

The Scavenged:

Enacting an Entrepreneurial Mindset Through Alternative Reality Gaming

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INTRO

- U.S. **entrepreneurial 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. The **more we teach entrepreneurship, the fewer young people actually start businesses** (Yang).
- **Four structural approaches** loom large in entrepreneurial education: 1) Design your own business, 2) Online Programs, 3) Competitions, and 4) Masters Degree Programs (courses, seminars and activities).
- Aim of **entrepreneurial pedagogy** is to implement tools, expertise, strategies, and **pedagogical approaches to develop entrepreneurial values, attitudes, and skills** among students (Kearney).

METHODS – BETA TESTING

1. Mixed Methods (N of 27)
2. ARG Entertainment Instrument, Pre-Post Player Survey, Forum Postings, and Focus Group Debriefing.

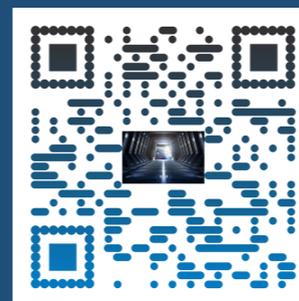
RESULTS

- The Scavenged promoted problem-solving, critical thinking, digital literacies, and interpersonal skill development as players worked collaboratively to solve a mystery.
- **Lusory attitude promoted player engagement** (persistence, failure, challenge and fun).
- High degree (4.4) of **agency exhibited** “more introverted speak up on a topic when more knowledgeable than others.”
- High degree (4.7) of **critical thinking** “difficult problems require many minds to think together toward common goal.”
- Interpersonal **skill development** “yearn for more info made people speak up.”
- **3 C’s** (curiosity, connections, creating value) **emerged as a by-product of game play**.
- **Forum Participation**: Collectively players **spent 21 hours 2 minutes on the forums** (35.5 hour game play). Total of 54 posts with an average of 8 posts per day. Total threads (30) with an average of 5 threads per day.

Alternative reality games (ARGs) can provide an innovative pedagogical approach to bridge theory, skills, and experiential learning.



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DISCUSSION

- ARGs can bridge gaps and promote student engagement: theory + authentic, develop skills, encourage problem solving, and blend seriousness with fun.
- Integrating creativity and ARG into entrepreneurial pedagogy promoted student engagement and enactment of the 3Cs of an entrepreneurial mindset.



ARGs ask players to pretend, they’re living in a carefully constructed parallel universe that can include transmedia elements, websites, phones, and real objects hidden throughout the world (Phillips, 2012).

The Scavenged draws upon transmedia elements that encouraged players to enact the 3 Cs of an entrepreneurial mindset (curiosity, connections, and creating value).

Game mechanics allowed for a structured and controlled pace of game play as clues were placed at specific times and locations aligning with the release of narrative storyline and players responses.

Science fiction narrative – an unidentified ‘evil’ corporation is transporting an extraterrestrial item that contains nanites. There is an interplay between the ‘future’ trying to help the ‘present’ prevent a horrible event.

ARG ENTERTAINMENT MEASURE



ivreen & Ried (2011)
<https://www.cc.gatech.edu/~ried/pubs/sandbox11.pdf>

