Research On Online Teaching Of Tourism Management Specialty Under Digital Background----Take The Rain Classroom As An Example

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Abstract: The 21st century is a digital age; "Internet + education" is the current universities are actively promoting the requirements of The Times of innovative education mode. Facing the new challenge of the digital age to education and building the new situation of "double first class", we should think deeply about the problems of current college curriculum teaching and realize the impact of digital impact. The outbreak of COVID-19 makes the implementation of online teaching model extremely urgent. Experiential teaching can improve the level and effect of modern education and achieve the goal of all-round quality education. It is a beneficial supplement to the traditional classroom. This paper analyzes the current situation of tourism management majors' experience in using the online teaching tool "rain classroom", summarizes its advantages compared with the traditional teaching mode, summarizes the shortcomings of online teaching, and puts forward reasonable Suggestions on the reform of the teaching mode after the epidemic.

1. Introduction

The 21st century is the information age, characterized by rapid epochal shifts in society, especially in the education industry. With the popularity of the IoT (Internet of Things), the Internet, big data, and AI (artificial intelligence), learning to use new technologies is an imperative task for everyone to stay attuned to the new trends. Among all parts of the tertiary industry, tourism is an emerging pillar industry of strategic importance. The application of technologies such as smart tourism, OTA (Over-The-Air), AI, and VR (Virtual Reality) has empowered digitalization to penetrate all aspects of tourism. The emergence of smart tourism and its growth momentum entails application-oriented college education to be in accord with the times regarding educational technology, methods and approaches. To groom high-level versatile professionals that cater to the needs of society, it is an exigency to develop appropriate experiential approaches to digital teaching.

Under the strategy of replacing old growth drivers with new ones, college education should carry out innovative education in talent training, meanwhile pressing ahead with elevating students' learning ability, practical capability and comprehensive quality. Experiential approaches to digital teaching prompt the interdisciplinary integration in the curriculum setting of colleges and universities while putting forward higher and newer requirements for the teaching ability, knowledge reserve, learning ability and transformation ability of college teachers. The model of experiential approaches to digital teaching provides an innovative alternative to the integration among industry, education and research in the new era, serving as glue to school-enterprise cooperation. With knowledge and action unified as one, the model will cultivate both knowledge and new skills into college students throughout their entire learning paths.

2. Status Quo of Digital Teaching of Tourism Management Major in Colleges and Universities

In May 2012, the Ministry of Education issued the *Opinions of the Ministry of Education on Accelerating the Development of Vocational Education Informatization* (hereinafter referred to as "the Opinion"). Given its effective combination of "vocational education" with "information technology", the Opinion made it possible to raise the quality of vocational education and promote a

quantum leap in vocational education. In May 2015, the 14th Annual Conference of the National Committee on Teaching Theory was held with the theme of *Teaching Theory and Practice in the Digital Age*. Experts and scholars attending the conference generally believed that "the digital age has arrived. It's an era where technological advancement will spur the development of education."

2.1. The Construction of a Digital Resource Library for Tourism Management Progresses Slowly

The teaching resources of tourism management are complex and multifarious in content, which covers multiple fields including culture, geography, history, education, etc. Since the resource library incorporates a variety of modules, such as video, audio, animation, test bank, etc., building a perfect one in a short time is time-consuming and labor-intensive. It requires efficient and collaborative efforts in tourism to share resources among colleges instead of any college's single-handed endeavor. The progress of the scenario simulation of the teaching environment is hence slow. For most professional teachers majored in tourism, AR and VR technologies are elusive and complicated, while the technicians hired are not adept in the professional knowledge related to tourism management. Training versatile talents is the next step in the teaching reform of colleges and universities, which requires enormous investment. College teachers need to raise their abilities to leverage informatization teaching technologies, and meanwhile, informatization teaching methods need to be optimized. The process of embracing new technologies, applying new technologies, and lifting teaching quality often takes many years of adjustment and advancement before it rides on the right track.

2.2. The Classroom Teaching Method Remains the Traditional Teacher-Centered Cramming

Although the teachers of tourism management have recognized the shortcomings of the traditional teaching model, "blackboard-writing + PPT" is still the mainstream method employed by colleges teachers. Teachers are aware of the status of students as the main body in the classroom, but in practice, teachers still arrange learning schedules and processes according to teaching plans and syllabus, featured with teacher-centered class where students are spoon-fed knowledge. Failing to put students in the center, this kind of class can neither mobilize the enthusiasm and creativity of students nor teach students in accordance with their aptitude, resulting in undeveloped subjective initiatives. With the widespread application of information and digitization, the reason why the needs for hardware and software environment of digital classrooms in colleges cannot be met is that some teachers are well-meaning but ineffectual.

2.3. The Classroom Evaluation System of Colleges and Universities Is Systematic and Comprehensive Enough

The traditional teaching model is still result-oriented, in which final exams are ways to evaluate teaching quality and students' mastery of knowledge is determined by scores. This method cannot fully assess teachers' teaching level. Under such a biased evaluation system, students are inclined to stay passive in their exploration of knowledge, unable to broaden their horizons, and just cramming for exams at final days by memorizing mechanically. Besides, under such a system, there is no motivation to carry out teaching reforms, knowledge updates, ending up with obsolete teaching concepts that cannot keep up with the times. Even if the school already has some advanced teaching equipment and software, teachers, hampered by a lack of motivation, fail to update teaching plans and outlines, leaving the equipment unattended.

3. Countermeasures for the Development of Digital Teaching in Colleges and Universities-Taking Rain Classroom as an Example

3.1. Preliminarily Establish a Digital Database of Teaching Resources for Various Disciplines

The sudden outbreak of Covid-19 has sped up the construction of digital resource libraries. Colleges and universities have taken the initiative in conducting online teaching, and a large number of online teaching resources for courses have sprung up. Multimedia, intelligence and

networking of teaching require teaching staff to quickly grasp the necessary information technology and facilities, which fuels the innovation of teaching concepts and the reform of talent training methods. The tourism management major needs to build an all-embracing digital teaching database of tourism resources, virtual reality technology presentation in hotels, 3D realization technology in scenic spots and OTA system for tour guides, etc. Teachers will simultaneously reform teaching schedules, including teaching goals, teaching design, material preparation, data query, debug operation, evaluation system, etc.

3.2. The Use of Digital Resources Runs through the Entire Teaching Process

The form of the teaching process takes information-based methods, through which pre-class preview, class discussion, and after-class feedback are all completed online. That's how the teaching space is expanded. MOOC resources will informatize the pre-class preparation as students will think in advance and bring questions to the class, which makes classroom teaching more purposeful. Class discussion, voting, and Q&A become more convenient with the support of informatization. In addition, feedback after class will help forge high-quality courses.

3.2.1. Before Class-Question-Oriented

Before class, the massive construction and real-time sharing of MOOC resources will facilitate students' pre-class preparation. Teachers can use the "mass announcement" function in Rain Classroom to release preview materials, topic knowledge points, key points, difficult parts and class preparations to students. Students can access the content to be learned in class through MOOC resources, Web Quest and libraries, including videos, pictures, figures, etc., This will enable them to master knowledge frameworks and simple theories, and ask teachers during classes with problems they cannot solve.

3.2.2. In Class-Two-Way Feedback

The live broadcast function of "Rain Classroom" provides students with clear PPT shared by the teacher. By clicking the "don't understand" button, students can remind the teacher of the PPT that is unintelligible to them. Teachers can adjust the teaching content by referring to the distribution of knowledge point students "don't understand". Students can also ask questions through the teacher-student communication tools, "Bullet Screen" and "Submission Questions" in Rain Classroom settings. Teachers can collect those frequently asked questions and expound to students. They can also guide students to experience and participate fully through Google Earth, where the geographical location, local customs, and sharing cases are displayed for students to help them gain personal insights and experience. Finally, students' brainstorming pushes students to a higher level by building a knowledge system, enhancing understanding, developing abilities, and feedbacking questions. As digital technology's influence on teaching vibrates from the periphery to the central area, digital technology-based teaching methods such as Flipped Classrooms, MOOCs, and Mixed Classrooms have had a significant impact on current teaching modes.

3.2.3. After Class-Data-Oriented

The digital function of "Rain Classroom" can accurately reflect how students master knowledge than that of traditional classrooms. Student attendance rate, the correct rate of classroom exercises, and classroom activity can all be sorted out through information resources after class. Digital experience, a teaching method with more lasting efficacythat integrates knowledge, activity and feedback, is innovative research achievement on the digital experience regarding teaching reform model of tourism management in colleges and universities.

3.3. Informatization of Classroom Feedback and Evaluation System

Digital teaching mode, compared with the "blackboard-writing + PPT" mode, can arouse students' passion for learning more efficiently. Centered on students and based on experience education, it can also optimize the learning process. Flipped Classroom bolsters students' problem-solving ability and motivates students' enthusiasm for active participation

andcommunication during classes. Under the scenario simulation of teaching environment, new technology, networking, and the interactive use of multiple teaching platforms make up for the deficiencies of traditional offline teaching.

The digital teaching platform is more focused on process evaluation. Through operating “Rain Classroom” on mobile phones, teachers can see the attendance of students at a glance; for the exercises assigned by teachers during classes, Rain Classroom can instantly count and feedback information, and calculate the participation rate and correct rate of students’ answers, to which teachers can give targeted explanations, so that time can be reasonably used to truly realize the “student-centered” blueprint. The more sophisticated evaluation mechanism in the digital age combines process evaluation with result evaluation, whose proportions are determined by teachers. Since such a reconciled evaluation system also takes into account the teaching environment and content, it can examine the comprehensive quality of students in an all-rounded manner.

4. Conclusion and Prospects

In the VR experience classroom, “student-oriented, teacher-led,” smart tourism and information-based teaching resources present knowledge in a situational and personalized way, in which students can actively explore knowledge based on their interests. The interactive digital classroom kindles new sparks on students on the basis of mastering knowledge points. The quality of teachers is decisive to how students are taught during classes, and teachers’ grasp of digital classrooms opens up a new dimension of training talents.

Digital technology has become a driving force for social innovation and development. The Annual Government Work Reportin 2019 clearly proposed that we should vigorously develop “Internet + Education” to promote the sharing of high-quality resources; the Ministry of Education issued the Ten-Year Plan for Education Informatization (2011-2020) and deployed the Action Plan on China’s Digital Education in 2020. Theunexpected epidemic pushed digitalization to a higher level. It is an inevitable trend for colleges and universities across the country to carry out digital teaching. To take advantages of digital teaching resources and enrich the connotation of college education, it is also necessary to build digital campuses, digital education ecology, and complete digital education systems. That’s how we can forge ahead a high-quality teaching ecosystem in multiple dimensions.

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