

An Exploration of Mixed Teaching of Tourism Geography Based on the Cultivation of Higher Order Thinking Ability

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Abstract: Tourism Geography is a basic course of tourism management major, which contains rich ideological and political education resources. The teaching process sets the mode of “ideological and political guidance, problem-driven, competition and innovation integration”, adopts the mixed teaching of stratification and classification, arouses the enthusiasm of students to participate in learning, progressively cultivates students’ professional quality, and effectively improves students’ higher-order thinking ability. At the same time, we will earnestly build ideological and political classes, and integrate ideological and political elements like spring breeze and rain, so as to realize the two-way linkage of knowledge transmission and ideological education.

Keywords: Tourism Geography; Higher Order Thinking Ability; Ideological Education

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1. Introduction

Tourism Geography is a basic course of tourism management specialty, and it is a subject that studies the relationship between human tourism activities, geographical environment and social and economic development. By studying this course, students can systematically understand the basic knowledge and theoretical system of tourism, understand the development direction and research hotspot of the discipline, cultivate professional awareness, thinking ability and theoretical application ability, learn to predict tourist behavior, evaluate tourism resources and measure tourism environmental capacity, and master the key points of planning and management for promoting sustainable development of tourism destinations. It also helps students to understand tourism phenomena from the perspective of geography, deeply understand the relationship between human tourism behavior and geographical environment, comprehensively understand the effects and influences of tourists’ spatial flow between destination and source, systematically build a knowledge system of tourism geography, and lay a solid foundation for further study and research.

Tourism Geography this semester is for freshmen, based on the analysis of learning situation, summed up the pain points:

Pain point 1: Emphasis on knowledge over application, students are not good at analyzing and solving problems

As a freshman, they have not yet got rid of the cramming learning mode of memorization and recitation in high school. Students are good at solving problems and exams, but not good at applying what they have learned to discover, analyze and solve problems existing in specific tourism locations. Tourism geography is also a highly practical subject, which requires students to conduct in-depth analysis and solve practical problems. This leads to a great contradiction between the curriculum requirements and students’ learning^[1].

Pain point 2: The curriculum problems seem simple, and it is difficult for students to establish higher-order research thinking

Tourism is a familiar daily phenomenon, many students only understand the surface phenomenon when learning, and do not explore and in-depth analysis of the deep causes of problems. Students are good at simple data collection and analysis, but not good at using theoretical models and statistical models to dig out the laws and deep causes behind data, and it is difficult to establish high-level research thinking of scientific research^[2].

Pain point 3: Lack of continuous and deep learning drive, it is difficult for students to stimulate learning enthusiasm

Freshmen are not equipped with knowledge transfer skills and the ability to apply knowledge to practice, have weak willingness to actively participate in learning, lack the drive to continue learning and challenge difficulties, especially when they encounter setbacks, they easily give up. How to stimulate students' continuous learning enthusiasm is an important problem for teachers to solve.

Therefore, it is necessary to make the course difficult in the course teaching. Students need to complete real research projects in the course of learning, so as to promote students' independent learning, collaborative learning and cooperative learning, and improve the advanced, innovative and challenging degree of the course^[3]; Second, make the classroom productive. The teaching design is based on problem orientation and is committed to providing the "scaffolding" for the research project. Students take the initiative to bring the problems encountered in the project to class, get support in class interaction and discussion, and solve the problems; Finally, let the students have goals. The evaluation of the whole process of project implementation is organically combined with academic evaluation, so as to guide students to actively improve the quality of research projects, and strengthen students' data thinking and problem solving ability in real practice.

2. Case teaching design

Before class, in order to effectively integrate online learning with offline class, three types of content are designed for online self-study by students. According to the teaching objectives, low-order objectives, content with low difficulty and high repetition are given to students for online self-study; According to the classroom teaching content, questions are raised before class. Students submit solutions through pre-class activities such as consulting materials and group discussions. Student representatives report and teachers comment during class. Combine classroom content to study.

The classroom teaching combines the "BOPPPS+PAD" model, and designs six teaching links: "curriculum introduction - peer teaching - positive and negative debate - scenario simulation - knowledge expansion - independent induction". The team created a lot of original cases that are not available in traditional textbooks, taking travel and current affairs news as content, and introducing new lessons with online videos as the carrier. In "peer teaching", students first think independently, answer independently, and then organize student peer teaching. In the "pros and cons debate" session, the pros and cons debate on tourism-related issues such as "travel fast and travel slow". In the "knowledge development" link, teachers will spread and transfer knowledge points, introduce the frontier trends of disciplines, as well as the achievements in the fields of national history, culture, science and technology related to knowledge points, and cultivate students' spirit of scientific research, craftsman spirit, family and country feelings and mission responsibility. In the "independent induction" link, students will make a summary, and other students will supplement the explanation, so as to cultivate students' advanced ability of independent induction.

The advanced learning after class: the platform question bank homework includes selection, filling in the blank, judgment questions, students punch in the homework to consolidate basic knowledge; Extracurricular reading is to push the literature related to students and their major, adhere to the output oriented; The experimental design should be published on the public account of the course in groups; Participating in competitions such as Red tourism route design is a report of the combination of scientific research ability and professional knowledge, and exercises students' ability to express, cooperate and solve practical problems.

3. The teaching objectives achieved in this case

Value shaping goals: strengthen ideals and beliefs, cultivate national feelings, cultivate the sense of responsibility and mission of exploring the unknown, pursuing truth, and climbing the scientific peak, cultivate students' good behavior habits of combining knowledge and action, improve professional quality, and stimulate students' national feelings and mission of serving the country with knowledge.

Knowledge transfer objectives: to understand the concept and classification of tourists, grasp the conditions of spatial interaction between tourist source and destination, and understand the internal causes, external causes and intermediate conditions of tourist behavior.

Ability training goals: able to understand the factors of external motivation, analyze problems from the perspectives of tourists and tourism practitioners, and put forward opinions and suggestions on tourism planning and influence strategies; Scientific programs can be designed to investigate tourist behavior.

After the reform and innovation of team teaching in the past two years, students' learning enthusiasm has been significantly improved. Through the blended teaching platform, the team has collected a large number of student learning data, and it can be seen that students' performance has been steadily improved, and the proportion of students in excellent and good classes is significantly higher than that in ordinary classes. This shows that in actual teaching, the team method can significantly increase the proportion of students with high scores, improve the teaching effect, reduce the failure rate, and improve students' learning enthusiasm, participation

and ability to use knowledge.

4. Conclusions

(1) Teaching mode:

Set up a teaching mode of “ideological and political guidance, problem-driven, and integration of competition and innovation”, and a series of activities before, during and after class will transform students’ roles from passive receivers to participants and builders, and the infusion-style classroom will be transformed into a conversational and speculative classroom, especially the “positive and negative debate” and “peer teaching” in the classroom, breaking the boring classroom with traditional teaching methods. It also solves the problem that the large class system is not suitable for group discussion. After-school tasks effectively extend classroom learning to extra-curricular activities, combine with students’ majors, and focus on the advancement of tasks. This model fully embodies the concept of “student-centered”, arouses the enthusiasm of students to participate in learning, improves the movement between teachers and students, improves the learning efficiency of students, and gradually cultivates the quality and ability of students. It embodies the high order, innovation and challenge of teaching design.

(2) Teaching content:

Original many cases and sample backgrounds that are not found in traditional textbooks. The content of the course is no longer confined to the accumulation of “flat” knowledge such as concepts and definitions, but the “three-dimensional” knowledge rooted in culture and society and combined with majors. Enrich online and offline learning resources in the form of network resources that are more acceptable to students, and publish them on the public account to stimulate students’ interest in learning. At the same time, we will earnestly build ideological and political classes, and integrate ideological and political elements like spring breeze and rain, so as to realize the two-way linkage of knowledge transmission and ideological education.

(3) Stratified and classified teaching:

Blended teaching brings more time and space for stratified teaching. Online learning hours, clinics are opened for backward students, and small class teaching is carried out to help students with “learning difficulties”. Participate in competitions and college student entrepreneurship projects, provide a stage for “excellent students” to show, and exercise advanced ability. At the same time, we will give full play to the advantages of the integration of science and education in the school, invite different professional teachers to carry out the “one lesson, multiple teachers” activity, and bring students an academic feast of the cross-integration of tourism geography knowledge and other knowledge.

References:

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