

Research on the Training Mechanism of Students' Study Tour Guidance Ability in Tourism Management Major from the Perspective of Industry-Education Integration

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Abstract: Based on the background of Industry-Education Integration, this paper focuses on the structural contradiction between talent training in higher vocational tourism management majors and the needs of the Study Tour industry, and explores the training mechanism of students' study tour guidance ability. The research constructs a G-SEEA analysis model consisting of five dimensions: Governance, System Construction, Ecology Cultivation, Evaluation Innovation, and Application Transformation. Through empirical analysis, it reveals the prominent problems existing in the current training process, and proposes improvement strategies such as establishing a multi-party collaborative governance framework, reconstructing the professional competence curriculum system, and improving the school-enterprise co-constructed practice platform. It provides theoretical basis and practical reference for deepening the teaching reform of tourism management majors.

Keywords: Industry-education integration; Study tour; Guidance ability; Training mechanism; G-SEEA analysis model; Curriculum reconstruction; Practical teaching platform

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1. Introduction

With the in-depth implementation of the “Vocational Education Quality Improvement and Excellence Plan (2020–2023)” and the rapid development of the study tour industry, deepening industry-education integration has become the core path to promote the high-quality development of modern vocational education^[1]. According to the “China Study Tourism Report (2025)” released by the China Tourism Association, the current study tour market has evolved from a simple superposition of “tourism + education” to a core format carrying multiple values such as cultural communication, practical education, and digital innovation. The market scale has exceeded 100 billion yuan, with more than 80 million students participating annually^[2]. However, after experiencing explosive growth, the industry is facing a critical transition period from scale expansion to quality

improvement, and the shortage of high-quality and professional talents has become the core bottleneck restricting the healthy development of the industry^[3].

Industry research data show that the demand structure for Study Tour talents has undergone significant changes, transforming from traditional “basic services” to “comprehensive capabilities”. There is an urgent need for compound talents with dual professional backgrounds in “education + tourism” and applied talents proficient in digital technologies^[4]. However, there is an obvious mismatch between the existing training system of tourism management majors and the actual needs of the industry, mainly reflected in: the curriculum content is seriously lagging behind the development of industry practice, failing to effectively integrate the curriculum design concept of “localization + education”; the teaching method is still dominated by theoretical lectures, which is seriously disconnected from the requirements of a complete curriculum closed loop advocated by the industry, such as “practical operation, project research, and achievement display”; the evaluation system has low alignment with professional standards, resulting in a long post-adaptation period for graduates, who are difficult to quickly meet the needs of employers.

Existing research mostly discusses the significance of industry-education integration from a macro perspective, or analyzes the reform practice of a single course from a micro perspective, lacking systematic deconstruction research on the training mechanism combined with the latest development trends of the industry^[5]. Based on the perspective of industry-education integration, this study innovatively constructs a “G-SEEA” five-dimensional analysis model, systematically integrating new requirements such as industrial digital transformation and cross-field collaborative ecosystem construction into the model framework^[6-8]. Through five dimensions—Governance mechanism, System construction, Ecology cultivation, Evaluation innovation, and Application transformation—it deeply analyzes the internal logic and interactive relationship of the training mechanism, providing a complete theoretical framework and practical path for innovating the training mechanism of students’ Study Tour guidance ability in tourism management majors^[9-11].

2. Core connotation and structural model of study tour guidance ability

2.1. Evolution and definition of ability connotation

Study Tour guidance ability is essentially a compound professional ability integrating tourism services, educational guidance, and interdisciplinary knowledge application^[12]. According to the “Study Tourism Service Requirements” (LB/T054-2025) issued by the Ministry of Culture and Tourism in 2025, their role has evolved from a mere travel service provider to that of an educational process guide, curriculum designer, safety guardian, and cross-cultural communication facilitator. Compared with traditional tour guide ability, the particularity of Study Tour guidance ability lies in its strong educational attribute. It not only requires practitioners to have proficient travel service operation skills but also needs them to master the basic principles and methods of education and psychology, and be able to transform travel experiences into structured learning processes. At the same time, with the in-depth advancement of industrial digital transformation, modern Study Tour instructors also need to have high digital literacy, and be able to proficiently use digital tools for curriculum design, scenario creation, and effect evaluation.

Based on the above analysis, this study defines Study Tour guidance ability as: in the whole process of Study Tour activities, based on clear educational goals, comprehensively applying multi-disciplinary knowledge and methods, designing and implementing educational courses, and effectively guiding learners to achieve all-around development through experience and inquiry.

2.2. Construction of the “Three-dimensional and nine-capabilities” structural model

To systematically analyze and cultivate this compound ability, this study constructs a “Three-Dimensional and Nine-Competence” structural model of Study Tour guidance ability by combining the latest 2025 industry standards and market demand characteristics ^[13]. The model summarizes core competencies into three mutually supportive dimensions: basic guarantee, process implementation, and innovative development.

The basic guarantee dimension includes policy interpretation and compliance application ability, safety risk identification and response ability, and resource integration and coordination ability; the process implementation dimension includes curriculum design and research and development ability, inquiry learning guidance ability, and team organization and management ability; the innovative development dimension includes cultural understanding and inheritance ability, digital technology application ability, and reflective research and innovation ability.

By systematically sorting out the internal connections of ability elements, the model provides a clear target framework and practical basis for subsequent diagnosis of training system problems and construction of industry-education integration mechanisms.

3. Diagnosis and analysis of training status based on the G-SEEA model

To comprehensively evaluate the practical dilemmas in the training of Study Tour guidance ability in tourism management majors, this study conducted a systematic diagnosis of 5 higher vocational colleges offering Study Tour directions based on the five dimensions of the G-SEEA model. The research adopted methods such as questionnaire surveys and in-depth interviews, collecting 126 valid questionnaires and interviewing 12 professional teachers, industry experts, and enterprise representatives. The diagnosis results revealed in-depth problems in each dimension.

3.1. Governance mechanism dimension

The research found that the current governance mechanism has three prominent problems: a fragmented policy system and lagging implementation of industry standards; an inadequate interest distribution mechanism leading to insufficient depth of enterprise participation; a formalized organizational structure and a lack of regulatory closed loop. Data shows that 73% of enterprises believe that input and output are mismatched, and 62% of industry-education integration institutions have low activity frequency.

3.2. System construction dimension

The curriculum content is seriously disconnected from the requirements of new industry regulations, and only 25% of colleges and universities have systematically incorporated the 2025 new standards into their curriculum system; the practical teaching links have both insufficient authenticity and standardization; the innovation of teaching methods is weak, with project-based teaching conducted less than 3 times per semester on average.

3.3. Ecology cultivation dimension

Double-qualified teachers are in short supply both in quantity and quality, with an average of only 4.2 qualified teachers per school, accounting for 31% of the total number of professional teachers; the school-enterprise cooperation culture shows superficial characteristics; the construction of resource sharing platforms is lagging behind, and only 1 college has established a fully functional digital sharing platform.

3.4. Evaluation innovation dimension

The evaluation subject is single, with enterprises accounting for only 35% of participation in the evaluation; the evaluation method is traditional, with insufficient ability orientation; the feedback and improvement mechanism is lacking, and only 28% of colleges and universities have established systematic alumni career development files.

3.5. Application transformation dimension

The combination of employment orientation and regional characteristics is not close; the talent training program lacks strong social service capacity, and only 2 colleges independently undertake off-campus Study Tour projects; innovative and entrepreneurial achievements are scarce, and Study Tour-related innovation awards account for only 7% of tourism projects.

4. Optimization path of the training mechanism based on the G-SEEA model

In response to the problems in the five dimensions found in the diagnosis, this study proposes the following systematic optimization paths based on the G-SEEA model, combined with the latest 2025 industry standards and successful experiences of local practices.

4.1. Strengthening the governance mechanism

Construct a four-helix governance community involving government, industry, enterprises and schools to promote all stakeholders to jointly establish a substantive industry-education integration council ^[14]. Establish a dynamic docking mechanism between new industry norms and teaching standards, and set up a “standard monitoring and transformation post” in the professional teaching and research offices of colleges and universities to ensure that the latest industry requirements are promptly integrated into the entire talent training process.

4.2. Reconstructing system construction

Promote modular curriculum reconstruction based on the Guidelines, and build a curriculum system featuring “basic sharing, directional division and extended mutual selection” [15]. Fully implement the “Study Tour Project Workshop” practical teaching system, and introduce real projects based on high-quality regional study tour resources. Deepen the reform of digital teaching, build a virtual simulation training platform, and integrate intelligent management tools into the entire teaching process.

4.3. Nurturing ecology cultivation

Implement the “double appointment and double post” system and the “industry mentor special appointment plan”, establishing a two-way flow mechanism between teachers and enterprise technical backbones. Build a “digital sharing platform for Study Tour resources”, integrating real enterprise cases and college teaching resources. Cultivate an industry-education integration culture, promoting the formation of consensus on school-enterprise values through regular teaching and research activities.

4.4. Innovating the evaluation mechanism

Introduce “dual customer” satisfaction evaluation, taking the evaluation of cooperative enterprises and service objects as important indicators. Implement a “competence badge” micro-certification system to conduct special certification for core competencies. Construct a data-driven evaluation and feedback mechanism, using learning

behavior data analysis to improve teaching.

4.5. Expanding application transformation

Promote the “teaching factory” operation of training bases, encouraging on-campus training bases to undertake real Study Tour projects. Deepen the “school-family-community collaboration” service model, developing customized Study Tour courses for primary and secondary schools in the region. Create characteristic, innovative and entrepreneurial brands, guiding students to carry out entrepreneurial practices around local cultural resources.

5. Case verification: Practical application of the G-SEEA model in Maoming Polytechnic

The tourism management major of Maoming Polytechnic has carried out systematic reform practices based on the G-SEEA model. In terms of governance mechanism, it has constructed a “government-enterprise-school-village” four-party collaborative governance structure and established an industry-education integration alliance. In terms of system construction, it has built a modular curriculum system integrating “posts-courses-competitions-certifications” and fully implemented the “Study Tour workshop” system teaching. In terms of ecology cultivation, it has innovated a “four-dimensional space” integrated teaching model and built a digital resource sharing platform. In terms of evaluation innovation, it has implemented a “five-in-one” digital intelligence evaluation system. In terms of application transformation, it has undertaken real projects relying on “Study Tour workshops” to serve rural revitalization.

After two years of practice, the targeted employment rate of graduates of this major in 2024 has increased by 25 percentage points, and the satisfaction of cooperative enterprises and service objects with interns has reached more than 90%, verifying the effectiveness of the G-SEEA model.

6. Conclusion

By constructing the G-SEEA model, this study systematically analyzes the training mechanism of students’ Study Tour guidance ability in tourism management majors. The research shows that the current training problems stem from the collaborative failure of five dimensions, requiring systematic reform paths. In the future, focus should be placed on directions such as in-depth integration of digital transformation, refinement and standardization of ability evaluation, and regionalization and characterization of training models, continuously improving the industry-education integration mechanism to provide talent support for the high-quality development of the industry.

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Disclosure statement

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