

Reasoning with CAS is a Dead End

An Alternative: Systems that Explain Themselves

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at CADGME, Targu Mures, Romania
Sep. 7, 2016

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... in Keynotes of CADGME'16
Survey on Technology for Math
- 2 Theorem-Prover (TP) Technology !
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Keynotes of CADGME'16

with explicitly mentioning “*proof*” or “*reasoning*”:

- “... A technology rich environment provides a working framework for experimentation, conjecturing and automated *proofs* (mostly using algorithms based on computations of Gröbner bases).”
- “... Computer Algebra Systems and other digital technologies supporting *mathematical reasoning* are being implemented in educational situations all over the world. The transformational nature of these technologies is large but the educational value is unclear.”

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Where is **the specific technology built for reasoning?**

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Where is **the specific technology built for reasoning?**

“... *unclear*” because **essentials of math are missed?**

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Technology for math

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In science of ...

SW-tools for ...

... standardized as ..

mathematics

geometry

CAD/CAM
DGS

applied sciences

numerical
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Spreadsheets
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math. education

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Computer Algebra
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Success Stories for TP

Although primarily intended for *software verification*, TPs are becoming indispensable in mathematics, too; for instance

- 1 Four Colour Theorem: proved within TP “Coq” by Georges Gonthier in 2005
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Theorem Prover “Isabelle”

- Have a look at
`http://isabelle.in.tum.de/`
- and see: (almost) **all mathematics is mechanised**
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In software based on TP technology . . .

- each (formal) *element* (in a proof or a calculation) is **deduced** from first principles (axioms, definitions)
- each (formal) *operation* is **justified** by axioms or proved properties
- **semantics** of formal objects (elements, operations) is completely mechanised in human readable format
- **interactive** manipulation provides **experience** while correctness is checked automatically
- so mechanical operation+deduction+justification provide “**systems that explain themselves**” (where *formal logic* replaces *common sense*).

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Challenges for development . . .

. . . are to exploit the power of TP technology in order to . . .

- support all phases of mathematical problem solving (phase of modelling, specifying, solving) . . .
. . . all math is concerned with reasoning!
- make the system intuitive such that justifications are evident for manipulations (if asked for)
- support solution of engineering problems close to traditional paper&pencil representation
- make problem solving selfexplanatory by
 - checking steps input by students
 - generating explanations on demand
 - proposing a next step, if a student gets stuck.
- foster confidence in abstract concepts by providing experience with formal operation.

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Thank you for attention ! ¹