

Linking Proof Theory to Game Design

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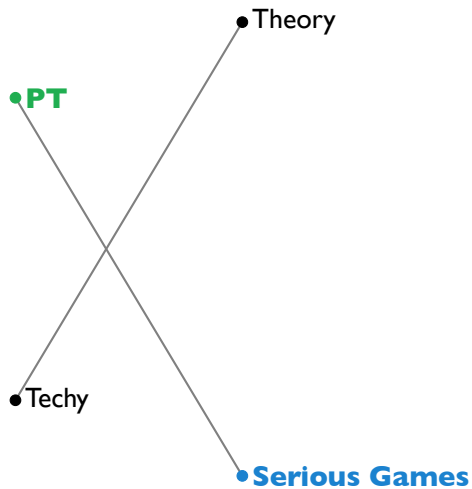
Context

- ▶ 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

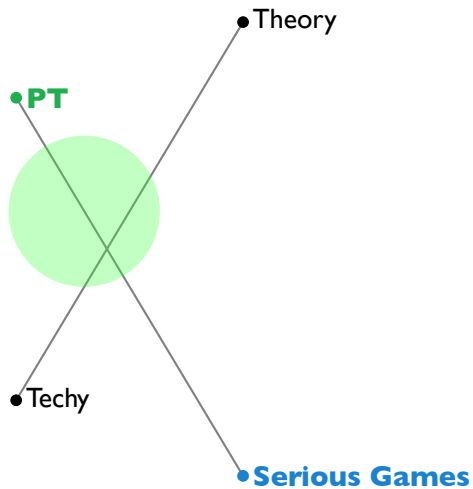
My profile: substructural logics, proof theory, deep inference

Students have seen natural deduction

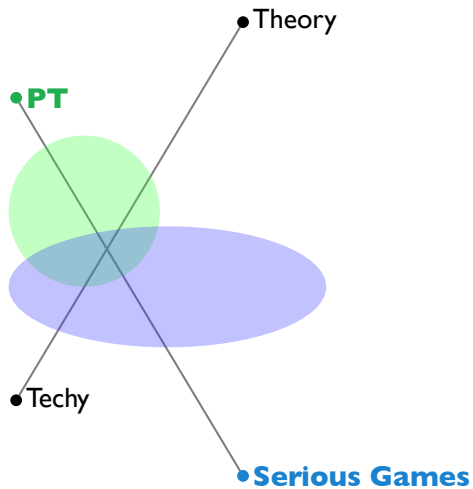
Context



Context



Context



Deep Inference¹

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

$$\text{Compose} \quad \phi = \frac{A}{\parallel} \quad B \quad \text{and} \quad \psi = \frac{C}{\parallel} \quad D$$

with \wedge / \vee to obtain

$$(\phi \wedge \psi) = \frac{(A \wedge C)}{\parallel} \quad (B \wedge D) \quad \text{and} \quad [\phi \vee \psi] = \frac{[A \vee C]}{\parallel} \quad [B \vee D]$$

¹Deep inference web site: <http://alessio.guglielmi.name/res/cos/>

Deep Inference²

- ▶ 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!)

$$\begin{array}{c} (a \vee b) \wedge a \\ \parallel \\ ((a \vee b) \wedge a) \wedge ((a \vee b) \wedge a) \end{array} \equiv \boxed{\frac{\boxed{\frac{c \uparrow a}{a \wedge a}} \vee \boxed{\frac{c \uparrow b}{b \wedge b}}}{\text{m} \quad (a \vee b) \wedge (a \vee b)}} \wedge \boxed{\frac{c \uparrow a}{a \wedge a}}$$

²Deep 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:

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

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

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

I) BVL: Prefixing + Par

$$\begin{array}{c}
 \circ \downarrow \frac{\quad}{\circ} \\
 \text{ai} \downarrow_{\text{L}} \frac{\quad}{[a, \bar{a}]} \\
 \text{ai} \downarrow_{\text{L}} \frac{\quad}{\langle [c, \bar{c}]; [a, \bar{a}] \rangle} \\
 \text{ai} \downarrow_{\text{L}} \frac{\quad}{\langle [a^{\bullet}, \bar{a}^{\bullet}]; [c, \bar{c}]; [a, \bar{a}] \rangle} \\
 \text{q} \downarrow \frac{\quad}{\langle [a^{\bullet}, \bar{a}^{\bullet}]; [a, \bar{a}, c, \bar{c}] \rangle} \\
 \text{q} \downarrow \frac{\quad}{[a, \langle [a^{\bullet}, \bar{a}^{\bullet}]; [\bar{a}, c, \bar{c}] \rangle]} \\
 \text{q} \downarrow \frac{\quad}{[a, \langle a^{\bullet}; [\bar{a}, c] \rangle, \langle \bar{a}^{\bullet}; \bar{c} \rangle]}
 \end{array}
 \rightarrow
 \begin{array}{c}
 \circ \downarrow \frac{\quad}{\circ} \\
 \text{ai} \downarrow_{\text{L}} \frac{\quad}{[a, \bar{a}]} \\
 \text{ai} \downarrow_{\text{L}} \frac{\quad}{\langle [c^{\bullet}, \bar{c}^{\bullet}]; [a, \bar{a}] \rangle} \\
 \text{q} \downarrow \frac{\quad}{[a, \bar{a}, c^{\bullet}, \bar{c}^{\bullet}]}
 \end{array}
 \rightarrow
 \begin{array}{c}
 \circ \downarrow \frac{\quad}{\circ} \\
 \text{ai} \downarrow_{\text{L}} \frac{\quad}{[a^{\bullet}, \bar{a}^{\bullet}]}
 \end{array}
 \rightarrow
 \begin{array}{c}
 \circ \downarrow \frac{\quad}{\circ}
 \end{array}
 ;$$

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

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

character : type.
location : type.
object : type.

|
player : character.
shopkeeper : character.
enemy1 : character.
enemy2 : character.
bear : character.

sword : object.
armour_boots : object.
armour_chest : object.
armour_shoulders : object.
armour_trousers : object.
armour_helmet : object.
armour_gloves : object.
gold : object.
medikit : object.

outside : location.
bakery : location.
stadium : location.
shop : location.
barn : location.
church : location.
petrol_station : location.
cabin : location.

at character location : pred.
alive character : pred.
has character object : pred.
item_at object location : pred.
injured character : pred.
new_injury character : pred.
do self character : pred.

Ceptre Cheatsheet

Define types:

character : type.
location : type.
object : type.

Define predicates (way these types can relate):

at character location : pred.
has character object : pred.

Define your persistent facts:

accessible location location : bwd.

Define rules in the format 'rulename : A -> B'. Variables are indicated by a capital letter:

do/move : char_at player L * accessible L L' -> char_at player L'.

On applying a rule, resources are consumed. Resources on the left are consumed and resources on the right are created.

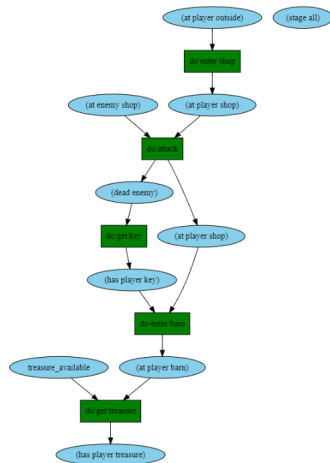
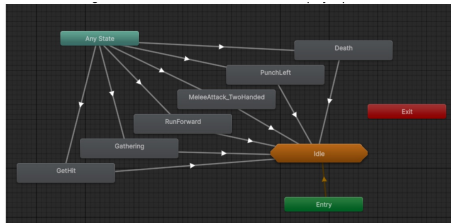
Rules can be collected into stages:

stage player_rules = {
...
}

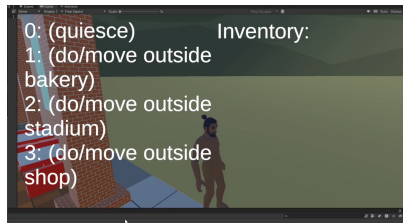
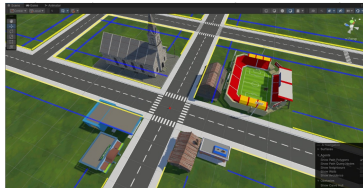
Stages can be marked as interactive, so the player gets a choice of which rule to apply. In non-interactive stages a random available rule is selected.

SAVE PLAY BACK

2) Serious Games Development



2) Serious Games Development



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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