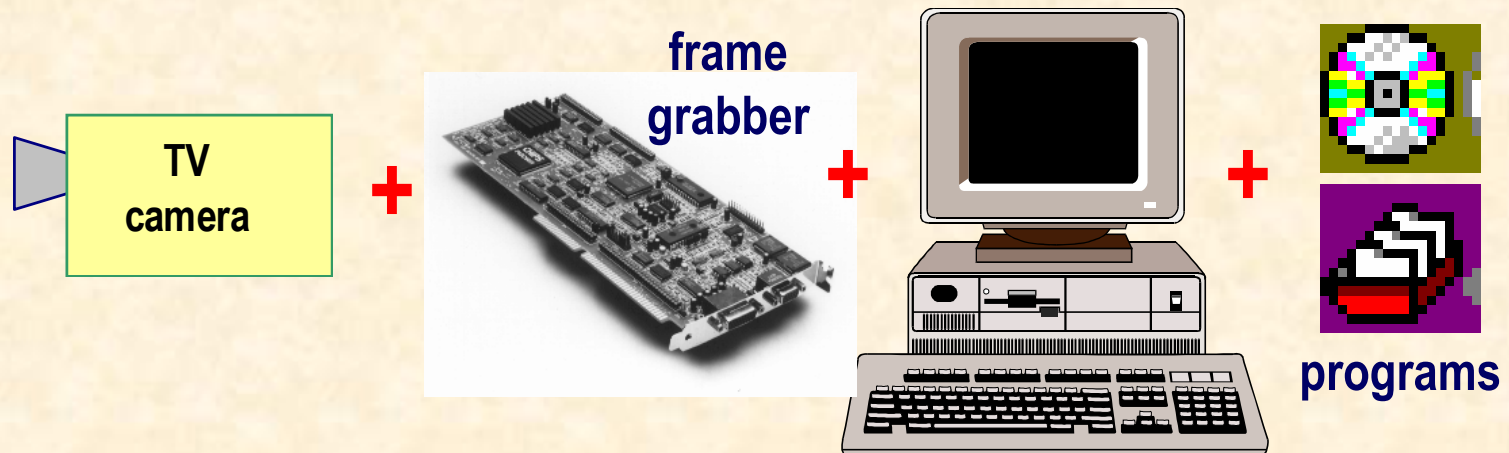
# Endoscopy



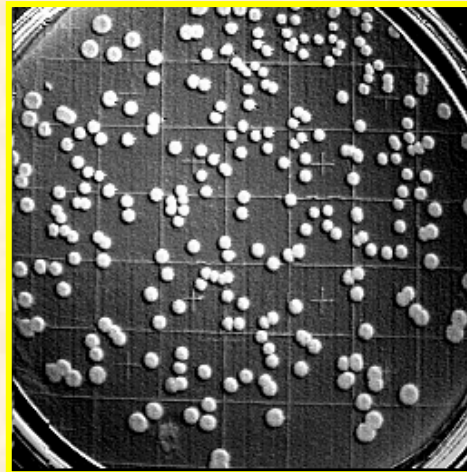
- optical images of internal organs,
- additional surgical intervention (laparoscopy),
- endoscopic capsules,
- image processing is necessary,
- invasive examination,
- high equipment price



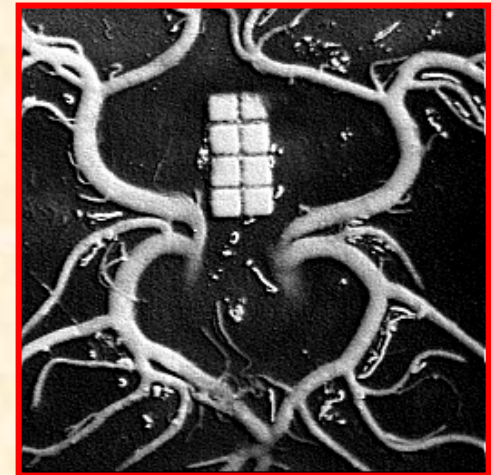
# Image processing system developed at the Medical Electronics Division, Institute of Electronics in (1989)



Microscope image  
of a nerve tissue



Bacteria colony image



Latex model of brain veins

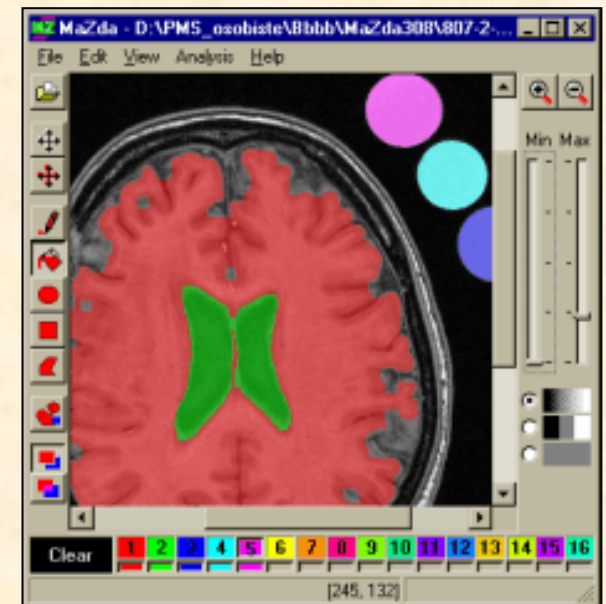
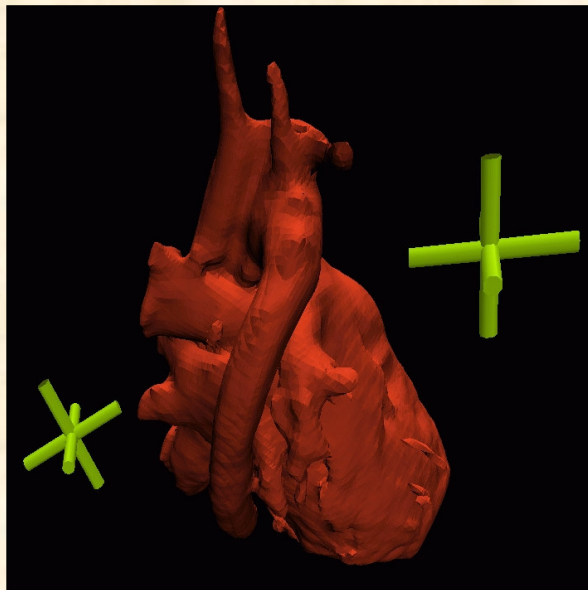
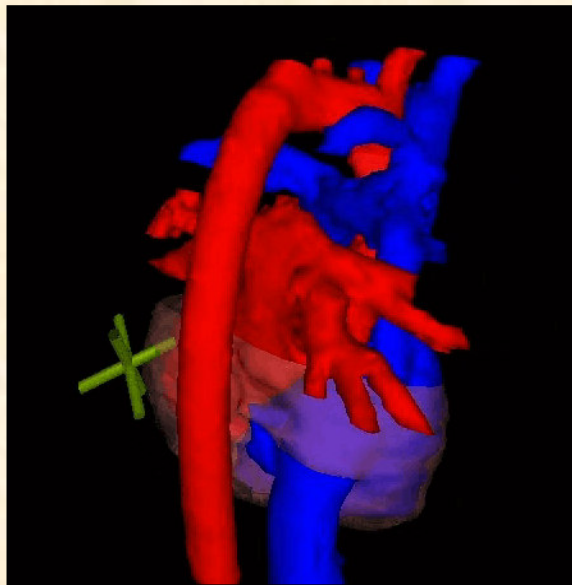
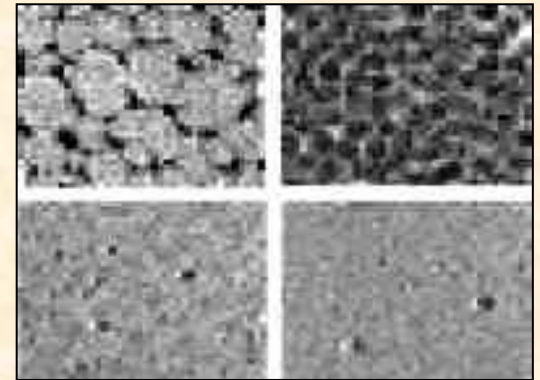


# Magnetic resonance imaging (MRI)

**COST B11** action "Quantitation of Magnetic Resonance Image Texture,, (1998-2002)

**COST B21**

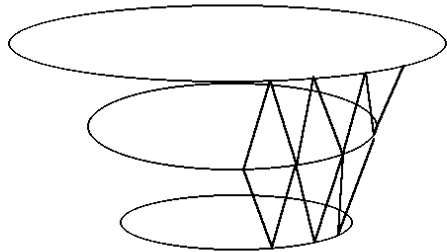
"Physiological modelling of MR Image formation" [www.eletel.p.lodz.pl](http://www.eletel.p.lodz.pl)



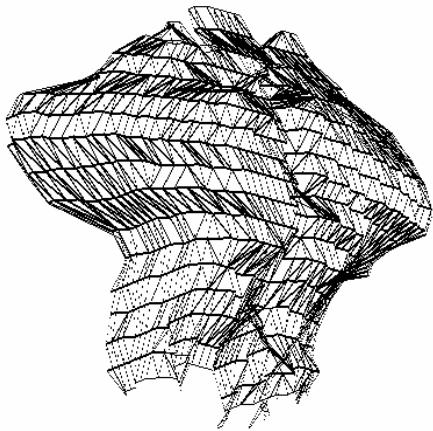


# Computer graphics

## 3D objects modelling



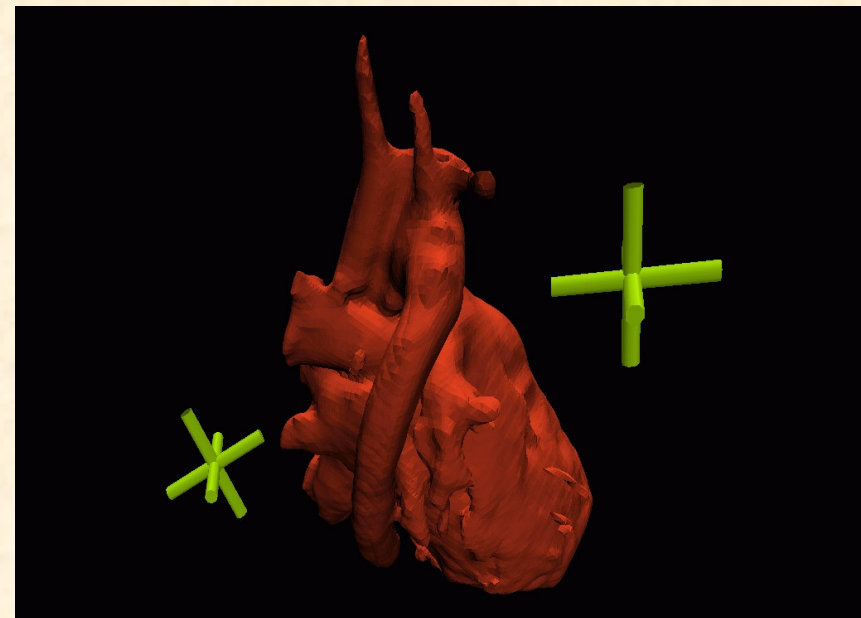
Reconstruction



Surface rendering



3D visualisation



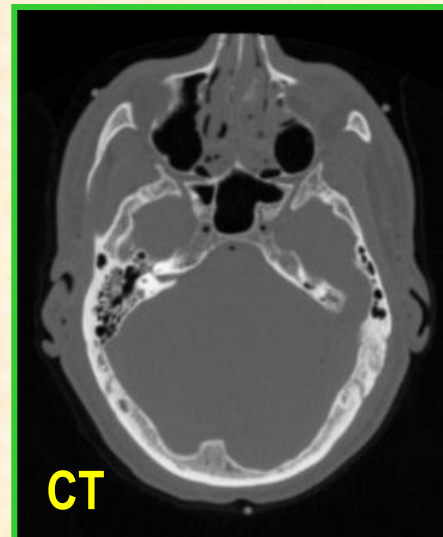
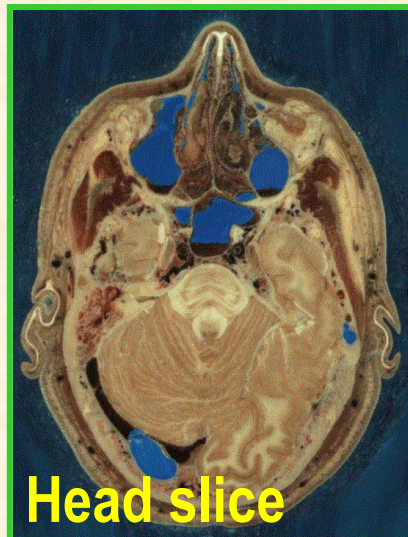
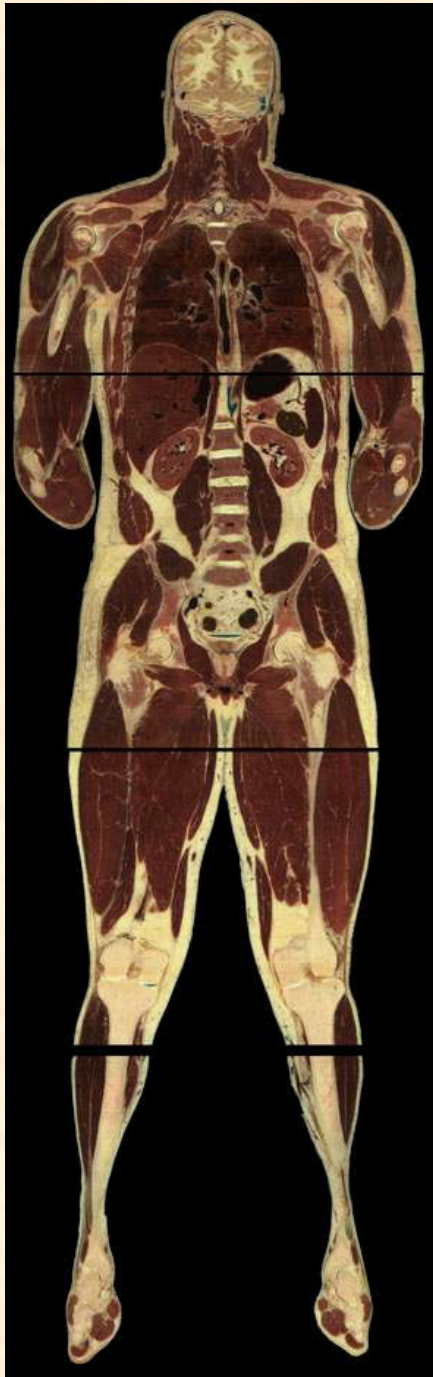
Virtual reality

# The Visible Human Project

The National Library of Medicine's  
**Visible Human Project** (TM)

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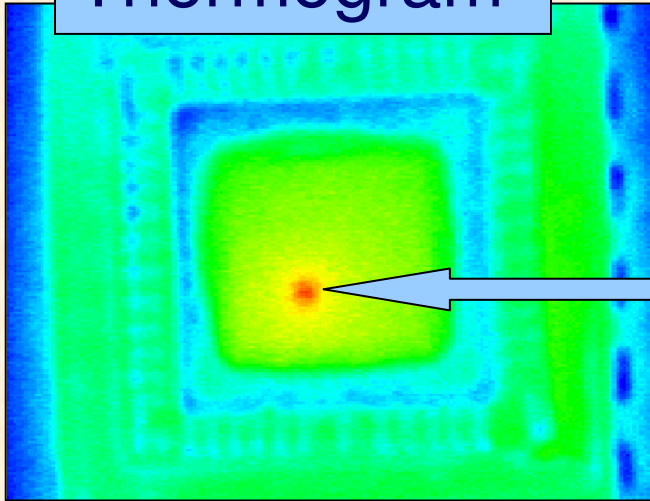
Human-Computer Interaction Lab  
Univ. of Maryland at College Park



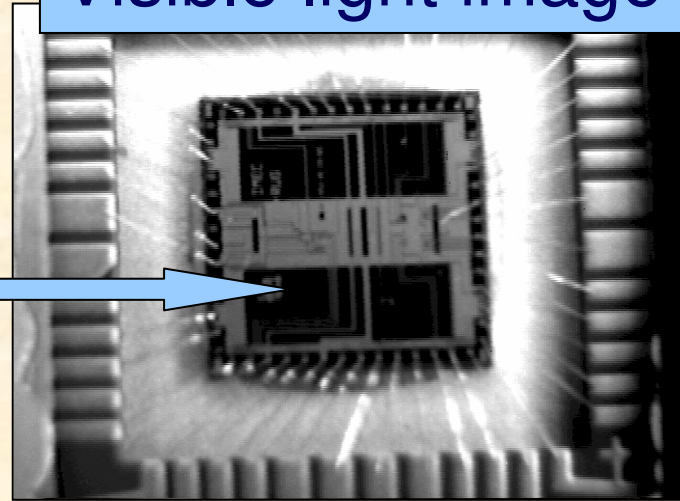


# Computed thermography

Thermogram



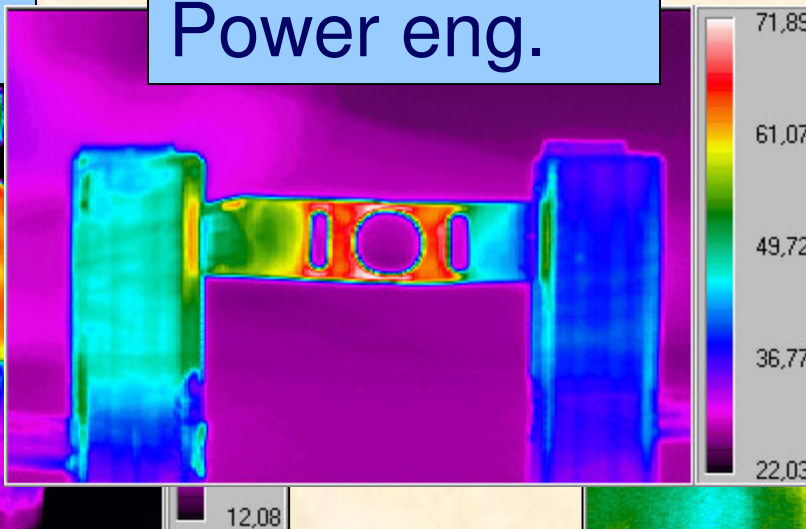
Visible light image



Medicine



Power eng.



Civil eng.

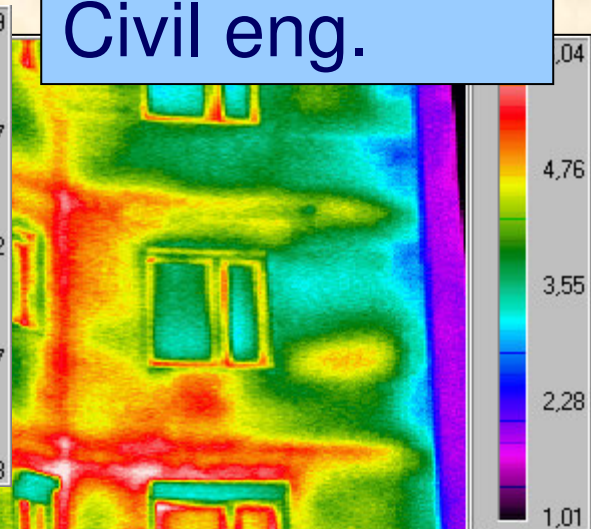


Figure 1 displays three grayscale face images of a person's mouth area, illustrating the application of a grid-based method for lip detection. The top-left image shows a red grid overlay on the mouth. The top-right image shows a green grid overlay on the mouth. The bottom image shows a green grid overlay on the mouth. To the right of the images is a list of parameters and their values. Below the images is a scatter plot showing the distribution of data points in a 2D space, with two clusters highlighted by red circles.

Parameters and values:

- $t=50$
- $\text{Dev}=76.14$
- $\text{Ap}=1$
- $\text{R}=5.5172$
- $\text{Sum}=0.8185$
- $\text{to1}=0.0000$
- $\text{to2}=0.0000$
- $\text{beta}=0.0006$
- $\text{beta}=0.9077$
- $\text{Sum}=0.6713$

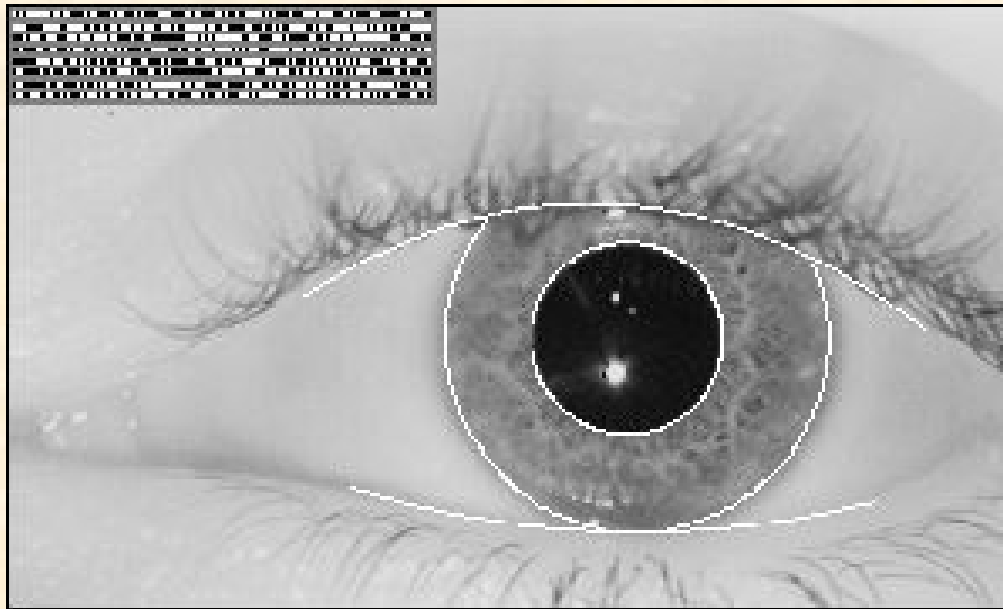
Scatter plot showing the distribution of data points (blue squares) in a 2D space. The x-axis ranges from 0 to 2, and the y-axis ranges from 0 to 1.5. Two clusters of points are highlighted by red circles, indicating the detected lip regions.

H. Nowak „**Computer „lip-reading”**”, PhD project conducted at the  
Medical Electronics Division



# Image processing applications: biometrics

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© J. Daugman

# Image processing applications: image databases

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a „concept” of  
an image

or

a copy of an image

database hit

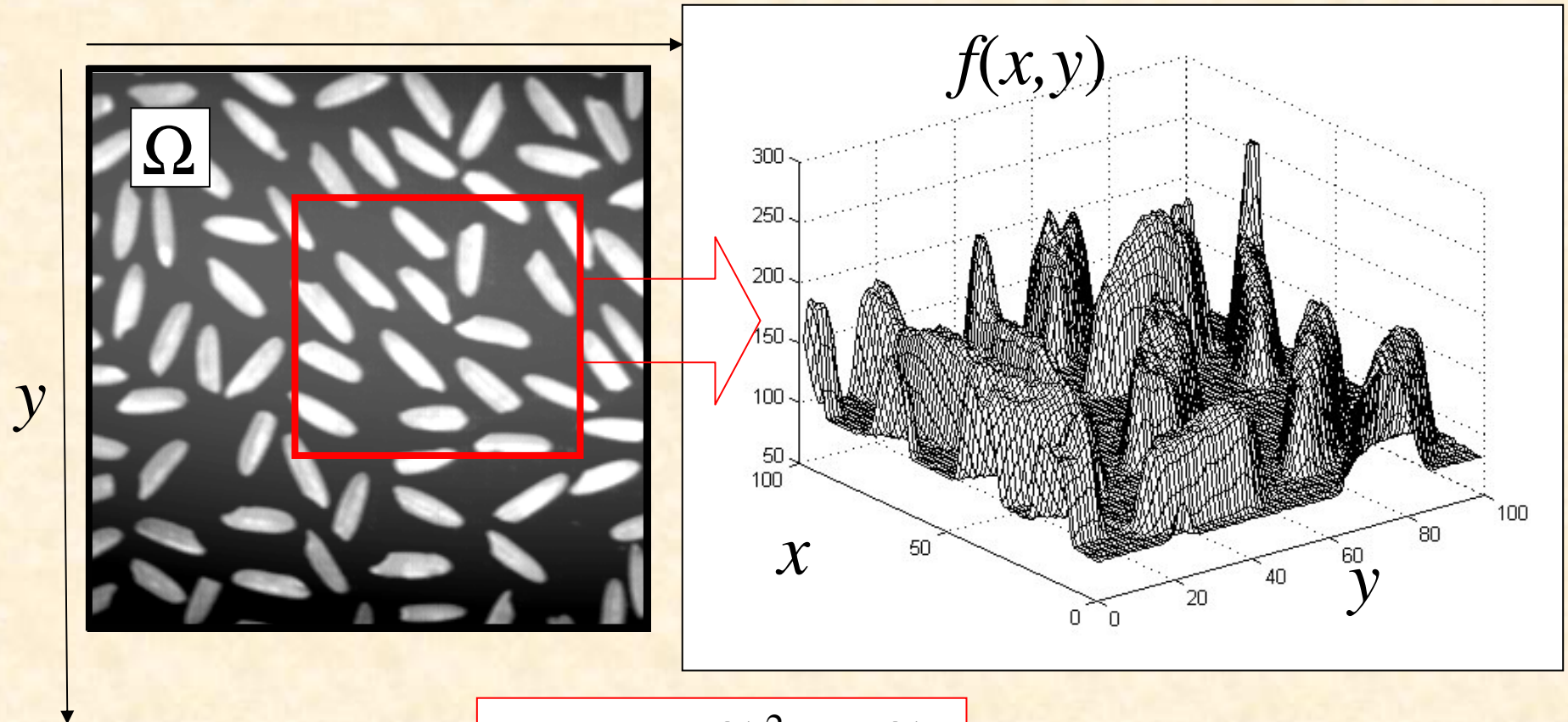


**DWT**



*C.E. Jacobs, A. Finkelstein, D.H. Salesis,  
„Fast multiresolution image quering”, 1999*

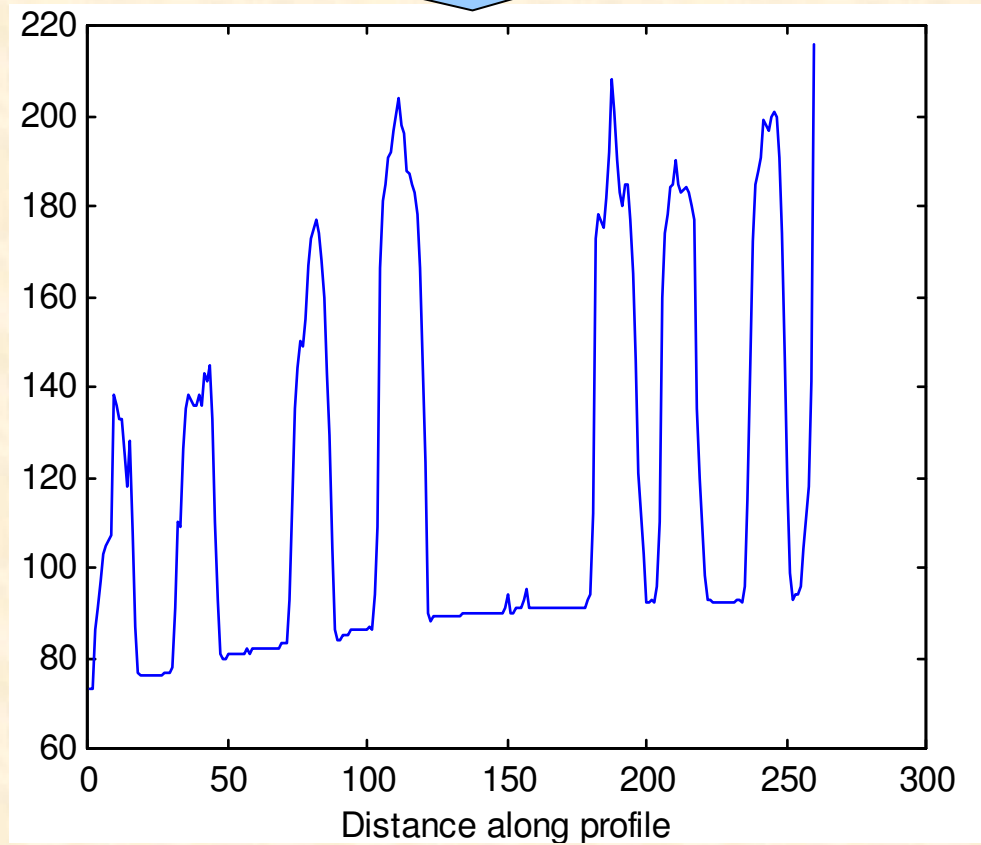
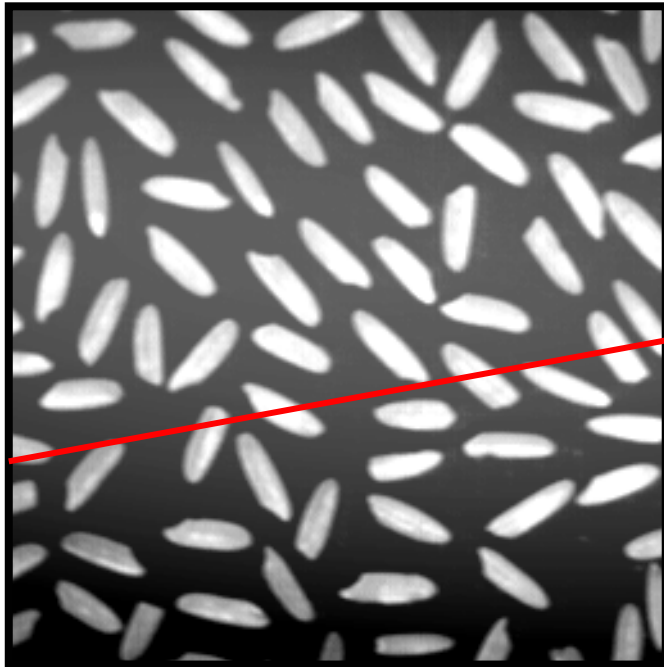
# Monochrome image as a 2D function



$$M : \Omega \subset \mathbb{R}^2 \rightarrow \mathbb{R}_+ \\ (x, y) \rightarrow f(x, y)$$

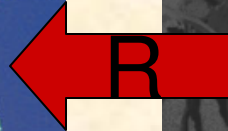
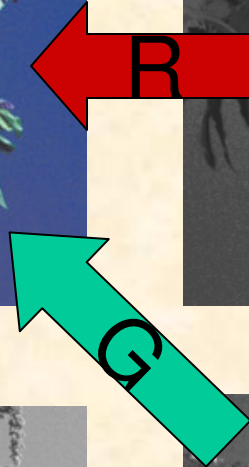
# Image brightness profile

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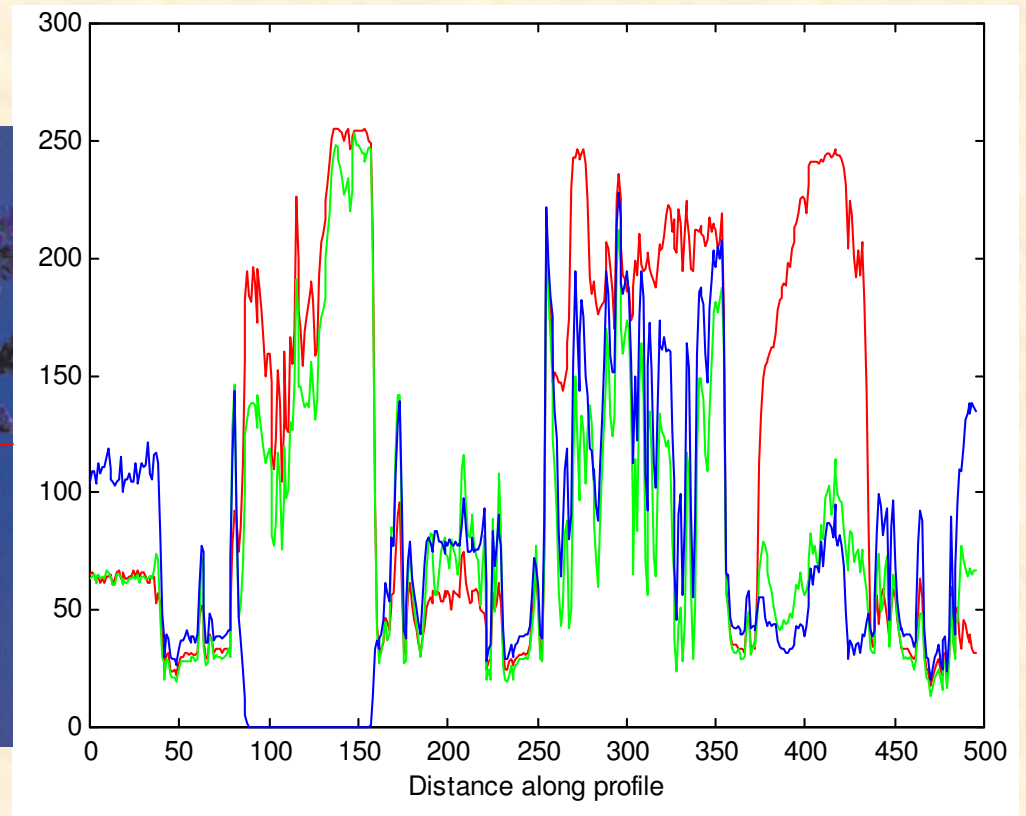




# RGB colour images



# RGB colour images



RGB image and colour components profiles



# Digital image

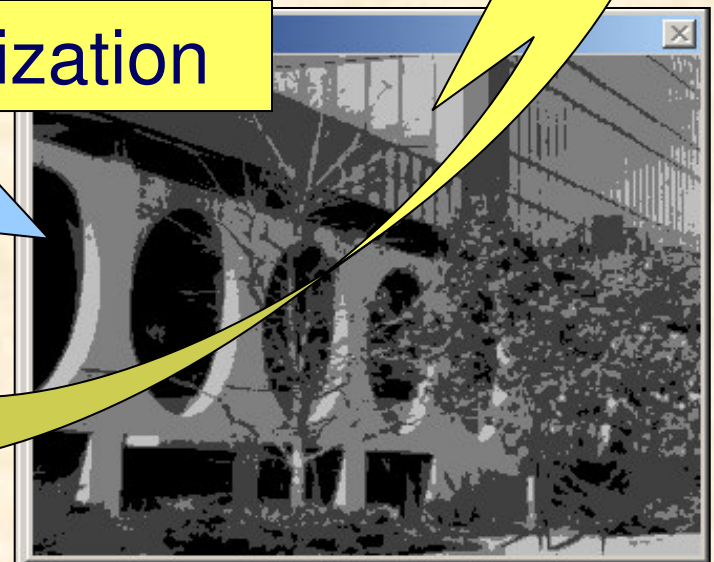
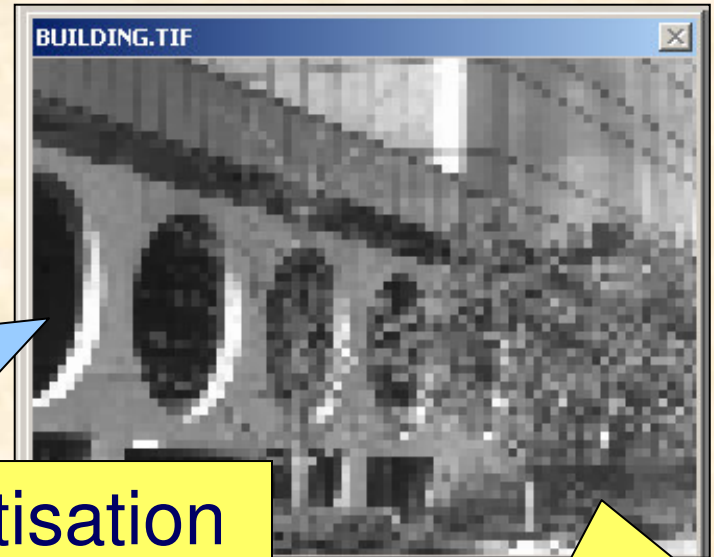


discretisation

+

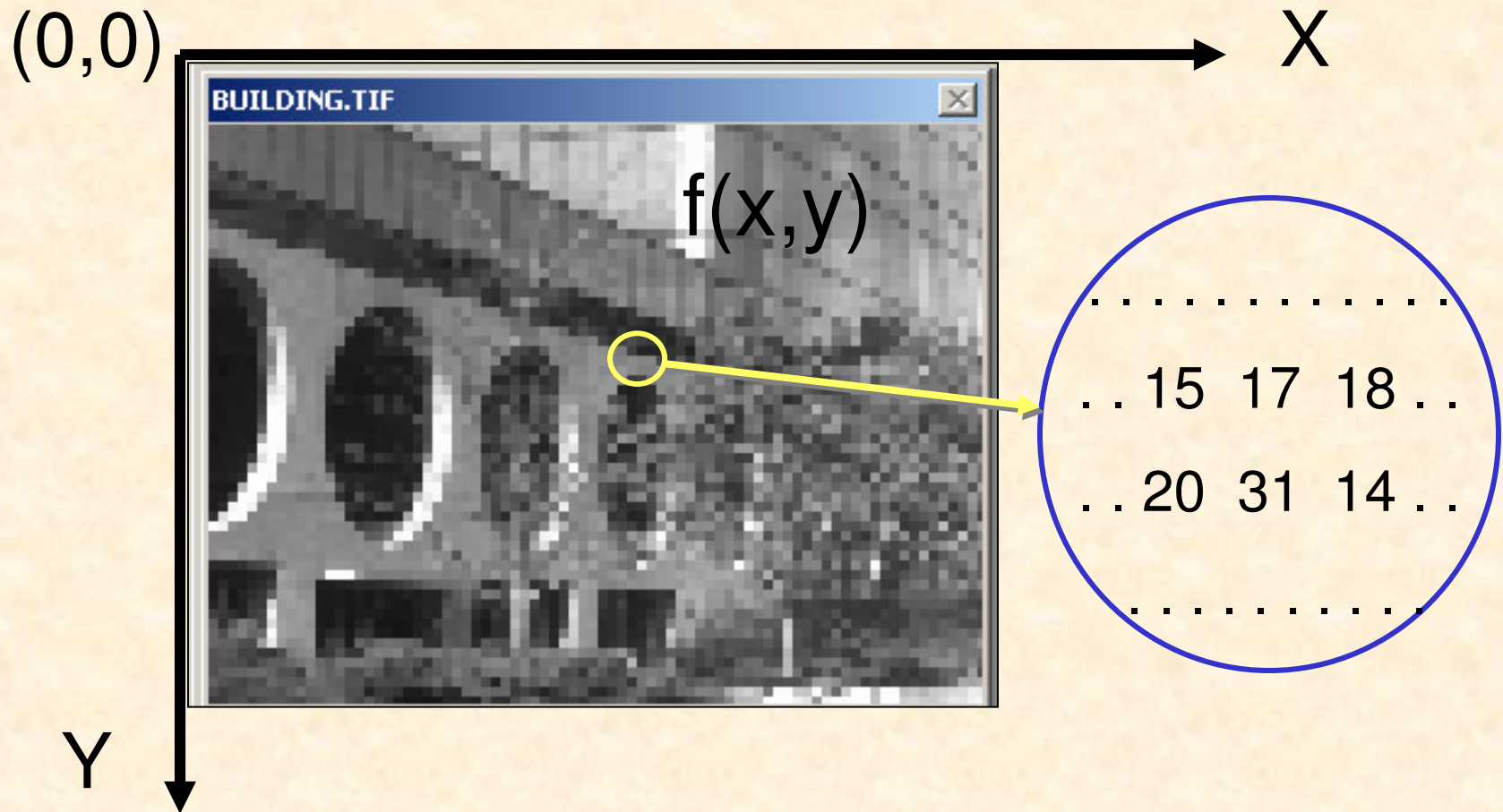
quantization

pixel (*picture element*)



# Digital image as pixel array

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# Digital image as pixel array

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**Digital image  $f(x,y)$ :**

2D array  $(M,N)$ ,  
ie. of  $M$  rows and  $N$  columns,  
of nonnegative elements assuming  
a limited number of levels

$$f(x, y) = 0, 1, \dots, L - 1$$

(np.  $L=256$ )

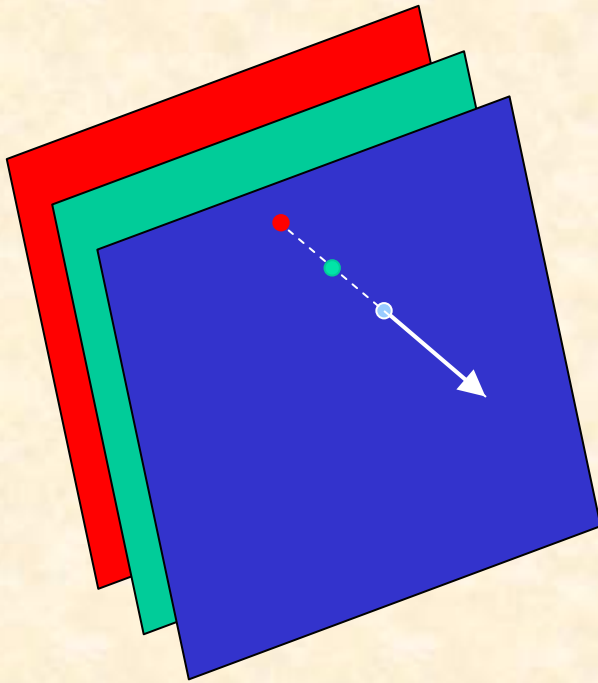
$$x = 0, 1, \dots, N - 1$$

$$y = 0, 1, \dots, M - 1$$

Colour digital image?

# Colour digital RGB image

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*If each of the colour component is 8 bit coded then  $2^{24}$  different colours can be obtained!*

$$f(x, y) = (f_R, f_G, f_B)$$



# Colour indexed image

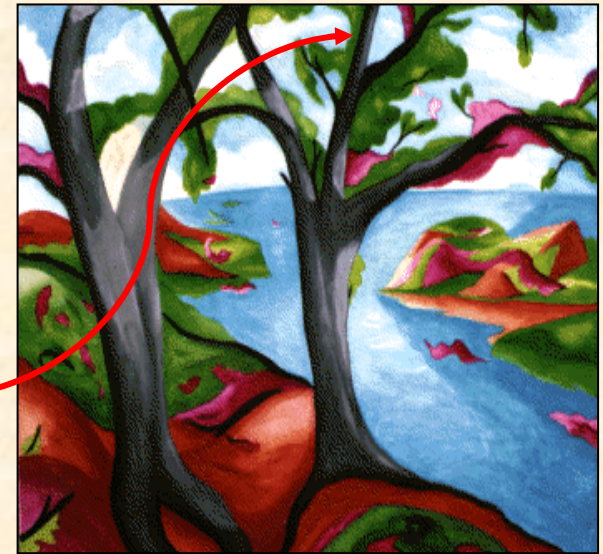
$f=25$



Monochrome image

	R	G	B
0			
1			
2			
.			
.			
.			
.			
25	0.21	0.3	0.99

*Colour palette  
(look-up table)*



Colour  
image

# Image file formats

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Image file formats were devised for the two main reasons:

- file compatibility (exchange of data)
- data compression

The most popular image file formats:

- **JPEG** (*Joint Photographic Experts Group*) → NEW: JPEG2000
- **GIF** (*Graphics Interchange Format*)
- **PNG** (*Portable Network Graphic*)
- **TIFF** (*Tagged Image File Format*)
- **BMP, PCX, ...**

**Raster (bitmap) vs. Vector graphics**



# Comparison of main image file formats

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Format	File ext.	Main features	Application
<b>JPEG</b>	.jpg	Transform based, CR defined lossy compression (DCT)	Very good for compressing photographs
<b>JPEG 2000</b>	.jp2	New transform based, CR defined lossy compression (Discrete Wavelet Transform)	Excellent for compressing photographs, to replace JPEG
<b>GIF</b>	.gif	Indexed image format, max. 256 colours, lossless coding	Internet, animated GIFs
<b>PNG</b>	.png	Promoted by the www consortium to replace GIF	Internet, no animation (foreseen MNG), alpha channel, better for text images than JPEG
<b>TIFF</b>	.tif	Highly structured, complicated format,	Mainly for scanning text documents
<b>BMP</b>	.bmp	Simple uncompressed format	For use in Windows OS

# Hands on – demo

