

# AME Tutorial Guide

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## Overview

There are three tutorial groups for *Advanced Mathematical Economics* and *Mathematical Microeconomics 1*, beginning in week 2. There are two in-person tutorials on Wednesdays and Thursdays, both running from 4:10pm to 6pm, and an online tutorial for distance learners and students self-isolating. Tutorials are compulsory for *Advanced Mathematical Economics*, and recommended for *Mathematical Microeconomics 1*. You will work in groups of two to five students on homework problems. There are four tutors:

- Andrew Clausen (Economics),
- Kezhen Chen (Economics),
- Fabian Germ (Mathematics),
- Reuben Wheeler (Mathematics).

We will roam between groups to give help and feedback.

Many students will work on the latest week's homework. But you and your group should work at a pace that suits you, which might mean working on older homework questions. We also encourage students to get feedback on their answers (again both current and old homework), both from other students and from the tutors.

## Attendance

Attendance is compulsory for all students, except *Mathematical Microeconomics 1* students.

## Group work and assessment

The homework is assessed on effort only. Each student should submit their own answers.

We encourage you to do a mix of self-study and group-study:

- Self-study is important for you to ensure you can answer questions independently and under exam conditions, and
- Group-study is important for you to get feedback, learn how to attack problems in different ways, and practice talking and listening mathematics (not just reading and writing). There is an old saying “you don’t understand anything properly until you have taught it to someone else.” In other words, you might *think* you understand something well, but the process of explaining it to someone else might expose your blind spots. Group study is especially important for writing proofs, because there are many correct proofs as well as many ways to mess up a proof. Sample solutions are unhelpful for telling you whether *your* answer is right or wrong. Feedback from students – and from us – is essential. Another reason is that writing proofs is a creative endeavour, and learning to talk about proofs is important for developing your mathematical creativity and intuition. Please note that the exam marking scheme is based on a quality scale, not a competitive performance. If all students support each other well, then everyone will get higher marks.

If you find a group you like, we recommend that you stick with it all semester. We recommend that you choose a group that is appropriate to your background:

- “fresh” if you have not studied any university-level maths or philosophy courses,
- “experienced” if you have studied between one and three maths or analytical philosophy courses (such as Logic 1), or
- “joint” if you are doing joint honours in mathematics and economics, or have studied four or more maths or analytical philosophy courses.

Of course, you can choose any group you like. But sticking to your level is a good idea for two reasons:

- You will likely have similar problems as others at your level, which means you will benefit the most from the help your group gets from the tutors.
- You will likely work at a similar pace as the rest of your group. This means you will work on the same things at the same time, so you will help each other more.

## Online tutorials

Online tutorials are on Learn, under “Online Sessions”.