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# Exploring the Application of Gamification Thinking in Primary School Class Management

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**Abstract:** Young teachers in classroom management often use traditional management methods to get themselves into the quagmire of management difficulties. Gamification and gamification thinking has long been used in various fields, and as elementary school children are "fond of games", this paper analyzes the value of gamification thinking in elementary school classroom management, through the application of examples of classroom teachers to put forward specific requirements.

**Keywords:** Gamified Thinking; Elementary School Students; Classroom Teacher; Classroom Management.

## 1. Introduction

Traditional classroom management model centered on teachers and systems, teachers in classroom management is the "administrative officer", is the center of classroom management, the educated students are in accordance with certain social requirements to be strictly controlled by the object. Educators with the "authority" given by the system, requiring students to absolutely obey, classroom management with mandatory, "not allowed", "do not", "not allowed to "No", "Don't", "Prohibit" are the main methods of management. In the establishment of the class system, usually with "strict rules and regulations and quantitative management objectives, so that the management of work standardized, procedural." [1] We usually see that a class is apparently quiet and obedient, clean and tidy, but in fact, after the "leader"-like homeroom teacher leaves the class, all kinds of habits and comprehensive growth of the students completely collapsed. Because the good state of students' performance at that time is a kind of demanded and controlled, and not internalized into their own internal recognition and worthy of compliance with the standards and behaviors, once the lack of external force exerted, the class is still chaotic "a pot of porridge". It is for this reason that exploring new ways of classroom management and integrating gamification thinking into classroom management may yield unexpected results.

## 2. Gamification Thinking and its Application Mechanisms

### 2.1. Gamification and Gamified Thinking

Kevin Weybach, a renowned professor of gamification courses, considers gamification to be "the use of game elements in non-game situations as well as techniques of game design." [2] The difference between gamification and games is the difference in their core values. Gamification tends to emphasize real-world specific goals, such as improving the quality and efficiency of education, health behaviors, and social behaviors, aiming to provide new solutions using game thinking, mechanics, and technology. [3]

Gamification thinking refers to the way of redesigning and carrying out the refinement of non-game affairs using game design methods and game elements to get fun in a planned and directed way. [4] Gamification thinking is a flexible way of thinking that can be applied to any non-game scenario, and is therefore inherently broad and inclusive. For example, in a park in Sweden, there is the world's deepest garbage can, because when people throw garbage into it, they will hear a special sound, as if an object is falling rapidly from a cliff, and then landing on the ground with a thud, which is a setup that increases people's willingness to throw garbage. This is a setup that increases people's willingness to throw away garbage. This kind of gamification design simply uses the concept of gamification to make the matter of throwing garbage more interesting and purposefully change people's behavioral tendency. Therefore, the threshold of the practice of gamification thinking is not only limited to the game design with game elements and game mechanism in the strict sense, but also can be called a kind of fun application of thinking.

### 2.2. Mechanisms for Applying Gamified Thinking

The application of gamification thinking is most commonly used in teaching, initially, teachers use games designed by game designers to meet the actual teaching activities, so that students can meet their own internal needs to stimulate motivation to participate in the game, the role of the "student" in the game to change, and through the exploration of the set situation to promote the cognitive development of students to achieve a pleasant Through the exploration of the set situation, it promotes students' cognitive development, achieves pleasant emotional experience, and learns certain social skills. At this stage, the research on teaching gamification explores the elements and process of the game, analyzes the important roles of motivation, goals, rewards, and feedback in the process of gamification, proposes the specific mechanism of gamification, and applies it in teaching, which has a certain role in promoting teaching in terms of the introduction of interest, the motivation of students in stage learning, and the feedback results. [5] Not only teaching, but also applying gamification thinking in classroom management, promoting students to consciously and actively cooperate with teachers under the specified application mechanism, and designing classroom management as a cooperative game that children are willing to participate in.

# 3. The Application Value of Gamified Thinking in Elementary School Classroom Management

The many characteristics of games determine the core value of games, Jane McGonigal believes that the four elements of games that can provide people with fun are due to the fact that games have grand meanings, extreme optimism, happiness productivity and stronger social connections, [6] the value that games have promotes the application of games and research in other fields, and the field of education is inclusive of all things, this paper analyzes the topic of classroom management to analyze the game-based The application value of thinking.

## 3.1. Transforming the Meaning of Action to Implement Quality Education

In the middle of classroom management, teachers tend to have short fights with children's various problems, and the most common way of dealing with them is still lecturing, and even some cases of verbal violence and cold punishment are not inevitable. When the management style becomes a kind of hierarchical high to the power of the low hierarchical downward pressure, the meaning of the action of education is to show the teacher's pure authority, which will reduce the students' sense of belonging to the class. At the same time, examination-oriented education is deeply rooted, the classroom teacher in the management of the class is still clinging to the students' learning not to let go, the study of utilitarianism is prominent, which will also lead to the students can not raise interest in learning. The integration of gamification thinking into classroom management, on the one hand, in the classroom learning management to gamification treatment of students, no longer pure achievement, but the game more diverse, timely feedback form, the clarity of the task objectives, but also weakened the reality of plus the grand significance of learning, transformed into a game situation to the learner-centered problem solving process, help students find the joy of learning, and gradually reversed the test-taking thinking. On the other hand, in class organization and management, gamification thinking will change the role of the teacher to become the designer of the game, while the class teacher aims to promote the overall development of the students, giving meaning to the action of moral, intellectual, physical, aesthetic and labor five education, forming their own management of the class an important criterion for the basic quality of human beings as the fundamental purpose of comprehensively improving the quality of human beings, respect for the students' subjectivity and initiative, and the implementation of the requirements of quality education.

## 3.2. Enhancing Students' Motivation to Participate in Classroom Management and Improving the Efficiency of Classroom Management

In addition to satisfying recreational motives, games can also stimulate deeper motives such as challenge, curiosity, and competition. When game-based thinking is applied to classroom management, the deeper motivation is more likely to drive students to spend more energy on their own initiative, thus increasing participation and avoiding the self-doubt that comes from recreation. Because the game set clear goals, fair rules and scientific reward system, and rely on the completion of the task will always be successful characteristics, on the one hand, to meet the winning and curiosity of primary school students to enhance satisfaction; on the other hand, the game participation in the principle of voluntarism, the setting of milestone rewards to motivate students to actively complete the small goals and then the final goal close. Moreover, since there is no explicit quantitative goals and specific rewards for the game tasks, the learning process of primary school students needs a strong internal drive, and for students with insufficient internal drive, gamification is an effective way to enhance their internal drive and self-confidence. In this way, all students of different individuals can actively participate in the classroom management game, in the daily management of gamification training, the classroom teacher's management effect is often twice the result with half the effort.

## 3.3. Promoting the Development of Students' Higher-Order Abilities and Effectively Stimulating Their Multiple Potentials

Students' personal involvement in the development of a gamified classroom management system is not only the understanding of class rules and regulations, but also the spatial imagination of the game system. In addition to the fact that the game can cultivate students' basic abilities such as sensory ability and hand-brain coordination and interaction because of its flexibility and comprehensiveness, the game also has a certain training and Whitebread [7] believes that problem solving is a complex process, when attempting to play a game to pass the level, you first need to get information, understand the rules of the game, make a plan to pass the level, and use the various tools provided in the game, in the process, children improve higher-order problem solving ability in the process of the task by taking the initiative to collect information and deduce the challenge ideas. In addition, students in the game can form a game group based on a common goal, and contribute their part to this virtual team by collaborating with each other, promoting the formation of a sense of trust among classmates. At the same time, when randomly teaming up with unfamiliar classmates, in-game teammates can develop offline friendships, which is conducive to the development of students' verbal communication skills; and when teaming up with friends who already know each other, their in-game cooperation is more likely to be transformed into offline cooperation in other aspects. In addition, more freedom in the classroom management of the game scene, providing students with more creative space, for the expansion of imagination and innovative thinking training provides a reference direction, some studies show that the game has a certain positive impact on students' scientific and technological creativity, can stimulate students' curiosity about these core skills and abilities, in order to arouse their interest in a variety of activities, and effectively tap and stimulate the various potential of students. The potential of students is effectively tapped and stimulated.

## 3.4. Promoting Good Teacher-Student Relationships and Laying the Foundation for Harmonious Home-School Links

With students to establish a relaxed and harmonious teacher-student relationship is the primary consideration of the classroom teacher classroom management, classroom

management is only based on the rules and regulations is not enough, but also need to communicate between teachers and students, understanding and support, classroom teachers need to pay attention to a certain degree of artistry, with their own words and teach students infected in their own demeanor to throw between showing their own good moral character. Carry out the game of classroom management, classroom teachers will be in the game fair treatment of every student, in the pre-preparation of careful study of students, for different students' personality characteristics and formation of triggers to take flexible and targeted measures to protect individual students in the game to receive unfair treatment led to the game experience is very poor in this way to bring the students closer to the students to cultivate good teacher-student relations. At the same time, the class teacher observes the performance of students in the game, the "player" game feedback real-time records to improve classroom management game, and constantly solve the "bugs" to maintain the stability of the game. When the class teacher gives feedback to parents on students' performance in the game, it is no longer cold words but vivid values of the game. Parents act as spectators of the game and moderators of the players, and the home-school connection creates a gentler and more relaxed atmosphere through gamification management and promotes the establishment of a cordial relationship between parents and the class teacher.

# 4. Examples of the Application of Gamified Thinking in Elementary School Classroom Management

Games are children's nature, gamification management mode allows students to pick their favorite roles, so that they can participate in the role of being managed, subconsciously allowing students to achieve self-management, carry out game activities in line with the physical and mental characteristics of children, but also closer to their lives, following the law of children's growth. [8] This paper analyzes the examples of the application of gamification thinking in elementary school classroom management, and puts forward specific requirements for classroom teachers to promote the overall development of students in the gamification management of the classroom.

## 4.1. Establishment of Individual Management Objectives for Gamification

In general classroom goal management, students' individuality is often ignored, and one-sidedly require all students to achieve common goals in terms of performance, while in the gamification of classroom goal management, students due to individual differences as different game players, have their own "branch line" and "main line", i.e. milestone goals and final goals. In the game-based class goal management, students have their own "branch line" and "main line" due to their individual differences as different game players, i.e., milestones and final goals, which can be accomplished to the best of their ability under the driving force of individualized goals to stimulate the potential of students to move forward to the long-term goals.

**Example 1.** "Growth Passbook"

The game is based on the backstory of the "Effort Bank", where everyone can deposit or withdraw effort into their effort account. The homeroom teacher will give gold cards to those who make the most effort, and every once in a while he will draw a lucky guy from those who have a gold card to give him a huge success, and at the same time give everyone a "Growth Passbook", telling them to deposit points into it every time they do something right or good, but to do something they shouldn't do, such as breaking discipline or failing to do their homework. A "Growth Passbook" is issued to each of them, telling them that every time they do something right or good, they will deposit points in the passbook, but points will be deducted if they do something they are not supposed to do, such as violating discipline or failing to do their homework. The class holds regular auctions where points are deposited or deducted in exchange for effort points.

This game is developed for individual milestones, as long as there are efforts will be rewarded, all efforts points can be exchanged for rewards in accordance with the standard, so that students can learn to delay gratification, the points are given in addition to the comparison of how much more value, but also attract children to pay more attention to their own points, and more serious about their own behavior. So in the class goal management game, the class teacher should be good at guidance, carefully organized activities, regular and timely recognition and summary, strengthen the cultivation of students' non-intellectual factors, timely and dynamic adjustment of the game goal, the use of the head effect to give students more points channels, so that students really feel the possibility of success, they will really try.

## 4.2. Implementation of a Gamified Classroom Management Model

At this stage, there are three types of classroom management modes, namely: custodial classroom management mode, rule of law classroom management mode, and self-governing classroom management mode. [9] While the gamification management mode integrates the three, the class teacher as the designer of the game manages the whole class on a macro level, formulates the rules of the game in a democratic way, and internalizes the game system into the standards that students need to follow in their daily study and life in order to achieve the degree of autonomy that students can follow within the rules of the game.

**Example 2 .**"The Way of Kings"

Under the game objective "become a king identity, save the king continent", students choose individual or group PK, the content of which is the school rules and regulations that students have to abide by in daily life or open, fair and impartial discussion of the items in line with the rules, vertically divided into the stubborn bronze, unyielding silver, glorious gold, noble platinum, eternal diamond, supreme starburst, the strongest king. Seven segments, horizontally set up 4 stars, full of which will rise and set up non-material privilege rewards from the gold segment. Whenever the first king is created, the next season begins.

This game integrates the traditional three classroom management modes, with clear goals and responsibilities, and has a strong attraction to primary school students. In the game, students show a sense of achievement, participation, sense of belonging and other spiritual needs are far greater than material needs, starting from the mobilization of students' enthusiasm, as long as they participate in this game classroom management, there is only gain but no loss, good performance can be rewarded with privileges, and directly promote the participation of all staff in classroom management, and at the same time, the achievements of this game can be used as a

reference criterion for the selection of advanced classroom activities. Therefore, under this mode of management, the class teacher should adhere to the principles of reward diversity, evaluation objectivity, education continuity, participation voluntariness, etc., designate the rules of the game to be scientific and democratic, always adhere to the "people-centered", and reasonably integrate all kinds of management rules into the game, so as to gradually form the unique class characteristics of the gamification management mode.

### 4.3. Motivating Students to Actively Participate in Activities Through Gamification

Class activity management refers to the design, organization and implementation of a variety of educational classroom activities by classroom managers, with the aim of achieving class goals and promoting the development of a more dynamic classroom community. [10] As an important element of classroom management, primary school students should have great interest in participating in various activities, but often because of the single form of activities and the content is difficult to stimulate the students' sense of participation or the lack of timely positive feedback after the students' participation, gamification thinking provides ideas for solving this problem.

**Example 3 ."I'm a radio drill judge"**

A school has held a number of radio exercise competitions, according to the grade as a unit of the batch show, elementary school students often "can not sit down", if you do not use punitive means, so that the child in the discipline, to maintain focus on the premise of the initiative to cooperate with it is not easy. But in this case, the teachers to watch the game on their knees to let the children for their favorite class to raise the flag, similar to the "Voice of China" in the judges for their favorite contestants turn back to the chair light. Each child will be given a flag, whenever a class performance after the end of the watchers can give their own support for the class to raise the flag and each person can only support one class at a time, at the same time, the number of flags obtained by each class can be used as a basis for scoring the competition. In this way, the original requirement for students to watch an hour-long performance becomes every 5 minutes to raise a flag for their favorite class, and the classroom teacher is liberated from being the controller of the class to being the player who counts the flags.

This gamification activity management from the ability to match the degree of compliance with elementary school students and can make the students happy to accept, but also easier to do, the teacher's role in the game has changed, all the students have become a participant in the activity, the evaluation of the original criticism, punishment to control the way to allow the expression of self-preferences into the encouragement of the activation of the children's initiative and internal motivation. Therefore, in the gamification relationship class activities, classroom teachers should first create a good classroom atmosphere, in a relaxed and harmonious classroom design and organization of activities students will have a stronger willingness to participate; secondly, classroom teachers should enhance their personal charisma, have a certain degree of artistic cells, can sing and dance well, but also full of love, standing in the students' point of view to think about the problem, to emotionally touching people, to convince people with reasoning; and finally, the classroom teacher should cultivate their own good temperament and character, activity management is not the same thing. Finally, classroom teachers should cultivate their own good temperament and character, activity management does not rely on rude words and behaviors, and play the role of the game to encourage students to participate in activities and love activities in a harmonious and interesting atmosphere.

## 5. Conclusion

Gamification thinking, the class in accordance with the established goals of the game to move forward independently, the game design should not only meet the needs of student growth, focus on the overall development of students, but also close to the students' lives, so that the students as soon as possible to integrate into the classroom management game. Classroom teachers should make full use of the resources around them to assist in the development and implementation of the game, cultivate their own gamification thinking, pay close attention to the interpersonal relationships of the various game players, regularly exchange feelings offline, improve the game's operating mechanism, and expand the diversity of the game space, so that only by allowing students to truly participate in the emotional experience of triggering the class to ultimately move towards self-management.

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