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DUAL-INTEGRATION DRIVEN: A STUDY ON THE REFORM OF THE IDEOLOGICAL AND POLITICAL EDUCATION TEACHING MODEL IN THE COURSE "INTRODUCTION TO SMART TOURISM"

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Abstract: Addressing the structural imbalance in smart tourism course teaching—characterized by "emphasizing technical principles while neglecting value guidance, and prioritizing case introductions over critical thinking and character cultivation"—this study takes the ideological and political education (IPE) reform of the course "Introduction to Smart Tourism" as its vehicle to construct a "dual-integration driven" teaching model. This model is driven by two wheels: interdisciplinary integration and industry-education integration. It systematically excavates the IPE elements embedded in the course, including cultural confidence, ecological protection, rural revitalization, red heritage, technological self-reliance, and data ethics. By building a full-chain IPE implementation system of "theoretical immersion—case discussion—project practice—evaluation feedback," and relying on a localized typical case database and a government-enterprise-university collaborative education platform, the model enables students to advance from "technical cognition" to "value internalization" and further to "professional practice." A three-year teaching practice shows that this model effectively enhances students' cultural identity, technological ethics awareness, and cross-cultural narrative ability, providing a replicable practical paradigm for similar universities to carry out IPE construction in smart tourism courses.
Keywords: Dual-integration driven; Interdisciplinary integration; Industry-education integration; Ideological and political education in courses; Introduction to Smart Tourism

1 INTRODUCTION

1.1 Research Background and Significance

Digital technology is continuously reshaping the form of the tourism industry, and smart tourism has become an important direction for promoting high-quality cultural and tourism development and cultivating new quality productive forces in culture and tourism [1-3]. The widespread application of technologies such as artificial intelligence, big data, GIS, virtual reality, and time-slot reservation has profoundly changed the operational logic of scenic area management, cultural dissemination, tourist source regulation, and cultural and tourism public services. The industry's demand for tourism management talent has expanded from single technical operation skills to correct value judgment, cultural responsibility, ecological awareness, and ethical bottom lines [4-6].

As a foundational core course connecting digital technology and the cultural and tourism industry in the tourism management major, "Introduction to Smart Tourism" naturally possesses the cross-disciplinary attributes of "technology + humanities + industry" and is an excellent vehicle for IPE. However, traditional teaching exhibits two deviations: first, merely teaching technical frameworks and platform functions, with IPE content becoming stiffly labeled; second, broadly conducting cultural propaganda without deep coupling with the professional tasks of smart tourism. Meanwhile, in cross-cultural tourism communication scenarios, there is an adaptation challenge between local high-context cultural narratives and international low-context discourse systems, which easily leads to cultural misreading and expressive distortion. Therefore, exploring a systematic integration path for IPE in this course to achieve the organic unity of knowledge imparting, ability cultivation, and value shaping has important practical significance for teaching.

1.2 Practical Dilemmas and Research Gaps

Currently, the IPE construction of smart tourism courses faces three major dilemmas: First, course content is disconnected from value guidance; teaching focuses excessively on technical frameworks and platform functions, neglecting the cultural responsibility and ethical bottom lines behind technological application; course content updates lag behind industrial intelligent development, and textbook cases are mostly based on traditional tourism models [7]. Second, practical teaching lacks IPE integration; students' practice mostly remains at the level of software operation and platform simulation, lacking real participation in value issues such as digital protection of local cultural resources and red smart tourism development; 58% of enterprises report that graduates lack practical ability, and enterprise participation is only 34%. Third, the evaluation system lacks a value dimension; assessments are dominated by technical mastery and written tests, with course skills accounting for less than 40%, neglecting practical operation,

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innovation ability, and comprehensive quality assessment; evaluation subjects are singular, lacking third-party evaluation mechanisms [8].

Existing research still has deficiencies: local resource integration is superficial, lacking systematic design for full-chain ability cultivation; the practice system is insufficiently integrated with local industry scenarios, with inadequate regional adaptability training; and there is a lack of tiered teaching design. This paper constructs a "dual-integration driven" teaching model to fill the above research gaps.

1.3 Research Design

1.3.1 Research subjects

Four classes of the tourism management major at a local university from 2022 to 2025, totaling approximately 100 students, were selected as research subjects. Meanwhile, managers from five smart cultural tourism enterprises, heads of relevant departments of the local culture and tourism bureau, and industry experts were invited for interviews.

1.3.2 Research methods

Questionnaire survey: 100 student questionnaires were distributed to collect data on students' cognition of course ideological and political education (IPE), technological ethics awareness, and value literacy development;

Semi-structured interviews: in-depth interviews were conducted with 15 core respondents, including industry managers, cultural experts, professional course teachers, and student representatives;

Case analysis: 10 typical IPE teaching cases, such as VR red cultural tourism projects and smart study tour route design, were tracked and analyzed;

Comparative experiment: two tourism management classes (Class of 2024 and Class of 2025) adopted the "dual-integration driven" IPE teaching model, and their data were compared with those of other classes under conventional teaching.

1.3.3 Research objectives

I. To construct an application framework of the "dual-integration driven" teaching model adaptable to IPE in smart tourism courses;

II. To verify the actual effects of this model on enhancing students' IPE literacy, including cultural confidence, data ethics, and ecological protection awareness;

III. To form experience in smart tourism IPE construction that can be referenced by similar universities.

2 PRACTICAL DILEMMAS OF TRADITIONAL IPE IN SMART TOURISM

2.1 Disciplinary Barriers Leading to Disconnection Between Course Content and Value Guidance

Interviews show that traditional courses focus on teaching technical principles and platform functions, with IPE content becoming stiffly labeled and lacking deep coupling with professional tasks. Students have insufficient understanding of the value choices and ethical boundaries behind technology and find it difficult to comprehend the deeper meaning of "technology for good." The tourism management major is highly applied, but traditional teaching often separates tourism, big data, humanities, and other disciplinary knowledge, failing to achieve interdisciplinary integration. Students have insufficient cognition of local cultural connotations and resource characteristics, making it difficult for them to accurately tell China's cultural tourism stories in cross-cultural communication.

2.2 Industry-Education Separation Leading to Lack of IPE Integration in Practical Teaching

Questionnaires show that traditional course practical teaching is dominated by technical operation training, lacking practical experience in IPE issues such as cultural values, ethical bottom lines, and ecological protection. 70% of students have not participated in local cultural tourism digitalization project planning; over 60% of students state that they "cannot design smart tourism routes with local characteristics" and "cannot assess the cultural value of cultural tourism resources." School-enterprise cooperation is merely formalistic; enterprises have not transformed real digital businesses, such as cultural tourism marketing, scenic area visitor flow regulation, and online customer complaint handling into teaching practicum projects. On-campus practicum projects are simulated and idealized, differing greatly from real enterprise job workflows and standards, and regional adaptability training is insufficient.

2.3 Single and Rigid Evaluation System

Current course evaluation is mainly based on written tests and technical operations, focusing on knowledge memorization rather than value internalization, and lacks effective evaluation means for core competencies such as digital tool application ability and innovative thinking ability. Evaluation subjects are limited to on-campus course instructors, with enterprises and third-party industry institutions not participating, making it impossible to objectively determine the development of students' comprehensive digital job competencies; evaluation results are not fed back in a timely manner, making it difficult to provide an effective basis for course improvement.

3 CONSTRUCTION OF THE "DUAL-INTEGRATION DRIVEN" IPE APPLICATION FRAMEWORK

3.1 Conceptual Positioning: Dual-Integration Driven, Anchoring the Cultivation of Composite Cultural Tourism Talent

Closely focusing on the core goal of "cultivating new-era cultural tourism talent with digital skills, humanistic literacy, patriotic sentiment, and professional ethics," the "dual-integration driven" teaching philosophy is established. The "dual integration" refers to, first, interdisciplinary integration, breaking down disciplinary barriers among tourism management, data science, and humanities and history to achieve knowledge system reconstruction of "tourism + big data + humanities"; and second, industry-education integration, linking the forces of local government, cultural tourism enterprises, and undergraduate universities to build a "government-enterprise-university" collaborative education community. Through policy interpretation, local culture thematic lectures, and industry experts entering the classroom, students are guided to understand the unique value of smart tourism talent in cultural dissemination, ecological guardianship, and data ethics. Smart tourism is a tool rather than an end; technology for good depends on human value choices—big data and AI can empower cultural dissemination but may also bring risks such as algorithmic bias, privacy leakage, and excessive commercialization. In teaching, information resources such as big data management, VR equipment, online scoring systems, and 3D museums should be reasonably applied to empower value guidance through technology.

3.2 Interdisciplinary Integration: Reconstructing the "Tourism + Big Data + Humanities" Course Content

Module 1: Concepts and theoretical framework of smart tourism, anchoring technological self-reliance and the overall development perspective, guiding students to understand the development trajectory of smart tourism from conceptual proposal to industrial practice, to recognize the value choices and ethical boundaries behind technologies such as VR/AR, artificial intelligence, and blockchain, and to appreciate the significance of domestic cultural tourism hardware and local platform R&D.
Module 2: Smart tourism management and services, anchoring ecological civilization, sustainable tourism, and the "Two Mountains" theory. Taking government governance digitalization and enterprise digital transformation as entry points, combined with scenarios such as visitor flow monitoring and time-slot reservation, students are helped to understand that technology is a tool for balancing development and protection, and that tourism development must take ecological carrying capacity as a rigid bottom line.
Module 3: Smart tourism marketing and technology, anchoring cultural confidence, technological ethics, and data security. Negative issues such as big data price discrimination and tourist data leakage are introduced, and high/low-context discourse theory is introduced to guide students to think about cultural narrative strategies for different audiences.
Module 4: Tourism big data and e-commerce, anchoring data ethics, honest business practices, and craftsmanship. Students are guided to dialectically view the tension between data empowerment and privacy protection and to understand the importance of honest business practices and professional integrity.
Module 5: Case discussion and comprehensive practice, anchoring red heritage, rural revitalization, ethnic unity, and common prosperity. Discussions are conducted around specific cases such as Yan'an red smart venues, VR red study tour exhibition halls, and rural smart cultural tourism platforms.

3.3 Industry-Education Integration: Building a "Government–Enterprise–University" Collaborative Practical Education Platform

I. Pre-class Flipped Learning and In-class Critical Reflection: Students engage in online learning of local cultural tourism digital resources and VR red venue materials, complete case research and cultural value analysis, and participate in in-class debates on issues such as "whether VR red cultural tourism diminishes the seriousness of history," thereby naturally eliciting value discussions in tasks related to Digital Northern Shaanxi and Yellow River study tours [9].
II. Dual-Teacher Collaboration and Outcome-Oriented Tasks: A dual-teacher team comprising "on-campus faculty + enterprise specially appointed personnel" is established; teacher rotation in enterprises is implemented, and enterprise operation directors, technicians, and cultural tourism streamers are engaged as off-campus mentors. Assignments such as the smart study tour route design for the Shaanxi Northern Yellow River Basin are arranged, balancing ecological carrying capacity, Yellow River culture, Great Wall culture, red culture, and local resident income growth [10].
III. Enterprise Rotation and Mentor Collaborative Teaching Research: Students are organized in batches to undertake rotation training in enterprises, participating in resource research, tourism reception, and platform operation and maintenance. Industrial colleges are jointly established, constructing a three-stage progressive scenario of "virtual preview—on-campus training—off-campus rotation." A school-enterprise data sharing platform is built, and regular faculty teaching research exchanges are conducted to integrate industry frontiers and technological ethics into teaching.
IV. School-Enterprise Co-Creation and Achievement Incubation: Industrial colleges are jointly built with leading online travel platforms and smart scenic area operation enterprises, achieving joint formulation of talent cultivation plans, co-construction of course resources, sharing of training bases, and co-training of faculty teams. A "work-study alternation" model is developed, organizing student teams to design and develop local smart tourism products, forming a long-term school-enterprise collaboration mechanism and realizing a closed loop from talent cultivation to industrial empowerment [11].

3.4 Institutional Guarantee: Building a Diversified Evaluation and Incentive Mechanism

A diversified evaluation system is constructed: final theoretical score (50%) + case discussion performance (20%) + practical project (30%). IPE observation indicators are specifically set in the practical project scoring table, including ecological protection awareness, cultural authenticity, indigenous people's interest considerations, data ethics, and narrative expression adaptability, achieving observable and evaluable value guidance; students' operational performance and task completion in VR scenarios are incorporated into course assessment [12-13]. Multiple methods such as teacher evaluation, student self-evaluation, peer evaluation, and enterprise evaluation are adopted, with attention to data collection and analysis, and an evaluation feedback mechanism is established to adjust teaching strategies in a timely manner.

3.5 Resource Empowerment: Building a Multi-Party Collaborative Support System

A government-enterprise-university mixed teaching team is formed: three industry experts—smart scenic area management personnel, cultural tourism big data analysts, and red culture research experts—are hired to establish an industry mentor database and participate in course design, classroom guidance, and project research. A localized case database is built: relying on the 10 typical IPE cases, cases are embedded in corresponding chapters to achieve "one theme per chapter, one critical reflection per lesson"; the case database balances national benchmark projects with local cultural tourism resources in northern Shaanxi, and balances positive demonstrations with risk reflections (such as negative issues like big data price discrimination, tourist data leakage, internet-fame overdraft of cultural resources, and cross-cultural communication discourse misalignment). Digital teaching resources are upgraded: a smart tourism professional teaching resource database is built, integrating course videos, virtual simulation, and industry cases; virtual simulation training systems such as smart scenic area management and tourism big data analysis are developed; new teaching resources such as micro-lectures and MOOCs are developed to meet fragmented learning needs. Policy resource support is sought: linking with the local culture and tourism bureau, digital cultural tourism research projects and special teaching reform funds are sought to create a favorable external environment for IPE construction.

4 PRACTICAL RESULTS

4.1 Significant Improvement in Students' Value Literacy and Professional Ability

Questionnaire data show that in the experimental group, 82.1% of students believe that VR and other digital technologies have enhanced their learning interest, 74.9% have clearer career cognition, 80.4% find it easier to understand professional knowledge, and 76.8% hope to expand the application scope of VR. In terms of course IPE literacy dimensions, 83% of students in the experimental group can proficiently use digital tools to complete the intelligent transformation and scenario reconstruction of local cultural tourism resources, 49 percentage points higher than the control group (34%); 79% of students can, based on the regional cultural core, complete the compilation of local smart tourism route plans that balance cultural inheritance and market experience, 43 percentage points higher than the control group (36%); 77% of students can grasp the cultural protection boundaries in smart cultural tourism development and clarify the cultural responsibilities and ethical constraints of digital operation positions, 42 percentage points higher than the control group (35%). Students' classroom concentration time increased from 25 minutes to 42 minutes, the number of proactive questions increased by 12%, and the participation rate in scenario simulation tasks reached 100%. In terms of knowledge mastery, the correct rate of knowledge point tests related to smart scenic area operation rose from 68% to 92%, the fit of case analysis in course papers improved by 40%, and the pass rate of skill certification increased by 37%.

4.2 A Replicable and Promotable IPE Teaching Model Has Been Formed

The reform experience of the "dual-integration driven" model in the ideological and political education (IPE) construction of smart tourism courses has been promoted and applied in six higher education institutions, including Yulin University and Yulin Vocational and Technical College. The jointly compiled localized textbooks and online teaching platform have been approved as a provincial-level teaching resource database, providing services to higher education institutions in northern Shaanxi and surrounding areas. The model has been recognized by the Yulin Municipal Culture and Tourism Bureau and industry associations, forming a replicable and promotable scheme for smart tourism IPE construction. Through school-enterprise collaboration, co-building industrial colleges, joint formulation of talent cultivation plans, co-construction of course resources, sharing of training bases, and co-training of faculty teams have been achieved. At the level of the overall teaching model, the government-enterprise-university collaborative mechanism constructed by the "dual-integration driven" approach has also formed a promotable paradigm: relying on the industry-education integration community, real projects of cultural tourism enterprises in the region are continuously transformed into the IPE teaching case database, with sustainable operation ensured through government policy guidance and funding support, thereby providing a referable institutional framework for IPE reform of tourism management majors in local universities.

5 CONCLUSIONS

Addressing the pain points of traditional smart tourism courses, such as the disconnection between teaching content and value guidance, insufficient regional adaptability training, and the lack of a value dimension in the evaluation system, this study constructs a "dual-integration driven" IPE implementation framework. From the five dimensions of conceptual positioning, content reconstruction, method innovation, institutional guarantee, and resource empowerment, it achieves a deep integration of technical knowledge, industrial demand, and value shaping. Empirical evidence shows that this model effectively enhances students' cultural confidence, data ethics awareness, ecological protection concepts, and cross-cultural narrative ability; the local employment rate of graduates and enterprise satisfaction have significantly improved; and students have demonstrated good literacy in serving national strategies such as Digital China, the Yellow River National Cultural Park construction, and deep cultural tourism integration.

The innovation of this model lies in the following: interdisciplinary integration breaks down the knowledge barriers of traditional courses, organically integrating tourism management, big data technology, and humanistic literacy to achieve the reconstruction of the knowledge system and the systematic excavation of IPE elements; industry-education integration breaks down the barriers between campus classrooms and industrial sites, transforming real smart cultural tourism projects into IPE teaching vehicles. This model has strong replication and promotion value. Similar universities rich in cultural tourism resources can, in light of their own resource endowments and industrial needs, take "dual integration" as the two wheels to optimize course content, the practice system, and the assessment and evaluation mechanisms, and construct a smart tourism IPE teaching model adapted to their own institutions. Future work should move from "presence or absence" to "depth and refinement," building a new educational ecosystem oriented toward the future of smart tourism through technological iteration, content optimization, and teaching method innovation.

COMPETING INTERESTS

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

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