

Research on Education Tourism Strategies Based on Multidisciplinary Integration

Shuiling Shi

School of Geography, Nanjing Normal University, Nanjing, 210042, China

2455129308@qq.com

Keywords: education tourism, multidisciplinary integration, the core competence of subjects

Abstract: Education tourism is a kind of practical activity, whose subject is autonomous, content is open and method is inquiring. Based on the background of the new round of curriculum reform, the paper analyzes the core competence of each subject and focuses on the education tourism of multidisciplinary integration under the guidance of the objective of "foster virtues through education". The implementation strategy for education tourism of multidisciplinary integration is proposed from four aspects: concept and objectives, organizational structure of education tourism, education implementation and education evaluation, in order to better integrate multiple disciplines in practice and cultivate students' core competence.

1. Introduction

Education tourism is about "learning for research, research for teaching", as a breakthrough of the new curriculum reform and a new growth point of quality education, it is a lever to pry the quality education and one of the basic ways to cultivate students' core competence. The objectives and concepts of education tourism are the guidelines for the whole activities of education tourism and set the direction for education tourism.

"To foster virtues through education" is the fundamental task of national education. Based on it, three dimensions of objectives are proposed according to the core competence of subjects, which the author summarizes as the development of comprehensive thinking qualities and hierarchical thinking patterns with multiple perspectives, the formation of a multidimensional emotional attitude and correct scientific values based on the times, and the practical requirements of applying knowledge and "the unity of knowledge and action" in a thinking-oriented way. In this process, multiculturalism is reflected in the objectives, and the dimensions of three objectives are integrated in the main line of "foster virtues through education", so that it is clear which aspects of the core competence of subjects are developed and which levels are expected to be achieved, for example, which ways of thinking, which practical skills, which experiences, thoughts and emotions students can acquire through education tourism.

2. The Strategy for Multidisciplinary Education Tourism

2.1 Architecture Strategy : Integrate the three dimensions of core competences of subjects with education tourism

2.1.1 *The Model of Education Tourism : linking real-life, problem-focused, conduct thematic inquiry-based learning*

Constructivism sees students' knowledge as a process constructed by the students themselves, so the essence of integrating subject knowledge is considered here to be the construction of a system and framework of knowledge. Integrating scattered subject knowledge points into problems through research-based learning and solving meaningful problem situations on education tourism. Problem solving allows students to construct a logical system of knowledge behind the problems and achieve an integration of subject knowledge. The following strategies can be adopted: Conduct thematic inquiry-based learning based on problem chains and integrated with real-life situations.

Solving practical problems helps students to understand and interpret phenomena based on objective things and to have their own subjective attitude to them. Extracting information, judging it and understanding the problem leads to its solution.

Secondly, teachers show the hierarchy of thinking through the depth and connection of the questions, for example, a certain broad-coverage issue of practical significance is directly used as the theme of the education tourism, and then the larger theme is gradually broken down into smaller questions according to logic to form a chain of questions. Students intuitively perceive images in real-life situations and then reflect on their own application in relation to the material, practising a multi-perspective and multi-level approach to thinking.

Finally, thematic inquiry learning develops students' collaborative and communicative skills. It is difficult for one person to carry out thematic inquiry and the level of inquiry is shallow, so thematic inquiry learning requires group members to work collaboratively, where sparks collide and each person has the responsibility to complete the inquiry activity on their feet.

2.1.2 *The Theme of Education Tourism: A theme based on the characteristics of the times and into nature's vernacular issues*

Nature itself is a huge complex with different elements interacting and coordinating with each other, so getting closer to nature facilitates an integrated character. At the same time, nature is also an integrated body of science, and the knowledge of each subject is a rigorous system that needs to be based on the construction and refinement of scientific knowledge as a whole. This is in line with the emphasis on scientific rigour and the value of truth in the core competences of subjects.

The theme of a education tourism into nature certainly does not imply a departure from society, as the harmony between nature and man is an eternal proposition. The theme of the education tourism is set to problems encountered at a point in the development of the times or propositions related to human development. Students learn about the themes of the times in depth and are able to take on the role and responsibility of young people, engaging in discussions on natural resources, scientific inquiry, sustainable development, etc. This is in line with the requirements of core competences of multiple subjects.

The selection of materials for vernacular geography is, on the one hand, safer and more secure; on the other hand, it is conducive to the development of regionalism and values; it helps students develop a love for their hometown and thus their country, and cultivates a sense of home and country. It helps students to develop a greater understanding of the identity of the region in which their hometown is located, thus cultivating cultural sentiments. The core competences of subjects are emphasized by the fact that emotions for the motherland have certain carriers such as through culture, which is well

reflected in the theme of vernacular geography.

2.1.3 The Content of Education Tourism: Integrated but Focused - with a Focus on the subject of geography

Education tourism should guide students to integrate their multidisciplinary knowledge and literacy, bringing in to play the strengths of each discipline, but with a focus. Based on the fact that geography is both a humanities and social science discipline, the content of a multidisciplinary study trip is based on the main line of geography and the development of other disciplines in conjunction with geography. In addition, the core competence of geography clearly state that 'geographic practice' can combine the integrated practical requirements of a multidisciplinary education tourism with geographic practice. The content is oriented towards life and truly integrates indirect experience with direct experience. It is not only about subject knowledge, but also about attitudes and values.

2.2 Implementation Strategies: Multi-orientation Integration with a Focus on School, Teacher and Student Collaboration.

In the process of education tourism, we ensure the development of education tourism through a variety of strategies that require the coordination and cooperation of schools, teachers and students, and education tourism itself is a tripartite activity. Of course, the students' dominant role needs to be guaranteed in this process.

2.2.1 Faculty Collaboration System

The design and implementation of education tourism requires the cooperation among the teachers of the subject. To this end, a collaboration approach to multidisciplinary teaching and research activities was developed to guide teachers from different disciplines to learn from each other and to remove barriers to their knowledge. The faculty collaboration system is conducive to the deep integration of teachers from different disciplines in multiple dimensions in terms of their emotions, visions and values, forming a learning community and laying the foundation for the multidisciplinary integration of education tourism.

2.2.2 Problem Inquiry Strategy

As mentioned above, education tourism is based on real-world problem solving, so "problems" are the link between education tourism and the development of problem awareness is a core element of learning in education tourism. For students, these problems should be "meaningful and important", "open and complex-structured", and they should be linked to real situations. In the cycle strategy of "raise a question - solve a problem - raise a new question", problem inquiry always runs through the whole process of the education tourism.

2.2.3 Reading and Language Expression Support

The reading here is a deep understanding, the first step of reading is to understand the education content before the education tourism, the second step is to decompose the questions at a deeper level in the education tourism, and the third step is to adjust the cognition of reading for the real situation. On this basis, we take language expression as a support and design it into education tourism, providing learners with more opportunities to express themselves, making the organization of language and expression of ideas the norm, so that students have richer and more authentic experiences and accumulation in education tourism.

Of course, in the process of implementation of education tourism, it is necessary to focus on the integration of multiple resources, especially the organic combination of the basic use of subject resources and the optimal use of travel resources as well as the strengthening of the high level of

integration of student and teacher resources.

2.3 Evaluation strategy: integration of multiple subjects, multiple approaches and results

2.3.1 Multiple subjects

Not only teachers are the evaluation subjects, but also students, parents and other evaluation subjects are added to ensure the effectiveness of education tourism. The teacher-oriented evaluation focuses on the increase of knowledge and the improvement of students' thinking in education tourism, the degree of multidisciplinary knowledge learning, the degree of cultivation or touching of diversified thinking, the degree of operation or improvement of practical ability, etc. The student-oriented evaluation focuses on the formation of emotional attitudes and values such as family feeling, rigorous scientific attitude, and basic abilities such as cooperation and interpersonal communication. The parent-oriented evaluation is based on the side reflections of the education tourism and the most basic guarantee, such as the safety of the education tourism, the help for the children to expand their horizons and knowledge, and the stimulation of their interest in learning, etc.

2.3.2 Multiple approaches

The assessment part of multidisciplinary education tourism is comprehensive in nature, requiring objectivity and attention to qualitative evaluation, while combining it with quantitative. The evaluation scale is designed with both performance and summative evaluation as column-oriented elements and horizontal elements are as follows.

Evaluation method	Evaluation dimension	Evaluation content	Score	Self-evaluation	Group evaluation	Teacher evaluation	Overall evaluation
-------------------	----------------------	--------------------	-------	-----------------	------------------	--------------------	--------------------

2.3.3 Integration of results

Teachers collectively discuss and analyze the evaluation results of the education tourism to assess how well the education tourism fits with the development concept, the education objectives are accomplished, and how effective the education implementation is, etc., to build on the strengths of the education tourism and improve the weaknesses in time. The multidisciplinary integrated education tourism is truly promoted and become an important choice for students, parents and teachers to cultivate students' competence.

3. Summary

As a new type of comprehensive practical activity, education tourism has distinctive characteristics such as independent inquiry, diversified openness and practical expansion. Especially in the context of the new round of basic curriculum reform, education tourism fits the educational task of “foster virtues through education”. The connotation of the core competence of subjects contained in it is not independent, but integrated among disciplines, aiming to promote students' quality education and all-round development. Therefore, summarizing the commonality of the core competence of subjects and proposing education tourism strategies based on this is a key step in developing students' core competence through education tourism, which has greater educational significance.

References

- [1] Guo Fengtao, Duan Yushan, Zhou Weiguo, & Yuan Shuqi. (2019). *Education tourism curriculum standards (II)-course structure, course content. Geography Teaching (06)*, 6-9.
- [2] Duan Yushan, Yuan Shuqi, Guo Fengtao, & Zhou Weiguo. (2019). *Education tourism curriculum standards (I)-preface, nature and orientation of the curriculum, basic philosophy of the curriculum, and curriculum objectives.*

Geography Teaching (5), 4-7.

[3] Yuan Shuqi, Li Wen, Chen Junying, Peng Junfang, Duan Yushan, & Guo Fengtao et al. (2019). *Education tourism curriculum standards (III)-course construction*. *Geography Teaching*, 000(007), 4-6.

[4] Zhou, W.G., Duan, Y.S., Guo, F.T., & Yuan, Shuqi. (2019). *Education tourism curriculum standards (IV)-Course implementation, course evaluation*. *Geography Teaching* (8).

[5] Yu Shengquan, Hu Xiang. *Stem education concept and interdisciplinary integration model*. *Open Education Research*(4), 13-22.

[6] Lu Qingxiang, & Cheng Chi. (2017). *Research on the theoretical basis and implementation strategy of education tourism*. *Journal of Hubei Institute of Technology (Humanities and Social Sciences Edition)*, 034(002), P.22-26.

[7] Shan, L., Diao, P. B., & Tan, X. H.. (2020). *Research on education tourism strategies based on embodied cognitive theory*. *Geography Teaching*, 000(005), 57-60.