

Curriculum Construction and Practice of Tourism Marketing Based on Industry-University Cooperation

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Abstract: The root cause of the contradiction between hardly employment of graduate and shortage of enterprise labor lies in the separation of industry and university. With the social progress, vocational education has become increasingly prominent. During the period of discipline education and early cooperative education, employment anxiety is widespread. The core of the construction of industry-university cooperation curriculum is the cultivation of students' professional quality and professional competence, autonomous learning and lifelong growth ability. The Tourism Marketing based on industry-university cooperation of Jiangnan University has achieved the goals of multi-integration of teaching staff, close to reality of teaching elements, outstanding effectiveness of educational practice, rich and colourful learning achievements, and practical platform implementation. It is very important to form the teaching concept of "teaching is also important for students", deeply understand the concept of "teaching without fixed method and teaching with regular method", and strive to integrate and rationally use enterprise resources for the joint construction of production and learning courses.

Keywords: Industry-University Cooperation; Tourism Marketing; Curriculum Construction

1. Introduction

In 2021, the Ministry of Education will implement the supply and demand docking employment education project for the first time. Finally, 2804 project guidelines declared by 281 households were approved.

On the basis of employment and education cooperation with HUAZHU Group and Yunnan HUAXIA Culture and Tourism Group, the department of tourism and hospitality management of Jiangnan University has formulated and implemented a series of production and learning cooperation plans and initiatives, defining specific tasks, objectives, priorities, plans, guarantees, etc. in the fields of talent training, curriculum construction, teaching resources construction, teacher training, practice base construction, employment and entrepreneurship.

As an early pilot course construction project for employment and education, Tourism Marketing has accumulated some experience and inspiration in the process of co construction of production and learning in four teaching classes in two semesters.

2. Necessity of the Course Construction of Industry-University Cooperation

The main guiding spirit of employment education and industry-university cooperation is to promote the organic linkage between employment and training, the effective connection between talent supply and demand, help employers cultivate and absorb more practical, complex and scarce talents, and promote college graduates to obtain more full and high-quality employment.

2.1. Employment Orientation

School enterprise cooperation in China has roughly gone through three stages, as shown in Table 1 below ^[1].

Table 1: Main stages of school enterprise cooperation in China

Stage	Dominant Subject	Form of Employment	Employment Response	Characteristic
Vocational Education Period	Enterprise education	Direct employment	Satisfied	Work and study simultaneously", "work study doctrine" and "half work and half study" are suitable for the early industrialization
Discipline Education Period	School led	Self employment	All are anxious	Pay attention to the popularization and efficiency of education, and the systematicness and continuity of knowledge transfer. Suitable for the era of industrialization
Cooperation Period	Enterprises put forward demands, focusing on schools, supplemented by enterprises	A small amount of targeted employment, Most people choose their jobs independently	Employment anxiety Still exists	Improve the quality of school running and talent training, the applicability and satisfaction of graduates in the industry, the social transformation rate and comprehensive benefits of teaching and scientific research achievements
Future	? School and enterprise jointly lead	? Targeted employment+self employment	? Most satisfied	? Post industrialization, informatization and mobile internet era

From the perspective of employment orientation, although vocational education in the early stage of industrialization can satisfy enterprises and students, with the social progress, its disadvantages of restricting students' diversification, creativity, and all-round development are particularly obvious.

During the period of discipline education and early cooperative education, employment anxiety was widespread, so that society and enterprises began to question our school education.

Therefore, it is an unavoidable problem to ensure that the government and society, industries and enterprises, parents and students are satisfied with education, employment and education.

The construction of industry-university cooperation curriculum is the source and foundation.

2.2. Problem Orientation

The root cause of the contradiction between hardly employment of graduate and shortage of enterprise labor lies in the separation of industry and university.

Although schools and enterprises have a strong desire for industry, university and research cooperation, it is difficult to implement and coordinate due to the increased difficulty in school management, the difficulty in meeting the demands of enterprises, the conflict between expectations and reality of all parties and other reasons.

The construction of industry-university cooperation courses can at least play the following roles in solving the above problems:

- ①Innovating the pilot talent training mode;
- ②Guiding industrial enterprises to deeply participate in teaching practice;
- ③Building a high-level teaching team;
- ④Building a platform for enterprise teaching base;
- ⑤Building a library of teaching resources and materials, etc.

2.3. Application Orientation

In fact, the construction of industry-university cooperation curriculum is to reposition the curriculum application orientation, and the core is the cultivation of students' professional quality and professional competence, independent learning and lifelong growth ability, cooperation awareness and innovative thinking and other comprehensive abilities.

Through the introduction of project-based, simulated, mixed and other teaching methods, the introduction of enterprise resources to participate in the whole process of talent training, such as the design and implementation of curriculum plans, the mining and utilization of curriculum resources, and the tracking of curriculum quality evaluation, the implementation of the special post plan for off campus tutors and the post replacement system for on campus teachers, the establishment of a joint laboratory and other measures to promote the connection between curriculum content and technological development, the connection between teaching process and production process, and the integration of talent training and industrial needs ^[2].

3. Practice of the Course Construction of Industry University Cooperation in Tourism Marketing

3.1. Diversified integration of teaching staff

The curriculum of Tourism Marketing, which is jointly built by industry and university, realizes the idea that three teachers inside and outside the school can give students a lesson at the same time.

Before class, teachers inside and outside the school prepare lessons collectively, draw up teaching plans and tasks, define teaching objectives and contents, agree on teaching methods and means, and organize teaching implementation and evaluation.

Students can feel different ideas collision and knowledge integration, and also experience the combination and unity of theory and practice, so their vision and thinking are expanded

3.2. Teaching elements close to reality

This co-construction course creates an atmosphere of using professional knowledge and skills to explain and solve real cases around.

Case teaching is no longer a "legend" many years ago, nor an "ideal country" far away from the reality of life. All the industry mentors brought are the most authentic business processes of *HUAZHU Group*. They have summarized successful experiences and learned lessons from failures.

Each case is the most ordinary and common daily operation. Every hero is an inconspicuous employee around. Every story is an event that we often encounter but may not be able to deal with ^[3].

3.3. Outstanding effectiveness in educational practice

This co-construction course has achieved a breakthrough in bringing the most real and cutting-edge industry dynamics and knowledge applications into the classroom.

In recent years, the application of new technologies and great changes in the environment have accelerated the reform of the tourism industry.

The impact of the introduction of industry mentors on school mentors is the fear of industry disconnection, which brings the brightest guidance to students.

In educational practice, it is the impact and reversal of traditional cognition. No one thought that *HUAZHU Group* was the leader in the field of digital applications, let alone the fact that the digital operation of hotel enterprises has become so mature. From employee development, to hotel enterprise management, to industry resource integration, from public domain traffic leasing, to private domain traffic collection and integration, to private public domain traffic conversion, we have seen that *HUAZHU* is no longer a hotel company, It is an Internet company, asset management and investment company.

Under this impact, students are full of strong interest in hotel digitalization, and school tutors are full of a sense of urgency to learn and practice in the industry ^[4].

3.4. Rich and colorful learning achievements

This co-construction course focuses on Project-Based Learning.

Through 13 projects in nine categories, including tourism marketing research, consumer behaviors analysis, tourism target marketing, tourism crisis and public relations, and customer relationship management, students can fully understand the planning, process, methods, etc. of hotel operation of *HUAZHU Group* in the analysis of specific business cases of *HUAZHU* Hotels.

It not only speeds up the iteration of course content, pays attention to the dynamic development of the industry innovation chain, and promotes the scientific connection of course content with industry standards, production processes, project development and other industrial needs.

It also provides students with a broader growth path and space that is more in line with social needs and can better grasp the development trend of the industry.

Students' professional confidence and professional recognition have also been greatly improved.

3.5. Implementation of the practice platform

The construction of practice base, especially the construction of practice learning and training practice environment based on industrial development and innovation needs, is the basic task of this school-enterprise and industry-university cooperation, which has been well applied and reflected for the first time in this co-construction course.

Students come to the practice base to feel the real business environment; Enterprises guide and select students who are interested in tourism and hotel industry in the future to focus on and cultivate in the teaching process; The school gives full play to its intellectual advantages and cooperates with enterprises in joint research and development, product research and development, achievement transformation, project incubation, etc [5].

4. Inspiration from the Course Construction of Industry-University Cooperation in Tourism Marketing

4.1. Rethink the teaching concept and return teaching to students

To mobilize students' learning enthusiasm and initiative, teachers should understand students, enterprise needs and industry development trends, make students' career plans together with students based on learning conditions, and enable students to learn and improve their professional quality and professional competence.

Firstly, go deep into students' reality, investigate and study their learning situation. Teachers should become friends of students, fully understand and respect students' learning habits, learning abilities, learning needs, learning interests, etc;

Secondly, deeply understand the teaching practice, study the teaching syllabus, and appropriately adjust and clarify the teaching objectives, teaching tasks, teaching methods, teaching forms, etc. according to the learning situation;

Thirdly, go deep into tourism enterprises and their marketing practices, extract and refine cases with typical teaching and educational significance, inspire students' thinking, guide students to think, stimulate interest in inquiry, etc;

The fourth key point is to design teaching cases and PBL projects carefully, scientifically and step by step according to the actual situation, especially the situation of learning, teaching and learning, guide students to be good at using theoretical knowledge to think about the tourism marketing problems and phenomena around them, and try to use relevant research methods to design and implement solutions, evaluate the implementation effect, and propose improvement measures.

In fact, it is not easy to do these jobs well. The communication and coordination among teachers, students and enterprises are crucial. At present, the industry university cooperation course is one of the few channels and choices, which enables students and enterprises to have a clear common goal and make unremitting efforts for it.

4.2. Re exploration of teaching methods, no definite teaching method

The biggest challenge for teachers' classroom teaching is to keep away from the actual production of enterprises for a long time, and make their teaching process full of preaching but often impractical.

When students find that classroom knowledge can not solve the practical problems of life and production around them, they will be tired of learning. Therefore, teachers should not only enter the social class and the actual situation of the industry and enterprises, but also flexibly use various teaching methods.

PBL teaching method based on the cooperation between production and learning is one of the best choices to inspire teachers and students to think and progress together. Through the course of industry university cooperation, students really understand the actual industry competition, enterprise operation process, product production and service know-how, market demand and marketing strategies, customer management skills, etc. Students really find the meaning of learning and experience the sense of achievement of growth, and teaching becomes a pleasure.

Firstly, more students should be guided to go out of the classroom and test their knowledge in a real marketing environment. Traditional teaching methods do not allow students to leave the classroom. On the contrary, the PBL teaching method based on the cooperation between production and learning places a large number of teaching activities in the real environment, such as investigating college students' consumption behavior, campus tourism products and their marketing status.

Students learn, practice and test the basic methods and theories of tourism marketing in real life, interact with people in complex and real social life, receive education and training, and test the knowledge points of the curriculum learning and thinking methods, growth and deficiencies, etc., and the campus environment is simpler than the society, which is more conducive to effectively carry out PBL project activities and build confidence, which is of great significance and value.

The second is to deepen school enterprise cooperation and integrate the resources of both sides to drive project teaching. With the help of industry-university cooperation courses, the school has truly realized the opening of running a school and running of opening school. That is to say, educational activities are not only oriented to the society, but also actively introduce social resources. All resources are used to develop education, so that everyone can share the fruits of educational development. All resources are concentrated on the customized training of talents according to the actual needs of society and enterprises, so as to truly unify the talent training objectives of schools, enterprises and society.

Teachers and schools take a variety of ways to give full play to the advantages of off campus resources and joint talent training base, especially the various industrial talents trained by enterprises, and their accumulated practical cases, industrial experience, etc. Fully mobilize the participation and enthusiasm of off campus resources and off campus tutors, strive for school policies, strengthen the base construction and elimination, hire more off campus tutors, and actually participate in the whole teaching process from training program and curriculum design, curriculum adjustment, to training effect evaluation and tracking.

The third is to stimulate the enthusiasm for participation and strive to improve the learning interest of all students. The biggest advantage of the production learning cooperation course is to get rid of the shackles of classroom and paper-based examination, move from unitary assessment to multiple intelligence development, let students measure and deeply experience their own growth, and purposefully learn and improve themselves in multiple dimensions according to their hobbies and professional goals.

Teachers should introduce more necessary, flexible and objective incentive and assessment methods, relax moderately, give priority to rewards and encouragement, and enhance students' interest in learning and project practicality. To guide students from injecting learning to autonomous learning and then to cooperative learning, from passive acceptance of knowledge to active inquiry learning, from a test to judge the pros and cons to process and comprehensive performance evaluation, students find their own ability training needs and goals in the learning process, and take targeted learning methods and ways to improve their overall quality. What teachers need to do is to provide guidance, build a platform and other basic and auxiliary work.

4.3. Re integration of teaching resources and regular teaching methods

The cooperative course of production and learning has made up for many weaknesses and weaknesses in the traditional teaching mode, such as the mining and construction of teaching resources, the optimization and ability improvement of teachers, and the construction and utilization of teaching platforms. With the help of enterprise resources and practical business cases, the school can form a complete set of teaching resource library that is suitable for students and industry. According to its own and industry development needs, characteristics and trends, the enterprise participates in the specific process of formulating and implementing talent training plans, teaching plans, curriculum plans, teaching effect evaluation and tracking, and forms a set of effective teaching resource utilization models. Teachers have accumulated a lot of teaching materials and experience, expanded and enriched their teaching vision and skills in the process of cooperative teaching, industry research and investigation, enterprise probation and post practice. The industry base and its resources are transformed into a platform for students' growth.

To excavate and integrate educational resources is the necessary condition and key to the success of the cooperative curriculum.

First, in-depth study of teaching materials, teaching plans and plans. Teaching materials are the basis of teaching, teaching plans are the basis for the smooth implementation of teaching activities, teaching syllabus and plans are the basic guarantee for the normal implementation of teaching activities, and studying teaching materials and teaching plans is the prerequisite for stimulating students' interest in learning.

The second is to strive to improve personal basic teaching skills and teaching quality. More people will be invited to listen to the class and more students will exchange their learning and teaching experience. Only in this way can teachers' teaching skills and teaching quality be improved quickly. This is also an effective way to stimulate students' sense of role, participation and acquisition in teaching activities and form an endogenous motivation for active learning.

The third is to fully prepare and use appropriate teaching tools and teaching cases. There are essential differences between teaching activities and actual marketing activities. The former is more ideal, while the actual conditions and environment are constantly changing. Appropriate teaching tools and teaching cases can greatly bring theory and practice closer to make the classroom vivid and practical, improve students' interest in learning and learning efficiency, and make learning useful and flexible.

Fourthly, fully tap and integrate other teaching resources inside and outside the school. In addition to teaching resources such as textbooks, quality courses, teachers, teaching bases and platforms, teaching environments and policies, we should also be good at exploring teaching resources around us, such as guiding students to think about the topic of "masks as the best advertising space", and draw inferences from one instance to another ^[6].

5. Conclusions

1) Industry university cooperation can help employers cultivate and absorb more practical, complex and scarce talents, and promote college graduates to obtain more full and high-quality employment. The construction of industry university cooperation courses is the source and foundation.

2) The role of the construction of industry university cooperation curriculum includes innovating the pilot of talent training mode, guiding industrial enterprises to deeply participate in teaching practice, building a high-level teacher team, building a platform for enterprise teaching base, and building a library of teaching resources and materials. It can promote the connection between curriculum content and technological development, the connection between teaching process and production process, and the integration of talent cultivation and industrial demand.

3) The tourism marketing industry university cooperation course of Jiangnan University reflects the characteristics of diversified teaching staff, close to reality teaching elements, outstanding effectiveness in educational practice, rich and colorful learning achievements, and practical platform.

4) To mobilize students' learning enthusiasm and initiative, teachers should understand students, enterprise needs and industry development trends, make career plans for students based on learning conditions, and enable students to learn and improve their professional quality and competency. In fact, it is not easy to do these jobs well. The communication and coordination among teachers, students and enterprises are crucial. At present, the industry university cooperation course is one of the few channels and choices, which enables students and enterprises to have a clear common goal and make unremitting efforts for it.

5) PBL teaching method based on the cooperation between production and learning is one of the best choices to inspire teachers and students to think and progress together. Teachers can go into the social class and the reality of the industry and enterprises, and use various more flexible teaching methods to carry out teaching activities. Students really find the meaning of learning and experience the sense of achievement of growth, and teaching becomes a pleasure.

6) The industry university cooperation curriculum has made up for many weaknesses and weaknesses in the traditional teaching model, such as the mining and construction of teaching resources, the optimization and ability improvement of the teaching staff, and the construction and utilization of teaching platforms.

Acknowledgements

This research was financially supported by the first phase of the supply and demand docking employment education project of the Ministry of Education (Targeted talent training project, Grant No. 20220105367; Employment Practice Base Project, Grant No. 20220105743), and the first batch of industry-university cooperation course project of Jiangnan University in 2022: Tourism Marketing.

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