

The Integration of Industry and Education in Tourism Management Teaching Reform and Its Countermeasures

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Abstract: Facing two driving forces, namely higher education structure adjustment and rapid integration of culture-tourism, the tourism management education reform is faced with new opportunities and challenges. Meanwhile, industry-education integration, which is essential for improving quality of talents cultivation, encounters certain structural problems in practice, such as insufficient support of institutions, scattered teaching chain and weak collaborative mechanism. Based on theoretical analysis of industry-education integration and logic of tourism management pedagogy reform, this study firstly explores the objective reality of current dilemma. Then, by analyzing the origin and structure of root causes of the current dilemma, the paper discusses objectives, process and conditions. Finally, guided by the problem-oriented logic, this paper puts forward corresponding strategies aiming at goal reconstruction, reconstruction of curriculum system and improvement of collaborative mechanism. This study intends to offer theoretical basis and reference for the connotative development of tourism management.

1. Introduction

As the tourism industry continues to transition from factor-driven development to innovation-driven development, the limitations of the traditional "classroom dominance" and "theory-first" teaching model have become evident. The demand for interdisciplinary, innovative, and applied talents is extremely urgent; however, universities still confront significant structural problems in industry-education integration, such as mismatches between teaching and employment demands, curriculum content that lacks close integration with industry scenarios, and a lack of corporate involvement. This situation reveals the inherent cracks in tourism management education from three perspectives: pedagogical logic, resource integration, and institutional mechanisms. Based on these issues, this paper begins with theoretical analysis to identify challenges and design strategies for optimal teaching reform in tourism management programs. The aim is to offer theoretical support and a theoretical framework for promoting pedagogical innovation.

2. The Connotation and Theoretical Basis of Industry-Education Integration in the Teaching Reform of Tourism Management

(1) The Institutional Logic and Developmental Evolution of Industry-Education Integration

The practical basis of tourism management education reform based on industry-education integration has been gradually formed and consolidated due to continuous national policy support, gradual optimization of university management system and gradual adjustment of industry demand. As an institutional logic, the education system deeply embeds into the industrial operation mode throughout the process of talent cultivation^[1]. With the gradual improvement of higher education standards aligned with the industrial value chain, the interaction relationship between teaching content and industrial structure becomes more flexible. When tourism develops and upgrades, the following trends appear: detailed requirements for job competency, detailed division of occupation, integrated skills. These trends promote universities to enhance the stability of industry connection through cultivating students via teaching plan, organization and practical ways. The process of development of industry-education integration can be described as the following process: Reform of talent cultivation ways through policy adjustment from top to bottom, improving the coordination relationship between teaching link, practice link and theoretical teaching link, and then changing the collaborative relationship from loosely coupled universities to institutional coordination. In this process, the boundary between universities and enterprises on talent standards, resource allocation and liability become clearer, and then industry-education integration changes from being promoted from outside to becoming an endogenous driving force, thereby improving the systematic coupling relationship between tourism management major, teaching content and job competency requirements.

(2) The Intrinsic Requirements of Tourism Industry Characteristics on Industry-Education Integration

Interconnectedness in tourism supply, service, and experience reveals a clear authenticity logic in tourism operation, which further implies that talent formation logic in tourism fundamentally differs from traditional industries. Based on analysis of the authenticity logic in tourism operation, this logic also influences competency specification, and competency contextual adaptability, comprehensive integration, and practical application are determined. This makes it essential to conduct pedagogic reform based on authenticity scenarios, and knowledge, skills, and professional ethics are internally connected but not logically derived from disciplines. The core competencies in tourism product development, service operation, and destination management all require deep understanding of industry operation, adaptation to service operation, and handling of complex scenarios, which cannot be achieved by abstract theoretical teaching. Therefore, universities should further conduct industry-specific teaching, and theoretical knowledge and job requirements are internally connected.

Because of the obvious seasonality, fast and frequent technology innovation, and high density of industry convergence, there is often a significant gap between teaching content and industry demand in the tourism industry. This further leads to a misalignment in training goals. Therefore, industry-education integration becomes an important approach to improve education quality.

(3) Value Orientation of Industry-Education Collaboration in the Perspective of Teaching Reform

The value orientation of industry-education collaborative talent cultivation in tourism management teaching reform in the construction of the whole person system of talent cultivation. Its core is to achieve the unity of the structure of curriculum, competency orientation and professional scenario, and then to establish stable structural coupling relationship between education chain and industrial chain. Collaborative education should be understood not only in the increase of the proportion of practice courses, but also in the formation of a pedagogical mechanism with professional logic, which is closely connected with teachers knowledge teaching, enterprises experience input and students competency development^[2]. Teaching reform of tourism management focuses on the balanced development of students knowledge system, application ability and professional quality. Collaborative education concept can make teachers aware of the real or

simulated industry in the process of teaching, and take students into the professional context to construct knowledge structure and cultivate professional judgment through solving complex tasks. The value orientation of institution level school enterprise cooperation goal clarification and stable operation mechanism establishment, and from the perspective of process management realize the organic unity of education function and industrial function in the cultivation of tourism management talents, and promote the connotative development of teaching reform.

3. Main Difficulties of Industry-Education Integration in Tourism Management

(1) Misalignment and Ambiguity at the Goal Level

In the process of constructing an industry-education integration system for tourism management programs, there is still a lack of stable and clear connection between educational goals and industry competency specifications, leading to a phenomenon of "structural misalignment." On the one hand, curriculum construction is often carried out based on disciplinary logic, focusing on knowledge completeness and systematic academic training according to subject requirements; while industries require task training, job fitting, and comprehensive skills. Different logic of goals leads to "fragmentation" in cultivating tourism management talents. It is still unclear how to position educational goals among macro policies, institutional strategies, and industry standards. On the one hand, governments focus on competency specifications, on the other hand, universities focus on discipline development and program standards, and enterprises focus on practical jobs. These goals of different levels lack a unified goal, making it difficult to find an ambiguous direction for education. Moreover, decomposition of curriculum goals and learning outcomes lack coordination among institutions, making it impossible to form a consistent, executable, and evaluable goal structure. These unclear goals weaken the guiding effect of industry-education integration goals, making it difficult to coordinate teaching content, practice design, and resource allocation. This is the biggest problem in tourism management programs in terms of structural misalignment, which is the key factor hindering the further deepening of industry-education integration.

(2) Disconnection and Break at the Process Level

In the process of implementing industry-education integration in tourism management programs, the misalignment between what is taught in academia and what is practiced in actual tourism businesses has generated a gap in competency formation. The long cycle of updating courses content and the rate of change in industries have rendered curricula irrelevant, and this gap is evident in the teaching-learning process. That is, the teaching situations in classrooms are far removed from real-life situations, as abstract models are used, and practical training is fragmented due to human-resource constraints, accommodation limitations, and a lack of corporate involvement, which affects students' opportunities to build industry understanding. In addition, there is a lack of coherence in learning from theoretical classes, laboratory classes, and fieldwork. Education involving companies is not cohesive, and the roles of companies in designing curricula, coordinating training, and evaluation are unclear. As a result, industry knowledge is not crystallized into teaching materials. These structural gaps in the teaching-learning process prevent the formation of a pathway to competency development, causing industry-education integration to have structural weaknesses and teaching practices to be inserted authentically into industrial workflows.

(3) Constraints and Bottlenecks at the Condition Level

Variety of constraints limiting the construction of solid industry-education cooperation foundation exists in both industry-education integration process and tourism management education reform development. On the institutional level, unclear responsibility division, distorted interest mechanism and lack of incentive motivation hinder the participation of enterprises into teaching activities. The lack of institutional support for enterprises in allocation of resource, deployment of

personnel and sharing of cost also reduces the possibility of sustainable cooperation between schools and enterprises. Constraints in resource come from another aspect that, insufficient funding for practical training bases construction, new curriculum development and industry mentors dispatch at some universities reduce the full requirement of tourism management education reform. The seasonality of industry, employment system and operation constraint make the participation of corporation hard to be sustained and cooperation depth fluctuated with industry rhythm. There is no clear quality evaluation system for industry–education integration, which makes the responsibility boundary between schools, enterprises and students blurred and the establishment of sustainable incentive mechanism hard to be realized. Due to the constraints in teacher's preparation of industry experience, curriculum development and cooperation organization, the teaching system lacks professional support in industry. These constraints in two sides form the variety of obstacles for realizing stable, superficial and standardized advance in industry–education integration.

4. Path and Mechanism of Deepening Industry-Education Integration in Tourism Management Teaching Reform

(1) Goal Reconstruction and Standard Alignment

The reform of tourism management education in the deepened integration of industry and education should take overall adjustment of educational logic as a prerequisite, and establish stable connection between educational logic and industry logic in value orientation, competency structure and professional positioning^[3]. The construction of goal system should incorporate the differences between educational entities, industry entities and policy makers into one whole, and make sure that training goals go beyond logic of academic subjects, and base on industrial chain, job chain and competency chain so as to provide obvious orientation. The core of reconstruction of goal is to establish identifiable competency indicators and create visible and connective link between teaching and learning process in school and training objective and task structure in enterprise. It enables enterprises to play practical role in defining educational standards, forms collaborative relationship between enterprises and universities in constructing industry-specific goal statement and establishes solid connection between training objective and task structure. The standard construction should design hierarchical vocational competency framework based on industry analysis and make progressive expression of goal in different academic levels, modules and courses to make training objective more practical and assessable. Both goal reconstruction and standard alignment should strengthen cooperation among different departments to establish complete link from professional positioning to curriculum design and teaching implementation within the institution, and make sure that educators and industry workers interpret educational standards in the same way so that tourism management specialty can get clear institutional logic in defining collaborative relationship. The goal system reconstruction and docking of standard can make teaching reform of tourism management specialty get stable strategic logic support, make curriculum reform, practice construction and subsequent promotion mechanism have obvious logical basis, and make integration of industry and education get sustainable operation power source at institutional level.

(2) Curriculum System Reconstruction and Teaching Content Permeation

The adjustment of curriculum system should complete the deep integration between course module, teaching content and industry task in the thinking system. That is to say, the curriculum system should no longer be based on knowledge adjustment, but should be competency-oriented with knowledge structure tightly integrated into specific tasks in the real industry^[4]. When the curriculum is adjusted, the operational framework of industry should be placed in a prominent position, and the module should be adjusted according to the practical needs of tourism product development, operation and management, destination governance and service link. This makes the

relationship between courses clear, and inserts theoretical knowledge into complete practical chain and does not isolate in practical link. The design of teaching content should maintain academic requirements, and integrate real context into teaching content in a seamless way. Task-based teaching method should be used and scenario guidance to show practical context. Students should continue to experience the workflow of industry in the learning process, so that theoretical knowledge can be gradually absorbed through application. In addition, industry expert, corporate manager and front-line practitioner should participate in the construction of teaching content and make the experience of industry standardized into specific elements of curriculum. The practice course should be coordinated with actual rhythm of corporate operation to help students understand industry in a system way and clarify the path of competency development. The integration of teaching content is not only reflected in the teaching content, but also in the adjustment of organization, that is, a continuous connection of classroom instruction, simulation training, industry task and corporate operation is established. The learning activity is an important vehicle to absorb and develop skills, and the organization is an important way to promote the deep operation state of integration of industry and education and make the teaching activity of tourism management major show higher content fit and industry adaptability.

(3) Improvement of the collaborative operation and support mechanism

The gradual deepening of the industry education integration is based on the establishment of institutional collaborative mechanism, making the school-enterprise cooperation get out of the temporary combined mode of taking part in casually and becoming a structured collaboration. So as to make the educational chain, the industrial chain and the policy chain get the stable connection. The collaborative mechanism should make the role and right of both sides in the talent cultivation clear, and give the basis of school linkage. So as to make the enterprise's participation into teaching become the institutionalized participation instead of the temporary combined situation. The key is to establish the collaborative governance structure and create the institutional platform of multi-stakeholders between the university top administration and academic team and industry enterprise^[5]. So that the goal communication, the curriculum construction, the organization of practice training and the quality evaluation can get the continuous and supervised institutional communication. The interest distribution mechanism should strengthen the institution creation to make the expenditure and return of enterprise institutionalized and motivate the enterprise to invest in the human, scenario and technology resources and make the interest enter into a stable development momentum. The quality supervision mechanism should create the multi-dimensional evaluation system of faculty, industry mentor, student and course to make the integration get the tracking and evaluation according to the communication and assessment of the implementation status motivate the curriculum reform and goal adjustment. The support mechanism should create the backing at the resource level to make the practice basis construction, the enterprise mentor system, the industry training, the policy incentive become the institution and make the industry education integration get the continuous material support.

To improve the collaborative operation mechanism, integrate education and teaching into the routine governance system, and build education into a continuous, structured, and institutionalized framework, thereby enabling the tourism management major to achieve higher-quality synergy in teaching reform.

5. Conclusion

Examination of foundations, issues, and approaches for combining industry with teaching in programs for managing tourism shows that this combination provides important means for improving program features and for connecting teaching, developing individuals, and industry

operations. The main sources of current problems appear in multiple forms: unclear direction from goals that are not specific, imbalanced structure from teaching processes that are separate, and failures in organizing systems from support through institutions and resources that is not sufficient. Approaches that address these problems must establish connections between changing goals, improving courses, and refining methods for working together. These approaches must develop relationships between industry and teaching from basic cooperation to deep integration, and this development allows comprehensive improvement in developing individuals for managing tourism. The logic of structure and the approaches that this examination reveals provide foundations in theory and structures for operation that support individuals advancing changes in programs and innovations in institutions.

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