

The Innovation of PBL Based Tourism Marketing Mode of Jiangnan University

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Abstract: The core of PBL is the problem-based learning (design and drive), cooperative learning (learning community), exploratory learning (construction and verification), authenticity learning (experience and observe), and the process and result of evaluation learning (reflection and growth). Based on this, PBL project and problem design of Tourism Marketing, teacher training and its role transformation, scientific rationality of teaching evaluation are the important starting points of curriculum model innovation. Through detailed project and problem design, the focus of learning is returned to students, helping students design learning process according to their own interests. Curriculum evaluation and effect tracking pay more attention to the common progress and long-term growth of class and student group.

1. Introduction

Based on the investigation of 12 Tourism Management Colleges in Wuhan, combined with the author's teaching experience of Tourism Marketing for many years, as well as organizing students to participate in tourism market research and analysis, target market selection and positioning, tourism product development and design, tourism marketing plan design and implementation and other activities and projects, The current curriculum model of Tourism Marketing cannot well evaluate and guide students' growth, and it is difficult to expand students' thinking and vision of tourism marketing.

In traditional instructional model, it is so difficult for students to not only understand the theory, but also be good at using the relevant skills, tools and means to analyze and solve practical problems. It is also very difficult to innovate the way of tourism marketing and the concept of thinking. In finally, we have only achieved a small part of our established training objectives, such as let students quickly become the main force of understanding technology, walking in the forefront of the times, thinking positively and serving the local economic and social development soon after graduation. We explore and discover that the Problem/Project based Learning (PBL) curriculum model of Tourism Marketing can make the teaching "problem-based", "student-centered" and "return the learning and training process to the students", which is of great significance to achieve the established training objectives with high quality.

2. PBL Based Tourism Marketing Curriculum Model

PBL is a process that focuses on practical problems, organizes students to investigate and explore, applies relevant knowledge and skills, forms solutions and plans, and implements, evaluates and improves them. Students internalize theoretical knowledge and professional skills in the process of practice, so as to achieve teaching objectives and greatly improve the ability and experience of understanding, analyzing and solving practical problems, and form the consciousness and ability of autonomous learning.[1]

PBL originated from medical education in the 1950s, and it was soon introduced into other areas of education[2] In recent years, PBL teaching method and training mode reform[3], PBL and

subject teaching[4], PBL teaching system design and curriculum development[5] and other educational application and practice achievements are moving towards network, online, even digital and intelligent.[6] At present, the hot areas of PBL include students' performance and attitude[7], teachers and managers training[8], effect evaluation and influencing factors[9], network technology and teaching application[10], online PBL[11], etc.

As far as the exploration of PBL course mode of tourism marketing is concerned, most of the former achievements are the introduction and theoretical research of PBL, while the practice and exploration of specific courses, especially the experience summary of PBL course implementation, are relatively scarce. For example, the five core contents of learning and evaluation in PBL based Tourism Marketing curriculum model innovation, such as problem-based learning (design and driving), cooperative learning (learning community), exploratory learning (construction and verification), authenticity (experience and observe), and process and result of evaluation learning (reflection and growth), are still lack of successful and referential experience and model. So we decided to break through from the following three key points for helping students design learning process according to their own interests. Although this paper can not solve all the above problems, but in the process of practice, we have achieved some results and experience, and hoping to benefit the relevant research and practice, and also look forward to peer correction.

2.1. The Exploration of PBL Projects and Problems

It is necessary to set up PBL projects and problems in the real tourism marketing situation. At the same time, it should be in line with the discipline, curriculum teaching and ability training objectives, and match the reality of students' learning situation, so that students can accept, guide and explore independently. Although there are many difficulties, but we have to face and overcome because it is a basic problem, and also a decisive and critical issue related to the success or failure of PBL and its effect.

2.2. PBL Teacher Training and Its Role Transformation and Positioning

PBL emphasizes "student-centered", "problem-centered" and "return the learning and training process to the students", which puts forward higher requirements for teachers' comprehensive quality, especially the particularity of tourism marketing, such as strong practicality and dynamic, close contact with industrial production. As the designer of teaching activities, the promoter of teaching process, the director of project plan, the controller of teaching quality, the evaluator of teaching effect and the cooperator of teaching and learning, the PBL Teachers' training and role transformation are particularly important, and it is also crucial to introduce off campus and industry mentors as assistance.

2.3. PBL Teaching Evaluation Related Practice

A paper can only test "how many test points have been memorized now by students as individual entities", while PBL should evaluate all students "how much knowledge and skills can be used independent and cooperating" to analyze and solve practical problems, which is not only the sublimation from testing knowledge to fulfilling quality, but also the leap from individual excellence to group common growth. The problem of tourism marketing in campus life is around us. Do students form the consciousness of knowledge application and cooperative exploration? It puts forward high requirements for the content and method of PBL teaching evaluation, as well as finding and solving the main problems that hinder the efficient realization of teaching objectives through evaluation.

3. Practice of Tourism Marketing Based on PBL of Jiangnan University

3.1. Basic Ideas

We According to the students' learning situation, the curriculum knowledge framework and ability requirements are refined. One feasible attempt is that each knowledge and skill corresponds

to a specific project, and each project sets up clear knowledge and ability objectives to guide students to actively participate (freely choose) in the process of learning and solving problems in a certain teaching standard and framework. Usually, different learning and interest groups have different ideas, methods and approaches to solve the same problem. This kind of different experience based on the same teaching goal, especially the comparison, evaluation and sharing of problem-solving experience enables students to truly experience the fun of "inquiry learning thinking optimization growth" in the "different ways to the same goal".

In solving common learning difficulties, we usually take the following measures: First, in order to eliminate free riding and make lazy students have nowhere to escape, we adopt flexible project member combination and elimination mechanism driven by interest. Second, in order to prevent giving up halfway and make the value of failure manifest, we have set up the operation process supervision and management mechanism, and held the experience sharing meeting of "failure is the mother of success" regularly. Third, in order to put an end to "ideological kidnapping", encourage cooperation and respect innovation and dissent, we have formed a system of fair handling of collective decisions and individual ideas. Fourth, in order to prevent students from only participating in and caring about the individual projects assigned to them, and to realize everyone's participation and mutual learning in all projects, we have regular and timely project summary and display activities, etc. Based on these measures, students solve practical problems through cooperative exploration, and unconsciously cultivate the abilities of critical thinking, mutual cooperation, self-management, independent exploration and innovation.

Teaching resources and support include the establishment and training of teaching staff, the exploitation and utilization of teaching materials, the construction and utilization of practice bases, and the reform and striving of teaching environment and policies. There are many measures to improve the effectiveness of teaching resources and the vividness of teaching and learning, and stimulate teachers to actively participate in training and practice effectively, such as teaching supervision, colleagues participation and evaluation of other teachers' teaching, vigorously introducing industry and professional personnel to assist teaching, promote the revision and utilization of real teaching cases in time and so on. It is a basic and core work that increasing the investment and elimination of practice bases which will be helpful for promoting off campus resources to participate in the process of personnel training and form a virtuous circle. Universities and education management departments should give full support to the optimization of teaching environment and policy incentives from the aspects of guarantee, implementation, support and service. In terms of base construction and policy supporting, we have been attached great importance by the college and given support in many aspects, such as construction and teaching funds, scientific research project approval, teaching plan and program adjustment, and teaching management and evaluation, etc.

3.2. Teaching Organization Form

First of all, group the whole class. The members of the group can flow and exchange according to the actual needs of each group. Each group must have an odd number of members. Different team leaders should be selected for different projects / problems, and then the team leader should determine the person in charge of each sub project of the group, so that each student has the opportunity to exercise and excel.

Secondly, design and description. The instructor should design the project scientifically and reasonably according to the teaching objectives, and put forward the relevant requirements and specific objectives to be achieved. The specific division of work of the group is determined by the group leader according to the tasks and needs.

And then, schedule and division. In order to achieve the final goal, each group designs its own ideas, formulates the project schedule, puts forward the implementation schedule of each sub-project according to the priority, assigns relevant tasks and their responsible persons, demonstrates and optimizes the scheme and implements it. The instructor and deputy tutor give full guidance and provide all necessary support and guarantee.

Next, implementation. The instructor and deputy tutor supervise and guide the implementation plan of each group. The basic principle is encourage innovation and trial, avoid similarity and wait-and-see, especially check and guide the overall project schedule and the implementation task list of each sub-project, supervise and urge the completion of relevant tasks on time and with quality and quantity, and timely correct the stagnant, wrong direction and other projects.

Finally, exhibition and sharing. The instructor and deputy tutor organizes the project exhibition and experience sharing meeting. All of the groups and students have to evaluate each group of schemes, and selects excellent schemes, excellent groups and excellent individuals. We also set up a Special Lesson Award for the mission failure team to thank it for its valuable experience, which is no less than that of other teams.

3.3. Curriculum Evaluation Scheme

PBL does not have the concept of "either this or that". The assessment principle of this course is to pay attention to the actual gains of students, that is, never to judge the advantages and disadvantages by examination scores, never to judge the heroes by the success or failure.

There are 12 items in the course, and each item is scored separately. The final score is averaged by 12 items. Excellent group members can score 100 points at most, while the highest scores of other group members decrease in turn. The assessment score and process can be adjusted according to the actual situation.

On the whole, it consists of teacher rating and team member rating. The teacher rating is to score each group and calculate the weight points, and the team member rating is to score individual members. The teachers' evaluation of each group is mainly based on the innovation and operability of the project scheme, goal achievement, social and enterprise evaluation as well as experience sharing quality and value (reference and promotion significance) and other indicators. Team members' mutual evaluation is mainly composed of participation / enthusiasm, cooperation / teamwork, creativity / criticism, individual task completion / contribution rate and other indicators. Students can also design their own scoring standards.

3.4. Project Implementation and Effect Tracking

The instructor and deputy tutor need to grasp the controlling degree of project implementation process: Do not excessively intervene in the demonstration, design, implementation and evaluation of students' projects, at the same time; they should always define the role of teachers as the helmsman to guide the direction. Return the learning and training process to the students, but not let the students play freely, when the students deviate from the teaching objectives and projects, teachers need to remind and correct them in time. For example, in the project of "analyzing the tourism consumption behavior of undergraduates in Jiangnan university", most students think from the perspective of consumers, especially student tourists and the overall condition of student tourism market cannot be viewed objectively. At this time, the teacher timely involved in the learning and project execution process, emphasized and reorganized the relevant knowledge points of teaching objectives and tourists' purchasing behavior, such as the analysis of consumption ability, consumption preference, consumption habit, consumption way and other factors, the segmentation and positioning of the mainstream market, and design profitable and marketable products from the perspective of enterprises, and so on. After revision, the project finally achieved the teaching objectives, students' knowledge mastery, learning interest and research spirit, professional ability and quality have been better exercised and improved.

4. Conclusion

Firstly, teachers should investigate and study students' learning situation, fully understand and respect students' learning habits, ability, needs and interest, etc. We also should deeply understand the teaching practice, study the syllabus, adjust and clarify the teaching objectives, tasks, means, methods and forms. We should design teaching cases and PBL projects carefully, scientifically and step by step according to the actual situation, especially the situation of learning and teaching.

Secondly, teachers should lead students out of the classroom to test their knowledge in the real marketing situation. We have taken many ways to give full play to the advantages of off campus bases and joint talent training bases. We also taken many ways to strive for policies to fully mobilize the participation and enthusiasm of off campus resources and tutors. Meanwhile, We have made the necessary changes to enhance the learning interest and practicability of the project. The changes include from independent learning to cooperative learning, from passive acceptance of knowledge to autonomous learning, from judge the pros and cons just with one test to process and comprehensive performance evaluation, etc.

Thirdly, it is necessary and the key to success of PBL project that excavating and integrating educational resources. We strive to study teaching materials and learning plans in depth. We found that the more lectures attending and the more peers attend our classes as well as the more communication with students, the faster our teaching skills and quality are improved. Appropriate teaching tools and cases can greatly shorten the distance between theory and practice, and make the classes vivid and close to reality. In addition to teaching materials, excellent courses, teaching staff, teaching bases and platforms, teaching environment and policies, we should also be good at exploring the teaching resources around us and draw inferences from one instance.

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