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# My in 180 minutes: experimental protocol of a serious game aiming at the reduction of carbon footprint in Academia

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## 1 Background

Conferences



Field missions




International collaborations

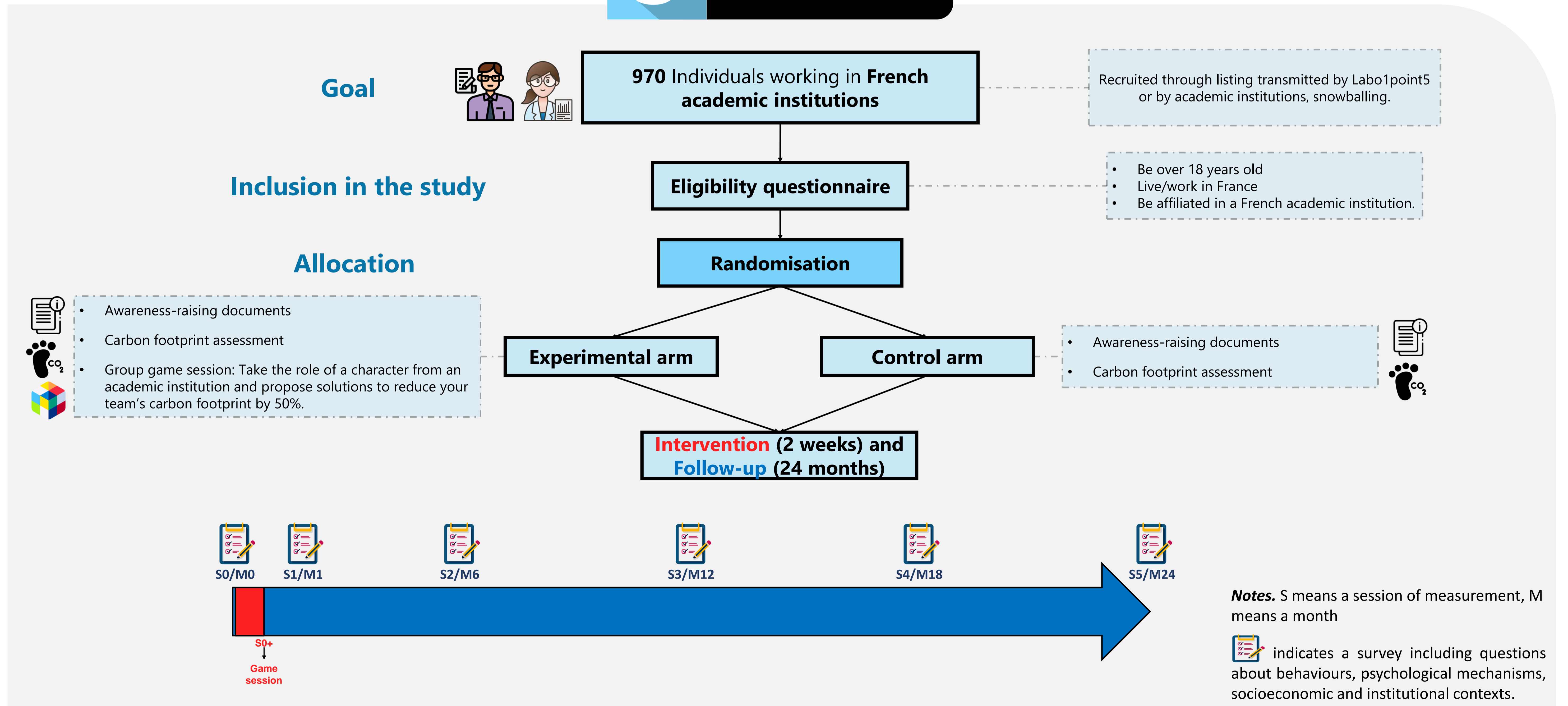


- Some **activities** in **academic culture** are often considered as a synonym of **academic success and recognition**<sup>1</sup>
- **BUT** they can be an important **source of greenhouse gases**<sup>2</sup>
- **Serious games** have been already used to promote attenuation and adaptation behaviours but, **seldom experimentally evaluated**<sup>3</sup>

## 2 Aims

- Evaluate the effectiveness of the serious game “My  in 180” in **carbon footprint reduction within academic actors**
- Investigate the **levers and obstacles** (e.g., institutional, financial, familiar, psychological) related to **carbon footprint reduction**.

## 3 Methodology



## 4 Conclusions and Perspectives

- The present study will allow to assess **the effects of a serious game intervention vs. an awareness-raising intervention** on **carbon footprint reduction** among academic actors
- The present study will provide some insights about the **levers and obstacles** (e.g., **socioeconomic, institutional, psychological**) related to **carbon footprint reduction in academia**.
- **A pilot study will start in January 2023** to test the feasibility of the recruitment and the implementation of the study.

### References

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<sup>2</sup> van Ewijk, S., & Hoekman, P. (2021). Emission reduction potentials for academic conference travel. *Journal of Industrial Ecology*, 25(3), 778-788. <https://doi.org/10.1111/jiec.13079>

<sup>3</sup> Fernández Galeote, D., Rajanen, M., Rajanen, D., Legaki, N.-Z., Langley, D. J., & Hamari, J. (2021). Gamification for climate change engagement: Review of corpus and future agenda. *Environmental Research Letters*, 16(6), 063004. <https://doi.org/10.1088/1748-9326/abec05>

