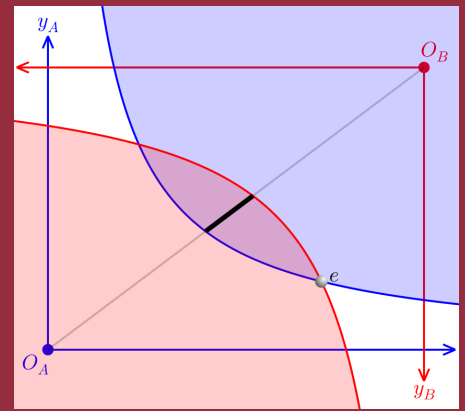


# Online Microeconomics Assignments & Learning Resources



Summatic provides online questions and learning resources for **Intermediate Microeconomics** developed by economists at the University of Cambridge.

Our online platform includes an **interactive textbook** with full course coverage and graphical learning resources. Our **comprehensive and flexible assignments** can be used for a variety of purposes such as in-course exercises and diagnostic, formative, and summative assessments.

## AUTHENTIC QUESTIONS AND INTERACTIVE LEARNING

Ask questions that go beyond multiple-choice. Students attempt full worked problems, and our platform allows students to answer with **formulas, equations, and more.**

Full worked problems provide explanations and guide students **step-by-step** through solutions. Interactive graphs allow students to **illustrate concepts** by drawing, dragging, and shading.

### Full Worked Problems

Q8.1: The demand function is  $q = -5p + 70$ .

a) (Weight: 1) Give an expression for the price elasticity of demand,  $\epsilon$ , as a function of  $p$ . (Note that this is negative.)

Price elasticity of demand is given by:  $\epsilon(p) = \frac{p}{q} \cdot \frac{dq}{dp}$

Price elasticity of demand is given by:  $\epsilon(p) = \frac{p}{q} \cdot \frac{dq}{dp}$

We are given the demand  $q$  as a function of the price  $p$ , so we have:

$$\epsilon(p) = \frac{p}{-5p+70} \cdot \frac{d}{dp}(-5p+70) = \frac{p}{p-14}$$

Attempt 1  
 $-5 \cdot \frac{p}{q}$  ✘

Attempt 2  
 $= -5 \cdot \frac{p}{-5p+70}$  ✔ +100%

b) (Weight: 1) Find the price elasticity of demand when  $p = 7$ . Is demand elastic, inelastic, or unit elastic?

Substitute  $p = 7$  into the answer from part a) to get:  
 $\epsilon(7) = -1$

$|\epsilon| = 1$ , which means that the demand has unit elasticity.

Attempt 1  
 Unit elastic ✔ +100%  
 -1

You have completed the condition, but click here to try another variant:

### Interactive Graphs

Robinson Crusoe as a **producer** can produce  $y \leq 2\sqrt{L}$  units of output using  $L$  units of labour.

The profit maximizing labour demand and output is shown as point  $P = (L^*, y^*)$ , with the corresponding iso-profit curve. The firm makes a profit of  $\pi^* = p \cdot y^* - w \cdot L^*$ .

Robinson the consumer faces a budget line  $pc + wl = wT + \pi^*$ . The

Sliders:  
 $w = 1$   
 $p = 1$

### Varied Question Types

Variant 1 0% ?

Q7.1: Construct game payoffs in which both of these properties hold:

- A weakly dominates (and does not strictly dominate) B.
- Y strictly dominates X.

P1 \ P2	X	Y
A	0	0
B	0	0

Enter a payoff matrix.

Buttons:

## AUTOMATIC MARKING

**Save time marking** and provide students with instant feedback to understand where they may have gone wrong in solving problems.

View student attempts and scores with our **detailed performance analytics** to identify areas of strength and weakness amongst your cohort. Marks can be synchronised to your **Learning Management System.**

**Course coverage** includes all common topics in intermediate microeconomics to provide a full theoretical and practical grounding in concepts such as:

Consumer Theory  
Competitive Equilibrium  
Uncertainty and Information

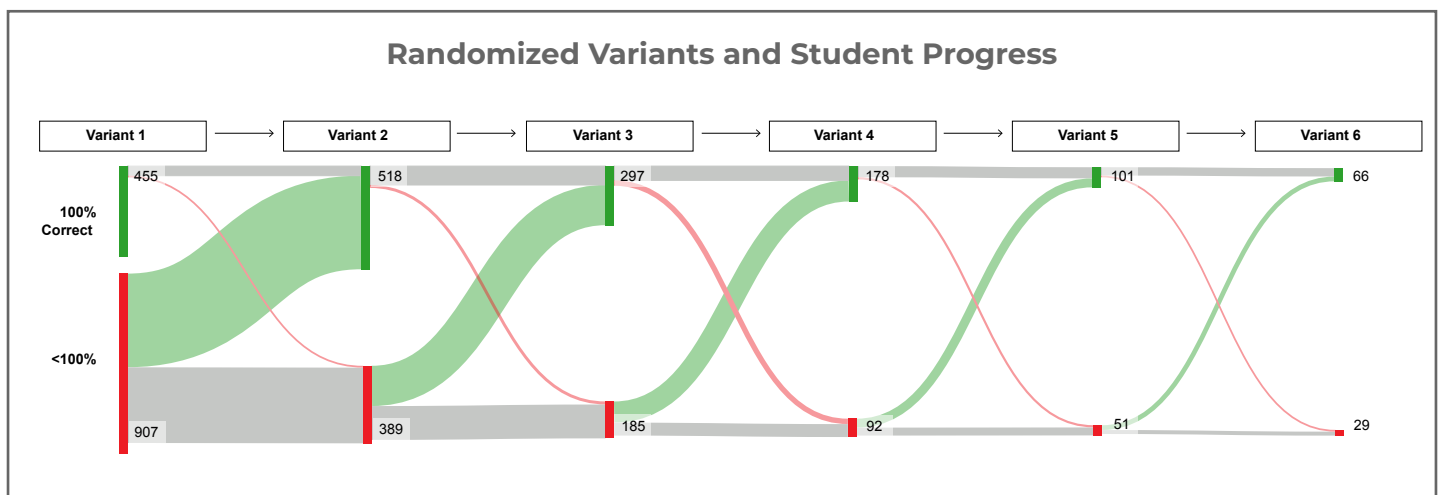
Producer Theory  
Game Theory  
Contracts

With **step-by-step graphical explanations**, our interactive textbook brings microeconomics to life.

## IMPROVEMENT THROUGH RANDOMIZED PRACTICE

Summatic provides **instant feedback** on question attempts along with **worked solutions**, so students can deduce exactly where they went wrong and correct their answers. If students do not get a question completely right, they can also attempt **randomly generated question variants** until they have mastered the method.

The graph below shows **very strong learning** from one variant to another: the upwards diagonals represent students who failed to get a method right but were able to pick it up with the next variant. Results from Cambridge Judge Business School.



## ENCOURAGING STUDENT ENGAGEMENT

Students appreciate the ability to progress independently using question variants and learning resources with Summatic.

For example, in our support of **Cambridge Judge Business School**, an average of **391 question attempts per student** demonstrated extremely high engagement with assessments and learning resources amongst the cohort. Most attempts (63%) were outside of the assigned questions, showing independent learning.

## HOW TO WORK WITH US

Contact our CEO and economist Dr Charles Roddie at [charles.rodzie@summatic.co.uk](mailto:charles.rodzie@summatic.co.uk) to discuss how Summatic can provide your students with textbook aligned microeconomics support.