



Construction of an Experiential Teaching Model Based on Game Design-Taking the Business Etiquette Course in Universities as an Example

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Abstract

The rapid popularization of artificial intelligence technology and the deep penetration of smartphones have brought an unprecedented "attention crisis" to university classrooms. Students are overly dependent on AI tools, and the phenomenon of "recessive truancy" in class has become prominent, making traditional lecture-based teaching ineffective in attracting student participation. Based on experiential learning theory, cognitive absorption theory, and motivation theory, this study first clarifies the mechanisms of game-based experiential teaching, and then constructs an experiential teaching model based on game design. Centering on the objectives of the Business Etiquette course, three types of classroom games (physical analysis games, action expression games, and language expression games) are designed, and a three-stage teaching process of "pre-class motivation stimulation—in-class game experience—post-class internalization and application" is proposed. This study belongs to theoretical construction research, and the proposed mechanisms and teaching model await subsequent empirical testing.

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Keywords: Game Design, Experiential Teaching, Business Etiquette, Cognitive Absorption, Teaching Model Construction

1. Introduction

1.1. Background and Problem Statement

With the explosive development of artificial intelligence technology, generative AI tools represented by ChatGPT and DeepSeek have rapidly entered the learning scenarios of university students. While AI brings convenience to learning, it has also given rise to "AI dependence"—an increasing number of students turn to AI for help when encountering problems, rather than thinking independently. This dependence not only weakens students' critical thinking and problem-solving abilities but also changes their fundamental understanding of learning: learning is no longer a process of active exploration and meaning construction but degenerates into the passive acquisition of information. At the same time, the deep embedding of smartphones has made "recessive truancy" a common phenomenon in university classrooms. The so-called "recessive truancy" refers to the situation where students are physically present in the classroom but their attention completely drifts away from teaching activities, presenting a state of "being present physically but absent mentally" [4]. The above dual challenges constitute the realistic context that university teaching reform must directly face. How to "compete for" students' attention in the AI era and how to transform students from passive information receivers into active meaning constructors have become key propositions for improving classroom teaching quality.

Experiential learning theory emphasizes that learning is the process of creating knowledge through the transformation of experience [1], while cognitive absorption theory reveals the promoting effect of deep engagement states (enjoyment, immersion, time dissociation, and control/creativity) on learning outcomes [2]. The combination of the two indicates that effective learning requires not only a complete experiential cycle but also learners' entry into a psychologically deep engagement state.

Games, as ideal carriers of experiential learning, can effectively induce cognitive absorption, providing a feasible path to address the above dilemmas. However, to realize this path, there is a need for the systematic design of diverse gamified teaching activities.

Therefore, this study, based on experiential learning theory and cognitive absorption theory, constructs an experiential teaching model based on game design, aiming to clarify the mechanisms of gamified teaching and provide an operable design framework. This study aims to address the following core questions: What are the mechanisms of game-based experiential teaching? How should course activities be designed to attract students' immersive experience and participation? What are the theoretical bases and practical paths of this teaching model? Answering these questions will provide a scientific basis for improving the quality of higher education teaching.

1.2. Research Questions

The dual challenges of AI dependency and “recessive truancy” in university classrooms demand a systematic exploration of innovative teaching approaches. In response to these challenges, this study addresses three core research questions:

RQ1: What are the underlying mechanisms that enable game-based experiential teaching to enhance learning outcomes?

RQ2: How can course activities be designed to effectively engage students in immersive learning experiences?

RQ3: What theoretical foundations and practical approaches underpin the construction of an effective game-based experiential teaching model?

These questions collectively aim to provide a comprehensive understanding of how gamified teaching methods can be systematically designed and implemented in higher education settings.

1.3. Research Significance

Theoretical Significance: The theoretical contributions of this study can be articulated in several aspects. First, we propose an integrated theoretical framework that brings together experiential learning theory, cognitive absorption theory, and motivation theory. While these theories have been individually applied in educational research, their synergistic application in explaining game-based experiential teaching remains underexplored. This study demonstrates how these theoretical perspectives can work together to provide a more comprehensive understanding of the learning process in gamified contexts.

Second, we identify and elaborate on three key mechanisms—the experiential cycle mechanism, dual drive mechanism, and cognitive absorption mechanism—that connect game experiences with learning outcomes. By explicating these mechanisms, this research contributes to a deeper understanding of the “why” behind the effectiveness of game-based learning, going beyond descriptive accounts that dominate much of the existing literature.

Third, this work addresses two notable gaps in the current scholarly discourse. The first gap lies in the scarcity of systematic, reality-based gamified teaching design frameworks.

Much of the existing research focuses on digital games or general scenario simulations, with limited attention to context-specific, classroom-based game designs. The second gap concerns the lack of in-depth analyses of the relationships among learning motivation, cognitive experience, and learning outcomes in gamified learning environments. By addressing these gaps, this study strengthens the theoretical foundation for game-based learning research in higher education.

Practical Significance: From a practical standpoint, this study offers several implications for university teaching practice.

For instructors, the proposed experiential teaching model serves as a concrete design framework. The classification of classroom games into three types—physical analysis games, action expression games, and language expression games—along with the three-stage teaching process (pre-class motivation stimulation, in-class game experience, and post-class internalization and application), provides teachers with actionable guidance for incorporating game elements into their instructional design. This framework can be particularly valuable for instructors who recognize the limitations of traditional lecture-based teaching but lack systematic approaches for implementing alternative pedagogies.

1.4. Methods

Given the practical pain points and theoretical gaps, this study is positioned as theoretical construction research, aiming to construct an experiential teaching model based on game design through a combination of deduction and induction. This study does not seek large-sample quantitative verification; instead, it ensures the social scientific normativity of the research through rigorous theoretical deduction and detailed course design. The constructed model will provide theoretical hypotheses and an operational framework for subsequent empirical testing.

2. Theoretical and Literature Review

2.1. Experiential Learning Theory

The core representative of experiential learning theory is the American scholar David Kolb^[1]. The “experiential learning cycle” he proposed consists of four interrelated stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. Learners first obtain direct concrete experiences, then observe and reflect on them, abstract and generalize the results of reflection into general concepts or principles, and finally apply these concepts to new situations for testing, thereby generating new concrete experiences and starting a new cycle.

This theory reveals the essence of learning—learning is not the passive reception of knowledge but the process of creating knowledge through the transformation of experience. The four stages are interconnected and cyclical; the absence of any stage may lead to “short-circuiting” of learning: having concrete experience without reflection leaves learning at the level of “mere fun”; having abstract conceptualization without application makes knowledge difficult to truly internalize. The characteristics of the Business Etiquette course are highly compatible with the experiential learning cycle concept. The true mastery of etiquette knowledge requires experiencing the complete

process from cognition to experience, from experience to reflection, from reflection to internalization, and from internalization to external behavioral expression.

2.2. Cognitive Absorption Theory

Cognitive absorption theory was proposed by Agarwal and Karahanna^[2] to describe an individual's psychological state during deep engagement. They define cognitive absorption as a state of deep focus and involvement, comprising four core dimensions: enjoyment, immersion, time dissociation, and control/creativity. Enjoyment refers to the pleasurable emotions experienced; immersion refers to high concentration of attention; time dissociation refers to the blurred perception of time passing during focused states; control/creativity refers to the sense of control over activities and creative participation.

These four dimensions together constitute the psychological state of "deep engagement." In this state, learners' cognitive resources are highly concentrated, external distractions are effectively shielded, and learning outcomes are significantly improved. Game design can effectively induce the cognitive absorption state—the fun of games generates enjoyment, the challenge and immediate feedback of games produce immersion, and the autonomy of games creates a sense of control and creativity. This provides an important theoretical explanation for understanding how gamified teaching enhances learning outcomes.

2.3. Current Research Status of Gamified Teaching

In the international academic community, game-based learning mainly includes two types: serious games and gamification. Serious games embody the concept that learners learn a subject by playing games, while gamification refers to the application of game elements to non-game contexts. Both share the core concept of "enjoyable learning"^[3]. In recent years, research on gamified teaching in higher education has shown a significant growth trend. A scoping review covering 2016 to 2023 showed that gamified learning is positively associated with students' reflective thinking, learning motivation, creativity, problem-solving ability, as well as enjoyment and engagement^[4]. Camilleri^[5] found that gamified learning can effectively enhance students' critical thinking and problem-solving abilities. From a theoretical development perspective, the evolution of gamified learning theory in higher education has gone through stages from behavioral principles to constructivist integration, and then to the current post-gamification stage focusing on authentic engagement and holistic learning^[3]. Khaldi *et al.*^[6] systematically identified points, badges, and leaderboards as

the most commonly used game elements in digital learning in higher education. Notably, scholars point out that simply adding game elements without careful instructional design does not guarantee better learning outcomes^[7].

In China, the publication of Lyu Senlin's^[8] "Educational Game Industry Report" marked the beginning of domestic research on game-based education. Liu Yang^[9] explored the influence of flow experience theory on gamified teaching; Kuang Jingxuan^[10] pointed out that gamified models can cultivate higher-order thinking abilities; Zhang Jinyuan^[11] found that gamified teaching can enhance classroom participation and learning motivation. In the field of Business Etiquette teaching, existing teaching practices have shown that the model of "teacher's concise explanation and demonstration—students' practice and presentation" can help students truly master business etiquette^[12]. Furthermore, Wu Si^[13] explored the AI-empowered teaching model of Business Etiquette, pointing out that artificial intelligence can achieve resource integration, intelligent learning analysis, and virtual simulation training, thereby increasing student participation.

In summary, existing research still has two deficiencies: first, it mainly focuses on digital games or general scenario simulations, with little research on systematic, reality-based gamified teaching design; second, it focuses on the superficial application of teaching methods, with insufficient in-depth analysis of the mechanisms among learning motivation, cognitive experience, and learning outcomes. This study addresses these two deficiencies.

3. Mechanisms of Game-Based Experiential Teaching

Before constructing the teaching model, it is necessary to clarify the inherent mechanisms of why game-based experiential teaching is effective. Based on the above theoretical foundations, this study proposes that game-based experiential teaching promotes learning outcomes through three mechanisms.

3.1. Experiential Cycle Mechanism: From Concrete Experience to Meaning Construction

The first mechanism of game-based experiential teaching is the experiential cycle mechanism. According to Kolb's^[1] experiential learning cycle, a complete learning process requires going through the four-stage cycle of "concrete experience—reflective observation—abstract conceptualization—active experimentation."

In gamified teaching, this mechanism operates as follows (see Figure 1):

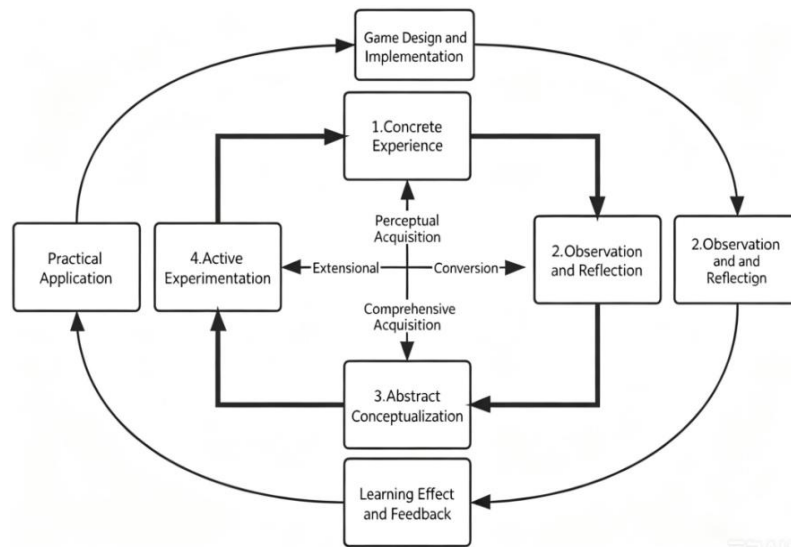


Fig 1: Game Design Based on Experiential Learning

first, students obtain direct concrete experiences by participating in games, such as real feelings in role-playing; second, under the teacher's guidance, students observe and reflect on the game process, thinking about "what just happened" and "what I felt"; third, students abstract and generalize the results of reflection into general concepts or principles, such as summarizing from a compliment game that "sincere compliments need to be specific"; fourth, students apply the summarized principles to new situations, such as using compliment techniques in real interpersonal interactions, thereby generating new experiences and starting the next cycle.

The key to this mechanism lies in the "cycle" rather than "one-time completion." Traditional teaching often stops at abstract conceptualization (the teacher finishes explaining the knowledge points) while neglecting active experimentation and the generation of new experiences, making it difficult for knowledge to be truly internalized. Game-based experiential teaching ensures the completeness of the learning cycle through game experiences and after-class practice.

3.2. Dual Drive Mechanism: The Synergistic Effect of Internal and External Factors

The second mechanism of game-based experiential teaching is the dual drive mechanism, i.e., the synergistic effect of learning motivation (internal factor) and perceived fun (external factor).

Learning motivation addresses the question of "willingness to learn." When students recognize the importance of business etiquette for their future career development, they develop a strong internal driving force, manifested as active participation, serious attitude, and sustained engagement. Perceived fun addresses the question of "whether learning is enjoyable." Interesting game design can lower students' psychological defenses, making the learning process relaxed and enjoyable. Neither is dispensable: motivation without fun makes learning painfully persistent; fun without motivation makes learning blind entertainment.

In gamified teaching, these two forces form a synergistic effect of "internal pull and external push." On the one hand, teachers stimulate intrinsic motivation by having students

clarify the meaning of learning through pre-class guidance; on the other hand, they maintain students' enthusiasm for participation through interesting game designs, providing external incentives. The two reinforce each other—strong learning motivation can enhance the perceived value of fun activities, while pleasant game experiences can in turn strengthen students' learning motivation. This dual drive transforms students' learning state from "being forced to learn" to "wanting to learn," and from passive reception to active participation.

3.3. Cognitive Absorption Mechanism

The third mechanism of game-based experiential teaching is the cognitive absorption mechanism, which serves as the core bridge connecting "game experience" and "learning outcomes."

First, students' learning perception is very important, especially for courses like Business Etiquette that seem to have "no technical content and be useless." In fact, etiquette plays a very important role in students' daily lives, future interviews, and work. This importance and necessity need to be clearly recognized by students at the beginning of the course with the teacher's guidance. From a psychological perspective, combined with cognitive absorption theory, when a person is in a state of deep focus and participation, their personal perception becomes focused on the experience and feelings they are undergoing. Absorption is defined as a personal disposition or characteristic, an intrinsic dimension of personality, leading to the onset of complete attention, where all of one's attentional resources are consumed by the object of attention^[14], making time feel like it passes quickly (see Figure 2). In this process of deep participation and deep cognition, individuals generate enjoyment, immersion, time dissociation, a sense of creativity, and a sense of control.

In the context of the attention crisis caused by AI and smartphones, this mechanism has special practical significance. Specifically, the cognitive absorption mechanism achieves "attention retrieval" through the following paths: first, the fun of games generates enjoyment, lowering students' psychological defenses toward learning;

second, the challenge and immediate feedback of games produce immersion, anchoring students' attention to the current task; third, the experience of time dissociation in a deeply engaged state makes students forget external distractions (including smartphones); fourth, creative

participation in games gives students a sense of control, enhancing their intrinsic willingness to participate. These four paths work together to “retrieve” students' attention from smartphone screens back to the classroom.

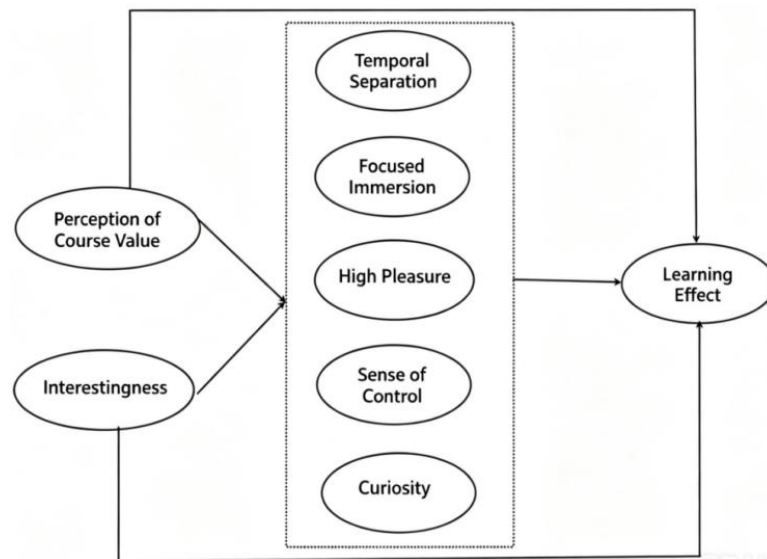


Fig 2: Game-Based Experiential Learning and Outcomes

3.4. A Theoretical Framework

The above three mechanisms do not operate independently but are interrelated and progressively layered, forming an organic whole.

The experiential cycle mechanism reveals the complete process of learning (the entire chain from experience to application), belonging to the “vertical” mechanism of learning. The dual drive mechanism reveals the source of learning motivation (the synergy of internal and external factors), belonging to the “horizontal” mechanism of learning. The cognitive absorption mechanism reveals the condition for the transformation from game to learning (the state of deep engagement), belonging to the “core” mechanism of learning.

The logical relationship among the three is that the dual drive mechanism provides learning motivation (“want to learn”), the cognitive absorption mechanism ensures the learning state (“are learning”), and the experiential cycle mechanism ensures learning depth (“have learned”). Specifically, learning motivation and perceived fun (dual drive) prompt students to enter the game context; through experiences such as enjoyment and immersion in the game, they enter a deep engagement state (cognitive absorption); then, through the complete experiential learning cycle, they achieve knowledge internalization and transfer (experiential cycle).

This integrated framework provides a systematic theoretical explanation for understanding “why games can promote learning” and lays a theoretical foundation for the subsequent construction of the teaching model.

4. A Game-Based Experiential Teaching Model

Based on the clarification of the mechanisms, this section takes the Business Etiquette course in universities as an example to further construct an experiential teaching model based on game design, including four parts: design principles, game system, teaching process, and teacher requirements. Business Etiquette is a practical course for business

administration majors in universities, requiring students to have both theoretical knowledge and practical operation skills. Because etiquette knowledge seems “simple and easy to understand” on the surface, students tend to develop a contemptuous attitude, thinking that “it's easy to understand at first listen, easy to learn at first try.” In traditional teaching processes, teachers mainly lecture and demonstrate, while students have weak participation in class and few opportunities for practical simulation. In the context of the popularization of AI tools, this bias is further amplified—students can obtain a seemingly complete answer simply by asking AI, thus lacking the internal motivation for in-depth learning and practical experience. Therefore, how to increase students' learning interest, enhance the challenge and fun of the course, and strengthen students' sense of experience and memory effect are urgent problems for applied courses like business etiquette.

4.1. Design Principles

The experiential teaching model based on game design follows three core principles.

First, the goal-oriented principle. Game design must be closely aligned with course learning objectives to avoid “playing games for the sake of games.” Each game activity should serve specific knowledge point mastery or ability development goals. Teachers should fully consider course content when designing, selecting appropriate situational scenes that are both close to life, easy to stimulate student interest, and representative and typical.

Second, the experiential cycle principle. The teaching process needs to follow the complete chain of “game design—game experience—learning reflection—practical application” to ensure the complete operation of the experiential cycle mechanism. The game is only the starting point; the teacher's guided reflection, students' abstract conceptualization, and after-class practical application are the keys to achieving deep learning.

Third, the principle of balance between fun and challenge. Games should be interesting enough to stimulate participation (activating perceived fun) and appropriately challenging to maintain immersion (activating cognitive absorption). Scenario design should balance fun and challenge, not only mobilizing students' interest in simulation but also stimulating their desire to solve problems.

4.2. Business Etiquette Game System Design

Considering the characteristics of the Business Etiquette course and different teaching contents, this study designs three types of games, corresponding to different learning objectives and mechanisms.(see Figure 3)

1. Physical Analysis Games: Physical analysis games use texts, drawings, and other physical objects as media for expression, including case analysis, drawing, and video case studies. Taking image etiquette teaching as an example, teachers can ask students to work in groups to draw the professional image of a certain type of person. This method concretizes abstract content, tests students' imagination, and enhances their sense of experience. For instance, in the "Personal Image Etiquette" module, students can be grouped to design image plans for different professions (lawyer, teacher, entrepreneur), presenting through drawings or PPTs and explaining the design rationale.

Mechanism correspondence: This type of game mainly activates the experiential cycle mechanism—obtaining concrete experiences through physical creation, and completing reflective observation and abstract conceptualization through presentation and discussion.

2. Action Expression Games: Action expression games use body movements as media for expression, including role-playing, human sculpture, and scenario simulation. Taking business meeting etiquette teaching as an example, multiple

scenarios can be set up: company reception, business visits, celebration activities, etc., allowing students to play different roles and practice addressing etiquette, handshake etiquette, introduction etiquette, and business card etiquette. Teaching practices have shown that scenario simulation activities such as "etiquette crisis public relations room," which allow students to consolidate their adaptability under pressure tests, can achieve good results.

Mechanism correspondence: This type of game activates all three mechanisms simultaneously—role-playing provides concrete experiences (experiential cycle), the challenge and performative nature of games stimulate participation motivation (dual drive), and wholehearted involvement generates immersion and enjoyment (cognitive absorption).

3. Language Expression Games: Language expression games use language as the medium, including brainstorming, group discussions, and oral praise. Taking the teaching of "the art of praise" as an example, students can be asked to tell each other their strengths and explain the reasons, experiencing the power of praise in real interactions. In the communication etiquette module, a "speaking rights game" can be set up, introducing "speaking tokens" and "listening points," allowing students to experience the deep logic of meeting etiquette.

Mechanism correspondence: This type of game mainly activates the dual drive mechanism—enhancing learning fun and participation through real interpersonal interactions and immediate feedback.

The three types of games can be flexibly combined according to teaching content to achieve the best teaching effect. Each game design pays attention to the holism and systematization of knowledge, and subsequent scenario designs fully integrate previously learned etiquette knowledge, connecting the entire knowledge system.



Fig 3: Business Etiquette Game Types

4.3. Teaching Process Design

The teaching process is divided into three stages: pre-class, in-class, and post-class, reflecting the integrated operation of the three mechanisms.

The core task of the pre-class stage is to stimulate motivation

and create scenarios (corresponding to the learning motivation activation in the dual drive mechanism). Through cases, videos, and other methods close to life and work realities, teachers help students clarify "why learn" and "what use learning has." At the same time, teachers need to carefully

design scenarios to ensure they are reasonable and scientific, with each scenario covering corresponding etiquette knowledge points.

The core task of the in-class stage is game experience and cognitive absorption (corresponding to the cognitive absorption mechanism and the first two stages of the experiential cycle mechanism). It is specifically divided into four progressive steps: first, the teacher's concise explanation and demonstration, briefly explaining game rules and related knowledge points; second, students' game experience, conducting scenario simulations or game activities in groups, obtaining concrete experiences and entering a deep engagement state; third, collective discussion and error correction, with students pointing out irregularities in the simulation and completing reflective observation; fourth, the teacher's commentary and summarization, systematically explaining the etiquette knowledge points of the chapter and completing abstract conceptualization. Through this method, the complete cycle from theory to practice and back to theory is completed.

The core task of the post-class stage is application and internalization (corresponding to the active experimentation stage of the experiential cycle mechanism). Students apply what they have learned in class to real or simulated situations, testing and improving their knowledge structure through practice. Teachers can motivate students to practice what they have learned in daily life by assigning practical homework or establishing etiquette coin reward mechanisms, starting a new round of the experiential learning cycle.

4.4. Teacher Role and Capability Requirements

Game-based experiential teaching promotes a profound role transformation for teachers. Teachers are no longer traditional knowledge transmitters but become learning designers, guides, supporters, and evaluators.

Specifically, four core capabilities are required: first, the ability to design games, transforming knowledge points into interesting and challenging games; second, the ability to organize the classroom, controlling the game rhythm, mobilizing student participation, and recording problems during simulations for commentary; third, the ability to guide reflection, extracting core knowledge points from games and starting comments by praising students' strengths to enhance their confidence; fourth, affinity and persuasiveness, creating a relaxed and trusting classroom atmosphere that creates a favorable psychological environment for the operation of the cognitive absorption mechanism.

5. Discussion

5.1. Theoretical Contribution and Practical Significance

For a long time, gamified teaching research has predominantly remained fixated on the application of surface-level elements like points, badges, and leaderboards, whereas simply adding these elements without careful instructional design fails to guarantee better learning outcomes^{[3],[7]}. The core theoretical contribution of this study lies in moving beyond these behavioral incentives to uncover the deeper psychological and learning mechanisms. By proposing the integrated framework of "experiential cycle - dual drive - cognitive absorption," this research systematically unpacks the black-box question of "why games can promote learning." Moreover, it extends the application boundary of cognitive absorption theory—originally rooted in digital human-computer interaction—

into the realm of non-digital, embodied teaching contexts. This shift provides a fresh theoretical lens for tackling the classroom attention crisis in the AI era^[4] and echoes the core demand of the "post-gamification stage," which champions a transition from mere behavioral manipulation to authentic engagement and holistic learning^[3].

On a practical level, the persistent pain point of Business Etiquette education is its "easy to know, hard to do" nature. The three embodied game systems and the closed-loop teaching process designed in this study tackle this issue head-on. They transform passive listening into active meaning construction and serve as a safeguard against the pervasive pitfall of "playing for the sake of playing"^[7]. Additionally, redefining the teacher's role from a knowledge transmitter to a learning designer and reflective guide offers a tangible new direction for university faculty development^[5].

5.2. Limitations

Despite the systematic theoretical deduction, this study is not without constraints. Primarily, the proposed three mechanisms and the corresponding teaching model remain at the hypothesis stage; their causal pathways have yet to be validated through large-scale empirical data. Furthermore, the generalizability of the three game types across diverse professional backgrounds and varying class sizes requires further scrutiny. Lastly, the long-term retention of learning outcomes was not assessed, leaving a gap in longitudinal evidence.

6. Conclusion and Suggestions

6.1. Research Conclusions

This study elucidates the synergistic logic of game-based experiential teaching, identifying three progressively layered mechanisms: the experiential cycle mechanism (ensuring learning depth), the dual drive mechanism (providing motivational energy), and the cognitive absorption mechanism (securing deep engagement). Grounded in these mechanisms, a tailored teaching model for the Business Etiquette course was constructed. This model operationalizes theory into three distinct game types (physical analysis, action expression, and language expression) and a structured three-stage process ("pre-class motivation stimulation—in-class game experience—post-class internalization and application"), while also redefining the requisite competencies for educators in a gamified environment.

6.2. Teaching Suggestions

To effectively implement this model, targeted actions are required across different stakeholders. Teachers must consciously embed the three mechanisms into their instructional design, pivot their roles toward facilitation, and meticulously balance challenge with fun in scenario creation. Crucially, they must prioritize post-game reflection to bridge experience and conceptualization. Institutions should facilitate this transition by providing flexible classroom spaces conducive to action-based games, integrating gamified pedagogy into faculty training, and allocating dedicated funding for game case libraries. For broader course development, establishing shared repositories of excellent game designs, adopting process-oriented assessments based on students' demonstrative performance, and exploring cross-disciplinary applications of gamification are essential next steps.

6.3. Future Directions

Addressing the identified limitations, future research should prioritize empirical validation—utilizing quasi-experimental designs and structural equation modeling to test the proposed causal pathways. Expanding the research scope to diverse academic disciplines will help verify the model's universality. Additionally, longitudinal tracking is necessary to evaluate the sustained impact of game-based experiential teaching on knowledge retention. Finally, integrating emerging technologies like VR and AR into contextual teaching presents a promising frontier to further amplify cognitive absorption effects.

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