

# Exploring the Reform Practice of Accounting Principles Course Based on Project Gamification Teaching



Yuhan Hou<sup>1</sup> & Qi Huang<sup>\*,1</sup>

<sup>1</sup>Nanning College of Technology, China

**Abstract:** With the constant deepening of educational reform, Accounting Principles traditional teaching mode is challenged, to inspire students' interest in learning, and enhance students' practical ability and teamwork spirit, the project gamification teaching program reform practice exploration appeared with it. At present, in the case of increasingly diversified, dynamic and globalized demand, accounting education is in urgent need of innovative teaching methods, so the purpose of this paper is to focus on the project tasks to guide students to actively learn the accounting principles to create gamification elements to make learning more interesting while strengthening the training of teachers, optimize the allocation of resources, the introduction of external cooperation and other conveniences, improve the quality of teaching, enhance the comprehensive quality of students, to lay the foundation for the cultivation of international accounting talents.

**Keywords:** project, gamified instruction, accounting principles, course reform

## 1. Introduction

In the presence of rapid changes in enterprises, the traditional teaching of Accounting Principles appears to be outdated and conservative. As basic education in the field of economic management, the teaching mode of Principles of Accounting should also be developed and revolutionized. The previous mode of lecturing and single lecture is gradually declining, and how to realize the innovative environment to train students' practical ability and innovative awareness has fallen to the head of the pack. Therefore, actively explore the principles of accounting reform based on the project gamification teaching, through the project-driven method, gamification learning is the way to stimulate students' enthusiasm for learning, and improve independent learning ability, teamwork ability and the ability to solve practical problems. Once again, subverts the traditional accounting education and education methods, but it is a positive exploration, meaning that it provides thinking for the progress of accounting talent training in the era.

## 2. Course Design of Accounting Principles Based on Project Gamification Instruction

### 2.1 Course objective setting

The course objective setting is the foundation and general direction of the entire accounting principles course design based on the project gamification teaching model. It is hoped that according to such a reform, students will not only be taught practical and solid knowledge of accounting connections but more significantly, they will be cultivated the ability to solve practical problems in accounting. Therefore, the systematization as well as implementation of knowledge is emphasized in the setting of course objectives, focusing on the cultivation of students' comprehensive abilities. Specifically, the course objectives include: first, students comprehensively understand and master the basic concepts, principles and methods of the subject, and construct a consistent logical system of accounting. Secondly, through project tasks and practical cases, students are allowed to play the role of "accountants" and experience the whole working process, to train students' ability to use practice to guide their learning. Thirdly, students are capable of teamwork, problem-solving and innovation, which enables them to adapt to the complex and changeable business environment. Fourth, students are inspired to learn and helped to develop a good habit of learning on their own. In addition, the goals set are forward-looking, for example, focusing on how

Corresponding Author: Qi Huang  
Nanning College of Technology, China  
Email: [huangqi27@126.com](mailto:huangqi27@126.com)

©The Author(s) 2025. Published by BONI FUTURE DIGITAL PUBLISHING CO.,LIMITED. This is an open access article under the CC BY License(<https://creativecommons.org/licenses/by/4.0/>).

students adapt to the changing trends of the industry after students have learned the basics, and some expectations for students to support their career development. This system is following the characteristics of project gamification teaching, but also sets the standard for the teaching direction and methodological changes in Accounting Principles (Yan, 2023).

## 2.2 Project gamification teaching content design

In the course design of Accounting Principles, as the course design is based on project gamification teaching, the design of project gamification teaching content is the core highlight of the whole reform practice. Based on further analyzing the essence of accounting principles, combined with the actual needs of modern enterprises, a series of project tasks that are both rich in theoretical depth and close to practice are carefully designed. These project tasks mainly cover the explanation of basic accounting knowledge, such as the accounting cycle, financial statement analysis, etc.. They are combined with practical cases, such as enterprise budgeting, cost control and financial analysis, etc., to ensure that students can "make" as well as "understand", and can deeply comprehend and understand the principles of accounting in the process of completing project tasks and can deeply understand and grasp the essentials of accounting principles (Yang, 2022). Secondly, the teaching becomes more "gamification", design task levels, role-playing, score competition, etc., so that students participate in the whole process to inspire students' enthusiasm and activity, and through the interesting way to make the boring content more vivid and interesting. At the same time, learning accounting knowledge in an active atmosphere, so that students learn more teamwork, problem-solving methods, independent thinking, and critical thinking skills. In addition, by constantly updating and improving the project tasks, thus ensuring the forefront and practicality of the teaching content, it can lay a theoretical foundation and practical experience for students' future careers. The setting of project tasks in project gamification thus not only enriches the form of teaching Principles of accounting, but also significantly improves the teaching effect, and lays a strong foundation for the cultivation of accounting talents with innovative consciousness and practical ability in the future.

## 2.3 Teaching strategies and methods

In the course design of Accounting Principles based on the project gamification teaching method, the teaching strategy and method are the key to the course. Adopting the teaching strategy of "situational simulation and task-driven", students can complete and master the principles of accounting in situational simulation through the real working environment and task scenarios in the accounting community. In the teaching process, group cooperation, role-playing,

case study and other teaching methods are used to inspire students' interest and enthusiasm in learning, and to increase communication and collaboration among students. In addition, some gamification elements are also combined, such as setting up task levels and the score reward system, which improves the completion rate of students. What's more, focusing on students' critical thinking and students' problem-solving abilities in the course teaching process, students are required to gain an in-depth understanding of the connotation and application of the principles of accounting through independent study, group discussion and other forms. Teachers play the role of supervisor and supporter as well as removing obstacles to learning and facilitating the development of students and teams through necessary guidance and feedback. This comprehensive application of teaching strategies and methods not only makes the content of the Principles of Accounting course more rich and interesting, but also enhances the practical ability and comprehensive quality of the students, laying a better foundation for their future careers (Kong, 2025).

## 3. Implementation of the Accounting Principles Course Based on Project Gamification Instruction

### 3.1 Teaching preparation

In the practical exploration of the reform of the Accounting Principles course based on project gamification teaching, teaching preparation is a critical aspect to ensure the smooth implementation of the course. To ensure the effectiveness and focus of project gamification teaching, the teaching preparation needs to be comprehensive and carefully planned. First of all, a team of teachers with more than three years of practical teaching experience and industry background is included in the creation of cost accounting games and simulation projects. These students are not only familiar with the theoretical knowledge of accounting principles, but also master the good habit of combining theory with practice, can understand the process of accounting practice, and can provide professional guidance and support for students. Secondly, the project is rationally designed through project tasks and gamification learning elements, combined with course objectives, student characteristics, etc. Multimedia teaching resources, a large case library and complete practical training software are also designed to support the smooth implementation of project tasks. Various teaching management and assessment processes, such as feedback on student learning in each class, two-week classroom teaching progress tracking, and filling in discussion scales for the project after each study, provide an effective basis for the game-based teaching of the project by using these processes as a foundation. In addition, the perfect teaching management system is designed to

protect the development and promotion of innovative practice. These teaching preparations not only lay a stable basis for the smooth construction of the project game-based teaching practice, but also provide a strong guarantee for the reform practice of the accounting principles course, which ensures that students can master solid accounting knowledge in a relaxing and enjoyable atmosphere, and at the same time develops practical ability and innovative thinking (Liang, 2024).

### 3.2 Teaching process

In the practical exploration of the reform of the accounting course, the core of the project-based gamification teaching is the designer's teaching process, which is recommended as the key to achieving its course objectives. The school follows the teaching concept of "student-centred, project-based, gamification-based" to form a challenging, interesting, respectful and enriching learning experience. The teaching process is divided into several key sections. Firstly, students are motivated by real or simulated business cases through contextual introduction, which brings out students' curiosity and desire to explore and helps to keep them based in accounting. In addition, students are divided into small groups, and the project tasks between the groups are closely related to the principles of accounting, as in the case of the preparation and analysis of the financial statements of a simulated enterprise, and the students apply what they have learned and collaborate between the groups. This is carried out by the teacher introducing gamification elements, such as setting up levels and points for each task, so that students are more motivated to participate in learning. Meanwhile, in the course of the game, such as role-playing and case discussion, the teacher can enable students to understand and apply accounting principles more appropriately. Finally, students are then encouraged to reflect and organize the learning process through the presentation of each group, real-time feedback and comments from the teacher. The whole teaching process is closely combined with theory and practice, focusing on students' subjectivity and creativity, which not only exercises students' ability to teamwork but also trains them in problem-solving and innovative thought. By teaching subjects in this way, students can learn accounting principles joyfully and be well-prepared for their future work (Zang, 2024).

### 3.3 Teaching evaluation

In the practical exploration of the reform of the "Accounting Principles" course based on the project gamification teaching, teaching evaluation is an important connection to assist in checking the effect of course implementation and promoting the improvement of teaching quality. A diversified and comprehensive teaching evaluation system is

established, which is aimed at comprehensively and well-evaluating all the students' learning outcomes and the level of comprehensive ability development. The evaluation content not only includes students' mastery of theoretical knowledge of accounting principles but also includes a series of all-round elements such as students' ability to practice, students' ability to work in a team, students' ability to solve problems and students' ability to think innovatively. The evaluation method adopts a combination of process evaluation and summative evaluation, focusing on the "end" of the assessment, and at the same time focusing on the "journey" of the monitoring. The process evaluation is to observe students' performance in the project tasks, collect students' learning logs, group discussion records, etc., in order to timely understand their learning progress and learning difficulties, and provide timely guidance and support. Summative evaluation adopts the final project presentation, examination or thesis to comprehensively evaluate students' learning outcomes while introducing diversified evaluation subjects such as students' self-assessment, mutual evaluation and teachers' evaluation to ensure the objectivity and fairness of evaluation from the evaluation subject. Feedback on evaluation, evaluation feedback to students immediately, to help students clarify their learning strengths and weaknesses, to provide a reference for students' subsequent learning. The establishment and improvement of this evaluation system are not only conducive to students' comprehensive understanding and mastery of the principles of accounting but also strongly stimulate students' enthusiasm for learning and innovative consciousness, providing a strong guarantee and support.

## 4. Reform Strategies for Accounting Principles Courses Based on Project-based Gamification Instruction

### 4.1 Strengthening teacher training and support

In the reform practice of the game-based project teaching Principles of Accounting course, training and support for teachers is a critical strategy to enhance the effectiveness of the reform. On the one hand, a series of training measures are carried out to train teachers in project game-based instructional design and implementation, such as organizing regular workshops and seminars, inviting educational experts and founders in the field of game-based learning research for exchanges and experience sharing, so that faculty members can better understand the core ideas of project game-based teaching and key points for implementation. Moreover, professional training courses toward developing and enhancing teachers' practical skills, such as the use of instructional design software and the integration of game elements, are conducted. At

the same time, an interactive platform for teachers is created and promoted to encourage teachers to share their teaching experience as well as their teaching ideas and to join hands in learning together. For example, a teacher training program in a university invited famous gamification learning education experts from home and abroad to provide teachers with a one-week centralized training. The training included theoretical knowledge of gamified learning, design principles and implementation strategies of project gamified curriculum. Through participatory learning, case studies, group discussions and other forms, teachers not only gained rich theoretical knowledge and skills, but also improved their instructional design skills in practical exercises. After the training, teachers expressed that they had benefited a lot from the training and applied what they had learned to their courses, achieving obvious teaching results. In addition, continuous support and services were provided to teachers, such as regular updates of teaching resources and online teaching tutorials, to ensure that problems and difficulties encountered by teachers in the course of the program could be resolved promptly. Thus, by strengthening teacher training and support, a group of teachers with strong ideological adaptability, innovative spirit and professionalism will be trained to provide a strong guarantee for the orderly progress of the reform of the Principles of Accounting curriculum. This training strategy is of great practical significance and relevance for comprehensively enhancing the reform consciousness and teaching ability of teachers teaching Principles of Accounting (Chen, 2024a).

#### **4.2 Enhance the allocation of teaching resources**

In the reform practice of the Accounting Principles course based on project gamification teaching, optimizing the distribution of teaching resources and even the reasonable allocation and efficient use of teaching resources is also an important strategy for efficiently improving the quality of project gamification teaching. Resources in physical aspects should be invested as much as possible, such as updating accounting software, purchasing practical training materials, etc., to ensure that students can actually carry out practical operations in the simulated real situation. At the same time, the teaching place should be renovated and upgraded, such as the construction of accounting simulation laboratories as well as the configuration of advanced teaching equipment, to provide students with learning space, software resources should be developed or introduced as soon as possible to the project-related resources, such as all the cases, hands-on training tasks, and game learning platforms. This not only enriches the teaching content, but student learning to develop a variety of ways and interactive platforms. For example, in cooperation with a well-known accounting software company, to

develop an accounting simulation software that contains teaching, practical training and assessment of the trinity. This software not only includes all the knowledge points of the principles of accounting, but the software is also designed with very interesting gamification elements, such as task challenges, credit rewards, etc., and the student's interest and participation in learning is greatly increased. In terms of resource allocation, a more flexible and diversified approach has been adopted to ensure the maximum use of resources. For physical resources, a reservation policy has been implemented to prevent idle and wasteful use of resources. For software resources, a resource-sharing platform has been established to encourage communication and sharing between resources, achieving the optimal allocation of resources. For example, after carrying out the project gamification teaching reform, the accounting major of one university has comprehensively improved its teaching resources. On the one hand, the upgrading of accounting software, teaching equipment, the introduction of a variety of excellent accounting simulation software, and teaching platform, while establishing a teaching resource library to provide teachers with a full range of teaching resources and support. On the other hand, the two complement each other, not only improving the quality and efficiency of teaching, but also developing students' comprehensive development and innovation ability. This active and rational allocation of teaching resources, to realize a richer student learning experience, multiple pathways, more efficient ecological environment, further promotes the successful implementation of the various measures of the reform of the Principles of Accounting course (Chen, 2024b).

#### **4.3 Introducing external cooperation and resources**

In the practice of reforming the Accounting Principles course based on project gamification teaching, external cooperation and resource contribution is an important ways to broaden teaching views, enrich teaching content and improve teaching quality. To more effectively implement project gamification teaching, we actively seek and utilize cooperation with external institutions to jointly develop teaching resources and enhance the teaching level. First of all, we establish cooperative relationships with accounting firms, corporate finance departments, etc., and invite accountants and financial experts with abundant experience in practice to serve as visiting professors or practice instructors. Provide the latest industry information and on-campus practical experience in other courses on the way to lectures. Not only participate in course design and organize teaching implementation together with them, but also provide students with internship and practice opportunities, connecting

them to a kind of understanding and application of accounting principles. Secondly, it actively introduces advanced accounting simulation software and practical training platform procurement domestically and abroad. These resources not only enhance the means of teaching, but also improve the relevance and effectiveness of teaching. For example, in cooperation with an internationally renowned accounting software company, the introduction of its latest accounting simulation software, which covers all the knowledge points of the principles of accounting, but also incorporates learning elements, such as role-playing, task challenges, etc., the students are inspired enthusiasm, learning motivation and participation is greatly enhanced. For example, in a financial university, the implementation of the project gamification teaching reform process actively introduces external cooperation and resources. It has developed a series of practical training projects based on real cases by establishing cooperative relationships with several well-known accounting firms, so that students can more easily approach the real world and have the opportunity to participate in the real world. At the same time, the school has also signed exchange and cooperation agreements with foreign universities and introduced several excellent accounting simulation software and teaching resources, which has broadened students' international horizons and enhanced their cross-cultural communication and teamwork abilities. The introduction of these measures has made the reform of the Principles of Accounting course of the university achieve obvious results, and the practical ability and innovative spirit of the students have been better promoted (Li, 2024).

## Conclusion

This exploration of the new Principles of Accounting course reform has completely achieved good effects, the basis of which remains the application of project gamification teaching. The reform of the course form has a so-called motivational and promotional effect on students' motivation to learn, and the application of project gamification teaching forms the curriculum reform measures applicable to this course. Learners' autonomy, ability to learn with a purpose and cooperative spirit are developed through practical project design course activities. A series of measures such as strengthening the implementation in the process of teacher training and support, optimizing the allocation of teaching resources, external cooperation and resources and other elements of the process to ensure the implementation of a series of measures. The reform of the curriculum has not only the value of integration but also the value of guiding students to develop their holistic and creative abilities. In the future, we will continue to carry out

in-depth curriculum reform work to contribute to the cultivation of more and better accounting talents.

## Conflict of Interest

The authors declare that they have no conflicts of interest to this work.

## References

- Yan, L. (2023). Research on the cultivation of task awareness among senior kindergarten children under the transition from kindergarten to primary school. In Chinese Tao Xingzhi Research Association, *Proceedings of the 3rd Annual Academic Forum on Life Education, 2023*. Chinese Tao Xingzhi Research Association.
- Yang, C. X. (2022). Strategies for cultivating task awareness among senior kindergarten children based on the transition from kindergarten to primary school. *Exam Weekly*, 2022(25), 163-166.
- Kong, V. Y. (2025). Analysis of primary school physical education based on gamified teaching methods. *New Sports*, 2025(2), 86-88.
- Liang, W. S. (2024). Application of "gamified" sports teaching model in high school track and field classes. *New Sports*, 2024(18), 85-87.
- Zang, Q. J. (2024). Research on the application of gamified teaching in primary school track and field teaching. *Parents*, 2024(13), 58-60.
- Chen, S. H. (2024). Design and implementation effects of gamified teaching strategies in primary school mathematics. Jimei University.
- Chen, J. (2024). Cultivating primary school students' computational thinking based on gamified teaching. Guangzhou University.
- Li, Y. (2024). Strategies for conducting primary school mathematics games based on project-based learning. *Read, Write, and Calculate*, 2024(25), 65-67.

**How to Cite:** Hou, Y. & Huang, Q. (2025). Exploring the Reform Practice of Accounting Principles Course Based on Project Gamification Teaching. *Contemporary Education and Teaching Research*, 06(4), 110-114.  
<https://doi.org/10.61360/BoniCETR252018000401>