

GeoGebra Tools with Proof Capabilities

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Abstract

We report about significant enhancements of the complex algebraic geometry theorem proving subsystem in GeoGebra for automated proofs in Euclidean geometry, concerning the extension of numerous GeoGebra tools with proof capabilities. As a result, a number of elementary theorems can be proven by using GeoGebra's intuitive user interface on various computer architectures including native Java and web based systems with JavaScript. We also provide a test suite for benchmarking our results with more than 200 test cases.

Outline

- 1 Introduction
- 2 The ProveDetails algorithm
- 3 Examples
 - The altitudes of a triangle are concurrent
 - Inversions map lines to circles
- 4 Evaluation
 - Implemented tools
 - A benchmark
 - Application in schools?

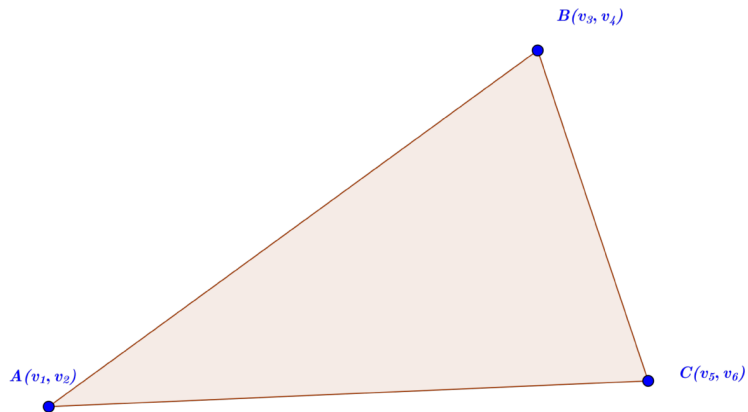
Introduction

- What is GeoGebra?
- Automated theorem proving (ATP) and computer algebra systems (CAS).
- Using Gröbner bases.

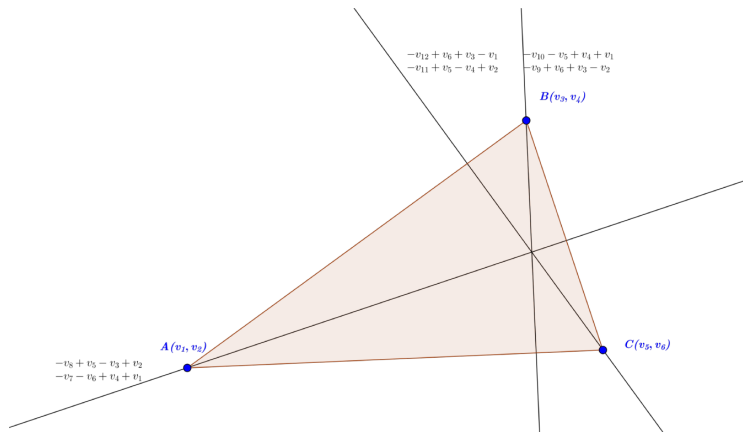
The ProveDetails algorithm (Recio-Vélez, 1996, extended)

- 1 Turn the input question $\mathcal{Q} = (H_1, \dots; T)$ to an eq. sys. S with vars v_1, \dots by using reductio ad absurdum, Rabinowitsch's trick and the fixed point $A(0,0)$.
- 2 Send S with some order of the indep. vars as input to the CAS (Giac/Singular) for computing an equivalent equation system by eliminating the dep. vars.
- 3 Get an equivalent equation system S' back as set of equations with polynomial factors on the LHS and 0 on the RHS. ("Flatten" factors with higher exponents.)
- 4 If $S' = \{1 = 0\}$, then output: "always true".
- 5 If $S' = \{0 = 0\}$, then output: "false".
- 6 Otherwise, for each polynomial p of the LHS of eq. $p = 0$ in S' ,
 - 1 let score $s_p := 0$ initially,
 - 2 for each factor f in p ,
 - if f has a usable geometrical meaning, then add the educational usability score u_f to s_p , else remove $p = 0$ from S' .
- 7 If $S' = \{x_P - x_Q = 0, y_P - y_Q = 0\}$ for the variables of the free points P and Q , then output: "true if $P \neq Q$ ".
- 8 Choose the best polynomial p in S' with the lowest score $s_p < \infty$, output: the geometrical meanings of its factors in denied form as conjectures.
- 9 Otherwise output: "true under certain conditions".

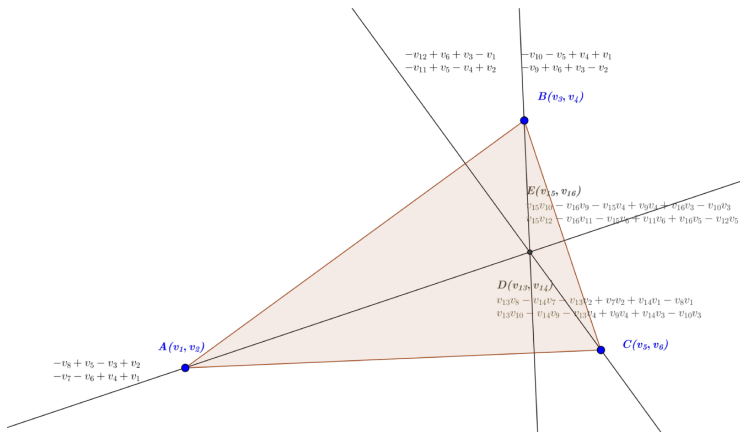
Setting up the free variables



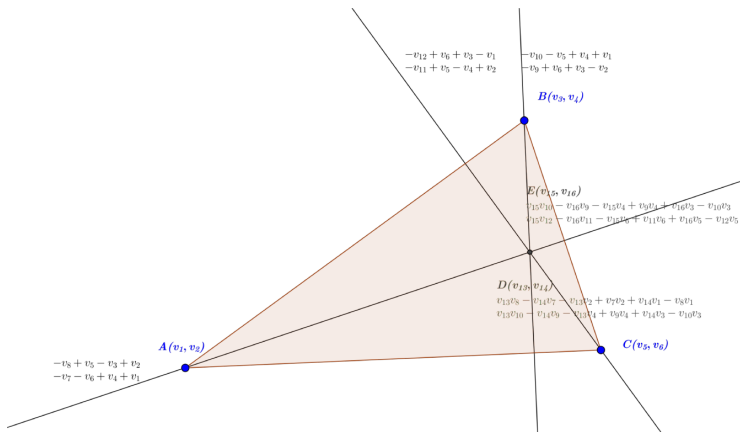
Setting up polynomial equations for the hypotheses



Setting up polynomial equations for the hypotheses



Setting up the conjecture (thesis) in denied form



$$((v_{13} - v_{15}) \cdot v_{17} - 1) \cdot ((v_{14} - v_{16}) \cdot v_{17} - 1) = 0$$

Eliminating the non-free variables from the eq. system

```
Welcome to giac readline interface
(c) 2001,2015 B. Parisse & others
Homepage http://www-fourier.ujf-grenoble.fr/~parisse/giac.html
Released under the GPL license 3.0 or above
See http://www.gnu.org for license details
May contain BSD licensed software parts (lapack, atlas, tinymt)
-----
Press CTRL and D simultaneously to finish session
Type ?commandname for help
0>> _
```

Eliminating the non-free variables from the eq. system

```

0>> factor(eliminate(subst([-v12+v6+v3-v1,-v11+v5-v4+v2,
-v10-v5+v4+v1,-v9+v6+v3-v2,-v8+v5-v3+v2,-v7-v6+v4+v1,
v15*v10-v16*v9-v15*v4+v9*v4+v16*v3-v10*v3,
v15*v12-v16*v11-v15*v6+v11*v6+v16*v5-v12*v5,
v13*v8-v14*v7-v13*v2+v7*v2+v14*v1-v8*v1,
v13*v10-v14*v9-v13*v4+v9*v4+v14*v3-v10*v3,
((v13-v15)*v17-1)*((v14-v16)*v17-1)], [v1=0,v2=0]),
[v7,v8,v9,v10,v11,v12,v13,v14,v15,v16,v17]))
[v5*v4-v3*v6,
v6*(v5*v3-v3^2+v6*v4-v4^2),
-v3*(v4*v6+v3*v5-v5^2-v6^2),
v6*(v4-v6)*(v3^2+v4^2)]
// Time 0.03
    
```

Translating the non-degeneracy conditions back to geometry

From the “Gröbner basis” black box:

- 1 $v_5 v_4 - v_3 v_6 = 0,$
- 2 $v_6 \cdot (v_5 v_3 - v_3^2 + v_6 v_4 - v_4^2) = 0,$
- 3 $-v_3 \cdot (v_4 v_6 + v_3 v_5 - v_5^2 - v_6^2) = 0,$
- 4 $v_6 \cdot (v_4 - v_6) \cdot (v_3^2 + v_4^2) = 0.$

Geometric translations:

- 1 Let ABC be a non-degenerate triangle. Then the intersection points of the altitudes are identical.
- 2 Let ABC be a triangle with $AB \not\perp AC$ such that the y -coordinates of A and C differ. Then the intersection points of the altitudes are identical.
- 3 Let ABC be a triangle with $AC \not\perp BC$ such that the x -coordinates of A and B differ. Then...
- 4 Let ABC be a triangle such that the y -coordinates of A and C , and B and C , differ, and also $A \neq B$. Then...

Relation Tool demo

The screenshot shows the GeoGebra interface with a construction window titled "inversion-line-circle4.ggb". The Algebra window on the left contains the following objects:

- $A = (2.04, 3.56)$
- $B = (2.52, 5.44)$
- $c = \text{Circle}[A, B]$
- $C = (3.96, 5.42)$
- $a = \text{Line}[B, C]$
- $D = \text{Point}[a]$
- $C' = \text{Reflect}[C, c]$
- $D' = \text{Reflect}[D, c]$
- $d = \text{Circle}[A, B, C']$

The Graphics window shows a large circle c with center A and points B and C on its circumference. A line a passes through B and C . Point D is on line a . A smaller circle d is shown, passing through A and B , and tangent to line a at point C' . Point D' is the reflection of D across circle c .

A "GeoGebra - Relation" dialog box is open, displaying the following text:

It is generally true that:

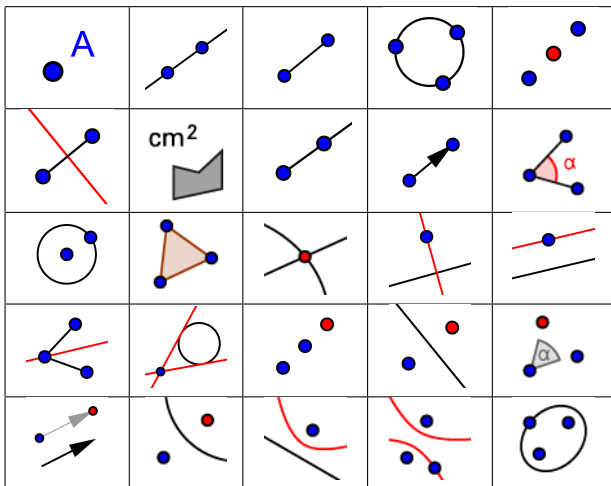
- D' lies on d

under the condition:

- A and B are not equal and
- Triangle ABC is non-degenerate

An "OK" button is visible at the bottom of the dialog box.

Implemented tools



ProveDetails algorithm: a comparison (2015)

Test name | GB (Singular) | GB (Giac) | Wu (OpenGeoProver) | Auto

Simson2	$A = B$ $A = C$ $B = C$	1275	5921	$b = h_1$	232	$b = h_1$	6122
square1		45	256		83		255
square2		48	268	...	112		257
square3		46	270		104		256
symmedians		19	230		75		295
Thales1	$A = C$	52	$A = C$	280	$f_1 = g$	193	$A = C$
Thales2	$A = B$	55	$A = B$	295	113		$A = B$
Thales3	$A = C$	53	$A = C$	291	$B = C$	120	$A = C$
triangle-areas		52	290		63		390
triangle-m...ns		42	271	$a = f_1$ $d \parallel e$	475		255
triangle-m...t1		38	244		77		248
triangle-m...t2		38	260		76		244
triangle-m...t3		41	246		86		256
triangle-m...t4		30	267		78		269
triangle-m...t5		37	243		83		249
true		2	1		2		1
Varignon		40	248		85		266
Total (of 60)		47	45		48		49

Current status: <http://tinyurl.com/provertest>
 (246 test cases as of 2016 August)

Use in education?

...increased availability in school mathematics instruction of ... dynamic geometry systems... raised the concern that such programmes would make the boundaries between conjecturing and proving even less clear for students... [They] allow students to check easily and quickly a very large number of cases, thus helping students “see” mathematical properties more easily and potentially “killing” any need for students to engage in actual proving. (Lin, Yang, Lee, Tabach and G. Stylianides, “Principles of Task Design for Conjecturing and Proving”, Springer, 2012, 305–326.)

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