Analysis of Case Learning Effect of "Practice of Tour Leaders" in Mixed Teaching——Based on Kano Model

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Abstract: Tourism leader course is very practical, and case teaching method can effectively help students acquire the key points of course knowledge. Through teaching practice, it can be seen that some related factors in course cases can obviously affect students' learning effect and satisfaction, which is qualitatively described and analyzed by Kano Model in this paper.

Keywords: Tourism Leader Practice; Professional Course Case; Learning Effect

1. Background

Tourism team leader practice is a professional course offered by tourism management majors in higher vocational colleges, and it is also a highly practical course. During the teaching process, many teachers will collect and sort out relevant cases through various channels, and show them to students in different forms to help students master the main points of curriculum knowledge. As both teaching and learning are highly subjective processes, different cases bring different cognition to students, and the same case is taught in different forms, resulting in different actual learning feelings. So what factors in curriculum cases can obviously affect students' learning effect? After teaching and researching the course for more than one year, the members of the research group evaluated and analyzed the satisfaction of case teaching learning.

2. Research method

2.1 Introduction of the model

Kano Model is used for analysis in this evaluation. Through standardized questionnaire survey, Kano Model can classify the attributes of various factors, solve the positioning problem of product attributes, and improve user satisfaction. In this study, this model is mainly used to classify and locate the characteristic indicators of the case itself of the professional course "practice of tour leaders", and to explore ways to improve the teaching effect of the case from the perspective of students. In the Kano Model, the product factors (characteristic indicators) that affect user satisfaction are generally divided into five types, as shown in the figure:

Must-be quality is the basic requirement of users for products, and it is the attribute or function that users think products must have. When its characteristics are insufficient, users are very dissatisfied; when its characteristics are sufficient, users may not be satisfied with it.

One-dimensional quality refers to the demand that the customer's satisfaction is proportional to the product characteristics. If the product characteristics are well performed, the customer satisfaction will increase significantly. The more the product level exceeds the customer's expectation, the better the customer's satisfaction will be. When the characteristics of such products are not well performed, the dissatisfaction of users will increase significantly.
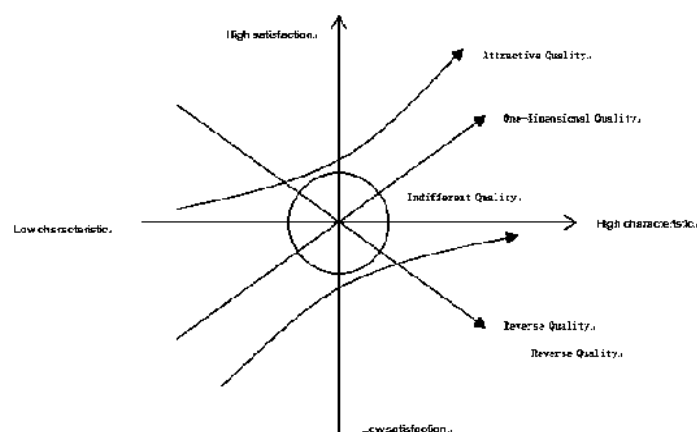
Figure 1. schematic diagram of Kano Model.

Attractive quality means that with the increase of product characteristics, customer satisfaction will rise sharply, but once satisfied, even if the performance is not perfect, the customer's satisfaction is very high. On the contrary, even when the products are insufficient, users will not show obvious dissatisfaction.

Indifferent quality means that no matter whether the product features are of high quality or not, it has no impact on the user experience, and they will not lead to satisfaction or dissatisfaction of users.

Reverse quality refers to the product characteristics that cause strong dissatisfaction, because many users don't have this demand at all, and after providing it, user satisfaction will decline, and the degree of providing product characteristics is inversely proportional to the degree of user satisfaction.

2.2 Classification of characteristic indexes of curriculum cases

According to the teaching practice, a complete course case teaching should consider at least three aspects: First, the acquisition, arrangement and expression of the case itself, second, the arrangement and link setting of the case in classroom teaching, and third, the organization and demonstration of case teaching. In these three aspects, it also includes other detailed indicators, and its system composition is as follows:

Table 1. classification of case characteristic indicators of "practice of tour leaders"

Primary index	Secondary index	Three-level index
Acquisition and production of cases	Channels(A)	1.Get it from the internet or other media
		2.Get from the teacher's personal experience
		3.Get from students' personal experience
	Organize and express(B)	1.Copy and paste text directly from the channel
		2.Reorganize the text and present it with PPT
		3.Add pictures for auxiliary explanation
		4.Use video cases to play
The links and settings of case teaching	The link of case teaching(C)	1.Introduce teaching with cases before class
		2.Explain knowledge points with cases in class
		3.Summarize the classroom content with cases at the end of the class
		4.Assign homework after class with cases
	Setting of case teaching(D)	1.Every class needs case teaching
		2.There are 1~2 special case discussion classes in each semester
Organization of case teaching	Organization of case teaching(E)	1.Teachers explain cases and ask questions
		2.Teachers organize students to discuss in groups
		3.Students assign roles according to cases and carry out simulation exercises
	Scenes of case teaching(F)	1.Use multimedia projector to show cases for teaching
		2.Use the information mobile terminal App to carry out case teaching
		3.Using the resources of school-enterprise cooperation to carry out case teaching in enterprises

2.3 Questionnaire survey

According to the requirements of the talent training program, there are three classes to study in one semester, so the questionnaire survey is carried out among the students in the class at the end of the semester. Questionnaires are based on 19 specific indicators, and adopt five-level options, all of which are objective choices. A total of 110 questionnaires are distributed, 106 are recovered, and 105 are valid questionnaires, with an effective rate of 95%.

3. Data statistics

For each detail index, the typical Kano Model generally has the following definitions: A, represents attractive quality; O, represents one-dimensional quality; M, represents must-be quality; I, represents indifferent quality; R, represents reverse quality; and Q, represents suspicious result. We can ask positive and negative questions about each detail index through the questionnaire, count the frequency of each factor, and then calculate its better-worse coefficient (including two coefficients: SI, indicates increasing satisfaction coefficient; DSI, indicates decreasing dissatisfaction coefficient), which means that the detail index can increase satisfaction or eliminate dissatisfaction.

According to data statistics, the frequency of display factors and the better-worse coefficient of each detail index in case teaching of the professional course "practice of tour leaders" are shown in the following table:

Table 2. frequency and coefficient of case characteristic index of course "practice of tour leaders"

Number	Frequency						Better-Worsecoefficient		Classification
	A	O	M	I	R	Q	SI	DSI	
A1	12	17	32	48	0	0	0.29	-0.47	I
A2	21	46	14	23	0	1	0.64	-0.58	O
A3	51	23	9	21	1	0	0.71	-0.31	A
B1	4	9	17	35	39	0	0.20	-0.39	R
B2	15	20	36	34	0	0	0.33	-0.53	M
B3	12	41	18	33	1	0	0.51	-0.56	O
B4	68	13	12	11	0	1	0.78	-0.24	A
C1	10	21	33	41	0	0	0.30	-0.55	I
C2	9	24	50	22	0	0	0.31	-0.70	M
C3	8	19	31	47	0	0	0.26	-0.48	I
C4	2	19	15	33	35	1	0.30	-0.49	R
D1	13	25	25	41	1	0	0.37	-0.48	I
D2	17	16	13	59	0	0	0.31	-0.28	I
E1	4	14	47	40	0	0	0.17	-0.58	M
E2	5	39	22	37	2	0	0.43	-0.59	O
E3	40	25	12	27	1	0	0.63	-0.36	A
F1	7	17	65	16	0	0	0.23	-0.78	M
F2	25	30	11	39	0	0	0.52	-0.39	I
F3	70	16	8	10	0	1	0.83	-0.23	A

According to the data in the table, taking SI value of each index as abscissa and DSI value as ordinate, it is summarized into the following sensitivity scatter diagram.

4. Analysis

In the scatter diagram, students are more sensitive to the change of indicators beyond the quarter arc and farther away from the dot. Therefore, it can be seen from this diagram that A2 teaching cases are obtained by teachers' personal experience, B4 is played by video cases, F3 uses school-enterprise cooperation resources to carry out case teaching in enterprises, and F1 multimedia projector displays cases for teaching. These indicators are very critical. Through face-to-face communication with students, we can know that, first of all, when teachers teach cases, if the cases are experienced by themselves, they will be very
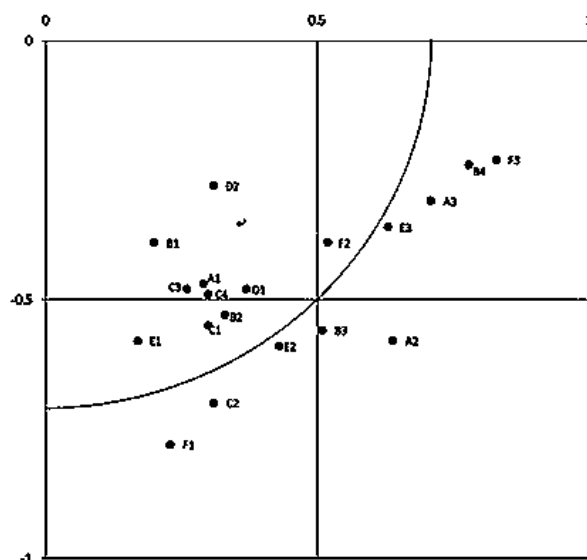
Figure 2. scattered plot of sensitivity of case characteristic index of l course "practice of tour leader".

vivid, as if they were on the scene, students' attention is highly concentrated and the learning effect of knowledge points is obvious. Secondly, if the course case is displayed only by words and pictures, it will be boring and unattractive, while using video case for multimedia display will bring strong stimulation to students' feelings and be conducive to obtaining information. Thirdly, many students are very interested in the teaching of "going out of classroom". During the whole semester's teaching process, if they have the opportunity to walk into outbound tourism enterprises or even experience cases in overseas tourism sites, they will greatly enhance students' learning enthusiasm and produce the best case teaching effect.

Of course, it should also be seen that the result obtained through data statistics and analysis is a qualitative conclusion, which is also affected by many factors. For example, the acquisition of cases experienced by teachers requires teachers to have rich industry experience and deep accumulation in the front line of outbound tourism work, which requires teachers not only to prepare lessons for curriculum case teaching on campus, but also to combine with the actual situation of the industry, which is a challenge to teachers' energy distribution. There are many types of video cases. Although it can bring strong sensory stimulation to students, the video of the same mode for a long time will inevitably bring visual fatigue and need diversification. It is good for students to go out of class and into the society to study cases, but it is inevitably restricted by the teaching cost and the feasibility of implementation, and cannot be organized frequently.

In addition, we should also see the characteristics of other indicators, such as: Assigning roles according to cases and carrying out simulation exercises, which is also a very good and effective case learning method, which can urge students to learn actively. Using information-based mobile terminal App to carry out case teaching is a popular information-based teaching method at present, which can rationally allocate the disadvantages of students who like to play mobile phones in class and change "decadent" into positive. There are also the reverse factors: assigning homework with cases, although students don't want to have too many complicated homework after class, they can't do it because of this, and they must review the homework after class at an appropriate time to consolidate the knowledge points.

Therefore, the case teaching of the professional course "practice of tour leaders" is a process influenced by comprehensive factors. Teachers should pay close attention to several sensitive aspects, focus on improving the connotation of these indicators, and combine other factors to rationally integrate teaching resources, optimize teaching methods, improve students' learning enthusiasm, and finally achieve the goal of case teaching.

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