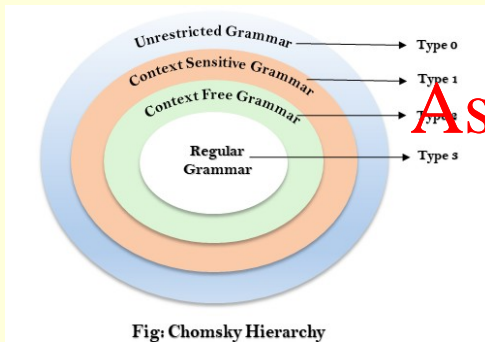


# COSC1107 Computing Theory

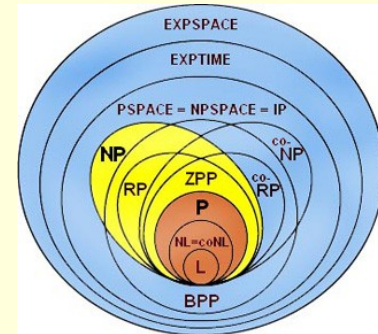
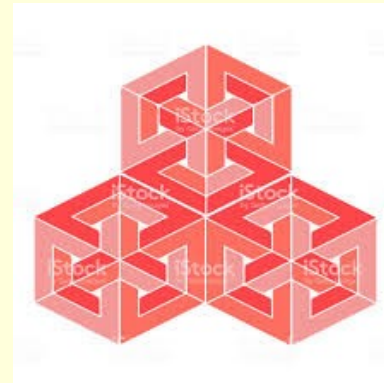
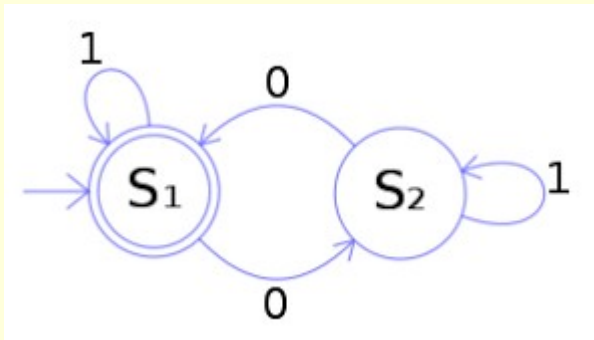
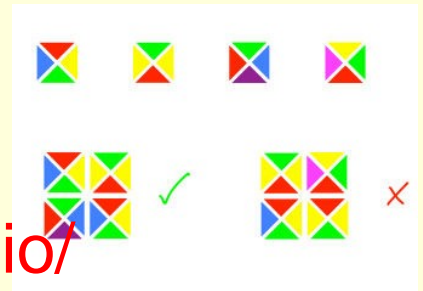
(We will commence soon. We are just allowing a few minutes for people to join and set up. *Please mute your microphone unless you are speaking.* You can raise your hand or use the chat at any time.)

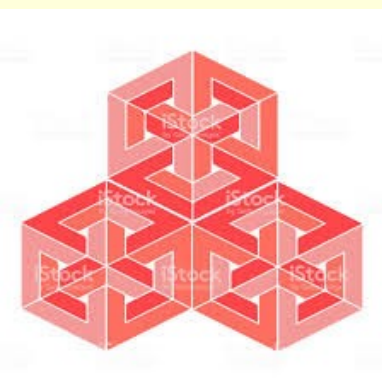
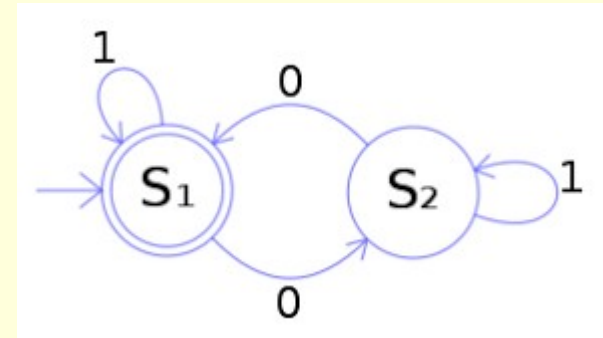
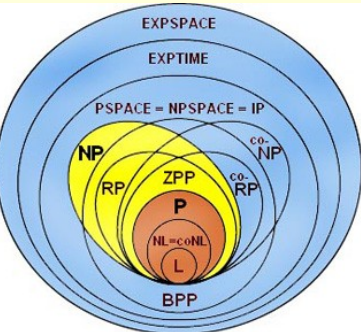


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# COSC1107

## Assignment Project Exam Help

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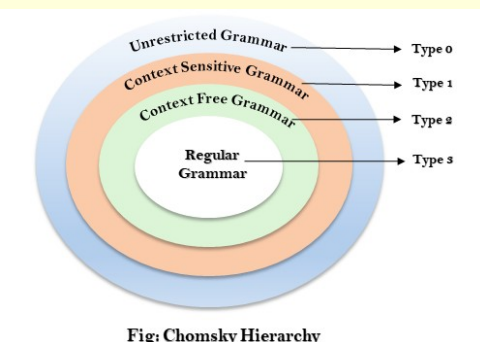
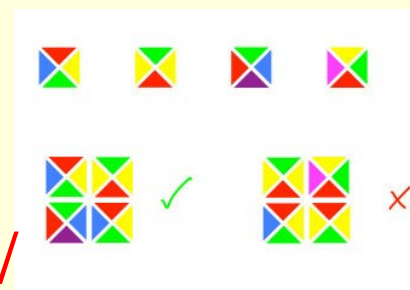


Fig: Chomsky Hierarchy

**James Harland**

[james.harland@rmit.edu.au](mailto:james.harland@rmit.edu.au)

\* With thanks to Sebastian Sardina

*Intro music 'Far Over' playing now ...*



Week 5

Computing Theory

# Acknowledgement



RMIT University acknowledges the people of the Woi wurrung and Boon wurrung language groups of the eastern Kulin Nations on whose unceded lands we conduct the business of RMIT University respectfully acknowledge Elders, past and present.

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RMIT also acknowledges the Traditional Custodians and their Ancestors of the lands and waters across Australia where we conduct our business.

(add your name [here](#) to volunteer for this or email me)

Week 5

Computing Theory

# Overview

- Questions?

- Universal Turing Machines

- Questions?

Assignment Project Exam Help What can be done

- Computability

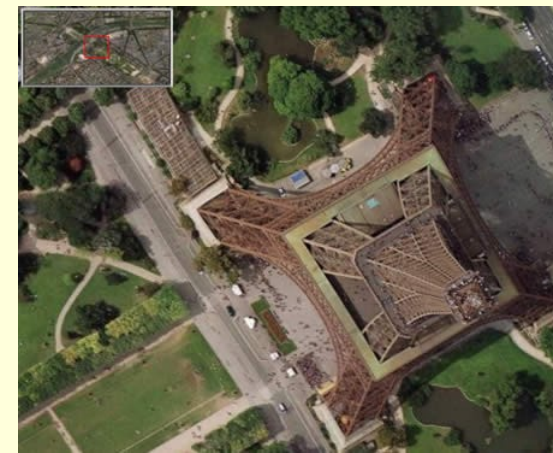
be done  
<https://eduassistpro.github.io/>

- Questions?

- Platypus Game

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- Questions?



# Questions?

Questions?



## Assignment Project Exam Help

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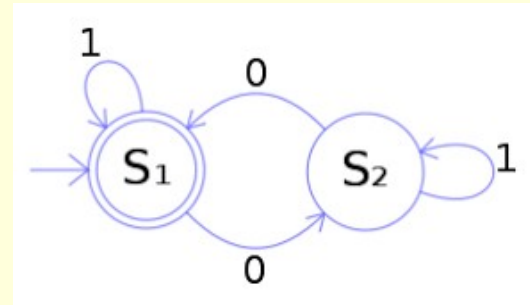
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Questions?





# Church-Turing thesis

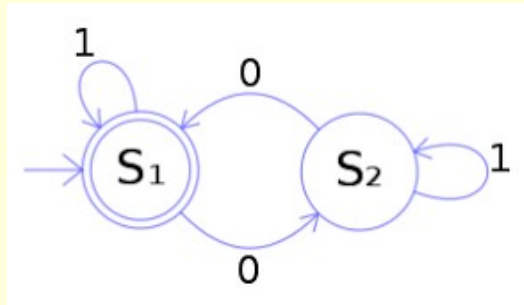


Church-Turing thesis (1936) **Any** computation can be translated to an equivalent computation on a Turing machine

so Turing machines are adequate for **anything** that can be computed

- No need to seek <https://eduassistpro.github.io/> (there is nothing!)
- Enables rigorous analysis of c
- Can't be done by a TM means [Add WeChat edu\\_assist\\_pro](#) he at all!
- Thesis, not a theorem
- Observed property of the universe, like scientific laws
- Consistent with observation, no counterexamples known

# Church-Turing thesis



"A man\* provided with paper, pencil, and rubber, and subject to strict discipline, is in effect a universal machine."

-- Alan Turing

Assignment Project Exam Help

"The idea behind digital machines is that these machines are in effect a human computer."

-- Alan Turing

defined by saying that these machines are in effect a human computer."

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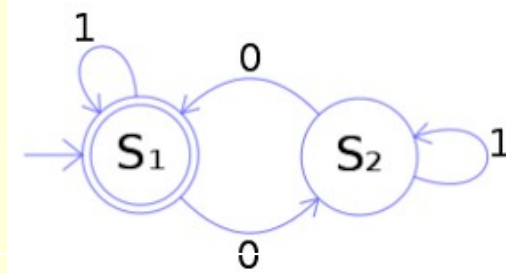
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"It is possible to invent a single machine which can be used to compute any computable sequence. If this machine U is supplied with a tape on the beginning of which is written the [encoding] of some computing machine M, then U will compute the same sequence as M."

-- Alan Turing

\* This now sounds very dated. But that is what he said back in the 1930's ...

# Church-Turing thesis



## Model of computation

## Description

enhanced Turing machines

multiple heads/tapes, 2D tape, nondeterminism

untyped lambda calculus

method to define and manipulate functions

recursive functions

functions dealing with computation on integers

unrestricted grammars

element rules used by linguists

programming languages

<https://eduassistpro.github.io/>

random access machines

registers plus main memory, Pentium

cellular automata

automata cells which

based on local interactions

quantum computer (??)

computer compute using superposition of quantum states

DNA computer

compute using biological operations on DNA

...

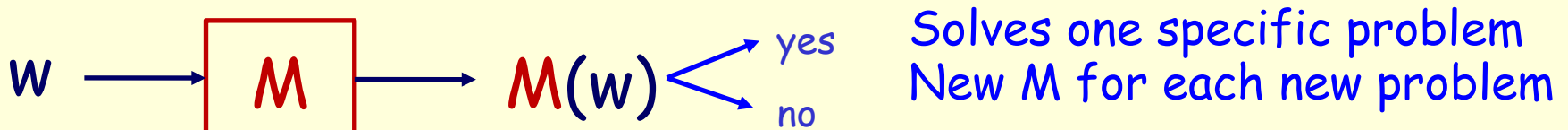
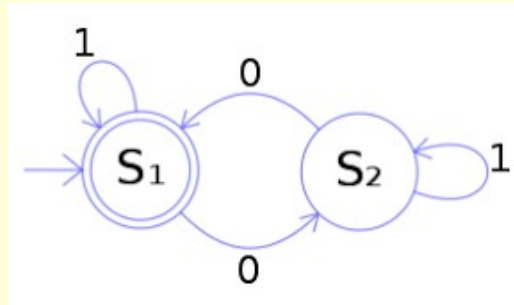
...

# GOTCHA!

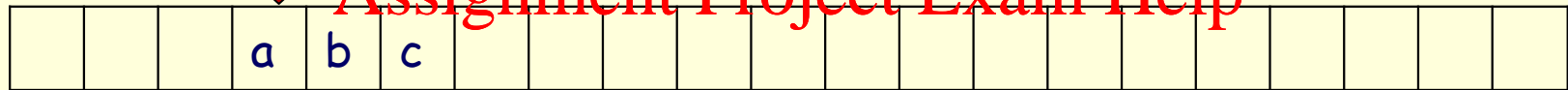
All equivalent. No counterexamples!



# Universal Turing machine



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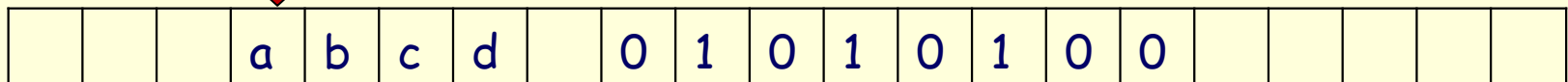
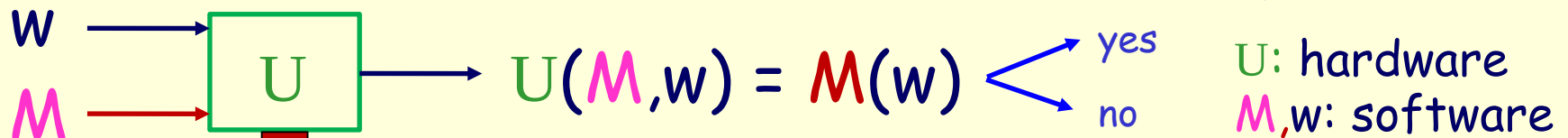


"U simulates the action of  $M$  on  $w$ "

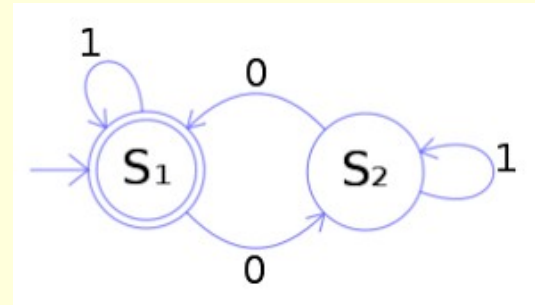
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ure that can solve  
(table) problem!



# Universal Turing machine



I'd like a Turing machine please!



Certainly Master Baggins! Which one? We have many!

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There are so many! It is confusing ...

Frodo! Just use this one!  
You will never need another!

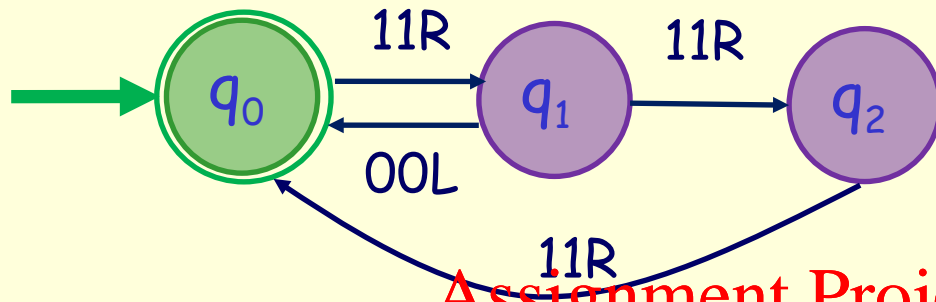
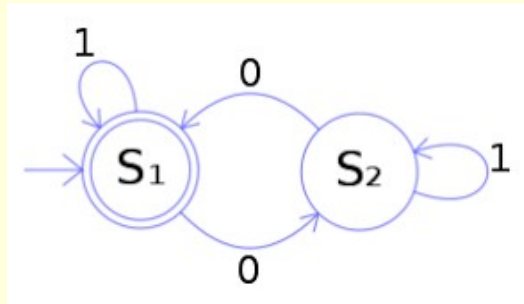
U

"lean green  
Turing  
machine!"

Computing Theory

Week 5

# Universal Turing machine



$T = (q, x, y, D, r)$

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$q_0$	1	1	R	$q_1$	
$q_1$	1	1	R	$q_2$	
$q_1$	0	0	L	$q_0$	
$q_2$	1	1	R	$q_0$	

i	en(i)
$q_0$	1
$q_1$	11
$q_2$	111
0	1
1	11
	111
L	1
R	11

separate transitions by 00

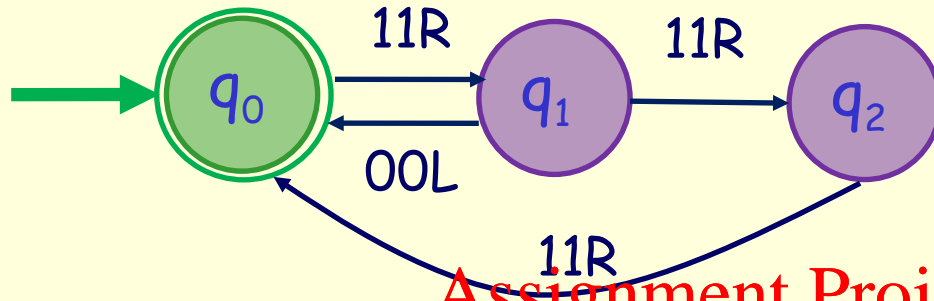
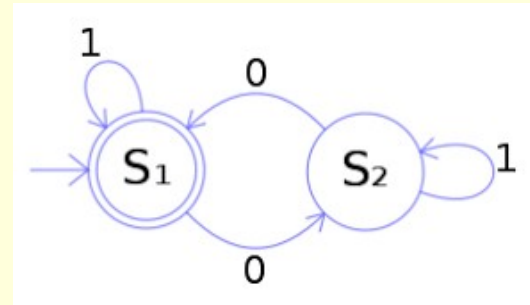
$\text{code}(M) = 000 \text{ en}(T_1) 00 \text{ en}(T_2) 00 \text{ en}(T_3) 00 \text{ en}(T_4) 000$

Week 5

start and end encoding with 000

Computing Theory

# Universal Turing machine



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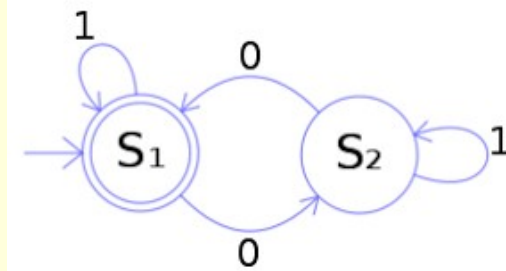
$q_0$	1	1	R	$q_1$	
$q_1$	1	1	R	$q_2$	
$q_1$	0	0	L	$q_0$	
$q_2$	1	1	R	$q_0$	

i	en(i)
$q_0$	1
$q_1$	11
$q_2$	111
0	1
1	11
	111
L	1
R	11

$\text{code}(M) = 000 \text{ en}(T_1) 00 \text{ en}(T_2) 00 \text{ en}(T_3) 00 \text{ en}(T_4) 000$

0001011011011011001101101101101110011010101010011101101101101000

# Universal Turing machine



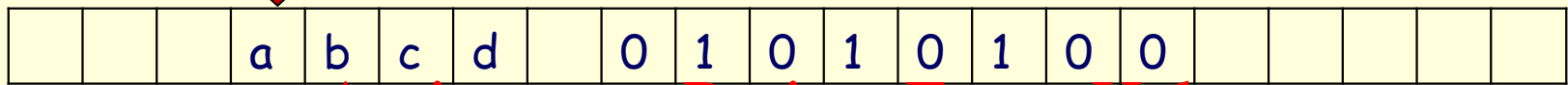
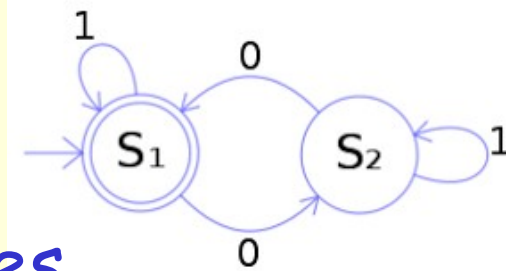
Turing machine **string** input to another TM

**"Analyser"** TMs can

- determine if (another) TM
  - has a 'halt' transition (ie no transition for a given pair of state & symbol)
  - is determinist
  - contains a 'play' transition (ie no transition for a given pair of state & symbol)
  - simulates an F (ie no transition for a given pair of state & symbol)
  - ...
- Count the transitions, states, sym
- Add a transition to a TM
- Change a transition in a TM
- "Join" two TMs (final state of one = initial state of s
- **Simulate the action of the input TM**
- **'Swap' the acceptance behaviour of the input TM**
- **Change the output of the input TM**
- **Be given their own definition as input (!!)**



# Universal Turing machine



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$w$

Build UTM using 3 tapes

- One for input (encoded machine and input)
- One for the state of  $M$
- One for the tape of  $M$

<https://eduassistpro.github.io/>  
 ne machine to rule them all;  
 ne machine to find them;  
 ne machine to ...

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Tape 1

code(M)code(w)

Tape 2

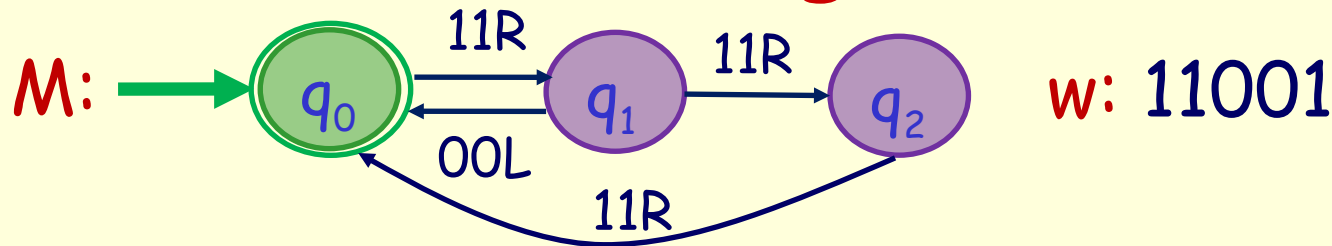
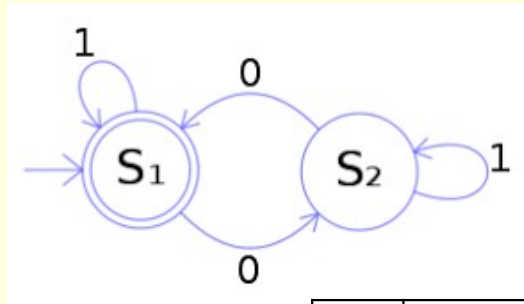
current state of  $M$  (encoded)

Tape 3

tape of  $M$  (encoded)



# Universal Turing machine



U's alphabet may be different from M's ...

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$code(M)$

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$code(w)$

$M$

$i$	$en(i)$
$q_0$	1
$q_1$	11
$q_2$	111
0	1
1	11
	111
L	1
R	11

$U$

000101101101101100110110110110111001101010101001110110110110100011011010101100

$code(M)code(w)$

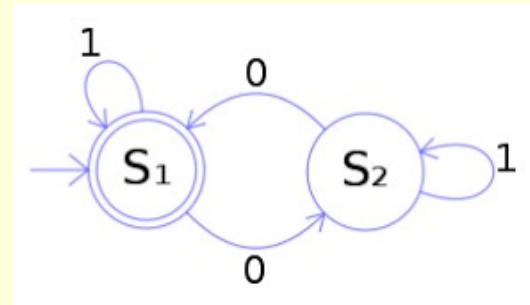
1

$M$  state  
(encoded)

11011010101100

$M$  tape  
(encoded)

# Universal Turing machine



U:

1. Check tape 1. If format wrong, loop forever
2. Write code(w) on tape 3
3. Write  $en(q_0)$  on tape 1
4. Find transition matching  $q$  on tape 2 &  $x$  on tape 3. If none, halt.
5. Given  $en(q)0en(x)$ 
  - Replace  $en(q)$  with  $code(w)$
  - Write  $en(y)$  after
  - Move tape 3 according to  $D$  if
6. Go to step 4

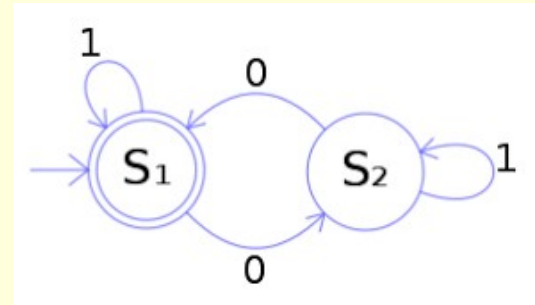
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# Universal Turing machine



U:

1. Check tape 1. If format wrong, loop forever
2. Write code(w) on tape 3
3. Write  $en(q_0)$  on tape 1
4. Find transition matching  $q$  on tape 2 &  $x$  on tape 3. If none, halt.
5. Given  $en(q)0en(x)$ 
  - Replace  $en(q)$  with  $0$
  - Write  $en(y)$  after  $0$
  - Move tape 3 accordingly to the left
6. Go to step 4

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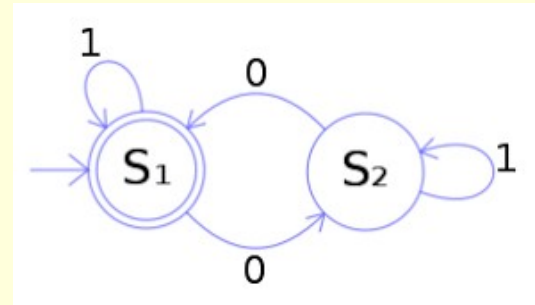
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# Universal Turing machine



U:

1. Check tape 1. If format wrong, loop forever
2. Write code(w) on tape 3
3. Write  $en(q_0)$  on tape 1
4. Find transition matching  $q$  on tape 2 &  $x$  on tape 3. If none, halt.
5. Given  $en(q)0en(x)$ 
  - Replace  $en(q)$  with  $0$
  - Write  $en(y)$  after  $0$
  - Move tape 3 accordingly to  $D$  if  $y \neq x$
6. Go to step 4

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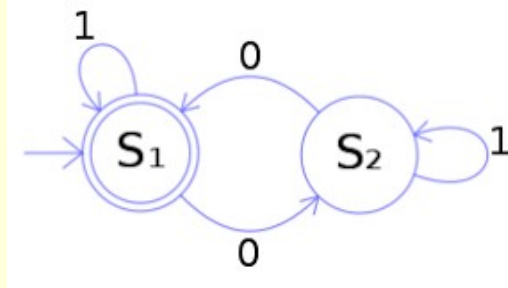
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0001011011011011001101101101101110011010101010100110110110110100011011010101100

1

11011010101100

# Universal Turing machine



U:

1. Check tape 1. If format wrong, loop forever
2. Write code(w) on tape 3
3. Write  $en(q_0)$  on tape 1
4. Find transition matching  $q$  on tape 2 &  $x$  on tape 3. If none, halt.
5. Given  $en(q)0en(x)0$ 
  - Replace  $en(q)$  w
  - Write  $en(y)$  app
  - Move tape 3 according to  $\Delta$
6. Go to step 4

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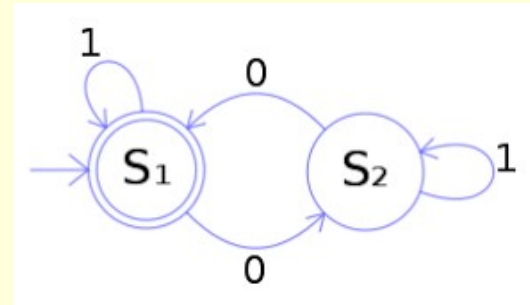
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1

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# Universal Turing machine



U:

1. Check tape 1. If format wrong, loop forever
2. Write code(w) on tape 3
3. Write  $en(q_0)$  on tape 1
4. Find transition matching  $q$  on tape 2 &  $x$  on tape 3. If none, halt.
5. Given  $en(q)0en(x)$ 
  - Replace  $en(q)$  with  $code(w)$
  - Write  $en(y)$  after
  - Move tape 3 accordingly to  $D$  if  $D \neq \text{blank}$
6. Go to step 4

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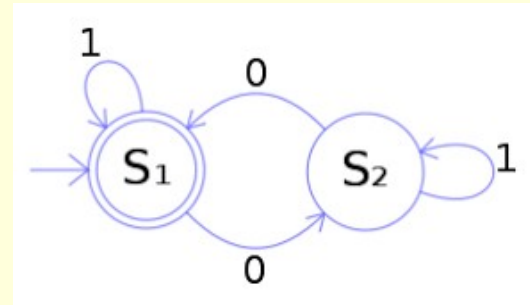
11

11011010101100





# Universal Turing machine



U:

1. Check tape 1. If format wrong, loop forever
2. Write code(w) on tape 3
3. Write  $en(q_0)$  on tape 1
4. Find transition matching  $q$  on tape 2 &  $x$  on tape 3. If none, halt.
5. Given  $en(q)0en(x)$ 
  - Replace  $en(q)$  with  $1$
  - Write  $en(y)$  at the end of tape 1
  - Move tape 3 according to  $D$  (left or right)
6. Go to step 4

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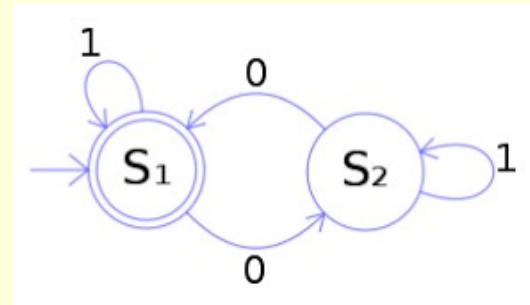
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# Universal Turing machine



U:

1. Check tape 1. If format wrong, loop forever
2. Write code(w) on tape 3
3. Write  $en(q_0)$  on tape 1
4. Find transition matching  $q$  on tape 2 &  $x$  on tape 3. If none, halt.
5. Given  $en(q)$   $0en(x)$ 
  - Replace  $en(q)$  <https://eduassistpro.github.io/>
  - Write  $en(y)$  ap
  - Move tape 3 according to [Add WeChat edu\\_assist\\_pro](#)
6. Go to step 4

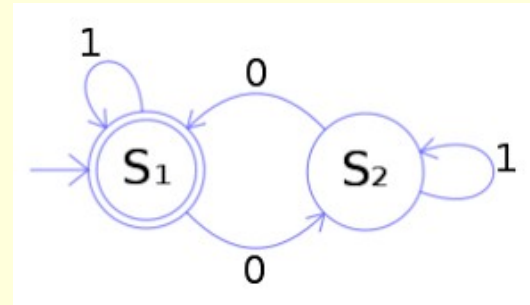
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# Universal Turing machine



U:

1. Check tape 1. If format wrong, loop forever
2. Write code(w) on tape 3
3. Write  $en(q_0)$  on tape 1
4. Find transition matching  $q$  on tape 2 &  $x$  on tape 3. If none, halt.
5. Given  $en(q)$  &  $en(x)$ 
  - Replace  $en(q)$  with  $x$
  - Write  $en(y)$  on tape 3
  - Move tape 3 accordingly to  $D$
6. Go to step 4

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AND SO ON ...

000101101101101100110110110110111001101010101001110110110110100011011010101100

11

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# Questions?

Questions?



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Questions?



# Impossible? Never?



Mary said Tom would never call her again, but I told her,  
"**Never say never.**"

-- 'Pickwick Papers' by Charles Dickens

## Assignment Project Exam Help

"Never is too long

--Treebeard in 'The Hobbit' by Tolkien <https://eduassistpro.github.io/>

~~"Believe the unbelievable.~~

~~Dream the impossible.~~

~~Never take 'no' for an answer!"~~

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If there is convincing  
evidence that  
something is  
impossible, ...



# Impossible? Never?



When can you ever say 'never!'?

## Solutions of polynomial equations

- 'closed' formulae exist for quadratic, cubic & quartic
- No such general formulae exist for  $e \geq 5$  (!!)

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## Geometric constructions

other shapes

- Only 'straightedge and compass' constructions
- Impossible constructions
  - 'Square the circle'
  - 'Double the cube'
  - Angle trisection

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# Impossible? Never?



When can you ever say 'never!'?

Clever people have got this wrong in the past!

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Many predictions will never  
happen' have been <https://eduassistpro.github.io/>

So can you ever say 'never'? Add WeChat edu\_assist\_pro

# Impossible? Never?



???

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Riemann Hypothesis

$P = NP$

Computers pass Turing test

...

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Known to be impossible

Status unknown

Computers outperform humans at chess

Self-driving cars

Text to speech and speech to text

Computer facial recognition

...

Known to be possible

# Quiz time!

Go to **Canvas** and find the quiz **Lectorial 5 Question set**

- Not worth any marks
- You can consult other students if you wish
- Time limit will be 10 minutes

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Are you ready?

Are you sure?

# Go!

The pictures will take 10 minutes to disappear!

*Thomas music means 1 minute left!*



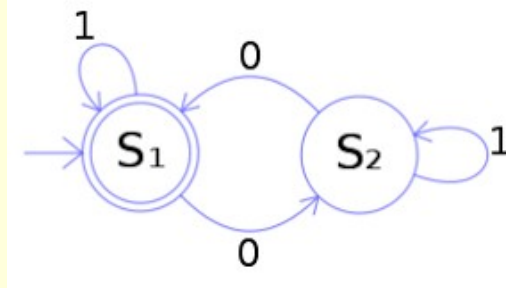
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# Decision problems



A decision problem is a **question** in a **formal system** with a **yes-no answer**, depending on some input parameters.

**Sort:** Is a list of numbers sorted?

**Hamiltonian circuit:** Is there a path in this graph that visits every node?

**Primality:** Is a given  $n$  prime?

**Python syntax:** Is a given program syntactically correct?

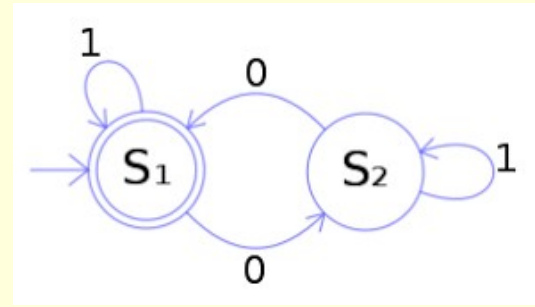
**Password:** Is the given password correct?

**Bank balance:** Is the transaction approved?

**Halting:** Given a TM  $M$  and input  $w$ , does  $M$  halt on  $w$ ?

Harder than it may seem ...

# Decision problems



% n is an integer  $\geq 1$

while  $n > 1$  do

    if  $n \bmod 2 == 0$

        Assignment Project Exam Help

    else

$n = \text{https://eduassistpro.github.io/}$

elihw

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5 16 8 4 2 1

6 3 10 5 16 8 4 2 1

7 22 11 34 17 52 26 13 40 20 10 5 ... 1

9 28 14 7 ... 1

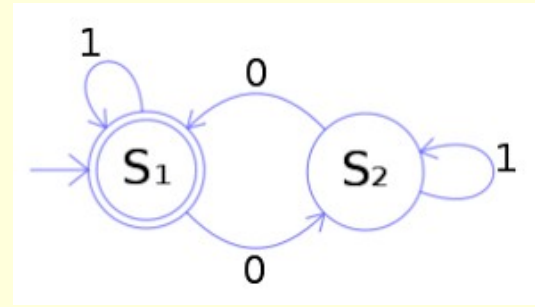
15 46 23 70 35 106 53 160 80 40 20 ... 1

Does it always terminate?

No-one knows (!!)



# Decision problems



% n is an integer  $\geq 1$

while  $n > 1$  do

    if  $n \bmod 2 == 0$

        Assignment Project Exam Help

    else

$n = \text{https://eduassistpro.github.io/}$

elihw

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5 16 8 4 2 1

6 3 10 5 16 8 4 2 1

7 22 11 34 17 52 26 13 40 20 10 5 ... 1

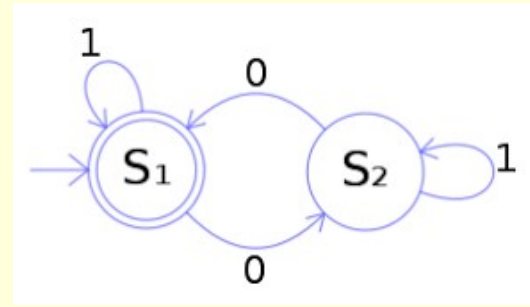
9 28 14 7 ... 1

15 46 23 70 35 106 53 160 80 40 20 ... 1

Does it always terminate?

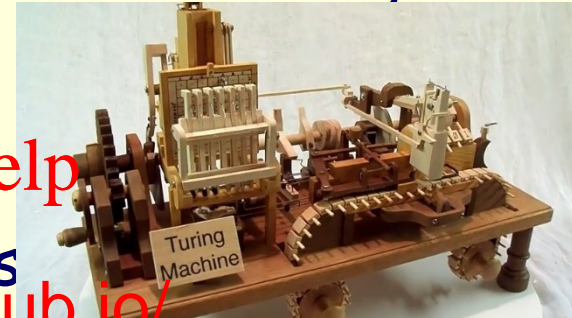
No-one knows (!!)

# Decidable problems

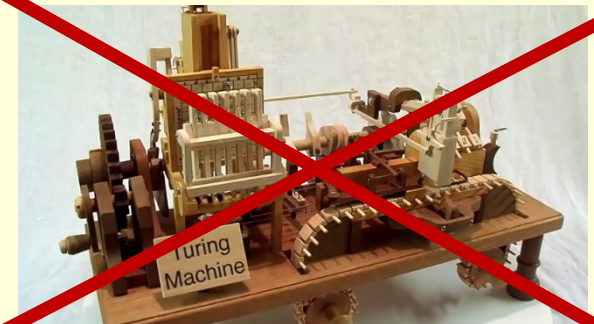


A decision problem is **decidable** if there **exists** a Turing machine  $M$  that solves it, ie

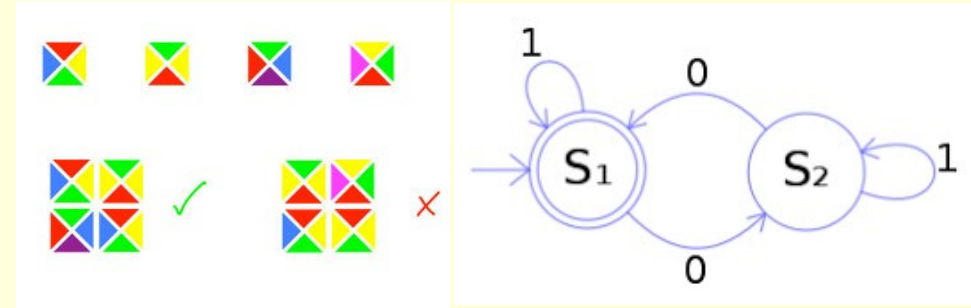
- $M$  halts on all inputs  $w$
  - $M$  outputs **yes** if
  - $M$  outputs **no** if
  - $M$  produces no other outputs (so  $M$  recogniser)
- Assignment Project Exam Help**  
<https://eduassistpro.github.io/>  
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A decision problem is **undecidable** if there **does not exist** a Turing machine  $M$  that solves it.



# Tile problem



Can you cover any  
rectangular area with a  
set of tiles?

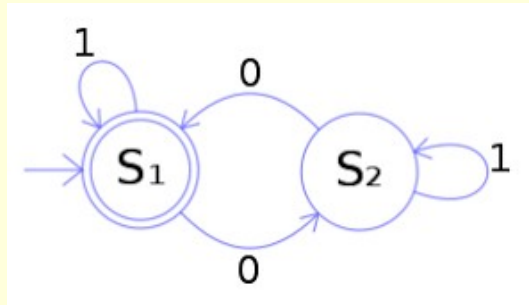
<https://eduassistpro.github.io/>

cannot be rotated  
colours must match

- Tiles can be copied

There is no Turing machine that solves this  
decision problem (!!!)

# Halting problem



**Halting problem:** Given a Turing machine  $M$  and an input  $w$ , does  $M$  halt on  $w$ ?

For every TM  $M$  and every input  $w$ , either

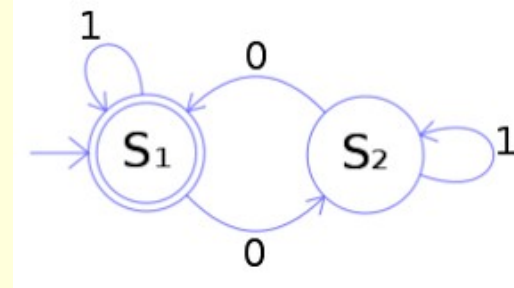
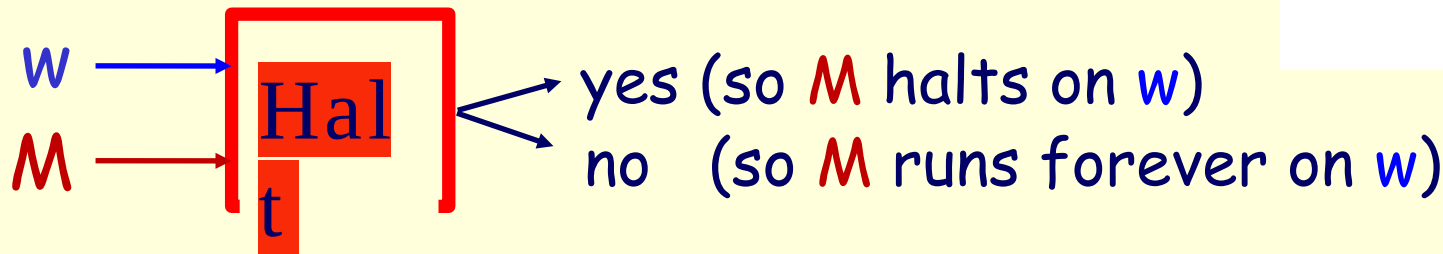
- $M$  halts on  $w$
- $M$  doesn't halt <https://eduassistpro.github.io/>

The Halting problem is a decision problem about Turing machines ..

**Question:** Is there a Turing machine that can solve the Halting problem for Turing machines?

Is the Halting problem decidable?

# Halting problem



Is there a TM **Halt** ?

<https://eduassistpro.github.io/>

- **Halt** terminate every  $M$  and every  $w$ )
- **Halt** accepts  $code(M)code(w)$  indicates on  $w$
- **Halt** rejects  $code(M)code(w)$  if  $M$  does not terminate on  $w$

Option 1:

**Halt** exists

The Halting problem is decidable

Week 5

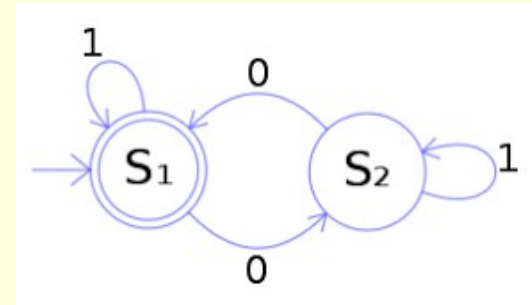
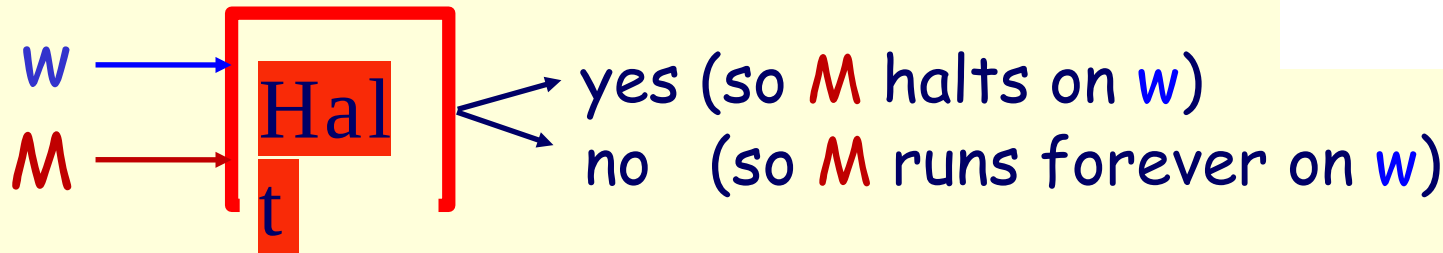
Option 2:

**Halt** does not exist

The Halting problem is undecidable

Computing Theory

# Halting problem



"Gandalf, does the machine **Halting** exist?"



**N**

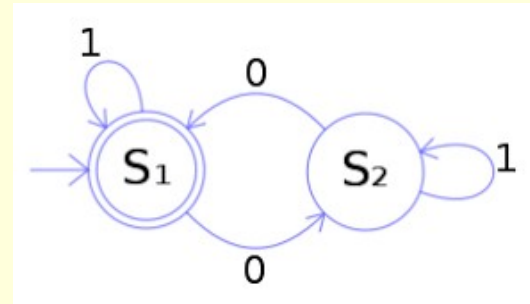
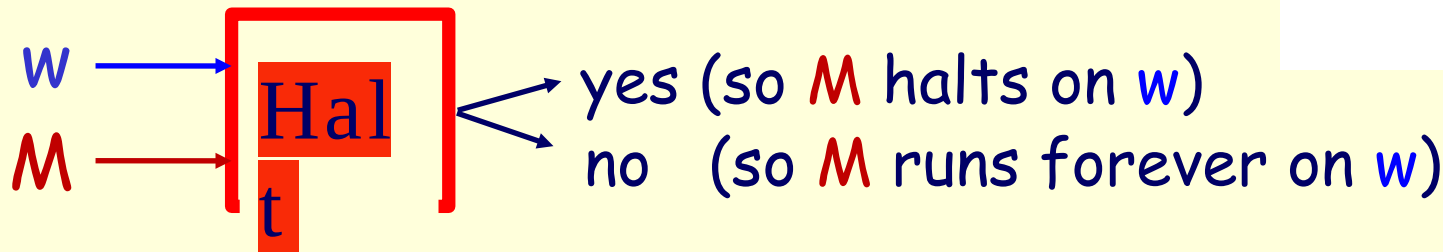
Let's a <https://eduassistpro.github.io/>

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Clues:

- "This statement is false" (Epiminedes)
- Paradox of the barber
- Self-reference

# Halting problem



The Halting problem is **undecidable**

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**Proof:** Assume that **Halt** is a Turing machine that decides the halting problem. <https://eduassistpro.github.io/>

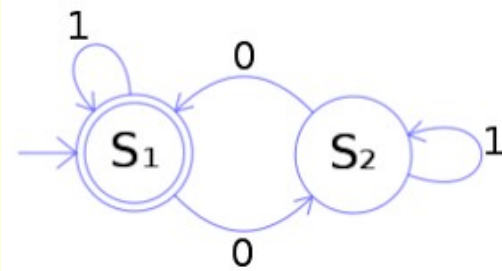
- **Halt** terminates on every input (i.e.  $w$ )
- **Halt** accepts  $\text{code}(M)\text{code}(w)$  if  $M$  terminates on  $w$
- **Halt** rejects  $\text{code}(M)\text{code}(w)$  if  $M$  does not terminate on  $w$

Use **Halt** to construct TM **Weird** as follows:

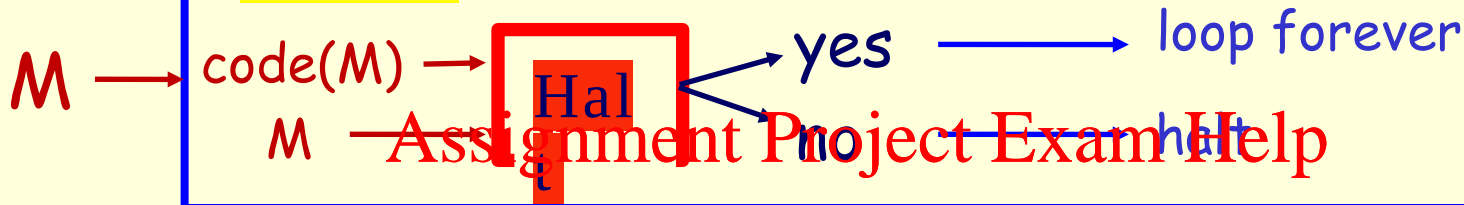
- If **Halt** accepts  $\text{code}(M)\text{code}(M)^*$  then loop forever
- If **Halt** rejects  $\text{code}(M)\text{code}(M)^*$  then halt

\*encode  $M$  is as an input to itself

# Halting problem



Weird

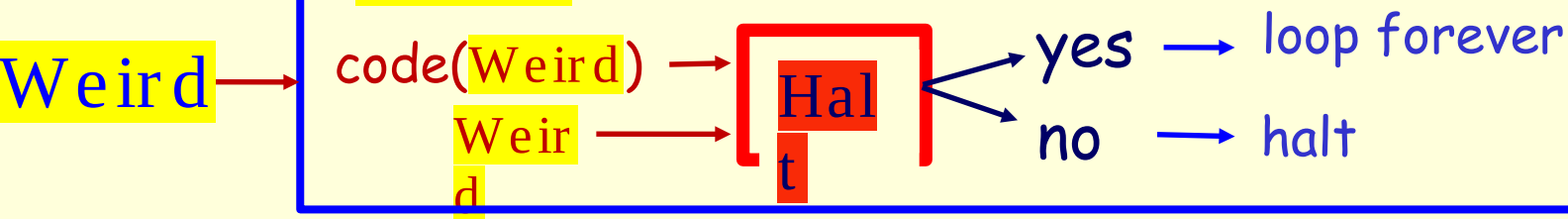


<https://eduassistpro.github.io/>

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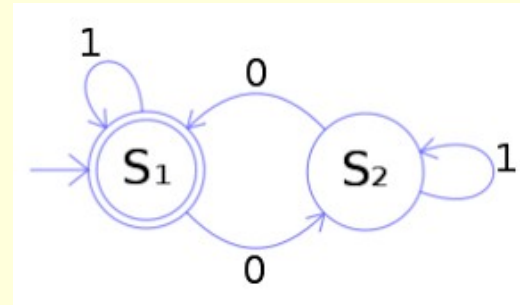
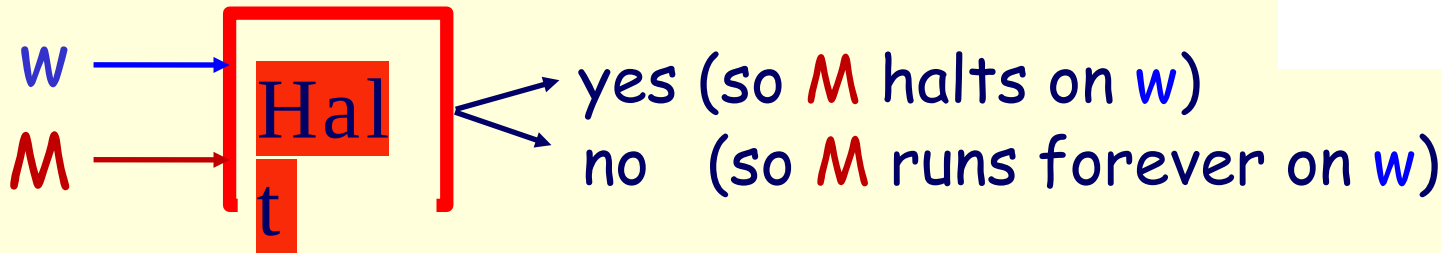


Weird





# Halting problem



So if TM **Halt** exists, then TM **Weird** must also exist

**Weird** takes a TM  $M$

<https://eduassistpro.github.io/>

- If  $M$  halts on  $\text{code}(M)$ , then **Weird** does not halt on  $\text{code}(M)$
- If  $M$  does not halt on  $\text{code}(M)$ , then **Weird** halts on  $\text{code}(M)$

This must work for any TM  $M$  ... Including when  $M = \text{Weird}$  (!!)

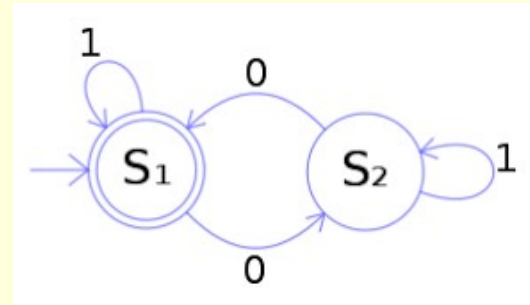
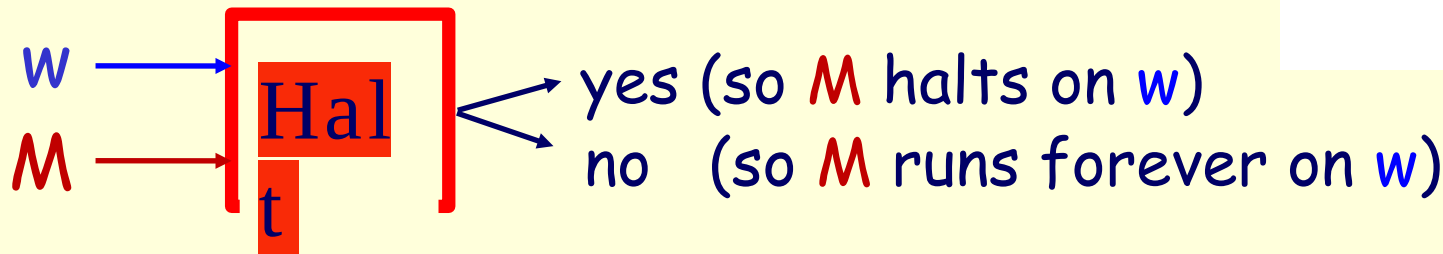
- If **Weird** halts on  $\text{code}(\text{Weird})$ , then **Weird** does not halt on  $\text{code}(\text{Weird})$
- If **Weird** does not halt on  $\text{code}(\text{Weird})$ , then **Weird** halts on  $\text{code}(\text{Weird})$

That's too weird!

**CONTRADICTION!**



# Halting problem



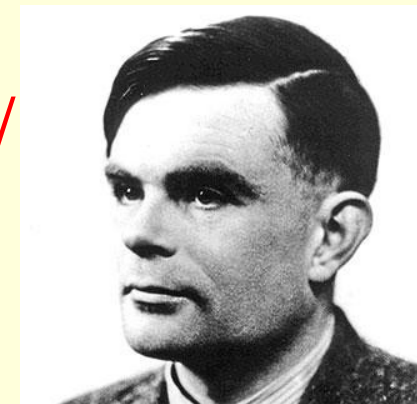
So our assumption is wrong, i.e. the TM **Halt** does not exist

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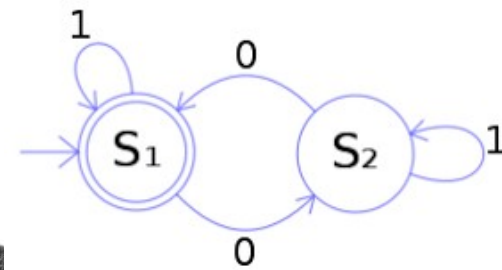
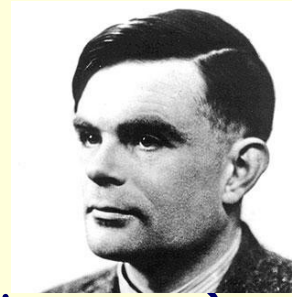
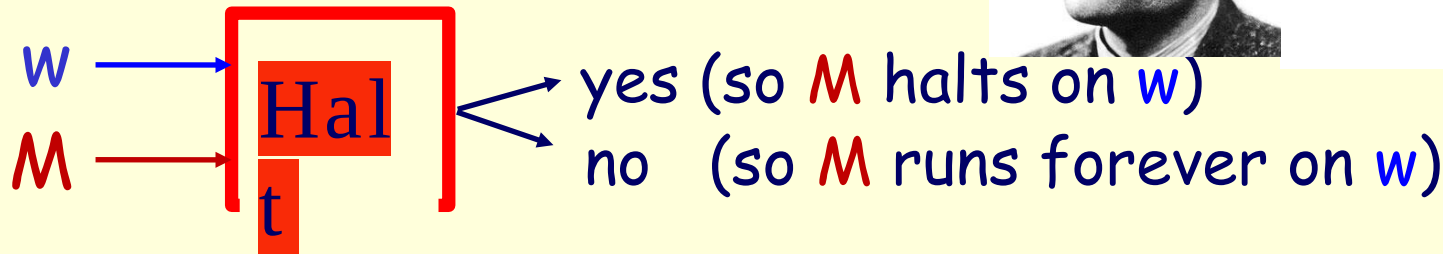
The Halting problem <https://eduassistpro.github.io/>

This means that **there is no TM** that always halts for any  $M$  and  $w$

- Always halts for any  $M$  and  $w$
- Outputs 'yes' if  $M$  halts on  $w$
- Outputs 'no' if  $M$  does not halt on  $w$
- (Does not produce any other output)



# Halting problem



This means any attempt to solve the halting program must for some  $M$  and  $w$  either:

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1. Not halt
2. Halt and output no if  $M$  halts on  $w$
3. Halt and output yes if  $M$  doesn't halt
4. Halt and produce some other output (e.g., "Dunno!")

<https://eduassistpro.github.io/>

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1 is undesirable, 2 and 3 are insane!

Essentially, we have to accept that an answer "**Don't know**" is sometimes unavoidable ...

# Questions?

Questions?



## Assignment Project Exam Help

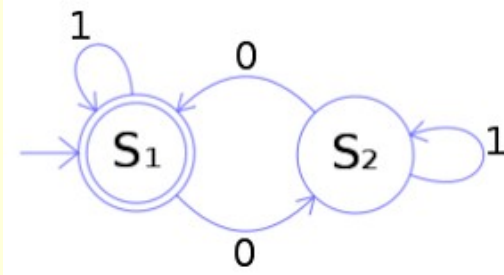
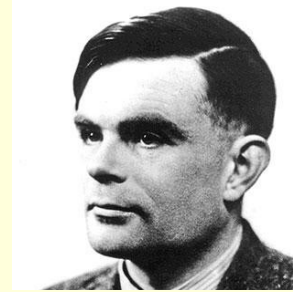
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Questions?



# Computability



## Decidable

- Primality testing
- Factorisation
- Hamiltonian circuit
- 3-SAT satisfiability
- Sorting
- Travelling Salesperson
- ...

## Undecidable

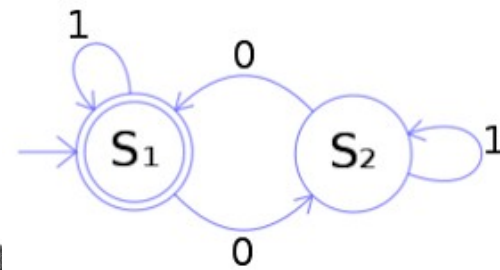
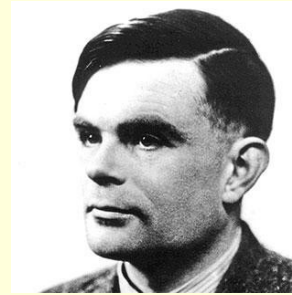
- Does  $M$  halt on  $w$ ? (halting problem)
- Does  $M$  halt on any  $w$ ?
- Does  $M$  halt on all  $w$ ?
- Does  $M$  halt on blank input?
- Do  $D$  and  $S$  halt on the same input?
- Does  $M$  reach a particular state on input  $w$ ?
- ...
- Busy beaver problem
- Tile problem
- ...

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# Computability



Let Problem **A** be a problem known to be undecidable, and Problem **B** with status unknown.

- Assume Problem **A** is decidable and derive a contradiction
- Reduce Problem

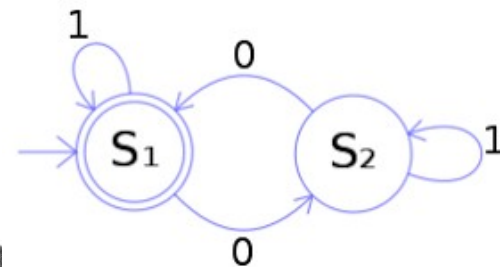
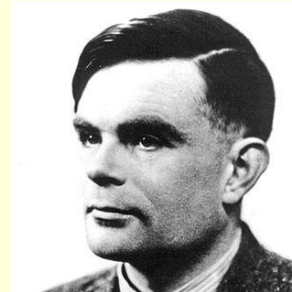
<https://eduassistpro.github.io/>

Problem reduction

1. Show that a TM for Problem **B** as part of a decision procedure for Problem
2. Shows Problem **B** decidable Problem **A** decidable
3. Problem **A** undecidable
4. So Problem **B** undecidable

Step 1 is the only necessary part ...

# Computability



**Loops problem:** Does TM  $M$  run forever on input  $w$ ?

Assume there is a TM  $Loops$  which solves the Loops problem

Given  $M$  and  $w$  **Assignment Project Exam Help**

1. Run  $Loops$  on  $M$  a
2. If  $Loops$  says yes
3. If  $Loops$  says no

<https://eduassistpro.github.io/>

So the Loops problem is undecidable

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Hal

t

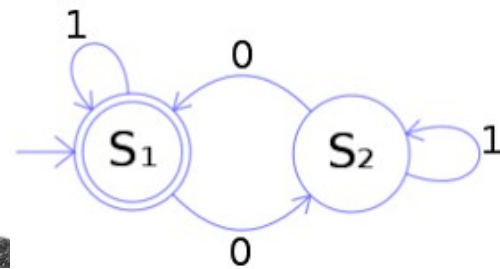
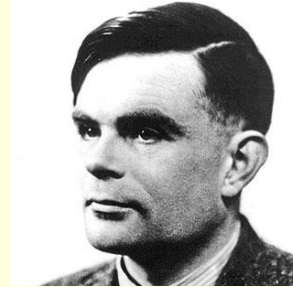
$w$   
 $M$

$Loops(M, w)$

yes  
no

yes  
no

# Computability



**Blank Tape problem:** Does TM  $M$  halt on the blank tape?

Assume there is a TM  $Blank$  which solves the blank tape problem

## Assignment Project Exam Help

Given  $M$  and  $w$ , comp with a blank tape

1. Writes  $w$  on the tape
2. Positions tape head at the start of  $w$
3. Goes to start state of  $M$
4. Runs  $M$  on  $w$

<https://eduassistpro.github.io/>

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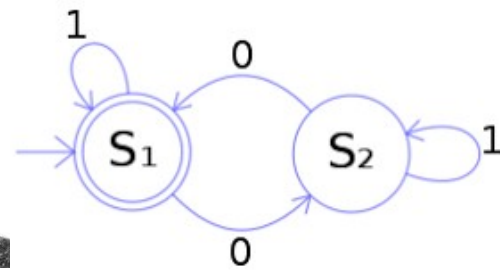
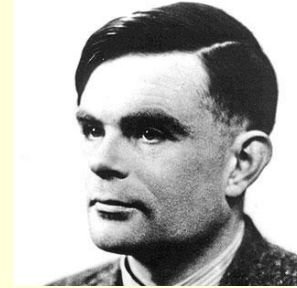
$N$  halts on the blank tape iff  $M$  halts on  $w$

So  $Blank$  on input  $N$  will solve the Halting Problem for  $M$  on  $w$

So the Blank Tape problem is undecidable



# Computability



Hal

t

$w$

$M$

Build  
machine

Blank( $N$ )

yes

no

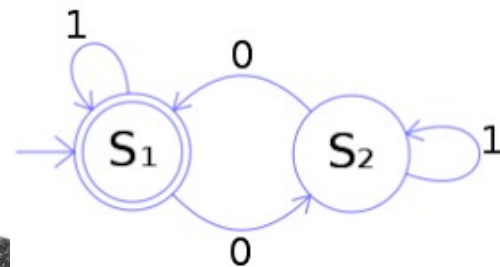
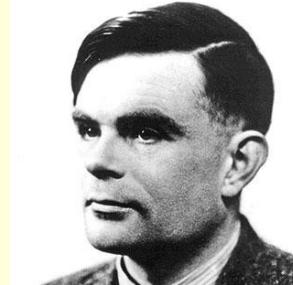
yes

no

<https://eduassistpro.github.io/>

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# Computability



**All Inputs problem:** Does TM  $M$  halt on all inputs?

Assume there is a TM  $A$  which solves the All Inputs problem

## Assignment Project Exam Help

Given  $M$  and  $w$ , comp

1. Erases its input
2. Writes  $w$  on the
3. Positions tape head to the first  $s$
4. Goes to start state of  $M$
5. Runs  $M$  on  $w$

<https://eduassistpro.github.io/>

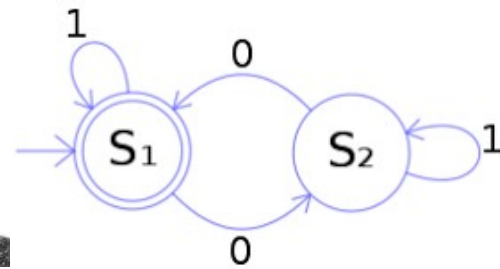
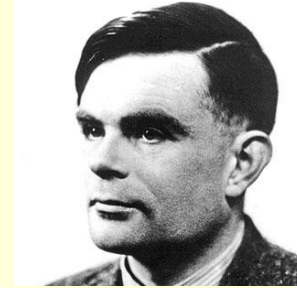
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$A$  halts on all inputs iff  $M$  halts on  $w$

So  $A$  on input  $A$  will solve the Halting Problem for  $M$  on  $w$

So the All Inputs problem is undecidable

# Computability



Hal

t

$w$

$M$

Build  
machine

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All(O)

yes

no

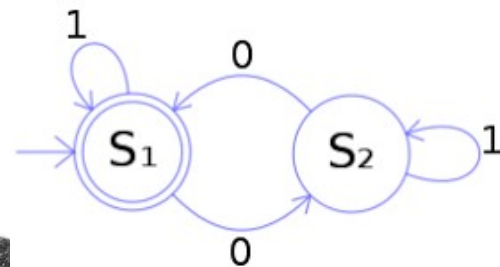
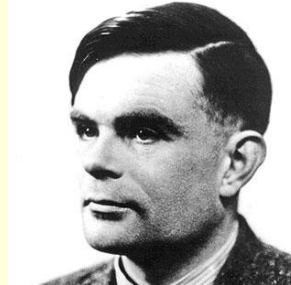
yes

no

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# Computability



## Undecidable problems include

Halting problem: Give a function  $f$ , does it halt on a given input  $x$ ?

Totality problem: Give a function  $f$ , does it halt on every input  $x$ ?

No input halting problem: Give a function  $f$  with no input, does it halt?

Program equivalence: Do two functions  $f$  and  $g$  always return same value?

Uninitialized variable used before it's used?

Dead code elimination  
r get executed?

...

Does  $L(G) = *$ ?

Does  $L(G_1) = L(G_2)$ ?

For PDAs, does  $L(M_1) = L(M_2)$ ?

Does a PDA  $M$  have the minimal number of states?

## Decidable problems include

Does  $L(G) = ?$

Is  $w \in L(G)$ ?

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# Questions?

Questions?



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Questions?

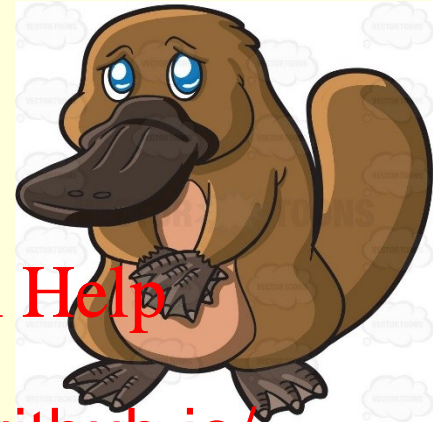


# The Platypus Game

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# The Platypus Game

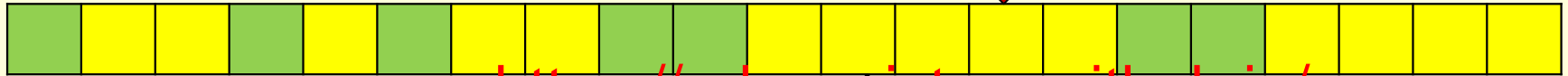
Is the halting problem for the Platypus game decidable?



For the Platypus game the halting problem decidable is?

**YES!**

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$2^{21}$  possible tapes

$21 \times 21$  possible head positions

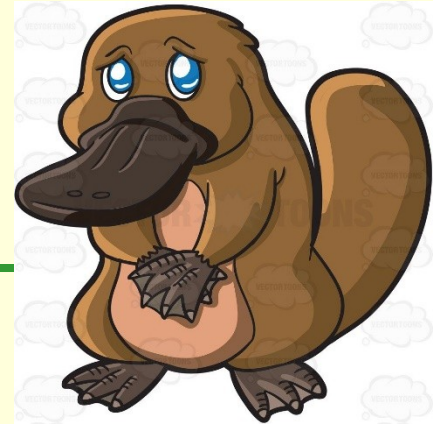
$4 \times 4$  possible states

$$2^{21} \times 21 \times 21 \times 4 \times 4 = 14,797,504,512$$



# The Platypus Game

So there are "only" **14,797,504,512** possible configurations of the Platypus game ...



**Halt -** Assignment Project Exam Help

**platypus**

<https://eduassistpro.github.io/>

- P →
1. Set counter
  2. Run game, incrementing counter each turn
  3. If the game halts, output yes
  4. If the counter exceeds 14,797,504,512, output no

yes

no

Not very practical, but possible in principle





# The Platypus Game

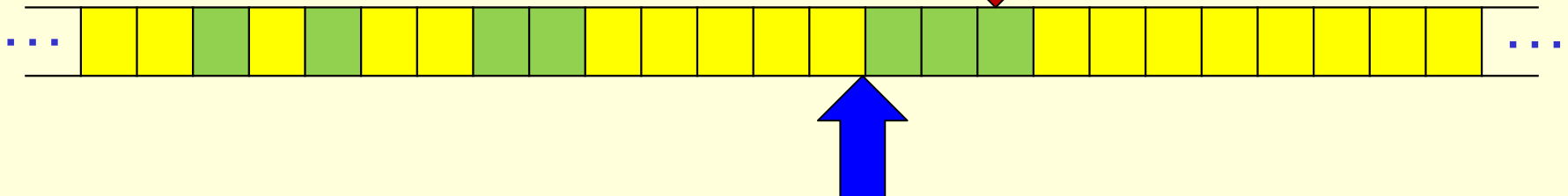
## Generalised Platypus game

- Same as Platypus game, but with an infinite tape!
- Ghost gum and Wattle are infinitely far apart
- Arbitrary number of symbols
- Still only two colors

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Is the Halting problem for the  
Generalised Platypus game decidable?



# The Platypus Game

Survey results (final)

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# The Platypus Game

Survey results (final)

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# The Platypus Game

Survey results (final)

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# The Platypus Game



## Survey results (final)

Do you have any other suggestions or comments about tournaments?

Maybe instead of a champion's league with random matchups there are brackets to determine which machine you can fight against (like an elo rating system to determine which players are suitable matches to play with)..

*Sounds interesting too!* <https://eduassistpro.github.io/>

A rankings system such as used by the Chess suggestion is what is used by a majority of online and real world happens we can apply what is learned through stimulating a Champion's league to the real world.

*Sure! To a real platypus? ☺*

# The Platypus Game



## Survey results (final)

Do you have any other suggestions or comments about tournaments?

Is there any application in creating tournaments that become more ranked then more tournaments that are completed? For example, a single tournament would show how well a set went against each single player, if they were to lose in their round. However, r score but a different pairing didn't win to as progress unfairly.

*So completion rate is important?*

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Champion's league seems like an interesting way to rank the machines! :)

*Ok!*

# The Platypus Game



## Survey results (final)

Are there any other suggestions or comments about scoring?

For the tiebreaker, maybe let the machine that reaches the green cell with platypus be the winner.

*Interesting --- so we r* <https://eduassistpro.github.io/>

I would like a change to the scoring system. The player to be rewarded for taking more risk.

*Similar, presumably ...*

Simple is better, and changes to rules would not change the outcome too much.

*No change is easy to do!*



# The Platypus Game



## Survey results (final)

Are there any other suggestions or comments about scoring?

If we were to use a ranking system, it makes most sense to include a tiebreaker such that th

*Sure, although we can r* <https://eduassistpro.github.io/>

If a grid had could turn a token green with this would be a terminating play. That should garner a pen

There may also be a play that has more changes to green than to yellow, which would also be more likely to trigger an end game, and on the flipside the more yellow would mean the player does not terminate at all which is almost cheating, difficult to say without the context of play...

*So certain machines should be outlawed?*

# The Platypus Game



## Survey results (final)

Are there any other suggestions or comments about scoring?

Bonus points for reaching the trees.

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*Ok!*

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# The Platypus Game

## Survey results (final)



Are there any other suggestions or comments about rule changes?

If we have a larger number of calls, then there might be some bonus for reaching a tree since it

*Good thought. Presumably like this.*

<https://eduassistpro.github.io/>

*ee options should be linked*

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Shorter games means faster progression, I with happily.

*A short game is a good game!*

Shortening or lengthening the maximum number of turns before a game ends (currently 100), Larger or smaller number of cells (eg 11? 31? 101?)

*Sure.*



# The Platypus Game

## Survey results (final)

Are there any other suggestions or comments about rule changes?

Machines changing somehow during play would make it harder to guess the outcome of matches, an ideal winner would look like, however would be interesting, with emerging strategies

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Machines change somehow during play

*Sure. How would they change?*

Shortening or lengthening the maximum number of turns before a game ends (currently 100)

*Sure. More responses yet to be analysed!*

# Questions?

Questions?



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Questions?



# That's it!



I am out of here!

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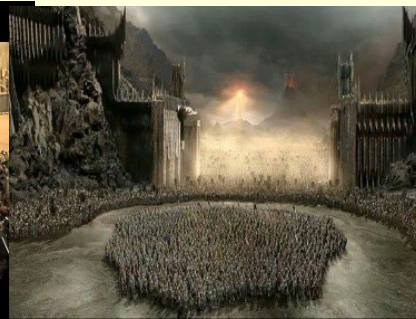
**Break time!** (We resume when all the pictures are gone! This will take 3 minutes!)



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# Assignment Project Exam Help

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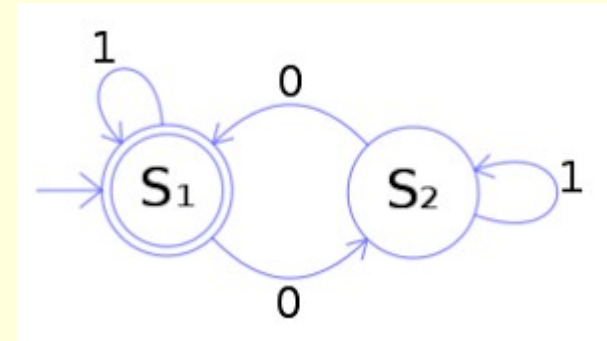
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I AM BACK!

Marking

Computing Theory

# Marking



Why did I lose marks for ...??



Where did you last see them?  
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At <https://eduassistpro.github.io/>

Perhaps you should add WeChat [edu\\_assist\\_pro](#) in at night ...

Never feed them after midnight!

...

# Alternative Scheme?



Troll	Dreadful	Poor	Acceptable	Exceeds Expectations	Outstanding
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**Outstanding** - CONGRATULATIONS! Your exemplary powers of deduction and a formidable knowledge of the inner workings of the magical world reveal you to be a witch or wizard of genuine skill and learning.

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**Exceeds Expectations** - performance!

**Acceptable** - demonstrated <https://eduassistpro.github.io/>

**Poor** - Alas - we regret to inform you that you have failed. This may have been due to factors outside your control (eg: poltergeist attack, examination nerves or a malfunctioning quill.) Please do not disconsolate.

**Dreadful** - We are sorry to inform you that you have failed.

**Troll** - You would appear either to have abandoned the test due to factors outside your control (eg, earthquake, poltergeist attack), or else you are a troll, in which case you are to be congratulated on being able to use a computer and have achieved the grade of O.F.T. (Outstanding for Trolls).

Marking

Computing Theory

# Alternative Scheme?



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Marking

Computing Theory