

Research on the Multiple Collaborations in the Teaching Community of Undergraduate Professional Introduction Course

Chunling Yang*

School of Tourism and Culture, Nanning Normal University, Nanning 530001, Guangxi, China

*Corresponding author: Chunling Yang, yangjiao3040@163.com

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Abstract: Through the empirical research on the teaching of undergraduate professional introduction courses, the teaching experience of similar high-quality courses is refined. Based on modern educational technology, the innovative thinking of similar course teaching is explored. By establishing a teaching community to facilitate multi-dimensional collaboration, this approach overcomes the constraints of time and space, effectively integrates teaching resources, and enhances the scientific rigor, standardization, and effectiveness of course instruction. As a result, the educational impact of professional introduction courses is continuously optimized.

Keywords: Common problems; Teaching community; Multiple collaboration; Exploration

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1. Research significance

The necessity of offering an Introduction to Specialty course can primarily be examined from the perspective of education's fundamental objectives^[1]. This undergraduate introduction course helps students build an understanding of their discipline from the ground up—progressing from basic to advanced knowledge and from a fragmented to a comprehensive perspective^[2]. It serves as a highly instructive, broad, and emotionally engaging course. By systematically enhancing students' professional and industry-related cognition, it provides essential guidance for their four-year academic journey, aligning with the educational goals of undergraduate teaching.

In the digital era, students can access information about their major's characteristics, coursework, career prospects, and employment trends through online resources. However, this information often remains at a superficial level. College freshmen need to quickly familiarize themselves with critical aspects such as program structure, course content, academic planning, and employment analysis. Developing a genuine interest in their field and fostering professional self-confidence requires deeper learning and critical thinking, which can be

effectively facilitated through professional introduction courses.

2. Relative concepts

2.1. Teaching community

“Community,” the English word for community, can be traced back to the Latin “communis,” which means “universal” and “common.” “Community” means a living organism connected by a common bond ^[3]. Ferdinand Tönnies was the first one who discussed the “community” ^[4]. Karl Marx believed that “only in the collective, individuals can obtain the means to fully develop their talents” ^[5].

Accordingly, the course “teaching community” ^[6] should point to a group composed of professional teachers and other teaching-related personnel. Group members should have common educational goals and educational visions, cooperate, communicate, and support each other, jointly promote the implementation of professional teaching activities, and realize the common growth of members. It is a dynamic and innovative curriculum team organization form.

2.2. Multiple collaboration

“Multi-coordination” belongs to the theory of social science. It refers to the mutual cooperation and joint action among different subjects, elements, or systems to achieve common goals. This concept emphasizes that “it is not enough to rely on the power of a certain actor alone” ^[7], and reflects the relationship between different aspects that complement and promote each other. It aims to achieve a more efficient and optimized effect by integrating the resources and forces of all parties.

3. Overview of research

3.1. Research object

Based on the 2016 Guangxi regional excellent video course “Introduction to Tourism Management” approved by Nanning Normal University, according to the curriculum teaching activities from 2019 to 2024, taking the curriculum teaching community as the specific research object, this paper investigates, analyzes, and summarizes the whole process of curriculum teaching cooperation and sharing.

3.2. Research process

Since 2019, the teaching work of the “Introduction to Tourism Management” course (including similar courses) in 12 undergraduate colleges and universities inside and outside the Guangxi Zhuang Autonomous Region has been investigated and tracked. Through on-the-spot investigation, telephone survey, online survey, personal interview, and other methods, 28 professional teachers who are engaged in the teaching of undergraduate professional introduction courses in relevant colleges and universities are investigated, and some common teaching problems that need to be solved urgently are summarized and analyzed. At the same time, combined with the multi-collaborative teaching practice of “Introduction to Tourism Management” at Nanning Normal University, this paper analyzes its collaborative measures and effects and provides references for the solution of similar teaching problems.

4. Common problems in the teaching of introduction course of the tourism management major in colleges and universities

4.1. The problem of textbook suitability

At the beginning of 2022, a market survey was carried out on the teaching materials of relevant courses in domestic universities in conjunction with the relevant departments of Tsinghua University Press. It was found that although the undergraduate major of tourism management in China has set up the course “Introduction to Tourism Management,” there are generally problems with the correspondence and consistency of teaching materials.

Among the 28 professional teachers surveyed, there are 22 teachers (78.6%) use non-adaptable textbooks such as “Principles of Tourism,” “Introduction to Tourism,” “Basics of Tourism,” “Introduction to Tourism,” and “College Students Career Planning” as the main teaching materials or teaching aids. The teachers compile the teaching content according to the non-adaptive teaching materials, with different standards, emphases, contents, and levels, which greatly affects the teaching effect of the course “Introduction to Tourism Management.”

4.2. The problem of class transfer

Five colleges and universities (41.7%) in the survey face the problem of avoiding non-adaptable textbooks. The professional introduction course is directly set as a number of lectures in the freshmen’s educational activities, and the important task of guiding the freshmen’s professional concept is assigned to teachers and even administrative department personnel with different positions and levels. It is separated from the key teaching work links such as student learning situation analysis, teaching effect evaluation, and learning achievement assessment. All kinds of teaching personnel carry out teaching activities with great subjectivity, and the construction of a teaching resource library corresponding to curriculum teaching is even more impossible. There is a lack of basic support for the continuous and effective construction of the curriculum. From the perspective of educational effect, such teaching activities often fail to achieve the educational purpose of college freshmen advocated by the curriculum, cannot effectively stimulate students’ enthusiasm for learning, cannot awaken students’ professional emotions, and it is difficult to establish freshmen’s professional identity and guide their learning career.

4.3. The problem of teaching mode innovation

In this survey, 8 universities (66.7%) of the respondents still adopt the traditional teaching mode, and the course “Introduction to Tourism Management” is set up as a full-line offline course, which is taught in a theoretical way. The students’ attention is low and the classroom teaching effect is poor.

According to the learning situation tracking and teaching effect evaluation of this course over the years, although students’ praise of online or mixed mode is higher than that of traditional offline teaching mode, the effect of high-quality information teaching resources on the exploration of collaborative sharing is not ideal. The main reason is that some teachers lack multi-party collaboration channels and resource exchange channels, and lack interest in foreign exchange and cooperation.

4.4. The problem of professionalism and sustainability of teachers

From the perspective of the full-time teachers of tourism management undergraduate majors in various colleges and universities, there are obvious differences in the characteristics of cascade teams, hierarchical structures, and disciplines. The source channels, professional backgrounds, and industry experiences of some teachers are separated and complex and fail to form a complementary member structure^[8]. At the same time, teachers’

professional understanding and professionalism are different, and there are considerable differences in teaching performance.

In the course “Introduction to Tourism Management,” 9 colleges and universities (75%) of the respondents have different standards for the arrangement of teachers, which is mainly reflected in the randomness of the arrangement of teachers. There are both new teachers with insufficient teaching experience and non-tourism professional teachers, and the mobility of teachers in each semester is very strong.

5. An empirical analysis of the multiple collaborative exploration and practice of teaching community

The course team of “Introduction to Tourism Management” at Nanning Normal University has been set up since 2014, emphasizing that double-qualified professional teachers are the core of teaching activities. In 2015, the course completed the development and construction of various tasks on the “Chinese University MOOC” platform. In 2016, the course was opened. In the same year, it was awarded the Guangxi district-level boutique video course. In 2019, it was recognized as the first-class undergraduate course of Nanning Normal University. In the same year, it was awarded the second prize of the undergraduate group of the 19th Guangxi University Education and Teaching Information Contest. The construction of information-based teaching resources in this course has a long history. Up to now, a total of 16 open courses have been successfully operated on “Chinese University MOOC” platform, and continuous and effective construction has been carried out in various dimensions, showing a process of curriculum construction from disorder to order, from relative chaos to relative stability.

The practice process and effectiveness of the multiple collaboration of the “Introduction to Tourism Management” course teaching community of Nanning Normal University include the following aspects.

5.1. Joint cooperation for the construction of new forms of textbooks in the new era and solving the problem of textbook adaptation of the “Introduction to Tourism Management” course

Textbooks are the main scripts for talent training ^[9]. Nanning Normal University led the establishment of the “Introduction to Tourism Management” (micro-course version) textbook development group. The editors are from three undergraduate colleges, including Nanning Normal University, Yulin Normal University, and Guilin University of Technology. They are all backbone teachers of tourism management and full-time teachers of the “Introduction to Tourism Management” course in three undergraduate colleges. The textbook was specially supported by the key professional construction funds of Nanning Normal University. In order to ensure the publishing quality and promotion effect of the textbook, Tsinghua University Press, one of the top 100 publishing houses in China, included it in the series of “Applied New Form Textbooks for Colleges and Universities.”

The textbook closely focuses on the freshmen’s education objectives and professional training objectives of the undergraduate major of tourism management in colleges and universities, carefully designs the teaching content, deeply combines the current development trend of the tourism industry and the situation of tourism higher education, and covers the core contents of college students’ attention. For example, the development of modern tourism industry, the composition of tourism industry, the policy and environment of tourism industry, the demand for tourism talents, the higher education of tourism, the undergraduate major setting and teaching arrangement of tourism management, the way of professional learning, the employment situation

and employment concept of tourism talents, career planning, and tourism career exploration, so as to serve the teaching of the introductory course of the undergraduate major of tourism management. The content of the textbook keeps pace with the times according to the changes of the situation, with complete structure, clear logic, rich content, detailed data, and vivid cases. Professional textbooks with adaptability, timeliness, and scientificity can effectively solve the problem of adaptability between professional courses and undergraduate textbooks, help to consolidate the foundation of curriculum teaching, standardize the content of curriculum teaching, promote the continuous construction of curriculum, improve the effect of curriculum education, and become a good help to promote the continuous optimization of curriculum construction.

5.2. Joint collaboration strengthens the information construction of curriculum teaching resources, promotes multi-school sharing of high-quality information teaching resources, and implements the collaboration effect of members of the curriculum teaching community

Based on the construction achievements of tourism management major (national first-class undergraduate major construction point) of Nanning Normal University, the members of the course teaching community have cooperated with many teachers to jointly develop and design the information-based teaching resource library supporting the course, and form high-quality digital teaching resources, including book supporting two-dimensional code, ideological and political series micro-course video, electronic courseware, electronic exercise library, learning situation analysis system, online interactive community, etc. Through the continuous updating of digital resources on the course platform, the intelligent construction and promotion of professional courses are continuously realized.

Second, set up the MOOC on high-quality platforms, form a multi-school sharing mechanism, promote more students to enjoy high-quality curriculum education resources, and sum up the experience in the practice of curriculum operation at different times and under different student conditions, and constantly optimize. The interactive integration of information-based teaching resources under the background of collaboration can greatly promote the common progress of curriculum construction in relevant colleges and universities, continuously improve the performance of curriculum teaching, and optimize the effect of curriculum education.

5.3. Joint cooperation channel leveraging the digital intelligence channel to break through the limitation of time and space

We open a multi-school, multi-point, multi-person “cloud” teaching collaboration channel, jointly improve the professionalism of curriculum teaching, ensure the scientific nature of teaching methods, and maintain the sustainability of the teaching echelon. At present, the relevant courses have completed the teaching operation practice of the “cloud” course teaching exchange platform under the background of multi-school cooperation by collecting the “Introduction to Tourism Management” teaching team of four universities in the region through two periods of “cloud” teaching cooperation.

The teaching synergy between the members of the curriculum teaching community emphasizes interaction and complementarity is an organized behavior^[10]. Its purpose is to maximize the teaching objectives through team strength. From the perspective of empirical analysis, the introduction course teaching community is driven by collaboration to improve the quality of teaching. By means of communication, interaction, guidance, and assistance among members, it realizes the remote interaction of classroom teaching, sharing and discussion of teaching experience, guidance of teaching technology, standardization of teaching content, sharing and co-construction of teaching resources, and promotion of curriculum teaching, research, and teaching reform among

members of the community. It can effectively break through the bottleneck of relevant teachers in some colleges and universities, break the time and space constraints of teaching cooperation, effectively help relevant teachers to improve their teaching experience, improve the teaching ability of professional courses, and form a mature theoretical system of curriculum teaching.

According to the development needs of the new situation, the course teaching community invites different off-campus industry experts to join the “cloud” classroom in each issue through “MOOC classroom,” “live connection,” “online discussion,” and other ways. It carries out special theme teaching activities such as industry concept, career development, scientific attitude, inquiry spirit, etc., and promotes the whole teaching quality of the introduction course through intelligent means to improve and optimize the effect of curriculum education.

6. Conclusion

According to the survey, most colleges and universities face some problems in the teaching activity organization, teaching content control, teaching resources, and teacher team building of professional introduction courses. The professionalism and sustainability of the professional teachers of the course cannot be solved. Effectively improving the guiding significance of the “Introduction to Tourism Management” course for undergraduate freshmen has become an empty talk, which cannot achieve the learning effect of the course education.

The exploration and practice of the teaching community of the introduction course in colleges and universities to carry out the exploration and practice of the multi-cooperation mechanism is to collect the textbook users (teachers) in the process of the application and promotion of the new form of teaching materials and information-based teaching resource library and professional MOOC. Through the establishment of a multi-college “cloud” teaching exchange and cooperation platform, the establishment of a professional course teacher consortium across time and space is realized, and the interaction between curriculum exchange and teaching activities is continuously carried out through the platform. It is important to continuously and effectively promote the construction of relevant courses in cooperative colleges and universities, and scientifically improve the effectiveness of the teaching activities of the introduction course. The “Internet+” teaching community across time and space can also greatly help teachers in schools to improve the teaching quality of the whole process from lesson preparation, teaching, and grinding, improve the teaching ability of professional courses, optimize the effect of curriculum education, and continuously realize the all-round improvement of curriculum construction, team building, teaching effect, and curriculum quality.

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