

# Research on Collaborative Education Model for Undergraduate Programs in Tourism Management under the Background of New Liberal Arts Education

**Yonghong Bao**

*Inner Mongolia Normal University, Hohhot, 010022, China*

**Abstract:** *Tourism industry is an international, interdisciplinary, and comprehensive industry. With the rapid development of the tourism industry, the demand for talents in tourism professions has become increasingly diverse and comprehensive. This paper aims to explore the collaborative education model for undergraduate programs in tourism management under the background of new liberal arts education, in order to optimize the training path for professional talents, enhance the comprehensive quality of tourism professionals, and meet the talent demand in the tourism industry. The focus of this study is on the collaborative education model among government, universities, industry, and enterprises, providing references and suggestions for multi-subject collaborative education in undergraduate programs in tourism management.*

**Keywords:** *new liberal arts education background; tourism management; undergraduate programs; collaborative education*

In recent years, the tourism industry has become one of the most important economic pillars globally, resulting in an increasing demand for tourism management professionals. With the development of China's economy, society, and the improvement of people's living standards, the tourism industry has encountered both opportunities and challenges. To cultivate talents who can meet the demands of the tourism market, possess a global vision, and have innovative capabilities, the education sector has begun to focus on the collaborative education model for undergraduate programs in tourism management. Among them, the collaborative education model under the background of new liberal arts education emphasizes the cultivation of comprehensive qualities, integrating knowledge, abilities, and moral literacy, aiming to develop students' innovative thinking, teamwork skills, and a strong sense of social responsibility. This topic deserves in-depth analysis and exploration.

## 1. Overview of the background of the development of new humanities and social sciences

The new humanities and social sciences refer to a new research approach that combines the development of modern social sciences and technological sciences with the foundation of traditional humanities. It emphasizes practicality, innovation, and interdisciplinary integration. It originated from the changing talent development needs in the international education sector and the new requirements of social development. With the advent of economic globalization and the knowledge economy era, there is an increasing demand for highly qualified talents with multidisciplinary and comprehensive abilities. Traditional humanities disciplines have certain limitations in meeting these demands, thus necessitating the development of new humanities and social sciences to adapt to the changing needs of society. In today's world, the boundaries between disciplines are becoming increasingly blurred, and the integration and cross-disciplinary collaboration among various disciplines have become a development trend.

The new humanities and social sciences, characterized by integration and interdisciplinary approaches, can better adapt to the needs of social development and cultivate talents with interdisciplinary thinking and comprehensive analytical abilities. The rapid development of technology poses new challenges and opportunities to traditional humanities disciplines. By integrating modern technologies such as big data analysis and artificial intelligence, the new humanities and social sciences broaden the breadth and depth of humanities research, enabling the integration of traditional humanities with the field of technology and promoting disciplinary innovation and development. With the changing educational concepts and the popularization of mass education, there is an increasing demand for higher education quality and students' comprehensive qualities. As a new educational model and

way of thinking, the new humanities and social sciences can better cultivate students' innovative spirit, practical abilities, and comprehensive literacy, thus meeting the needs of educational reforms<sup>[1]</sup>.

## **2. Analysis on the importance of collaborative education mode of tourism management undergraduate majors under the background of new liberal arts**

With the continuous development of society, the tourism industry has shown tremendous potential and market space, leading to an increasing demand for professionals in the field of tourism. The collaborative education model can integrate the knowledge points of different courses, improve professional competence and comprehensive qualities through collaborative learning. For example, knowledge points related to tourism planning, management, marketing, and services, students can comprehensively grasp and understand professional knowledge. The undergraduate programs in tourism management not only require students to master professional knowledge but also need them to possess teamwork and collaboration skills<sup>[2]</sup>. The collaborative education model can cultivate students' collaboration abilities, making them more adaptable to future work environments.

Tourism management programs place a strong emphasis on practicality. The collaborative education model involving the collaboration between government, schools, industry, and enterprises can provide more practical opportunities, such as organizing field trips and conducting simulated business operations, allowing students to gain a deeper understanding of industry practices and processes. The collaborative education model can stimulate students' innovative thinking, encouraging them to continuously explore and innovate during practical experiences, and attempt to solve industry challenges and problems. In the era of new humanities and social sciences, universities need to focus on education and achieve the organic combination of professional knowledge and quality education. The collaborative education model aligns with the educational realities of the new humanities and social sciences. Therefore, conducting research on the collaborative education model for undergraduate programs in tourism management under the background of new humanities and social sciences holds significant practical significance and application value<sup>[3]</sup>.

## **3. Analysis of the Current Situation of Talent Cultivation in Undergraduate Programs of Tourism Management**

### ***3.1 Weak professional application ability and limited practical skills in students***

Traditional undergraduate programs in tourism management mainly focus on imparting theoretical knowledge, with relatively few practical components. Students primarily encounter textbook knowledge and lack opportunities for practical operation and hands-on experience, resulting in insufficient ability to apply theoretical knowledge in practice. Teaching methods overly emphasize lecturing and rote learning, lacking diverse teaching approaches and formats. Relying solely on classroom teaching makes it difficult to cultivate students' practical skills. In actual work, students need to master skills such as market research, management, and customer service, and apply these skills to solve real-world problems. Therefore, it is necessary to introduce teaching methods such as case studies, field trips, and simulation training to enhance students' practical skills. Some students have limited understanding of the real situation of the tourism industry, lacking in-depth knowledge of industry operations, development trends, etc. This hinders students' ability to apply relevant knowledge and skills to problem-solving in practice and integrate theory with practice<sup>[4]</sup>.

### ***3.2 Insufficient self-learning ability and inadequate awareness of industry development among students***

Undergraduate programs in tourism management require a wide range of knowledge points and have complex and extensive curriculum content. Many students lack autonomy in their studies and passively receive knowledge and information, lacking the spirit of exploration and innovation. This can lead to inadequate practical abilities in students and weak application skills in the industry after graduation. The tourism industry is a rapidly changing field, with new trends and cutting-edge knowledge emerging every year. Students need to constantly follow and update their knowledge system during their studies. However, many students lack forward-looking thinking and insufficient attention to the industry's development forefront, causing their knowledge system to lag behind the times and unable to meet the future needs of the workplace.

### ***3.3 Weak sense of innovation and entrepreneurship among students, low level of research and innovation skills***

Students in undergraduate programs of tourism management often focus more on the learning and application of theoretical knowledge, with less emphasis on cultivating a sense of innovation and entrepreneurship. As the tourism industry is highly innovative and transformative, students need to possess a sense of innovation and entrepreneurship. However, many students have a vague understanding of innovation and entrepreneurship, with limited opportunities for personal innovation and practical experience, resulting in a weak sense of innovation and entrepreneurship. The level of research and innovation skills among students in undergraduate programs of tourism management is relatively low. The development of the tourism industry requires continuous scientific research and technological innovation, but students lack research opportunities and training in their professional studies, limiting the development of their research and innovation capabilities. In addition, schools and teachers often prioritize the imparting of basic theoretical knowledge, paying less attention to the cultivation and guidance of research and innovation skills, and lack practical opportunities and support for research projects.

## **4. Strategies for Implementing the Collaborative Education Model in Undergraduate Programs of Tourism Management in the Context of New Humanities**

### ***4.1 Guided and supported by the government, collaborative education takes center stage***

In the context of new humanities, the implementation of the collaborative education model in undergraduate programs of tourism management can be achieved through the government's active guidance and support. The government should formulate relevant policies to clarify the goals and directions of collaborative education in undergraduate programs of tourism management. These policies can include rewards and incentives, such as establishing special funds to support collaborative education projects, providing entrepreneurship support, and offering preferential policies for employment, to stimulate students' enthusiasm for participating in collaborative education. The government can promote the establishment of partnerships between undergraduate programs of tourism management and the tourism industry. Through in-depth cooperation with tourism companies, scenic spots, hotels, and other industry entities, students can be provided with practical opportunities, internships, and innovation and entrepreneurship platforms to learn more knowledge and skills through actual operations. The government can organize and support industry-academia-research projects, closely integrating education, research, and industry demands in undergraduate programs of tourism management. By collaborating with industry partners, joint research projects can be conducted to solve practical problems and enhance students' innovation capabilities and research levels.

The government can encourage the development of innovation and entrepreneurship education in undergraduate programs of tourism management and provide corresponding support. By organizing innovation and entrepreneurship competitions, lectures, and other activities, students' innovative thinking and entrepreneurial spirit can be cultivated, guiding them to apply the knowledge they have learned in actual entrepreneurial practices. The government can increase support for the construction of teaching staff in undergraduate programs of tourism management. By providing teacher training and academic exchange opportunities, the teaching quality and research capabilities of faculty members can be improved, further promoting the implementation of collaborative education. The government can establish platforms for communication and exchange among undergraduate programs of tourism management, providing opportunities for interaction and exchange between students, teachers, and industry experts. Through academic seminars, forums, and other forms, cooperation and sharing can be promoted, driving the development of collaborative education.

### ***4.2 Collaborative education models are actively innovated by tourism colleges***

Tourism colleges can actively innovate the collaborative education model in undergraduate programs of tourism management to adapt to the needs of the era. The curriculum design and training plans can be restructured and optimized to include interdisciplinary courses and practical components. These optimizations can enhance students' comprehensive qualities and cultivate their innovation abilities, teamwork skills, and cross-cultural communication abilities. Tourism colleges can establish mechanisms for interdisciplinary cooperation with other relevant disciplines, such as hotel management, marketing, and geography. Through cooperation with different disciplines, knowledge exchange and

sharing of teaching resources can be promoted, providing students with diverse learning and practical opportunities. To enhance students' practical skills, tourism colleges can strengthen practical teaching components. For example, organizing field trips, simulation operations, internships, and practical training activities can allow students to directly participate in the practical operations of the tourism industry, enhancing their practical abilities and problem-solving skills.

Tourism colleges can actively carry out innovation and entrepreneurship education, encouraging students to demonstrate innovative spirit and entrepreneurial awareness in the tourism industry. Support can be provided to students through entrepreneurship training, mentoring, and incubation of entrepreneurial projects, helping them apply knowledge to practical entrepreneurial practices and cultivating their innovative and entrepreneurial capabilities. Tourism colleges should actively promote the integration of industry, academia, and research. Close cooperation with industry partners, joint research projects, and practical bases can be established to provide students with more practical opportunities and platforms for solving real-world problems, strengthening the connection between the college and the industry. To improve the teaching quality and professional competence of teachers, tourism colleges can enhance teacher training and incentive mechanisms. By providing training on teaching methods, research support, and academic exchange opportunities, the enthusiasm for teaching and innovation among teachers can be stimulated, further promoting the implementation of collaborative education. Through actively innovating the collaborative education model, tourism colleges can better adapt to the needs of the new humanities era and cultivate tourism management professionals with comprehensive qualities and innovation abilities. Such strategies can promote closer integration between schools and the industry, enhance students' employability, and inject new vitality into the development of the tourism industry.

#### ***4.3 Strengthening the social responsibility of enterprises and industries in talent cultivation***

In the context of new humanities, enterprises and industries should recognize that undergraduate programs in tourism management should not only cultivate students' professional knowledge and skills but also emphasize the development of their social responsibility awareness. By strengthening curriculum design and teaching methods, students can be guided to focus on issues related to sustainable development, environmental protection, and cultural heritage in the tourism industry, cultivating their sense of social responsibility and commitment. Enterprises and industries can actively participate in curriculum design and teaching activities in collaboration with colleges, introducing elements of corporate social responsibility education, such as corporate ethics, sustainable development, etc. For example, organizing lectures or thematic discussions by industry representatives on campus to share the industry's practices and cases related to social responsibility. Such exchanges allow students to understand the social responsibility practices of enterprises in the tourism industry, stimulating their attention and thinking about social responsibility. Enterprises and industries can cooperate with tourism colleges to provide students with practical opportunities to participate in corporate social responsibility practices. For instance, organizing field visits, participation in social welfare activities, or internships. Through direct participation and practical experience, students can better understand and apply corporate social responsibility practices to their studies and future career development.

Furthermore, enterprises and industries can establish mechanisms to reward and recognize students' active participation in social responsibility-related activities and projects. For example, establishing scholarships for social responsibility practices or selecting excellent social responsibility projects. Such reward mechanisms can motivate students to actively participate in social responsibility practices and enhance their awareness and contributions to social responsibility. Enterprises and industries can establish long-term and stable cooperative relationships with tourism colleges, strengthening cooperation and exchanges between the industry and the college. By regularly organizing industry seminars, forums, or establishing enterprise mentoring systems, communication and cooperation between enterprises and the college can be promoted. Such cooperation helps enterprises understand the teaching requirements and professional development trends of the college, providing more targeted support for talent cultivation. In the context of new humanities, enterprises and industries need to strengthen the social responsibility awareness in talent cultivation. This not only helps cultivate tourism management professionals with professional competence but also fosters their sense of social responsibility and commitment. By introducing corporate social responsibility education, providing practical opportunities, and establishing reward mechanisms, students' social responsibility awareness can be stimulated. This will enable them to actively contribute to the sustainable development of society and the tourism industry, strengthening industry cooperation and exchanges, and better meeting the talent needs of the tourism industry, promoting the positive interaction between talent cultivation

and industry development.

#### ***4.4 Strengthening the collaborative linkage among the three main stakeholders***

In the context of new humanities, the implementation of the collaborative education model in undergraduate programs of tourism management should strengthen the collaborative linkage among the three main stakeholders: universities, enterprises/industry, and individual students. Firstly, universities play a central role as the main educational institutions, responsible for integrating resources and providing educational support. Universities should adjust their curriculum design and increase the inclusion of content related to corporate social responsibility, such as corporate ethics and sustainable development. Additionally, universities should employ diverse teaching methods, encouraging students' participation in case studies, field trips, and other practical activities to cultivate their social responsibility awareness and practical abilities. Universities can establish enterprise mentoring systems, inviting professionals from enterprises and the industry to guide students. Mentors can provide students with real-life cases, share practical experiences, help them better understand the social responsibility practices of enterprises in the tourism industry, and guide their performance in course learning and practical activities. Universities can collaborate with enterprises and the industry in research projects to jointly explore social responsibility issues in the tourism industry, providing policy recommendations and solutions. Research collaboration can promote communication and interaction between university faculty and industry professionals, improving teaching quality and students' practical abilities.

Secondly, enterprises and the industry, as the employers and practical training places for tourism management graduates, should actively participate in collaborative education and provide students with practical opportunities and support. Enterprises and the industry can cooperate with universities to provide students with internships, practical training, and graduation projects. Through practical operations and experiences, students can better understand and apply corporate social responsibility concepts in the tourism industry, enhancing their practical abilities and problem-solving skills. Enterprises and the industry can organize students to participate in innovative projects related to social responsibility, encouraging them to propose creative ideas and solutions to real-world problems. Professionals from enterprises and the industry can serve as mentors or expert reviewers for student projects, providing professional guidance and feedback. Enterprises and the industry can send employees to participate in teaching activities at universities, such as lectures and seminars. Through face-to-face communication with students and teachers, enterprises can understand students' needs and capabilities, providing practical experience and industry updates to the university.

Lastly, individual students, as the subjects and targets of cultivation, should actively participate in the process of collaborative education and play an active role. Students should actively participate in practical opportunities provided by universities and enterprises/industry, such as internships and social research. Through practical activities, students can better understand and apply social responsibility concepts in the tourism industry, improving their practical abilities and comprehensive qualities. Students can seek guidance from enterprise mentors or university faculty members and communicate with them. Through interaction with mentors, students can gain more practical experience and professional knowledge, enhancing their learning and career development. Students can actively participate in innovative projects organized by industry organizations or enterprises, showcasing their creativity and abilities. By participating in these projects, students can improve their problem-solving abilities and teamwork spirit, enhancing their competitiveness and innovation capabilities. Students can voluntarily form tourism management-related clubs or associations to pursue professional interests and goals together. Through club activities, students can exchange ideas, share experiences and resources, and organize social responsibility-related activities such as environmental promotion and public welfare. Such organizational forms can promote collaboration and cooperation among students, cultivating teamwork spirit and leadership skills.

Universities can provide platforms for student communication, such as online forums and social media groups, where students can share their learning experiences, practical experiences, and reflections, and discuss topics related to tourism management. Through communication and collaboration, students can inspire and assist each other, exploring the practical paths of social responsibility together. Students can form project groups independently, selecting and conducting research topics or practical projects related to social responsibility. Group members can combine their professional backgrounds and interests to jointly develop research plans, collect data, analyze problems, and propose solutions. Through group cooperation, students can assist and collaborate with each other, dividing tasks and responsibilities, cultivating teamwork spirit and problem-solving abilities. Students can actively participate in practical activities organized by industry organizations or enterprises, such as

industry seminars or enterprise visits. Through communication and interaction with industry professionals, students can understand industry development trends, master cutting-edge knowledge, and accumulate practical experience. Additionally, they can establish a good network of interpersonal relationships with industry professionals, laying the foundation for future employment and career development.

## 5. Conclusion

In the context of new humanities, the application of the collaborative education model in undergraduate programs of tourism management can promote the development of students' comprehensive qualities and innovation abilities, enabling them to adapt to the needs of social development. The research on the collaborative education model in undergraduate programs of tourism management is of great significance in cultivating outstanding talents with innovative abilities, practical skills, and social responsibility awareness. It is hoped that this research can provide some reference and inspiration for educational practices in related fields, promoting the development and innovation of tourism management programs.

## Acknowledgement

**Fund project:** Research on multi-subject Collaborative Education Mode of tourism Management major in application-oriented undergraduate universities (NGJGH2020022).

## References

- [1] Liu, H. (2023) *Exploring the Collaborative Education Model of "Production, Education, and Innovation" in Applied Undergraduate Colleges under the Background of New Humanities*. *Academic Materials*, 2, 153-156.
- [2] Yang, D. (2022) *Research on the Influencing Factors of Collaborative Education in Undergraduate Programs of Tourism Management under the Background of New Humanities*. *Future and Development*, 46(6), 108-112.
- [3] Wang, L., Du, Y., & Xiao, J. (2021) *Exploration of the "12345" Collaborative Education Model in Business Majors under the Background of New Humanities: A Practical Study based on Mianyang Normal University*. *Journal of Mianyang Normal University*, 40(7), 92-96.
- [4] Ge, X., & Wang, X. (2021) *Construction and Implementation of the Overall Goals for the Cultivation of Applied Talents in the Context of New Humanities*. *Higher Education Journal*, 7(15), 140-143.