Research on the Application of Gamification Teaching Method in College Career Planning Courses

Guo Mingjing

Longyan University, Longyan, Fujian, China

Abstract: This paper explores the application effect and implementation strategies of gamification teaching methods in college career planning courses. In response to the problems existing in traditional career planning courses, such as abstract theories, low student participation, and insufficient integration of ideological and political education, this study combines constructivist learning theory, career anchor theory, and subject education theory to design a teaching model centered on gamification elements. Through the four-dimensional innovative design of "situational metaphor guidance, game interaction promotion, multi-sensory integration stimulation, and ideological and political integration education", career planning knowledge is transformed into embodied task chains. The practice shows that gamification teaching methods effectively enhance students' classroom participation, learning motivation, and internalization of values, providing an innovative path for college career planning education.

Keywords: Gamification Teaching Method; Career Planning; Teaching Design; Application Research

1. Introduction

With the acceleration of global industrial structure adjustment and digital transformation, college career planning education is facing severe challenges. According to relevant data from the Ministry of Education, the scale of college graduates in China has exceeded 10 million for four consecutive years by 2025, while the job market presents a dual characteristic of "prominent structural contradictions" and "ambiguous value orientation". Traditional career planning courses generally suffer from insufficient attention from both teachers and students, outdated teaching concepts, and outdated teaching methods, resulting in low student participation and limited learning outcomes.

Gamification teaching methods, by applying game design elements to non-game contexts, can effectively stimulate learning motivation, enhance participation experience, and promote knowledge internalization. Relevant studies have shown that when gamification designs include progressive challenge unlocking and social comparison mechanisms, students' cognitive engagement duration can increase by 2-3 times. The Brookings Institution's 2025 report "Teaching Like the Human Brain Learns" further points out that the active playful learning model can significantly enhance students' collaboration, communication, creativity, and critical thinking skills.

This paper, in light of the characteristics of college career planning courses, constructs an application framework for gamification teaching and explores its effectiveness through practical cases, providing theoretical and practical references for college career planning education. Gamification teaching methods are teaching approaches that apply game design elements and mechanisms to non-game environments. Their theoretical foundations mainly include the following aspects:

Table 1. Theoretical Foundations of Gamification Teaching Methods and Their Applications

Theoretical Type	Representative Scholar	Core Viewpoints	Applications in Gamification Teaching
Behaviorist Learning Theory	Skinner	Reinforcement and punishment shape behavior	Reward mechanisms such as points, badges, and leaderboards
Constructivist Learning Theory	Piaget	Active construction of knowledge Situational	tasks, exploratory environment design
Cognitive Load Theory	Sweller	Active construction of knowledge Situational	tasks, exploratory environment design

Career Anchor Theory	Schein	Professional values are a collection of work motivations	Career exploration games, value simulation activities
Subject Education Theory	Guo Wenan	Students are the subjects of education Autonomous decision-making	tasks, personalized learning paths

2. Design Framework of Gamification Teaching in College Career Planning Courses

Based on the above theoretical foundations, we have constructed a design framework for gamification teaching in college career planning courses, including design principles, implementation steps, and evaluation methods.

2.1 Design Principles

The application of gamification teaching in career planning courses should follow the following principles:

Goal-oriented principle: Game design should closely revolve around teaching goals and avoid being game for the sake of game. Each game activity should target specific career planning knowledge points or ability points, such as career interest exploration, clarification of career values, and decision-making skills training.

Progressive challenge principle: Game difficulty should gradually increase, in line with Vygotsky's "zone of proximal development" theory. The level of challenge should be controlled within 20% above the students' ability range, which can both stimulate their interest in learning and avoid causing a sense of frustration. The principle of timely feedback: The game should provide clear and specific immediate feedback to help students understand their performance and progress. Effective feedback can enhance students' self-efficacy. The principle of multi-sensory participation: Mobilize multiple sensory channels such as vision, hearing, and touch to enhance the learning experience and memory effect. Research shows that the learning method involving multiple senses can increase the retention rate of knowledge. The principle of emotional resonance: Through scenario design and role-playing, emotional resonance is triggered to promote the internalization of values and behavioral changes. When the learning content is connected with emotional experience, the learning effect is more lasting and profound.

2.2 Evaluation Methods

The evaluation of gamified teaching should adopt diversified evaluation methods, combining process evaluation and result evaluation:

Process evaluation: Observe students' participation, decision-making process, teamwork, etc. during game activities, and use a point system and achievement badges to record progress.

Result evaluation: Assess learning outcomes through gamified assessment tools, such as career planning scheme design and simulated interview performance.

Self-evaluation and peer evaluation: Guide students to reflect on the learning process and promote mutual learning and improvement through peer evaluation.

3. Implementation Cases of Gamified Teaching in College Career Planning Courses

To better illustrate the application of gamified teaching methods in college career planning courses, this section will introduce several specific implementation cases.

3.1 "Career Interest Exploration Monopoly" Game

Longyan University implemented the "Career Exploration Monopoly" game in the "College Students' Career Planning" course, condensing the college journey onto a single sheet of paper and guiding students to think about how to plan their college years from a holistic perspective. The game features include:

Goal orientation: Before the activity starts, students need to determine their ultimate goal for the four years of college and start their college journey around their career goals.

Scenario simulation: Students face various activities such as professional introduction meetings, party and youth league activities, subject competitions, and social practices, and also need to deal with situations such as running for student cadre positions, becoming volunteers, being absent, and skipping classes.

Decision-making training: Students choose activities that are relatively beneficial to their career development by subtracting unnecessary

activities and increasing the number of card draws to obtain points related to their career goals.

The implementation results show that this game effectively increased students' classroom participation, with about 90% of the students indicating that gamified teaching enhanced their interest in career planning.

3.2 "Professional Perfume Workshop"

Southwest University of Finance and Economics drew on the concept of "Professional Perfume Workshop" to conduct a gamified career values education workshop. The implementation process includes:

Multi-sensory experience: Different spices represent different career values, such as mint representing technical/functional type and sandalwood representing safety/stability type.

Simulation of value conflicts: Design the "Spice Budget Reduction" task, where students make choices under limited resources to experience value conflicts and the decision-making process.

Reflection and sharing: Students share their "perfume" schemes and discuss the balance and trade-offs of career values.

The results show that this multi-sensory gamified workshop significantly improved students' depth of understanding of career values, with about 75% of the students being able to better understand the relationship between personal career values and social needs.

3.3 "Career AR Map" Technology Application

The mental health education research room of a certain university developed the "Career AR Map" technology, integrating virtual career events into the campus real scene. Students only need to scan the code to trigger different career plots at various locations on campus, such as unlocking the "Catering Entrepreneur" crisis handling task in the cafeteria. This immersive learning experience allows students to exercise their career adaptability while "fighting monsters and leveling up", and theoretical knowledge is internalized imperceptibly.

3.4 "Life Role Blind Box" Activity

When teaching "Super's Career Development Theory", the author innovatively introduced the "Life Role Blind Box" game. Students draw lots to play different roles of various ages and circumstances, such as "25-year-old programmer" and "40-year-old single mother",

and plan their career stages through role-playing. This teaching transformation not only enhances students' concentration in class but also makes the abstract theoretical knowledge lively and interesting, greatly increasing their sense of participation and experience.

4. Conclusion and Outlook

4.1 Research Conclusion

This study explored the application effect and implementation strategies of gamification teaching methods in college career planning courses. The research shows that gamification teaching methods, through the four-dimensional design of situational metaphor for guiding learning, game interaction for promoting learning, multi-sensory integration for stimulating learning, and ideological and political integration for shaping learning, effectively solve the problems of abstract theory, low student participation, and insufficient internalization of values in traditional career planning courses. Gamification teaching significantly improves students' classroom participation, learning motivation, and the internalization effect of values. Gamification teaching achieves the unity of "knowledge transmission - value shaping - behavioral practice", helping students better connect personal development with social needs, and providing an innovative path for college career planning education.

4.2 Future Outlook

The future development trends of gamification teaching in the field of career planning include:

First, technology integration. Introducing virtual reality (VR) and augmented reality (AR) technologies to create more immersive career experience environments. For example, the application of "career AR map" technology integrates virtual career events into the campus real scene.

Second, artificial intelligence assistance. Utilizing AI algorithms to analyze students' game behaviors, providing personalized learning paths and feedback, and adapting to different students' learning rhythms and characteristics.

Third, cross-disciplinary integration. Integrating gamification teaching with psychology, sociology, and economics, etc., to provide more comprehensive career planning education.

Fourth, application in lifelong learning.

Expanding gamified career planning to mid-career and transition periods to support lifelong career development.

Fifth, optimization of evaluation systems. Developing more scientific gamification learning evaluation systems, especially for the evaluation of implicit learning outcomes such as value internalization and decision-making ability. Gamification teaching methods provide an innovative path for college career planning education, but successful implementation requires teachers' professional development, teaching resource support, and technical guarantees. Future research needs to further explore the long-term impact of gamification teaching on career development and the application effect of technology-enhanced gamification teaching in career planning.

References
[1] Luo Hanwei, Hu Ziwei, Chu Chen. The Professional Perfumery Room: Unlocking Multiple Values through Game-based Training [J]. Research on Innovative Education, 2025, 13(8): 418-427.
[2] Wu Biqin. Practical Exploration of "Game-based Teaching" in Primary School Mathematics [J]. Basic Education Forum, 2024, (22): 77-79.
[3] Chen Mengya. Teaching Design and Case Practice of Information Technology Courses in Junior High School Based on Game-based Learning [D]. Chongqing Normal University, 2020.
[4] Wu Qiong, Han Rong. Career Education Awakens Career Planning Awareness [N]. Science and Technology Daily, 2025-05-28(8).
[5] Chen Xueling. Research on Teaching Strategies of Primary School Mathematics Computation Based on Game-based Learning [N]. Chongqing Science and Technology News, 2025-05-08(002).
[6] Xu Tongfei. Innovative Application of "Murder Mystery" Games in College Career Planning Class Meetings: A Case Study of the "Life's Major Decisions" Theme Class Meeting [J]. Talent and Employment, 2024, (S1): 59-63.
[7] Xie Rong, Guo Fang, Li Danhui. Integrating Career Enlightenment into Role-playing Games [J]. Sichuan Education, 2023, (20): 41-42.
[8] Xue Shaofan. Application Exploration of Group Sandplay in College Students' Career Planning [J]. Shanxi Youth, 2022, (16): 157-159.
[9] Kuang Le. A Brief Analysis of the Construction of the Psychological Game "Career Value Auction" [J]. Journal of Jiamusi Vocational College, 2016, (07): 483.