

A Study on the Implementation Path of the “Chinese Tourism Geography” Classroom Revolution in Chinese Higher Vocational Colleges Based on the CBE Concept

Honghong Zhang

Yunnan Tourism College, Kunming, China, 650221

Abstract: *In this paper, taking the teaching practice of the “Chinese Tourism Geography” course at Yunnan Tourism College as an entry point, the major problems currently existing in the teaching of this course in higher vocational colleges are probed into, that is: the course lays particular stress on theoretical knowledge and physical geography knowledge in terms of content, lacks attention to students' actual learning needs, adopts relatively traditional teaching model, relatively single teaching evaluation method, and integrates insufficient political elements into the teaching content, fully illustrating the necessity of carrying out a classroom revolution in this course. In this regard, the “234” teaching model based on the Competency Based Education concept is proposed, namely, grasping 2 key points, creating 3 types of classrooms, and constructing a 4-dimensional evaluation, so as to comprehensively explore the implementation path of the “Chinese Tourism Geography” course classroom revolution in higher vocational colleges.*

Keywords: *Competency Based Education; Chinese Tourism Geography; Classroom Revolution*

1. Introduction

Proposed by Bloom in the 1970s, Competency Based Education, as the “education based on ability cultivation” or commonly referred to as “Competency-Based Education”, is a method mainly applied in the field of vocational education and training which specifies skills, knowledge and attitudes in order to conduct competency assessment methods for different types of national qualifications^[1]. After developing for more than 7 decades, this theory has already become an important direction for vocational education curriculum reform in the world. Compared with the traditional teaching model, the basic concept of CBE emphasizes the predominance of students, takes improving students' post operation and occupational competence as the core, give priority to social applications, and strengthens students' adaptability to the society.

The year 2019 witnessed the State Council issuing the “National Vocational Education Reform Implementation Plan” which explicitly clarifies that “vocational education and general education are two different types of education and have equal importance”, pointing out the direction for vocational education to revolutionize the classroom. Promoting the “classroom revolution” is an important part of higher vocational colleges promoting the “Three Education Reform.” It has been specified in the “Draft Revision of the Vocational Education Law of the People's Republic of China” issued in 2022 that vocational education refers to the educational activities carried out to enable educators to equip with the professional ethics, professional knowledge, technical skills, and abilities required for a certain occupation or career development. The CBE concept coincides with the training goals of higher vocational colleges in China and the internal driving force for the classroom revolution.

2. Professional Ability Analysis Based on the CBE Concept

As an important component of Chinese geography, Tourism Geography is a science studying the relationship between this geographical phenomenon and the geographical environment as well as social-economic development. For tourism majors in higher vocational colleges in China, “Chinese Tourism Geography” serves as an all-important basic course, which utilizes and draws on the theory and research methods of geography to comprehensively explore the environment, characteristics,

distribution, development, utilization and development of various tourism resources, and to study the interaction between human tourism activities and the country's tourism geographical environment as well as social and economic development. Studying this course enables students to improve their professional skills, cultivate professional ability and literacy, establish a sense of spatial region, form a comprehensive and dynamic tourism mindset, fully understand China's tourism conditions, and lay a solid foundation for tourism-related work.

On the basis of the CBE teaching model, students' professional abilities to be cultivated in the "Chinese Tourism Geography" course are arranged, summarizing the work capacity requirements for professional positions (As shown in Table 1).

Table 1: List of tourist professional competencies to be developed in the Chinese Tourism Geography Course.

The three foremost vocational competencies corresponding to the Chinese Tourism Geography Course	Ability in tourism resource analysis
	Ability in tourism resource explanation
	Ability in tourism resource protection
	Ability in tourism route design

3. Teaching Status Analysis of the "Chinese Tourism Geography" Course in Higher Vocational Colleges in China

By virtue of conducting a questionnaire survey on the 2020, 2021, and 2022 students of Yunnan Tourism College who major in Tourism Management and Smart Scenic Spot Development and Management, attending the lectures of and interviewing full-time teachers on and off campus, sorting out online teaching resources, and designing questionnaires on offline classroom teaching design, classroom activity organization, teaching evaluation, etc., 403 questionnaires are collected and interviews with 6 teachers are completed, revealing that the following problems exist in the course teaching of the Chinese Tourism Geography at Yunnan Tourism College:

3.1. Lay particular stress on theoretical knowledge and physical geography knowledge in terms of content

In line with the training plan, 50 of the total 68 class hours of this course in our college are for pure theories, accounting for 73.5%, while 14 are for the integration of theory and practice, accounting for 20.5%, a relatively small ratio, laying too much emphasis on the importance of basic professional knowledge in the entire teaching system. Nonetheless, the questionnaire survey has exposed that 68.24% of the students surveyed hope to combine theory and practice, and participate in more practical activities.

When explaining the main content of each tourist subregion in the second half of the course, teachers mostly place extra emphasis on the content involving the main tourist cities, scenic spots, attractions, boutique tourist routes, tourist programs, etc. in the tourist subregion. In addition to physical geography knowledge, this course also studies the relationship between tourism activities and social and economic development, as well as knowledge of economic geography, social geography, human geography, theoretical geography, cartography, etc.

3.2. Lack attention to students' actual learning needs

The questionnaire survey reveals that 82.63% of students believe studying this course is to lay a solid foundation for subsequent studies in other courses, 76.43% think it is to be an effective travel adviser for travelers, and 65.51% hold the view that it is to promote the healthy development of the tourism industry, which suggest that this course is of great significance as far as the students are concerned. Besides, the questionnaire results also disclose that 61.29% of students believe that the knowledge points in this course tend to be confounded, 58.31% regard the knowledge points in this course to be quite difficult to remember, 49.63% think it is easy for them to forget the knowledge points they have learned in this course, and 33% of students consider that it is easy for them to forget the knowledge points they have learned. However, in the teaching of this course, the student-centered teaching ideas are short, ignoring the targeted solutions to students' learning difficulties, and the goal of cultivating skilled talents^[2].

3.3. Relatively traditional teaching model

This course is mostly taught using classroom teaching without diverse teaching behaviors, the support of video resources and online open course resources, lacking innovation and fun, and making it difficult to effectively stimulate students' initiative to participate in learning. Through analyzing the questionnaire data, only 47.15% and 36.23% of the students think that teachers regularly and more often use smart teaching tools to post pre-course preview tasks, distribute post-course assignments, and publish extended extracurricular reading materials in this course. Regarding learning methods, 78.16% of the students believe that using multimedia resources can better aid learning.

3.4. Relatively single teaching evaluation method

As this course was a course without examination before, some students thus belittled the course and paid less attention to it inwardly. Although it has become an exam course in our college now, students' classroom performance is mainly measured by the frequency and accuracy of answering teachers' questions. Moreover, the after-class assignments by the teachers are traditional and single with fixed answers. This evaluation method fail to well evaluate the students' completion of learning objectives. Besides, as the final exam is closed-book, students usually rely on memorizing notes temporarily before the exam to cope with the exam content. These phenomena are widely divergent from the goals of higher vocational colleges for cultivating students' abilities.

In the current course evaluation method, the usual performance accounts for 20%, the mid-term exam scores account for 30%, and the final exam results account for 50%. According to the questionnaire data, in terms of course evaluation, 77.42% of the students believe that the proportion of usual performance should be higher than or equal to the proportion of theoretical knowledge test results.

3.5. Integrate insufficient political elements into the teaching content

In general, the teaching of professional courses emphasizes "wisdom" over "morality" to some extent. Students of tourism major are practitioners of tourism activities. Their professionalism will directly affect the service level of the industry, and the atmosphere of the tourism market. It is more related to whether the tourism destination can be in the leading position in the market competition. The teaching of this course encounters the void in injecting ideological and political goals such as patriotism education, cultural self-confidence cultivation, environmental protection awareness, and sense of social responsibility.

4. The Implementation Path of the Classroom Revolution Based on the CBE Concept

According to the above analysis of Chinese Tourism Geography course that should cultivate the vocational ability, targeting at the problems existing in the Course, the "234" teaching model is proposed to explore the implementation path of the "Chinese Tourism Geography" classroom revolution in higher vocational colleges in China under the guidance of the CBE concept.

4.1. Grasp the two key points

Firstly, the key point of "teaching philosophy" should be emphasized. The purpose of vocational education is to cultivate applied talents and workers with a certain level of education and professional knowledge and skills. Compared with general education and adult education, vocational education is featured by particular emphasis on practical skills and practical work ability development. The teaching goal of Chinese Tourism Geography should be to cultivate students' ability to analyze, explain and protect tourism resources, and design tourist routes, so the teaching activities should be carried out under the guidance of this teaching goal.

Second, the key point of "teaching practice" should be focused on. Currently, practical teaching is a vulnerable link in the entire teaching process of the Chinese Tourism Geography course, hence driving improving practical teaching conditions and strengthening hands-on training to be the focus of the classroom revolution in the Chinese Tourism Geography course. For instance, when learning the geological relics tourism resources in the geological landscape tourism resources, it is feasible to lead students to the World Natural Heritage Site, that is, Chengjiang Fossil Site located in Yunnan Province

for on-site tourism resource surveys, through which, students will have a deeper understanding of this type of tourism resource. Another example is that when studying the travel route design section, it is available to carry out the route experience and the tour guide explanation and operation drill combining with the Kundali Training Week in our college's teaching and training week, so that students can master the design methods of tourist routes and design the best travel routes according to different travel needs.

4.2. Create 3 types of classrooms

4.2.1. Restructure teaching content to create “useful” classrooms

In the first place, on top of the original foundation, the teaching content should be improved and extended, which, according to the actual job requirements of enterprises, should fully comply with the job competency specifications of tour guides, 1+X certificates, and the competency requirements of vocational skills competitions, and thoroughly integrate the new technology and standards in the industry. Secondly, in order to implement the task of the “Six Stability and Six Guarantees”, the content of innovation and entrepreneurship education should be integrated into the classroom, so that innovative thinking and professional education can be deeply fused. Students are also encouraged to participate in various competitions organized by schools and other departments. Thirdly, in addition to the knowledge of physical geography, the knowledge of economic geography, social geography, human geography, theoretical geography, cartography and other aspects will be infused to pursue the comprehensive application of subject knowledge. For example, topics that students are interested in, such as the spatial behavior of tourists and the effects of proximity, spatial distribution patterns of population, population migration, differences in residential houses in various parts of China, the North-South dividing line, the Loess Plateau, and the birth and continuation of Chinese civilization can be selected for illustration. Finally, talents in the new era are required to practice the core values of socialism and take on the responsibility of national rejuvenation. Therefore, the ideological and political elements of each chapter should be fully explored, and the ideological and political elements should be presented in the teaching process. For instance, in the module of China's tourism resources, diversified natural tourism resources and beautiful natural scenery can be presented to stimulate students' love for the beautiful rivers and mountains of the motherland, and cultural tourism resources such as architecture and folklore can be shared, so that students can enjoy history, experience splendid culture, and enhance cultural self-confidence. Then, in the tourism, transportation and geographical section, through introducing China's high-speed railway, the sense of innovation and the spirit of craftsmanship can be instilled in the students.

4.2.2. Revitalize teaching space to create “fun” classrooms

Rather than limiting the classroom revolution's teaching space to the closed environment of classrooms, more abundant and more effective learning resources should be provided to help students achieve their learning goals, while information-based teaching allows classrooms to extend infinitely, making it possible to revitalize the teaching space.

Information-based teaching refers to the application of various information technology means in teaching with the purpose of improving teaching quality and under the guidance of modern teaching ideas, to digitize all aspects of teaching^[3]. In the teaching process of the Chinese Tourism Geography course, information-based teaching methods such as smart classrooms, vocational education cloud, and documentaries can be used flexibly. For example, the smart classroom can be used for pre-class assignments distribution, in-class answering and brainstorming, and after-class expansion of knowledge resources. Students can answer questions, make comments, show likes, and recommend, while teachers can check student activity participation rates and project completion status at any time, and give reviews in a timely manner. Timely teaching feedback enables teachers to adjust learning progress flexibly. By virtue of the curriculum resources of the Vocational Education Cloud, students manage to independently learn knowledge points that are not explained in the classroom. Documentaries such as “Aerial China” and “China in Classics” can mobilize students' understanding and mastery of knowledge points from visual and auditory aspects, and greatly improve students' learning enthusiasm. For example, when introducing the development of Chinese tourism geography, adopting the method of combining the introduction of geographical works with the biographies of the characters in “China in Classics - The Legendary Life of Xu Xiake” can recreate the legendary character's wandering life, enabling students to appreciate the adventurous spirit and indomitable spirit of their ancestors, and be inspired to compete as inheritors and disseminators of traditional culture.

4.2.3. Restructure the roles of teachers and students to create “substantial” classrooms

According to the division of roles, participants in the teaching model mainly include teachers and students while in the basic concept of CBE, the predominance of students is highlighted. First, the role of teachers and students can be reconstructed by means of "flipped classroom"^[4]. Teachers no longer occupy class time to teach basic knowledge, but require students to complete the learning of basic knowledge independently before class, and apply the precious class time to answer questions about key and difficult points and use knowledge. Teachers have changed from knowledge givers to knowledge guides, and students have shifted from recipients of knowledge to active learners. For example, in the China Tourism and Transportation section, through the smart classroom, the pre-class preview tasks are released, and students are required to independently learn different types of tourism transportation and their advantages and disadvantages before class. On the basis of teachers' analysis of various types of travel transportation methods, different situations are set up, so that students can choose appropriate travel transportation methods for different group types and travel route products.

Second, task teaching methods can be used in course teaching, and group task sessions are set up in each module^[5]. Teachers will give relatively independent project tasks to students, and students will independently complete the information collection, program design, specific implementation steps and evaluation. Group collaboration can enhance students' enthusiasm for learning and sense of solidarity and cooperation. and information collection, collation as well as editing can improve students' ability to integrate and comprehensively apply information, which is conducive to achieving teaching skill goals. For example, in the “China Tourism Geographic Divisions” section in the second part of this book, students can be divided into ten groups, with each group introducing the regional tourism resources and resource characteristics of one tourist zone, designing a specific theme tour route, completing the hand-drawn route diagram, recommending the route to other groups in the form of classroom group report, and putting forward questions and comments and suggestions to other groups, thus gradually refining and forming a mature travel route product. This method not only enhances students' enthusiasm and ability to actively learn textbook knowledge and gather relevant information, but also enhances students' ability to integrate resources and plan travel route products.

Last but not least, a “What's New, Brief Report” mini-module can be set up, that is to invite 2 students to share news information about the travel industry with the entire class in the first 5 minutes of each lesson, which not only encourages the students who share to actively understand information and trends in the travel industry through various channels, and combine text knowledge with current social events, instead of just “burying the head in reading”. Students can also be taken as the main body, so that they can learn different news in every lesson, broaden the channels for knowledge intake, and think deeply. The design of this module can improve students' ability in expression, deep thinking and adaptation.

4.3. Construct a 4-dimensional evaluation

In the CBE teaching mode, the dynamic evaluation system is adopted, which focuses on the cultivation of students' professional ability. Therefore, a 4-dimensional evaluation system can be constructed, that is, a quaternary evaluation system of self-evaluation, group evaluation, teacher evaluation and data platform evaluation. Whereinto, students' self-evaluation means that students evaluate their own learning results, so that they can be transformed from those being evaluated to evaluators. Group evaluation refers to that groups learn from each other and evaluate each other. Teacher evaluation is the traditional evaluation of students' learning effect by teachers. Data platform evaluation, relying on smart classrooms, uses informatization and data methods as carriers, and evaluates students' online learning data, such as the frequency of online learning, number of times they participated in online discussions, and online question answering scores, etc., and completed tasks, which is an important part of the process evaluation.

For the final score of this course, the process evaluation and final evaluation is combined. It will be worked out from the three parts of normal performance (30%), project results (40%), and final exam scores (30%). Whereinto, the normal performance will be obtained by combining the four sections of self-evaluation, mutual group evaluation, class attendance, and classroom performance; project results will be obtained by combining the students' offline work and the evaluation results of the data platform; and for the final exam scores, the proposition teacher will combine the teaching content of China Tourism Geography with the comprehensive proposition of the tour guide qualification outline, and finally conducts the examination in the form of written closed-book examination.

Acknowledgement

This paper is the research result of the “Classroom Revolution in the 'Chinese Tourism Geography' Curriculum” under the 2021-2023 Yunnan Tourism College Quality Improvement and Training Action Plan Project (20210729-1206).

References

- [1] Billett S. *Constituting the workplace curriculum*[J]. *Journal of Curriculum Studies*, 2006, 38(1), 31-48.
- [2] Mo Tian-sheng. *The Leading Path of Personalized Learning Theory in the Classroom Revolution of Applied Undergraduate Colleges in the New Era*[A]. *Proceedings of 2019 3rd International Conference on Education Technology and Economic Management(ICETEM 2019)*[C]. UK: Francis Academic Press, 2019:1311-1316.
- [3] Kathuria Parul. *Traditional to screen classrooms – Revolution in education*[J]. *Motifs : A Peer Reviewed International Journal of English Studies*,2021(01):88-97.
- [4] McCarthy Josh. *Reflections on a flipped classroom in first year higher education*[J]. *Issues in Educational Research*, 2016(02):332-350.
- [5] Nunan,D. *Research Methods in Language Learning*[M]. Shanghai Foreign Language Education Press, 2002: 5012.