

## Verified Gaming

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- \* for the most part, we will not be the ones solving the Grand Challenges
- \* interest in computer science is low
- \* any mention of mathematics frightens off most students
- \* how do we get new generations of students interested in our (sub)field?

# $\Gamma, K \to L, L \to M, K \to M \vdash \Delta, (K \to M) \equiv (L \to M, K \to L)$ E

- \* use computer gaming as a "hook"
- \* introduce complex topics through secret ninja formal methods
  - see Thursday's talk in the main symposium for details about our ninja techniques
- \* use running systems as specifications
- \* provide examples of the use of verification in the gaming industry

## Software Engineering i

- \* the teaching context for this work
- \* 1st—3rd year software engineering project modules at UCD in Ireland
- \* individual vs. group work
- \* summative and formative feedback
- \* concepts, tools, and technologies covered include everything from domain analysis through reasoning about implementations

# $\begin{array}{c} \textbf{Past-Projects} \\ \Gamma, K \to L, L \to M, K \to M \vdash \Delta, (K \to M) \equiv (L \to M, K \to L) \\ E \end{array}$

- \* The Guinness Screensaver
  - \* your display sleeps, a pint is pulled for you
- \* The Computer Simulator
  - \* make the abstract concrete by simulating subsystems of their own design
- \* Flow
  - aesthetic game with minimal I/O and GUI
- \* 1D cellular automaton simulator

# This Year's Project: C=64 Game "Thrust" F

- \* the video game "Thrust"
  - \* classic but not well-known C=64 game
- \* motivations for project choice
  - \* students do not understand or appreciate the resources they have at their disposal
- \* system decomposition
  - \* simple I/O, persistence, GUI, discrete event simulation, physics, domain analysis

- \* a formal methods-rich process, with no formality
- \* (concept) analysis
- \* (formal, contract-based) design
- \* (refinement as a cut-and-paste) implementation
- \* (scenario- and contract-driven) validation testing
- \* verification (via static checking)

- metrics is the simplest motivator
- \* textual I/O and the logging-based interface
- \* formative and summative feedback to students via static checkers
- \* manual system and automated unit testing
- reflections on validation and verification practices of students

## Current State

 $\Gamma, K \to L, L \to M, K \to M \vdash \Delta, (K \to M) \equiv (L \oplus K)$  \* the world's first verified game?

- \* a "gold standard" case study in a verification-centric process in JML+Java
- future project ideas
  - \* reuse of past C=64 projects
  - popular board games
  - \* classic console games (e.g., Space Invaders)
- pedagogical resources
  - \* The UCD CSI Trac—http://csi-trac.ucd.ie/

## Course Corrections

\* individual vs. team projects

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- \* tutorials on each static checker
- \* more/better lab support for students
- \* regular interim evaluations
- \* integrating automated grading
- \* cover fewer concepts and tools (we now cover about a dozen core topics of SE)
- \* produce working solution throughout the term from which students can work