

# BUILDING PRACTICAL TEACHING BASES FOR TOURISM MANAGEMENT PROGRAMS IN THE CONTEXT OF HOLISTIC EDUCATION: A CASE STUDY OF GUANGZHOU NANSHA GRAND HOTEL

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**Abstract:** Against the backdrop of the new era's ideological and political work system in higher education, the “Three-Dimensional Education” approach has emerged as a crucial concept for deepening the integration of professional education with value-oriented guidance. This paper addresses the practical teaching reform needs of applied undergraduate tourism management programs, using the Guangzhou Nansha Grand Hotel Practical Teaching Base as a case study. It systematically analyzes the functions and shortcomings of practical teaching bases in three dimensions—whole-staff, whole-process, and whole-spectrum education—regarding the integration of ideological and political education, university-enterprise collaborative education mechanisms, and the implementation and evaluation systems of practical courses. Research indicates that current tourism management practice bases commonly exhibit issues such as “emphasizing skills over values,” “prioritizing internships over education,” and “focusing on form over mechanism.” To address these issues, this paper proposes a transformation strategy centered on Party building and ideological-political leadership. Key pathways include: refining university-enterprise collaborative governance structures; establishing an integrated matrix linking curriculum, job roles, and ideological-political objectives; implementing a dual-mentor system involving both academic and industry mentors; and developing a practice-based teaching evaluation system that equally emphasizes both process and outcomes. This approach aims to evolve practice-based teaching bases from mere “skills training grounds” into “collaborative education communities.” The research conclusions offer replicable practical models for the development of practice-based teaching bases in tourism management and related programs at applied undergraduate institutions.

**Keywords:** Holistic education; Ideological and political education in curriculum; Tourism management Major; Practical teaching base; University-enterprise collaborative education

## 1 INTRODUCTION

Against the backdrop of deepening comprehensive reforms in higher education and the ongoing advancement of the fundamental mission of fostering virtue and cultivating talent in the new era, the “Three-Pronged Approach to Education” (whole-staff education, whole-process education, and all-round education) has become a crucial concept and institutional mechanism for universities to implement the coordinated development of ideological and political education with professional education. As a highly integrated applied discipline blending practicality, service orientation, and comprehensive skills, the quality of talent cultivation in Tourism Management relies significantly on the development of stable, high-quality practical teaching bases[1]. With higher education transitioning from scale expansion to quality-driven development, the role of practical teaching within applied undergraduate talent cultivation systems has become increasingly prominent. Given its distinct practice-oriented and service-focused nature, the quality of Tourism Management talent cultivation directly impacts the high-quality development of regional cultural and tourism industries. However, in practice, some practical teaching bases remain confined to “job internships” or “on-the-job training,” failing to sufficiently fulfill their ideological and political education functions and thus struggling to effectively implement the fundamental task of fostering virtue through education. Against this backdrop, systematically integrating the “Three-All Education” concept into the development of practical teaching bases for tourism management programs is both a crucial measure to meet the requirements of ideological and political work in higher education in the new era and a practical necessity for enhancing the quality of practical teaching and promoting students' all-round development[2].

First, from the perspective of educational agents, it is common for corporate personnel in practical teaching bases to “teach skills without discussing education.” Most university-enterprise collaborations remain confined to “job internships and skills training.” The educational functions of corporate mentors—such as guiding student values, cultivating professional ethics, and shaping a spirit of craftsmanship—have not been systematically activated. Consequently, they have not truly integrated into the university's “whole-person education” system.

Second, from the perspective of the educational process, there exists a disconnect between practical teaching and classroom instruction, as well as between internships/training and ideological and political education. Current practical teaching in tourism management programs often concentrates on a single semester or intensive pre-graduation internships, lacking a comprehensive practical education design spanning the entire “cognition-experience-reflection-improvement” process. Practical bases have yet to become vital spaces where students'

ideological growth, capability enhancement, and value formation advance simultaneously.

Third, in terms of educational content and spatial utilization, the educational functions of practical training bases remain limited. Activities predominantly focus on service procedures, job specifications, and operational skill training, with insufficient exploration of educational resources such as hotel culture, industry ethos, regional cultural tourism development strategies, and national cultural tourism policies. These bases have yet to transition from “skill cultivation” to “comprehensive competency development,” making it challenging to support the goal of “all-round education.”

Against the backdrop of the Guangdong-Hong Kong-Macao Greater Bay Area development and the Nansha New Area strategy, the Guangzhou Nansha Grand Hotel serves as a vital carrier for high-end cultural tourism services and urban image promotion in the region. It possesses a comprehensive organizational management system, mature on-the-job practice scenarios, and distinctive corporate cultural characteristics, providing a solid foundation for integrating practical teaching with ideological and political education in tourism management programs. However, how to systematically construct its educational functions, optimize operational mechanisms, and evaluate practical outcomes as a university practice teaching base within the “all-round education” framework remains an area requiring in-depth research and summarization. Therefore, using Guangzhou Nansha Grand Hotel as a case study to conduct a systematic analysis of the construction of practice teaching bases for tourism management programs holds distinct practical relevance and research value.

## **2 RESEARCH SIGNIFICANCE OF PRACTICAL TEACHING BASE DEVELOPMENT IN THE CONTEXT OF “THREE-DIMENSIONAL EDUCATION”**

### **2.1 Theoretical Significance**

This study adopts the “Three-Dimensional Education” philosophy as its theoretical framework, integrating it into research on the development of practical teaching bases for tourism management programs. This approach helps expand the research boundaries of the “Three-Dimensional Education” theory in applied disciplines and university-enterprise collaboration. By systematically examining the operational logic of practical teaching bases—covering educational entities, processes, and content—it enriches the theoretical framework for synergistic development between practical education and ideological-political education. This provides valuable insights for constructing a practical teaching theory system that deeply integrates professional education with ideological-political education. Furthermore, by analyzing a specific hotel-based practical training base, this research addresses the existing gap in focusing on the “field” of practical teaching. It facilitates the transformation of the “Three-Dimensional Education” concept from macro-level policy and theoretical exposition to meso-level mechanism construction and micro-level practical pathways.

### **2.2 Practical Significance**

From a practical perspective, this study offers actionable pathways for establishing high-quality practical teaching bases in tourism management programs. By summarizing the experiences and challenges of Guangzhou Nansha Grand Hotel in areas such as industry-academia collaborative education, practical course integration, corporate culture incorporation, and comprehensive student competency development, it provides valuable insights for similar institutions seeking to expand the functionality of their practical bases, refine educational mechanisms, and establish evaluation systems. Furthermore, this research promotes the transformation of enterprises from mere “employers” to “co-educators,” reinforcing the role awareness of corporate mentors in guiding students' ideological development, fostering professional identity, and shaping values. This enhances the depth and sustainability of university-enterprise collaboration in talent cultivation, thereby further aligning tourism management education with industry demands.

### **2.3 Practical Significance**

Against the backdrop of cultural and tourism industry transformation, upgrading, and high-quality development, the tourism sector increasingly demands versatile, application-oriented, and high-caliber service management professionals. This study, grounded in the practical realities of regional cultural and tourism development, aims to enhance the professional competence, social responsibility awareness, and service innovation capabilities of tourism management students by optimizing the development pathways of practical teaching bases. This will provide stable talent support for the growth of regional cultural and tourism industries. Furthermore, the research findings can serve as a practical model for local universities to fulfill their fundamental mission of fostering virtue through education and deepening the comprehensive reform of “all-round education.” It holds significant practical implications for advancing the construction of practical education systems in higher education institutions and innovating applied talent cultivation models.

## **3 THEORETICAL IMPLICATIONS OF PRACTICAL TEACHING BASE DEVELOPMENT IN THE CONTEXT OF HOLISTIC EDUCATION**

Against the backdrop of deepening comprehensive reforms in higher education and implementing the fundamental mission of fostering virtue and cultivating talent in the new era, the “Three-Dimensional Education” approach serves as

a crucial ideological framework and practical model for ideological and political work in universities. It provides fundamental guidance for the deep integration of professional education and practical education. Practical teaching bases serve as vital educational spaces bridging classroom instruction and social practice. Their development not only impacts the quality of applied talent cultivation but also holds a pivotal position within the university's "Three-Dimensional Education" system. Clarifying the theoretical underpinnings of practical teaching base development within the "Three-Dimensional Education" framework is crucial for enhancing the systematic and scientific nature of practice-based education[3].

### **3.1 The Intrinsic Logic Between the "Three-Pronged Education" Concept and the Development of Practical Teaching Bases**

The "Three-Pronged Education" concept emphasizes the collective participation of all members, throughout the entire process, and across all dimensions in education. Its core lies in breaking down barriers between traditional ideological and political education and professional education, as well as between classroom instruction and practical teaching, thereby constructing a collaborative system for fostering virtue and cultivating talent[4]. As vital practical platforms within the university talent cultivation system, practical teaching bases inherently feature multi-stakeholder participation, multi-stage coordination, and multi-dimensional integration. These characteristics align closely with the "Three-All Education" concept in both objectives and implementation pathways. Regarding educational goals, practical teaching bases not only fulfill professional skill training but also carry crucial functions in shaping students' career values, fostering industry identity, and enhancing social responsibility awareness. Regarding educational methods, practical teaching integrates value guidance with competency development through experiential and contextual learning in real-world settings, providing a tangible arena for implementing the "Three-Dimensional Education" concept. Therefore, within the "Three-Dimensional Education" framework, the development of practical teaching bases transcends mere resource allocation—it constitutes a vital component of the comprehensive optimization of the university's educational system.

### **3.2 "Whole-Person Education": Theoretical Implications of Multi-Stakeholder Collaboration in Practical Teaching Bases**

"Whole-Person Education" emphasizes broad participation and collaborative efforts among educational stakeholders. Within practical teaching bases, these stakeholders encompass not only university faculty and counselors but also diverse forces such as corporate mentors, industry experts, and practical teaching administrators[5]. Theoretically, the development of practical teaching bases should transcend the traditional "university-led, enterprise-supporting" model. Enterprise mentors should be regarded as key stakeholders bearing equal educational responsibilities alongside university faculty. By clarifying the role division and collaborative mechanisms among all stakeholders in practical teaching, we can foster a collaborative educational community characterized by shared responsibility and aligned objectives. This approach transforms practical teaching bases into genuine platforms jointly built, managed, and nurtured by multiple stakeholders.

### **3.3 "Holistic Education": The Theoretical Implications of Integrating Practical Teaching Bases Throughout the Talent Development Cycle**

"Holistic education" emphasizes that educational activities should permeate every stage of students' growth and development, avoiding fragmented or disjointed segments in the educational process. From this perspective, practical teaching bases should not merely serve as venues for graduation internships or intensive training sessions; rather, they should be embedded within the entire talent development process of tourism management programs. Theoretically, the development of practical teaching bases should follow the laws of students' cognitive development and capability enhancement. This involves constructing a progressive practical teaching system that evolves from cognitive practice, professional training, and on-the-job internships to reflective improvement. This ensures that practical teaching synergizes with classroom instruction and ideological-political education. Through this holistic design, practical teaching bases can continuously fulfill their educational functions, enabling students to achieve the integration of knowledge internalization, capability enhancement, and value recognition within authentic practical contexts[6].

### **3.4 "Holistic Education": Theoretical Implications of Expanding Multidimensional Educational Spaces in Practical Teaching Bases**

"Holistic education" emphasizes the systematic integration of educational content, methods, and spaces[7]. Within practical teaching bases, educational resources manifest not only in job skill training but also in corporate culture, industry ethos, professional standards, and regional development practices. From a theoretical perspective, the development of practical teaching bases within the "Three-Dimensional Education" framework should prioritize the systematic development of multi-dimensional educational resources. By integrating corporate culture immersion, industry value guidance, and regional cultural tourism development practices into practical teaching content, the educational dimensions of practical teaching can be expanded. Simultaneously, through institutional design and evaluation mechanisms, these bases should transition from "skill training spaces" to "comprehensive educational

arenas,” achieving synergistic development in knowledge transmission, competency cultivation, and value formation.

### **3.5 The Holistic Theoretical Framework for Building Practical Teaching Bases Under the “Three-Dimensional Education” Perspective**

Integrating the requirements of “whole-staff education,” “whole-process education,” and “whole-spectrum education,” the construction of practical teaching bases under the “Three-Dimensional Education” perspective should form a holistic theoretical framework. This framework centers on moral education as its core objective, relies on multi-stakeholder collaboration as its foundation, follows whole-process practical teaching as its main thread, and is supported by multi-dimensional educational content. This framework provides theoretical grounding for designing subsequent development pathways and optimizing operational mechanisms for practical teaching bases. It also lays a solid theoretical foundation for achieving high-quality development of practical teaching bases in tourism management under the new era context.

## **4 ISSUES IN ESTABLISHING PRACTICAL TEACHING BASES FOR TOURISM MANAGEMENT UNDER THE “THREE-DIMENSIONAL EDUCATION” FRAMEWORK**

### **4.1 Insufficient Collaboration Among Educational Stakeholders and Uneven Implementation of “Whole-Person Education” Responsibilities**

From the perspective of the “Three-Dimensional Education” philosophy, practical teaching bases should establish a multi-stakeholder educational system involving university faculty, corporate mentors, and management personnel[8]. However, in the actual operation of the Guangzhou Nansha Grand Hotel Practical Teaching Base, imbalances persist between the university and enterprise partners regarding their understanding of educational responsibilities and depth of involvement. On one hand, university faculty members primarily focus on student management and internship evaluations within the base, with limited involvement in guiding students' value development and skill enhancement during practical training. On the other hand, enterprise mentors predominantly undertake job-specific skill training tasks, often perceiving their educational responsibilities through a “hiring-oriented” lens. Their guidance on professional ethics, service spirit, and industry mission remains fragmented, lacking systematic educational design. Furthermore, both parties lack stable collaborative mechanisms and communication platforms for education. Enterprise mentors have limited involvement in designing talent development plans, setting practical course objectives, and evaluating educational outcomes. This results in the “whole-person education” approach within practical teaching bases facing the practical dilemma of “more formal participation than substantive collaboration.”

### **4.2 Discontinuity in Practical Teaching Processes and Insufficient Continuity in “Whole-Process Education”**

Practical teaching in tourism management exhibits distinct phased characteristics, yet the operational process of practice bases reveals significant discontinuity between practical instruction and student development. Chronologically, practical teaching is concentrated in intensive or graduation internships, lacking seamless integration with earlier cognitive practice or mid-term professional training. This prevents the formation of a progressive educational chain evolving “from cognition to proficiency, and from skills to competencies.” Content-wise, practical teaching objectives predominantly focus on cultivating job competency, while guidance on students' professional values, industry responsibility awareness, and service consciousness lacks sustained follow-up and systematic reflection. Against this backdrop, practical teaching bases struggle to genuinely integrate into the entire process of students' professional learning and ideological growth. Practical activities are, to some extent, viewed as “phased tasks” within the teaching plan, undermining the overall effectiveness of “whole-process education.”

### **4.3 Limited Practical Teaching Content and Underutilized “Holistic Education” Potential**

From the perspective of “holistic education,” practical teaching bases should serve not only as skill training venues but also as vital spaces for cultural immersion, value guidance, and comprehensive competency development. However, the practical teaching base at Guangzhou Nansha Grand Hotel primarily focuses on job operation and service process training in its curriculum design, with relatively insufficient exploration of multidimensional educational resources. On one hand, the hotel's corporate culture, service philosophy, and industry ethos have not been systematically integrated into practical teaching content, resulting in students' superficial understanding of the underlying value logic and industry mission of hotel management. On the other hand, the application of real-world materials—such as the regional cultural tourism development context, the strategic positioning of Nansha New Area, and cultural tourism industry policies—in practical teaching remains limited. Consequently, the connection between practical teaching and national development strategies, as well as regional cultural tourism practices, is insufficiently robust. Furthermore, the evaluation system for practical teaching primarily focuses on skill performance and job completion rates, with relatively little emphasis on assessing students' professional identity, social responsibility awareness, and overall competency development. This limits the effective fulfillment of the “holistic education” function of practical teaching bases.

#### **4.4 Imperfect Operational Mechanisms for Practical Teaching; Educational Support and Evaluation Systems Require Enhancement**

At the institutional level, the development of practical teaching bases still faces issues with incomplete operational mechanisms and support systems. Industry-academia collaborations often exist only in the form of agreements, lacking clear institutional constraints on educational objectives, division of responsibilities, and process management. Consequently, the quality of practical teaching relies to some extent on individual experience and ad hoc arrangements. Simultaneously, practical teaching bases lack systematic mechanisms for evaluating and providing feedback on educational outcomes. Closed-loop management has not yet been established between student performance in practice, the effectiveness of enterprise mentors' guidance, and the collaborative educational achievements of university faculty. This hinders the continuous improvement and quality enhancement of practical teaching bases.

### **5 PATHWAYS AND MECHANISMS FOR ESTABLISHING PRACTICAL TEACHING BASES IN TOURISM MANAGEMENT BASED ON THE “THREE-PRONGED APPROACH TO HOLISTIC EDUCATION”**

Guided by the “Three-Pronged Approach to Holistic Education,” the development of practical teaching bases for tourism management programs should transcend traditional skill-oriented models[9]. Instead, it should systematically establish a collaborative education framework that integrates value guidance, competency development, and cultural refinement. Drawing from the operational experience of the Guangzhou Nansha Grand Hotel Practical Teaching Base, this paper proposes optimization pathways across four dimensions: educational stakeholders, educational processes, educational content, and operational mechanisms.

#### **5.1 Building a Collaborative Education Community Between Schools and Enterprises to Strengthen the Foundation of “Whole-Person Education”**

Implementing the “whole-person education” requirement hinges on transforming the loose collaboration between schools and enterprises into a collaborative education community. Universities should formally integrate enterprise mentors into the talent cultivation system for tourism management programs, clearly defining their educational roles and responsibilities in practical teaching. This will drive enterprises to transition from being “primary employers” to “primary educators.” Specifically: First, establish a “dual-mentor system” for practical teaching, where university faculty and enterprise mentors jointly guide students in practical training, complementing each other in skill development, professional standards, and value orientation. Second, refine mechanisms for enterprise mentor involvement, guiding them to participate in setting practical course objectives, designing teaching content, and evaluating educational outcomes, thereby institutionalizing and normalizing their educational contributions. Third, enhance corporate mentors' educational awareness and capabilities through training and exchanges, enabling them to consciously integrate professional ethics, service ethics, and industry responsibility into practical teaching.

#### **5.2 Optimizing Practical Teaching Chain Design to Integrate “Whole-Process Education”**

To address fragmented practical teaching phases, reconstruct a holistic practical teaching system aligned with student development patterns, positioning practical teaching bases as vital platforms for both professional learning and ideological growth. On one hand, universities should embed practical teaching throughout tourism management talent development, establishing a progressive model—“cognitive practice → job shadowing → internship → reflection and enhancement”—to strengthen continuity and systematicity. On the other hand, the reflection and evaluation components should be strengthened during the practical process. Through practice journals, periodic reports, and mentor feedback, students should be guided to transform their practical experiences into professional insights and value recognition, thereby deepening the educational impact of practical teaching. Through this holistic design, practical teaching ceases to be an isolated component and instead becomes an integral pathway for education that synergizes with coursework and ideological-political education.

#### **5.3 Expanding the Content Dimensions of Practical Teaching to Enhance the Effectiveness of “All-Round Education”**

Within the “all-round education” framework, practical teaching bases should fully leverage corporate culture, industry ethos, and regional cultural tourism resources to shift content from singular skill training toward holistic competency development. Taking Guangzhou Nansha Grand Hotel as an example: - Integrate hotel corporate culture, service philosophy, and brand spirit into practical teaching to help students grasp the underlying value pursuit of tourism services through on-the-job experiences; On the other hand, leveraging Nansha New District's geographical advantages and the Guangdong-Hong Kong-Macao Greater Bay Area's cultural tourism development strategy, regional cultural tourism practices, industry policy analysis, and case studies should be integrated into practical teaching. This will foster students' industry identification and social responsibility awareness. Simultaneously, organizing thematic practices, case discussions, and practical achievement exhibitions will expand the educational scope of practical teaching, achieving an organic integration of skill cultivation, value guidance, and capability enhancement.

#### **5.4 Enhancing Institutional Safeguards and Evaluation Mechanisms to Improve the Quality of Practice-Based Education**

The sustainable development of practical teaching bases hinges on robust institutional safeguards and scientific evaluation mechanisms. Universities should clearly define educational objectives, mutual responsibilities, and quality assurance requirements in industry-academia cooperation agreements, driving the transition of practical teaching base development from “experience-driven” to “system-driven.” Regarding evaluation mechanisms, a multi-stakeholder system for assessing the effectiveness of practice-based education should be established. This system should incorporate student performance in practice, the quality of guidance provided by corporate mentors, and the collaborative educational outcomes of university faculty into comprehensive evaluations, avoiding the sole reliance on skill proficiency as the sole criterion. Simultaneously, through an evaluation feedback mechanism, the content and operational methods of practice-based teaching should be continuously optimized, fostering a virtuous cycle in the development of practice-based teaching bases[10].

#### **5.5 Constructing an Operational Mechanism Model for Practice-Based Teaching Bases Guided by “Three-Dimensional Education”**

Integrating the above approaches, a practical teaching base operation mechanism model centered on “Three-Dimensional Holistic Education” can be established for tourism management programs: supported by university-enterprise collaborative education communities, guided by a comprehensive practical teaching system, delivered through multi-dimensional practical content, and underpinned by institutional safeguards and evaluation mechanisms. This framework ensures practical teaching bases fulfill stable and enduring educational functions in talent cultivation.

### **6 CONCLUSION**

Against the backdrop of advancing moral education and implementing the “Three-Dimensional Education” comprehensive reform in higher education during the new era, practical teaching bases have become crucial venues for applied undergraduate programs to achieve their talent cultivation objectives. Given the strong practical nature of the Tourism Management major, the quality of its practical teaching base development directly impacts talent cultivation outcomes. This paper adopts the “Three-Dimensional Education” concept as its theoretical framework and, using the case study of the Guangzhou Nansha Grand Hotel Practical Teaching Base, systematically analyzes the theoretical implications, practical challenges, and optimization pathways for developing practical teaching bases. Research indicates that practical teaching bases should transition from skill training to comprehensive educational functions: - At the institutional level, university-enterprise collaboration mechanisms must activate the educational responsibilities of both university faculty and corporate mentors. - At the process level, a practical system spanning the entire talent cultivation cycle should be established to enhance continuity and systematicness. - At the content level, corporate culture, industry ethos, and regional cultural tourism resources should be fully leveraged to integrate knowledge, skills, and values. Analysis reveals that while the Guangzhou Nansha Grand Hotel practice base possesses institutional foundations and practical potential, it still faces challenges such as insufficient collaboration among stakeholders, fragmented processes, and underdeveloped educational functions. Addressing these issues, the construction pathways and operational mechanisms proposed in this paper provide actionable references for high-quality development of practice-based teaching bases. Future research may further expand case studies and quantitative analysis to deepen understanding of practice-based education system development and applied talent cultivation models.

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