

Research on the Teaching Reform of Tourism Management Courses from the Perspective of Community

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Abstract: In modern social sciences, “community perspective” is usually understood as a theoretical and practical framework that emphasizes community participation, collective sharing and collaboration, and promotes equal communication and mutual respect among community members. It highlights the equal status and interaction of all stakeholders-teachers, students, community members, policy makers, etc.-in the education process. In view of this, this paper analyzes the application of community perspective in teaching, and discusses its influence and value on the teaching reform of tourism management course. First of all, the definition of community perspective and its importance in teaching are expounded. Secondly, it puts forward some concrete suggestions for the teaching reform of tourism management courses from the perspective of community. Finally, through the actual case analysis, it shows the application of community perspective in the teaching reform of tourism management courses for reference.

Keywords: Community perspective; Tourism management courses; Reform suggestions

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Introduction:

According to the actual situation of higher education and teaching in China, considering the acceleration of knowledge update and the increase of social demand for innovative talents, the community perspective is of great importance. The traditional examination-oriented education method often limits the initiative and innovation of students, while the community perspective can guide students to actively participate through all participation, cooperative learning, and shared value, stimulate students' innovative thinking, improve teaching effects, and cultivate more Talents with practical ability and innovative spirit can better serve the development of society and economy, this paper aims to explore the application and value of community perspective in the teaching reform of tourism management courses.

1. The definition of the community perspective and its importance in teaching

1.1 All participation

In the teaching environment, the community perspective emphasizes the participation of teachers, students and other stakeholders in the teaching process. It is not only the active participation of students in the learning content, but also the all-round participation of teachers, parents, communities and other stakeholders in the learning process of students ^[1]. In this perspective, teaching is no longer a single teacher to impart knowledge, but the common participation and interaction of multiple subjects.

1.2 Cooperative learning

The community perspective encourages cooperative learning, which gives students the opportunity to solve problems in real situations, thus developing better collaboration, critical thinking and problem-solving skills. For example, in the tourism management course, students can jointly solve real problems such as tourism planning and marketing through project cooperation, and improve their professional ability and teamwork ability.

1.3 Shared Value

From a community perspective, all participants in the teaching process should identify with and follow a shared value, which includes not only a shared understanding of knowledge, but also a shared understanding of teaching objectives and teaching methods. This shared value can build an environment conducive to learning and teaching, and enhance the learners' sense of belonging and the pertinence of teaching.

2. Suggestions for teaching reform of tourism management courses from the perspective of the community

2.1 The establishment of shared curriculum objectives and teaching philosophy

First, a common understanding of course objectives and teaching philosophy should be established among all participants. Teachers need to work with students, parents, and other education stakeholders to develop and understand the goals of the curriculum, so that everyone has a clear understanding of the teaching goals, while also enhancing students' motivation and sense of purpose. Secondly, when establishing a shared teaching concept, it is necessary to consider the content of interaction, cooperation, and exploration, which can guide teachers to adopt more effective teaching strategies, and also help stimulate students' interest and initiative in learning.

2.2 Promote the participation of students, teachers and other stakeholders

In the community perspective, each participant is an important part of teaching activities, and students' participation can enrich and diversify the teaching process. The importance of such full participation is particularly evident in tourism management courses.

First, the role of teachers has changed. In the teaching process of taking the actual scenic spot planning project as an example, teachers can change from a single knowledge giver to a guide and coordinator of students' learning. Teachers need to guide students to understand the basic concepts and skills of scenic planning, and then coordinate the team to carry out practical planning projects to guide students to solve practical problems.

The role of students has also changed. In this scenic area planning project, students no longer just passively accept knowledge, but need to actively participate and explore. In this regard, students need to conduct field visits to tourist attractions, collect data, then analyze and plan, and finally complete the project report. This learning process gives students the opportunity to apply theoretical knowledge to practice, and also improves students' independent thinking and problem-solving skills.

2.3 Innovative teaching methods and evaluation system

From the perspective of community, practice and cooperation have become important teaching methods. Tourism management courses are especially suitable for teaching methods such as project-based learning, case studies, and teamwork.

For example, a teacher can design a project on tourism marketing strategies that requires a team of students to design and implement a tourism marketing campaign based on actual tourism market conditions. In this process, students need to combine their knowledge of tourism management, conduct market research, formulate marketing strategies, implement marketing activities, etc., so as to learn and master knowledge in practice, and cultivate collaboration ability and critical thinking.

Case study is also an effective teaching method. Teachers can choose some practical cases about tourism enterprise management, tourism product development, tourism market analysis, etc., so that students can analyze problems, find solutions, and deeply understand and master theoretical knowledge by solving practical problems.

The traditional evaluation system based on examination results can not fully reflect the learning effect of students, so it is necessary to reform the evaluation system^[2]. In project-based learning and case studies, students' participation, cooperation ability and practical results can all become important factors in evaluation. Here, such innovative teaching methods and evaluation system are more in line with the characteristics of tourism management courses, and also more in line with the requirements of the community perspective, which can effectively improve the teaching effect.

2.4 Establish continuous improvement and feedback mechanism

First, teachers should establish a regular feedback collection mechanism. This can be achieved through regular small tests, questionnaires, interviews, etc. Secondly, teachers need to conduct in-depth analysis of the collected feedback, find the problems in the teaching process, and adjust the teaching strategy based on the feedback. For example, if students are found to have insufficient mastery of a course, teachers can adjust the teaching content appropriately, increase the teaching time of that part, or try other teaching methods.

Finally, it is necessary to establish an open feedback environment, in which teachers not only need to actively collect feedback from students, but also need to encourage students to actively put forward opinions and suggestions. For example, teachers can clearly

tell students the importance of feedback at the beginning of the course, so that students can participate more actively in the teaching process^[3]. Through this continuous improvement and feedback mechanism, teachers can understand the teaching effect in real time, find and solve problems, meet the learning needs of students, and improve the quality of teaching. This is an important way to realize the teaching reform of tourism management course from the perspective of community.

3. Analysis of specific cases of using a community perspective to reform tourism management courses

The case of tourism management curriculum reform practice in Peking University provides a useful reference. This practice reflects the application of the community perspective in teaching, emphasizes the sense of participation of students, and the theoretical construction research based on the community perspective.

In this regard, as the tourism management talents training of applied undergraduate schools, the goal of education training is to cultivate talents with practical skills and application ability. Therefore, when learning from the reform practice of tourism management course in Peking University, we should combine the community perspective with the actual situation of applied talents training. For example, students are encouraged to engage in projects of practical significance that give them an in-depth understanding and application of tourism management theory in practice. At the same time, students can also improve their critical thinking and problem solving skills through discussions and case studies.

First of all, at the beginning of the design of the talent training program, it is necessary to clearly cultivate students' practical application ability, problem-solving ability and teamwork ability. Teachers should adhere to student-centered, problem-oriented, pay attention to social development trends, industry development needs, design talent training goals, and then specific to the design of each course goal.

Secondly, in the course of the implementation of the course, students should be encouraged to actively participate in the course design, practical activities and discussion. Teachers can explore tourism issues and solutions with students, rather than just teachers passing on knowledge in one direction. At the same time, the course uses a large number of project-based learning and case study methods, so that students have the opportunity to learn and master knowledge in practice. The evaluation system no longer relies solely on test scores, but incorporates factors such as student participation, cooperation ability, and practical results into the scope of assessment to make the evaluation more comprehensive and fair.

Conclusion:

In general, the community perspective provides a new thinking and operational framework for the teaching reform of tourism management courses. By emphasizing shared teaching concepts, active participation, innovative teaching methods, and continuous improvement and feedback, adhering to a community perspective can help achieve more efficient, fair, and humane teaching. In the future, further research and the application of the community of practice perspective in other professional courses are needed to achieve broader teaching reform and improve the quality of education.

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