1. **Title of the module**

ECON5460 (EC546) Games for Economics and Business

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

School of Economics

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**

Prerequisites:

ECON5000 Microeconomics

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

This is an elective module for all Single and Joint Honours Degree Programmes in Economics.

The module is **NOT** available to students across other degree programmes in the University

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Understand the different types of games and their uses in strategic thinking
   2. Set up and solve games that arise in business and economics
   3. Critically assess the importance of information in games and how this changes behaviours
   4. Demonstrate critical knowledge and understanding of cooperative and non-cooperative games and their application to models of competition
   5. Critically apply analytical skills to economic problems and issues
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Reflect critically on the potential application of games to real-world issues
   2. Address an economic problem using deductive and inductive reasoning;
   3. Retrieve, review and utilise information from a variety of sources
   4. Communicate coherent economic arguments graphically, verbally and in writing
   5. Plan work and study independently
3. **A synopsis of the curriculum**

The module provides an introduction to game theory and its use by economists as a professional tool for understanding and analysing economic decision making under uncertainty. The module introduces students to topical and important research areas of microeconomic analysis, and develops their skills in setting up and solving games that arise in business and economics.

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

* Dutta, P.K (1999), Strategies and Games: Theories and Practice, MIT Press.
* Dixit, A., S. Skeath and D. Reiley (2015), Games of Strategy (4th ed), Wiley W Norton.
* Gardner, R. (1995), Games for Business and Economics, Wiley.
* Gibbons, R. (1992), A Primer in Game Theory, Pearson.
* Bierman, H. and L. Fernandez (1995), Game Theory with Economic Applications, Addison-Wesley

1. **Learning and teaching methods**

Total contact hours: 16 hours

Private study hours: 134

Total study hours: 150

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

In Course Test 1 (45 minutes) (10%)

In Course Test 2 (45 minutes) (10%)

Examination, 2 hours (80%)

13.2 Reassessment methods

Reassessment Instrument: 100% exam

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* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| *Lecture* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |
| *Seminar* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| *ICT I* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *ICT II* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Examination* | **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**

Game theory is a branch of mathematics and global language which is used internationally.

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

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| --- | --- | --- | --- | --- |
| 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