

THE CONSTRUCTION AND IMPLEMENTATION PATH OF THE "INTEGRATION-CREATION-TOURISM-LEARNING" SCHOOL-ENTERPRISE CO-BUILT IMMERSIVE HOTEL SPACE PRACTICAL TEACHING MODEL

XinYi Huang
Shanghai Senior Technical School, Shanghai 200000, China.

Abstract: With the transformation of the tourism industry towards digitalization, scenario-based services, and immersive experiences, traditional tourism management education is confronted with challenges such as the disconnect between theory and practice, and the lag of talent training behind industrial demands. Taking the "Integration-Innovation-Tourism-Learning" immersive hotel space co-established by a Sino-Swiss cooperative education program at a higher vocational college in Shanghai and Shanghai Jinjiang Innovation Center as a case study, this paper systematically explores the goal orientation, content design, implementation paths, and expected effects of practical teaching bases co-built by universities and enterprises. By constructing a practical teaching system integrating the four chains of "education chain, industrial chain, talent chain, and innovation chain", this model aims to cultivate interdisciplinary tourism talents with an international perspective, digital operation capabilities, and high-end service literacy. The paper conducts a comprehensive analysis from aspects including the construction of real-scenario teaching bases, the integration of industrial innovation functions, the co-construction of teaching staff, and the modular design of practical content, aiming to provide replicable paths and paradigms for the integration of industry and education in tourism-related majors at higher vocational colleges.

Keywords: University-enterprise cooperation; Immersive teaching; Integration of industry and education; Digital operation

1 INTRODUCTION

In recent years, with the rapid recovery of China's tourism market, especially the inbound tourism market, the hotel industry has accelerated its transformation towards "scenario-based services + immersive experiences", imposing higher requirements on the competency structure of talents[1]. However, the current tourism management education generally suffers from problems such as an outdated curriculum system, inadequate practical training sessions, and a long adaptation period for students to get familiar with their posts[2]. To address these challenges, the Sino-Swiss cooperative education program at a higher vocational college in Shanghai has launched the "Integration-Innovation-Tourism-Learning" university-enterprise co-construction project in collaboration with Shanghai Jinjiang Innovation Center. Taking the immersive hotel space as the carrier, this project promotes the reform of practical teaching and achieves the in-depth integration of the education chain and the industrial chain.

The construction of this co-built practical teaching base is not only an urgent need to cope with industrial changes, but also a concrete practice to deepen the reform of vocational education and implement the requirement of "promoting comprehensive and in-depth cooperation between universities and enterprises" as specified in the National Plan for Vocational Education Reform[3]. Based on the implementation plan of the project, this paper systematically elaborates on its construction goals, content design, teaching staff support, and expected effects, aiming to provide theoretical references and practical models for the reform of practical teaching in tourism management majors at similar institutions.

2 GOAL ORIENTATION OF THE "INTEGRATION-CREATION-TOURISM-LEARNING" PRACTICAL TEACHING SCHEME

2.1 Guiding Philosophy

Guided by the core socialist values, the "Integration-Innovation-Tourism-Learning" project adheres to the coordinated development of knowledge, abilities, and qualities. It focuses on the development needs of the inbound tourism industry and strengthens students' patriotic feelings, cultural identity, and international perspective[4]. The project emphasizes cultivating students' cross-cultural communication skills, digital operation capabilities, and product design and marketing abilities, enabling them to be competent in work at international tourism enterprises and relevant foreign-related institutions. This guiding philosophy responds to the call for interdisciplinary talents who possess professional expertise, cultural confidence, and international competitiveness against the backdrop of the integration of culture and tourism in the new era[5].

2.2 Construction Positioning

The project integrates the educational concepts of Swiss hotel and tourism management with the industrial resources of Jinjiang Group, and builds an immersive themed hotel space that integrates teaching and training, industrial innovation, cultural experience, and digital technology. Through collaboration between the university and the enterprise, it achieves the integration of the four chains, namely the organic connection of the education chain, industrial chain, talent chain, and innovation chain[6], thereby promoting a fundamental transformation in the talent training model. Its orientation is not only a teaching venue, but also a testing ground and exhibition window for new industrial technologies, new formats, and new models.

2.3 Paths to Achieve the Goals

2.3.1 Construction of Real-Scenario Teaching Bases

Located in the core area of Xuhui District, Jinjiang Innovation Center boasts 17 brand showcase rooms that truly replicate the operational scenarios of high-end hotels[7]. As a modular and task-driven practical teaching platform, this base provides students with real vocational environments and project tasks, enhancing the pertinence and effectiveness of teaching. This model of "moving enterprises into campuses and setting classrooms at the workplace" is an effective way to solve the problem that the practical teaching environment of vocational education is disconnected from the actual production and service processes[8].

2.3.2 Integration of Industrial Innovation Functions

The project introduces advanced technologies and management concepts of Jinjiang Group in fields such as smart hotels, green operations, and cultural IP integration. It ensures that the teaching content is updated in sync with the cutting-edge trends of the industry and improves students' innovation awareness and technological application capabilities. By integrating real projects, processes, and standards from enterprises into teaching, the alignment between teaching processes and production processes is achieved.

3 PRACTICAL TEACHING CONTENT DESIGN AND IMPLEMENTATION PATH

3.1 Analysis of Industry Pain Points

3.1.1 Disconnect Between Theory and Practice

Traditional teaching overemphasizes theoretical lectures and lacks training on core competencies such as digital services and cross-cultural communication in real scenarios. Students often have theoretical knowledge but lack practical skills, making it difficult for them to apply theoretical knowledge to solving practical problems.

3.1.2 Rapid Iteration of Industry Demands

As the hotel industry transforms towards "immersive experiences + digital scenarios", new technologies such as the metaverse and AI customer service have spawned new types of positions, and the existing curriculum system is struggling to adapt quickly[9]. The lag in talent training has become a constraint on industrial development. To address this, the project has established a "2+1+1" teaching team structure, consisting of 2 full-time teachers from the college, 1 corporate mentor from Jinjiang Group, and 1 teacher from Switzerland. This forms a teaching team integrating Chinese and foreign elements and cooperating between the university and the enterprise, ensuring the professionalism and cutting-edge nature of practical teaching. Meanwhile, a regular mechanism has been established for teachers to take temporary positions in enterprises and receive training in Switzerland, so as to build a team of "dual-qualified" teachers.

3.2 Practical Teaching Venue and Resources

The Jinjiang Experience Center draws inspiration from Shanghai-style culture in its design, blending Art Deco style with traditional Chinese elements to create a teaching environment with cultural texture and modern functionality. The center includes 17 themed model rooms representing over 30 hotel brands, as well as the supply chain display platform "Jinjiang U-Procurement Space," providing students with a comprehensive cognition understanding and practical platform for hotel operations[10].

3.3 Practical Teaching Module Design

In-depth Learning of Themed Guest Rooms

Through visits to different themed model rooms, students learn about sleep system upgrades, thematic scene design, customer experience optimization, etc., mastering the path of hotel product innovation.

Supply Chain Management Practice

Using the "Jinjiang U-Procurement Space," students can delve into aspects such as hotel supplies procurement, inventory management, and logistics distribution, understanding the core role of the supply chain in hotel operations.

Digital Operation Practical Training

Utilizing wisdom smart hotel technologies like AI customer service, unmanned services, and intelligent room systems, simulation training for digital operations is conducted to enhance students' technology application and problem-solving abilities.

3.4 Faculty Support Mechanism

The project establishes a "2+1+1" teaching team structure, comprising 2 internal school instructors, 1 Jinjiang enterprise mentor, and 1 Swiss teacher, forming a Sino-foreign integrated, school-enterprise collaborative teaching team to ensure the professionalism and forefront nature of the practical teaching.

4 EXPECTED OUTCOMES AND SOCIAL VALUE

4.1 Enhancement of Program Construction

By introducing the Swiss curriculum system and Jinjiang Group's industrial resources, the project optimizes the major structure, forms a curriculum system integrating internationalization and localization, and significantly enhances the professional competitiveness and attractiveness.

4.2 Strengthening of the Teaching Faculty

Through measures such as lectures given by corporate mentors, teachers' training in Switzerland, and teachers taking temporary positions in enterprises, a well-structured and highly competent team of "dual-qualified" teachers has been built, improving teachers' practical industrial capabilities and teaching standards.

4.3 Functional Expansion of the Training Base

The co-built "immersive hotel space training base" is equipped with intelligent facilities and scenario-based teaching modules. It realizes the integrated functions of "teaching-training-employment" and strengthens students' professional identity and employability.

4.4 Significant Improvement in Student Competencies

Through practice in real scenarios, students can proficiently master core competencies such as digital operation, guest experience design, and cross-cultural services. It is expected that the post-adaptation period for graduates can be shortened to less than 15 days.

4.5 Enhancement of Social Service Capability

By organizing activities such as vocational experience days and industrial training programs, the project will become a model for the integration of industry and education in the region, and enhance the university's service capabilities and social influence in the cultural and tourism industry.

5 CONCLUSION AND OUTLOOK

The "Integration-Innovation-Tourism-Learning" university-enterprise co-construction program has effectively addressed the problems in tourism management education, such as the disconnect between theory and practice and the lag of talent training behind industrial needs, by building an immersive hotel space for practical teaching. Featuring real-scenario carriers, the four-chain integration path, and Sino-foreign collaborative support, this model provides a replicable and promotable practical teaching paradigm for tourism-related majors at higher vocational colleges.

In the future, the project can further expand cooperation with more international hotel groups, introduce cutting-edge technologies like the metaverse and digital twins, deepen the integrated innovation of "hotel + cultural and tourism IP", and explore the establishment of a "1+X" vocational skill level certificate assessment center based on this practical teaching base, so as to continuously promote the high-quality development of tourism vocational education.

COMPETING INTERESTS

The authors have no relevant financial or non-financial interests to disclose.

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