

Some notes on teaching quantum programming

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A Specialization Path in UM MSc in Informatics Eng

Context

- 20 ECTS (out of 60) distributed into 4 courses:

Sem 1	Quantum computation computational model algorithms	Platforms architectural paradigms simulation & experiments
Sem 2	Quantum Logic logical & algebraic foundations	Quantum ML applications to ML hybrid algorithms

- possible combinations: Formal Methods, Distributed System, Cryptography, Machine Learning, Software Engineering, etc.

Challenges

Quantum is trendy ... but weird ... still at a proof-of-concept stage ...

Relevance

Two main intellectual achievements of the 20th century met

- Computer Science and Information theory progressed by **abstracting** from the physical reality. This was the key of its success to an extent that **its origin was almost forgotten**.
- On the other hand, **quantum mechanics** ubiquitously underlies ICT devices at the implementation level, but had no influence on the **computational model** itself ... until **now!**

Proof-of-concept implementations available ...

— and some pressure from industry to include in regular curricula

The Quantum Computing course

Background: undergrad complex vector spaces and basic linear algebra.

Syllabus

- **Quantum effects as computational resources:** superposition, interference, entanglement
- The computational model: The representation, evolution, composition and measurement postulates
- **The golden patterns**
- Quantum algorithms
 - based on phase amplification
 - based on the quantum Fourier transform
- Quantum programming in PennyLane

Difficulty: quantum phenomena as resources

Probabilities and amplitudes
○●○○○○

Superposition
○○

An interference experiment
○○○○

The golden pattern
○○○○○○○

Probabilistic systems, probabilistic computation

In any case,

Computation is always a physical process

That's our *motto!*

In several cases, the language of **probability theory** can describe the actual **physical evolution of a system**, i.e.

- **Physics** identify the system's structure and assigns numerical probabilities to elementary transition steps.
- **Probability theory**, i.e. the Kolmogorov axioms, ensure mathematical consistency and helps in calculating probabilities along paths of evolution.

Extracts from the course slides

Probabilities and amplitudes
○○●○○Superposition
○○An interference experiment
○○○○The golden pattern
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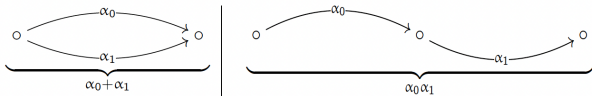
Quantum systems, quantum computation

Many common quantum phenomena, however, cannot be described this way, but are accommodated by a **modified 'probability theory'**:

Transitions are labelled by **complex** numbers, called their **amplitudes**, whose **norms squared** are interpreted as **transition probabilities** through

$$\text{Born's rule } p = |\alpha|^2$$

(for Max Born, 1882-1970)



Extracts from the course slides

Probabilities and amplitudes

Superposition
○○

An interference experiment
○○○○

The golden pattern
○○○○○○○

Quantum systems, quantum computation

Let's compute the total probability in



$$\begin{aligned}
 p &= |\alpha_0 + \alpha_1|^2 \\
 &= \overline{(\alpha_0 + \alpha_1)}(\alpha_0 + \alpha_1) \\
 &= (\overline{\alpha_0} + \overline{\alpha_1})(\alpha_0 + \alpha_1) \\
 &= |\alpha_0|^2 + |\alpha_1|^2 + \overline{\alpha_0}\alpha_1 + \alpha_0\overline{\alpha_1} \\
 &= p_0 + p_1 + |\alpha_0||\alpha_1| \left(e^{i(\varphi_1 - \varphi_0)} + e^{-i(\varphi_1 - \varphi_0)} \right) \\
 &= p_0 + p_1 + \underbrace{2\sqrt{p_0 p_1} \cos(\varphi_1 - \varphi_0)}_{\text{interference}}
 \end{aligned}$$

(expressing α_j in polar form $|\alpha_j|e^{i\theta_j}$ and resorting to $e^{i\theta} + e^{-i\theta} = 2 \cos \theta$)

Extracts from the course slides

Probabilities and amplitudes
○○○○○●Superposition
○○An interference experiment
○○○○The golden pattern
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Quantum systems, quantum computation

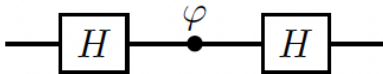
$$p = p_0 + p_1 + \underbrace{2\sqrt{p_0 p_1} \cos(\varphi_1 - \varphi_0)}_{\text{interference}}$$

- The total probability is the sum of the probabilities of the individual transitions **modified by the interference term**.
- Depending on term $\varphi_1 - \varphi_0$ the interference can be either **negative** or **positive**.
- The important quantity is the **relative phase $\varphi_1 - \varphi_0$** rather than individual φ_0, φ_1
- If the system's evolution depends only on that difference then the system **must have, somehow, experienced both paths**.

Difficulty: algorithmic patterns

The whole course builds on two simple patterns, revisiting them along algorithmic development

- The **interference** pattern



- and its combination with **entanglement** as introduced through controlled (**spy**) operators

... maybe instructive to look again at the course slides as this is the cornerstone of the whole approach:

Superposition & interference

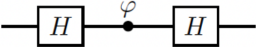
Probabilities and amplitudes
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Superposition
○○

An interference experiment
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The golden pattern
●○○○○○

My first quantum circuit



- A **wire** represents a two-dimensional **state** (a **qubit**)
- Three **gates** describing quantum **operations**:

$$H = \underbrace{\begin{bmatrix} \frac{1}{\sqrt{2}} & \frac{1}{\sqrt{2}} \\ \frac{1}{\sqrt{2}} & -\frac{1}{\sqrt{2}} \end{bmatrix}}_{\text{Hadamard gate}} \quad \text{and} \quad P_\varphi = \underbrace{\begin{bmatrix} 1 & 0 \\ 0 & e^{i\varphi} \end{bmatrix}}_{\text{Phase shift gate}}$$

A simple matrix multiplication yields

$$A = HP_\varphi H = \begin{bmatrix} \cos \frac{\varphi}{2} & -i \sin \frac{\varphi}{2} \\ -i \sin \frac{\varphi}{2} & \cos \frac{\varphi}{2} \end{bmatrix} = \begin{bmatrix} A_{00} & A_{01} \\ A_{10} & A_{11} \end{bmatrix}$$

Extracts from the course slides

Superposition & interference

Probabilities and amplitudes
○○○○○

Superposition
○○

An interference experiment
○○○

The golden pattern
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My first quantum circuit

which, expressed in a functional way, gives

$$A|0\rangle = \cos \frac{\varphi}{2} |0\rangle + -i \sin \frac{\varphi}{2} |1\rangle$$
$$A|1\rangle = -i \sin \frac{\varphi}{2} |0\rangle + \cos \frac{\varphi}{2} |1\rangle$$

as read from

$$A = HP_{\varphi}H = \begin{bmatrix} \cos \frac{\varphi}{2} & -i \sin \frac{\varphi}{2} \\ -i \sin \frac{\varphi}{2} & \cos \frac{\varphi}{2} \end{bmatrix}$$

Clearly, for $\varphi = 0$, i.e. in the absence of any phase shift, $A|0\rangle = |0\rangle$ and $A|1\rangle = |1\rangle$, leading to conclude that

$$HH = Id$$

Extracts from the course slides

Superposition & interference

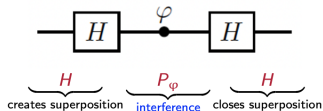
Probabilities and amplitudes
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Superposition
○○

An interference experiment
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The golden pattern
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The golden pattern



- H creates/closes a **uniform superposition**: it is the source of a natural parallelism,
- but the **crucial** role in controlling interference is located in P_φ .

Extracts from the course slides

Entanglement comes in

Composition ○○○○○○○○○	Entanglement ○○○○○○○	Entanglement as a resource ○○○○○○○○○○○	Controlled gates ○○○○○	Tradeoff ●○○○○○○○
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Entanglement and Interference

Let's combine the **interference** and the **entanglement** patterns:

and apply it to $|00\rangle$:

$$(H \otimes I)(P_\phi \otimes I)CNOT(H \otimes I)|00\rangle$$

Navigation icons: back, forward, search, etc.

Extracts from the course slides

Entanglement comes in

Composition ○○○○○○○○	Entanglement ○○○○○○	Entanglement as a resource ○○○○○○○○○○	Controlled gates ○○○	Tradeoff ○●○○○○○
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Entanglement and Interference

$$(H \otimes I)(P_\varphi \otimes I)CNOT(H \otimes I)|00\rangle$$

- Before P_φ the system is in the first Bell state; after it becomes
$$\frac{1}{\sqrt{2}}(|00\rangle + e^{i\varphi}|11\rangle)$$
- The second H closes superposition yielding
$$\frac{1}{2}(|00\rangle + |10\rangle + e^{i\varphi}|01\rangle - e^{i\varphi}|11\rangle) = |0\rangle \left(\frac{|0\rangle + e^{i\varphi}|1\rangle}{2} \right) + |1\rangle \left(\frac{|0\rangle - e^{i\varphi}|1\rangle}{2} \right)$$

Extracts from the course slides

Entanglement comes in

Composition ○○○○○○○○○	Entanglement ○○○○○○○	Entanglement as a resource ○○○○○○○○○○○	Controlled gates ○○○○	Tradeoff ○○●○○○○○
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Entanglement and Interference

An easy calculation shows that the probabilities of measuring 0 or 1 are $\frac{1}{2}$ in each case.

Interference (via P_φ) was **cancelled** by entanglement: Indeed the second qubit **learnt** the first one, becoming aware of which path in the superposition was taken.

The *CNOT* gate, the **spy** gate, **destroyed** interference

Extracts from the course slides

The general pattern

Tradeoff
○○●○○○

Entanglement and Interference

Let's go general: replacing *CNOT* by a controlled C_U for an arbitrary unitarian U :

A quantum circuit diagram with two horizontal qubit lines. The top line contains three components in sequence: a black square labeled 'H', a control dot connected to a red square labeled 'U' on the bottom line, and another black square labeled 'H'. Between the control dot and the second 'H' gate, there is a phase symbol φ next to a small circle on the top line. The bottom line has a single red square labeled 'U' under it.

$$(H \otimes I)(P_\varphi \otimes I)C_U(H \otimes I)|00\rangle$$

Extracts from the course slides

The general pattern

Composition ○○○○○○○○○	Entanglement ○○○○○○○	Entanglement as a resource ○○○○○○○○○○○	Controlled gates ○○○	Tradeoff ○○○●○○○
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Entanglement and Interference

$$C_U = |0\rangle\langle 0| \otimes I + |1\rangle\langle 1| \otimes U$$

- If the control qubit is $|0\rangle$, the target qubit remains $|0\rangle$
- if not it is rotated from $|0\rangle$ to $U|0\rangle$

As before, if $U = CNOT$ the rotation is π : the new state becomes orthogonal to the previous one.

The second qubit acquired full knowledge about the first one.

In general, however, the acquired knowledge may be imperfect:

$$\langle 0|U|0\rangle = ve^{-i\alpha}$$

recall: the inner product measures the similarity between states

Extracts from the course slides

The general pattern

Composition ○○○○○○○○○	Entanglement ○○○○○	Entanglement as a resource ○○○○○○○○○○○	Controlled gates ○○○	Tradeoff ○○○○●○○
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Entanglement and Interference

$$\langle 0|U|0\rangle = \text{ve}^{-i\alpha}$$

Special cases

$\langle 0|X|0\rangle = 0$ Interference completely **suppressed**: the curve becomes **flat** at $\frac{1}{2}$.

$\langle 0|Id|0\rangle = 1$ **Full** interference: probabilities oscillate as $\cos \frac{\theta}{2}$.

Navigation icons: back, forward, search, etc.

The Quantum Logic course

Syllabus

- Module 1: A brief introduction to category theory.
 - What is a category and why we care.
 - Functors and natural transformations.
 - Basic constructions in a category: duality and universality.
 - Monads and adjunctions.
- Module 2: A diagrammatical approach to quantum processes
 - Monoidal categories and string diagrams.
 - Computational interpretation of quantum mechanics.
Associated categorical structures: monoidal (composition), compact closed (entanglement), adjunctions (internal product), biproducts (non deterministic branching).
 - Linear and quantum processes.
 - A hands-on introduction to the ZX-calculus and PyZX.
 - Examples and case studies.

The Quantum Logic course

Remarks

- **Focus:** In spite of stressing foundational stuff, what catches students is ZX and PyZX
- **Consolidation project:** Analysis in ZX of **hybrid** algorithms from the **Quantum ML** twin course
- **References:** [Coecke & Kissinger, 17], [Heunen & Vicary, 19], [Kissinger & Wetering, 24]
- Failed alternative syllabus:
 - revisiting the Curry-Howard-Lambek correspondence
 - and (some variants of the) quantum λ -calculus

Questions

Current methods and tools are still highly fragmentary and fundamentally 'low-level'.

- Reasoning directly with quantum gates sweeps under the carpet all key ingredients of a mature software engineering discipline: **compositionality, abstraction, refinement, high-order and property-enforcing type schemes.**
- Could we reframe C1 with the diagrammatic language of C2?
- Or, more conventionally, define a programming language, its operational semantics and an associated **dynamic logic**?
- How to extend whatever approach to (the increasingly relevant) **hybrid programs**?
- How to incorporate classical, macroscopic noise into the picture, in an effective, not implicit way.?

Questions

The conceptualisation of quantum computing **predated** its technological realisation as, in the 1930's, Turing machines anticipated digital computers.

It seems history is repeating itself. Differently, however, from what happened before, we may have the chance **to get theory in place before technologies** emerge and popularise.

... and **teach** the subject accordingly