

# How to Improve the Walking Classroom: Status of Implementation, Problem Analysis, and Strategy Educational tourism innovation in primary schools

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**Abstract:** Educational tourism is an educational approach that integrates field trips and curriculum learning. It has the potential to enhance students' enthusiasm for learning, develop their practical skills, and enhance their overall quality of education. Since 2013, significant attention has been paid to the implementation of educational tourism in China. The government has consistently released a series of policy documents with the objective of fostering the growth of educational tourism, transitioning it from a pilot program to a comprehensive promotion strategy. Nevertheless, in practical application, research trips present numerous challenges, including the issues of "study and travel are separated" and "skimming over the surface". Based on the findings of the field investigation conducted in five primary schools located in Jinhua City, it is evident that despite the active involvement of students and teachers in research trips, numerous practical challenges are encountered. This paper presents an analysis of the present state of the educational tourism curriculum implementation in primary schools. It examines various challenges, including the curriculum's singular design, limited practicality, a scarcity of qualified teachers, insufficient student subjectivity, and an imperfect evaluation system. In order to address these issues, this study suggests several strategies for improving the effectiveness and quality of the primary school educational tourism curriculum. These strategies include reconstructing the curriculum system, refining the curriculum design, enhancing teacher training, establishing a comprehensive evaluation mechanism, fostering closer collaboration between families and schools, mobilizing social resources, and other related approaches.

**Keywords:** Primary School; Educational Tourism Curriculum; Challenges; Strategies.

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## 1. Introduction

### 1.1. Context and Importance of Research

The educational tourism has garnered significant attention as an innovative education model in China, coinciding with the reform and development of the country's education policy. Since 2013, the Chinese government has consistently released a range of policy documents aimed at integrating educational tourism into the fundamental components of primary and secondary education planning. The objective is to foster students' holistic quality and innovation capabilities, as well as to cultivate diverse and innovative practical activities that will contribute to the development of well-rounded future talents. Educational tourism offers distinct benefits by integrating field trips with classroom instruction, fostering students' enthusiasm for learning, honing their practical skills, and enhancing their overall quality. Particularly during the primary school phase, these curriculum have a substantial impact on student's ability to combine theoretical knowledge with practical application, enhancing learning outcomes and fostering innovative thinking skills.

Nevertheless, in practical application, there exist prevalent cognitive misconceptions and deviations in the execution of educational tourism curriculum. Additionally, numerous challenges persist in the design and implementation of curricula, necessitating immediate resolution. This study was conducted with a focus on both policy orientation and practical challenges, encompassing both theoretical and practical dimensions. This study employed a combination of theoretical framework and empirical analysis to examine various primary schools in Jinhua City. The objective was to gain insights into the current state and challenges associated with the implementation of educational tourism curriculum in

primary schools. Subsequently, specific strategies and implementation plans were proposed to address these issues.

### 1.2. Research Subjects and Methodologies

This study employed a combination of literature research and survey research methods to select five primary schools in Jinhua City as research samples. The literature research method was employed to identify the pertinent theoretical foundation and practical expertise regarding the implementation of educational tourism curriculum domestically and internationally. Additionally, the survey research method was utilized to create and disseminate 271 questionnaires to teachers and students, as well as conduct 32 interviews. These methods were employed to thoroughly investigate the present state of various aspects, including curriculum cognition, curriculum objectives, curriculum content, curriculum implementation, and curriculum evaluation.

### 1.3. Sources of Data and Tools for Research

The primary data sources consisted of two components. Initially, the exploration of pertinent literature was undertaken to establish the theoretical framework and policy foundation for the execution of educational tourism curriculum. The second approach involves the direct collection of primary data from five primary schools located in Jinhua City. This will be accomplished through field investigation and interviews, utilizing the customized "Primary school educational tourism curriculum implementation Status Questionnaire (student volume)" and "Primary School educational tourism curriculum implementation Status questionnaire (teacher volume)."

## 2. Status of Research Domestically and Internationally

### 2.1. The Conceptualization and Evaluative Assessment of Educational Tourism Modules

A travel curriculum is an educational program that encompasses various components, including field trips, curriculum-based learning, and social practice. It is designed to be integrated both within and outside the classroom. The primary objective of this initiative is to foster students' enthusiasm for learning, cultivate their practical skills, enhance their social cognition, and enhance their overall quality of education. This is achieved by facilitating off-campus experiences and allowing students to engage in real-world explorations [1]. This educational model places emphasis on the acquisition of knowledge and skills through personal experience and direct perception. This approach holds considerable importance in fostering students' social responsibility, innovative mindset, and practical aptitude.

### 2.2. The Historical Context and Evolution of Educational Tourism Policy in China

Since 2013, the Chinese government has placed significant emphasis on the promotion and execution of educational tourism. In an effort to facilitate the transition of educational tourism from the pilot phase to widespread adoption, the government has consistently released a series of policy documents. The national-level support and guidance seek to establish educational tourism as a crucial means of fostering students' fundamental literacy skills, expanding the curriculum beyond traditional classroom instruction to encompass a more comprehensive social classroom, and achieving the seamless integration of education and life. Currently, the growth of educational tourism in China is evident through the progressive enhancement of the curriculum system and the gradual expansion of its implementation. Simultaneously, it encounters the distinct obstacles of enhancing the organization and enhancement of curriculum goals, content, execution, and assessment, as well as addressing the specific challenges related to resource allocation, teachers, and implementation quality [2, 3].

Table 1. Policy documents related to educational tourism issued by China

Number	Time	Name	Main content
1	February 2013	Outline of National Tourism and Leisure (2013-2020)	Proposing to "gradually implement educational tourism".
2	November 2016	Opinions on Promoting the Research Trip of Primary and Secondary School Students	"Incorporating educational tourism into the teaching plan of primary and secondary school education" puts forward requirements for the promotion of educational tourism work in primary and secondary schools.
3	December 2016	Educational Tourism Service Specification	Service specifications are put forward for carrying out educational tourism activities.
4	September 2017	Curriculum Guidance Outline of Comprehensive Practical Activities for Primary and Secondary Schools	It further clarifies the specific implementation direction and rules of educational tourism.

### 2.3. Comparative Analysis of the Research Status of Implementing Educational Tourism Curriculum Domestically and Internationally

Research conducted by scholars in China has revealed certain issues pertaining to the implementation status of educational tourism curriculum. These issues include a lack of theoretical depth, a singular curriculum content and implementation method, a scarcity of professional teachers, and an imperfect evaluation system. Wu Siyao et al. (year) identified deficiencies in the existing theoretical and empirical literature pertaining to the implementation of educational tourism curriculum. Zhong Linfeng and Tan Zheng conducted a study that focused on the occurrence of inadequate understanding of curriculum value and flawed management. Yang Dejun and Zhu Leilei propose enhancing the implementation of countermeasures by focusing on individualizing curriculum objectives, enriching content, and diversifying the evaluation system [6, 7].

Globally, the term used to refer to educational tourism is educational tourismism or outdoor education. Foreign scholars, like Ritchie BW, highlight the integration of education and exploration [8]. Regarding the implementation of curriculum, foreign studies also underscore the importance of aligning curriculum design with real-world contexts, leveraging regional resources, and prioritizing the development of student's practical skills and the integration

of interdisciplinary knowledge. In contrast to domestic research, foreign research on curriculum systematization, evaluation mechanisms, and teacher professional development has reached a more advanced stage. This is particularly evident in the implementation of project-based learning and the extensive integration of curriculum with the community and environment. Numerous successful practical cases and theoretical deliberations have been conducted in this area.

The implementation research of educational tourism curriculum exhibits similarities in both domestic and international contexts, including the clarity of curriculum objectives, the practicality of content, and the effectiveness of evaluation. However, it is important to note that each context has its own distinct focus. International research places greater emphasis on the integrity and ecological aspects of the curriculum, whereas domestic research primarily concentrates on strategies to overcome prevailing conditions and limitations in accordance with specific national circumstances and educational contexts. Enhance the efficacy of the curriculum's implementation. By means of comparative analysis, valuable insights can be gained from international advanced curriculum design concepts and implementation strategies. These insights can then be integrated with the specific circumstances in China to facilitate the ongoing enhancement and advancement of the educational tourism curriculum in Chinese primary schools.

### **3. Investigation on the Implementation Status of Educational Tourism Curriculum in Five Primary Schools in Jinhua City**

#### **3.1. Research Objects and Samples Description**

The research focused on five representative primary schools in Jinhua City, Zhejiang Province. These schools included two urban primary schools, one urban-rural junctional primary school, and two township primary schools. The sample consisted of 271 students and 32 teachers. The study deeply examined the cognition, participation, goal setting, curriculum content, implementation process, and other aspects of teachers and students in the educational tourism curriculum through the use of questionnaire surveys and face-to-face interviews.

#### **3.2. The Present State and Assessment of Curriculum Cognitive Abilities**

##### **3.2.1. Cognitive Disparities in Educational Tourism Curriculum among Students and Teachers**

The survey findings indicate a notable disparity in the perception of educational tourism curriculum between students and teachers. Approximately 25.12% of the students and 20.00% of the teachers reported possessing a highly proficient comprehension of the study trip. However, a significant proportion of both students and teachers exhibited a rudimentary or inadequate understanding of the curriculum, with some even lacking any comprehension whatsoever. Based on the findings from the interviews, it was observed that the students exhibited a positive and receptive attitude towards the study trip, perceiving it as an opportunity for leisure and acquiring new knowledge. Conversely, the teachers acknowledged the educational significance of the trip in terms of practical skills and social awareness. However, it was also evident that certain teachers encountered challenges related to inadequate professional knowledge and preparation during the implementation phase.

##### **3.2.2. Statistical Analysis of the Assessment of Educational Tourism Value**

Statistics indicate that educational tourism has a beneficial effect on students' acquisition of knowledge, enhancement of independence, improvement of social relationships, and development of physical and mental well-being. The study trip was generally reported by students to have a positive impact on their knowledge base, enhancing their independent problem-solving skills and fostering stronger interpersonal relationships with their classmates. Educators commonly held the belief that study trips were beneficial for improving students' practical abilities and social awareness.

#### **3.3. Establishing and Executing Curriculum Goals**

##### **3.3.1. Evaluation of the lucidity of Curriculum Objective Establishment**

Within the context of curriculum objectives, school administrators and educators assume a prominent position while students actively engage in the process of determining certain goals, thereby demonstrating a notable regard for students' autonomy. Nevertheless, the establishment of curriculum objectives remains influenced by the demands of higher-ranking departments and available resources rather than being entirely aligned with the unique needs and interests

of students. There is a need for further enhancement of the goal hierarchy and practice orientation.

##### **3.3.2. The Alignment of Curriculum Objectives with the Unique Requirements of Students**

The survey results indicate a partial misalignment between the current curriculum objectives and the specific requirements of students, particularly in terms of the complexity, comprehensiveness, and scope of the curriculum material. Additionally, there is a lack of coherence and progression for students across different grade levels, leading to a lack of alignment between the curriculum objectives and the actual needs of students.

#### **3.4. Variability in Curriculum Content and Formats**

##### **3.4.1. Evolution of Diverse Educational Tourism Endeavors**

Various educational tourism activities, including knowledge science, nature observation, and inspirational development, were conducted in the five primary schools. The data revealed that the "knowledge science" activity had the highest participation rate among students. On the other hand, the "Nature observation" and "inspirational development" classes had a significant number of participants. However, the students' level of interest in these classes was relatively low, indicating a mismatch between the curriculum content and their personal interests.

##### **3.4.2. Survey Assessing the Inclination and Contentment of Educators and Learners Regarding the Curriculum**

The findings indicated disparities in the curriculum content preferences between teachers and students. Certain students held elevated expectations regarding the feasibility and appeal of the study trip, whereas teachers prioritized the educational significance of the curriculum material. Overall, the curriculum content lacks sufficient diversity, thereby failing to adequately cater to the individual needs and interests of students.

#### **3.5. Curriculum Implementation Process and Preparation**

##### **3.5.1. Examination of Pre-trip Preparations Undertaken by Teachers and Students**

Prior to the commencement of the study trip, both teachers and students exhibited varying levels of enthusiasm during the preparatory activities. However, a prevailing deficiency in understanding the curriculum design and implementation strategy was observed, resulting in inadequate preparation for the curriculum implementation. This deficiency was particularly evident in the teachers' limited professional knowledge and practical experience in effectively guiding students.

##### **3.5.2. Current Status of Students' Learning Approaches and Teacher Facilitation in Educational Tourism Contexts**

In the process of implementing an educational tourism, it is imperative to enhance and clarify the role orientation and guidance methods employed by teachers. Certain educators oversimplified the educational tourism by reducing it to mere play activities or a mere means of imparting knowledge, thereby neglecting its intended purpose of practical education. Simultaneously, students exhibit a heightened level of passivity in their approach to learning, characterized by a

deficiency in inquiry-based learning and active engagement.

### **3.5.3. Challenges and Issues Encountered During the Implementation of the Curriculum**

The primary issues identified during the curriculum implementation process encompass the singular curriculum design, limited practicality, insufficient presence of qualified instructors, students' limited subjectivity, and an imperfect evaluation system. The aforementioned issues significantly impede the efficacy of the educational tourism curriculum and hinder the enhancement of students' advantages.<sup>4</sup> An examination of the factors contributing to the challenges encountered during the execution of educational tourism curriculum.

## **4. Factors Affecting Challenges in Implementing Educational Tourism Curriculum**

### **4.1. Examination of the Factors Contributing to the Streamlining of Curriculum Design**

Due to the constraints imposed by the existing education system and curriculum syllabus, certain educational institutions prioritize the imparting of conventional subject knowledge in the development of educational tourism programs, thereby neglecting the comprehensive integration with real-world contexts and the practical implementation of interdisciplinary approaches. Furthermore, the absence of well-defined curriculum design principles and standardized guidance poses challenges for certain educators in transitioning from their innate teaching mindset during the curriculum planning phase. Consequently, this can result in a tendency towards homogenization and the adoption of standardized curriculum content. Furthermore, the insufficient utilization of resources and the absence of mining regional characteristics are significant factors contributing to the single curriculum design. This design fails to effectively integrate local culture and natural resources into the curriculum content, leading to a diminished sense of vibrancy and appeal in the curriculum.

### **4.2. The Impact of Inadequate Educators and the Absence of Professionalism**

One limitation of the current teacher team is the scarcity of teachers who possess a professional background and practical experience in educational tourism. Additionally, many of these teachers encounter challenges related to inadequate knowledge structure and proficiency when facilitating educational tourism curriculum. Consequently, effectively organising and guiding students towards engaging in deep learning and practical inquiry becomes a difficult task. However, as a result of the flawed teacher training system, numerous teachers lack a profound comprehension of educational tourism curriculum, lack the necessary skills in curriculum design and implementation, and are incapable of effectively addressing the intricate requirements and difficulties encountered during the curriculum implementation process.

### **4.3. Analysis of the Factors Contributing to the Constraint of Students' Subjectivity**

The primary factor contributing to this issue is the excessive emphasis placed on uniformity and standardization during the establishment and execution of curriculum

objectives, resulting in the neglect of the recognition and nurturing of students' unique individual differences, interests, and specializations. Furthermore, teachers may excessively intervene in the actual teaching process, thereby diminishing students' active engagement in educational tourism and impeding their ability to demonstrate subjective initiative. Additionally, it is possible that the school exhibits irrationality in the allocation of resources and arrangement of time, resulting in a lack of sufficient time and space for students to engage in independent exploration and reflection. Consequently, this can have an impact on the genuine expression of their subjectivity.

## **4.4. Fundamental Factors Contributing to the Inadequacy of the Curriculum Evaluation System**

Initially, the notion of educational evaluation is falling behind, as it continues to be primarily centered around the acquisition of knowledge and has not yet fully transitioned to prioritize the holistic development of students and the enhancement of fundamental literacy skills. Furthermore, the absence of specific evaluation indicators and tools poses challenges in accurately capturing the diverse and practical aspects of educational tourism curriculum during the evaluation process. Furthermore, the scarcity of educational resources and human involvement hinders the development and enhancement of the evaluation system. This includes the absence of proficient research tutors and evaluators, leading to a superficial evaluation process that fails to provide a thorough and precise assessment of the curriculum's impact. One of the main reasons for the imperfect evaluation system is the educational administrative departments' lack of understanding of the importance of educational tourism curriculum evaluation, as well as the absence of clear policy support and supervision mechanisms.

## **5. Approaches and Recommendations for the Execution of Comprehensive Educational Tourism Programs**

### **5.1. Enhancement Tactics for the Formulation of Curriculum Goals**

When devising the educational tourism system, it is imperative to refine and enhance the curriculum objectives while also adhering to the SMART principle. Ensure that your objectives are precise, quantifiable, attainable, pertinent, and time-limited. Consequently, the curriculum objectives must possess the qualities of specificity, measurability, and practicality while also closely aligning with the curriculum content. Simultaneously, it is imperative to establish a distinct time constraint to guarantee that the advancement of the objective is manageable and the objective is efficiently executed.

It is imperative for students across various grade levels to develop individualized curriculum objectives. The primary focus of curriculum objectives for students in lower grades is to foster positive social responsibility and moral development. Additionally, the curriculum aims to create engaging and interactive activities that promote the cultivation of students' emotions, values, and virtues through entertainment. The primary objective for senior students is to enhance their practical and inquiry skills while gradually improving their ability to apply knowledge and achieve comprehensive

quality. This is achieved by guiding students to identify, analyze, and solve problems in real-life situations.

When establishing curriculum objectives, it is imperative to adhere to national policies and guidelines while also considering the individual needs, psychological development stages, and personalized differences of students. This approach ensures that the learning needs and growth patterns of students across different grade levels align accurately with the curriculum, thereby aligning the direction of curriculum implementation and facilitating its effective execution. In order to fully utilize the educational benefits of educational tourism curriculum, foster students' holistic growth, and establish a strong basis for lifelong learning, it is imperative to implement a well-defined and focused system of teaching objectives [9]. To enhance the sense of goal identity and participation among students of all ages, it is important to refine their development goals. This can be achieved by combining the characteristics of the research site, setting clear short-term and long-term goals, and encouraging student participation in the goal-setting process.

## **5.2. Assessment Methods for Evaluating Teacher Team Formation and Professional Development**

Enhancing the teaching faculty is crucial for enhancing the caliber of educational tourism curriculum. Educational tourism curriculum exhibit distinct characteristics when compared to conventional subject curriculum. Teachers serve as both the traditional leaders of classroom instruction and the active participants and creators of the curriculum. Teachers must actively participate in all aspects of the process, including setting curriculum objectives, screening and integrating high-quality educational resources, planning practical activities, and providing feedback for evaluation and continuous improvement. The process of role transformation necessitates and encourages teachers to possess a profound comprehension of the fundamental significance and extensive impact of educational tourism curriculum to a certain degree while consistently enhancing their professional competence in curriculum design and implementation. On the one hand, it guarantees that the curriculum content aligns with the evolving trajectory of national education policy while also considering the unique requirements of students, thereby maximizing the educational goals and tangible outcomes of the curriculum.

To address the insufficient expertise and practical experience of current educational tourism teachers, it is imperative for relevant departments to proactively engage with top-tier experts and experienced tutors in the educational tourism industry. This can be achieved by implementing comprehensive training methods, both online and offline, to enhance the teaching ability and curriculum design proficiency of teachers in educational tourism curriculum. The training material should encompass fundamental principles of curriculum design, practical competencies in operational procedures, risk management strategies for ensuring safety, and psychological counseling techniques to address emotional fluctuations among students. This comprehensive approach aims to assist educators in developing a well-rounded and multifaceted knowledge system.

Implementing a comprehensive and equitable evaluation framework, along with a set of scientific criteria and incentive mechanisms, can effectively enhance the enthusiasm and

creativity of teachers during the implementation of educational tourism curriculum. The assessment and motivation system should encompass a thorough evaluation of teachers' instructional effectiveness, with evaluation criteria encompassing curriculum design innovation, implementation process control, student satisfaction feedback, and the significance of teaching outcomes.

## **5.3. Scheme for Optimal Allocation of Curriculum Content and Resources**

To create a educational tourism curriculum system that is both academically rigorous and practical, it is important to develop curriculum that take into account local characteristics, incorporate specific learning content, prioritize theoretical knowledge and practical application, meticulously refine the curriculum content at the micro level, and carefully manage the curriculum construction process at the macro level.

Hence, educational institutions should endeavor to delineate the allocation of regional educational resources and actively pursue the establishment of robust collaborative partnerships with pertinent departments and institutions, including cultural tourism departments, community organizations, enterprises, and institutions. Through collective endeavors, these entities should systematically organize and amalgamate the educational resources possessed by all stakeholders. This not only enables educational institutions to comprehensively comprehend and efficiently utilize the abundant educational, cultural, ecological, and industrial resources within the local area, but more significantly, it can establish an educational, ecological milieu characterized by interconnected resources and positive interactions. This approach effectively stimulates the movement of resources and enhances resource utilization, thereby minimizing resource idleness and waste to the greatest extent possible. In order to achieve the effective convergence and optimal distribution of educational resources.

In the context of curriculum design, it is imperative to thoroughly investigate the integration of curriculum objectives and local resources. This entails harnessing the educational potential of diverse educational resources and ensuring that the curriculum content closely aligns with real-world scenarios. One illustrative approach involves the incorporation of interdisciplinary knowledge, such as history, geography, and biology, into field scenes, such as natural landscapes, historical and cultural sites, or modern enterprise production lines, through a range of teaching activities, including field trips, hands-on practices, and thematic studies. By engaging in personal participation and direct experience, students can gain a more intuitive and profound understanding and application of abstract subject knowledge. Simultaneously, it aids in the gradual enhancement of their critical thinking, awareness of innovation, and practical problem-solving skills through the process of observation, contemplation, and resolution. This approach facilitates the alignment and incorporation of educational resources and curriculum content, thereby ensuring the efficacy of educational tourism curriculum and effectively fostering the holistic development of students.

When integrating educational resources, it is important to actively encourage the use of new technologies, such as digital and intelligent tools, to enhance the integration of educational resources. This will enable new technologies to effectively support curriculum design and implementation.

Virtual reality, augmented reality, and other technological advancements are employed to transform inaccessible remote resources into online modules that can be accessed in real time. This enables students to immerse themselves in foreign cultures and enjoy the excitement of field trips in their original location. Furthermore, big data analysis can be employed to identify and comprehend students' areas of interest and proficiency levels, thereby enhancing the alignment of educational resources with students' requirements. By employing this approach, the educational capacity of educational resources can be optimized, thereby elevating the educational tourism curriculum to a heightened level. Simultaneously, educational institutions are urged to engage in extensive collaboration with businesses, institutions, communities, and other stakeholders. This collaboration aims to establish tangible educational foundations and collectively cultivate educational tourism initiatives that possess unique attributes. These measures convert the initial isolated and singular educational resources into comprehensive education modules that transcend disciplinary boundaries and encompass a wide range of fields. In order to enhance the quality and significance of educational tourism curriculum, it is imperative to offer students a more extensive, varied, and dynamic learning environment. This practice has the potential to not only thoroughly investigate and rejuvenate the current resources but also enhance the scope and profundity of educational resources, thereby providing students with a more multifaceted and all-encompassing learning experience.

#### **5.4. Promoting Project-Based Learning to Enhance Student Agency**

The adoption of project-based learning facilitates students' independent exploration and problem-solving through collaborative teamwork. This approach not only enhances the practicality of the curriculum but also fosters students' capacity for independent learning and innovation [7]. During the implementation phase, we can create research assignments that encompass various dimensions of intelligence. We can then direct students to apply their skills while completing the tasks and thoroughly assess them from the standpoint of multiple intelligences to ensure that students' subjectivity is effectively utilized [8].

#### **5.5. Enhance Curriculum Evaluation Mechanisms and Real-time Feedback for Continuous Improvement**

Educators ought to employ the theory of multiple intelligences as a framework to facilitate students' engagement in educational tourism while also prioritizing the holistic growth and development of students across various dimensions of intelligence throughout the learning process. On one hand, it is imperative to assess students' proficiency in fundamental knowledge and skills. On the other hand, it is crucial to evaluate their aptitude and advancement in emotional regulation, attitude development, interpersonal aptitude, and innovation capacity. The assessment framework is designed with a focus on multiple intelligences, with the objective of efficiently incorporating both process evaluation and summative evaluation. In addition to evaluating students' practical application of knowledge and skills during the learning process, it is imperative to conduct a comprehensive analysis of their emotional maturity, enhancement of social skills, and development of innovative thinking across various

contexts.

The system constructs a comprehensive evaluation framework that incorporates multiple intelligences as its central component while also considering the evaluation process and summation. The system consistently gathers, evaluates, and provides feedback on students' performance data during their studies and promptly adapts the curriculum content and teaching methods [10]. Simultaneously, it is imperative to implement a standardized mechanism for evaluating and enhancing curriculum, which may involve organizing periodic seminars and showcasing students' research findings, among other strategies, in order to consistently enhance the caliber of curriculum [11].

#### **5.6. Establish Robust Management Framework and Safety Assurance for Educational Tourism Programs**

Given the importance of studying travel management and safety protection, it is imperative for educational institutions to develop comprehensive management systems and emergency plans. This entails clearly delineating the primary responsibilities of each working link and enhancing effective management practices. Simultaneously, it is imperative to enhance the safety education provided to both teachers and students, thereby augmenting their safety awareness and proficiency in emergency disposal. Furthermore, a robust collaborative framework is implemented with parents, communities, and other stakeholders to collectively uphold the security and consistency of educational tourism endeavors, thereby fostering a stimulating and secure educational setting for students [12].

### **6. Conclusion**

This paper provides a comprehensive analysis of the implementation status and current challenges associated with the educational tourism curriculum in primary schools within Jinhua City, using five specific schools as a case study. This paper presents targeted improvement strategies and future development paths based on empirical data and practical experience. The study revealed that while students and teachers expressed positive reception towards the educational tourism curriculum, there were still practical issues. These included a single curriculum design, inadequate practicality, a shortage of qualified teachers, an unclear student body status, and an urgent need to enhance the evaluation system.

To enhance the advancement of the primary school educational tourism curriculum, it is imperative to initiate reform and innovation from various perspectives. To begin with, when establishing curriculum objectives, educational institutions should effectively integrate the national education policy with the unique requirements of students, thereby ensuring that the curriculum objectives are both hierarchical and pragmatic. Furthermore, with regard to teacher training, it is imperative to prioritize the advancement of teachers' role transformation. This can be achieved by implementing a structured training system, establishing a scientific assessment and incentive mechanism, and enhancing the professional competence of teachers in the execution of educational tourism curriculum. In addition, a multi-party linkage resource network was established to ensure a strong alignment between curriculum content and resources. This was achieved through deep mining and innovative utilization of educational resources. Furthermore, parents were actively

encouraged to contribute to the expansion and integration of family education resources. In conclusion, it is recommended to employ multiple intelligence perspectives when constructing an evaluation mechanism to assess students holistically throughout the entire process. Additionally, a real-time feedback and continuous improvement mechanism should be implemented to ensure that students' comprehensive development in educational tourism can be objectively and equitably measured.

When considering the future, it is important to acknowledge that despite the study's presentation of a range of proactive and pragmatic strategies, there remain certain limitations. These include the geographical constraints associated with sample selection, the level of precision in questionnaire design, and the comprehensiveness of evaluation indicators. Hence, subsequent research should broaden the range of inquiry and enhance the assessment criteria. This study examines the process of teachers' role transformation within the curriculum and proposes strategies to enhance the recognition of students' subjectivity. Simultaneously, in light of advancements in educational technology and the evolution of educational principles, it is imperative for future educational tourism curriculum design to actively investigate the utilization of contemporary information technology tools. This entails enhancing the seamless integration of curriculum content and subject instruction, establishing a robust system for evaluating and managing sustainable development, and guaranteeing the safety and standardization of curriculum implementation. Our goal is to develop high-quality educational tourism programs in primary schools that incorporate both Chinese and contemporary elements. We aim to enhance the overall quality and impact of educational tourism in primary schools across our country.

## Acknowledgments

**Foundation project:** National Undergraduate Training Program on Innovation and Entrepreneurship (Number: 202310345064); Zhejiang University Students Science and Technology Innovation Program (New Talent Program) (Number: 2023R404022).

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