

AVG Game: A New Path of Inheritance in School History Culture

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Abstract

This paper explores AVG games as a new path for school history culture inheritance. It discusses the limitations of traditional methods and the opportunities of digital technology. AVG games offer advantages like enhanced learning experience, content transformation, and multidisciplinary combination. The *Tracing Ancient Rhyme* platform shows practical application. The paper concludes with the importance of leveraging digital and gamification elements for inheritance, providing insights for education and implications for platform development.

Keywords

School History Culture; campus culture construction; AVG game.

1. Introduction

School history culture is not only an important part of academic research, but also an important embodiment of national cultural soft power. Each university has its own history, which not only records the development process of the university, but also carries profound cultural connotation and academic spirit. It not only provides rich materials for academic research, but also provides valuable spiritual wealth for students and even the public. However, with the rapid development of society, it is increasingly difficult to attract people's attention to traditional ways of cultural transmission[1].

AVG (Adventure Game) is a type of game that focuses on the player's choice and interaction with the story. This kind of game usually has a rich story, diversified characters and complex decision-making mechanism, which is very in line with the needs of historical and cultural knowledge dissemination and education. Through its unique interactivity and fun, AVG games can greatly enhance the learning experience of users, stimulate the interest of learners, and make them more actively participate in the learning of history and culture.

Through the analysis of AVG games, this paper discusses its feasibility and advantages as a new tool for the inheritance of school history culture, and puts forward specific implementation suggestions, aiming to prove that AVG games can play an important role in the inheritance of school history culture, and enhance the effect of history and culture education through gamified learning methods.

2. The Status Quo of the Inheritance of School History Culture

School history culture not only enriches the campus culture, but also provides valuable materials for academic research. It contains the founding history of the school, the development of the discipline and the contributions of teachers and students of all generations, and is a symbol of the school spirit and culture. School history culture plays an important role in academic research, cultural inheritance and social education. It reflects the spiritual outlook and development course of the school and is an important part of the school culture.

The traditional ways of passing on school history culture mainly include lectures, publications, etc. Although these ways can convey certain information, they have obvious shortcomings in attracting young people's attention. Young people are more inclined to acquire information through highly interactive and interesting ways, while traditional communication methods can systematically introduce history and culture, but it is difficult to stimulate students' interest, especially in the digital age, the traditional way seems a little outdated[2].

3. The Digital Path of Inheriting School History Culture

At present, the application of digital technology in the cultural inheritance of school history is increasingly extensive, providing new opportunities for the protection and dissemination of cultural heritage[3]. With the popularization of the Internet and digital media, the way people learn about history and culture has also undergone profound changes. Digital platforms are becoming a bridge between the past and the present, allowing historical culture to be presented to the public in a more vivid and intuitive way[2].

The digital platform has brought unprecedented opportunities for the inheritance of school history and culture. First of all, digital platforms can transcend geographical and time constraints, allowing more people to contact the history and culture of universities. Through the Internet, users can access relevant cultural resources at any time and anywhere, regardless of the opening hours of physical museums or libraries[4]. Secondly, the digital platform can present history and culture in various forms, such as illustrated articles, video explanations, interactive games, etc. which greatly enrich the learning experience. These diverse forms can not only attract the interest of the younger generation, but also help them better understand and absorb historical and cultural knowledge.

However, digital platform also faces a series of challenges in the cultural inheritance of school history. First of all, the speed and quality of content updates directly affect user stickiness and satisfaction. With the continuous improvement of user demand, the platform needs to constantly update content to maintain freshness, otherwise it is easy to lose user interest, and it is often difficult to carry out continuous content innovation while maintaining discipline professionalism [5]. Secondly, how to enhance the interest of the content while ensuring the education is also an urgent problem to be solved. History and culture are often boring because of their seriousness. How to make history and culture lively and interesting through innovative forms is a major difficulty that the current digital platform needs to overcome.

In the future, the application of digital technology in the cultural inheritance of school history will be more extensive. The digital platform will continue to expand its capabilities, allowing users to experience fun while learning about history and culture through richer forms of interaction. For example, the platform can design more teamwork tasks, so that users can form groups in the game to complete tasks together, and promote communication and cooperation between users. At the same time, the platform will also provide personalized learning paths, so that users can choose the right learning content and methods according to their interests and abilities. These measures will further enhance user motivation and engagement.

In addition to technological innovation, future digital platforms will also focus more on the depth and breadth of content. The platform can cooperate with universities to update content regularly to keep the game fresh. In addition, cooperation with other educational institutions can be explored to jointly promote the popularization of historical and cultural knowledge. Through these efforts, the digital platform will become an important tool for the inheritance of the school's history and culture.

4. The Integration of AVG Games with Historical and Cultural Education

AVG games can greatly improve the learning experience of users through their unique interactivity and fun. In the game, players need to make decisions and explore to advance the story, and this sense of engagement can stimulate learners' interest and make them more actively involved in learning about history and culture. AVG games can improve the learning experience by allowing players to feel the charm of history in an immersive way.

AVG games use multimedia technology and interactive narrative methods to transform complex academic content into a form that is easy to understand and accept [5]. Through the interaction with the game characters, players can gradually understand the historical background, character relations and other knowledge points, so as to achieve the purpose of edutainment. For example, by designing a series of historical events as a game level, the player needs to complete a task to unlock the next chapter, which increases the fun of the game and enhances the learning effect of the player.

AVG games can be combined with knowledge from many disciplines, such as history, archaeology, and literature. Through interdisciplinary cooperation, the content of the game can be enriched, making it more academic value. For example, archaeological excavation can be added to the game, so that players can personally experience the process of archaeological work, so as to deepen the cognition of archaeology more image. In addition, you can also integrate literature, art and other elements into the game, so that players can enjoy the game at the same time, but also feel the charm of different disciplines.

5. Case Study: the Practice of the *Tracing Ancient Rhyme* platform

Developed by a student team at Northwest University, *Tracing Ancient Rhyme* is an AVG game platform that combines the university's history and culture with modern game technology. Northwest University, located in Shaanxi Province, China, is one of the important comprehensive universities in western China. Its archaeology enjoys a high reputation in China. Its long history of archaeology and rich archaeological resources provide real historical background and rich materials for the game. At present, the platform launched the first original AVG game *Search for Ancient Periods* with Northwest University as the pilot, and is committed to growing into a comprehensive platform integrating education, entertainment and social interaction, bringing a new learning experience to the majority of users.

First, the platform's AVG game features multiple historical scenes based on real university archaeological finds. Players can play the role of archeologists in the game, through puzzles, exploration and other ways, and gradually uncover the mystery of school history and culture. Players can explore the archaeological sites of Northwest University, which include famous Han Dynasty tombs and Tang Dynasty ruins. These scenes not only let the player feel the depth of history, but also through the interactive game experience, so that the player can personally participate in the archaeological work, understand the process and significance of archaeological research.

Secondly, the story design of the game revolves around the history and culture of Northwest University. Through the perspective of the protagonist, the player can deeply understand the hardships and fun of archaeological work, as well as the historical story behind the archaeological discovery. The story in the game is rich, both historical and adventurous, so that players enjoy the game at the same time, but also get the nourishment of knowledge. Players in the game can not only enjoy the glorious history of the Han and Tang Dynasties, but also through a variety of clues and tasks in the game, gradually solve a historical mystery.

In addition, the *Tracing Ancient Rhyme* platform has also carried out extensive publicity and promotion through various channels. Online channels include official websites, Weibo, wechat

and other social media platforms, which have attracted the attention and participation of a large number of players through the release of game dynamics, guidelines, and activity information. Offline channels include cooperation with universities to carry out campus information sessions, trial and experience activities, and cooperation with archaeology students to hold offline archaeological experience activities, combining games with real archaeology activities, enhancing the sense of reality and attractiveness of the game.

The pioneering significance of *Tracing Ancient Rhyme* platform is reflected in that it opens up a new path for the historical and cultural inheritance of universities. Through gamification, the platform has successfully attracted the attention of the younger generation, enhancing their interest and sense of identity in historical and cultural knowledge. The platform greatly enhances the learning experience of users through its interactive and interesting game design; Through the story-telling of the historical changes of the school, the users feel the profound cultural heritage of the school, and enhance the love and pride of the Alma mater culture.

6. Conclusion

6.1. Inspiration for the Inheritance of School History Culture

In the context of modern society, the inheritance of school history culture has faced new challenges and opportunities. Traditional methods of passing on school history, such as lectures and publications, have gradually shown their limitations. These methods often lack the interactivity and appeal that can capture the attention of the younger generation. Young people today are growing up in a digital age, surrounded by various forms of digital media and interactive technologies. They are accustomed to obtaining information in a more engaging and dynamic way.

Digital technology has emerged as a powerful tool for cultural inheritance. It has the potential to break through geographical and time constraints, enabling historical and cultural knowledge to be disseminated more widely. For example, digital platforms can host virtual exhibitions, online archives, and interactive timelines related to school history. These digital resources can be accessed by anyone, anywhere, at any time. This means that schools and cultural institutions should actively embrace digital transformation and utilize these platforms to make school history more accessible and engaging.

AVG games, in particular, have demonstrated unique advantages in the inheritance of school history culture. These games combine elements of storytelling, decision-making, and interactivity to create an immersive learning experience. In an AVG game, players are not just passive recipients of information but active participants in the story. They have to make decisions that can affect the outcome of the game and, in turn, their understanding of the historical context. This gamified approach makes learning about school history more enjoyable and encourages active participation. It can stimulate the interest of students and the public, who might otherwise be less inclined to engage with traditional historical materials.

Moreover, AVG games can adapt to different learning styles and paces. Some players may prefer a more exploratory approach, while others may focus on completing specific tasks. The game can accommodate these differences and provide a personalized learning experience. This flexibility is crucial in reaching a diverse audience and ensuring that everyone has an equal opportunity to learn about school history culture.

In conclusion, the inheritance of school history culture should adapt to the changing times. By leveraging digital technology and incorporating gamification elements like AVG games, we can make school history more relevant and appealing to the younger generation, ensuring its continued inheritance and preservation.

6.2. Insights for Educational Approaches

The integration of multiple disciplines within AVG games offers profound insights for educational approaches. In these games, history is not presented in isolation but is intertwined with other disciplines such as archaeology, literature, and art. This interdisciplinary approach reflects the real-world complexity of historical and cultural phenomena. For example, in a game about a historical period, players may encounter archaeological digs where they have to analyze artifacts (archaeology), read historical texts or diaries (literature), and observe the artistic styles of the time (art). This multi-faceted exploration enriches the learning experience and provides a more comprehensive understanding of the historical context.

Educators should take inspiration from this and encourage students to explore different disciplines when studying history. This can be achieved through project-based learning, where students are required to research and present on a historical topic from multiple perspectives. For instance, when studying a particular historical event, students could be divided into groups to study the political, economic, social, and cultural aspects of the event, incorporating knowledge from history, economics, sociology, and other relevant disciplines. This approach not only deepens students' understanding of history but also develops their critical thinking skills and ability to make connections between different fields of knowledge.

Learner engagement is another crucial aspect highlighted by AVG games. The interactivity of these games allows players to make decisions and see the consequences, which creates a sense of ownership and investment in the learning process. In a traditional classroom setting, educators can replicate this engagement through various methods. Group discussions can encourage students to share their ideas and perspectives, similar to how players interact in an AVG game. Project-based learning, as mentioned earlier, also requires students to take an active role in their learning, making decisions about the direction and scope of their projects. Role-playing activities can further immerse students in a historical context, allowing them to experience the roles and perspectives of different historical figures.

By focusing on learner engagement, educators can enhance students' motivation to learn and their retention of knowledge. Students who are actively involved in the learning process are more likely to be interested in the subject matter and remember what they have learned. This is especially important in history education, where the understanding of complex historical events and contexts requires students to be fully engaged and attentive.

In summary, educational approaches should incorporate interdisciplinary learning and focus on learner engagement, inspired by the successful models seen in AVG games. This will lead to more effective history education and a deeper understanding of historical and cultural phenomena among students.

6.3. Implications for Cultural Platform Development

For cultural platforms dedicated to the inheritance of school history culture, several key implications emerge from the study of AVG games and related concepts. User experience is of utmost importance. Digital platforms face challenges such as maintaining user interest through regular content updates and providing a personalized learning experience. To address these challenges, developers should focus on creating high-quality, engaging content that is both educational and entertaining.

The content should be presented in a way that is accessible to a wide range of users. This may involve using multimedia elements such as videos, images, and interactive graphics. For example, an online exhibition about school history could include video interviews with former students or teachers, images of historical campus buildings, and interactive maps showing the development of the school over time. These elements can make the content more engaging and easier to understand.

Regular content updates are essential to keep the content fresh and relevant. This could involve adding new historical events, stories, or perspectives to the platform. For example, if a school has recently celebrated an anniversary, the platform could feature special content related to that event. Additionally, personalized learning paths can be offered based on users' interests, abilities, and learning history. A user who has shown an interest in a particular area of school history could be provided with more in-depth content and related resources in that area.

Collaboration and promotion are also key factors for the success of cultural platforms. The "Tracing ancient rhyme" platform demonstrated the effectiveness of collaborating with various stakeholders. Universities, archaeology students, and social media platforms all played a role in its success. Cultural platforms should seek partnerships with educational institutions to ensure the authenticity and academic quality of content. This could involve working with history departments to verify historical facts and interpretations.

Engaging with students and enthusiasts can also provide fresh perspectives and ideas. For example, a platform could host a student design competition to encourage creativity in presenting school history. Promotion through multiple channels, including social media, campus events, and online communities, is essential to increase the platform's visibility and attract more users. Social media platforms can be used to share content, engage with users, and build a community around the platform. Campus events such as history fairs or lectures can also be used to promote the platform and encourage students to use it.

In conclusion, cultural platforms for the inheritance of school history culture should focus on improving user experience through high-quality content and personalized learning paths, while also emphasizing collaboration and promotion to increase their reach and effectiveness. By doing so, these platforms can play a crucial role in preserving and disseminating school history culture for future generations.

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