# Functional Programming in Education

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University First year, first semester Which language?

```
class Hello {
  public static void main(String[] args) {
    System.out.println("Hello, world!");
  }
```

	Content
Week 1	Basic expressions
Week 2	procedure declarations
Week 3	if-statement
Week 4	while-statement
Week 5	for-statement

#### Structure and Interpretation of Computer Programs



Harold Abelson and Gerald Jay Sussman with Julie Sussman

```
(define (sum-of-squares x y)
  (+ (sqr x) (sqr y)))
```

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(define (sum-of-squares x y)
  (+ (sqr x) (sqr y)))
```

```
(sum-of-squares 3 4)
```

```
(define (sum-of-squares x y)
  (+ (sqr x) (sqr y)))
```

```
=> (+ (sqr 3) (sqr 4))
```

```
(define (sum-of-squares x y)
  (+ (sqr x) (sqr y)))
```

```
=> (+ (sqr 3) (sqr 4))
=> (+ (* 3 3) (sqr 4))
```

=> (+ 9 (sqr 4))

```
(define (sum-of-squares x y)
  (+ (sqr x) (sqr y)))
```

```
=> (+ (sqr 3) (sqr 4))
=> (+ (* 3 3) (sqr 4))
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(define (sum-of-squares x y)
  (+ (sqr x) (sqr y)))
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=> (+ (sqr 3) (sqr 4))
```

```
(define (sum-of-squares x y)
  (+ (sqr x) (sqr y)))
```

```
(sum-of-squares 3 4)
=> (+ (sqr 3) (sqr 4))
```

```
(define (sum-of-squares x y)
  (+ (sqr x) (sqr y)))
```

- => (+ (sqr 3) (sqr 4)) => (+ (\* 3 3) (sqr 4))
- => (+ (x = 3) (Sq1 1))
- => (+ 9 (\* 4 4))
- => (+ 9 16)
- => (+ 9 16) => 25

```
(factorial 6)
(* 6 (factorial 5))
(* 6 (* 5 (factorial 4)))
(* 6 (* 5 (* 4 (factorial 3))))
(* 6 (* 5 (* 4 (* 3 (factorial 2)))))
(* 6 (* 5 (* 4 (* 3 (* 2 (factorial 1))))))
(* 6 (* 5 (* 4 (* 3 (* 2 1)))))
(* 6 (* 5 (* 4 (* 3 2))))
(* 6 (* 5 (* 4 6)))
(* 6 (* 5 24))
```

(\* 6 120)

720

### Incredible breadth of content

complexity analysis

symbolic computation with quotation

interpreters

object-oriented programming

logic programming

many other concepts

# A critique of Abelson and Sussman

Why calculating is better than scheming

Philip Wadler
Programming Research Group
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cowed April 176

Abelson and Sussman have written an excellent textbook which may start a revolution in the way programming is taught [Abelson and Sussman 1985a, b]. Instead of emphasizing a particular programming language, they emphasize standard engineering techniques as they apply to programming. Still, their textbook is intimately tied to the Scheme dialect of Lisp. I believe that the same approach used

in their text, if applied to a language such as KRC or Miranda, would result in an even better introduction to programming as an engineering discipline. My belief has strengthened as my experience in teaching with Scheme and with KRC has increased.

```
(define (sum items)
  (cond ((null? items) 0)
        (else (+ (car items) (sum (cdr items))))))
```

```
sum items = case items of
```

**[]** -> 0

 $x:xs \rightarrow x + sum xs$ 

```
[] ++ ys = ys
(x:xs) ++ ys = x:(xs ++ ys)
(xs ++ ys) ++ zs = xs ++ (ys ++ zs)
```

#### Criticisms

# Examples are drawn from overly-technical domains

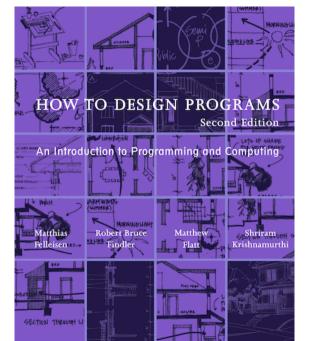
```
(define (deriv exp var)
 (cond ((number? exp) 0)
       ((variable? exp)
        (if (same-variable? exp var) 1 0))
       ((sum? exp)
         (make-sum (deriv (addend exp) var)
                   (deriv (augend exp) var)))
        ((product? exp)
        (make-sum
           (make-product (multiplier exp)
                         (deriv (multiplicand exp) var))
           (make-product (deriv (multiplier exp) var)
                         (multiplicand exp))))
       (else
        (error "unknown expression type -- DERIV" exp))))
```

#### Criticisms

Lacking coverage of foundational problem-solving techniques

From an educational point of view, our experience suggests that undergraduate computer science courses should emphasize basic notions of modularity, specification, and data abstraction, and should not let these be displaced by more advanced topics, such as design patterns, object-oriented methods, concurrency, functional languages, and so on.

— Jackson and Chapin, 2000 (emphasis mine)



```
(require 2htdp/image)
(require 2htdp/universe)
(define rocket
(define (picture-of-rocket height)
 (place-image rocket 50 height (empty-scene 100 60)))
(define (sign x)
 (cond ((> x 0) 1)
       ((= x 0) 0)
       ((< x 0) -1))
(define (picture-of-rocket.v2 height)
 (cond
   [(<= height 60)
     (place-image 50 height
                  (empty-scene 100 60))]
   [(> height 60)
    (place-image 50 60
                  (empty-scene 100 60))]))
```

Welcome to <a href="DrRacket">DrRacket</a>, version 7.2 [3m]. Language: Beginning Student; memory limit: 128 MB. > (picture-of-rocket.v2 5555) place-image: expects 4 arguments, but found only 3 > |

```
×
Choose Language

    The Racket Language (ctl-R)

    Start your program with #lang to specify the
    desired dialect. For example:
      #lang racket
                              [docs]
      #lang racket/base
                              [docs]
      #lang typed/racket [docs]
      #lang scribble/base [docs]
    ... and many more

    Teaching Languages (ctl-T)

     How to Design Programs
     Beginning Student
     Beginning Student with List Abbreviations
     Intermediate Student
     Intermediate Student with Lambda
     Advanced Student
     DeinProgramm
     Die Macht der Abstraktion - Anfänger
     Die Macht der Abstraktion
     Die Macht der Abstraktion mit Zuweisungen
     Die Macht der Abstraktion - fortgeschritten
Other Languages (ctl-O)
 Show Details
                                         Cancel
```

# 1. From Problem Analysis to

Identify the information that must be represented and how it is represented in the chosen programming language. Formulate data definitions and illustrate them with examples.

#### 2. Signature, Purpose Statement, Header

State what kind of data the desired function consumes and produces. Formulate a concise answer to the question *what* the function computes. Define a stub that lives up to the signature.

#### 3. Functional Examples

**Data Definitions** 

Work through examples that illustrate the function's purpose.

#### 4. Function Template

Translate the data definitions into an outline of the function.

#### 5. Function Definition

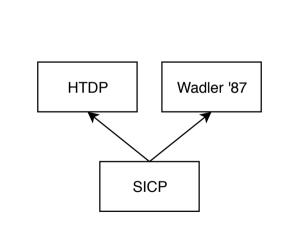
Fill in the gaps in the function template. Exploit the purpose statement and the examples.

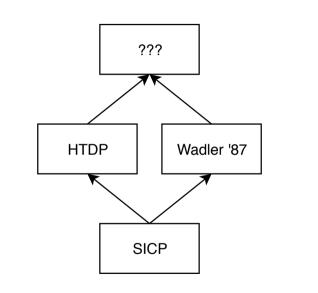
#### 6. Testing

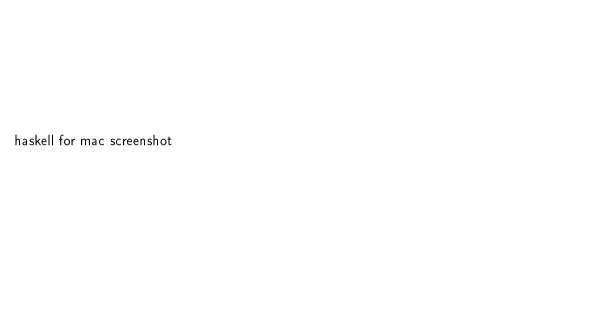
Articulate the examples as tests and ensure that the function passes all. Doing so discovers mistakes.

Tests also supplement examples in that they help others read and understand the definition when the need arises—and it will arise for any serious program.

Figure 1: The basic steps of a function design recipe



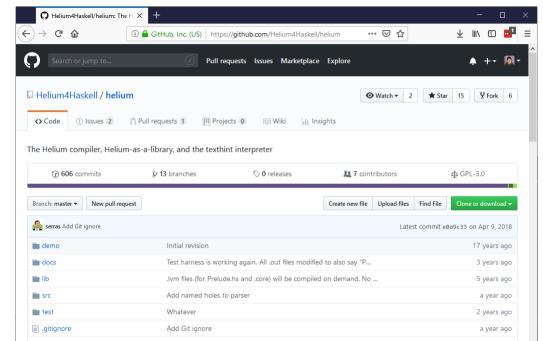




# 3 + False

In an equation for 'it': it = 3 + False

```
Prelude.hs
module Prelude
  ( N.Integer, (+)
  , (==), Bool (...)
where
import Data.Bool (Bool (..))
import qualified Data. Eq as E
import GHC.Num (Integer)
import qualified GHC. Num as N
(+) :: Integer -> Integer -> Integer
(+) = (\mathbf{N}.+)
(==) :: Integer -> Integer -> Bool
(==) = (E ==)
```



custom type error machinery in GHC

# Thanks for listening!