

Practice and Utility Analysis of O2O Teaching Mode under the Background of Integration of Production and Education: Taking the Course of "International Hotel Management" as an Example

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Keywords: Integration of Education and Industry, O2O Teaching Mode, International Hotel Management, Practice, Utility

Abstract: In the context of industry-education integration, this article takes the "International Hotel Management" course as an example to construct a new O2O teaching mode that combines virtual and real elements. This article uses a questionnaire survey method to analyze various dimensions of the development, cognition, attitude, and evaluation of the blended O2O teaching mode for college students through 312 valid questionnaires randomly collected. Corresponding countermeasures are proposed to improve the current "International Hotel Management" course, thereby promoting the improvement of the teaching quality of "International Hotel Management" and providing reference for universities to further promote the reform of the blended O2O teaching mode.

1. Introduction

"International Hotel Management" is an important fundamental course for the Tourism Management major. International Hotel Management aims to improve the quality of China's hotel industry employees, and comprehensively enhance the academic and theoretical level of China's hotel management professionals from a global perspective [1-2]. Through the study of this course, students can master basic hotel management concepts and methods, improve their ability to independently analyze and solve problems, and lay a solid foundation for future study of related professional courses, as well as involvement in related work and scientific research activities [3].

In recent years, more and more courses on university campuses have adopted the O2O teaching model, which is a blended teaching model that combines online and offline learning [4]. With the strong promotion of the current integration of industry and education background, as well as technologies such as big data, information, and the internet, various online teaching methods such as MOOCs and "Rain Classroom" have emerged one after another, promoting comprehensive reform of teaching modes in China's education sector [2, 4-5]. As the O2O teaching model is a new

thing, many teachers are not sure how to integrate online and offline courses to meet students' learning requirements to the maximum extent. Therefore, in order to understand the current teaching situation of the "International Hotel Management" course in our province, we conducted a survey of students using electronic questionnaires to analyze the current situation of the O2O teaching mode in the teaching process, with the aim of improving teaching practice ability and utility level.

2. Object and Methods

2.1. Survey Object

This online questionnaire survey was conducted through the professional data collection platform of Questionnaire Star, using an anonymous approach for analysis. The questionnaire items mainly included the basic information of the respondents, the development of O2O teaching mode during the "suspension of classes without suspension of learning" period, and their cognition and attitude towards O2O teaching mode. The survey targets were undergraduate students majoring in tourism management from universities in Guangdong Province, including Guangzhou University, Jiaying College, and Guangdong University of Finance and Economics. The questionnaire link was generated and shared on the WeChat and QQ platforms to encourage students to participate and complete it. The questionnaire was distributed from March 17 to May 16, 2023, and a total of 312 valid questionnaires were collected.

2.2. Content and Method of the Survey

By reviewing relevant domestic and foreign literature reports [6-7], and combining with the actual situation of various universities, a survey questionnaire titled "Practical Effect Research on O2O Teaching Mode of International Hotel Management" was designed. The questionnaire was collected using the questionnaire star survey system platform.

The content of the questionnaire includes 18 questions. The first part is designed to obtain sociodemographic characteristics and consists of 2 questions; the second part is designed to investigate college students' cognition of O2O online teaching and consists of 3 questions; the third part is designed to investigate college students' acceptance of O2O online teaching and consists of 3 questions; the fourth part is designed to investigate college students' attitude and evaluation towards O2O online teaching and consists of 10 questions.

2.3. Statistical Analysis

Method the results of this survey questionnaire are analyzed using the Likert scale method. The responses "strongly agree," "agree," "neither agree nor disagree," "disagree," and "strongly disagree" are assigned scores of 4, 3, 2, 1, and 0, respectively. Higher scores indicate higher acceptance, indicating the strength of the respondents' attitudes and cognition towards the O2O experimental teaching mode, or showing the different states that the respondents are in on the statistical scale.

3. Results and Evaluation

3.1. General Status of the Survey Subjects

The survey subjects of this questionnaire are undergraduate students in the tourism management

major from the first to fourth year at Guangzhou University, Jiaying University, and Guangdong University of Finance and Economics who are currently taking or have completed the "International Hotel Management" course. From the basic composition of the survey sample, most students are second-year undergraduate students, accounting for 79.52%. Among them, there are 97 boys, accounting for 31.07%, and 215 girls, accounting for 68.93%. The proportion of girls is higher than that of boys, which is basically consistent with the overall composition of the school students.

3.2. Learning Devices

When choosing online learning devices, the largest number of respondents, 199 (63.78%), used smartphones, followed by 68 (21.79%) who used laptops, and 45 (14.42%) who used tablets. Therefore, the survey results indicate that laptops are the main device used by students for online learning.

3.3. Cognitive Understanding of O2O Teaching among Students

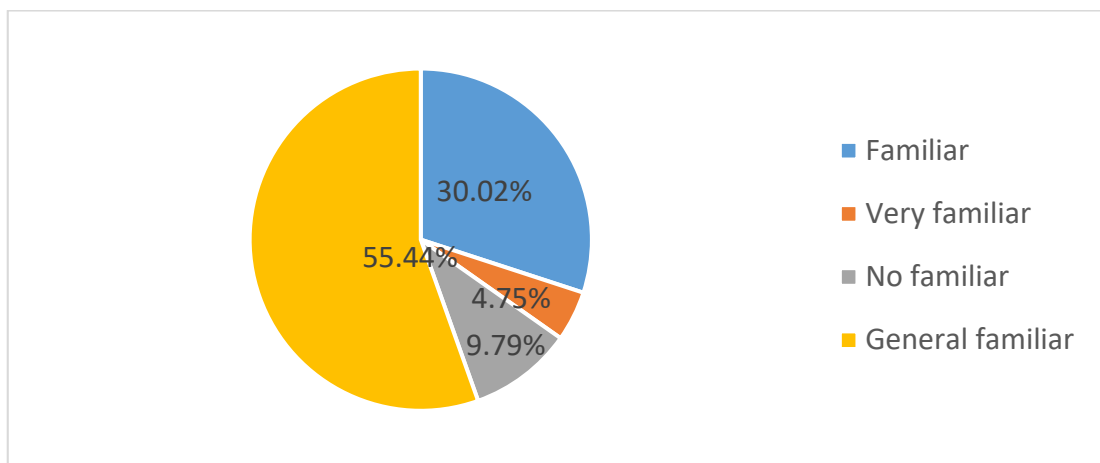


Figure 1: Cognitive situation of college students towards O2O teaching mode

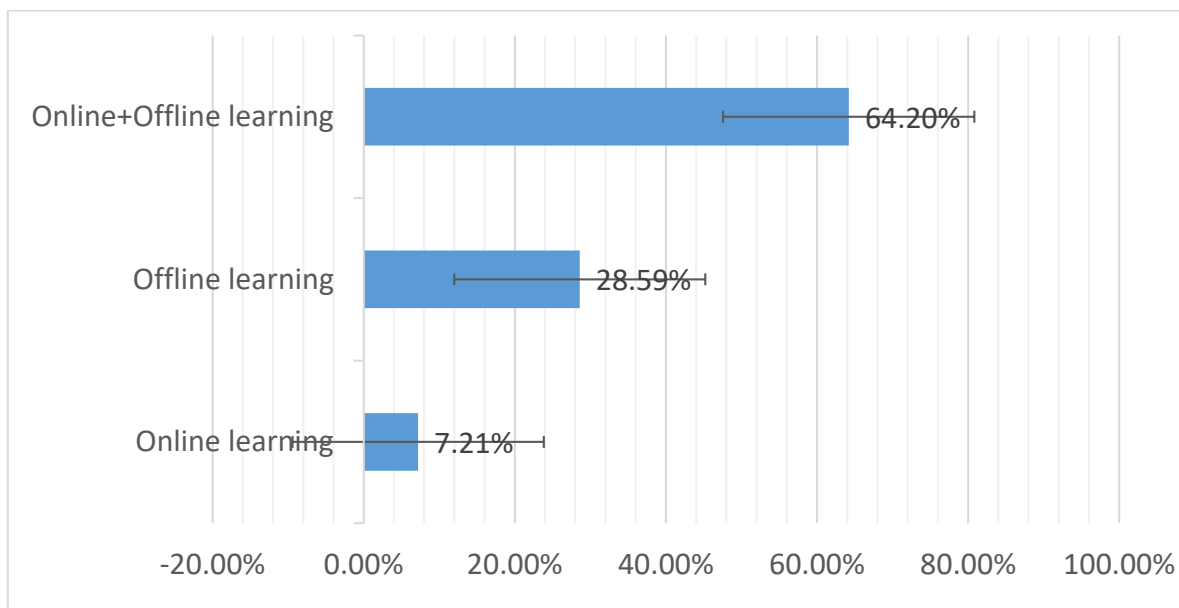


Figure 2: Situation of college students' learning methods

When investigating the understanding level of students towards the O2O blended teaching mode, 30.02% chose "understand" and 4.75% chose "very understand", while 9.79% chose "do not understand" (Figure 1). In terms of learning methods, the proportion of students choosing online learning, offline learning, and online + offline learning (O2O blended teaching mode) was 7.21%, 28.59%, and 64.20%, respectively (Figure 2). It can be seen that more than half of the students prefer the online + offline O2O learning mode, but they do not have a deep understanding of this learning mode.

3.4. Acceptance of O2O Online Teaching by Students

The questionnaire results showed that 53.29% of students liked or greatly liked the use of online platforms by teachers to conduct activities in classroom teaching, and 64.32% of students liked or greatly liked the use of online platforms by teachers to upload preview resources before class. In addition, 77.19% of students liked or greatly liked the use of online platforms by teachers to assign homework (Table 1). This indicates that students have a strong initiative and enthusiasm to participate in online learning.

Table 1: The development of online teaching on O2O

Type	Strongly disagree	disagree	General agree	Agree	Strongly agree
I like the way teachers use the Internet platform to assign homework	3.39%	5.82%	37.50	35.42	17.87
I like the teacher's use of the Internet platform to carry out activities in the classroom	1.01%	2.34%	32.33%	46.76%	17.56
I like that teachers upload preview resources to the network platform before class	0.38%	3.25%	19.18%	53.96%	23.23%

3.5. Attitudes and Evaluations of Students towards the O2O Teaching Model

From the perspective of students' satisfaction with the operation and time allocation of the O2O blended teaching model in the classroom, 45.31% selected satisfied, and 6.55% selected very satisfied. Under the O2O blended teaching model, over 59% of students believed that they could promptly communicate with teachers to solve any questions they encountered during their studies, and over 50% of students believed that they could receive more and more specific guidance from teachers. This indicates that online communication has become an important way for teachers and students to communicate.

Compared with traditional classroom teaching, 60.08% of students agree or strongly agree that the O2O hybrid teaching mode can better stimulate their learning interest. Over 50% of students believe that the O2O hybrid teaching mode improves learning efficiency. Regarding whether the O2O hybrid teaching mode is more helpful in cultivating and improving autonomous learning ability, 49.79% of students hold a positive attitude, and 11.12% of students strongly agree with this view.

Regarding whether students agree with the teacher continuing to use the O2O blended teaching mode, 45.76% of students agree and 13.31% of students strongly agree. Nearly 60% of students choose to actively participate in O2O blended mode teaching and complete offline and online learning tasks seriously.

In summary, students are satisfied with the application of the O2O teaching mode in the "International Hotel Management" course and are willing to continue to use the online and offline O2O blended learning approach.

4. Exploration and Countermeasure Analysis of the O2O Teaching Model

To ensure the quality of experimental teaching, the teaching of "International Hotel Management" should fully utilize current online experimental teaching resources, actively try to develop a mixed-reality experimental teaching model that combines virtual and real elements, and strive to create an open, intelligent comprehensive practical education and teaching platform to support experimental teaching and promote the steady improvement of the quality of experimental teaching.

Our research goal is to introduce the O2O mixed-reality experimental teaching method into the traditional offline experimental teaching method of the "International Hotel Management" course, and establish a new online and offline combined teaching mode. Through the improvement of the teaching mode, we will gradually update the existing teaching system, achieve the goal of improving teaching quality, stimulating students' subjective initiative and creativity, cultivating students' exploration spirit and practical innovation ability, providing a new idea for exploring and improving teaching modes, and making teaching information construction reach a new level.

4.1. Scientific Research Contributes to Teaching and Enriches Teaching Content

Changing traditional offline teaching content, enriching teaching content, opening up teaching, giving students the classroom, and offering research-based teaching content. Teachers can appropriately integrate the latest management methods of the course and the relevant research achievements of the research group into teaching, bring scientific thinking into the classroom, and infect students. At the same time, sharing relevant research papers as extended resources for course teaching can cultivate students' scientific research awareness and innovative thinking, fully exert students' management abilities and control over management, and stimulate their greatest potential [8-9].

4.2. Student-centered and Diversified Teaching Methods

In the traditional teaching mode, "International Hotel Management" mainly adopts a single offline classroom teaching method. The teacher needs to teach a large amount of content in a limited classroom time, which makes students passive in accepting the taught knowledge in a short time, resulting in weak learning initiative. In addition, international hotel management involves complex content and abstract principles, and students do not fully understand the knowledge they have learned. They can only mechanistically perform simulation operations and lack innovative thinking training. This leads to low student interest and motivation, and the teaching effect is difficult to achieve the expected result.

To address the aforementioned issues, the O2O teaching model can be introduced in classroom teaching, and an online learning platform can be established to organically integrate with face-to-face teacher-student interactions in the classroom, thereby expanding the original teaching and learning space. Before the experiment class, teachers can release the micro-lesson and PPT courseware resources for this teaching through the learning communication system platform, and set thinking and discussion questions, and issue preview tasks. Students can log in to the system platform to access relevant learning resources and preview task lists, watch micro-videos independently, study multimedia courseware, and consult materials in response to the thinking and

discussion questions raised by the teachers to complete the pre-class discussions. During this period, teachers can participate in student interaction discussions through the system platform, and understand some problems that students have in learning in advance.

4.3. Micro-videos of Student-made Experiments to Enhance Learning Motivation

We can fully mobilize the initiative and enthusiasm of students by allowing students to record and produce their own micro-videos. In this process, the teacher first leads the students to conduct analysis and discussion to determine the recording plan, and then allows the students to record and edit the video themselves, with guidance from the teacher during this process. The teacher and students discuss and communicate repeatedly to complete the course video. The teacher will evaluate the micro-videos created by the students and distribute them to the next grade for pre-class preview [10].

In the process of making micro videos, students actively think and actively learn various online resources provided by teachers in order to produce qualified micro videos. Students discuss in groups the possible problems they may encounter in the management process and consult relevant literature. Throughout this process, students will have a deeper understanding and recognition of the course content. At the same time, in order to shoot qualified micro videos, students need to be proficient in management knowledge. Therefore, the teaching process of self-made micro videos can greatly enhance students' subjective initiative in learning and enhance their understanding of the course.

By guiding students to shoot and produce micro-videos, teachers can evaluate the teaching demonstration and interest of the videos in all aspects based on the students' performance in this process. Student groups can also conduct mutual evaluations, which lays a foundation for improving students' management and research abilities and optimizing the course assessment system. Through student-made micro-videos, the students' learning enthusiasm and initiative have been improved, and a teaching atmosphere of interaction, sharing, and communication between teachers and students has been formed, which improves the interactivity and participation of teaching activities.

5. Conclusion

Based on the feedback from this questionnaire survey, implementing the O2O teaching model is the correct development direction for the teaching reform of the "International Hotel Management" course. We should seize the respective advantages of online and offline teaching, and only by closely integrating the advantages of both can students benefit maximally in their learning [11]. Online learning under modern information technology should break through the relatively simple teaching mode of the past and reflect the process of knowledge construction. It should also attach importance to teacher-student interaction and communication in online courses to enhance students' sense of autonomous participation. Teachers can fully utilize the advantages of various network multimedia audio-visual resources in the teaching process, stimulate students' interest in learning, and allow them to communicate and interact with teachers through online discussions and other forms before and after class.

Acknowledgements

This work was supported by Guangzhou University Education and Teaching Research Project ([2022]41-27: Application Research of O2O Teaching Model under the Background of Production-education Integration), Guangzhou Higher Education Teaching Quality and Teaching

Reform Project Teaching Team Project (2022JXTD006), Jiaying College Higher Education Teaching Reform Project (PX-620625, 421A02002), Guangdong Online Open Courses Steering Committee for Undergraduate Universities of Guangdong Province(Research on the Construction of Online Open Course for INTRODUCTION TO AERIAL PHOTOGRAPHY OF DRONES Based on OBE, Research on the Cconstruction of Online Open Course for GIS based on OBE), Jiaying Quality Engineering Project (PX-73221610), Guangdong Province Quality Engineering Project Special talent Training Plan (Experimental Class for Outstanding GIS Engineering Talents).

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