1. **Title of the module**

MAST6018 (MA6518) - Games and Strategy

1. **School or partner institution which will be responsible for management of the module**

School of Mathematics, Statistics and Actuarial Science

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

Pre-requisite: MAST4004 (Linear Algebra) or MAST4005 (Linear Mathematics)

Co-requisite: None

1. **The programmes of study to which the module contributes**

BSc Mathematics, BSc Mathematics and Statistics, BA Mathematics, Accounting and Finance, BSc Financial Mathematics (including programmes with a Year in Industry), BSc Mathematics with a Foundation Year, MMath Mathematics, MMathStat Mathematics and Statistics

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 demonstrate systematic understanding of key aspects of game theory;

8.2 demonstrate the capability to deploy established approaches accurately to analyse and solve problems using a reasonable level of skill in calculation and manipulation of the material in the following areas: combinatorial games, two-player zero-sum games, general and multiplayer games, optimal strategies and equilibria in games;

8.3 apply key aspects of game theory in well-defined contexts, showing judgement in the selection and application of tools and techniques.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 manage their own learning and make use of appropriate resources;

9.2 understand logical arguments, identifying the assumptions made and the conclusions drawn;

9.3 communicate straightforward arguments and conclusions reasonably accurately and clearly;

9.4 manage their time and use their organisational skills to plan and implement efficient and effective modes of working;

9.5 solve problems relating to qualitative and quantitative information;

9.6 make competent use of information technology skills such as online resources (Moodle), internet communication;

9.7 communicate technical material competently;

9.8 demonstrate an increased level of skill in numeracy and computation;

9.9 demonstrate the acquisition of the study skills needed for continuing professional development.

1. **A synopsis of the curriculum**

In this module we study the fundamental concepts and results in game theory. We start by analysing combinatorial games, and discuss game trees, winning strategies, and the classification of positions in so called impartial combinatorial games. We then move on to discuss two-player zero-sum games and introduce security levels, pure and mixed strategies, and prove the famous von Neumann Minimax Theorem. We will see how to solve zero-sum two player games using domination and discuss a general method based on linear programming. Subsequently we analyse arbitrary sum two-player games and discuss utility, best responses, Nash equilibria, and the Nash Equilibrium Theorem. The final part of the module is devoted to multi-player games and cooperation; we analyse coalitions, the core of the game, and the Shapley value.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Game Theory: A playful introduction, M. DeVos and D.A. Kent, Student Mathematical Library, vol. 80, Amer. Math. Soc., 2016.

Playing for real: A text on game theory, K. Binmore, Oxford Univ. Press, 2007.

1. **Learning and teaching methods**

Total contact hours: 42

Private study hours: 108

Total study hours: 150

1. **Assessment methods**
   1. Main assessment methods

Assessment 1 Exercises, requiring on average between 10 and 15 hours to complete 10%

Assessment 2 Exercises, requiring on average between 10 and 15 hours to complete 10%

Examination 2 hours 80%

The coursework mark alone will not be sufficient to demonstrate the student’s level of achievement on the module.

13.2 Reassessment methods

Like-for-like

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 | 9.7 | 9.8 | 9.9 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study and Assessment | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures/Exercise classes | **X** | **X** | **X** |  | **X** | **X** |  | **X** |  | **X** | **X** |  |
| Revision classes | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** |  | **X** | **X** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Examination | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |
| Coursework | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Mathematics is an international language with techniques developed and refined by mathematicians across the globe. Mastery of the subject-specific learning outcomes, 8.1 to 8.3, will equip students to apply the theories and techniques of this module in a wide range of international contexts. The module team is drawn from the School of Mathematics, Statistics and Actuarial Science, which includes many members of staff with international experience of teaching and research collaboration.

In compiling the reading list, consideration has been given to the range of texts that are available internationally and a selection of texts has been identified to complement the delivery of the material.

The support SMSAS provides to its students is also internationally attuned given our international student body.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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|  |  |  |  |  |

Revised FSO Jan 2018