GRADUATE PROGRAM EXIT SEMINAR

SCHOOL OF ENVIRONMENT AND NATURAL RESOURCES

Learning in the Ecology of Games

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This work utilizes the Ecology of Games Theory (EGT) to explore three structural aspects of collaborative institutions as they relate to learning: 1) level of activity in policy games; 2) actor heterophily; and 3) institutional bridging capital. To study this effect, I create a bipartite network of policy actors participating in the formulation of 14 Nonpoint Source Implementation Strategic Plans (NPS-IS Plans) in the Maumee River Basin in northwestern Ohio. I use structured interviews with NPS-IS Plan participants to measure individual and collective single-loop and double-loop learning that occurred as a result of participation. Using Qualitative Comparative Analysis (QCA), I find mixed support for my hypotheses. High game activity is associated with higher perceived collective learning, and high institutional bridging capital is associated with higher individual learning; high actor heterophily enhances these effects. These results illustrate the need for a dialogue about the differential effects of institutional structure on various learning types – and their implications for collaborative outcomes.

MONDAY, MARCH 2, 2020

Time: 3:00 p.m.

Location: Kottman Hall 370