

Article

The Practical Path of Promoting the Teaching Innovation of Civics and Political Science Classes in Colleges and Universities with Research and Study Tourism as the Carrier

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Abstract: Against the backdrop of the new era, ideological and political courses in colleges and universities urgently need to break through the limitations of traditional classrooms and explore innovative paths for the in-depth integration of theory and practice. With its immersive and experiential characteristics, study-tour tourism provides vivid scenarios and dynamic platforms for ideological and political education. Currently, some colleges and universities face practical dilemmas such as insufficient resource integration, fragmented teaching design, and a single evaluation system during the promotion process. This research focuses on the collaborative mechanism between study-tour tourism and ideological and political courses, and proposes systematic practical solutions from dimensions such as curriculum system, teaching methods, base construction, teacher training, and evaluation optimization. The aim is to bridge the gap between knowledge imparting and Civic value cultivation, Enhance the engagement and learning outcomes of civic education, and provide new ideas for the connotative development of higher education.

Keywords: research and study tourism; civics courses in colleges and universities; pedagogical innovation; practical path

1. Introduction

The shaping of college students' values is facing increasing challenges under the impact of waves of globalization and informatization, and the one-way indoctrination model of traditional ideological and political courses cannot meet the educational needs of the new era. Through scene-based and situational practical fields, study-tour tourism draws upon themes such as national historical culture, rural revitalization, and scientific and technological innovation, making them available to students as real teaching resources, and conveying the emotional warmth and cognitive richness inherent in ideological and political courses mediated by study-tour tourism. However, factors such as the absence of school-local cooperation mechanism and teaching design's lack of systematicness have constrained the full realization of its educational values. Exploring the inherent compatibility between study-tour tourism and ideological and political education, and establishing a replicable and sustainable practical framework, has become a necessary approach to promoting comprehensive reforms in ideological and political instruction across various courses.

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2. Theoretical Basis of Research Tourism and the Teaching of Civics Classes in Colleges and Universities

2.1. Concept and Characteristics of Study Tourism

As a new-type educational model, the essence of study-tour tourism lies in the in-depth integration of knowledge acquisition and on-site experience. It constructs a dynamic learning environment through real-life scenarios, enabling participants to reshape their understanding through travel and observation. Different from traditional tourism activities, study-tour tourism emphasizes the systematic design of educational goals, requiring course developers to use disciplinary logic as the framework and stimulate learners' initiative in exploration through immersive situations. The core features of this model are reflected in three dimensions: a resource screening mechanism under the guidance of educational attributes to ensure the precise alignment of activity content with teaching objectives; an experiential learning path with multi-sensory interaction to break the boundaries of the classroom and promote the transformation of knowledge into action; and a knowledge connection method of interdisciplinary integration to form a three-dimensional understanding of abstract concepts such as history, culture, and ethics in a concrete environment. From an operational perspective, the implementation of study-tour tourism needs to comply with both the laws of education and the laws of cognitive development. It requires organizers to transform theoretical concepts into practical applications and to effectively engage with learners' cognitive processes and emotional engagement [1].

2.2. Objectives and Requirements of Teaching Civics and Political Science Courses in Colleges and Universities

As the core course for implementing the fundamental task of cultivating virtues and nurturing talents in colleges and universities, the teaching objectives of ideological and political courses always revolve around three dimensions: deepening theoretical cognition, shaping values, and enhancing practical abilities. In the framework of integrating foundational political theories with national developmental contexts, curriculum design should construct a knowledge map that integrates political identity, historical awareness, and a sense of responsibility in the era, guiding students from abstract concepts to concrete realities and enabling them to develop a scientific methodology through critical thinking. The teaching requirements emphasize the two-way interaction between theoretical instruction and behavior cultivation. On one hand, it is necessary to avoid turning the classroom into a one-way information transmission space lacking critical engagement; on the other hand, it is important to guard against relying solely on superficial activities disconnected from theoretical foundations. A balance between knowledge transfer and emotional resonance must be achieved in systematic curriculum planning. As the key subject in curriculum implementation, teachers must have the ability to transform grand narratives into individual experiences. By designing question chains and presetting situations, they should stimulate students' motivation to actively construct cognitive systems, so that textbook discourse can truly become a source of intellectual and moral enrichment for young students.

2.3. Fitting Points of Study Tourism and Teaching of Civics and Political Science Classes in Colleges and Universities

The in-depth interaction between study-tour tourism and ideological and political courses in colleges and universities is built on the intersection of the reconstruction of the educational field and the transformation of the cognitive mode. The dynamic situations provided by the former create possibilities for the latter to break through the constraints of traditional teaching in terms of time and space. Ideological and political courses emphasize the internal need for the transformation of theory into practice, which exactly requires the concrete narration that study-tour tourism excels at as support. When physical

relics in revolutionary education bases and vivid narratives from rural revitalization demonstration sites are incorporated into the teaching process, abstract theoretical concepts are transformed into tangible and perceivable real-world experiences. In the teaching process, the role transformation of students from passive listeners to active explorers echoes the essential requirement of ideological and political education to integrate knowledge with practice. The emotional resonance stimulated by on-site investigations can accelerate the penetration of value identification from the cognitive level to the behavioral level. Curriculum designers need to accurately capture the resonance frequency of the two in the rhythm of knowledge transmission, coupling the teaching nodes of the core civic frameworks with the key scenarios in the study-tour route, so that students can naturally transition from analyzing phenomena to deriving underlying principles while traveling and observing [2].

3. Objectives and Requirements of Teaching Civics and Political Science Courses in Colleges and Universities

3.1. Insufficient Integration of Resources

Currently, the main dilemma faced by ideological and political courses in colleges and universities at the level of resource integration is the weakness of the school-local collaboration mechanism. A stable framework for sharing interests and sharing responsibilities has not yet been established between educational institutions and local resource holders. Most colleges and universities still remain at the primary stage of one-sidedly demanding resources when planning study-tour routes. Local governments lack systematic sorting in the exploration of educational resources. The enthusiasm of social forces such as cultural venues and historical revolutionary sites to participate in teaching activities is restricted by the practical contradiction of high communication costs and unclear boundaries of rights and responsibilities. The lag in the construction of cooperation platforms leads to cognitive biases between schools and localities in key aspects such as resource matching assessment and curriculum development authority division. The lack of effective information exchange has caused local cultural resources with educational potential to remain underutilized for an extended period. When teachers' teams engage with multiple entities such as communities and enterprises, they often face dual pressures stemming from limited institutional support and unclear administrative procedures. The energy consumed in cross-departmental coordination far exceeds that of curriculum design itself, ultimately restricting the effective extension of ideological and political education from the theoretical field to the practical field.

3.2. Fragmentation of Teaching Design

Currently, the teaching design of ideological and political courses in some colleges and universities is faced with the dual dilemmas of insufficient theme focus and broken knowledge context. Course developers overly focus on innovating teaching formats, leading to a lack of logical connection between the interpretation of core theories and the organization of practical activities. Specifically, the arrangement and combination of course modules fail to form a consistent main-line thinking. The historical depth and social cross-section analysis between different chapters are often fragmented into isolated knowledge segments, making it difficult for students to restore scattered cases to the overall framework of Marxist theory during the learning process. When formulating teaching plans, the teaching team often focuses on the immediate effects of single activities and ignores the progressive design of different study-tour scenarios in terms of value guidance, causing the educational goals of passing on historical traditions and fostering a sense of civic responsibility among contemporary youth to become slogan-like labels. The disconnection between knowledge points directly weakens the penetrating power of theoretical argument. When the course contents of rural revitalization practice and the construction of

a community with a shared future for mankind are only presented in a parallel list, students are prone to feel confused as if they can't complete the cognitive jigsaw puzzle.

3.3. Single Evaluation System

Currently, there is a widespread misalignment between assessment indicators and educational goals in the evaluation mechanism of ideological and political courses in colleges and universities. Most teaching units use easily quantifiable data such as students' attendance rates and the word count of practice reports as the main criteria for measurement, neglecting in-depth observation of the conversion rate of ideological cognition and the degree of internalization of values. During the quality-monitoring process, the course supervision teams overly rely on standardized scales, making it difficult to incorporate important dimensions such as the quality of intellectual exchange in classroom discussions and the traces of critical thinking in study-tour activities into the evaluation scope. The quantitative scoring model has, invisibly, strengthened the path-dependence on emphasizing procedural compliance over substantial breakthroughs. The construction of students' ideological growth archives often only stops at archiving activity photos and collecting reflections, lacking continuous tracking of individual cognitive iterative trajectories. When the length of community service is used as a proxy for the genuine development of civic awareness, the evaluation results risk deviating from the fundamental goal of ideological and political education—to nurture well-rounded personalities. Teachers' preference for evaluation tools further exacerbates the disconnection between form and content. The mechanical accumulation of process-based records can hardly capture the shifts in belief formation among young people after visiting revolutionary heritage sites, and it is even less able to diagnose the shortcomings in the ability to integrate theory with practice exposed in rural revitalization research.

3.4. Security and Cost Pressure

When organizing cross-regional study-tour activities, the management departments of colleges and universities are faced with the objective challenge of an imperfect risk management mechanism. The long-standing problems of blurred safety responsibility subjects and the formalization of emergency response plans have restricted the large-scale implementation of practical teaching. The formulation of safety guarantee details often lags behind the update speed of study-tour routes. When urban industrial heritage investigations and field surveys in remote mountainous areas are carried out simultaneously, the differences in the coverage of liability insurance types and the response time limit of medical rescue directly increase the cost of risk prevention and control. The funding allocation system is increasingly relying on special financial allocations from the university level. The subsidy standards for transportation and accommodation often fall short of supporting the higher costs associated with quality local cultural experience projects, resulting in a mismatch between financial support and educational goals. Some intangible cultural heritage workshops with ideological and political education value are forced to be removed from the list of alternatives due to limited reception capacity. Teachers' dual roles as safety officers and course designers exacerbate the depletion of human capital. The cumbersome insurance procedures and unclear liability mechanisms discourage the teaching team from pursuing innovative approaches [3].

4. Practical Path of Promoting Teaching Innovation of Civic and Political Science Courses in Colleges and Universities through Study Tourism as a Carrier

4.1. Design of Study Tourism Curriculum System

The design of study-tour courses needs to break through the traditional linear knowledge-imparting model of the classroom. Course developers should construct theme-based teaching modules according to the compatibility between regional cultural genes and ideological and political education goals, and transform the abstract concepts

of the basic principles of Marxism into perceptible local practice scenarios. The course framework needs to establish a three-dimensional dialogue mechanism between historical depth and social reality. For example, a concrete analysis of labor values can be embedded in the investigation of industrial sites, and the verification of micro-samples of the rural revitalization strategy can be linked during the research in traditional villages. The arrangement of teaching content must follow the principles of cognitive transfer, enabling students to link their experience of the Jinggangshan Spirit with their observation of reform and opening-up achievements, thereby developing a coherent understanding of the theoretical evolution in its historical and practical contexts, helping students understand the historical inevitability of theoretical development through embodied participation. The course cycle design should reserve enough time for reflection and precipitation, guiding young people to independently construct a value judgment scale through the cross-experience of reading red family letters and interviewing contemporary craftsmen, so as to prevent the practical session from becoming a superficial collection of cognitive fragments. The teaching team should cooperate with cultural and tourism experts to develop a dynamically updated course resource package, ensuring that on-site teaching at significant historical conference locations and case discussions on major national development zones can form a complementary and symbiotic teaching closed-loop.

4.2. Teaching Method Innovation of Study Tourism

Teachers should move beyond one-way indoctrination and instead create interactive exploratory settings that actively engage both teachers and students. In on-site teaching at revolutionary sites, role-substitution discussion sessions should be embedded, enabling young students to activate the internal driving force of theoretical cognition through the intellectual collision between historical situation restoration and contemporary value questioning. The spatio-temporal layout of teaching activities needs to break through the traditional class-hour limitations. Literature study before the on-foot exploration of the Long March route, observation and record during the journey, and speculative writing after the return should be designed as a continuous ability-training chain, so that embodied experiences can be transformed into a catalyst for ideological deepening. The reasonable integration of digital technology can extend the boundaries of teaching interaction. Virtual reality can be used to reproduce decision-making scenarios at key historical turning points, guiding students to explore how governing ideologies and national development strategies have evolved in response to China's changing social and historical contexts. The iterative update of teaching modules should emphasize the narrative strength of local cultural inheritors. For instance, inviting intangible cultural heritage craftsmen can help students understand how collective memory shapes patriotic sentiment through lived skills and intergenerational storytelling during workshop practical operations, so that skill demonstrations can be sublimated into vivid carriers for value transmission. The evaluation and feedback mechanism should be integrated into the teaching process to form a dynamic adjustment loop. Based on the cognitive blind spots shown in students' big-data portraits, the proportion of cases from Jinggangshan and the Shenzhen Special Economic Zone should be dynamically adjusted based on regional receptiveness, ensuring that local cultural contexts do not dilute the intended depth of theoretical engagement [4].

4.3. Research and Study Tourism Practice Base Construction

The construction of study-tour practice bases urgently needs to resolve the structural contradiction of the misalignment between resource integration and curriculum requirements. Base operators should collaborate with local authorities to identify the civic and educational potential of local cultural resources, such as historically significant heritage sites and culturally distinctive towns and villages, and build a practical teaching matrix with clear themes and distinct levels. The curriculum connection mechanism needs to

overcome the separation between the venue interpretation system and the university teaching syllabus. observation points showcasing the institutional strengths of China's development model should be integrated in the inspection route of poverty-alleviation demonstration villages, so that the exhibition content can be naturally transformed into an empirical material library for theoretical teaching. The supporting infrastructure should take into account both the teaching function and safety guarantee. When a traditional academy is transformed into an immersive seminar space, the digital cultural relic protection system and the response level of the emergency evacuation plan must be upgraded simultaneously. The establishment of an inter-regional base alliance can relieve the dilemma of insufficient carrying capacity of a single venue. Relying on the complementary characteristics of the industrial heritage group along the Yangtze River Economic Belt and the intangible cultural heritage corridor along the Silk Road, a practice network covering different ideological and political dimensions can be formed. University teaching groups need to be deeply involved in the development of the educational functions of the bases, guiding the staff to transform the equipment display in the workshops of the Third-Line Construction into dynamic teaching aids for the teaching of the history of reform and opening-up, ensuring that practice sites do not degrade into superficial photo opportunities devoid of pedagogical substance. A long-term cooperation mechanism among stakeholders should be incorporated into the operating regulations of the bases, clarifying the delineation of rights and responsibilities between financial contributions from cultural and tourism departments and academic inputs from universities, and ensuring that heritage-based educational venues preserve their academic purpose and do not devolve into purely touristic attractions.

4.4. Teacher Team Building

The professional transformation of the teaching staff for study-tour tourism is confronted with the practical constraints of a single knowledge structure and insufficient cross-border capabilities. Ideological and political education teachers urgently need to break through disciplinary barriers and undergo systematic training in cultural-tourism integration and develop the capacity to apply interdisciplinary knowledge in diverse scenarios—ranging from analyzing revolutionary family letters to evaluating urban planning practices. The design of the training mechanism should avoid the drawback of the disconnection between theoretical lectures and on-site guidance. Teachers should engage in dual-track rotation training, such as collecting oral histories in historically significant revolutionary regions and conducting field studies on innovative enterprises in coastal open cities, so as to extend teaching and research activities from the classroom to the forefront of social practice. The assessment and evaluation system needs to reconstruct the evaluation dimensions of teaching ability. The guiding level of the living inheritance of intangible cultural heritage skills and the effectiveness of excavating ideological and political elements in industrial heritage should be included as criteria in professional title evaluations, encouraging a departure from traditional rote-based teaching practices. The establishment of an inter-school collaboration platform can promote the shared flow of high-quality teaching resources. Relying on the linkage advantages of the Yan'an Spirit Teaching Alliance and the practice base group along the Yangtze River Economic Belt, a normalized operation mode of cross-regional teacher workshops can be formed. The reform of the incentive mechanism should pay attention to teachers' implicit labor in field surveys. A bidirectional recognition mechanism should be developed to credit both the creation of ideological case libraries and the design of study-tour routes to eliminate the professional burnout of innovators in practical teaching. The optimization of the school-based teaching and research system should reserve sufficient time for local research, supporting teacher teams to deeply participate in long-term projects such as tracking the cultural changes in ethnic minority villages, and ensuring that the pace of knowledge updates aligns with the evolving dynamics of study-tour resources [5].

5. Conclusion

The integration of study tourism into ideological and political education in universities marks a pivotal innovation in pedagogical practice. It signifies a shift from knowledge transmission to capacity-building and moral cultivation. Through thematic curriculum development, interdisciplinary synergy, and collaborative mechanisms involving universities, industries, and local communities, this model addresses the long-standing gap between abstract theory and lived experience. It empowers students to internalize ideological concepts through real-world immersion and develop authentic emotional connections with their country and community. Ultimately, this exploration contributes a promising dual-drive model—value-oriented and practice-based—ushering in new pathways for higher education and rethinking the fundamental mission of moral education.

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