

THE SCAVENGED - A CASE STUDY

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**"STUDENT CLUB [COLLEGIATE ENTREPRENEURS' ORGANIZATION]
WOULD LIKE TO DO A FUNDRAISER BY CREATING A MONOPOLY
GAME TO SELL. MAYBE YOU CAN HELP US."**

COLLEGIATE ENTREPRENEURS ORGANIZATION

CEO Mission: to inform, support, and inspire college students to be entrepreneurial and seek opportunity through enterprise creation. CEO provides student entrepreneurs with opportunities, events, chapter activities, and conferences to help start businesses. The highlight of the year is the annual Global Conference held each fall.

Global Consortium of Entrepreneurial Centers (GCEC) is a diverse entrepreneurial community and global network.



Four Structural Approaches Loom Large in Entrepreneurial Education

08:00 | DESIGNING YOUR OWN BUSINESS

Summer course for middle/high school students interested in the basic business, strategy, and leadership skills needed to launch new ventures.

09:00 | ONLINE PROGRAMS

Comprehensive online entrepreneurship education program.

10:00 | COMPETITIONS

Startup and elevator pitches, business plan competitions, and youth citizen competitions is an opportunity to develop innovative ideas and projects to create positive change.

11:00 | COURSES, SEMINARS, ACTIVITIES

Master's degree program comprised of a series of courses, seminars. Student entrepreneurial clubs and activities.



FORBES, FEB 25, 2016

- "U.S. ENTREPRENEURSHIP CLASSES AND PROGRAMS IN COLLEGES HAVE QUADRUPLED IN THE PAST 25 YEARS.
- MEANWHILE RATES OF PRIVATE BUSINESS OWNERSHIP FOR HOUSEHOLDS UNDER 30 HAVE DECLINED OVER 60% DURING THE SAME PERIOD.
- SO, THE MORE WE TEACH ENTREPRENEURSHIP, THE FEWER YOUNG PEOPLE ACTUALLY START BUSINESSES. THIS HAS PROFOUND IMPLICATIONS."

- YANG

BROAD OVERVIEW

⇒ An unidentified evil corporation (**NOT** Game 2 companies) is transporting an extraterrestrial item. The item contains nanites that will **infect the players in this game**, and come to be the main thrust of Game 2- The Scavenged.

⇒ There is an interplay between the 'future' trying to help the 'present' players prevent a horrible event (in the up-coming The Scavenged full game in Fall 2020).

⇒ One **pre-game live staged event** (Wednesday evening), **kick-off club event** (Thursday), and **3 days of game play** (Friday-Sunday).

The Scavenged is a thoughtfully designed alternative reality game (ARG) that draws upon transmedia elements that encourage players to enact the 3 Cs of an **entrepreneurial mindset** (curiosity, connections, and creating value).

The Scavenged promoted problem-solving, critical thinking, and interpersonal skills development as players **worked collaboratively to solve a mystery**.

Winning the game is based on cooperation among players working towards solving the elusive mystery.

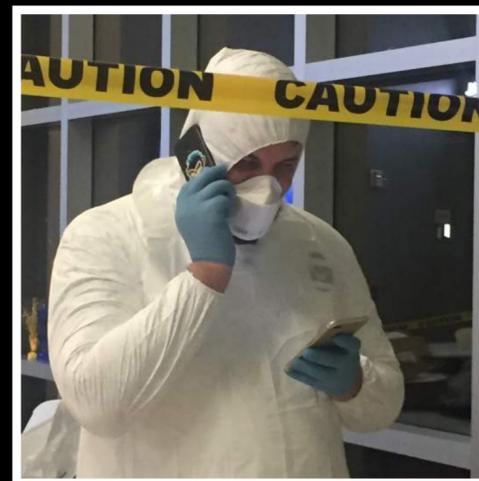
PRIOR TO GAME LAUNCH



CAMPUS ADVERTISING



POP-UP EVENT



STUDENT KICK-OFF EVENT



Time Line Intercept #0917

Can you hear us? We are broadcasting from your future. This is our ongoing attempt contact someone at the 'infection point.' Is this getting through? As with all our other attempts, we have sent physical items back. We can only help you so much. We know the infection. Time is imminent. We are tracking the data bleed.

5 mysterious envelopes have been found on campus from someone called "Control," they are fighting to save the future, from an event that occurs here, this weekend.

Four envelopes fell into the wrong hands.

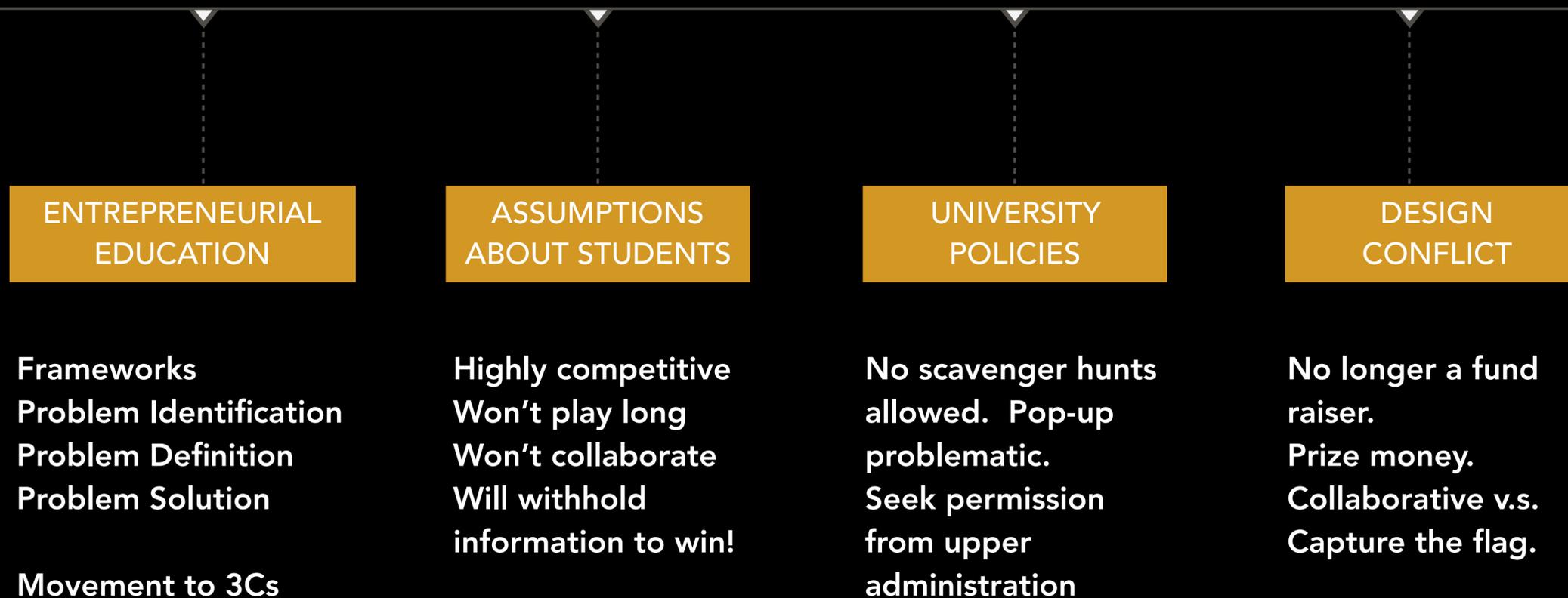


This information led a group of students to discover a locker with a strange locked box, with a USB stick, amongst other things. This box is known to be a temporal storage container and must remain secured at all times.

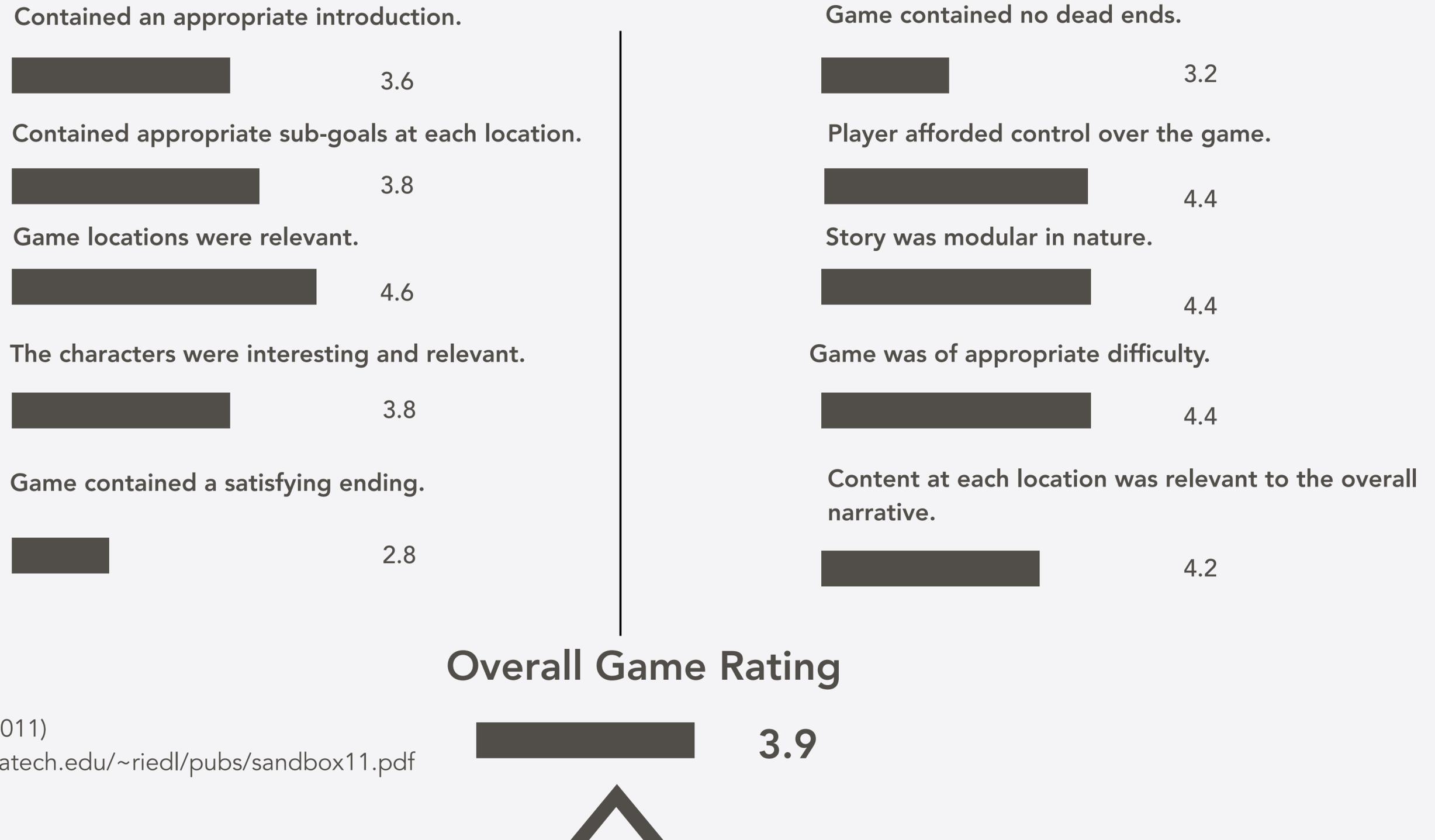


WHAT STARTED AS "BUILD A GAME FOR CLUB MEMBERS TO WORK TOGETHER, HAVE FUN, AND BUILD COMMUNITY" MORPHED INTO CHALLENGES.

Goals, Assumptions, Cultural Context, and Design Conflict



ARG ENTERTAINMENT MEASURE



Macvean & Rled (2011)

<https://www.cc.gatech.edu/~riedl/pubs/sandbox11.pdf>

THE SCAVENGED



Entrepreneurial Pedagogy Integrates Creativity + ARG Design

Pedagogical Implications and Next Steps



4 DATA SOURCES

1. ARG Entertainment Instrument
2. Game play survey
3. Forum postings + Group Me
4. Focus Group - Debriefing

ENTREPRENEURIAL PEDAGOGY

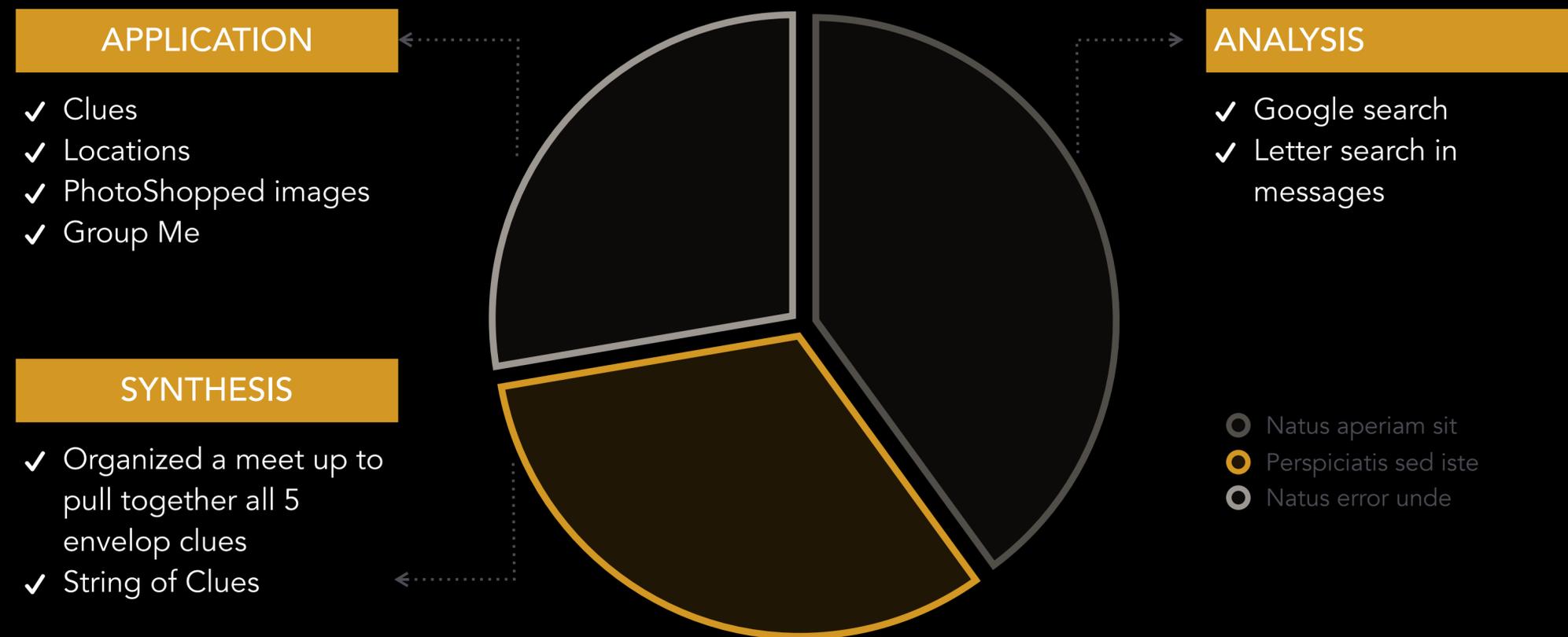
“Aim is to implement tools, expertise, strategies, and pedagogical approaches to **develop entrepreneurial values, attitudes, and skills among students** (Kearney, 1999).”



The design of The Scavenged embraced these elements of entrepreneurial pedagogy.

ENGAGEMENT IN HIGHER-LEVEL THINKING

Players worked at all levels of Bloom's Taxonomy and enacted digital literacies.



LUSORY ATTITUDE PROMOTED ENGAGEMENT

- “This kind of ties in with curiosity and empowerment. As long as the player feels that they are getting somewhere and are curious as to what is next they will not really focus on their failures as much.”
- “There weren’t many difficulties, the locked box was the only one we really needed to push through on.”
- “This occurred often after trying and failing with certain solutions to the problems but we were all determined to solve it to continue the game.”
- “ARG’s require constant resiliency just because they’re really frustrating in certain parts.”

FUN

PERSISTENCE

FAILURE

CHALLENGE

HIGH DEGREE (4.4) OF AGENCY EXHIBITED

- "It feels really good when you are able to solve something that you once felt could not be solved easily. Just by having solvable points in the game allows for players to feel empowered."
- "If many people have their own opinions, it takes someone who can assert themselves well to clearly convert their point and the validity in it."
- "It had students who don't usually speak up to others or are more introverted speak on a topic when they were more knowledgeable than other students."
- "ARG's can be a fun way to take stress-off people."

Give someone the authority or power to do something; feeling stronger more confident.

[1 = not at all - 5 = extremely = degree to which players felt empowered to investigate/play The Scavenged?

HIGH DEGREE (4.7) OF CRITICAL THINKING

- “Definitely anything with puzzles or finding patterns involved critical thinking. Connection pieces that seem to have no connection at first.”
- “At some points we probably went a little too in-depth with it and over thought some basic puzzles, but the game definitely makes you look at a challenge from all angles.”
- “There was a lot of critical thinking that went in to solving what the clues meant. And we all often over thought everything because we assumed there was a deeper meaning and because of this I would suggest next year making solving clues harder because we thought they would have been anyways.”
- “Difficult problems require many minds to think together toward a common goal.”

Process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief or action.

INTERPERSONAL SKILLS

- “Having things such as the envelopes forced the group to **work with each other** since some people got clues that others did not.”
- “You have to be able to **listen to the opinions of others and respectfully give your response**, whether you agree with the other person or not. If people get short with each other, they aren’t going to be making good progress in the game.”
- “This definitely made people work together in order to gain more information and that **yearn for more info made people speak up.**”
- “Nothing could have been accomplished in a timely fashion if the group did not **communicate with each other constantly.**”

3 CS EMERGED AS A BY-PRODUCT



CURIOSITY

- ✓ Beginning party + envelopes
- ✓ Spotted Hazmat suit
- ✓ NASA Files
- ✓ Nature of Story - what actually "happened"



CONNECTIONS

- ✓ Server led us to have connections
- ✓ Clues and Images
- ✓ Pop-up a part of the story



CREATING VALUE

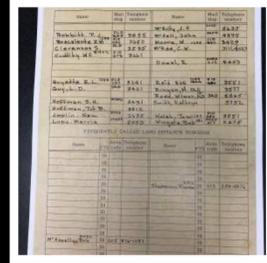
- ✓ Bonding experience
- ✓ Unlocking Box with Jane doe code
- ✓ Fun of getting to figure something out that wasn't required for class.
- ✓ Meet new people
- ✓ Cooperation

BRIDGING GAPS FOR ENGAGEMENT

Agency + Place-based Engagement



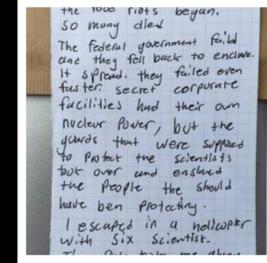
BRIDGE THEORY + AUTHENTIC



DEVELOP SKILLS



PROBLEM SOLVING



SERIOUSNESS + FUN

NEXT STEPS

Fall 2019

- Second Round of Beta Testing/data collection
- Faculty Retreat - Game Play
- Development of Next Iteration

Spring 2020

- Run Game + Data Collection

THANK YOU!

Questions?

