

Teaching Research based on Mobile Games

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ABSTRACT: After intensive study and research on multiple popular mobile games, some reasons and methods are achieved why and how these games appeal to students. Drawing on the experience of mobile games, some new ideas about innovation on teaching forms and teaching methods are proposed in this paper.

KEYWORD: Teaching Research; Mobile games; Go through passes; Reward

With the development of mobile telecommunication in recent years, more and more mobile games appear and become a new form of entertainment. On the other hand, more and more students are addicted to them and neglect their studies. To this problem, most teachers and parents are very panicky and prohibit students from playing these games, but have little success. To solve this problem, intensive study and research on multiple popular mobile games have been developed, and some reasons and methods are achieved why and how these games appeal to students. The author believes correct leading is better than prohibiting, just as flood control. Educators can draw on the experience of mobile games absolutely, and carry out the innovation on teaching forms and teaching methods in order to make the courses and studies have the same charm to students as mobile games.

1 TEACHING FORMS

1.1 *Going through passes*

The major games of most mobile games take a form of going through passes. The player can obtain a sense of achievement by going through passes and the more passes are passed, the more senses of achievement are obtained. On this ground, a course can be designed as a series of tasks (passes), and students take the course in the form of going through passes. Moreover, all the tasks of the course should be open to all the students who take the course at the beginning, and full freedom should be given to all the students, including going through a pass ahead of the schedule of the course and finishing the course ahead of time. By means of these, for students not only senses of achievement can be obtained, but also

study initiative can be motivated and self-learning capability can be trained.

In recent years, some elementary and secondary schools in China have changed the traditional form of the mid-term exams and final exams into the form of going through passes. Thus, the exam pressure of the students and their parents can be relieved and the teaching effect has been proved to be better.

Since the Chinese Ministry of Education carried out the exemplary-school plan in higher vocational schools in 2006, the reform in education and teaching in higher vocational schools has been deepened and remarkable result has been achieved in teaching quality. The task-driven teaching or project-driven teaching advocated in the reform has the same idea as the teaching form of going through passes mentioned above.

The most difficult point in the teaching form of going through passes is to design the tasks, which must not only meet the demand of instructional objectives, but also be realizable and appealing. And the tasks must be some easy and some difficult. The difficulty of the tasks can be increased gradually one by one in the whole course or the course can be divided into several parts and the tasks in one part are from easy to difficult, which is different from course to course. In a word, all the tasks should not be too easy or too difficult; all easy tasks cannot appeal to students and also expectant teaching effect cannot be achieved, and similarly too difficult tasks would throw cold water on the enthusiasm of the students and bring about sense of frustration.

1.2 *Necessary teaching and helping*

A mobile game usually gives necessary guidance or helping message to the player at the beginning of the

game and when necessary, which is similar to the teaching and helping of a teacher to the students in a course. But different from the traditional teaching, the teaching and helping must be proper and limited, and students must be the main body to going through passes. Accordingly, the teacher must take control of the extent of teaching and helping. They must not only show the key points of the course to the students, but also let the students go to do themselves. Taking the place of the students or just allowing the students to do repeatedly after the teacher is undesirable.

1.3 Competition

In mobile games, the earlier a player passes the higher pass, the higher his ranking is. Therefore, the form of going through passes itself is a type of competition. Furthermore, simple star level is applied to judge each passing score and the more the number of one's stars is, the higher his ranking is. In this sense, it is also a type of competition. Even more, some mobile games will be embedded in a new little competitive game with specific meaning or designator contained during a festival to attract players. Psychological study shows that most people are apt to compare with others, especially with their acquaintances and are not going to take defeat. As a result, such competitions should be introduced into daily teaching. On the basis of specific and open assessment of students' achievement, students should be encouraged to compare and compete with others in their studies.

2 REWARD

2.1 Check-in reward

Most of current mobile games set up a check-in reward. And the more days that a player checks in continuously during a certain dates range, the more or the better rewards that he gains. This is similar to the attendance checking system in teaching, but has markedly difference. The later usually implements score deducting or punishment, whereas according to educational psychology, a reward like check-in reward is more likely to be accepted and welcomed by students, and will play a positive part of encouragement.

2.2 Passing through reward

As is mentioned above, most mobile games take a form of going through passes. After going through one pass, the player will gain some rewards, and the more passes are passed, the more rewards are gained. Follow this in teaching, when a student finishes a task, he should be given some reward, which usually is a proper score. But it should be

noted that the score had better take a graded system (the grade can be more than five), but not a centesimal system to avoid impressing the students with injustice for some unavoidable subjective reasons.

2.3 Friendship reward

Nowadays more and more mobile games support and encourage networking mode (not standalone mode), and allow the playmates to gift "hearts" or game items mutually. The purpose of education and teaching is to teach, train and assess a student himself; meanwhile students should be permitted to help each other, just like these mobile games. Sometimes, to team up to going through a pass is more in accordance to the feature of a course. What's more, the form of team up can cultivate students the spirit of unity and cooperation, and help them learn from others and make progress together. Certainly, the help between them is conditional, and any copy or cheat is forbidden. Just like a game player being found using plug-ins in a game, a student who cheats in study will be severely punished.

2.4 Concern reward

There are special rewards for festivals in some mobile games. How to introduce this into teaching is still a problem to be discussed. But a teacher's festival greeting to his students on his own initiative is enough to show humanistic concern.

3 OTHER ASPECTS

3.1 Auxiliary tools

In mobile games there are all kinds of game items to help a player go through passes. In like manner, in order to help students fulfill tasks successfully, besides the teaching and demonstrating of the teacher himself, more auxiliary tools should be provided to students, such as recommending first-class teaching materials or studying websites, helping them create a discussion group, etc.

3.2 Multimedia

One of the reasons why some mobile games can attract so many players is that they all have beautiful screen, vivid figures, relaxing background music and euphonic sound effect. In the same way, to make the best of multimedia tools in teaching and to make excellent courseware can bring students with sensory stimuli and increase the attraction of a course, correspondingly receive better teaching effect.

3.3 Common language

Some mobile games use popular cyberwords in games that are known well by students. Nowadays most of the students are all only sons, who pursue personality, but are not good at communication with others. As a result, the traditional and too serious forms and methods of teaching are no longer suitable for them. In teaching, using some personalized or modern words and phrases, such as cyberwords, will not spoil the teacher's image; on the contrary, it will induce students' cordial feeling and sense of identity.

4 CONCLUSION

Everything has two sides. With regard to the problem of children playing games, the key issue is to hold the "degree". Playing games moderately will not influence a student's study; contrarily, it is beneficial to intelligence development and practical ability's enhancement. As an educator, to forbid students to play games blindly is inadvisable. We should trace to its source and turn the harm into a benefit – intensively research and analyze the reasons why mobile games appeal to students, and use them as reference to deepen the reform of

education and teaching, and thereby make our courses have the same charm as mobile games.

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