



On the Path of Profession-ideology-innovation Integration of Science of Tourism Resources in the Context of Information Technology

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Abstract. The development of modern information technology and the cultivation of application-oriented high-quality talents have driven the continuous reform and innovation of curriculum teaching in colleges and universities. Based on the definitions of information-based teaching and profession-ideology-innovation integration, this article explores and practices the teaching objectives, content and models from the point of knowledge of the course of science of tourism resources. In this way, it is expected to foster students' ability to adapt to the information society.

Keywords: information technology; profession-ideology-innovation; science of tourism resources

1 Introduction

In order to further strengthen the top-level design and overall planning of education informatization, the Ministry of Education has promulgated a series of policy documents such as The Education Informatization 2.0 Action Plan and the Guiding Opinions on the Construction and Application of Public Service Systems for Digital Education Resources to guide the development of education informatization. In July 2021, the Ministry of Education, the Office of Central Cyberspace Affairs Commission, the National Development and Reform Commission, the Ministry of Industry and Information Technology, the Ministry of Finance, and the People's Bank of China jointly issued the Guiding Opinions on Strengthening New Infrastructure Construction for Education to Build a High-Quality Education Support System. It emphasizes six aspects: information network, platform system, digital resources, smart campus, innovative applications, and trusted security, and deploys to accelerate the new infrastructure of education and facilitate digital transformation, intelligent upgrading and integration innovation in education.

In this context, the traditional teaching models can no longer meet the innovative learning needs of students in the new era. The traditional classroom teaching models have disadvantages such as shortage of teaching resources and low quality of classroom teaching. Moreover, the philosophy, methods and modes of teaching need to be constantly reformed in order to further improve the quality of teaching and students' innovation ability.

In the design of information-based teaching, the course content and practical activities are inclined to reconstruct and strengthen students' ideological and political qualities, innovative ability and professional ability. Moreover, it should strive for the synergistic development and deep integration of professional education, ideological and political education and innovation and entrepreneurship education to cultivate high-quality applied talents who can meet the needs of social development.

2 Definitions

2.1 Information-based Teaching

Information-based teaching means that under the guidance of advanced education and teaching ideology, teachers actively apply modern information technology in the teaching process to develop teaching resources, optimize the teaching process, improve students' information literacy and innovation ability, modernize teaching, and cultivate innovative talents who meet the requirements of information society.

2.2 Profession-ideology-innovation Integration

The profession-ideology-innovation integration means that teachers should change the conventional teaching methods, innovate the traditional teaching classroom and fulfill the goal of educating students in the whole process according to the fundamental task of implementing moral education and cultivating students' innovative and entrepreneurial ability. Moreover, teachers should combine Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era and China's development practice, and make an all-round reform of the course based on the professional knowledge of the course as the core, and in-depth excavation of the ideological and political elements of the course and the elements of entrepreneurship and innovation.

Among them, professional knowledge is the basic element, and the development of professionalism lies in the gradual learning and accumulation of professional knowledge. Professional knowledge is the cornerstone of all ideas and abilities, and it is the fundamental element that requires intensive efforts and continuous learning of both teachers and students. Ideological and political education means the integration of values. Teachers should dig deeper into the ideological and political elements of the science of tourism resources and explore the ways of integrating different types of elements into the classroom, and complete the infiltration of ideological and political contents in the lectures of professional courses, so as to enhance college students' identity of ideals, emotions and political identity. Entrepreneurship and innovation capabilities represent competency development. With the current context of mass entrepreneurship and innovation, teachers should take the professional knowledge of the course as the core, further explore the innovation and entrepreneurship elements in the modules, projects and tasks of the course, and finish the construction and reform of the course.

3 Analysis of Teaching Objectives

Teachers should determine the knowledge objectives of the course according to the course syllabus and teaching plan, combined with students' learning situation of the professional course. The formulation of teaching objectives determines the smooth

progress of teaching process and the quality of teaching. In setting the teaching objectives, teachers should take the initiative to integrate information technology, strengthen the blended teaching of professional courses, and encourage students to think and learn proactively.

4 Reconstruction of Teaching Content

Teachers should make use of current information technologies to integrate teaching contents and resources, optimize teaching design, and integrate cases and knowledge of innovation and entrepreneurship and ideological and political education into the teaching of professional knowledge. Moreover, teachers should build a blended teaching mode based on information technology, make full use of the Chaoxing Fanya SPOC platform and Xuexitong app provided by the university to connect teachers and students, and realize the synchronization between online and offline teaching.

Teachers should dynamically update the knowledge system according to the frontier dynamics of disciplines and social development needs. According to the fundamental tasks of developing moral education and cultivating innovation and entrepreneurship, teachers should integrate the teaching ideas of ideology, innovation and entrepreneurship into the curriculum. In line with the characteristics of education and training objectives, teachers should adopt project and task-based structures to reorganize course content and promote students' deep and independent learning. Moreover, teachers should build a three-level course structure system consisting of modules, projects and tasks, as follows:

Module 1: Basic theory - including the concept and characteristics of tourism resources, the aesthetics of resources, and the interpretation of tourism environments. The purpose of this module is to help students build a solid foundation for understanding and mastering the subsequent chapters. This module consists of two projects, which take up a total of four hours.

Module 2: Introduction to the classification of tourism resources. The purpose of this module is to help students know and understand the nature, characteristics and development value of various types of tourism resources and increase their knowledge base. This module consists of 6 projects and takes up a total of 22 hours.

Module 3: Practical application - it is the investigation, evaluation and development of tourism resources, which fall in the field of tourism resources planning, with strong practicality. The purpose of this module is to enable students to acquire the ability to transform tourism resources into tourism products. The module consists of two projects, which take up a total of six hours.

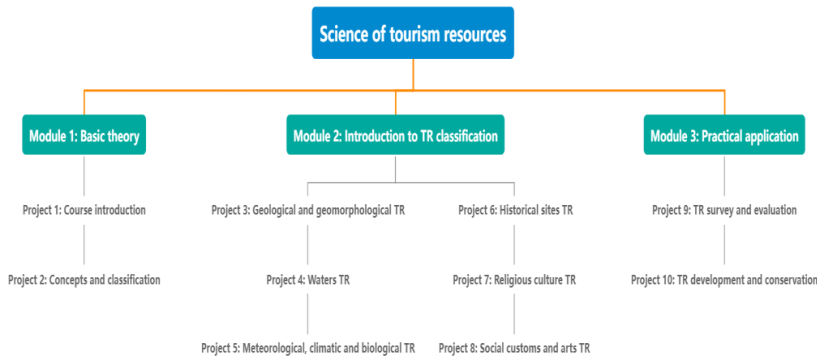


Figure 1 Three-level course structure of science of tourism resources in the context of information technology

Science of tourism resources

Module 1: Basic theory

Project 1: Course introduction

Project 2: Concepts and classification

4 hours

Module 2: Introduction to TR classification

Project 3: Geological and geomorphological TR

Project 4: Waters TR

Project 5: Meteorological, climatic and biological TR

Project 6: Historical sites TR

Project 7: Religious culture TR

Project 8: Social customs and arts TR

22 hours

Module 3: Practical application

Project 9: TR survey and evaluation

Project 10: TR development and conservation

6 hours

5 Design of Teaching Model -- Example of the Profession-ideology-innovation Integration Path of Science of Tourism Resources in the Context of Information Technology

According to the three-level course structure system of modules, projects and tasks, teachers chose one of the tasks - the characteristic dwellings - from Project 6, Ancient Architecture in Module 2, Introduction to TR Classification. Teachers used it as an example of profession-ideology-innovation curriculum reform for a 45-minute teaching design.

5.1 Teaching Content

The teaching content contains two parts. The first part is the categories and characteristics of characteristic dwellings, including the northern characteristic dwellings and their features, the southern characteristic dwellings and their features, and the minority dwellings and their features. The second part provides a detailed introduction to Huizhou architecture, including an overview of Huizhou architecture (including the history of Huizhou architecture and its three major features) and the three major architectural forms of Huizhou architecture -dwelling, ancestral hall, and memorial archways.

5.2 Teaching Objectives

- 1) Knowledge objectives: To understand the different categories and features of characteristic dwellings.
- 2) Ability objectives: To understand the influence of different regions and cultures on the features of traditional characteristic dwellings.
- 3) Quality objectives: To cultivate students' professionalism in tourism, establish the thinking of traditional culture preservation and sustainable development of tourism.
- 4) Emotional objectives: To stimulate students' love for the profession and tourism industry, arouse students' emotion for their hometown and motherland, and establish correct outlook on life and values.

5.3 45-minute Teaching Activity Design

- 1) Five stages of IT connection - preparation, pre-class, in-class, post-class, and teaching reflection

On the basis of the pre-class, in-class and post-class stages of traditional courses, we added the preparation and teaching reflection stages for the blended teaching reform, flipped classroom and smart classroom construction, creating five stages. In the preparation stage, teachers take the lead. Teachers need to complete teaching design, videos, courseware, and homework exercises. In the pre-class stage, teachers mainly upload materials and design teaching tasks using the IT platform. Students are required to prepare materials for tasks, complete discussions and interactive questions posted by the teacher before class, and provide feedback on their learning. In the class, teacher-driven and student-dominated classes are organized. Teachers mainly teach new lessons, explain important and difficult points, hold group discussions, summarize and demonstrate, and answer questions. In the post-class stage, students finish their assignments, consolidate their knowledge and deepen their learning by using the terminal devices, and are encouraged to engage in subject competitions, innovation and entrepreneurship projects, and social practice. During this period, teachers need to keep in touch with the students and instruct them individually. In the teaching reflection stage,

teachers are the main actors. Teachers should reflect on the shortcomings of teaching, propose specific improvement measures and redesign teaching to promote further improvement of teaching quality.

2) Building a teacher-driven and student-dominated classroom

In the process of blended teaching reform, teachers should emphasize the construction of smart classroom, actively apply the Chaoxing Fanya SPOC platform and Xuexitong APP for students, and focus on interactive teaching in the teacher-driven and student-dominated classroom. Teachers should use topic discussion, selection, and quizzing on Xuexitong and live streaming platforms, while focusing on internalization of students' knowledge and demonstration of their skills. At the same time, teachers should use the flipped classroom format to strengthen students' active learning ability, and conduct group tasks, lecture presentations, interactions, sharing, and role plays.

3) Profession-ideology-innovation design - driven by three wheels: professional knowledge, ideological and political education, and entrepreneurship and innovation.

The three-wheel-driven teaching reform idea of professional knowledge, ideological and political education, and entrepreneurship and innovation is to promote the learning and further understanding of the knowledge system by enhancing students' ideological literacy and innovation and entrepreneurial ability, and upgrade the ideological literacy and innovation and entrepreneurial ability by accumulating the knowledge system. The following are examples of the integration of knowledge content and teaching methods for the learning task of characteristic dwellings.

Case: In the introduction of knowledge, the teacher showed students the beauty of ancient architecture in Jidu Temple in Jiyuan and the beauty of modern architecture as shown in the Eye of Binhai in Tianjin Museum through pictures, interactive questions and group discussions, and concluded that architecture is a solidified art. In this way, students can enhance their appreciation of architecture, improve their aesthetic quality of art, improve their humanities, increase their cultural confidence and national pride. Second, when showing the photos of the beauty of ancient buildings, the teacher introduced the story of Tangshi Su, the photographer of Jidu Temple in Jiyuan, and appreciated other photos of ancient buildings taken by Su. Tangshi Su, as a police officer of Yucheng County Public Security Bureau in Henan Province, was awarded the title of China's Top Ten "Ancient Architecture Photographer of the Year" for two consecutive years. Mingshu Lin, an authority on Chinese ancient architecture photography, commented that Tangshi Su is a photographer from the least professional place, but has taken the most professional photos of ancient architecture in China. Su's photography was inspired by his curiosity, and he never lost his focus and obsession, eventually reaping surprises and honors. The teacher can give the students a real example of how to improve and refine their aesthetic ability, humanistic qualities, professional skills and creativity.

Ideological and political elements are always incorporated in this 45-minute class. The content of this section is the overview of the characteristic residential tourism resources and the essence of Huizhou architecture. Throughout the course, the teacher leads the students to experience and appreciate the connotation and beauty of residential architecture, which can enhance students' professionalism, cultivate their appreciation of architecture, and inspire their love and pride in art and their identity and love for beautiful China.

The cultivation of innovative and entrepreneurial skills is more reflected in the design of teaching sessions, such as flipped classroom design, task-based learning, group discussion, interactive quiz, and selection of participants. In this classroom, students are required to work in groups (4 students) and choose a characteristic dwelling, work together to produce a PPT and present it for evaluation. In this way, students can be inspired to maximize their sense of innovation, creativity, collaboration, and drive for excellence.

6 Conclusion

This 45-minute example of the profession-ideology-innovation path in the context of information technology makes use of the information technology platforms. For example, Chaoxing Fanya SPOC platform can be used to connect the three links of students before, during and after the class, and also combine the five links of teachers' preparation, before, during and after the class, and reflection on teaching. This model features rich content, with appropriate questions and tasks. In particular, teachers can collect questions and answer them in class through Xuexitong, which increases interaction and teaching effectiveness, and enhances students' interest in learning. At the same time, teachers assign the next task of flipped classroom, which reflects the principle of teacher-driven and student-dominated classroom reform, and embodies task-based learning and active learning. Moreover, teachers may use pictures and videos to make the class more interesting, and design the content appropriately. In this way, it can fulfill the concept of effective, informative and interesting classroom to some extent. In addition, teachers create scenarios, guide students to explore and experience the close relationship between the curriculum and life, reflecting the concept of life scenario-based teaching. Teachers can apply information technology to promote blended teaching reform, improve teaching efficiency, and cultivate application-oriented high-quality talents.

Acknowledgement. Supported by: 2022 National Business Education and Research Project for the 14th Five-Year Plan (Grant No. SKJYKT-220667); Science of Tourism Resources, First-class Course of Shandong Xiehe University 2020

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