Linking Proof Theory to Game Design

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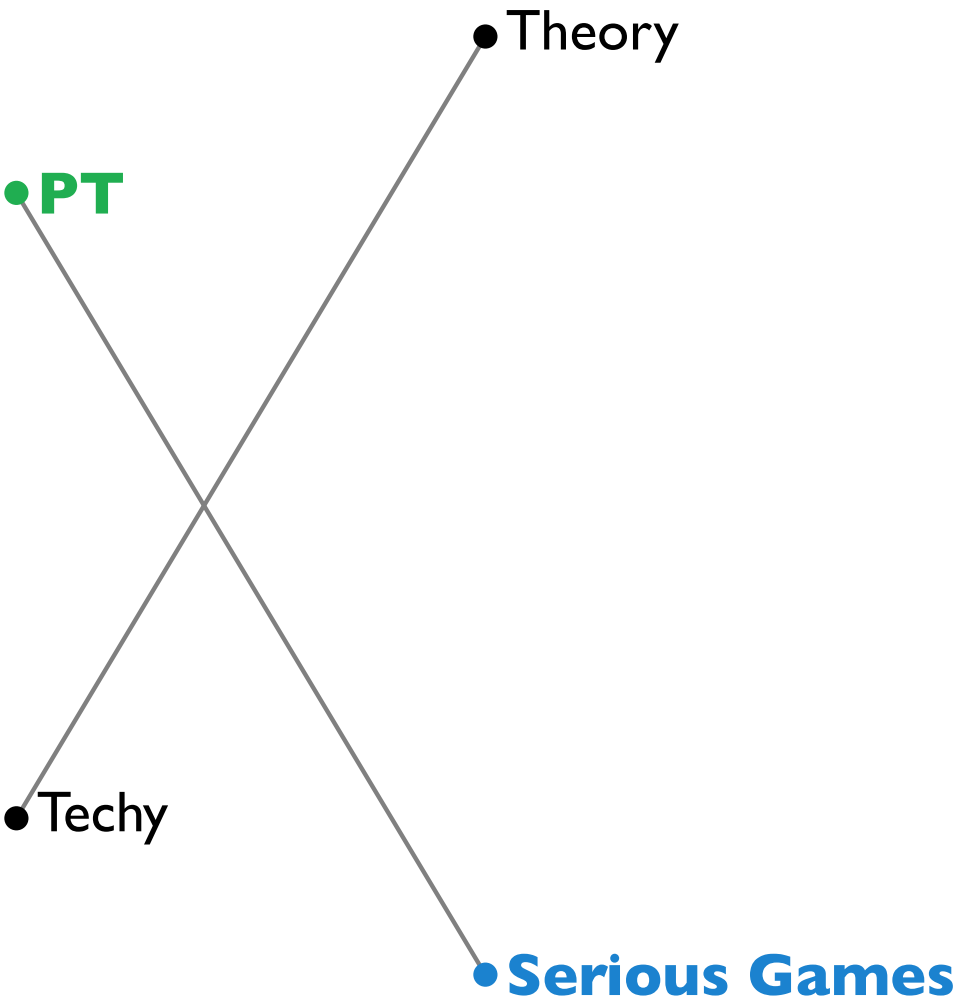
Context

- UG/PGT in CompSci (+ Maths), campus-based
- Environment influenced by AI/ML/HCI
- Individual dissertation projects opportunity to promote TCS
- Feasibility and affordability - 24 credits, busy students

My profile: substructural logics, proof theory, deep inference

Students have seen natural deduction

Context



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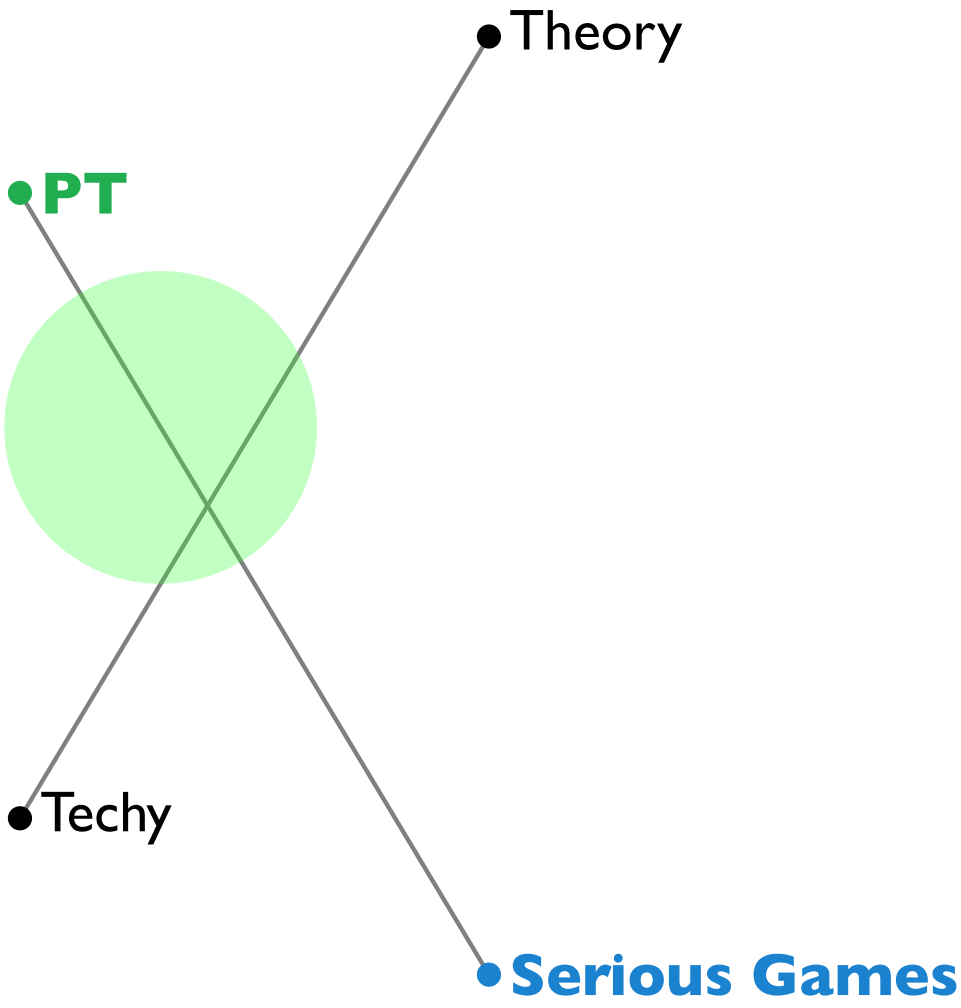

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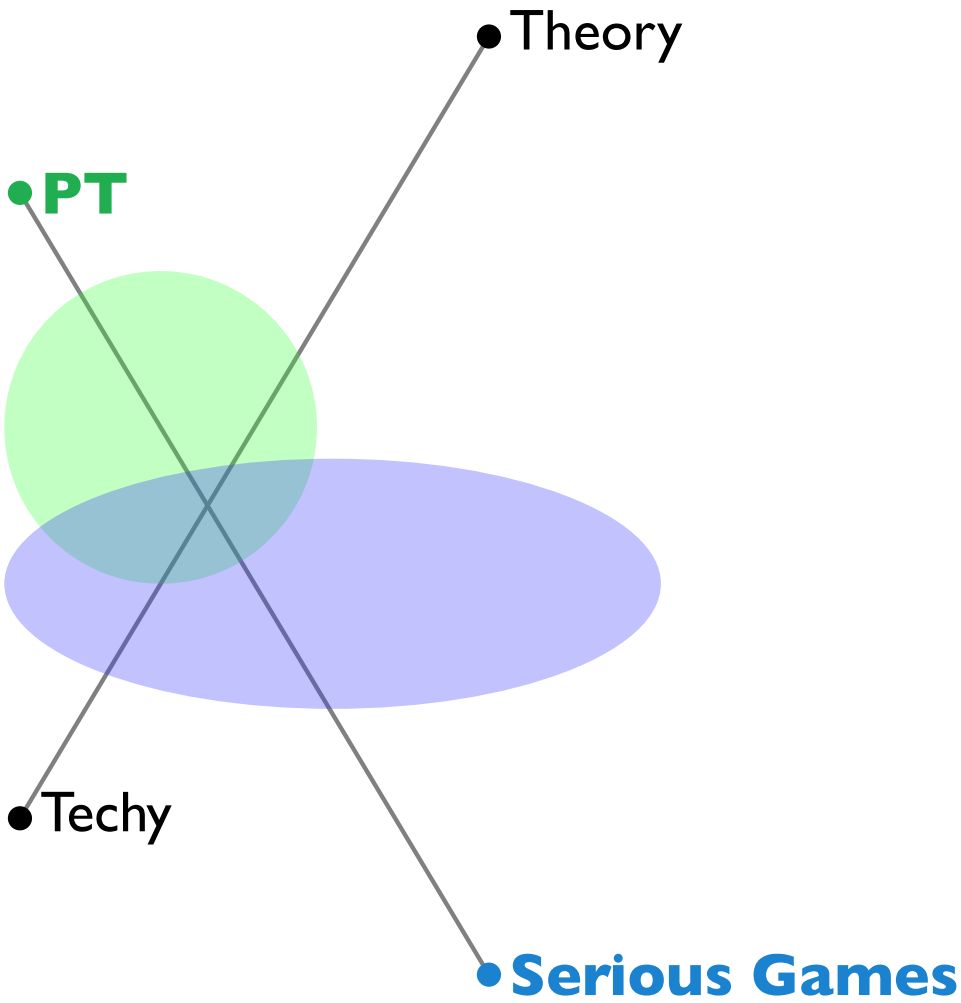


Deep Inference[1]

- No main connective (trees) (no branching rules)
- rules applied 'deep' inside formulae (contextual closure preserves logical implication)

$$\text{Compose} \qquad \phi = \begin{array}{c} A \\ \| \\ B \end{array} \qquad \text{and} \qquad \psi = \begin{array}{c} C \\ \| \\ D \end{array}$$

with $\wedge$ / $\vee$ to obtain

$$(\phi \wedge \psi) = \begin{array}{c} (A \wedge C) \\ \| \\ (B \wedge D) \end{array} \qquad \text{and} \qquad [\phi \vee \psi] = \begin{array}{c} [A \vee C] \\ \| \\ [B \vee D] \end{array}$$

[1] *Deep inference web site:* http://alessio.guglielmi.name/res/cos/

Deep Inference[2]

- A language of 'formulae'/structures..
- An equality theory on the language of structures..
- The (carefully designed) proof system (set of inference rules)..
- The proof theory (indeed!)

$$\begin{array}{c}(a \vee b) \wedge a \\ \| \\ ((a \vee b) \wedge a) \wedge ((a \vee b) \wedge a)\end{array} \equiv \mathrm{m}\,\frac{\mathrm{c}\uparrow\frac{a}{a \wedge a} \vee \mathrm{c}\uparrow\frac{b}{b \wedge b}}{(a \vee b) \wedge (a \vee b)} \wedge \mathrm{c}\uparrow\frac{a}{a \wedge a}$$

[2] *Deep inference web site:* http://alessio.guglielmi.name/res/cos/

I) Deep Inference projects

Brief - Construct an interpreter for some proof system and logic

Learning lens – knowledge acquisition in structural proof theory; skills in implementation (Haskell)

Typical Challenges in Implementation

- Nested contexts/deep application of rules
- "locality" (atomic axioms + depth) increments non-determinism in proof search space
- "strategies" in rules' application needed (informed by theory)

... can be more demanding in some logics/proof systems

I) BV – Sequentiality and Depth

CCS: $a.b \mid \bar{a}.\bar{b} \xrightarrow{\tau} b \mid \bar{b} \xrightarrow{\tau} 0.$

BV:

$$\circ\downarrow \frac{}{\circ} \qquad \mathsf{ai}\downarrow \frac{S\{\circ\}}{S[a,\bar{a}]} \qquad \mathsf{q}\downarrow \frac{S\langle [R,T];[R',T']\rangle}{S[\langle R;R'\rangle,\langle T;T'\rangle]} \qquad \mathsf{s}\,\frac{S([R,T],R')}{S[(R,R'),T]}$$

BVL: Enforces prefixing, with a proviso in the choice of context

$$\mathsf{ai}{\downarrow_{\mathsf{L}}}\,\frac{S\{\circ\}^{\mathsf{L}}}{S[a,\bar{a}]^{\mathsf{L}}}\ ;$$

I) BVL: Prefixing + Par

$$\mathsf{q}\downarrow\dfrac{\mathsf{q}\downarrow\dfrac{\mathsf{q}\downarrow\dfrac{\mathsf{ai}\downarrow\llcorner\dfrac{\circ\downarrow\dfrac{}{\circ}}{[a,\bar{a}]}}{\langle[c,\bar{c}];[a,\bar{a}]\rangle}}{\langle[a^\bullet,\bar{a}^\bullet];[c,\bar{c}];[a,\bar{a}]\rangle}}{\langle[a^\bullet,\bar{a}^\bullet];[a,\bar{a},c,\bar{c}]\rangle}}{[a,\langle[a^\bullet,\bar{a}^\bullet];[\bar{a},c,\bar{c}]\rangle]}}{[a,\langle a^\bullet;[\bar{a},c]\rangle,\langle\bar{a}^\bullet;\bar{c}\rangle]} \;\to\; \mathsf{q}\downarrow\dfrac{\mathsf{ai}\downarrow\llcorner\dfrac{\circ\downarrow\dfrac{}{\circ}}{[a,\bar{a}]}}{\langle[c^\bullet,\bar{c}^\bullet];[a,\bar{a}]\rangle}}{[a,\bar{a},c^\bullet,\bar{c}^\bullet]} \;\to\; \mathsf{ai}\downarrow\llcorner\dfrac{\circ\downarrow\dfrac{}{\circ}}{[a^\bullet,\bar{a}^\bullet]} \;\to\; \circ\downarrow\dfrac{}{\circ} \;;$$

$$a.\circ \mid a.(\bar{a}.\circ \mid c.\circ) \xrightarrow{a} a.\circ \mid \bar{a}.\circ \mid c.\circ \xrightarrow{c} a.\circ \mid \bar{a}.\circ \xrightarrow{\circ} \circ \quad .$$

2) Serious Games Development

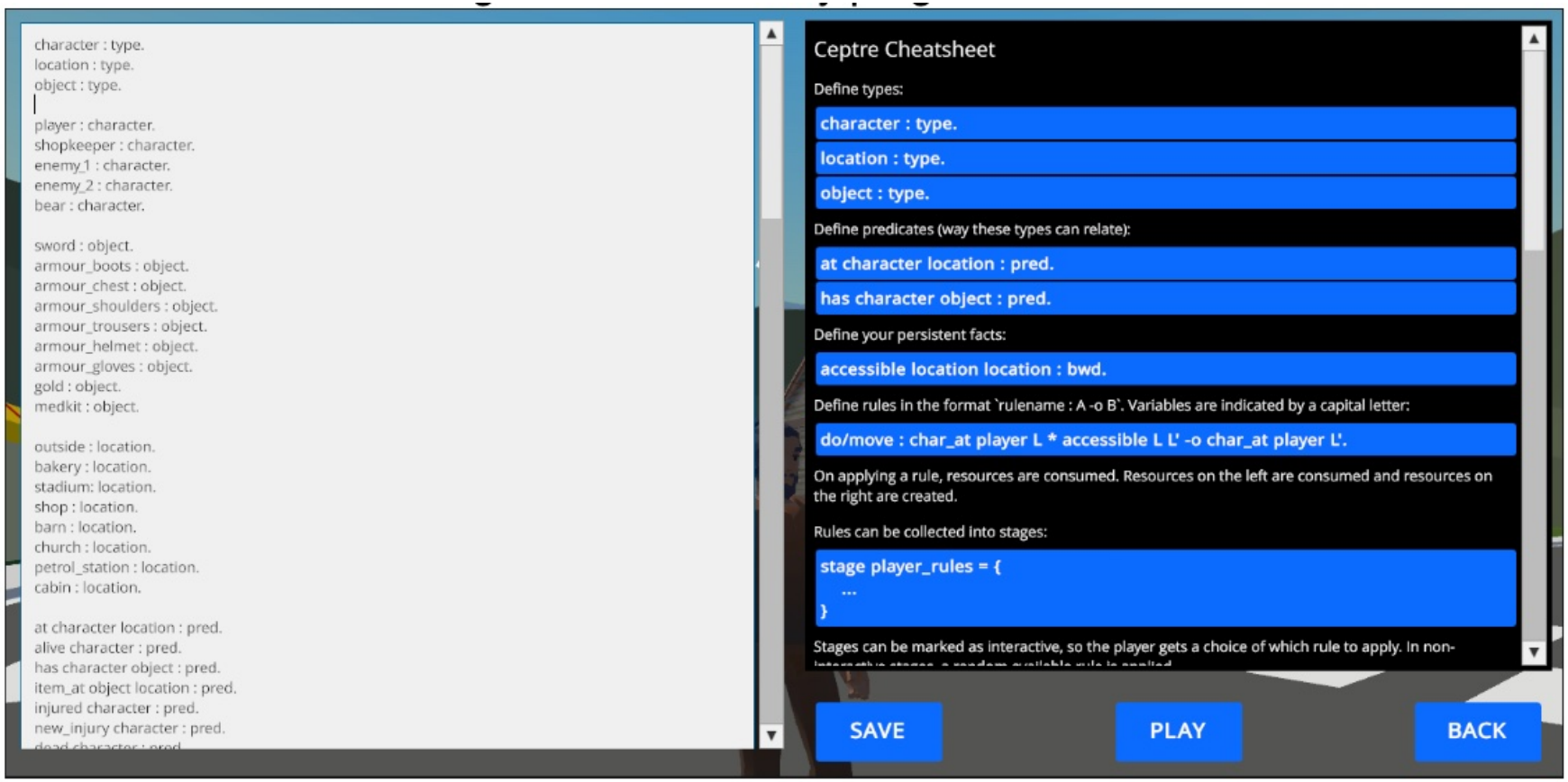
Brief - Use a logical engine to specify the rules of a game, control the game mechanics in game prototyping.
Proposed system: CEPTRE (Chris Martens) fragment of ILL

Learning lens – logics for action and change; use of rule based systems; creation of the game; problem solving to create the pipeline for a GUI

Typical Challenges

- Understanding the logical background starting from the implemented logical framework
- Use CEPTRE output (StandardML) to Unity (C#) may require some choices (scripting)

2) Serious Games Development



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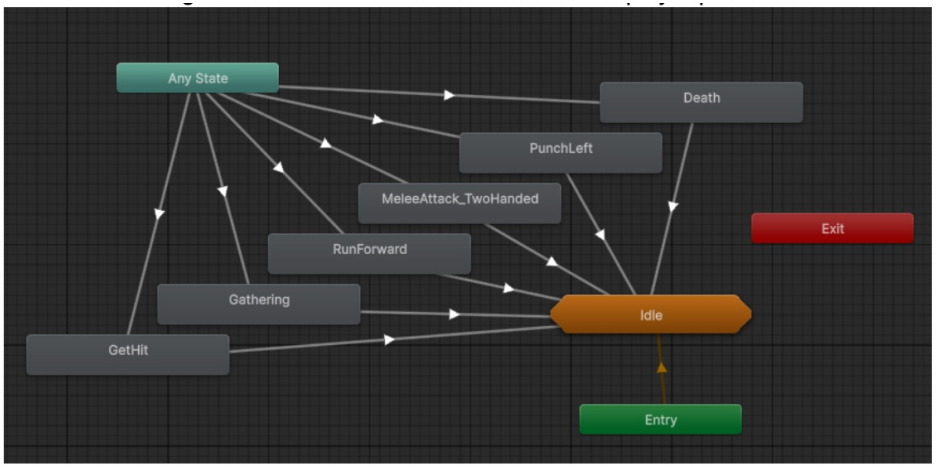

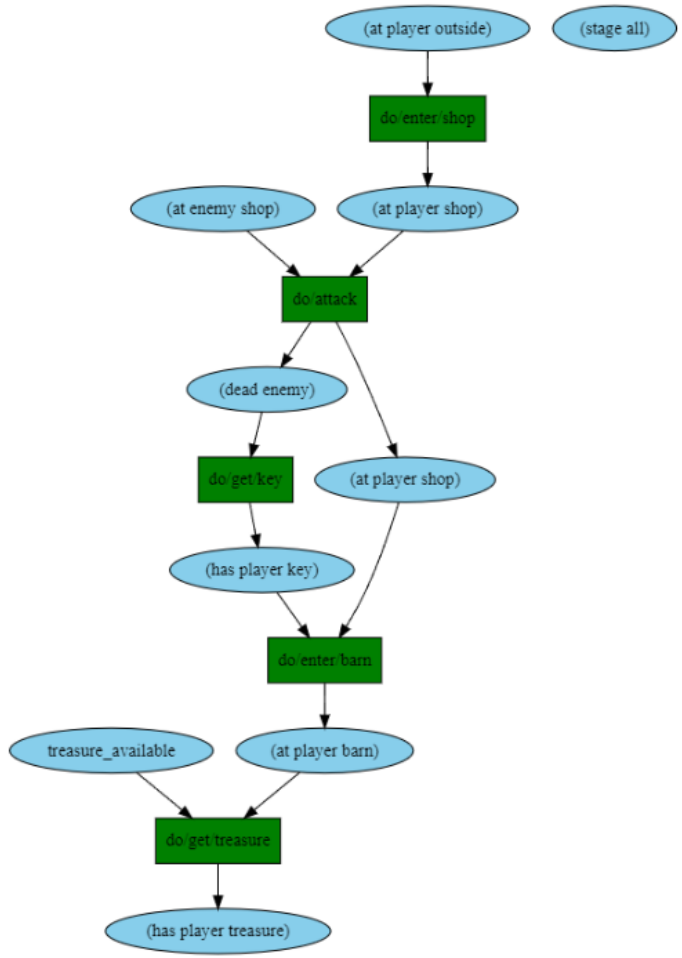

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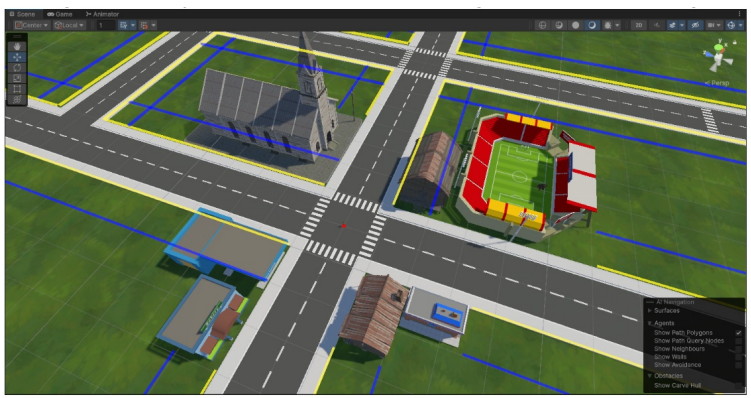

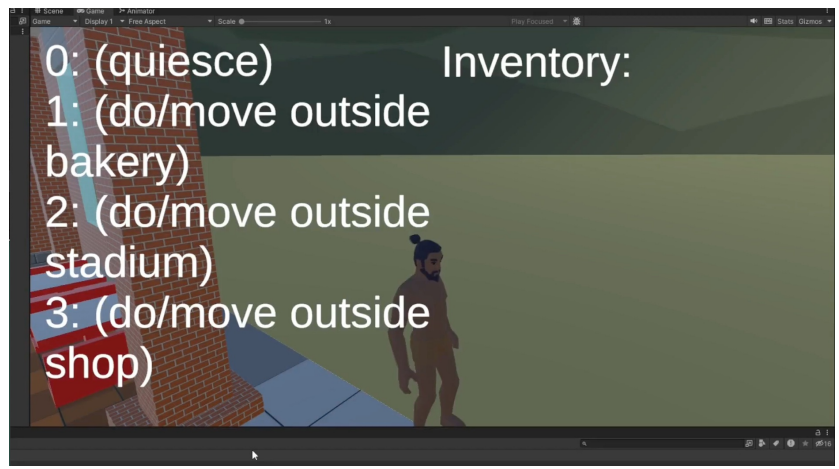

Some thoughts on these projects

- CEPTRE has been positively valued by our students/game-designers
- The more theoretical projects are an **excellent and impressive presentation** for UG candidates in jobs market!
- Student's interests/priorities change
- Now: the generation of post-Covid UG-students
- Teaching specific TCS courses in final years helps attracting students - unbalance towards ML
- Would reading seminars for UG/MComp help in constructing a dynamic chain towards more theoretically solid projects?

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