

# The Construction and Application of “Three Innovation Integration” Curriculum System of Tourism Management Major in Local Applied Undergraduate Colleges under the Background of Cultural and Tourism Integration

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**Abstract:** The deepening implementation of the cultural-tourism integration strategy has driven the tourism industry’s transformation from a single sightseeing model to a culture-experience and innovation-driven model. This shift imposes higher demands on the “Three Innovation” (innovation, creativity, entrepreneurship) capabilities and local cultural adaptability of applied undergraduate tourism management professionals. As the core vehicle for talent cultivation, the quality of the curriculum system construction directly affects the alignment between talent development and the regional cultural-tourism industry needs. Based on the dual context of cultural-tourism integration and applied undergraduate education, this paper systematically analyzes the practical challenges in constructing a “Three Innovation Integration” curriculum system for local applied undergraduate tourism management programs. Guided by the principles of “local adaptation, cultural-tourism empowerment, Three Innovation synergy, and knowledge-practice integration,” it proposes a four-in-one curriculum framework comprising “basic modules + core integration modules + local characteristic modules + practical application modules.” Specific implementation pathways and safeguard mechanisms are also proposed, providing theoretical support and practical references for local applied undergraduate institutions to optimize tourism management talent cultivation programs and serve the high-quality development of regional cultural-tourism industries.

**Keywords:** Cultural-tourism integration; Local applied undergraduate programs; Tourism management major; “Three Innovation Integration”; Curriculum system; Application pathways

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## 1. Introduction

### 1.1. Research background

The integration of culture and tourism serves as the core strategy for the development of cultural and tourism

industries in the new era. By deeply integrating cultural resources with tourism elements, it has given rise to new business models such as cultural experience tours, intangible cultural heritage study tours, cultural and creative tourism products, and immersive cultural tourism projects, driving the tourism industry's transformation toward high-quality and high-standard development. As key forces in serving regional economic and social development, local applied undergraduate institutions' tourism management programs bear the mission of cultivating versatile applied talents who are "culturally knowledgeable, innovative, entrepreneurial, and grounded."

The local cultural and tourism industry now requires professionals with a multifaceted skill set, evolving from traditional service-oriented expertise to comprehensive capabilities in "Three Innovation" (innovation, creativity, and entrepreneurship). These talents must demonstrate not only solid expertise in tourism management and profound local cultural literacy, but also innovative thinking, creative design, and entrepreneurial competencies. However, most applied undergraduate tourism management programs still face challenges: fragmented "Three Innovation" education, superficial integration of culture and tourism, lack of distinctive regional characteristics, and a disconnect between theory and practice <sup>[1]</sup>. These issues create a misalignment between talent development and industry demands, hindering the sector's innovative growth. Therefore, establishing a "Three Innovation Integration" curriculum system tailored to cultural-tourism convergence has become a critical mission for local applied tourism programs to advance educational reforms and enhance talent cultivation quality <sup>[2]</sup>.

## **1.2. Research significance**

**Theoretical significance:** This study explores the intersection of cultural-tourism integration and local applied undergraduate education, examining the construction logic and implementation pathways of the "Three Innovation Integration" curriculum system. It enriches both the theoretical framework for tourism management program development and the talent cultivation theory of cultural-tourism integration. By organically integrating local cultural resources, tourism industry demands, and "Three Innovation" education, the research expands its application scenarios in local applied undergraduate institutions, offering a new theoretical perspective for curriculum system reforms in similar disciplines.

**Practical significance:** The "Three Innovation Integration" curriculum framework developed in this study effectively enhances tourism management students' innovation capabilities, cultural adaptability, and practical application skills, thereby boosting their employability and career prospects. Furthermore, it provides actionable guidance for local applied undergraduate institutions to optimize course structures, innovate teaching methodologies, and deepen industry-education collaboration. This initiative facilitates precise alignment between talent cultivation and regional cultural-tourism industry demands, ultimately driving high-quality development in the sector.

## **1.3. Research status at home and abroad**

The current research abroad shows that the integration of applied undergraduate education with the cultural and tourism industry started earlier, accumulating rich experience in "Three Innovation" education and curriculum system construction. American applied undergraduate institutions emphasize the integration of "entrepreneurship education + industry demand" in their tourism management programs, offering numerous interdisciplinary entrepreneurship practice courses and establishing in-depth cooperative relationships with local cultural and tourism enterprises. German applied science universities focus on the coordinated cultivation of "innovation

ability + practical skills,” with their curriculum system centered on project-based teaching, closely integrating local cultural resources with the innovative design of tourism products. Japanese applied undergraduate institutions highlight the integration of “cultural creativity + tourism services,” with course content focusing on the inheritance of local culture and the creative development of cultural and tourism products. However, most foreign research is based on the characteristics of their local cultural and tourism industries and educational systems, and the adaptability of local applied undergraduate institutions under the background of China’s cultural and tourism integration still needs further validation.

Current research in China reveals that scholars have extensively explored the integration of culture and tourism with tourism management reforms. Some researchers focus on how cultural-tourism integration impacts curriculum systems, proposing to add cultural courses and enhance local cultural integration. Others examine the application of “Three Innovation” education in tourism management, discussing curriculum design and teaching models. However, existing studies still have limitations: First, systematic research on “Three Innovation Integration” curricula under cultural-tourism contexts remains insufficient, with most studies focusing on single-dimensional reforms rather than coordinated development of core elements like course objectives, content, models, and evaluations. Second, regional applied undergraduate institutions lack sufficient emphasis on local characteristics and practical orientation, requiring deeper research on curriculum alignment with regional cultural-tourism industry needs. Third, studies on practical implementation paths and the effectiveness evaluation of curriculum systems are scarce, making it difficult to effectively guide real-world applications.

## **2. Definition of core concepts and theoretical foundations**

### **2.1. Definition of core concepts**

Cultural-tourism integration refers to the deep integration and coordinated development of cultural and tourism industries in terms of resources, products, markets, services, and technologies. By transforming cultural resources into tourism products and integrating tourism activities into cultural experiences, it achieves the development goal of “shaping tourism with culture and highlighting culture through tourism”<sup>[3]</sup>. This encompasses various forms such as cultural tourism, cultural and creative products, intangible cultural heritage tourism, and immersive cultural-tourism experiences. Local applied undergraduate institutions are undergraduate colleges that are rooted in and serve local communities, with the core objective of cultivating applied, skilled, and innovative talents. Their key characteristics are “locality, applicability, and practicality”<sup>[4]</sup>, emphasizing precise alignment between talent cultivation and local industrial needs. The “Three Innovation Integration” refers to the interconnection and organic unity of innovation, creativity, and entrepreneurship. Innovation focuses on the renewal of concepts and methods, serving as the core driving force; creativity emphasizes the design of culture and products, acting as the core carrier; entrepreneurship focuses on the realization of market value, being the core goal. The “Three Innovation Integration” integrates these three aspects throughout the entire talent cultivation process, achieving coordinated enhancement of knowledge, skills, and literacy. The curriculum system refers to an organic whole composed of a series of interconnected and complementary courses designed by institutions to achieve specific talent cultivation goals. It includes core elements such as course objectives, content, structure, teaching models, and evaluation mechanisms<sup>[5]</sup>.

### **2.2. Theoretical basis**

The industry-education integration theory advocates deep integration between education and industry, achieving

precise alignment between talent cultivation and industrial demands through school-enterprise collaboration and work-study integration. This theory provides theoretical support for local applied undergraduate institutions to connect with regional cultural tourism industries and jointly develop the “Three Innovation Integration” curriculum system, serving as the core guiding principle for curriculum system construction.

The competency-based education theory centers on cultivating students’ professional skills, emphasizing the alignment between curriculum design and occupational demands while prioritizing the enhancement of practical abilities and comprehensive competencies. This theory provides crucial guidance for the “Three Innovation Integration” curriculum system, which focuses on core competencies for local cultural and tourism positions and designs modular course content.

The theory of cultural capital posits that cultural resources constitute a vital form of capital, capable of generating economic and social value through transformation and innovation. This framework provides a theoretical foundation for integrating local cultural resources into the “Three Innovation” curriculum under the cultural-tourism integration context, thereby fostering students’ creative and transformative capabilities in cultural industries.

The collaborative innovation theory emphasizes the synergy and innovation among diverse stakeholders and elements. By sharing resources and leveraging complementary strengths, it enhances innovation efficiency. This theory provides theoretical support for the “Three Innovation Integration” curriculum system development, involving multiple entities such as universities, local governments, cultural tourism enterprises, and industry associations. It facilitates the establishment of a diversified curriculum ecosystem.

### **3. The realistic dilemma of the construction of the “Three Innovation Integration” curriculum system for the tourism management major in local applied undergraduate education under the background of the integration of culture and tourism**

#### **3.1. Unclear course objectives and insufficient synergy between cultural tourism and “Three Innovation”**

Currently, the curriculum objectives for tourism management programs in some local applied undergraduate institutions remain confined to traditional tourism service training. These programs lack in-depth research on the demands of local cultural and tourism industries under the cultural-tourism integration context, and their definitions of “Three Innovation” competencies and local cultural literacy remain vague. The curriculum primarily emphasizes theoretical knowledge transmission and basic skill training, neglecting the cultivation of higher-level abilities such as innovative thinking, creative design, and entrepreneurial practice. Moreover, it fails to organically integrate local cultural resources with the development of “Three Innovation” competencies, resulting in a significant gap between talent cultivation and the industry’s demand for interdisciplinary professionals. For instance, some institutions do not clearly specify concrete objectives such as the core elements of local culture students should master, standards for innovative cultural-tourism product design, or essential requirements for entrepreneurial practice. Consequently, the curriculum objectives lack specificity and practicality.

#### **3.2. Outdated course content with insufficient local characteristics and integration**

Traditional courses dominate the curriculum, primarily covering conventional subjects like Introduction to Tourism Studies, Travel Agency Management, and Tour Guiding. Courses addressing cultural-tourism

integration—such as Cultural Tourism Studies, Intangible Cultural Heritage Tourism Development, and Cultural and Creative Product Design—are insufficiently offered, mostly as electives lacking systematic depth. The “Three Innovation” (innovation, creativity, entrepreneurship) content remains fragmented, scattered across isolated courses. For example, while “Tourism Marketing” touches on innovative marketing methods and “Fundamentals of Tourism Entrepreneurship” introduces basic entrepreneurial knowledge, no dedicated “Three Innovation Integration” course module exists, failing to systematically cultivate innovation, creativity, and entrepreneurial competencies.

The integration of local culture remains superficial, with course content inadequately exploring and utilizing regional cultural resources. There is a lack of systematic organization and incorporation of local historical heritage, folk customs, and intangible cultural heritage, resulting in students’ limited understanding of local culture. This hinders their ability to effectively combine local culture with innovation in cultural tourism products, creative design, and entrepreneurial practices. The disconnect between theory and practice is evident, as course content tends to emphasize theoretical knowledge while failing to align with the actual job requirements of local cultural tourism enterprises. There is also a lack of real-world project cases and practical operational components. For instance, some institutions’ “Cultural Tourism Product Design” courses only cover design theories and methods, without involving real-world design projects or market transformation processes for local cultural tourism products. Consequently, students struggle to translate theoretical knowledge into practical skills.

### **3.3. Monotonous and rigid teaching model and lacking the collaborative innovation mechanism**

Traditional teaching methods remain prevalent in most institutions, where the conventional “teacher-led lecture + student passive listening” model continues to dominate. Modern pedagogical approaches like case-based learning, project-based instruction, and flipped classrooms are underutilized, failing to effectively stimulate students’ innovative thinking and practical enthusiasm. Courses related to cultural-tourism integration predominantly rely on theoretical lectures, lacking immersive and experiential learning environments. The integration of industry and education remains superficial, with school-enterprise collaborations often limited to superficial measures such as providing internship positions and donating teaching equipment. Local cultural-tourism enterprises have yet to establish mechanisms for deep involvement in curriculum design, teaching implementation, and assessment evaluation. The participation of corporate technical experts and industry elites in teaching remains low, leaving students with limited access to cutting-edge developments and real-world project cases in the local cultural-tourism sector. Insufficient teacher-student interaction and collaborative learning mechanisms result in passive learning patterns, hindering the development of creative design skills and teamwork abilities through collaborative learning. The organic integration of online and offline teaching remains inadequate, failing to fully leverage the flexibility of digital platforms and the practical advantages of physical classrooms.

### **3.4. Imperfect evaluation mechanism making it difficult to highlight the compatibility between “Three Innovation” and local conditions**

The evaluation system remains overly teacher-centric, lacking diverse assessment mechanisms such as student self-assessment, peer evaluation, assessments by local cultural tourism enterprises, and industry evaluations. This structural imbalance hinders comprehensive and objective measurement of students’ “Three Innovation” competencies (innovation, creativity, entrepreneurship) and their cultural adaptability. The evaluation framework is disproportionately focused on theoretical knowledge mastery, with final exam scores dominating

assessments. Practical outcomes like innovative thinking, creative projects, entrepreneurial practices, and local cultural application skills receive insufficient weight, failing to effectively motivate students to engage in “Three Innovation” initiatives or preserve local cultural heritage. Furthermore, the evaluation methods remain rigid, primarily relying on closed-book exams and written assignments while neglecting process-oriented assessments of practical operations, project outcomes, and creative designs. This approach makes it difficult to dynamically track students’ skill development, resulting in evaluations that lack scientific rigor and fairness.

### **3.5. Lagging faculty development and insufficient support capacity**

The professional competence and “Three Innovation” (innovation, entrepreneurship, and creativity) capabilities remain insufficient. Some teachers lack professional background and practical experience in cultural-tourism integration, have limited understanding of local cultural resources, and insufficient knowledge in areas such as cultural and creative product design, cultural-tourism project innovation, and tourism entrepreneurship operations. Additionally, teachers’ “Three Innovation” teaching skills need improvement, as they lack entrepreneurial practice experience and creative design guidance, making it difficult to effectively implement “Three Innovation Integration” teaching. The two-way mobility mechanism between schools and enterprises is underdeveloped, with few opportunities for university teachers to gain practical experience in local cultural-tourism enterprises, hindering their understanding of industry development trends and job requirements. Channels for technical experts and industry elites from local cultural-tourism enterprises to participate in teaching are inadequate, and the development of part-time faculty lags behind, resulting in a teaching team structure and quality that fail to meet the demands of “Three Innovation Integration” courses.

## **4. The construction principles of the “Three Innovation Integration” curriculum system for tourism management in local applied undergraduate programs under the background of cultural and tourism integration**

### **4.1. Principle of local adaptation**

The curriculum system should be closely aligned with the development needs and resource endowments of local cultural tourism industries. It requires an in-depth exploration of distinctive cultural elements such as local history, folk customs, and intangible cultural heritage resources, integrating them into course objectives, content, teaching models, and evaluation mechanisms. This ensures precise alignment between talent cultivation and local industry demands, thereby enhancing students’ cultural adaptability and employment competitiveness.

### **4.2. Principle of cultural and tourism empowerment**

Adhering to the core principle of “shaping tourism with culture and highlighting culture through tourism,” we deeply integrate cultural elements and tourism components into the curriculum system. By offering courses on cultural-tourism integration, designing innovative cultural-tourism projects, and organizing practical cultural-tourism activities, we cultivate students’ cultural literacy, innovative design capabilities for cultural-tourism products, and cultural communication skills, thereby achieving coordinated advancement between cultural heritage preservation and tourism development.

### **4.3. Principle of “Three Innovation” synergy**

The curriculum system is designed to organically integrate innovation, creativity, and entrepreneurship throughout its development, emphasizing their synergistic interaction and progressive cultivation. With

innovative thinking at its core, creative design as the vehicle, and entrepreneurial practice as the goal, the system achieves coordinated enhancement of the “Three Innovation” capabilities through content integration and pedagogical innovation.

#### **4.4. Principle of unity of knowledge and action**

This program emphasizes the practical orientation of local applied undergraduate education, integrating theoretical learning with hands-on practice. By establishing a comprehensive curriculum system that combines theoretical courses, practical training, project-based exercises, and entrepreneurial incubation, it incorporates authentic cultural and tourism projects from the region. Through school-enterprise collaborative training platforms, students develop their “Three Innovation” competencies (innovation, entrepreneurship, and creativity) and local cultural application skills, effectively bridging knowledge acquisition with real-world capability development.

#### **4.5. Principle of dynamic optimization**

The cultural tourism industry is experiencing rapid growth, and the development and utilization of local cultural resources are continuously advancing. A dynamic optimization mechanism for the curriculum system must be established. Regular tracking of local cultural tourism industry trends and evolving talent demands, combined with student employment feedback and teaching effectiveness evaluations, should prompt timely adjustments to course objectives, updates to course content, and innovations in teaching methods. This ensures the scientific rigor, forward-looking nature, and adaptability of the curriculum system.

### **5. The core content of the “Three Innovation Integration” curriculum system of tourism management in local applied undergraduate programs under the background of cultural and tourism integration**

Guided by the principles of “local adaptation, cultural and tourism empowerment, innovation synergy, and knowledge-practice integration,” we have established a four-in-one curriculum system comprising “basic modules + core integration modules + local characteristic modules + practical application modules.” This framework aims to achieve coordinated development of theoretical knowledge, innovation capabilities, local cultural literacy, and practical application skills.

#### **5.1. Basic modules: Consolidating theoretical foundations and core competencies**

The foundational module comprises general education courses and specialized foundational courses, establishing the basis for students’ “Three Innovation” (innovation, entrepreneurship, and creativity), local cultural literacy, and professional skills. General education courses include “College English,” “Advanced Mathematics,” “Fundamentals of Computer Science,” “Innovative Thinking Training,” “Entrepreneurship Fundamentals,” and “Introduction to Culture,” which cultivate students’ core competencies, digital literacy, and “Three Innovation” mindset. Additionally, the “Introduction to Local Culture” course is introduced to systematically explore regional history, folklore, and intangible cultural heritage, thereby enhancing students’ understanding of local culture.

Professional foundation courses: Courses such as Introduction to Tourism, Tourism Economics, Tourism Psychology, Tourism Marketing, Tourism Management, and Introduction to Cultural-Tourism Integration are offered to equip students with the fundamental theories of tourism management and the core principles of

cultural-tourism integration, thereby providing theoretical support for subsequent core courses.

### **5.2. Core integration module: Focusing on the synergistic cultivation of “three innovations + cultural tourism”**

The Core Integration Module serves as the cornerstone of the curriculum system, focusing on the synergistic development of “Three Innovation” competencies and cultural-tourism integration capabilities. It offers a series of interdisciplinary core courses to achieve deep integration between innovation, creativity, entrepreneurship, and the cultural-tourism industry. Innovation Competency Courses include “Innovative Methods and Practices in Cultural-Tourism Industry,” “Smart Tourism Innovation Applications,” and “Cultural-Tourism Project Planning and Innovation,” cultivating students’ innovative thinking and project development capabilities while mastering core methodologies and technical applications in cultural-tourism innovation. Creativity Competency Courses feature “Cultural and Creative Product Design,” “Creative Development of Intangible Cultural Heritage Tourism Products,” “Cultural-Tourism IP Creativity and Operations,” and “Immersive Cultural-Tourism Project Design,” enhancing students’ creative design abilities to transform local cultural resources into market-competitive cultural-tourism products. Entrepreneurship Competency Courses encompass “Cultural-Tourism Entrepreneurship Project Planning and Operations,” “Management of Small Tourism Enterprises,” “Practical Financing for Cultural-Tourism Ventures,” and “Building and Promoting Local Cultural-Tourism Brands,” equipping students with practical entrepreneurial skills and core operational management methods in cultural-tourism ventures.

### **5.3. Local characteristic module: Highlighting the adaptability of local cultural and tourism resources**

The local culture module integrates regional cultural and tourism resources with industrial development needs, offering courses that enhance students’ cultural adaptability and employability. For culturally rich areas, targeted courses are developed: historical cities may offer “Local History, Culture, and Tourism Development”; ethnic minority regions could present “Integrating Minority Cultures with Tourism”; and areas abundant in intangible cultural heritage resources might provide “Preserving Local Heritage for Tourism.” These courses systematically explore the tourism potential of local cultural assets. The cultural tourism industry module aligns with regional development priorities, featuring courses like “Research on Local Cultural Tourism Development,” “Practical Operations Management of Tourist Attractions,” and “Rural Tourism Development and Operations.” These courses equip students with insights into the current state, job requirements, and future trends of the local cultural tourism sector, thereby improving their job adaptability.

### **5.4. Practical application module: Enhancing the practice and application capabilities of “Three Innovation Integration”**

The practical application module serves as a cornerstone of the curriculum system. It establishes a four-tiered practical course framework integrating “course training + project implementation + entrepreneurship incubation + internship programs,” enhancing students’ “Three Innovation” (innovation, creativity, and entrepreneurship) capabilities and practical skills. Course training is complemented by core integrated modules and regional specialty modules, featuring hands-on activities such as “Cultural and Creative Product Design” and “Cultural Tourism Project Planning & Innovation” to develop students’ operational competencies. Project implementation incorporates authentic local cultural tourism initiatives, including brand promotion campaigns, intangible cultural heritage product development, and rural tourism planning. Students collaborate in teams to complete

project research, creative design, and implementation phases, thereby strengthening their “Three Innovation” abilities and cultural application skills in real-world scenarios. Entrepreneurship incubation establishes on-campus “Three Innovation” incubation bases and industry-academia collaboration platforms, providing guidance, resource connections, and project incubation services to support students in cultural tourism entrepreneurship and facilitate the market transformation of creative outcomes.

Through establishing long-term partnerships with local cultural tourism enterprises, scenic spots, and travel agencies, students are placed for 3–6 month internships. This enables them to gain an in-depth understanding of operational models and job requirements in the industry, thereby enhancing their professional skills and employability.

## **6. Application paths of “Three Innovation Integration” curriculum system for tourism management in local applied undergraduate education under the background of cultural and tourism integration**

### **6.1. Innovating teaching models to enhance educational effectiveness**

The project-based teaching model utilizes authentic local cultural and tourism projects as its foundation, seamlessly integrating course content with practical tasks. For instance, the “Local Rural Tourism Development” project combines courses such as “Cultural and Tourism Project Planning and Innovation,” “Rural Tourism Development and Operations,” and “Cultural and Creative Product Design.” Students work in groups to complete project research, planning, product development, and marketing promotion. Through this process, they apply knowledge from multiple courses and enhance their “Three Innovation” (innovation, creativity, and entrepreneurship) capabilities.

The immersive teaching model utilizes VR/AR and digital simulation technologies to create immersive learning environments. For instance, VR technology simulates visits to local historical and cultural sites or showcases of intangible cultural heritage crafts, enabling students to engage in hands-on practice and creative design within virtual settings. Meanwhile, real-world resources such as local cultural venues and tourist attractions are leveraged for on-site teaching activities, enhancing students’ cultural immersion and practical understanding.

The school-enterprise collaborative teaching model strengthens partnerships by establishing a “dual-mentor system” team, where university faculty and local cultural tourism industry experts jointly deliver instruction. Faculty members focus on theoretical instruction and learning guidance, while industry mentors provide hands-on skill training, case studies, and entrepreneurial insights. Students regularly participate in corporate internships, engaging in real-world project development and operations to achieve the “integration of teaching, learning, and practice.”

The competition-driven teaching model, guided by the principle of “learning through competition and innovation through competition,” integrates local cultural and tourism competitions (such as the Local Cultural and Tourism Creativity Competition, Tourism Entrepreneurship Competition, and Cultural and Creative Product Design Competition) into the teaching process. Competition topics are used as course project tasks, enabling students to enhance their “Three Innovation” abilities (innovation, creativity, and entrepreneurship) and their ability to apply local culture while preparing for these competitions. Judges and industry experts are invited to provide feedback and guidance on students’ works, thereby improving the relevance and effectiveness of the teaching.

## **6.2. Improving the evaluation mechanism and strengthening its guiding role**

The evaluation system adopts a multi-stakeholder approach, integrating “teacher assessment, student self-evaluation, peer review, industry evaluation, and corporate assessment.” Teachers primarily evaluate theoretical knowledge, project progress, and outcomes. Student self-evaluation and peer review focus on learning engagement, teamwork, and innovative performance. Corporate assessment emphasizes practical skills, job fit, and professional ethics. Industry evaluation uses methods like vocational certifications and competition reviews to objectively assess students’ professional competence and “Three Innovation” (innovation, entrepreneurship, and creativity) capabilities.

The evaluation framework is comprehensive, covering multiple dimensions including theoretical knowledge, “Three Innovation” competencies, local cultural application skills, and professional ethics. The theoretical knowledge assessment evaluates the mastery of fundamental concepts and core principles. The “Three Innovation” evaluation assesses innovative thinking, the quality of creative works, and the feasibility and market potential of entrepreneurial projects. The local cultural application assessment evaluates cultural awareness, the integration of cultural elements into tourism products, and cultural dissemination. The professional ethics evaluation covers teamwork, communication skills, sense of responsibility, and professional ethics.

The evaluation system adopts a diversified approach, integrating formative and summative assessments with quantitative and qualitative methods. Formative evaluation dynamically tracks students’ learning progress and skill development through classroom participation, project milestones, practical reports, and creative proposals. Summative evaluation comprehensively assesses learning outcomes via final exams, project presentations, business plan defenses, and skill certifications. Digital tools like big data analytics are employed to analyze students’ online learning behaviors and project execution data, ensuring precise and evidence-based evaluations.

## **6.3. Enhancing industry-education integration and building collaborative platforms**

Jointly establishing industry colleges and training bases: Partner with leading local cultural tourism enterprises and industry associations to establish cultural tourism industry colleges. Collaboratively develop talent cultivation plans, curriculum standards, and teaching programs, while jointly creating course content and teaching resources. Establish on-and off-campus training bases by introducing authentic cultural tourism projects and technical platforms from enterprises, providing students with practical opportunities such as internships, project-based learning, and entrepreneurial incubation, thereby achieving seamless alignment between talent development and job market demands.

The institution implements customized talent development programs tailored to the talent needs of local cultural and tourism enterprises. Through school-enterprise collaboration, students are selected and receive personalized training plans with full corporate involvement in the educational process. Graduates are directly placed into enterprises, ensuring precise alignment between talent cultivation and industry demands. A joint “Three Innovation” (innovation, entrepreneurship, and creativity) incubation platform is established in partnership with local governments, cultural tourism enterprises, and financial institutions, providing students with one-stop services including entrepreneurial guidance, technical support, funding connections, and market promotion. Regular events such as local cultural tourism entrepreneurship salons and project roadshows are organized to facilitate the commercialization of students’ creative achievements.

## **7. The guarantee mechanism of the “Three Innovation Integration” curriculum system for tourism management in local applied undergraduate programs under the background of cultural and tourism integration**

### **7.1. Faculty support**

Enhance in-house teacher development by implementing a “Three Innovation + Cultural Tourism” competency enhancement program. Regularly organize training sessions for teachers on cultural-tourism integration, “Three Innovation” education, and local cultural studies. Encourage teachers to gain hands-on experience through internships at local cultural tourism enterprises, participating in real-world project development to accumulate practical expertise. Support teachers in conducting teaching research and project applications related to cultural-tourism integration and “Three Innovation” education to improve their teaching and research capabilities. Optimize the faculty structure by establishing a recruitment mechanism for technical experts, industry elites, and entrepreneurship mentors from local cultural tourism enterprises, inviting them to serve as part-time instructors to participate in curriculum design, teaching implementation, and evaluation. Build “dual-qualified” teaching teams requiring teachers to possess both solid theoretical foundations and rich practical experience in “Three Innovation” guidance. Encourage teachers to collaborate with local cultural scholars and intangible cultural heritage inheritors in teaching and research to enrich the cultural content of courses.

### **7.2. Resource platform support**

We will establish a digital teaching resource repository integrating premium resources such as VR/AR training software, cultural tourism case libraries, creative product design tools, and online courses to provide technical support for “Three Innovation Integration” education. Through school-enterprise collaboration, we will develop resource libraries incorporating real corporate projects, technical documentation, and training materials to enhance practical relevance and targeted instruction. A regional cultural resource database will systematically organize local historical heritage, folk traditions, and intangible cultural assets, ensuring resource support for curriculum development and teaching implementation. Practical training platforms will be built, including an on-campus cultural tourism “Three Innovation” training center equipped with advanced digital devices and software, featuring functional zones like innovation design areas, creative incubation spaces, and entrepreneurial practice zones to meet practical training and project demands. Off-campus training bases will be co-established with local cultural tourism enterprises, scenic spots, and cultural venues to provide students with diverse practical scenarios. An online “Three Innovation” practice platform will be developed to facilitate cross-regional and inter-institutional resource sharing and collaborative innovation.

### **7.3. Policy and institutional support**

Refine the teaching management system by establishing detailed implementation rules for the “Three Innovation Integration” curriculum framework, credit recognition protocols, and teaching quality evaluation standards to standardize instructional processes and administration. Implement a dynamic curriculum adjustment mechanism that regularly optimizes course offerings and content based on local cultural tourism industry development and teaching feedback. Incorporate practical achievements in “Three Innovation” initiatives, corporate evaluations, and competition awards into students’ credit recognition and performance assessment systems to stimulate their learning motivation and innovative enthusiasm.

We will increase funding by establishing a dedicated “Three Innovation Integration” curriculum development fund, which will support faculty training, resource development, platform construction, practical training equipment procurement, and entrepreneurial incubation initiatives. To secure government financial

support, we will actively apply for educational reform projects and research programs at all levels to obtain funding. Additionally, we will expand funding channels through school-enterprise partnerships, encouraging enterprises to contribute through donations, co-building training bases, or joint educational programs. Furthermore, we will attract private capital participation to establish a diversified funding mechanism, ensuring adequate financial support for the implementation of the curriculum system.

#### **7.4. Organizational coordination and support**

A leadership group for the “Three Innovation Integration” curriculum system will be established, comprising school administrators, deans of secondary colleges, representatives from local cultural tourism enterprises, industry associations, and local cultural scholars to coordinate curriculum development. A curriculum development office will be set up to manage daily operations and implementation. The school will also establish committees such as the School-Enterprise Cooperation Committee and the Curriculum Development Advisory Committee, which will hold regular meetings to align industry needs with teaching practices and address challenges in curriculum development. Additionally, the school will strengthen collaboration with local governments and cultural tourism authorities to secure policy support and resource allocation, creating a favorable external environment for curriculum system development.

### **8. Conclusion and outlook**

The deepening implementation of the cultural-tourism integration strategy presents both opportunities and challenges for tourism management programs in local applied undergraduate institutions. Establishing a “Three Innovation Integration” curriculum system has become a critical measure to enhance talent cultivation quality and support regional cultural-tourism industry development. Based on theories such as industry-education integration and competency-based education, this study analyzes the practical challenges in constructing the “Three Innovation Integration” curriculum system for local applied undergraduate tourism management programs. Guided by the principles of “local adaptation, cultural-tourism empowerment, collaborative innovation, and knowledge-practice integration,” the research develops a four-in-one curriculum framework comprising “basic modules + core integration modules + local characteristic modules + practical application modules.” It proposes implementation pathways through three dimensions: innovative teaching models, improved evaluation mechanisms, and deepened industry-education integration. Additionally, a comprehensive support mechanism integrating faculty development, resource platforms, policy systems, and organizational coordination is established. The study concludes that effective curriculum system construction can break through traditional disciplinary barriers, achieve deep integration of “Three Innovation” education, cultural-tourism fusion, and local culture, and cultivate versatile applied talents meeting regional cultural-tourism industry demands.

With the ongoing advancement of the cultural-tourism integration strategy and the rapid development of local cultural-tourism industries, the construction of the “Three Innovation Integration” curriculum system for applied undergraduate tourism management programs in local areas is a dynamic and continuously optimized process. Universities should proactively align with the needs of local cultural-tourism industries, deepen educational reforms, and constantly explore new approaches and methods for curriculum system development and application, thereby providing a solid talent foundation for the high-quality development of local cultural-tourism industries.

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