

GAMIFIED TEACHING METHOD FOR SUSTAINABLE LEARNING IN ART CLASS AT WUHAI NO. 3 COMPLETE PRIMARY SCHOOL

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Abstract

Since the beginning of the 21st century, the continuous innovation of educational concepts and the rapid development of technology have prompted traditional teaching models to shift towards more diversified, interactive, and interesting directions. As an emerging teaching model, gamified teaching method has been widely applied in various subjects, especially in primary school art classes, due to its ability to effectively stimulate students' interest in learning, enhance their learning initiative and creativity. However, in the actual promotion and implementation process, gamified teaching methods also face a series of challenges and problems, especially in rural primary schools, where the promotion of gamified teaching is particularly difficult due to limited resources, teachers' insufficient understanding of new teaching models, and traditional parental attitudes. This study takes the senior art class of Wuhai Third Primary School as an example to explore in depth the design and implementation of gamified teaching and its impact on students' learning interest and motivation. The aim is to provide practical and feasible improvement plans for art teaching in rural primary schools, promote innovation in art curriculum and teaching methods, and provide useful references for the professional growth and collaboration of new and old teachers.

Keywords: Gamified teaching method, Elementary School Art Class, Learning interest, Learning motivation, Wuhai Third Primary School, Teaching Innovation, Rural primary school, Teaching improvement plan

Introduction

In the 21st century, amidst evolving educational ideas and rapid technological advancements, traditional teaching methods are transitioning to more diversified, interactive, and engaging formats. Among these emerging teaching modes,

gamification has garnered significant attention, especially in primary school art classes, due to its effectiveness in stimulating students' interest and fostering creativity. The modern educational paradigm emphasizes student-centered learning and the cultivation of comprehensive qualities and innovative abilities. Gamification teaching, by integrating game elements into the educational process, aligns with this philosophy, transforming learning into an enjoyable and motivating experience tailored to the psychological characteristics of primary school students. Given educators' varying levels of experience and understanding of new teaching methods, the introduction of gamification is particularly crucial. It addresses challenges faced by both veteran teachers who may lack awareness of novel approaches and new teachers who might be short on practical experience, especially in nurturing students' artistic enthusiasm. This paper focuses on the background and design of gamification teaching in upper-grade art classes at Wuhai No. 3 Primary School. Drawing inspiration from Tao Xingzhi's assertion that "life is education," we embed games rooted in students' existing knowledge to seamlessly blend entertainment with instruction, particularly in art, where content must resonate with students' interests and innovative capabilities.

In contrast to the traditional approach reliant on rote memorization and replication, integrating games into teaching ignites students' passion, enhances learning efficiency, and

facilitates the smooth execution of educational activities. This innovative approach not only elevates educational quality but also aligns with a "people-centered" educational philosophy, nurturing children's artistic talents. This article explores the concept of leveraging games in rural primary school art education, examines relevant theories, identifies challenges in China's fine arts education, and proposes strategies to enhance gamification teaching in rural contexts. By improving teacher welfare, enhancing teaching proficiency, and providing illustrative cases, this study underscores the benefits of gamification in promoting art knowledge internalization and learning interest among rural primary school students

Objective

- 1) Survey the Traditional Teaching Methods of Old Teachers
- 2) Design and Implement the Gamified Teaching of Art Class Suitable for Students of Senior Grade 5-6 Primary School.
- 3) Apply Gamified Teaching to WuHai No.3 Primary School for Sustainable learning.

Literature Review

This study focuses on gamification teaching in Wuhai No. 3 Complete Primary School, a rural school facing challenges in educational resources and methods. Rural schools, including this one, play a crucial role in providing basic education to rural children. The school has 1000 students across six grades, with 132 in the senior classes (Grade 5 and 6), chosen for gamification teaching due to their higher cognitive abilities and increased academic pressure .

Wuhai No. 3 Complete Primary School Introduction

Wuhai No. 3 Primary School, a rural school, has 1000 students. We chose to start gamification teaching with senior classes due to their higher cognitive abilities, academic pressure, and representative role. This approach not only meets seniors needs but also supports overall school teaching reform by gaining experience for lower grades.

Problems existing in the educational methods of the school

Traditional education of old teachers

The traditional education of old teachers, deeply rooted in history, exhibits notable disadvantages. It often overlooks students' personality development by emphasizing uniform standards, stifles creativity, and fails to cultivate independent thinkers. Furthermore, it separates education from productive labor, lacking practical experience and skills training, which hinders the development of composite talents. Additionally, over-reliance on the examination system leads to a utilitarian educational goal, prioritizing test scores over comprehensive student development, fostering a test-taking mindset and undermining independent learning and interest.

New teachers lack teaching experience

The report "Ten Problems Faced by New College Teachers and Their Solutions (2019)" delves into the challenges faced by new teachers due to their limited teaching experience, impacting their teaching effectiveness and career progression.

One key issue is insufficient classroom control ability, where new teachers struggle to manage student behavior and maintain discipline, affecting the teaching environment. Gamification teaching, which enhances interaction and emotional communication, can help create a harmonious classroom atmosphere, fostering student engagement and improving teaching efficiency. This method also fosters cooperation between new and experienced teachers.

Another problem is an inaccurate grasp of students' needs, as new teachers may lack insight into students' learning habits, interests, and cognitive levels. This disconnect

between teaching content and student reality hinders effective learning. Psychological adjustment methods and career development planning can help new teachers better understand and meet student needs, maintaining a positive teaching attitude.

Rural students 'families affect the promotion of gamification teaching

Rural students' families face challenges in accepting gamification teaching due to limited educational concepts shaped by tradition. Parents often prioritize book learning and exams, viewing gamification as a distraction. Concerns about children's future lead to caution towards new methods, favoring traditional approaches. Studies highlight the need for targeted strategies to address these concerns and promote acceptance of gamification in rural areas.

Problems of rural students 'parents on the promotion of new art teaching

In rural areas, despite the promotion of a new art teaching model, parents still face issues and doubts. Firstly, insufficient participation is a problem due to parents' busy schedules or limited education hindering the model's promotion. Secondly, parents doubt the teaching effectiveness of the new model, lacking understanding and worrying about their children's learning outcomes. Studies highlight issues like lagging education concepts, teacher shortages, and outdated teaching methods in rural art education, suggesting reforms to improve teaching methods and win parents' recognition.

The problem of Art class in rural primary schools, in the third complete primary school, the fine arts curriculum is often placed in a secondary position

Resource Scarcity: Neglect results in insufficient classrooms, equipment, and materials, affecting teaching effectiveness. Countermeasures include reinforcing teacher training and enhancing teaching conditions.

Financial Constraints: Rural schools face funding shortages and outdated equipment, hampering gamified teaching material support. A lack of high-quality gamification resources hinders development

Mono-Evaluation: Evaluating solely on student works neglects emotional, attitudinal, and values cultivation, stifling interest and motivation.

Integration Hurdles: Integrating art with gamified teaching is challenging, requiring engaging, interactive games aligned with curriculum goals and translating into actual skills.

Teacher Training Deficit: Teachers may lack gamification training, exacerbating shortages in rural schools, impacting education quality. More investment in teacher training is needed.

Gamified teaching

Introduction to Gamified Teaching

Gamification teaching integrates game elements into education to boost student interest. Various game types, including action, RPGs, strategy, simulation, adventure, sports, puzzles, and music, constantly evolve.

Gamification that can be applied to teaching

RPGs, simulations, strategy games, rhythm games, and knowledge quizzes boost teaching by engaging students, enhancing interest, and achieving learning goals through fun activities.

Gamification teaching methods in art class

Gamification in art class sparks students' interest and creativity, making learning lively. Here are five favorite gamified methods for art teaching.



Fig. 1 Treasure Map creative painting



Fig. 2 Color Relay Race



Fig. 3 Storyboarding

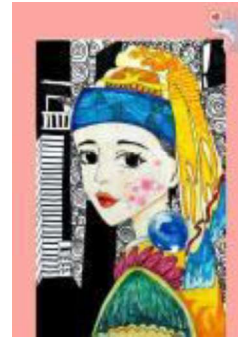


Fig. 4 Master of Art Challenge



Fig. 5 Stickers Art Master Challenge

Research Methodology

The researchers' research on "Design of gamified teaching method of Art class in upper grade of Wuhai No. 3 Primary School" must be completed through the following research methods

Research Process

The paper identifies two main research issues: teachers' perception and acceptance of gamified teaching, and students' sustained learning interest and motivation. The objective is to introduce gamification in upper-grade art classes at Wuhai No. 3 Primary School, blending traditional and modern teaching, thereby enhancing students' art interest, skills, and attitudes, while fostering teachers' professional growth and innovation.

Data Collection Methods

Quantitative research design can be used to select research methods, and questionnaire survey, teacher interview, literature review and analysis can be combined.

Data Analysis

Qualitative analysis: Conduct thematic analysis of the interviewees to find out the opinions and opinions of leaders on art teachers.

Quantitative analysis: The questionnaire data was analyzed to understand teachers' understanding and opinions on different strategies.

Research Tools

Design two strategic acceptance questionnaires. The questionnaire is divided into three parts: Part 1: Personal Factors (Basic Information) Part two: teaching experience. Part Three: Open question.

Research Results

Design of Art Gamification Classroom in Wuhai Third Complete Primary School, Dreamy Home - Architectural Design and Model Making



Fig. 6 Student works



Fig. 7 Student works

The paper evaluated the effect of gamified teaching in an art classroom in Wuhai's Third Primary School via surveys and interviews. Results showed it boosted students' interest, participation, artistic skills, creativity, and emotional expression. School leaders acknowledged its motivational impact and classroom vitality, but noted teachers must adapt to diverse student needs and have interdisciplinary knowledge. Some parents had concerns about its effect on academic performance, highlighting the need for school-parent communication. Additionally, resource allocation is crucial for sustaining this model. In summary, gamified teaching holds potential for enhancing creativity and rural art education, recommending its promotion with teacher training and support.

Questionnaire Data

The purpose of this survey questionnaire is to explore and evaluate the impact of gamified teaching methods implemented in the Third Complete Primary School in Wuhai City on students' art learning. A total of 132 fifth and sixth grade students participated in this survey.



Fig. 8 questionnaire



Fig. 11 leader

Survey Design and Distribution

The questionnaire was divided into three sections:

Part 1: The views of fifth and sixth grade students on traditional teaching before using gamified teaching.

Part 2: Reflections of fifth and sixth grade students on using gamified teaching.

Part 3: Comparison of students' feelings and grades between traditional teaching and gamified teaching.

Part 4: Interview the immediate supervisor in charge of art to discuss their views on traditional teaching and gamified teaching.

Survey Results

Students who use traditional teaching methods perform at a moderate level in art courses, but due to a lack of sufficient interaction and participation, their creativity and interest in learning are not fully stimulated. This provides a clear research foundation and data support for subsequent gamified teaching experiments.

Table 1 The views of fifth and sixth grade students on traditional teaching before using gamified teaching.

Grade	Total number of samples (n)	Score distribution (f)	Percentage (%)	Mean (X)	Standard Deviation (S.D.)
Grade 5	66	36	54.5	75.2	10.5
Grade 6	66	30	45.5	78.6	12.3

Gamified teaching method has a positive promoting effect on art education in the Third Complete Primary School of Wuhai City, and is worth promoting and applying in more schools and grades.

Table 2 Course Satisfaction Ratings

Grade	Traditional teaching mean	Mean value of gamified teaching	Performance improvement
Grade 5	75.2	85.4	10.2
Grade 6	78.6	89.2	10.6

Conclusion

The gamified teaching method has achieved significant results in the practice of art classes in the upper grades of Wuhai Third Primary School. In the future, it is recommended that schools continue to promote and improve gamified teaching methods to provide high-quality art education services for more students. At the same time, we also hope that more educators can

pay attention to and explore the application of gamified teaching methods in other disciplines and fields, and jointly promote the progress and development of education.

Discussion

Gamified teaching holds promise in rural primary school art education, aligning with talent cultivation demands and student psychological traits. However, implementation requires attention to key points:

- 1) Gamified teaching isn't just adding games; it's seamlessly blending game elements with educational content to create engaging, valuable activities.
- 2) Teachers must innovate in design.
- 3) Teachers must monitor student progress, offer timely help, and ensure learning outcomes. Evaluation and feedback are crucial for strategy adjustment.

Suggestions

- 1) Strengthen training to boost teachers' gamified teaching skills. Schools should organize workshops and encourage teacher collaboration for shared growth.
- 2) Enhance gamified teaching activities to match students' cognitive levels and interests. Choose suitable games and ensure content depth and breadth.
- 3) Foster communication to promote student development. Introduce gamified teaching to parents via conferences and home visits, and encourage their active participation in learning.

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