Interactive Gamification Education Method

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Abstract. Interactive gamification in education incorporates game design principles to enhance student engagement and improve learning outcomes. This paper examines the theoretical foundations, design frameworks, and practical applications of gamification within educational contexts. It emphasizes the PBL triangle model, the 3C rule, and the SCAMP framework, illustrating how these theories guide the creation of educational games. The paper also introduces the Conceptual Hybridization-Prism Refraction Model, which synthesizes learning theories and game mechanics to offer an adaptive framework for designing educational games. Cross-disciplinary case studies demonstrate the practical implementation of these models in science, language learning, and history. The results underscore the potential of this approach to foster deeper learning and provide valuable insights for the future development of educational games.

Keywords: Interactive gamification education, PBL triangle model, SCAMP framework, Conceptual Hybridization-Prism Refraction Model.

1 Introduction

The integration of digital technologies in education has led to significant changes in teaching and learning methods. Traditional education models, which often emphasize passive learning, are increasingly inadequate for engaging today's students. Interactive gamification education has emerged as a promising solution, merging game design principles with pedagogical processes to enhance student engagement and motivation.

This paper explores the theoretical underpinnings of interactive gamification, focusing on Constructivist Learning Theory, Flow Theory, and Sociocultural Theory. These established educational frameworks provide insight into how gamification can facilitate active learning environments.

Building upon these theories, this paper introduces an Interactive Game Education System that integrates the PBL Triangle Model, the 3C Laws, and the SCAMP Framework. This system offers a structured approach to game design that enhances both educational efficacy and user experience. The practical applications of this framework are demonstrated through case studies such as Protein Folding, Surgeon Simulator, and Business Simulation Game.

The paper concludes with the Conceptual Hybridization-Prism Refraction Model, offering a comprehensive mapping of the interactions between gamification theories

K. Chulsoo et al. (eds.), *Proceedings of the 2025 4th International Conference on Art Design and Digital Technology (ADDT 2025)*, Advances in Computer Science Research 123,
https://doi.org/10.2991/978-94-6463-815-8_12

and design frameworks, providing a novel perspective on optimizing educational game design.

2 Theoretical Foundation Layer

This section explored key educational theories that underpin the design of interactive gamification in education.

2.1 Constructivist Learning Theory

Constructivist Learning Theory posits that knowledge is actively constructed by learners through experiences. Learning occurs through problem-solving, as students build on prior knowledge[1]. For example, Scratch, a programming platform, allows children to create interactive stories, promoting active learning by doing rather than passively receiving information.

2.2 Flow Theory

Flow Theory describes a state of immersion where an individual's skill level aligns with the challenges at hand, leading to deep engagement. Duolingo, a language learning platform, implements Flow Theory by adjusting the difficulty level based on user performance, maintaining optimal challenge and engagement[2].

2.3 Sociocultural Theory

Sociocultural Theory, developed by Vygotsky, emphasizes learning through social interaction and collaboration. For example, Roblox Education Edition fosters collaboration by allowing students to work together to build projects, using tools that mediate cognitive development[3].

3 Design Framework Layer

The PBL Triangle Model, the 3C Laws, and the SCAMP framework provide three important theories and methods to guide interactive game design.

3.1 The PBL Triangle Model

The PBL Triangle Model promotes problem-driven learning. It encourages students to engage with real-world problems, fostering active participation and deeper learning through problem-solving[4]. In educational games, this model constructs task chains that lead to discovery and application of knowledge.

3.2 The 3C Laws

The 3C Laws (Challenge, Choice, Control) emphasize player autonomy. By offering challenges that match the learner's skill level and allowing them to make choices, players remain engaged and motivated. These principles enhance player involvement, making learning both fun and effective.

3.3 The SCAMP Framework

The SCAMP Framework focuses on multi-dimensional game design, integrating Story, Character, Action, Mechanics, and Purpose. This approach ensures that games are not only educational but also engaging. The integration of compelling narratives and strategic decision-making helps create meaningful learning experiences.

Through the study, it is found that the above theoretical model can effectively help to output a set of standards for educational game design and provide a set of normality for educational game design.(see **Table 1**)

Table 1. Interactive game education system

Steps	Content
Goal Setting	**Educational Objective :** Clarify the core educational objective of the game, such as "learn the periodic table of chemical elements."
PBL Triangle Mode	**Problem-driven :** Design practical problems related to educational objectives, such as "solving erroneous data in a chemistry experiment."
	Problem Solving : Support players to solve problems through cooperation and reasoning through game mechanics.
	Reflection and Application : After completing a task, players summarize their experience and apply what they have learned to new situations.10 point, bold
The 3Cs	**Challenge :** Design a moderate challenge, such as "complete a complex chemistry experiment."
	Choice : Players make choices in the process of solving problems, such as "select different experimental steps."
The 3Cs	**Control :** Players have a sense of control over their choices and actions, such as "influencing experimental results by adjusting parameters."
SCAMP Framework	**Story :** Build an engaging story background, such as "saving the energy crisis in the virtual world."
	Character : Design characters with depth, such as “scientist mentor” or “resident of the virtual world”.
	Action : Players advance the plot through actions in the storyline, such as "repairing energy equipment."
	Mechanics : Design reasonable game mechanisms, such as "activating reactions by correctly entering chemical formulas."

Design and Development	**Purpose :** Clarify the ultimate goal of the game, such as "successfully solve the problem and save the virtual world." **Demand analysis :** Understand the needs and characteristics of target users, such as "junior high school chemistry course". **Prototype design :** Design a preliminary prototype of the game, such as "interactive interface of the periodic table of chemical elements". **Content development :** Develop specific game content, such as "designing chemical experiment tasks". **Testing and optimization :** Collect player feedback through testing and optimize game design, such as "adjusting task difficulty".
Evaluation and Feedback	**Learning assessment :** record the player's performance in the game, such as "the accuracy rate of chemical experiments". **Player feedback :** Collect players' experiences and suggestions through questionnaires, such as the "User Satisfaction Survey". **Continuous improvement :** Optimize game design based on feedback, such as "improve game interface".
Technical Support	**Technology selection :** Choose the right game development tool, such as "Unity or Cursor". **Resource integration :** integrating educational resources and game development resources, such as "combining chemistry courses with game mechanisms".
Technical Support	**Platform adaptation :** Ensure the compatibility of the game on different devices, such as "mobile phones, tablets and computers."
Promotion and application	**Promotion :** Promote the game through social media and schools, such as "posting promotional posters". **Educational application :** Integrate games into classroom teaching, such as "teachers guide students to learn chemistry using games." **Ongoing support :** Provide technical support to teachers and students, such as "customer service or help center".
Summary and reflection	**Project summary :** A comprehensive summary of the game's design, development, and application, such as a "production review report." **Continuous improvement :** Develop improvement plans based on the summary, such as "the direction of developing more concrete chemistry games in the future".

The following is a homemade interactive chemistry education game called "Space Survival Plan":

Game type: 2D horizontal version of the collection synthesis survival (see Fig. 1).

Core gameplay:

1. Scientists collect H_2 and O_2 molecules in space
2. Return to the spacecraft to synthesize H_2O to maintain survival
3. Free exploration mode with no time limit

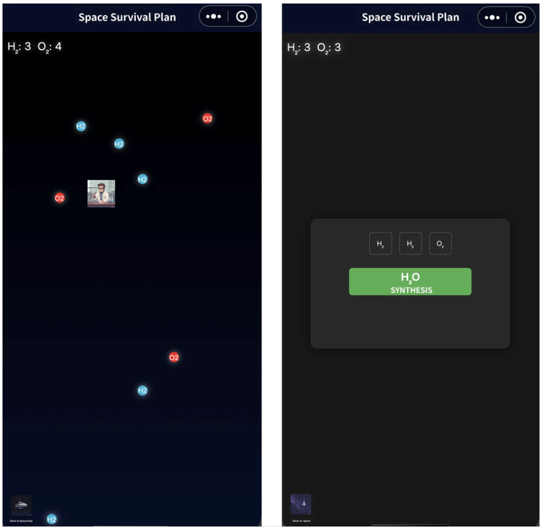

Fig. 1. Collect H2 and O2 elements in space and synthesize H2O in the spacecraft cabin

4 Practice Focus Layer

Interactive games encompass a diverse array of game types that demand active player participation. Serious games, as a subset of interactive games, enhance student motivation and facilitate the comprehension of abstract concepts through role-playing and strategy-based activities [5]. These games are firmly grounded in classical educational theories such as Constructivist Learning Theory, Flow Theory, and Sociocultural Theory, as well as contemporary design frameworks like the PBL triangle model, the 3C laws, and the SCAMP framework.

4.1 Protein Folding

Protein Folding is a game where players solve structural problems related to proteins. This aligns with Constructivist Learning Theory, as players learn by engaging in problem-solving activities. The game uses PBL by structuring tasks around real-world scientific problems, while also incorporating Flow Theory by adjusting difficulty based on player performance[6].

4.2 Surgeon Simulator

In Surgeon Simulator, players perform surgeries in a virtual environment. This game leverages Flow Theory by adjusting the difficulty as players improve. It also adheres to the 3C Laws by offering challenges, choice in surgical methods, and control over the outcome of operations[7][8].

4.3 Business Simulation Game

The Business Simulation Game teaches students to manage virtual companies, applying business principles in a simulated environment. This game integrates Sociocultural Theory, encouraging collaboration and decision-making. It also uses the SCAMP Framework to provide a narrative-driven experience that aligns with educational objectives.[9]

4.4 Civic Reflection Game

The Civic Reflection Game allows players to engage in social problem-solving by simulating various societal roles. This game uses Sociocultural Theory to foster collaboration and Constructivist Theory to promote self-directed learning. It also applies the 3C Laws by giving players choices and challenges to solve complex social issues[10].

4.5 Language Learning Adventure

The Language Learning Adventure enhances language skills through situational dialogues and tasks. The game applies Sociocultural Theory by encouraging communication and interaction, while also incorporating PBL by structuring tasks that reflect real-world language use [11].

These examples demonstrate how interactive gamification integrates classical educational theories and modern game design frameworks. Each game aligns with Constructivist Learning Theory, Flow Theory, and Sociocultural Theory while incorporating PBL, the 3C laws, and SCAMP to enhance student engagement, promote deep learning, and create a seamless connection between educational content and interactive gameplay. By applying these theories and frameworks, gamified learning can be optimized to provide meaningful, effective educational experiences.

5 Conceptual Hybridization-Prism Refraction Model

The Conceptual Hybridization-Prism Refraction Model integrates learning theories and game design frameworks into a practical tool for designing educational games. By combining Constructivism, Flow Theory, and Sociocultural Theory with frameworks like PBL, 3C, and SCAMP, the model transforms complex theories into actionable design principles[12]. (see **Fig. 2**)

5.1 Theoretical Transformation into Practice: The Gamification Formula of Constructivism

Formula: Learning Theory + Game Mechanism = Problem Chain × Real-time Feedback

Example: Transforming the constructivist "autonomous construction of knowledge" into the oxygen synthesis mission in "Space Survival Plan" :

Problem chain: Oxygen leakage from the spaceship → Collection of H_2 and O elements → Combination molecules

Real-time feedback: Incorrect operations trigger 3D disassembly animations of molecular structures (as intuitive as disassembling Lego)

It is equivalent to turning textbook knowledge into "tear-off chemical building blocks", allowing players to naturally learn the principles of chemical reactions in the process of extinguishing fires and rescuing ships

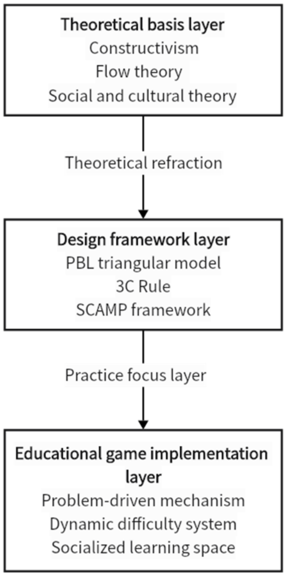

Fig. 2. Prism Refraction Model

5.2 Self-Adjustment of Difficulty - the Dynamic Equation of Flow Theory

Formula: Current difficulty = Player level × 1.3 ± Easter Egg fluctuation
Example: In the programming levels of "Code Wars" :

New player protection: When making three consecutive mistakes, the enemy's health will automatically increase by 0.8, and a code completion prompt will pop up

Expert Challenge: After consecutive perfect clearings, trigger the hidden BOSS battle (difficulty ×1.5)

It's like installing an "intelligent throttle" for the game, always keeping players in the exciting zone where they can reach it by standing on tiptoe, avoiding boredom or discouragement.

5.3 Cross-Theoretical Splicing - the Connection Formula of Social Culture

Formula: Learning social skills = Expert video + Novice operation bar × Cultural seasoning

Example: "The Creator of History" Diplomatic System:

Expert Video: Watch the professor interpret the Background of the Cold War (Theoretical Input)

Operation bar: Drag the timeline to learn the resource allocation strategy of the expert during the Berlin Wall incident (practical skills)

Cultural seasoning: Asian servers emphasize strategic alliances, while European and American servers focus on individual hero narratives

This is like packaging lectures by renowned teachers, live broadcasts by experts, and regional characteristics into a "learning package", making the transmission of knowledge as addictive as watching short videos.

The theoretical refraction mechanism in educational game design adapts learning theories like Constructivism, Flow Theory, and Sociocultural Theory to create engaging game mechanics. Instead of rigidly applying these theories, they are "refracted" to suit the game context.

For instance, Constructivism is applied in "Space Survival Plan", where players solve problems, such as generating oxygen, and receive immediate feedback. This aligns with PBL by encouraging self-directed learning. Flow Theory is evident in "Code War", where the game adjusts difficulty to maintain the balance between challenge and skill, keeping players engaged. Sociocultural Theory is incorporated in "History Creator", where players learn by observing and interacting with expert players, fostering a master-apprentice dynamic.

These examples show how educational theories are seamlessly integrated into game design, enhancing both learning and engagement.

6 Conclusion and Outlook

This paper introduces an Interactive Game Education System that integrates traditional educational theories—Constructivist Learning Theory, Flow Theory, and Sociocultural Theory—with modern game design frameworks such as the PBL Triangle Model, the 3C Laws, and the SCAMP Framework. This system offers a structured approach to designing educational games that balance engagement with learning outcomes. Through case studies like Protein Folding, Surgeon Simulator, and Business Simulation Game, the practical application of this framework is demonstrated, highlighting its effectiveness in aligning educational content with game mechanics. The Conceptual Hybridization-Prism Refraction Model synthesizes these theories and frameworks, providing a comprehensive approach to educational game design. Future research should explore its broader applicability across disciplines and refine its implementation in diverse educational contexts.

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