

Innovation and Practice of Tourism Consumer Behavior Course Based on Event View

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Abstract: With the further development of the tourism market, people's longing for a better life is becoming stronger, and the importance and necessity of tourism activities in people's lives are becoming increasingly prominent. Teaching and scientific research related to tourism consumption behavior are becoming more urgent. As a core course for undergraduate students majoring in tourism management, Tourism Consumer Behavior mainly introduces individual psychological factors and external environmental factors that affect tourism consumer behavior, as well as tourism decision-making and experience, based on the basic theory of tourism consumer behavior. So it is imperative to further innovate and reform its teaching to better serve the analysis and resolution of problems in actual tourism activities. Therefore, based on personal teaching experience and insights, this article proposes an innovative and practical curriculum plan based on the event-based approach to address the problems in the teaching of tourism consumer behavior courses. By reconstructing teaching content, reforming teaching methods, and strengthening practical activities, this study aims to improve the effectiveness of curriculum teaching, cultivate students' practical abilities and innovative spirit, and provide useful references for curriculum teaching reform.

Keywords: Event View; Tourism Consumer Behavior; Curriculum Innovation; Reform in Education

1. Introduction

With the booming development of the tourism industry, research on tourism consumer behavior has become particularly important in both theory and practice. As a core course in

tourism management, the teaching quality of the course 'Tourism Consumer Behavior' directly affects the cultivation of students' professional competence [1]. However, traditional teaching methods are no longer sufficient to meet the demands of the modern tourism market, and curriculum reform is imperative. This study is based on the theory of activity-based approach, aiming to innovate and practice the course of "Tourism Consumer Behavior" in order to provide new perspectives and methods for curriculum teaching reform [2].

Teaching innovation can give the classroom stronger "vitality". This study intends to carry out classroom innovation guided by the theoretical viewpoint of "event view" in the field of exhibition and convention. Although some practical experience has been accumulated in the early stage, there is still great room for improvement and enhancement. Therefore, we hope to use this research to further achieve innovation and practice in the course of "Tourism Consumer Behavior" from the perspective of "event view". The application of activity theory is helpful for the development of the course "Tourism Consumer Behavior", mainly reflected in the following aspects.

First, Enriching classroom teaching methods is conducive to enhancing classroom attractiveness. The teaching philosophy based on activity-based approach aims to create course activity IP, which is a significant change in the teaching method system compared to traditional theoretical lectures. The course activity IP utilizes diversified activities to make the entire classroom full of fun and vitality, breaking the boundary between "teaching" and "learning" in the original classroom and making the classroom more charming.

Second, Stimulating students' interest in learning is beneficial for enhancing classroom

participation. The refreshing activity format effectively stimulates students' curiosity and thirst for knowledge, greatly enhancing their interest in participating in classroom learning and making them more willing to actively participate in the classroom.

Third, Improving classroom teaching effectiveness helps to enhance teaching quality. Teaching guided by activity-based learning helps students to learn and understand relevant knowledge more effectively, establish a more genuine understanding of its application, improve the dual effects of "teaching" and "learning", and promote the improvement of teaching quality [3].

2. Review of Current Research Status

2.1 Event View

An event contains various meanings such as events, major events, and activities. At present, what people generally refer to as "event" are those special events that have been carefully planned and have clear goals. The Western academic community often uses the term FSE (Festival and Special Events), which stands for Festival and Special Events [4]. From this, it can be seen that the forms of activities are very diverse, which may be specific ceremonies, speeches, performances, as well as various celebrations and traditional festivals [5].

The development of activity research internationally began in the 1960s and has gone through approximately four stages, giving rise to renowned experts and scholars such as Goldblatt and Getz [6]. Getz has defined special events from two aspects: event organizers and clients. For managers, special events are one-time or infrequent events that occur outside of the regular plans or activities of the initiator or organizer; For customers and guests, a special event refers to an opportunity for leisure, social, or cultural experience that is outside the scope of regular choices or daily experiences. Goldblatt believes that special events are always carefully planned, always inspire expectations, and always make people excited by providing a reason worth celebrating [7].

In the practice of production and life, people first form their views and perspectives on various concrete things in the real world. Over time, they will gradually form general and fundamental views on the essence of the world,

the relationship between humans and the objective world, and so on. This is the worldview. However, due to different social statuses and perspectives on observing problems, different worldviews can be formed. A worldview can describe an existence with a stable and holistic perception, and provide a framework for producing, maintaining, and applying knowledge.

event view is a worldview that provides us with perspectives for observing and analyzing problems from six dimensions: scenarization, ritualism, purposefulness, multi subjectivity, whole process inclusiveness, and reconfigurability. Renowned American sociologist Collins believed that the entire history of human society is composed of context, and our views on the world and all the materials we experience come from this context. At present, Professor Wang Chunlei is one of the earliest scholars in China to apply the concept of "event view", and has proposed the viewpoint of using the perspective of event view to understand the world, which is summarized into six dimensions: scenarization, ritualism, purposefulness, multi-agent, whole process, and reconstructive [8].

2.2 Research on Tourism Consumer Behavior Course

Through literature review, it was found that there is still not much research on the teaching of the course "Tourism Consumer Behavior". After analysis, it is not difficult to find that this may be due to the relatively late opening of the course, and the teaching of the entire course is still in an active stage of exploration. However, this also provides a broad space for the development of this study [9-10].

Overall, research on the concept of activities is still in its infancy, and there is a slight lack of research on the teaching of the course "Tourism Consumer Behavior". It can be seen that the curriculum innovation and practice topics from the perspective of "event view" are novel, with a unique perspective, and have sufficient research value and innovation.

3. Main Content

3.1 Proposed Teaching Objectives

(1) Basic objective: To ensure the achievement of established curriculum teaching objectives with high standards

This course is one of the core compulsory courses that students majoring in tourism management must learn and master. Through the teaching of tourism consumer behavior, students should understand the basic theoretical knowledge of tourism consumer behavior, form an overall understanding of the entire process of tourism consumer behavior, proficiently master the skills of analyzing tourism consumer behavior, and cultivate the ability to formulate management and marketing strategies for tourism consumers in tourism practice. Specifically:

① Knowledge objective: To comprehensively understand the psychological and behavioral characteristics involved in tourism consumption, including travel, accommodation, food, entertainment, and shopping, and to be familiar with the decision-making process of consumption.

② Ability objective: Students are able to apply theory to practice, grasp the trends of exhibition and tourism consumption, and adopt targeted marketing strategies and measures for exhibition and tourism.

③ Quality objective: The study of this course will help students improve their theoretical literacy and enhance their future career skills. In summary, this is the fundamental goal that this study aims to achieve.

(2) Potential objective: To better achieve the teaching and educational effects under OBE guidance

Outcome based education (OBE) is a teaching model that focuses on and organizes teaching activities around key outcomes that all students can achieve after a certain stage of learning [11]. Under the OBE philosophy, teaching activities emphasize a results oriented approach, reverse engineer corresponding requirements for teaching processes, and emphasize students' "gains" in the teaching process. The essence of the curriculum teaching philosophy from the perspective of "event view" lies in deepening and accelerating the flexible application and integration of knowledge through activities, emphasizing students' "ability to use" in the teaching process. This is actually a fit and correspondence with the OBE concept. Therefore, the potential goal of this study is to better achieve the teaching and education effect under the OBE guidance.

(3) Fundamental objective: To achieve curriculum teaching innovation from the perspective of "event view"

The object and content of this study are the innovative teaching practices of the "Tourism Consumer Behavior" course from the perspective of the "event view". In other words, the goal of this study is very clear. Firstly, to find and determine what kind of innovation can be made to the teaching of the "Tourism Consumer Behavior" course based on the event view, that is, to determine the content; The second is to explore and propose innovative ways to carry out the teaching of the course "Tourism Consumer Behavior" based on the concept of activities, that is, to explore the path.

3.2 Analysis of the Current Situation of the Course

3.2.1 Teaching content

From the perspective of the integration of theory and practice, the teaching content is relatively comprehensive, covering the theoretical basis of tourism consumer behavior. However, there is still room for improvement in the combination with actual tourism market cases, and more integration is needed into the latest developments and consumer behavior trends in the current tourism industry. In addition, practical teaching activities are mostly carried out in the classroom, with limited opportunities for on-site investigation and research. This increases the difficulty for students to transform theoretical knowledge into practical operational skills.

3.2.2 Teaching methods

The traditional lecture based teaching method still dominates, although it can systematically impart knowledge, students' active participation and interactivity are insufficient. Although interactive teaching methods such as case discussions and group collaboration tasks have been introduced in teaching, their frequency and depth of application still need to be improved.

3.2.3 Student participation

The participation of students in the classroom is still acceptable, with some showing high enthusiasm for learning, but there are also a small number of students in a passive learning state. Students generally have a serious attitude towards completing assignments and course projects, but lack innovation and depth.

3.2.4 Evaluation system

At present, the assessment method for courses is mainly based on final exams, supplemented by regular grades. However, the evaluation system is relatively single and difficult to comprehensively and specifically reflect students' actual abilities and learning process.

3.3 Course Innovation and Practice Content

3.3.1 Innovative design of course teaching from the perspective of event view

This course is a showcase of "tourism+consumer behavior", in other words, it is the application of traditional mature disciplines such as consumer behavior in tourism activities, integrating the basic knowledge of psychology, management, economics, sociology and other disciplines. It is a typical interdisciplinary and comprehensive course. However, at the same time, the course is more closely related to students' lives, with knowledge that is both rational and interesting. Especially, the involvement of some cases in daily life is obviously beneficial for students' understanding of knowledge. Therefore, the creation of the course activity IP is more aimed at helping students analyze and understand the knowledge they have learned through activities that are student-centered and centered.

In the practice of innovative curriculum teaching, the curriculum activity IP has established a project system covering diversified activities such as "pre class competition", "about 'film and television+tourism'", "team launch ceremony", "Have you 'Anli' your hometown today?", "self-made micro drama", "subculture in my eyes", "tourism product co creation", etc. In the future, we will continue to promote the exploration of curriculum teaching innovation practice from the perspective of "event view", and create more mature and diverse curriculum activity IPs.

3.3.2 Innovative practice of course teaching from the perspective of event view

The course is aimed at undergraduate students majoring in exhibition economy and management, and is currently undergoing the sixth round of teaching. In fact, in the previous rounds of teaching, the author of this article has begun to explore innovative practices in curriculum teaching from the perspective of "event view". By combining personal lesson

preparation, class reality, and student feedback, continuous improvement and refinement have been carried out. These basic works have accumulated preliminary experience for the teaching of this course and achieved certain results. Students generally have good evaluations of the course and have shown high enthusiasm, enthusiasm, and initiative in the classroom. The vast majority of students can actively participate in classroom activities, with good two-way communication and interaction between teachers and students, and a harmonious and active classroom atmosphere. I believe that in the future innovative teaching practice of this course based on the activity-based approach, more experience and achievements will be gained.

3.4 Expected Results

The ultimate goal of conducting research is to promote innovation and sustainable development of the course 'Tourism Consumer Behavior', which will bring the following benefits and achievements:

3.4.1 Improve the quality of classroom teaching and achieve the achievement of students' knowledge and skills

The innovation and practice of curriculum teaching from the perspective of "event view" is a reshaping of the curriculum teaching philosophy, a transformation of the curriculum teaching system, and a supplement to the curriculum teaching content. This will promote better teacher "output" and student "input" in the classroom, and improve the teaching level and quality. All teaching work is ultimately for students, and it is to achieve the ultimate acquisition and achievement of students' knowledge and skills.

3.4.2 Improve the teaching level of teachers themselves and achieve the advancement of personal professional ethics

From the perspective of "event view", the teaching innovation and practice of this course promote teachers to constantly think, innovate, and explore. We are well aware that "what is learned on paper is shallow, and what is truly known requires practice". Teaching is a process of continuous practice and experience accumulation. Teaching is a broad, profound, and colorful art, and a project that dares to innovate and break through. I believe that the teaching innovation and practice promoted by this research will enhance the teaching level of

teachers themselves and achieve a higher level of personal professional competence.

3.5 Innovation Points

3.5.1 Features

Firstly, the theoretical foundation of this study, the event view, has been recognized in the field of exhibition and convention at home and abroad. Based on this guidance, it is logical and reasonable to teach students majoring in exhibition economy and management. The author has always adhered to the concept of "exhibition is full of ceremony", and the event view is the best interpretation and presentation of it. Secondly, this study breaks free from the traditional constraints of "dispersed group assignments" and conveys activity perspectives, knowledge, and skills through the creation of course specific activity IPs.

3.5.2 Innovation points

This teaching reform practice has achieved the organic combination of the "event view" perspective of the exhibition discipline and the exhibition professional courses, and has constructed an exclusive activity IP for the tourism consumer behavior course.

4. Conclusion

Based on the theory of event view, this study innovates and practices the course of tourism consumer behavior, achieving good teaching results. This study found that the curriculum teaching content can be reconstructed based on the activity perspective, and teaching innovation can be achieved by establishing a course specific activity IP. Practice has proven that the application of activity theory in tourism consumer behavior courses has high value. This project provides several inspirations for curriculum teaching reform. Firstly, it is necessary to diversify and improve teaching methods to fully mobilize students' enthusiasm; Secondly, practical teaching should be strengthened to enhance students' practical abilities. There are certain limitations in the implementation of this project, and we will continue to deepen curriculum reform in the future.

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