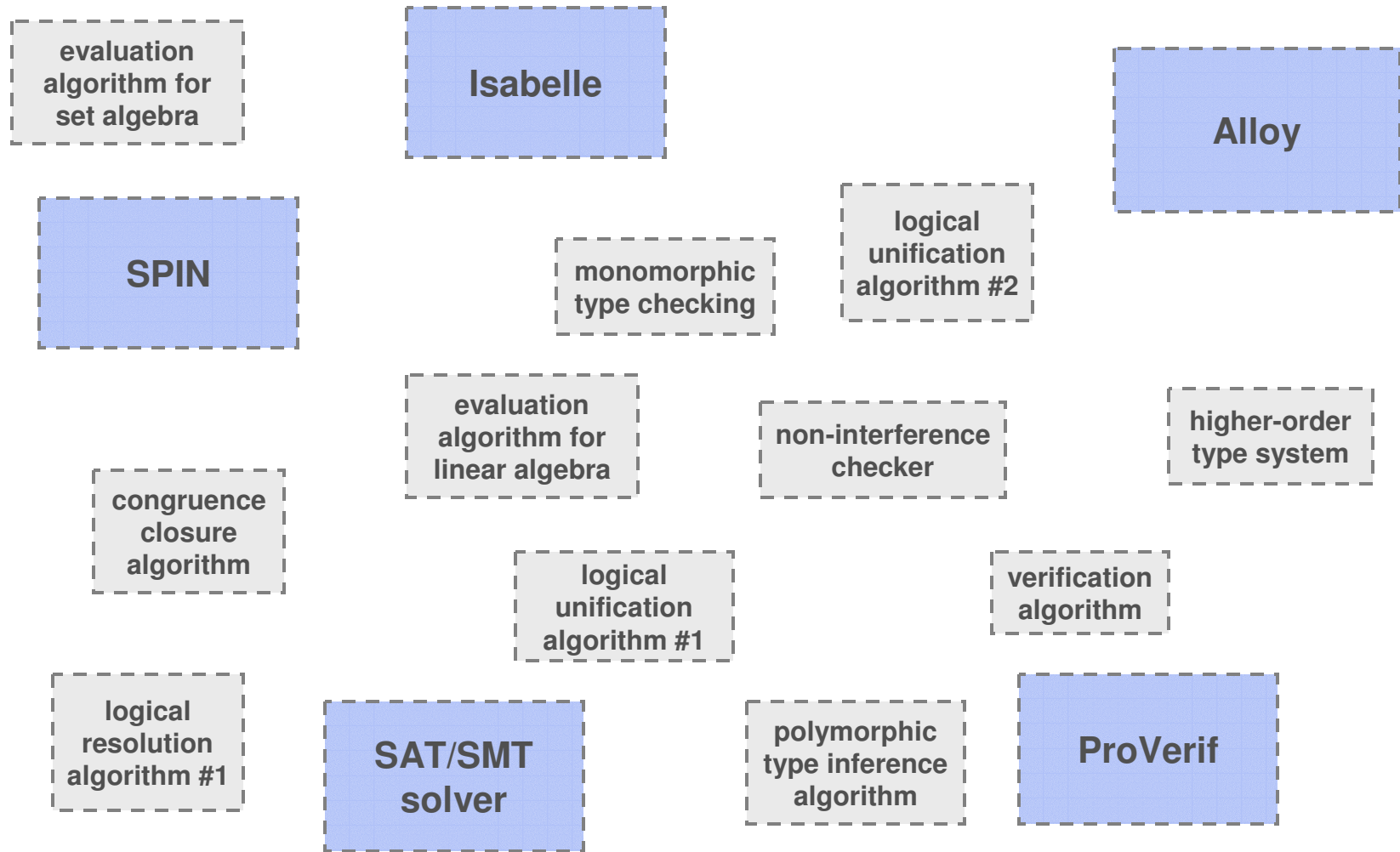


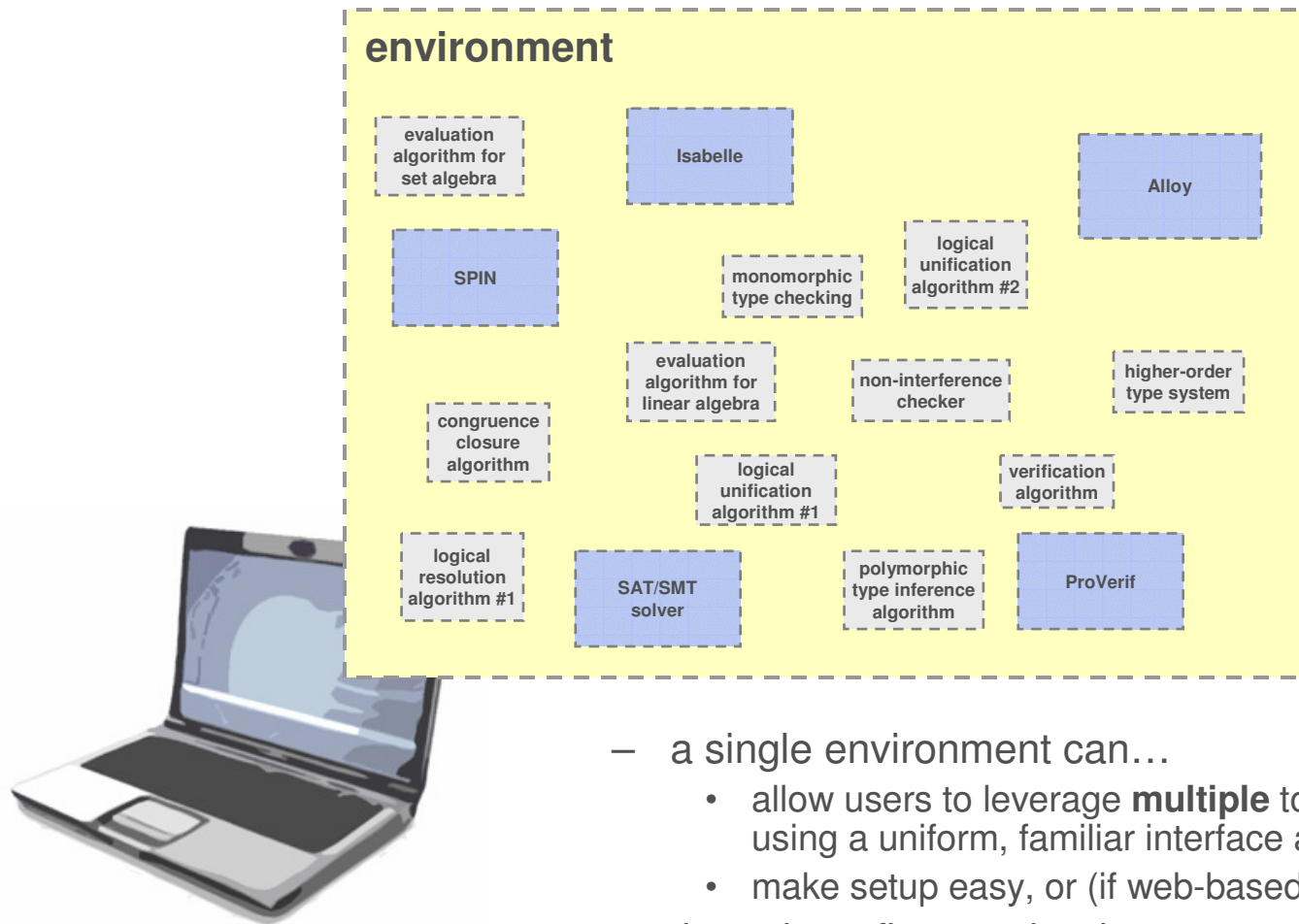
Accessible Integrated Formal Reasoning Environments in Classroom Instruction of Mathematics

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Boston University

May 8, 2012



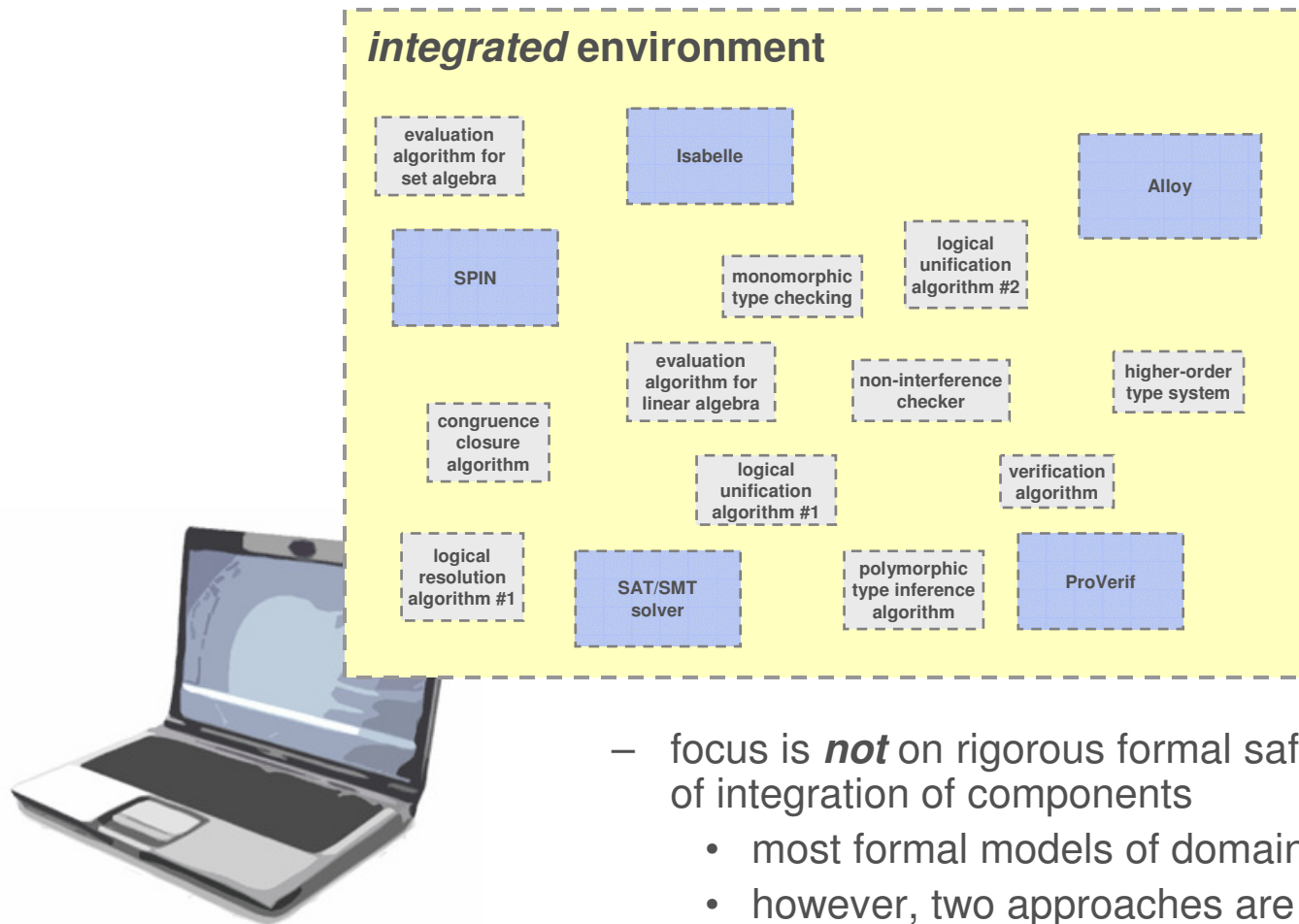
many tools and techniques have been developed by the programming languages, formal verification, and model checking communities



end-user

- engages in formal reasoning tasks

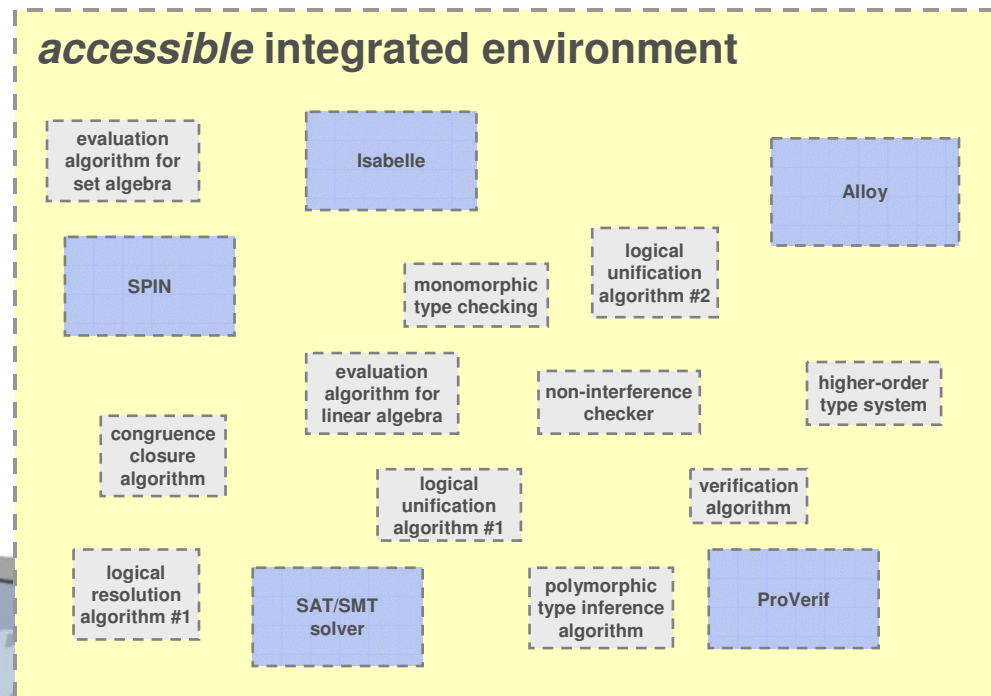
- a single environment can...
 - allow users to leverage **multiple** tools and techniques using a uniform, familiar interface and representation
 - make setup easy, or (if web-based) unnecessary
- these benefits may lead to more widespread utilization of existing tools and techniques



end-user

- engages in formal reasoning tasks

- focus is **not** on rigorous formal safety or correctness of integration of components
 - most formal models of domains are *incomplete*
 - however, two approaches are complementary
- value of integration: an automated **interactive** environment with multiple kinds of **instant feedback** identifying problems for users



end-user

- engages in formal reasoning tasks

- no setup; no special environment needed
- familiar or conventional domain-specific syntax
- interactive, immediate feedback (guidance, results, validity)
- at least some feedback for partial arguments
- flexibility with regard to level of detail

in this work we are developing:

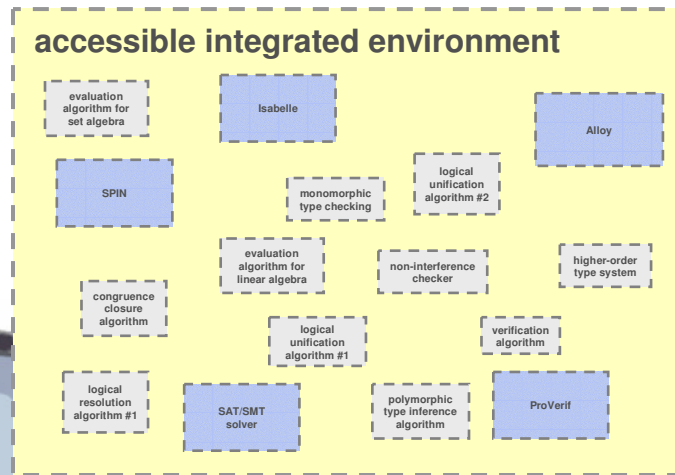
- a proposed collection of **conventions** and **practical tools** for building, instantiating, and delivering to end-users accessible and integrated formal reasoning environments
- a **context** for **posing questions** about the integration of automated formal algorithms and tools with one another and with other supporting components

we assume that there exist three user roles (possibly overlapping) that an infrastructure for accessible integrated environments must accommodate



formal systems expert

- implements integrated algorithms
- implements translations to other systems



end-user

- engages in formal reasoning tasks



administrator/domain expert

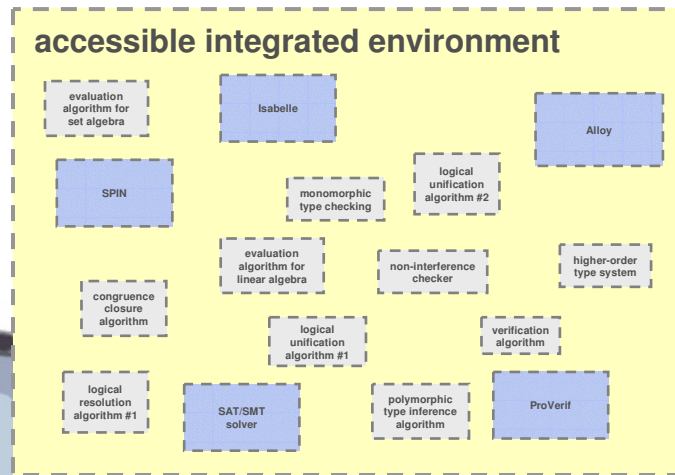
- instantiates domain-specific libraries
- authors/ curates library contents
- manages environment/embeddings

these roles may correspond to more specific user types in particular application domains, such as classroom instruction



formal systems expert

- implements integrated algorithms
- implements translations to other systems



enrolled student

- uses environment to complete assignments



course instructor

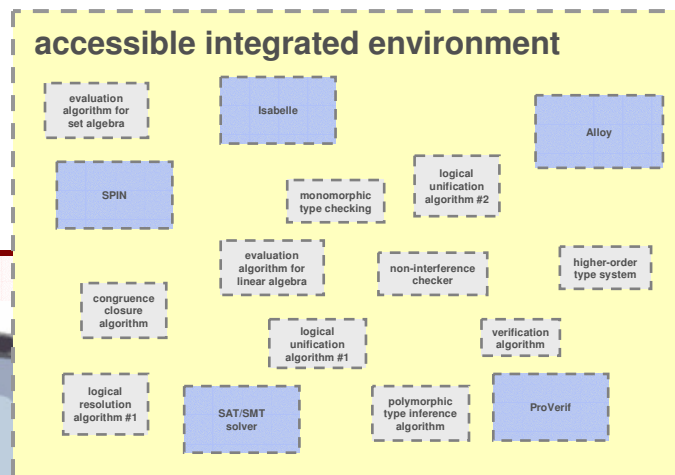
- authors lecture notes w/ examples
- assembles assignments
- specifies available propositions

we briefly describe how an end-user might experience such an environment by looking at a prototype used in an undergraduate mathematics course



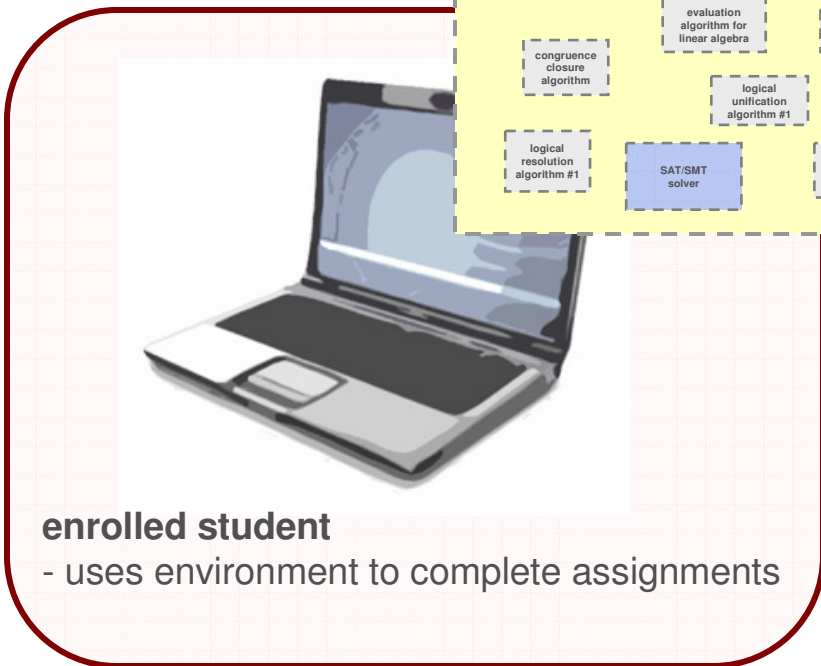
formal systems expert

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course instructor

- authors lecture notes w/ examples
- assembles assignments
- specifies available propositions



enrolled student

- uses environment to complete assignments

Fact: $\det A = \det A^T$. We can see this easily in the $A \in \mathbf{R}^{2 \times 2}$ case.

$\forall a, b, c, d \in \mathbf{R}$,

$$\det \begin{bmatrix} a & b \\ c & d \end{bmatrix} = a d - b c \text{ and}$$

$$= a d - c b \text{ and}$$

$$= \det \begin{bmatrix} a & c \\ b & d \end{bmatrix} \text{ and}$$

$$\det \begin{bmatrix} a & b \\ c & d \end{bmatrix} = \det \begin{bmatrix} a & c \\ b & d \end{bmatrix}$$

Orthogonal matrices

Definition: A matrix $M \in \mathbf{R}^{n \times n}$ is orthogonal iff $M^T = M^{-1}$.

Fact: The columns of orthogonal matrices are always setwise orthogonal unit vectors. We can see this in the $\mathbf{R}^{2 \times 2}$ case.

Fact: $\det A = \det A^T$. We can see this easily in the $A \in \mathbf{R}^{2 \times 2}$ case.

`\forall a,b,c,d \in \mathbf{R}`,

$$\det [a,b;c,d] = a d - b c \text{ \and}$$

$$= a d - c b \text{ \and}$$

$$= \det [a,c;b,d] \text{ \and}$$

$$\det [a,b;c,d] = \det [a,c;b,d]$$

Orthogonal matrices

Definition: A matrix $M \in \mathbf{R}^{n \times n}$ is orthogonal iff $M^T = M^{-1}$.

Fact: The columns of orthogonal matrices are always setwise orthogonal unit vectors. We can see this in the $\mathbf{R}^{2 \times 2}$ case.

online course notes contain verifiable arguments that can be viewed by students either in a friendly format or as verifiable formal syntax

= $\begin{bmatrix} 0 & 1 \\ & \end{bmatrix}$

Fact: $\det A = \det A^T$. We can see this easily in the $A \in \mathbf{R}^{2 \times 2}$ case.

$\forall a, b, c, d \in \mathbf{R},$

$\det \begin{bmatrix} a & b \\ c & d \end{bmatrix} = a d - b c$ and

$= a d - c b$ and

$= \det \begin{bmatrix} a & c \\ b & d \end{bmatrix}$ and

$\det \begin{bmatrix} a & b \\ c & d \end{bmatrix} = \det \begin{bmatrix} a & c \\ b & d \end{bmatrix}$

Orthogonal matrices

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Fact: The columns of orthogonal matrices are always setwise orthogonal unit vectors. We can see this in the $\mathbf{R}^{2 \times 2}$ case.

refresh | about

propositions breakdown

input properties evaluation

$\forall d \in \mathbf{R} \quad c \in \mathbf{R} \quad b \in \mathbf{R} \quad a \in \mathbf{R}$

$\det \begin{bmatrix} a & b \\ c & d \end{bmatrix} = a d - b c$ and

$= a d - c b$ and

$= \det \begin{bmatrix} a & c \\ b & d \end{bmatrix}$ and

$\det \begin{bmatrix} a & b \\ c & d \end{bmatrix} = \det \begin{bmatrix} a & c \\ b & d \end{bmatrix}$

```

\forall a,b,c,d \in \mathbf{R},
\det [a,b;c,d] = a d - b c \ \text{and}
\det [a,b;c,d] = a d - c b \ \text{and}
\det [a,b;c,d] = \det [a,c;b,d] \ \text{and}
\det [a,b;c,d] = \det [a,c;b,d]

```

This software is built and maintained with support from NSF Grants No. 0820139 and No. 0720604 and the Hariri Institute at Boston University.

verifiable formal arguments included in the course notes can be loaded instantly into the integrated environment

propositions breakdown

```
\forall f \in \mathbb{R}^2 \to \mathbb{R}^2,
  `([1,2;3,4]) represents (f)`
\implies
\det [1,2;3,4] = 1*4 - 2 * 3 \and
1*4 - 2 * 3 \neq 0 \and
\det [1,2;3,4] \neq 0 \and
`([1,2;3,4]) is invertible` \and
`(f) is bijective`
```

filter: determinant

$\mathbb{R}^{2 \times 2}$ (matrices and vectors)

$\forall d \in \mathbb{R} \quad c \in \mathbb{R} \quad b \in \mathbb{R} \quad a \in \mathbb{R}$

$\begin{bmatrix} a \\ c \end{bmatrix}$ and $\begin{bmatrix} b \\ d \end{bmatrix}$ are linearly independent

implies

$$\det \begin{bmatrix} a & b \\ c & d \end{bmatrix} \neq 0$$

$\forall d \in \mathbb{R} \quad c \in \mathbb{R} \quad b \in \mathbb{R} \quad a \in \mathbb{R}$

$$\det \begin{bmatrix} a & b \\ c & d \end{bmatrix} = a \cdot d - b \cdot c$$

$\forall M \in \mathbb{R}^{2 \times 2}$,

M is invertible

iff

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students can view and explore the propositions made available for an assignment by the instructor

```

\forall f,g \in \mathbb{R}^2 \to \mathbb{R}^2, \forall x,y \in \mathbb{R}^2,
  (f \circ g) \text{ is bijective} \ \text{and}
  x \neq y
\implies
  (f) \text{ is bijective} \ \text{and}
  (f) \text{ is injective} \ \text{and}
  f(x) \neq f(y) \ \text{and}
  (g) \text{ is bijective} \ \text{and}
  (g) \text{ is injective} \ \text{and}
  g(x) \neq g(y) \ \text{and}
  g(f(x)) \neq g(f(y)) \ \text{and}
  (g \circ f)(x) \neq (g \circ f)(y)

```

This software is built and maintained with support from NSF Grants No. 0820138 and No. 0720604 and the Hariri Institute at Boston University.

input properties evaluation

$\forall g \in \mathbb{R}^2 \rightarrow \mathbb{R}^2 \quad f \in \mathbb{R}^2 \rightarrow \mathbb{R}^2 \quad y \in \mathbb{R}^2 \quad x \in \mathbb{R}^2$

$f \circ g$ is bijective and

$x \neq y$

implies

f is bijective and

f is injective and

$f(x) \neq f(y)$ and

g is bijective and

g is injective and

$g(x) \neq g(y)$ and

$g(f(x)) \neq g(f(y))$ and

$(g \circ f)(x) \neq (g \circ f)(y)$

actual examples of verifiable formal arguments assembled by students

```
\forall f \in \mathbb{R}^2 \to \mathbb{R}^2,
  \text{``}([1,2;3,4]) \text{ represents } (f)\text{''}
  \implies
  \det[1,2;3,4] = 1 \cdot 4 - 2 \cdot 3 \ \&and
  1 \cdot 4 - 2 \cdot 3 = -2 \ \&and
  \det[1,2;3,4] = -2 \ \&and
  \det[1,2;3,4] \neq 0 \ \&and
  \text{``}([1,2;3,4]) \text{ is invertible''} \ \&and

  \text{``}(f) \text{ is bijective''}
```

This software is built and maintained with support from NSF Grants No. 0820138 and No. 0720604 and the Hariri Institute at Boston University.

$\forall f \in \mathbb{R}^2 \rightarrow \mathbb{R}^2$,

$\begin{bmatrix} 1 & 2 \\ 3 & 4 \end{bmatrix}$ represents f

implies

$\det \begin{bmatrix} 1 & 2 \\ 3 & 4 \end{bmatrix} = 1 \cdot 4 - 2 \cdot 3$ and

$1 \cdot 4 - 2 \cdot 3 = -2$ and

$\det \begin{bmatrix} 1 & 2 \\ 3 & 4 \end{bmatrix} = -2$ and

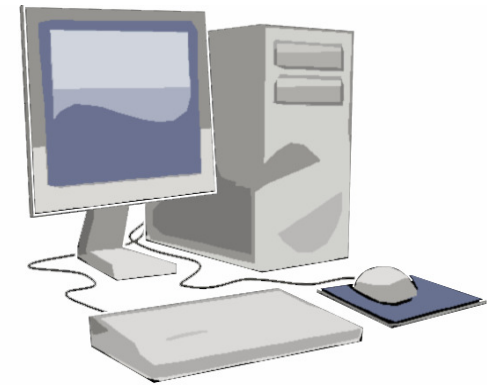
$\det \begin{bmatrix} 1 & 2 \\ 3 & 4 \end{bmatrix} \neq 0$ and

$\begin{bmatrix} 1 & 2 \\ 3 & 4 \end{bmatrix}$ is invertible and

f is bijective

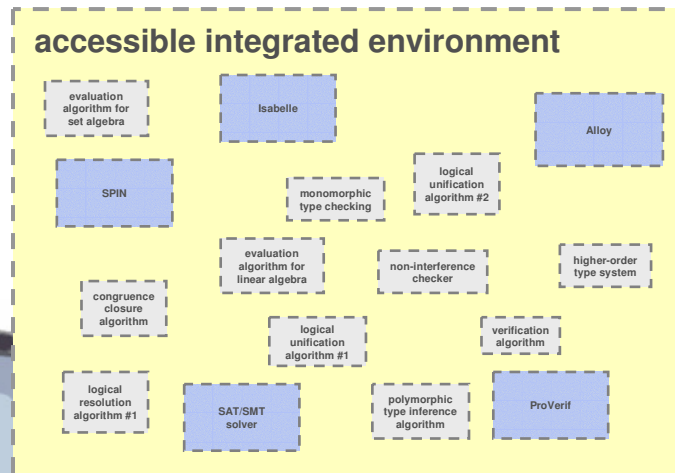
actual examples of verifiable formal arguments assembled by students

the supporting tools for a course instructor are currently a work in progress



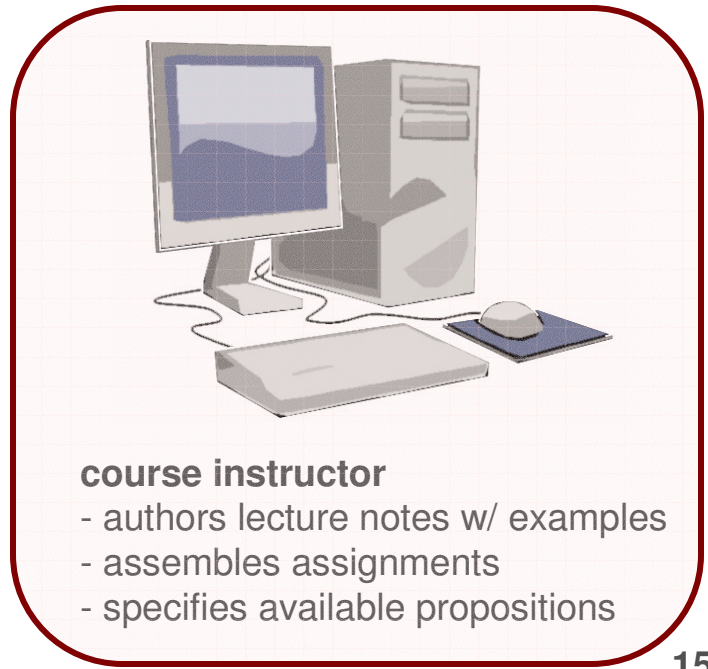
formal systems expert

- implements integrated algorithms
- implements translations to other systems



enrolled student

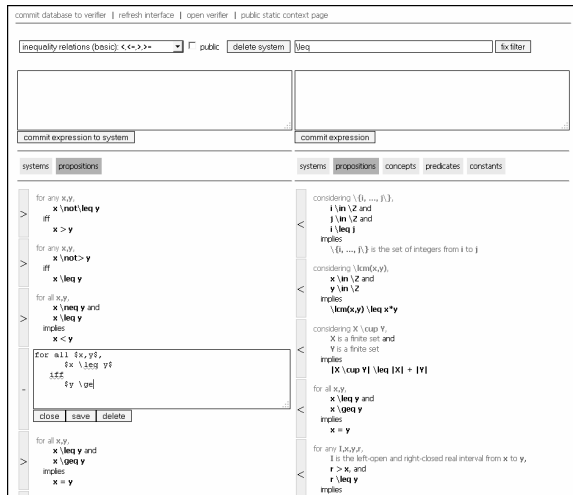
- uses environment to complete assignments



course instructor

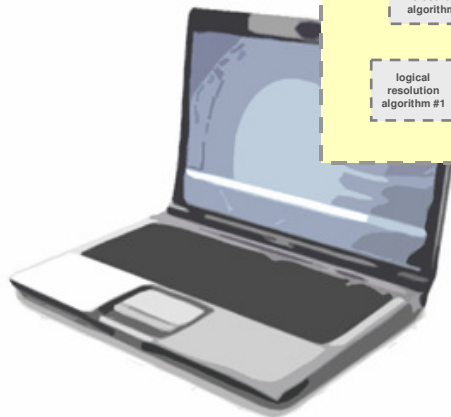
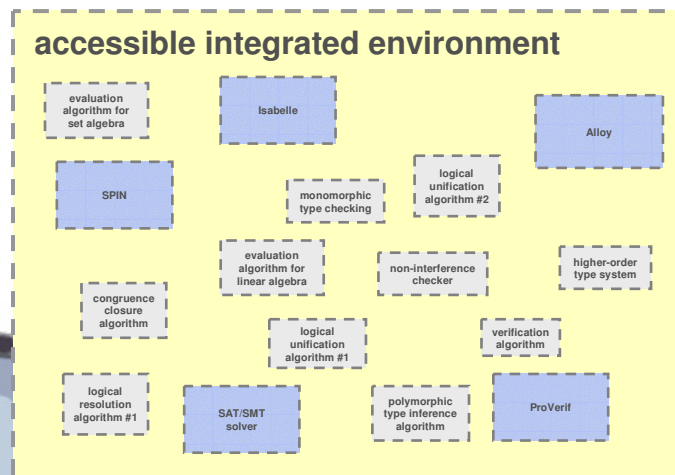
- authors lecture notes w/ examples
- assembles assignments
- specifies available propositions

- in earlier work, interfaces were built for collaboratively assembling and organizing a database of propositions written in a familiar syntax



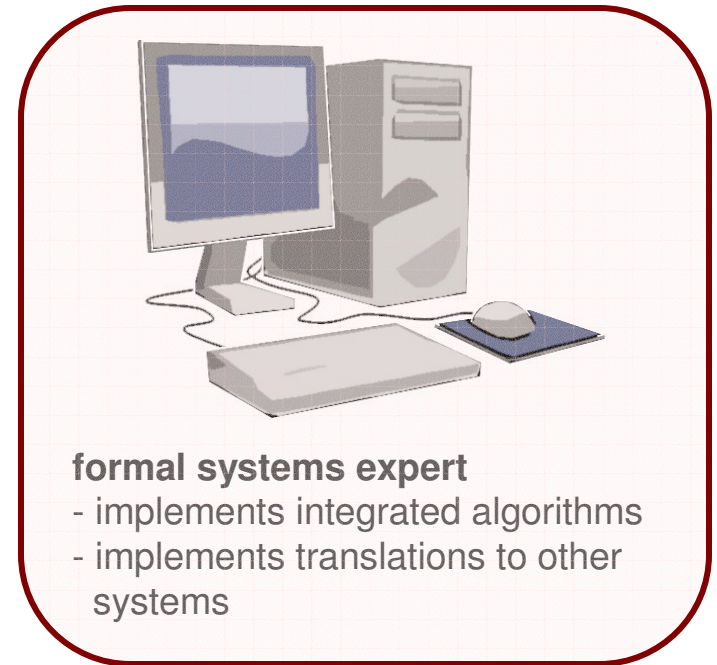
- ongoing work involves building extensions to content management systems (e.g., Drupal, MediaWiki) to support:
 - assembly of lecture notes that include verifiable formal arguments and assignments to be completed in the environment
 - assembly of a database of formal facts written in a familiar syntax
 - grouping of formal facts into collections
 - association of collections of facts with assignments and examples in the notes
 - logging of usage patterns

we describe some of the infrastructure components supporting the tasks in which a formal systems expert may need to engage to implement an environment



enrolled student

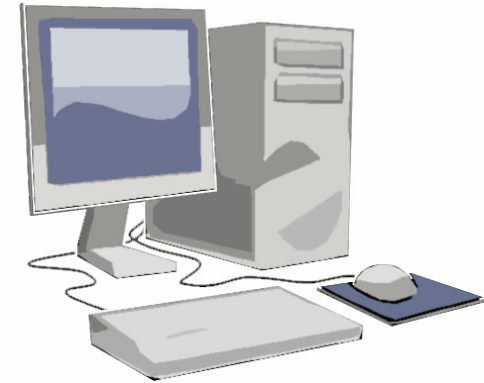
- uses environment to complete assignments



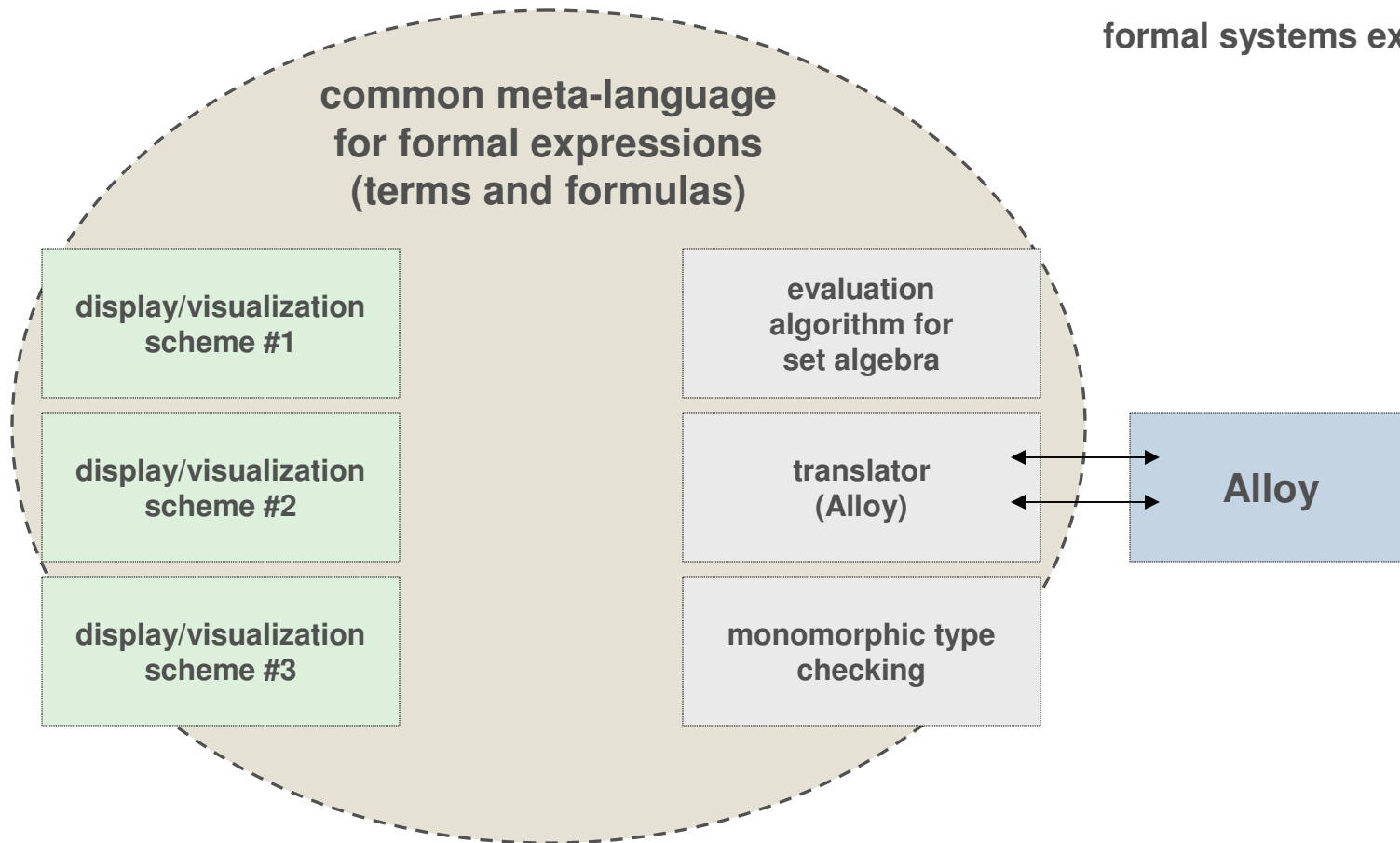
course instructor

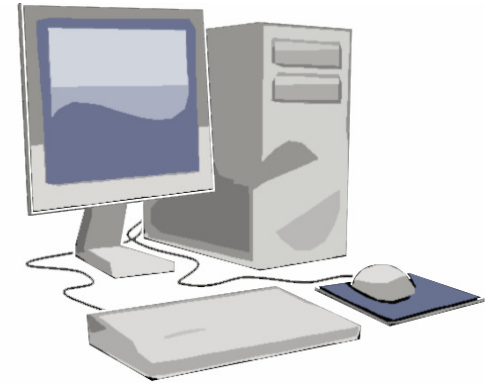
- authors lecture notes w/ examples
- assembles assignments
- specifies available propositions

all component algorithms are implemented to process an expression language chosen for the particular application domain supported by the environment

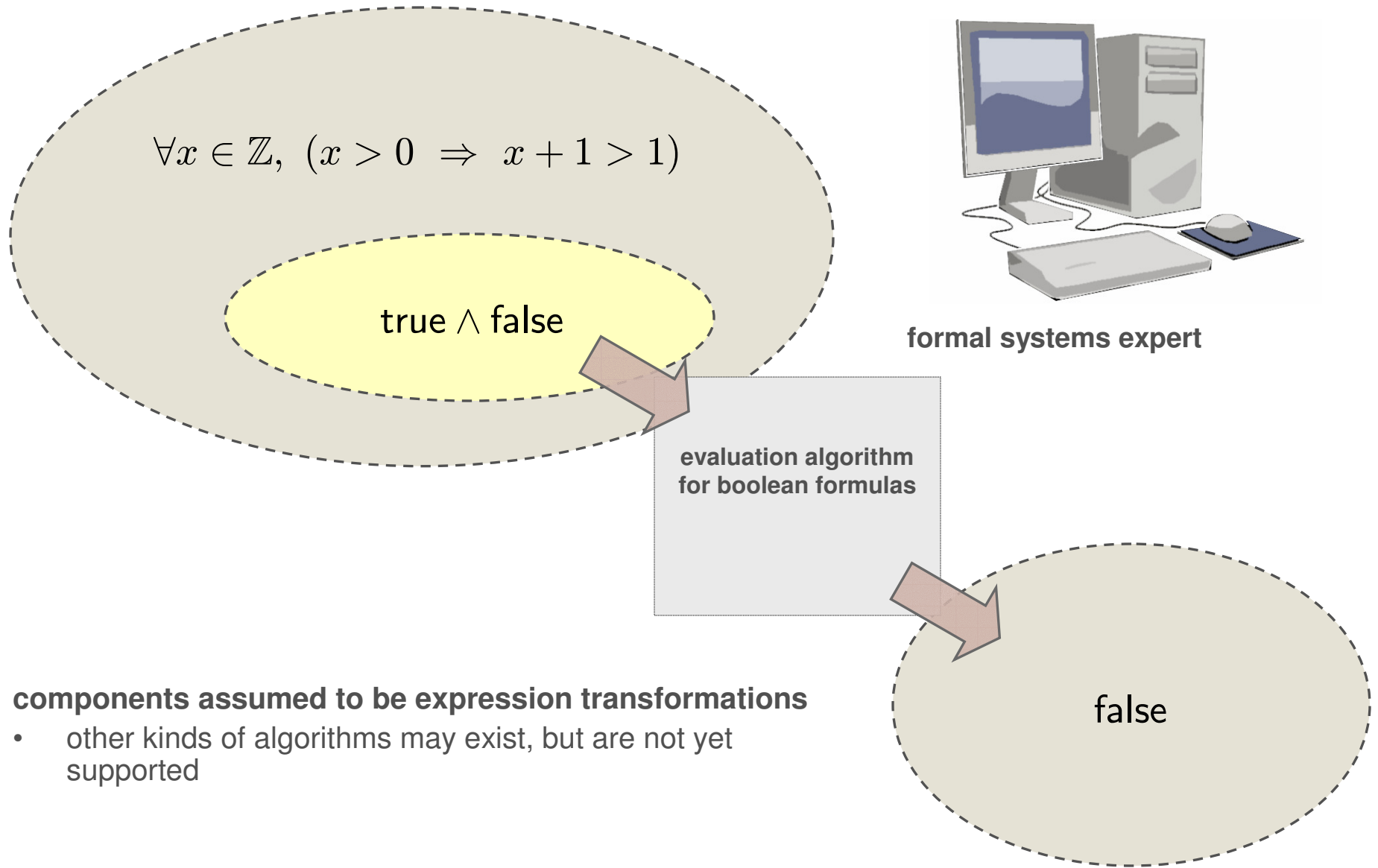


formal systems expert



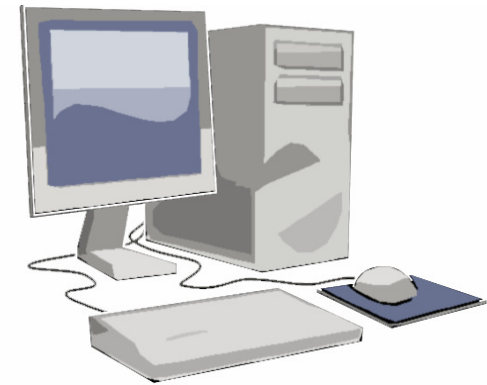


formal systems expert

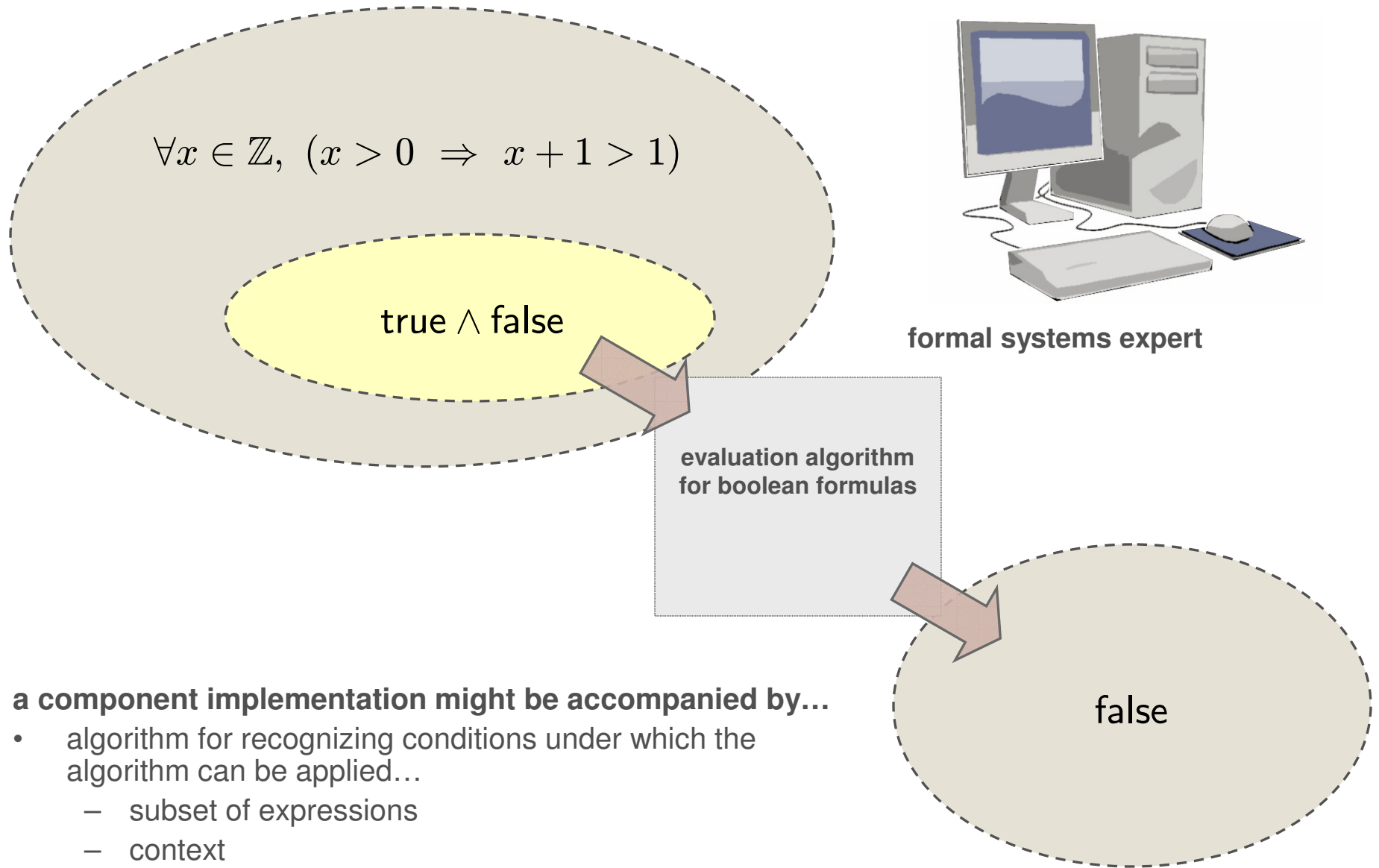


components assumed to be expression transformations

- other kinds of algorithms may exist, but are not yet supported

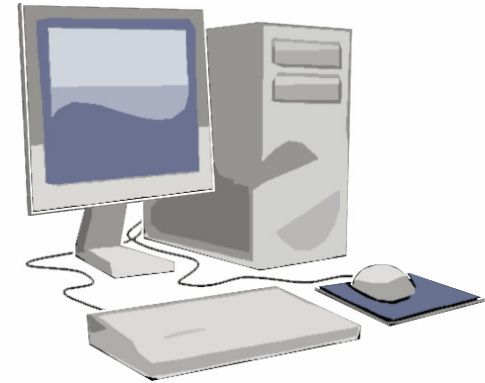


formal systems expert

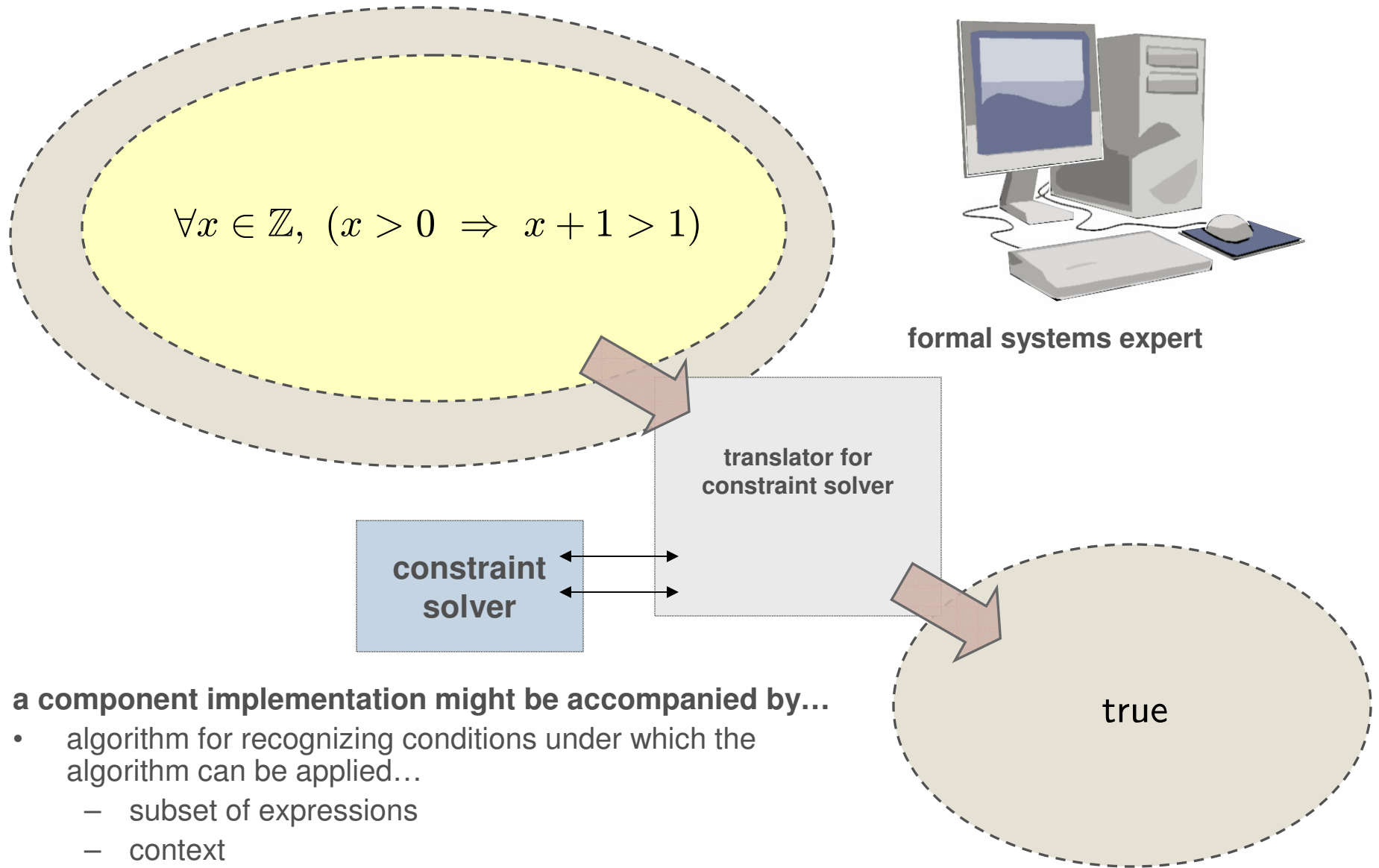


a component implementation might be accompanied by...

- algorithm for recognizing conditions under which the algorithm can be applied...
 - subset of expressions
 - context
- algorithm for computing upper bound on execution time of the algorithm for an input

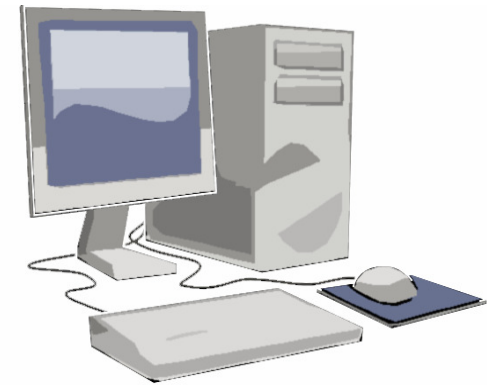


formal systems expert

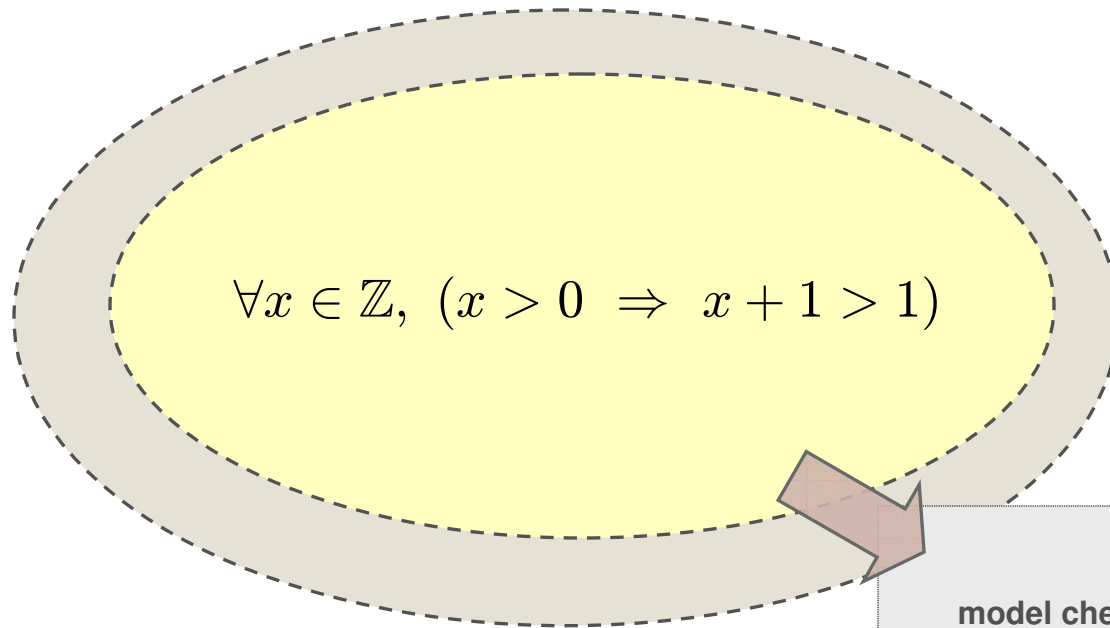


a component implementation might be accompanied by...

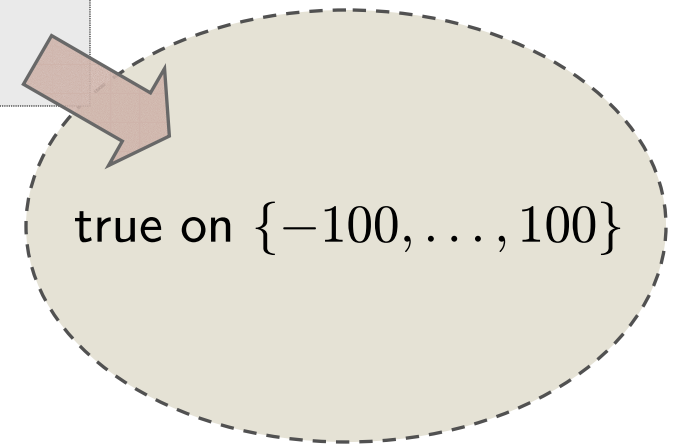
- algorithm for recognizing conditions under which the algorithm can be applied...
 - subset of expressions
 - context



formal systems expert



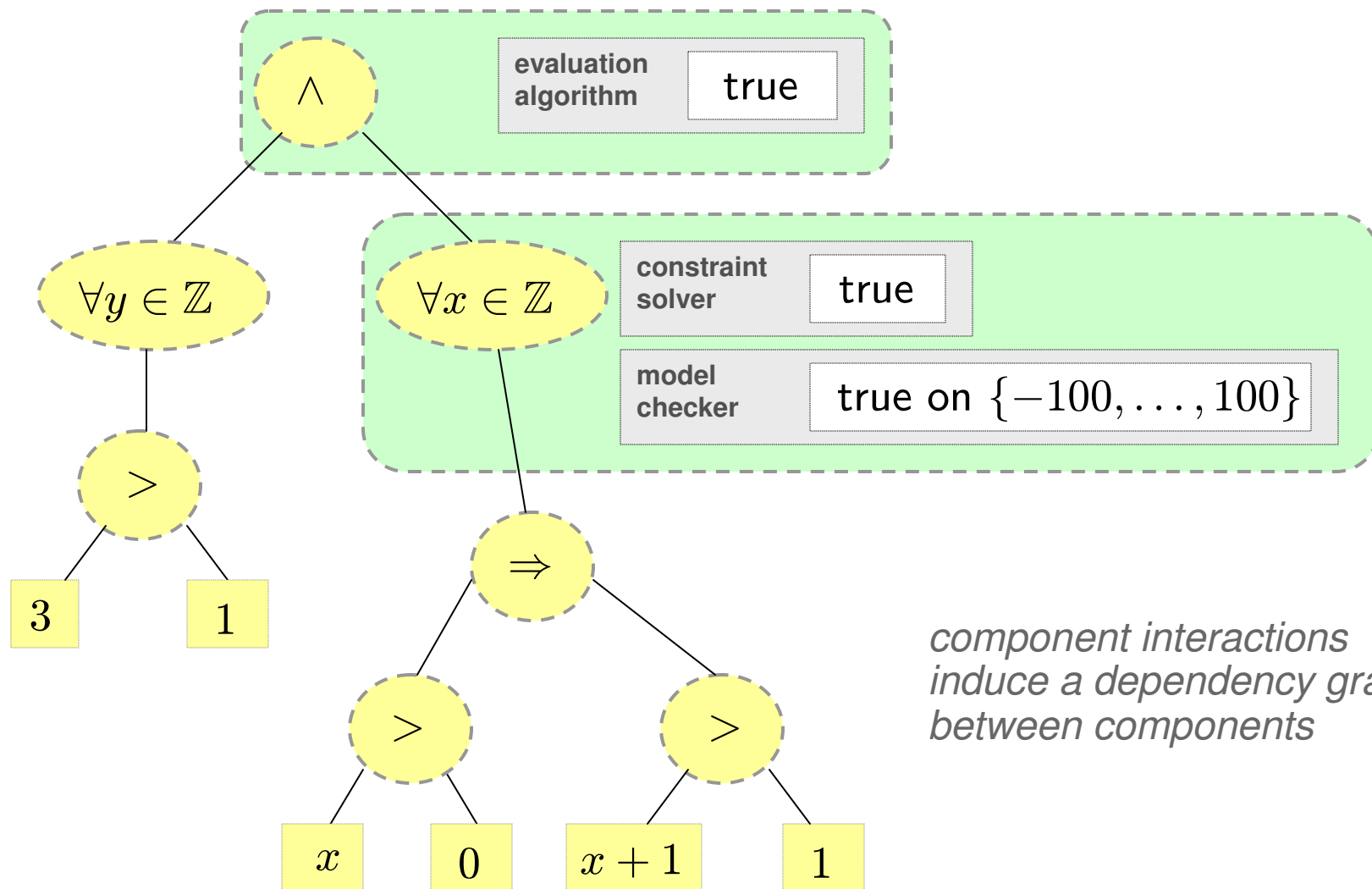
model checker
(sound but
incomplete)



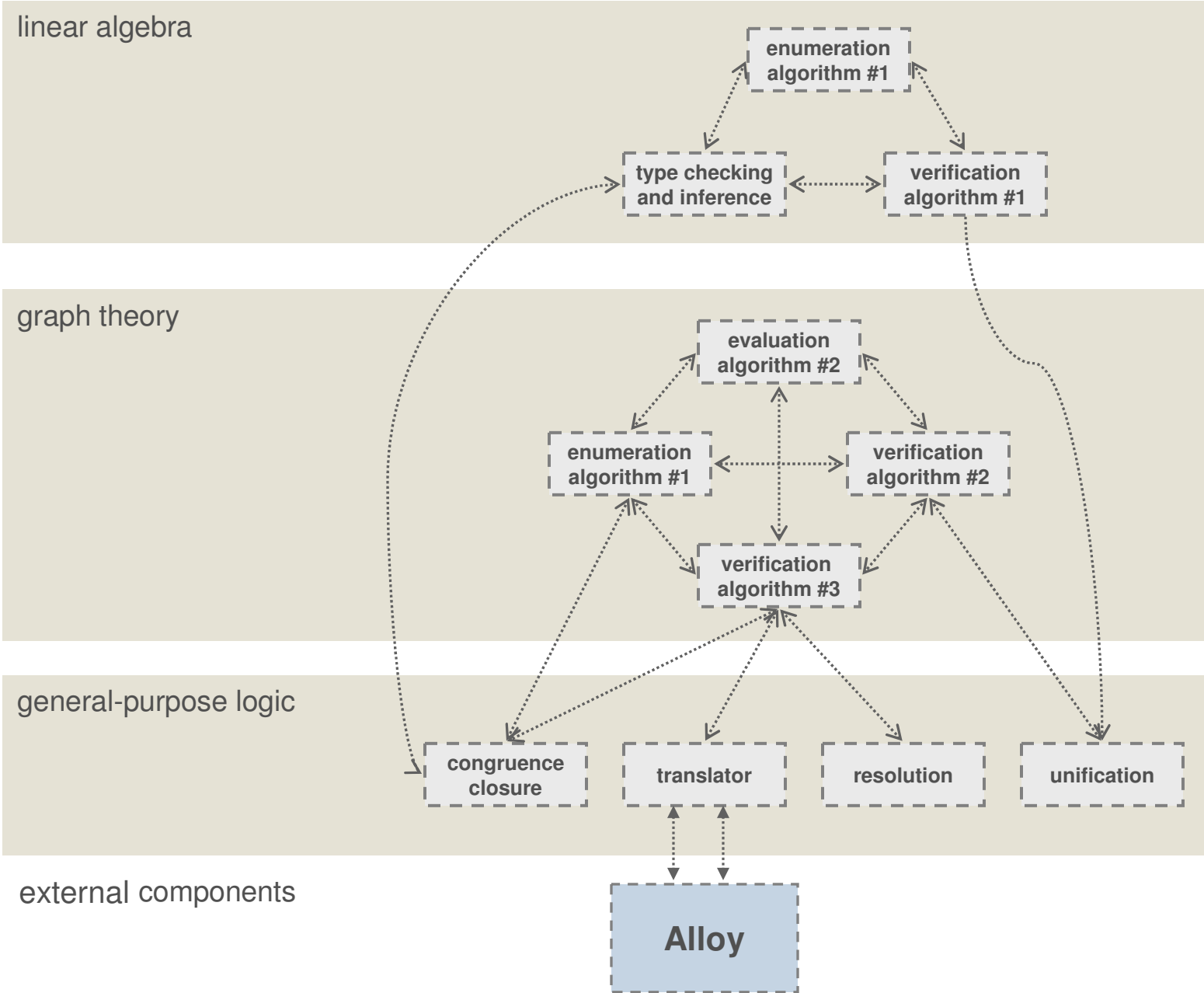
a component implementation might be accompanied by...

- algorithm for recognizing conditions under which the algorithm can be applied...
 - subset of expressions
 - context
- algorithm for generating human-friendly interpretation of its result

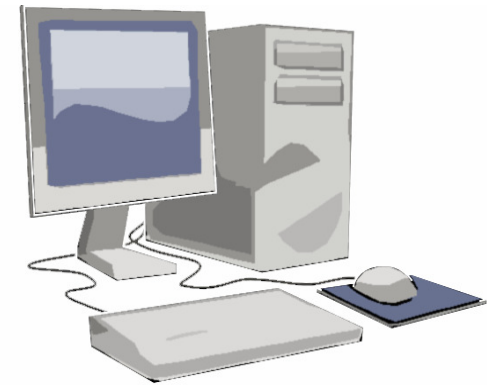
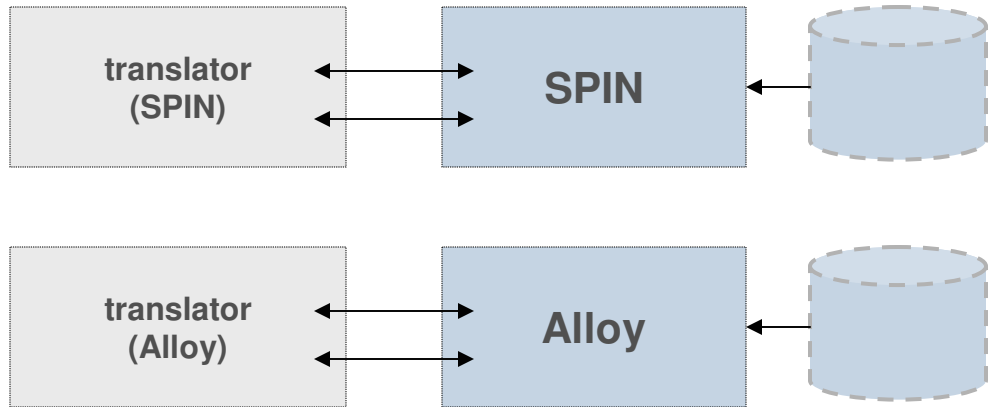
$$(\forall y \in \mathbb{Z}, 3 > 1) \wedge (\forall x \in \mathbb{Z}, (x > 0 \Rightarrow x + 1 > 1))$$



component interactions induce a dependency graph between components



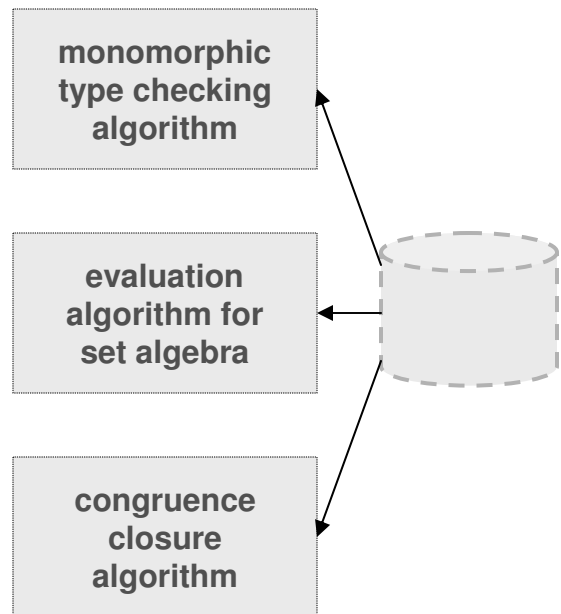
- what are some ways to address the dependencies between components?
- if the dependency graph between components is acyclic (i.e., a DAG)...
 - at compile time, determine dependencies from implementation and generate environment code appropriately
- if the dependency graph has cycles...
 - generate code that continues making passes until convergence
 - generate code that is restricted to, or allows a finite number of passes
 - determined by the user?



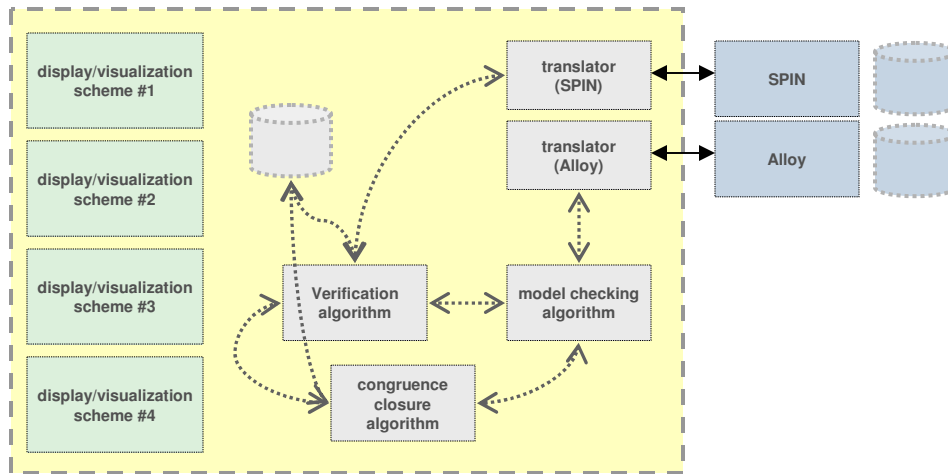
formal systems expert

databases contain...

- syntactic idioms
 - constructs
 - predicates
 - operators
- libraries
 - definitions
 - propositions



administrator/domain expert

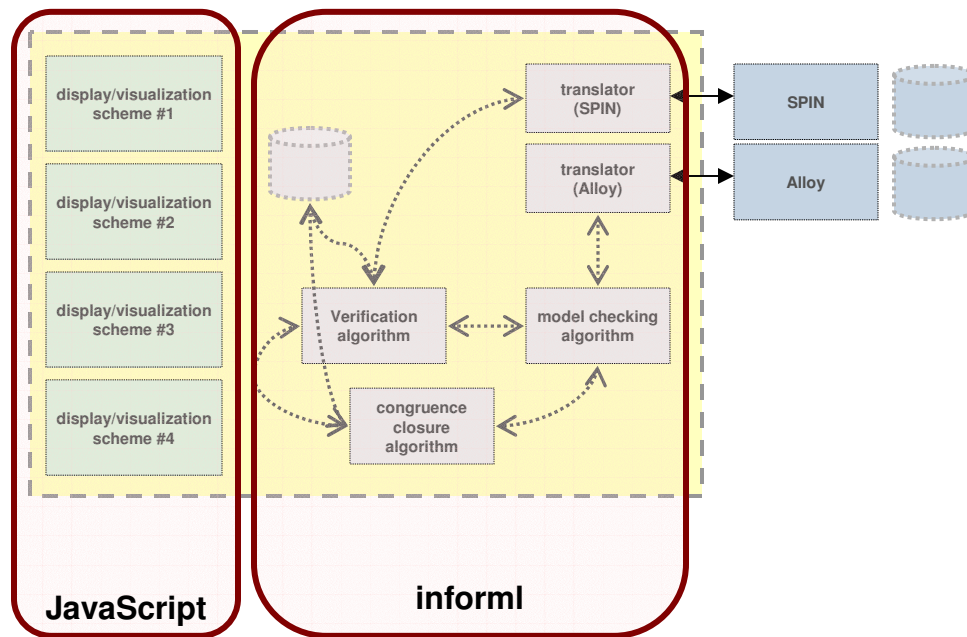


formal systems expert

- the definition of an integrated environment incorporates component algorithms, backend tools, and user interface components



administrator/domain expert

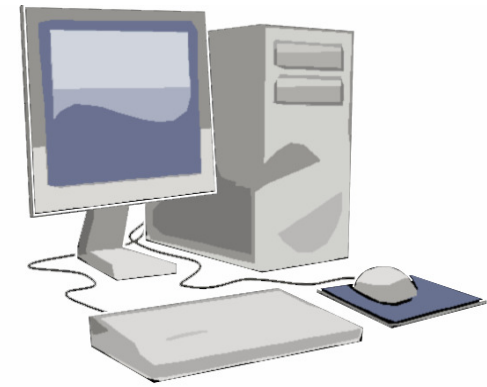
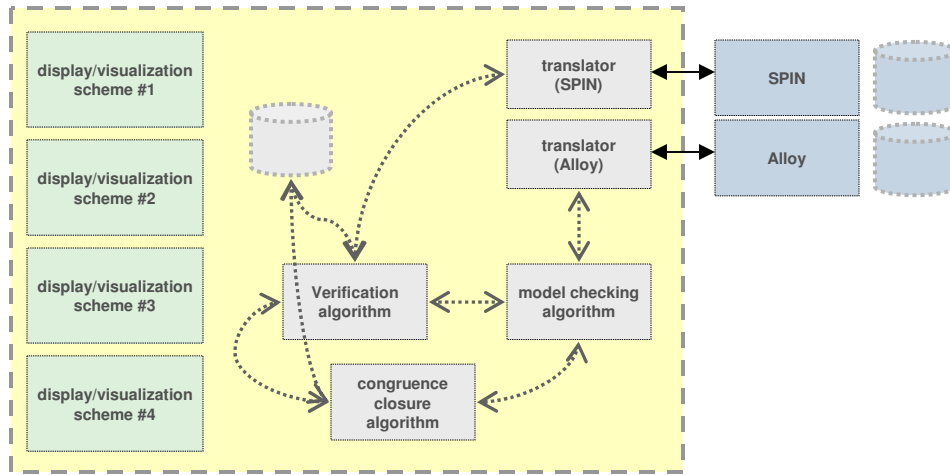


formal systems expert

- the definition of an integrated environment incorporates component algorithms, backend tools, and user interface components
- a custom high-level programming language, **informl**, is used to implement component algorithms
- language features include:
 - easy construction of parsers
 - abstract syntax (i.e., algebraic data types) and supported operations
 - can be compiled to JavaScript, PHP, and Haskell



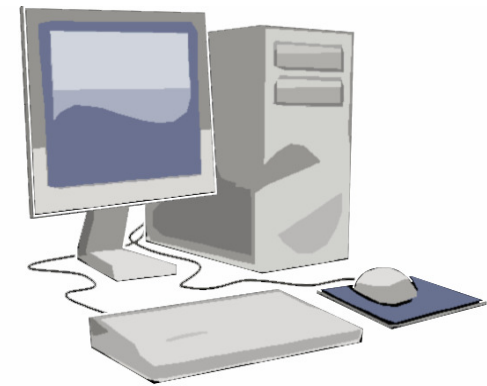
administrator/domain expert



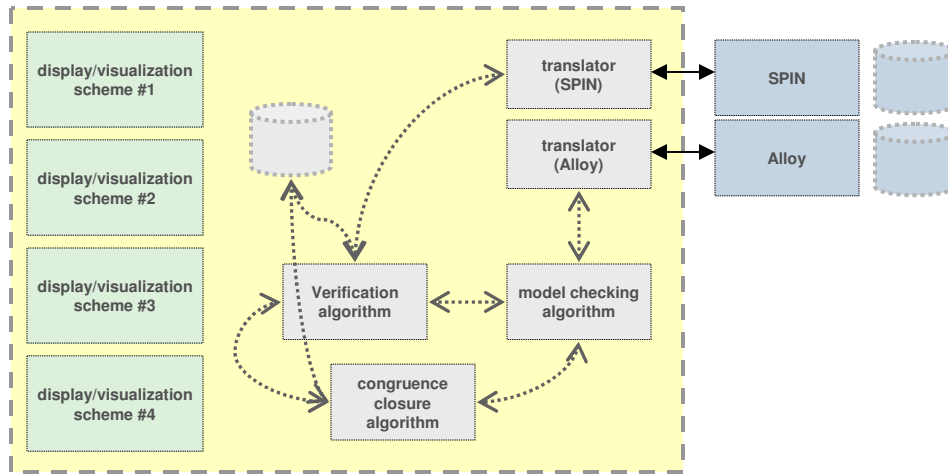
formal systems expert



end-user



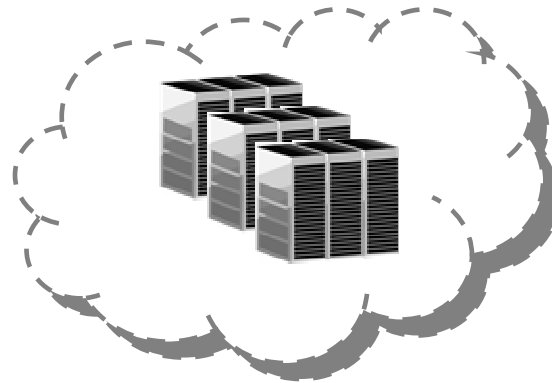
administrator/domain expert



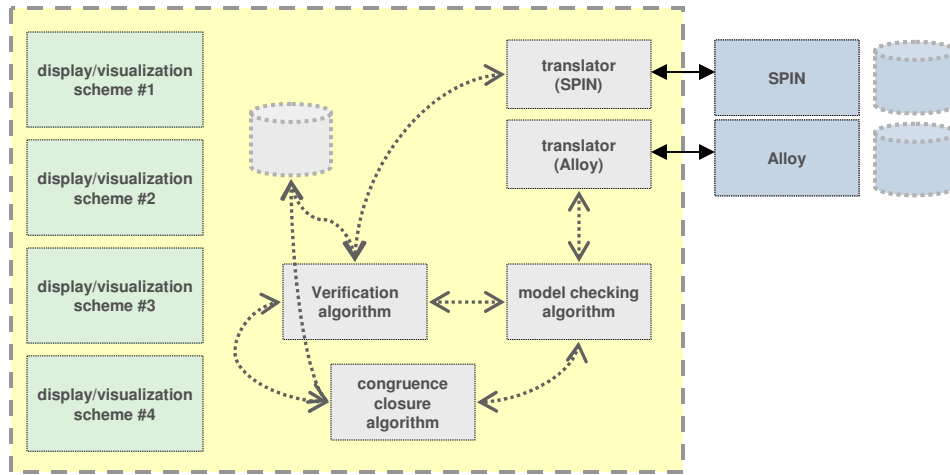
formal systems expert



end-user



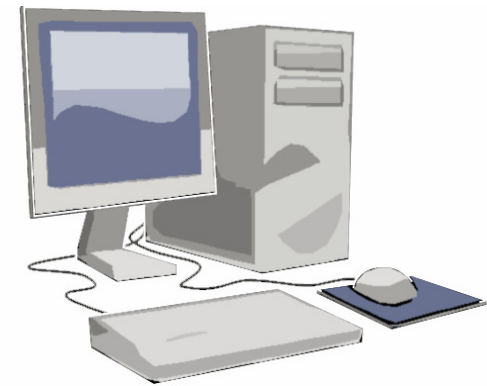
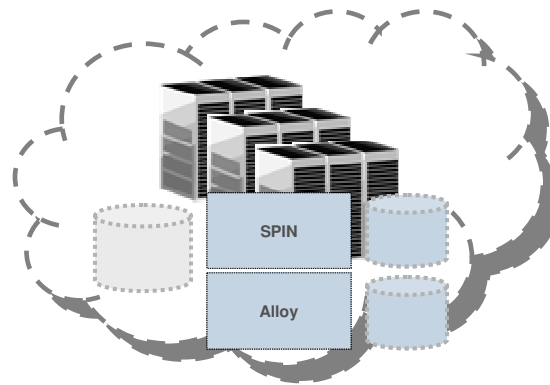
administrator/domain expert



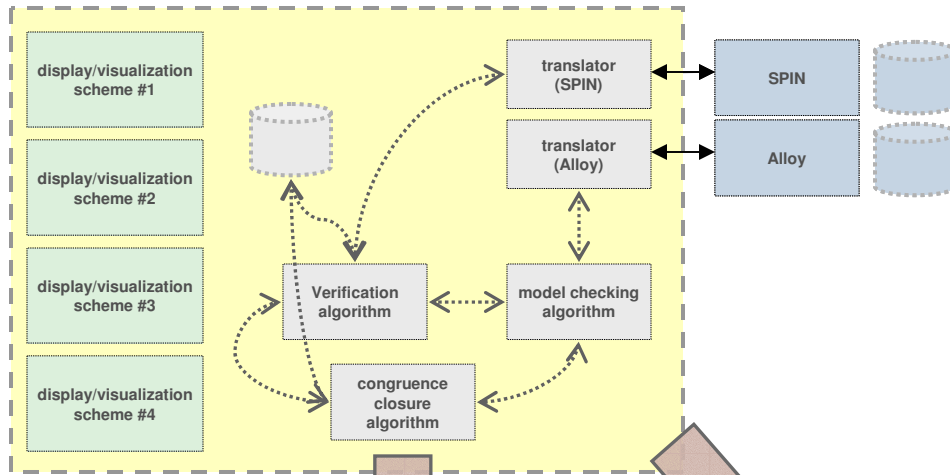
formal systems expert



end-user

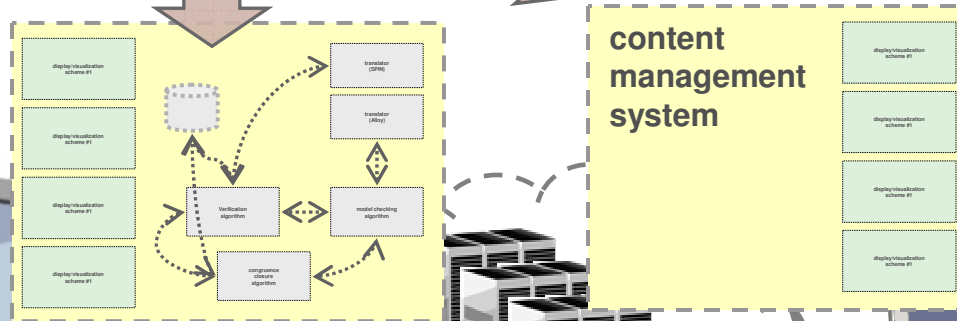


administrator/domain expert

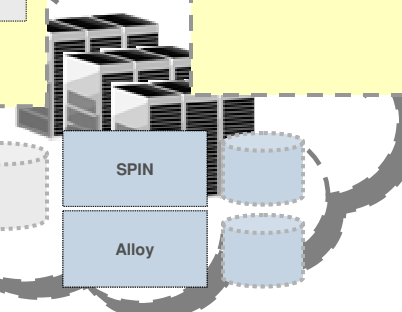


formal systems expert

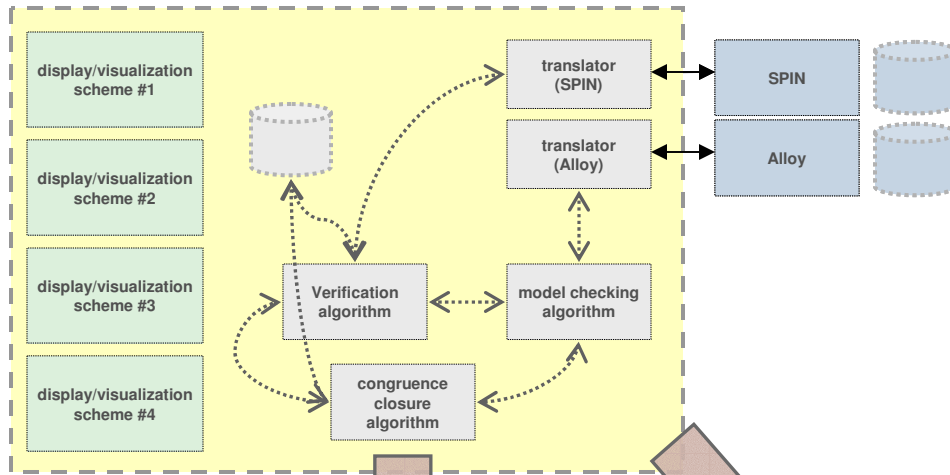
compiled (informl compiler)



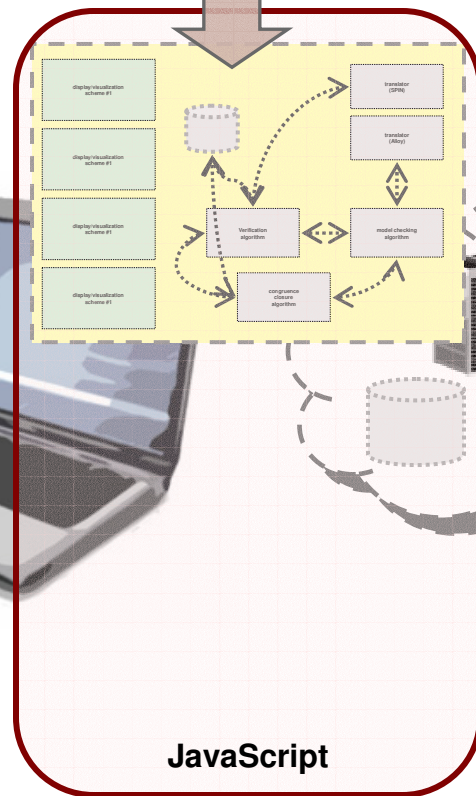
end-user



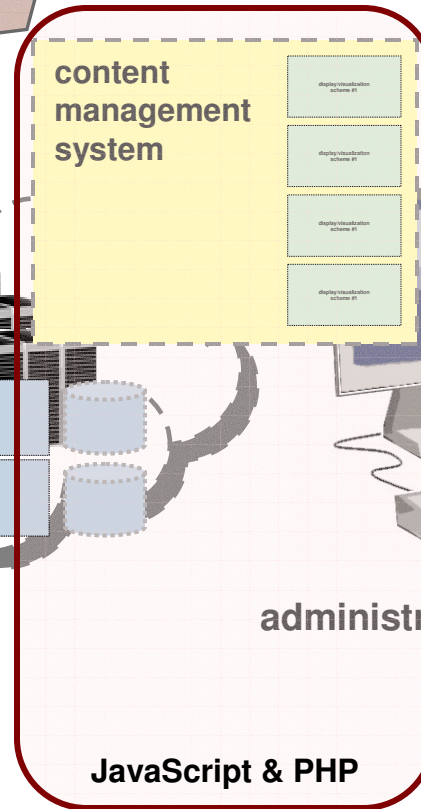
administrator/domain expert



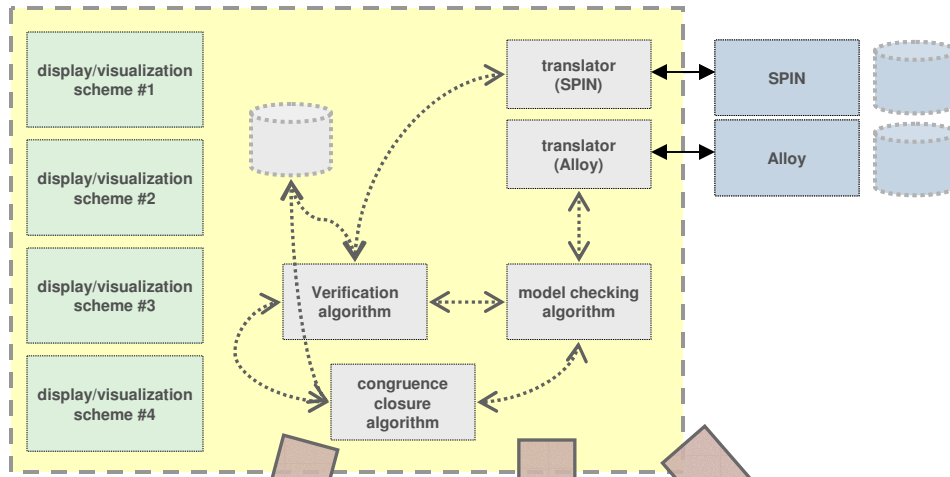
formal systems expert



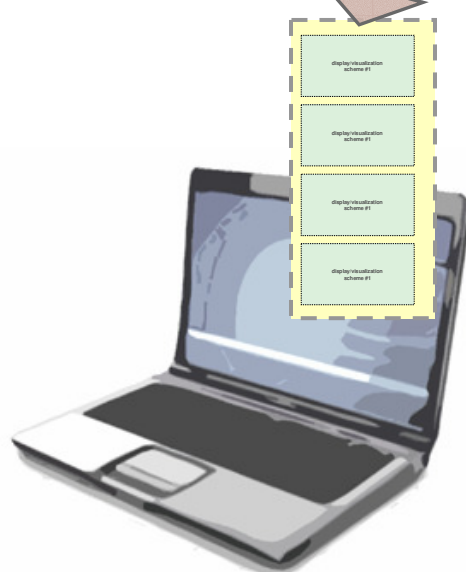
end-user



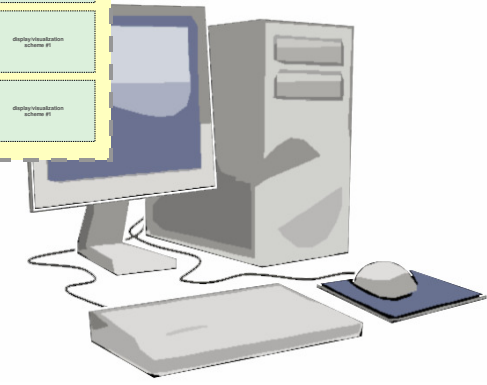
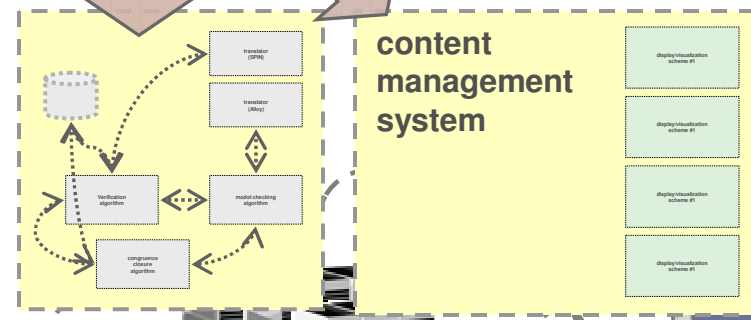
administrator/domain expert



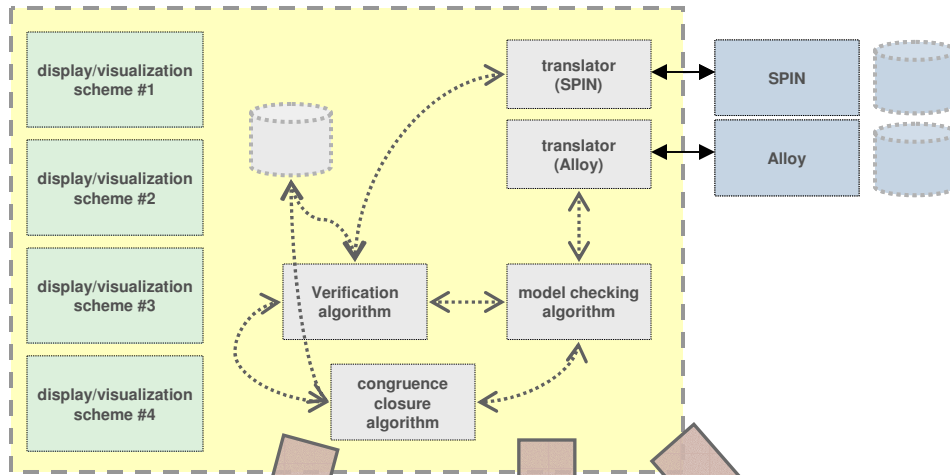
formal systems expert



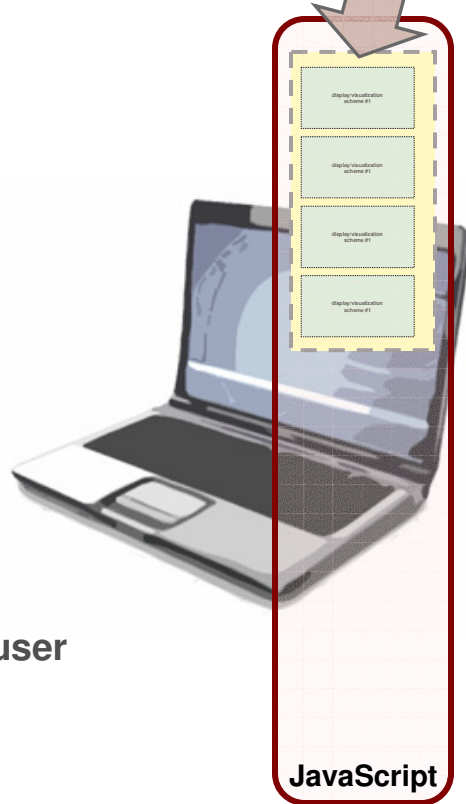
end-user



administrator/domain expert

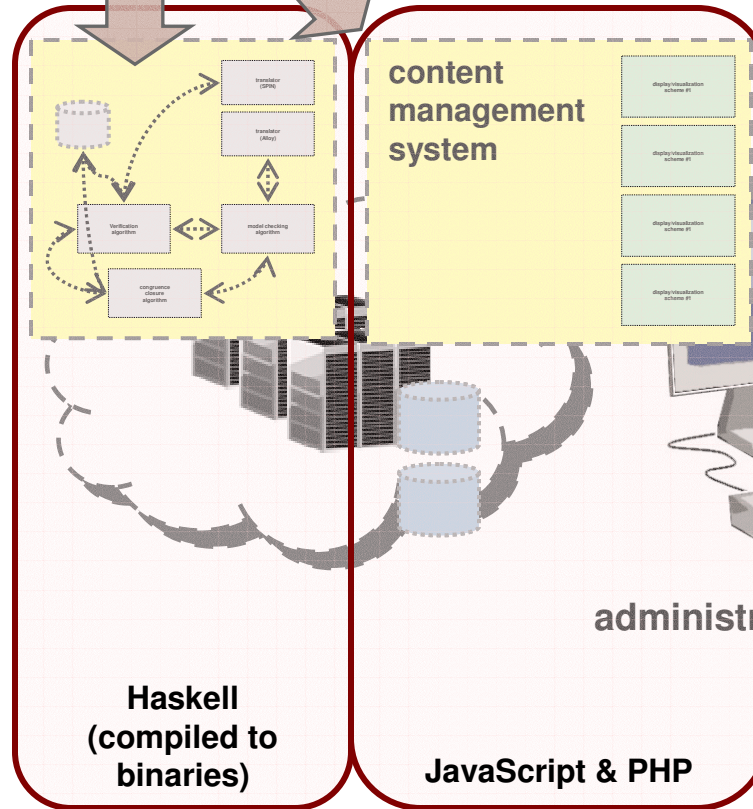


formal systems expert



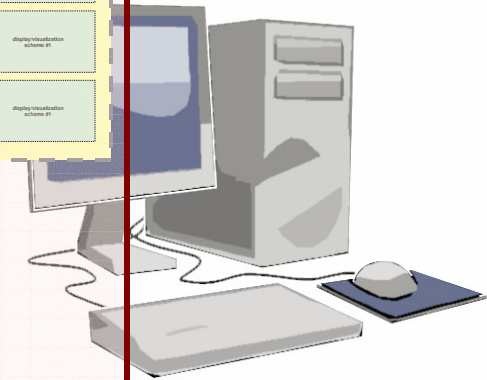
end-user

JavaScript

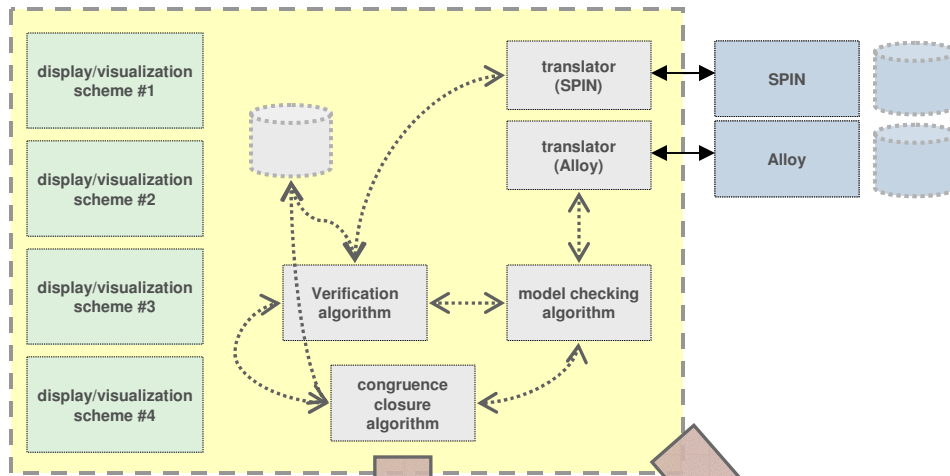


Haskell
(compiled to
binaries)

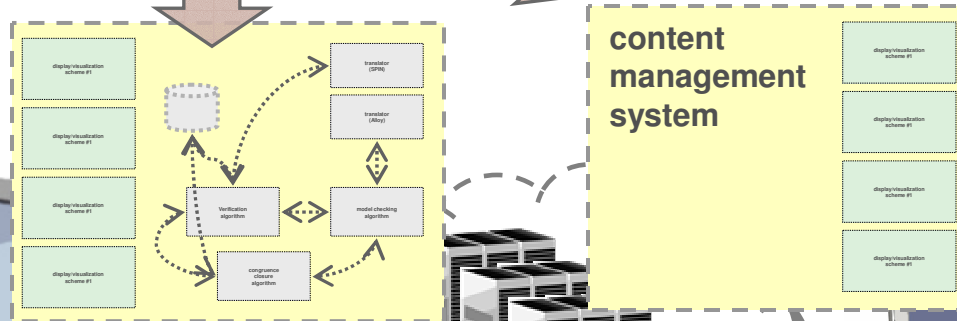
JavaScript & PHP



administrator/domain expert



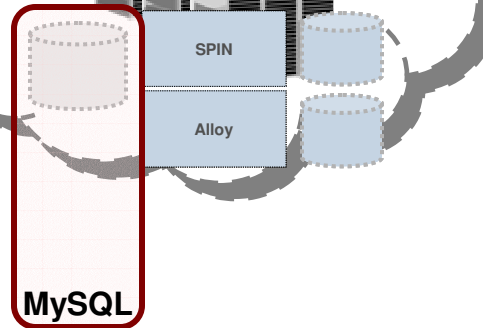
formal systems expert



content management system



end-user



administrator/domain expert

- use case: prototype used in classroom instruction
 - introductory linear algebra course
 - primarily undergraduates; about 75% sophomores or freshmen
 - integrated environment utilized...
 - by instructor to present examples integrated into notes
 - by students to complete homework assignments
 - by graders
 - integrated components include
 - congruence closure computation
 - monomorphic type checking
 - limited first-order logical verification
 - set algebra and linear algebra evaluation algorithms
- use case: secure network protocols (other ongoing work)
 - integration of non-interference checking, congruence closure computation, type checking, Alloy, and SPIN
- open question: what is a meaningful way to evaluate the effectiveness of an integrated environment?
 - surveys, student performance, etc.
 - are there useful techniques in other disciplines?

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