

Evaluating the Collaborative Innovation of Tourism Management Specialty's Three Dimensional Teaching Mode based on Online Learning

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Abstract

With the continuous development of tourism education, practical teaching has become more and more important to the cultivation of tourism management professionals. At the same time, online learning becomes an important way of training tourism management professional talents and teaching method. This research focuses on the investigation of the tourism management, and tries to find out the optimal practice teaching system. Through online survey, the results prove that the practice teaching is particularly important for tourism management. Also, online classes can provide more ways of learning and vision, especially for tourism majors. Therefore, it is important to carry out network teaching, online education can improve the quality of undergraduate education; and plays an important role for constructing three dimensional modes.

Keywords: *Tourism Management; Collaborative Innovation; Online education; Teaching Mode*

1. Introduction

Tourism major is a practical and applied discipline, the tourism management major in Colleges and universities in the training of students, but most colleges and universities will carry out practical teaching content, so as to cultivate and improve students' practical ability and professional ability. Although the Tourism Management Specialty in Colleges and universities has recognized the importance and significance of non theoretical teaching to the students, but most of the existing problems in the practice of Tourism Management in Colleges and universities are not in the form, and there is no real teaching system. However, the development of tourism management should keep pace with the times, adapt to the development of the industry, have strong practical ability and have higher comprehensive quality of high employment personnel, and therefore, improve the practical teaching system, can better improve students' practical ability, and the three-dimensional teaching in the development of the production and continuous improvement[1].

Practice teaching is the important component of teaching of university tourism management specialty, and each link of practice teaching has many problems, such as contact close enough to each other, the teaching content repeated phenomenon is serious, there is no consistency between the teaching time, the content of the training is not a system and practice goal is not clear, lead to tourism professional students employment, the industry would be a low willingness to many problems, therefore, we should use the scientific concept and theory, collaborative innovation concept to the scientific concept of development needs, will every link of practice teaching link, build based on collaborative

innovation concept of tourism management professional three-dimensional practical teaching system, perfect the practice teaching of tourism management system, to facilitate better play politics and so on many synergies between colleges, cultivate students' innovation ability, improve the comprehensive quality and professional ability, professional tourism management students in colleges and universities in tourism enterprises can be achieved when the graduation standard of professional requirements for talents, promote the "high employment" tourism management talents in universities and colleges, thus improving tourism education, especially the professional brain drain problem, improve the utilization rate of tourism human resources meet for tourism has a high professional quality of first-line managers and the high skill talented person's need, to further promote the development of tourism industry, tourism education system, perfecting has important practical value.

Tourism development of the tourism education at the same time to put forward higher requirements, tourism education needs to keep pace with the times, to develop the industry to adapt to the development of tourism professionals. However, not optimistic about the current situation of employment for the graduates of Tourism Management Major in University, the contradiction between supply and demand issues are still prominent, the "brain drain", "potential flow" phenomenon is serious, tourism, professional graduate students most of them didn't get used by the industry, but Inter professional practitioners in selecting party to, resulting in the loss of a large number of professional talents, employment is not ideal, human resources didn't get very good development and utilization. From the point of view, most students do not want to engage in basic level service work, but from the perspective of tourism enterprises, professional skills and professional ability of the students who have just graduated from the professional skills and professional skills are not competent for tourism enterprises (including travel agencies and hotels, *etc.*). Aiming at the present situation and problems of the tourism education and the development of the industry, the author further studies and discusses the problems.

2. Literature Review

2.1. Tourism Education

Foreign tourism management professional teaching more attention to the cultivation of students' practical ability, the development of the practice teaching and the cultivation of students' ability and the employment of the close degree of higher than the existing level of development. Tourism management professional personnel training and the supply and demand of the tourism industry has received a wide range of world tourism education industry wide attention, but also the world's tourism education is more important to break through and solve the problem. In 1989, John Lennon reclaimed from the perspective of the purpose of tourism education, puts forward the practical applicability and tourism education career. Razzaq and Mohamad (2013) pointed out the close relationship between tourism industry and tourism education, and put forward the viewpoint that tourism education should be based on the development of tourism industry [2].Huang and Backman (2013) pointed out the tourism management professional students in the industry choice and employment direction and other aspects of the research [3], found that most of the students have higher expectations for the future career development, and found that the higher grade students from the industry will lower, to some extent reflects the tourism management professional students to the low awareness of tourism.

Based on previous studies, Jadhav and Yeravdekar (2014) have analyzed the differences between the supply and demand of tourism management and tourism management majors[4], so as to put forward the excellent professional talents with strong interpersonal skills, analysis and problem solving skills, strong self-management skills

and good professional skills, and correct the cognitive bias of the neglect of comprehensive skills in school students. Foreign scholars in the previous research work also to design and build a network platform, such as Sigala (2012), based on the existing distance education platform, from the perspective of network learners' needs[5], to design and build a more personalized network learning platform in Oslo and other regions of Norway. Later, more and more experts and scholars realized that the study of the network learning platform cannot have a direct impact on the learners' behavior, and their own factors play an important role in the network learning activities. Janta (2012) studied learning behaviors, and the access record and log of Web server in based on Web are analyzed[6].Ballantyne (2011) try to study the learning style of learners, as well as many scholars discuss the influence of learner's intrinsic motivation, demand and network environment[7].

2.2. Network Learning

Through literature retrieval and related data collection, the research on the practice teaching of tourism management major is lack, but the relevant research contents of the practice teaching are relatively rich and in-depth. Open tourism management professional institutions have more than twenty in Anhui Province, practice teaching development is uneven, related theories and works are scarcer, at present in the province of experts and scholars most for practice teaching system of theory research. At the same time, the influence of tourism management problems existing in professional practice teaching. The main research results are: the construction and implementation of the integrated practical teaching system of Tourism Management [8].

The basic connotation of integrated practice teaching system, target system, construction of framework and implementation ways are discussed; the tourism management professional practice of teaching and research [9], the main analysis of the employment situation of students majored in tourism management and tourism in China's higher education practice teaching situation, and based on this, in view of the existing problems put forward corresponding countermeasures and suggestions such as. In summary, the author has collected the literatures about tourism management major in Colleges and universities teaching 50, from the research direction and angle can find about tourism management specialty practice teaching research more and more specific, first from macro theoretical research to empirical study transition, study more clear, more operational, angle of continuous innovation trend and characteristics. Basically it can be summarized as the following aspects: first, the significance of strengthening the management of tourism practice teaching.

From the perspective of behavior theory and the theory of rational behavior, the theoretical study of the network learning behavior is carried out, and the network learning behavior model is constructed. Eriman (2010) make a multi dimension and multi-level network learning behavior model is established, which reflects the characteristics of network learning behavior [10]. Hubackova(2014) verify the relationship between the 9 potential variables that influence the learning effect of the network, and to guide the development of the network learning activities effectively by using the TAM (Technology Acceptance Model) and TRA (rational behavior theory) [11].Popescu (2011) from the perspective of the adoption of information technology, the three dimensions of psychological, technology and resources to build a network learning behavior concept model[12]. These studies have made a useful attempt to study the concept and model of network learning behavior from a macro perspective, enrich the theoretical system of network learning behavior, and provide a theoretical basis for improving the learning effect and guiding the development of network learning activities.Ye (2009) design network learning model of behavior of intelligent monitoring system[13], through the web log, network sniffer capture technology in Zhejiang Radio & TV university students practice monitoring research. Curtin(2013) through data mining technology, to carry out

the learning process of the learning process of a large number of behavior data analysis, so as to guide the construction of network teaching system[14]. From the perspective of quantitative research, this study analyzes the behavior characteristics of learners' operating levels, and makes a useful attempt for the development of intelligent systems.

Practical teaching is a supplement and sublimation of theoretical study. It is a key teaching link in the cultivation of students' professional ability. It is an important teaching method to ensure the quality of tourism education. It is an effective way to train high quality talents with high quality [15]. Therefore, it is very important to strengthen the practice teaching of tourism management. Secondly, the existing problems of tourism management practice teaching become a universal problem. There have been many achievements in the practice teaching of Tourism Management in Colleges and universities. The research contents and direction are more concentrated. Especially the problems in the teaching of tourism practice have become a common problem. Third, most of the researchers tend to practice teaching system theory to break through. Fourth, the empirical research on the practice teaching of tourism management is a new research trend. However, there are some problems in the past research on the practice teaching of Tourism Management in Colleges and universities. For example, the content of the research is highly repetitive, the theoretical innovation is not enough, the research angle is relatively simple, and the practice of the relevant teaching activity is a lack of cross research. The research on the practical teaching system of tourism management major is still in the initial stage of theory. The research on the three dimensional practical teaching system of Tourism Management in universities and colleges is still in the blank, and the breadth and depth of the research have great exploration space.

3. Model Design

Through literature review about the professional ability of collaborative innovation concept, theory and other scientific theory and related literature, collecting and organizing the relevant tourism management professional practice teaching, the research of existing relevant at this stage of practice teaching research results were reviewed, and analyze the existing problems and so on. Blend in collaborative innovation concept of tourism management professional practice teaching system, its background of subject, combined with the professional characteristics and tourism development and development needs, the students' vocational ability for survey and in-depth interviews, please subject experts to interview outline, to ensure the authenticity and scientific nature of this topic research, is constructed based on the collaborative innovation concept of tourism management under three-dimensional practical teaching system, improve the quality of the cultivation of tourism talents. Of this study is based on the analysis of tourism management professional practice teaching each link, through the questionnaire survey method, practical teaching of tourism management professional students of related problems, especially about tourism management professional practice teaching activities related situation and relevant status of practical teaching system, practice form, practice unit distribution of questionnaire investigation, and to the results of the survey data analysis, and on this basis, summarizes the existing problems in the process of tourism management professional practice teaching.

4. Empirical Analysis

4.1. Data Statistics

The research results are as follows: on the one hand, the existing cooperative units of tourism management major are relatively single, and the main collaborative single place of the tourism management major is the practice teaching of tourism management. On the other hand, it is mainly about the cooperative situation of the Tourism Management Major

Students in the practice teaching activities, such as questionnaire 84.9% , shown as table 1 .From the table 1,it shows the institutions mainly take the cooperation with the tourism enterprises, 10.2% choose other collaborative units, this does not rule out the investigation of the uncertainty of the selection, and very few tourism management professional conduct and cooperation with the government, scientific research institutes and other tourism colleges and universities. Therefore, whether it is the choice of cooperative units in tourism colleges and universities, or students' participation in the professional practice of teaching activities of the coordination, reflect the practical teaching of tourism management professional practice teaching of a single, focused on the current situation of the tourism enterprise cooperation.

Table 1. Cooperative Units of Practical Teaching in Tourism Management

institutions	frequency	percentage	Effective percentage	cumulative percentage
Government	2	1.1	1.1	1.1
Research institutes	1	0.5	0.5	1.6
Tourism enterprises	158	84.9	85	86.6
Tourism colleges	6	3.2	3.2	89.8
other	19	10.2	10.2	100
Total	186	100	100	

Form of practice teaching of tourism management professional development at present and student participation frequency are investigated, according to the practice teaching content and practice link on content design, mainly by students in related practice teaching frequency analysis, survey results such as table 2: To sum up the results of the survey can be found, the content of practical teaching of Tourism Management Specialty in the practice in teaching the basic situation. First of all, the high frequency of classroom practice simulation shows that most of the tourism management major is carried out in the classroom practice simulation, students' participation degree is higher, at the same time, it can be seen that the practice of the classroom has been widely used in the practice teaching of tourism management. Secondly, the students participate in short-term professional training frequency is low, 44.1% of the students did not participate in the professional practice of the internship, you can see the practical teaching of tourism management professional practice in the presence of loopholes, did not get the appropriate attention. Third, the tourism management professional laboratory or training room of the teaching situation in general, the curriculum is relatively low, the students' participation rate is not high. At present, most of the tourism management major has a certain scale of professional laboratory or training room, but the proportion of the practice course is still not reached a certain standard, is not conducive to improving the quality of tourism management professional practice teaching, as well as the practical ability of students. In the end, the frequency of the practice of tourism management is very low, and 50.5% of the students are not involved in the practice, and 28.5% of the students are rarely involved. It is not difficult to find that the existing practice teaching mode of tourism management major is relatively simple, still mainly take the traditional practice teaching methods, mainly concentrated in the classroom simulation, laboratory teaching or graduation practice, practice curriculum is set low, not fully integrated with the practice teaching, tourism management professional practice teaching system needs to be further improved.

Table 2. The Frequency Statistics of Practice Teaching in Tourism Management

multi-item	Frequency				
	Very often	frequently	general	not frequently	Don't participate
Participate in class	34.4	30.1	24.2	9.7	1.6
short-term internship	1.6	10.8	12.4	31.2	44.1
laboratory teaching	19.4	24.2	22.6	28.5	5.4
Travel outside	2.2	10.2	8.6	28.5	50.5

4.2. Satisfaction Analysis

The practice teaching of tourism management major involves teachers' practical experience and the teaching level of tourism management professional teachers. Through the survey found, as shown in table 3. Students on the level of tourism management professional teachers teaching level: 17.8% of the students to practice teaching level is more satisfied, 55.4% of the students believe that the general, 26.9% of the students to practice teaching level is not very satisfactory, can see the teaching of tourism management professional practice teaching should be further improved, practice teaching teachers should be further improved, and actively promote practice teaching teachers to enhance practical teaching ability, strengthen teachers' professional practice training, etc..

Table 3. The Teaching Level Satisfaction of Tourism Management

	frequency	percentage	Effective percentage	cumulative percentage
Very satisfied	10	5.4	5.4	5.4
satisfied	23	12.4	12.4	17.7
general	103	55.4	55.4	73.1
Less satisfied	46	24.7	24.7	97.8
Very dissatisfied	4	2.2	2.2	100
total	186	100	100	

According to the main contents of the current tourism management practice teaching practice curriculum, investigating the content of tourism management professional practice teaching courses for students to participate in the survey, the results show that: first, most of the students majoring in Tourism Management in the tour guide course simulation, simulation training course was 59.7%, especially the tour guide students more common secondly, the dining table; service skills training for the 45.2% opening rate, that the vast majority of tourism management professional practice teaching has been catering practice curriculum system teaching and training in practical teaching; third, the offering rate of beverage service skills training for 28.5% training courses, tea service skills opening rate of 22%, showed that some major in tourism management have the travel related training courses included in the practice of teaching content; in addition, the front office service training set 17.4%, 14% flower service skills and other practical courses in 10.2 types, the practical curriculum is still increasing, but the required course of professional skills relevant Front Office Service Practice still needs to be further enhanced opening ratio. The above findings can be found that the content and selection of tourism management professional practice teaching is more extensive, but the lack of scientific and unified curriculum planning, lack of unified teaching objectives and curriculum goals, which leads to the creation of practical courses with strong randomness, the lack of complete practical curriculum system.

4.2. Reliability Test

Reliability is the stability and consistency of the results measured by a test or an instrument. The reliability has two kinds of external and internal reliability. In the multi-scale, the internal reliability is particularly important, the most commonly used method of measuring internal consistency is s' alpha Cronbach coefficient. In this study, the reliability of the questionnaire survey results is shown in Table 4.

Table 4. Questionnaire Reliability Test

	α coefficient	Item number
Self	0.712	11
Teachers	0.457	3
Task	0.700	4
Students	0.711	5
Online	0.845	21
Technical	0.932	8
Social	0.577	9
Resources	0.938	6

According to Cronbach, the alpha coefficient $\alpha \leq 0.35$ is represented by low reliability, and the $0.35 < \alpha < 0.7$ is, and the $\alpha \geq 0.7$ is high. In this study, the network learning behavior of self adjustment and network learning environment, the overall alpha coefficient and the factors of the variables of the factors such as table 4, respectively, reached the level of trust and high reliability. Among them, the alpha coefficient of the “teacher guide” is low, considering that it may be due to the small number of subjects, and it has certain effect on the “teacher guide”

Table 5. Questionnaire Reliability Test

Course name	open	Not open	Open rate
tour guide simulation training	110	75	59
front office service training	32	153	17.3
Room service training	72	114	37.4
Catering service training	84	102	45.2
Beverage service training	53	133	28.4
Tea service training	40	145	22
Flower arranging training	25	160	14
other	19	167	10.2

In summary, questionnaire survey and interviews of key findings about tourism management professional practice of the author's teaching situation, in addition, there are still part of the content such as tourism management professional students graduate employment intention and the protection system of the tourism management professional laboratory and practice of teacher's professional experience problems are not discussed, the it into specific practice teaching of tourism management major existing problems are described in.

5. Conclusion

5.1. Strengthen the Education Innovation in Tourism Management

The construction of three dimensional practical teaching system of tourism management specialty should follow the principle of cooperative innovation. On the one

hand, the construction of three dimensional practical teaching system of tourism management specialty is based on the idea of collaborative innovation, which is the guiding ideology. The practice teaching of tourism management major is only able to realize the practical teaching mode of the three-dimensional teaching mode, and realize the innovation of the practical teaching system of tourism management. Collaborative innovation is the core idea of building a practical teaching system of tourism management, and is an important way to deepen the cooperation between college and enterprise management in tourism management.

5.2. Provide Rich Practical Teaching Activities

The practice teaching system of Tourism Management Specialty emphasizes the coherence and integrity of the practice teaching. Practice teaching activity not only stay on the level of practice training curriculum theory, simple fragmented training courses, but has a more practical teaching activities rich in content, including classroom practice, tourism experimental courses, professional training, internship, graduate internships many links, practice teaching activity throughout in tourism management teaching process from the beginning to the end and the link of practical teaching activities carried out to develop a unified and complete teaching objectives, teaching content and teaching plan form interlocking, ring linked to the practice teaching system. The practice teaching system of tourism management specialty is a breakthrough in the traditional practice teaching system. It is lack of integrity and continuity. It emphasizes the comprehensive utility and the integrity of the practical teaching contents, and further improve the practical teaching system of tourism management.

5.3. Tourism Management Professional Personnel Training

Tourism management major has strong practical and practical characteristics, which determines the training objectives of tourism management professionals. At present, China's tourism management specialty has different levels of running school, whether it is to train professional skills, vocational education, or to cultivate high level professional undergraduate, graduate students of tourism higher education, its purpose and the idea of running a school is to achieve professional development and comprehensive quality improvement. Although the training objectives of different levels of education vary, but because of professional characteristics and the need to develop tourism management professional students should have strong practical skills, master skilled professional skills, this and the level of tourism education in the practice of teaching, improve the practice teaching content, build tourism management professional three-dimensional practical teaching system in line with the sustainable development of tourism management. The vast majority of the tourism management professional services in the future of tourism enterprises, the development of students' professional ability has important influence on the future career prospects. To cultivate professional talents with high comprehensive professional ability, it is an important task to complete the tourism education, and the teaching system is an important way to improve the comprehensive professional ability of tourism management professionals. The construction of three-dimensional practical teaching system of Tourism Management Specialty insists on the principle of social needs and the need of tourism market. The cultivation of tourism management professional talents is mainly served in the tourism industry. With the rapid development of tourism and the development of tourism market, the training of tourism education needs to keep pace with the times and meet the needs of industry and market development, and realize the full use of human resources in tourism management. The construction of three dimensional practical teaching system of tourism management is to cultivate high quality professional talents, training students with strong practical ability and professional skills, improve students' comprehensive vocational ability, shorten the gap between the demands of talents and the existing students, ease the contradiction between supply and demand of

higher tourism education and promote the sustainable development of tourism management.

5.4. Build Stereoscopic Practice Teaching System

The establishment of three dimensional practical teaching system of tourism management specialty is the guiding ideology of collaborative innovation, which emphasizes the leading role of the practice teaching activities in tourism colleges and universities. The three dimensional practical teaching system of tourism management is emphasized to play a leading role in the tourism institutions. The major tourism institutions and tourism management should actively cooperate with scientific research institutes, tourism enterprises and government departments. On the one hand, the teacher to the enterprise and the relevant departments to carry out the practice of training, access to the latest industry trends and consulting, improve the practical ability and practical teaching level, strengthen the construction of practical teaching teachers. On the other hand, to combine the development of students' professional ability, scientific planning practical courses, to guide students in school learning process to participate in the practice of tourism enterprises and related departments, and to increase the cooperation with scientific research institutes and large enterprises. Content of three-dimensional practice teaching is an important part of three dimensional practice teaching system of tourism management major, including experiment, training and practice and post practice link, each link of tourism management professional three-dimensional practical teaching system built to a series of pipe to perfect the security system. Tourism management professional practice teaching management system is the important content of the three dimensional practical teaching system of tourism management specialty, and is also the basic condition for the implementation of the system. The construction of three-dimensional practical teaching system of tourism management is helpful to solve the contradiction between supply and demand in tourism and tourism education. It is helpful to further improve the practice teaching system of tourism management, which is helpful to the sustainable development of tourism management.

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