A STUDY OF TOURS AS AN ELEMENTARY EDUCATIONAL TOOL:
EFFICIENCY AND DIRECTIONS TO IMPROVE

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Study tourism is a kind of transformation of the traditional campus space, which has the characteristics of open space and students' exploratory and experiential learning. This is a new way and new method for the implementation of quality education which plays an important role. The benefits of conducting study tours in elementary school cannot be underestimated. Study tour is a good innovative practice method for elementary school curriculum reform, and it also helps young people to shape a correct outlook on life, world view and values, cultivate core literacy and achieve all-round development in the process of acquiring knowledge and understanding the world. Although study tour has been developing for 6 years, the implementation of study tour in elementary schools in Kunming is still in the early stage of exploration. This paper examines barriers to conducting study tours in Kunming elementary schools, and puts forward corresponding optimization countermeasures, in order to effectively promote study tours in elementary schools in Kunming to play its corresponding role.

Keywords: elementary school; study tourism; improvement strategies; implementation status

Research background

In 2019, my country carried out a new round of quality education reform, and the goal of the reform is to cultivate all-round quality talents. Study tour has become a new teaching form for cultivating new talents.

The enrichment and expansion of the study tour market is gradually expanding under the combined influence of various factors such as family, school, and society, and the study
tour policy is also in the process of gradual improvement. As a product of the organic combination of education and tourism, study tours have attracted the attention of people from all walks of life. In the elementary stage, which is characterized by the basic and foundational nature of elementary education, this is a crucial period for the development of teaching methods.

Through this new form of study tours, students should be encouraged to learn and gain knowledge. Combined with the aging structure of the travel agency industry, the new tourism industry research model can promote the integration of travel agencies and schools to form new industries, promote the transformation of old industries, and expand the scope of employment.

**Research problems**

1. What is the current quality of study tours?
   There is a lack of official curriculum standards for study tours, and although the state has issued policies to promote the development of study tours, there is little guidance on how to conduct study tours. There are no official curriculum standards for study tours, and although the State has taken steps to facilitate the development of study tours, there is little guidance on how to conduct study tours.
   The lack of formal documents and specific requirements for conducting study tours makes it difficult to go over the details of the process of conducting study tours around the country, which leads to differences in the feedback received by elementary schools across the country when conducting study tours. Schools and teachers face the unprecedented challenge of designing their own school study tours.

2. How to improve the old industrial structure comprehensively and promote the sustainable development of new industries?
   Study tour is a new type of education that organically combines study with travel, a special comprehensive practical course for the purpose of educating people, a new industry that combines two solidified industries, travel and education, with a new mode of construction. It is a new industry that expands tourism and extends the sustainable development of education, and a new career path that extends employment channels.
   But the fundamental problem of promoting the development of study travel is effective integration of the old industry and development of a systematic and perfect study travel industry.

3. To investigate and analyze the results of the current situation with the implementation of study tours in an elementary school in Kunming by conducting a survey in eight elementary schools in Kunming. To study several issues that arises in connection with the implementation of study tours in elementary school in Kunming.
   (1) Is the understanding of study tours clear?
   (2) How to get students into the study state quickly, improve the learning kinetic energy to transform students' learning concepts and enhance their problem-solving ability?
   (3) How to promote professional training and management assessment of study tour instructors?
   (4) How to encourage all participants to take part in development to ensure a reasonable evaluation structure; build an interdisciplinary assessment framework to promote research development and study reform?
Objective of the study
Since study tours have not been carried out in China for a long time, the community's understanding of their educational value varies, leading to many problems in practice in different degrees. This study uses literature research as the theoretical basis, collects and analyzes information by means of questionnaires and interviews, and conducts a survey and analysis of elementary school in Kunming to study the current situation of the implementation of study tours in elementary school and discuss the problems and causes of them, and further proposes relevant suggestions for optimization in order to provide reference and inspiration for the development of study tours.

Scope of the study
This study was conducted to examine the current situation and problems arising from the implementation of study tours in elementary school in Kunming, and to summarize the problems and solutions that arise in the development of study tours in elementary school. However, since the study tours for elementary schools in Kunming are in their infancy, there are still many shortcomings and areas for improvement, although the results are carefully studied and summarized.

The first shortcoming of this study is that the general analysis of the current study tour curriculum is still in the early stage of the research, and the rational discussion of the study tour curriculum still exists in the specific situation of individual cases. Therefore, in the subsequent research, more in-depth exploration is needed at the level of theoretical interpretation and rhetorical support to carry out further research in a targeted manner.

The second shortcoming is that the research sample is not rich enough, resulting in the whole sample is still relatively small and the sample size is limited, which to some extent affects the representativeness of the whole data and needs to be further expanded and improved in the subsequent study.

Literature review

Prof. Zhu Lixin focuses on the origin of the term "study tour" and discusses the difference between "study tour" and "study tourism" and the research results of study tour. Prof. Zhu Lixin stated that "the depth of research on study tours needs to be expanded, and the current research on study tours mainly focuses on the origin, development, significance, characteristics, elements, and roles of study tours (Zhu, 2017).

Bai Changhong and Wang Hongyu constructed a theoretical analysis framework for the educational function of study tours based on the value of dominant action in positive psychology and the multifaceted role of tourism in promoting personal development, and studied the learning mechanism in tourism based on empirical learning theory and situational learning theory, and concluded that the main value of study tours lies in the implementation of their educational function (Bai & Wang, 2017).

Qu Yujie addresses three major difficulties that have emerged since the pilot study tours for elementary and secondary schools: one is safety, the other is funding, and the third is coordination. In response to these three problems, he argued that study tours should strengthen the top-level design, first, vigorously implement mandatory school travel liability insurance; second, increase the financial investment in study tours; and thirdly, establish multi-level coordination agencies for study tours (Qu, 2015).
Xia Kejun argued that in the implementation of study tours for elementary and secondary schools, attention should be paid to: travel safety, financial security, coordination of resources, on-site guidance, evaluation of effectiveness, and tourism market, and proposed corresponding strategies for these issues: detailed arrangements before travel, coordination of multiple parties to help study, early development of evaluation programs, effective on-site activities, and branding of tourism routes (Xia, 2017).

Joseph Stiglitz analyzed the mechanism of educational demand formation from the perspective of individuals and families.

He argues that families and individuals choose public or private education based on their ability to pay and the quality of education, and that this choice determines the degree of demand for public and private education. (Stiglitz, 1974).

With the continuous development of education, educational tourism products are constantly updated, a typical example is the educational tourism products designed by Disney, Holdnak.

In his article "Educational Tourism: Learning on Vacation", he noted that 80 educational tourism programs have been developed at Disneyland in Orlando, and educational tourism programs have been developed in other scenic locations, including Mohunk Mountain House in New York, and these programs were finally classified into two categories: one is based on general learning courses and the other is based on skill learning (Holdnak & Holland, 1996).

Smith and Jenner argue that, in broad sense, all tourism has an educational function (Smith & Jenner, 1997).

Ritchie B. W considered educational tourism as the main purpose of education, mainly including general educational tourism, college tourism and elementary school tourism (Ritchie, 2003).

**Research Hypotheses**

In this paper, based on three theoretical foundations, we use questionnaires and personal interviews after following practical activities to gain deep understanding of the implementation status of study tours in elementary school, combine relevant policy documents and educational theories to analyze the specific situation of study tours in elementary school, identify the specific problems of the phenomenon, analyze its root causes, and propose corresponding strategies to provide theoretical guidance on the implementation of study tours in elementary school, in order to promote the effective implementation of the study tour policy.

1. The popularity and depth of the knowledge about study tours can influence schools to increase their efforts to carry out study tours.

2. The effective design of the study tour program can help students learn and master the knowledge directly and quickly, and be able to apply it in practice.

3. Knowledgeable and highly professional study instructors are essential for the smooth conduct of study tours, increasing students' interest in learning and completing practical activities with high quality.

4. A robust assessment system provides fair and scientific evaluation of students' research activities and provides research materials for schools as well as research institutions (including travel agencies).
Research Methodology

A mixed research approach is used. In this paper, a theory-based qualitative research is used to expand the thinking of the research by using the textual meanings and set ranges to supplement the meaning of the data. The collection of data in quantitative research is then taken to improve the precision of the theoretical text. The hybrid research method enables a broader and deeper application of the theoretical foundation to this study.

In this paper, for example, the central point of view of this research is tour studies, and the qualitative study of the underlying theory clearly articulates the concept, mode, and scope of application of study tours, and proposes hypotheses based on the main body of this paper.

The survey and data collection and analysis are quantitative research methods, and then the collected research data will be accurately analyzed to verify previous hypotheses and show where the problems are, and solutions can be proposed based on the data.

Findings and analysis

1. Educators, study tour organizers and parents have misinterpreted the connotation and meaning of study tours for elementary schools as well as inadequate analysis of study tour based on resources.

2. Curriculum programming for research institutions

   Table1 - Study tour learning content survey
   (compiled by co-authors)

<table>
<thead>
<tr>
<th>Research content</th>
<th>Times (person)</th>
<th>Percent (%)</th>
<th>Effective ratio (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural history</td>
<td>242</td>
<td>24%</td>
<td>24%</td>
</tr>
<tr>
<td>Natural science</td>
<td>185</td>
<td>18.3%</td>
<td>18.3%</td>
</tr>
<tr>
<td>Technological innovation</td>
<td>168</td>
<td>16.7%</td>
<td>16.7%</td>
</tr>
<tr>
<td>Outdoor Expansion and Safety</td>
<td>93</td>
<td>9.2%</td>
<td>9.2%</td>
</tr>
<tr>
<td>Nostalgia culture</td>
<td>74</td>
<td>7.33%</td>
<td>7.33%</td>
</tr>
<tr>
<td>Industrial culture</td>
<td>62</td>
<td>6.1%</td>
<td>6.1%</td>
</tr>
<tr>
<td>Patriotic education</td>
<td>143</td>
<td>14.2%</td>
<td>14.2%</td>
</tr>
<tr>
<td>Labor practice education</td>
<td>42</td>
<td>4.17%</td>
<td>4.17%</td>
</tr>
<tr>
<td>total</td>
<td>1009</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

3. The quality and ability of study instructors.
4. Supervision and evaluation system.

Table 2 - Evaluation methods of subjects of study tours
(Taking Wucheng Elementary School as an example)

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
<th>Number of people</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>The subject of evaluation of the school</td>
<td>Teacher</td>
<td>365</td>
<td>78.24%</td>
</tr>
<tr>
<td></td>
<td>Students themselves</td>
<td>71</td>
<td>15.60%</td>
</tr>
<tr>
<td></td>
<td>Teachers, students, parents</td>
<td>28</td>
<td>6.15%</td>
</tr>
<tr>
<td>How your school is evaluated</td>
<td>Verbal evaluation</td>
<td>342</td>
<td>75.16%</td>
</tr>
<tr>
<td></td>
<td>Results evaluation</td>
<td>108</td>
<td>23.83%</td>
</tr>
<tr>
<td></td>
<td>Homework evaluation</td>
<td>384</td>
<td>84.39%</td>
</tr>
<tr>
<td></td>
<td>Student peer review</td>
<td>13</td>
<td>2.85%</td>
</tr>
</tbody>
</table>

Conclusions

1. Insufficient awareness of the connotation of study tours.
   Schools confuse study tours with daily school activities; in the eyes of teachers and parents, it is considered a leisure and relaxation activity for students, ignoring the inquiry-based learning advocated by study tours.
   As a result, study tours show arbitrariness in the selection of activity content, which leads to non-specific learning objectives and unsatisfactory learning outcomes.

2. The study tour course program is vague.
   Elementary school students are at an age when they are curious.
   Neglecting students' school-age stages to prepare programs with biased objectives and contents is not conducive to the smooth implementation of study tours and students' overall development.

3. Lack of professionalism of study instructors.
Study tours are the product of combining quality education and tourism, which is inevitably student-centered and characterized by learning, inquiry, experience, and openness. The increased randomness of the study tours places a higher demand on the professionalism of the study instructors.

4. The shackles of traditional evaluation concepts.

The idea of "exam-oriented education" is now deeply rooted in the psyche of parents and teachers. At the school level, study tours are not explicitly included in the scope of school assessment and are not explicitly evaluated, making school leaders pay insufficient attention to the ideological level, which in turn leads to the implementation of study tours in schools and the implementation of activities is not ideal.

**Research Significance**

**Theoretical Significance**

The study and rational thinking of this Kunming elementary school study tour course will help to analyze the value characteristics of this course at the theoretical level step by step, thus promoting further enrichment of the study tour course for elementary school at the theoretical level and enhancing the accuracy and effectiveness of its implementation and promotion as well as further improvement of relevant aspects of the course objectives and process for conducting study tours for elementary schools.

It will also help to enhance the integration of local peculiarities and study tours to provide multiple directions for the study tours in elementary schools as well as further studying systematic safety and security measures to guarantee the smooth implementation of study tours; and scientific and perfect evaluation system of study tours to ensure the quality of study tours.

**Practical significance**

First, to enrich the topics of study tours through the better development of training resources and expand the implementation of study tours.

Secondly, study tours effectively contribute to the overall development of students. Study tours give students the opportunity to understand society and the community, experience life, expands their horizons to improve their personality, help students master the application of learning skills, promote students' independence, and contribute to the overall healthy development of students.

Thirdly, this study can comprehensively and objectively reflect the current situation with the implementation of study tours at the elementary school in Kunming, as well as existing problems, providing reference materials for the implementation and development of future study tour activities.

Finally, the creation of new industries will lead to the transformation of old industries, creating professional demand and increasing the scope of employment. It can also help the market flourish and stimulate the development of a new service economy.

**Recommendations**

According to the research summary, I put forward the following suggestions.
1. Deepen the connotation cognition of study tours. Broaden the publicity channels of study tours and clarify the value positioning of study tours.

2. Strengthen the development and the content of the study tour curriculum. First of all, the development of course content requires the participation of students. Secondly, the depth and breadth of the content of the curriculum should be compatible with the level of physical and mental development of students. Finally, the multi-faceted development of study resources to expand the study tours.

3. The inclusion of study tours in the curriculum requires the presence of professional study tour instructors. Secondly, each elementary school can form its own team of professionals; the instructors can be full-time or part-time.

4. Improve the assessment system for study tours. Create a variety of assessment subjects and assessment methods.

References:


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