

Research on the Practical Teaching Model of Hotel Simulation Investment and Operation with the Integration of Industry and Education in Tourism Majors of Higher Vocational Colleges

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Abstract: This study focuses on the training of talents in tourism majors at vocational colleges. Addressing the existing issues in the current education system, such as the disconnect between talent training mechanisms and the demands of frontline production and services, and the overemphasis on theoretical teaching, this paper delves deeply into the necessity and implementation pathways of industry-education integration. Innovatively, a hotel simulation investment operation practice teaching model is proposed. Through five key transformations, namely, integrating concentrated internships into full-process practice teaching, transitioning from a single service position to multi-faceted practices in simulated hotel operations, shifting from repetitive low-level skills to comprehensive training in simulated investment and operations, moving from the separation of industry and education to their integration and promoting industry through education, and transitioning from formalized internship assessments to assessments based on job operation standards, a comprehensive upgrade of the teaching model has been achieved. This model offers valuable insights for the integration of industry-education reforms in tourism management majors at higher vocational colleges.

Keywords: Higher Vocational Colleges; Tourism Majors; Hotel Simulation Investment and Operation; Integration of Industry and Education.

1. Introduction

With the accelerating industrial upgrading and economic structural adjustment in our country, the demand for high-quality technical and skilled talents has become increasingly urgent, and vocational education needs to take on greater responsibility [1]. In 2022, the General Office of the Communist Party of China and the State Council jointly issued the "Opinions on Deepening the Reform of the Modern Vocational Education System Construction", mentioning "integration of industry and education" 7 times, pointing out that in the work of vocational education, "focusing on deepening the integration of industry and education" is essential. The newly revised "Vocational Education Law" in 2022 mentions "integration of industry and education" 9 times. Developing vocational education, the integration of industry and education is an indispensable path.

Zhaoqing College is one of the first pilot units in Guangdong Province to transition towards an applied undergraduate institution. It is required to actively promote the transformation of relevant disciplines from theoretical to "applied" development, enhancing its ability to serve regional economic and social development, to serve the technological advancement of industry enterprises, and to create value for learners. Among them, the Tourism Management major is one of the college's keys developed applied majors, encompassing two professional directions: Tourism Management and Hotel Management. In 2018, it initiated a collaborative education venture with the higher vocational institution Guangdong University of Science and Technology, recruiting "3+2" sub-degree to degree students majoring in tourism, undertaking

the subsequent undergraduate education after vocational education, and jointly training applied professionals in the tourism field. Therefore, implementing applied teaching reform is an essential path for the development of our college's tourism majors. Relevant reform measures should strictly adhere to and implement the spirit of the "Opinions on Deepening the Construction and Reform of the Modern Vocational Education System" and the newly revised "Vocational Education Law", focusing on deepening industry-education integration as the key point, and promoting the integration of vocational and general education as the key, to genuinely enhance the quality, adaptability, and attractiveness of vocational education, and to cultivate more high-quality technical and skilled talents.

Researching the practical teaching model of hotel simulation investment operation in secondary vocational schools majoring in tourism is of great significance for improving the quality of talent cultivation, enhancing employment competitiveness, and promoting the integration of industry and education. This not only helps to solve the existing problems in talent cultivation but also improves the quality of talent cultivation. Moreover, it provides beneficial references for the reform of industry-education integration in secondary vocational schools majoring in tourism. This paper takes the integration of industry and education as a breakthrough point for the reform of higher vocational education in tourism majors. It explores the implementation of the hotel simulation investment operation practical teaching model in secondary vocational schools majoring in tourism, seeking to build a practical teaching reform mechanism where industries, enterprises, and schools collaboratively educate people. By actively transforming the

training mode for applied talents in tourism majors, it closely integrates classroom teaching with post practice, shifts the focus of professional talent cultivation to enhancing students' capabilities in actual management planning and thinking, and moves towards cultivating applied tourism management technical skills. The ultimate goal is to enhance the employability and entrepreneurship capabilities of students majoring in tourism, comprehensively improving their application abilities.

2. Literature Review

2.1. The Current State of Research on the Integration of Industry and Education

In the China Knowledge Network data, a search was conducted on the keyword "integration of industry and education" containing "vocational education", with the source categories being SCI source journals, EI source journals, Peking University core journals, CSSCI, and CSCD. The search period spanned from 2010 to 2022, with a total of 198 journal articles retrieved. Visual analysis revealed that in 2013, the Ministry of Education issued the "Several Opinions on Deepening Comprehensive Reforms in the Education Sector", where the term "integration of industry and education" first appeared in government documents, and research related to the integration of industry and education began to gain attention. In 2017, the General Office of the State Council issued the "Several Opinions on Deepening the Integration of Industry and Education", and the research on "integration of industry and education" received high priority, with a total of 146 core journal articles published from 2017 to 2021. After the joint issuance of the "Opinions on Deepening the Construction and Reform of the Modern Vocational Education System" by the General Office of the CPC Central Committee and the General Office of the State Council in 2022, and the newly revised "Vocational Education Law" in 2022, the integration of industry and education has become a hot topic in vocational education research. The main research content on the integration of industry and education is distributed in three areas: connotation research, evaluation research, and problem-countermeasure research.

Firstly, in the concept of industry-education integration, it can be broadly summarized as a cooperative relationship, or a form of educational activity, organizational form, strategic layout. Chen Nianyou (2014) represents the view that industry-education integration is a cooperative relationship, which is based on the relationship between schools and industry enterprises to promote their coordinated development[2]. Yang Shanjiang (2014) believes that industry-education integration is an educational activity in which both schools and enterprises play their respective advantages[3]. Bai Jing (2023) and others believe that industry-education integration refers to the deep integration of the industrial chain and the education chain, with its basic task being to cultivate talents who meet the needs of different industries[1]. At the micro level, industry-education integration needs to be implemented in specific enterprises and vocational colleges' specific positions and majors, integrating the specific practical standards of enterprises into the process of educational talent cultivation, and selectively training applied specialized talents.

Secondly, in the evaluation of the integration of industry and education, the evaluation subjects can be local governments, enterprise industries, educational institutions,

social groups, and other multi-party evaluation bodies. The evaluation content includes talent cultivation, faculty, textbooks, as well as the construction of integrated industry-education training bases. Xiang Luosheng (2021) believes that the evaluation results of the integration of industry and education, and school-enterprise cooperation in vocational colleges should be applied to the evaluation of regional or industry development of integrated industry and education [4]. Represented by Yu Lv Ming (2024), it is believed that the quality evaluation system for the integration of vocational education and industry involves organizational guarantees, courses and teaching, graduate evaluations, industry coordination guidance, teacher development, base construction, etc. in the teaching process [5]. Therefore, the key criterion for the integration of industry and education is the quality of talent cultivation, while the specific evaluation indicators are the degree and effectiveness of the fusion of "industry" and "education".

Furthermore, although the national level has issued important documents on vocational education and France has promoted the integration of industry and education in vocational education, traditional theoretical talent training thinking and models are still retained in the actual teaching organization and management. Tang Zhihua (2019) believes that the main problem of industry-education integration is that the traditional school education system focuses too much on "teaching" and neglects "production", and the guidance role of industry-education integration policies and supporting mechanisms is not prominent, and the two-way docking channels of industry-education supply and demand are not smooth [6]. Yan Guangfen, Li Wenwen (2019) believe that the main problem of industry-education integration is excessive emphasis on the teaching process and neglect of production during the implementation process [7]. Li Zheng (2018) believes that the integration of industry and education in vocational education needs to explore the implementation of new standards for performance assessment of various higher education institutions and teachers [8].

2.2. Current Status of Research on Hotel Simulation Investment Operation Mode

"Hotel Simulated Investment Operation" is a micro form of practical teaching in tourism majors, which is to move the practical teaching classroom of the major's in-school students from the training room to the actual hotel operation environment. It carries out professional practice teaching based on the processes and requirements of hotel investment operations, teaching students to follow the actual processes of hotel investment and operations such as procurement, room pricing, promotional decision-making, beverage operations, food and beverage operations, service staff arrangements, engineering plans, customer service, etc., to implement simulated training and learning. This breaks the traditional learning unit based on theoretical course content and is an effective path for the integration of industry and education in the practical teaching of tourism majors [9]. "Hotel Simulated Investment Operation" is an educational model that combines theoretical learning with practical application.

The "Investment Operation Model" is characterized by its alignment with the market philosophy of hotel investment operations. It is career-oriented and takes full advantage of various educational environments and resources both inside and outside the school. This model organically integrates classroom-based education with practical work scenarios

outside the school, embedding it throughout the student's training process[10]. In this process, students play the role of learners within the school, participating in various learning activities mainly based on theoretical knowledge as required by their professional courses. Outside the school, they blend into the real work environment of hotel investment operations based on market demands, adopting the identity of "professionals." By simulating hotel investment and operations, they combine theoretical expertise with practice, allowing them to gain a deeper understanding of knowledge related to hotel business investment operations, enterprise management, and marketing. This enables students to apply what they learn, thereby enhancing their initiative and enthusiasm in theoretical learning[11]. Moreover, moving classrooms to actual operational business environments allows students to step out of the campus, classrooms, and traditional educational settings and immerse themselves in hotels currently operating in the market. Interacting with adult hotel employees and customers enhances their understanding of society and practical environments, emphasizing the importance of practical combat and application capabilities, and increasing the urgency of hands-on learning. Furthermore, students delve into research and exploration of the entire process of hotel investment, operations, and management. They gain insights into various information related to their future professions, broadening their knowledge and expanding their horizons[12]. At the same time, this exposure to real-world work experiences greatly enhances their sense of responsibility and understanding of their professional roles, aiding in their employment choices and providing them with a competitive edge for potential employer recruitment.

Therefore, the "Hotel Simulation Investment Operation Model" aims to enhance students' professional application and employment competitiveness, operates based on market demand, and aligns with the guiding principles of promoting production through education, assisting education through production, and the integration of industry and education, in line with the requirements of vocational education reform that focuses on "competency-based" approaches.

3. Analysis of the Current Status of Talent Cultivation in Tourism Majors of Higher Vocational Education

3.1. The Deviation of Talent Training Mechanism in Universities from the Needs of Front-Line Production and Service

As economic development enters a new stage, the relationship between talent supply and demand has undergone profound changes. Faced with deep adjustments in economic structure, accelerated industrial upgrading, continuous advancement in social and cultural construction, especially the implementation of the innovation-driven development strategy, the structural contradictions in higher education become more prominent, with a serious tendency towards homogenization. The issues of difficulty in graduate employment and low quality of employment have not been effectively alleviated. The training mechanism for applied, composite, and innovative talents urgently needed at the production and service frontline has not been fully established. The structure and quality of talent cultivation are still not adapted to the requirements of economic structural

adjustment and industrial upgrading.

3.2. The Cultivation of Talents in Tourism Majors Still Emphasizes In-school Classroom and Theoretical Teaching

In the implementation process of supply-side structural reform in our country, the demand for high-quality applied talents is increasing day by day. This requires that higher vocational education must strengthen the cultivation of practical abilities during the training process, and it must be a process where theoretical teaching and practical teaching are interpenetrated and integrated. However, at present, many higher vocational colleges' tourism majors still rely too much on campus classroom teaching and the transmission of theoretical knowledge. In actual teaching, there is an excessive emphasis on theoretical knowledge and a neglect of ability cultivation, and an over-focus on classroom and book knowledge while ignoring the training of actual enterprise management capabilities.

3.3. The Urgent Need for the Implementation of "Integration of Industry and Education" in the Talent Training Model of Tourism Majors at Our University

Our university began offering undergraduate programs in tourism-related majors in 2010, currently hosting over 400 enrolled students and employing 32 full-time teachers. The majority of our faculty members come from academic backgrounds without practical industry experience, resulting in a scarcity of dual-skilled educators; most of the courses in our professional talent training program remain purely theoretical, and classroom teaching on campus is predominantly conducted through PowerPoint lectures. Regarding the arrangement of internship and practical teaching, students spend their first three years learning theoretical knowledge on campus, only entering hotels and other enterprises for internships in their senior year, where they are placed in entry-level service positions within various departments and primarily engage in basic service work without job rotation throughout the internship period. They have no access to key investment and operational positions within the enterprises, causing a complete disconnect between their practical skills and theoretical knowledge learned on campus. As a result, students' practical abilities are severely limited, fostering resentment towards the industry, which leads to a very low proportion of graduates entering the industry upon completion of their studies. Consequently, issues such as low employment rates and substandard job quality have become prominent. The existing model of tourism talent cultivation is no longer able to meet the demands of industrial development in the new era, urgently necessitating the implementation of "integration of industry and education" teaching reforms.

3.4. The Teaching Mode of Hotel Simulation Investment Operation Practice Meets the New Requirements of "Integration of Industry and Education"

The integration of industry and education requires the combination of "industry" and "education", which is to integrate theoretical teaching with practical enterprise operation management, guiding students to make investment planning, preparation design, and business calculation based

on the complex investment and competitive market environment, as well as the existing financial strength and various resources, and to choose an appropriate project in the industry. Therefore, it is necessary to sort out the applied ability system of tourism majors, closely rely on hotel industry enterprises, bring teachers and students to hotel enterprises, go deep into the production and operation scene of enterprises, implement the practice ability training of hotel investment and operation management for students, participate in the whole process of real hotel operation management while studying theory, explore and study the practice teaching mode of "hotel simulation investment operation", so as to improve the comprehensive quality and employment competitiveness of students, and at the same time improve the adaptability of school education to social needs. This model helps "education" with "industry", teaches in "industry", promotes "industry" with "education", integrates industry and education, and trains high-level applied talents that meet the needs of the industry.

4. Research Issues

Based on the analysis of the current situation of talent cultivation in higher vocational education for tourism majors, the following research questions are proposed:

4.1. The First Issue is the Problem of Traditional and Conservative Thinking in School Management

The traditional educational philosophy of tourism-related majors is still constrained by the conventional "theoretical teaching unit" and "on-campus classroom instruction" teaching mechanisms and fixed thinking of higher education institutions, which cannot be fully integrated with the demands of social enterprises. Consequently, graduates are not aligned with industry and job requirements. With the introduction of high-quality economic development demands in the new era, tourism-related majors must adapt to industry requirements and cultivate professionals with strong applied capabilities. Therefore, there is a need to transform the educational philosophy, dare to break through the limitations of traditional theoretical teaching models, emphasize the role of practical teaching in talent cultivation, increase the proportion of practical teaching for students, and enhance the "double-teacher" capabilities of teachers.

4.2. Next is the Issue of Weak Practical Teaching in the Talent Training Scheme

The traditional talent training program for tourism majors still centers on schools, classrooms, and lectures. Teachers mainly impart theoretical knowledge, and student assessments are primarily based on exams or theoretical evaluations. Generally speaking, the current higher vocational education in tourism still cultivates students within the "university walls", which is a closed-door training method, severely disconnected from the actual hotel investment and management. Therefore, it is necessary to adjust the practical teaching model that only has a half-year internship in hotels, integrating the teaching process with the actual hotel investment and operational process, and reconstructing the practical teaching curriculum system.

4.3. Furthermore, The Issue of Oversimplification in School-Enterprise Cooperation Methods.

The current internship approach for tourism-related majors is still dominated by a concentrated six-month internship. That is, after the basic theoretical courses at school are mostly completed, students are sent to a certain hotel for a concentrated six-month internship. During this period, students are arranged to work in frontline service positions such as restaurants or guest rooms, engaging in basic service work. Students can only gain exposure to the fundamental skills of frontline service positions during their hotel internship and cannot delve into management levels or comprehensive training in corporate investment and operations. As a result, the efficiency of student capability development during this six-month concentrated internship is extremely low. The reason for this is that for profit-driven enterprises, their main goal is to utilize high-quality cheap labor to save labor costs. In this single school-enterprise cooperation model, students cannot obtain industry skills corresponding to theoretical knowledge through enterprise internships. Therefore, there is a need to address the oversimplification of school-enterprise cooperation methods.

5. Constructing the Practical Teaching System of "Hotel Simulation Investment Operation Model"

This project, guided by the philosophy of integrating "production" and "education", aims to enhance the training level of talents in the tourism majors of higher vocational colleges. This study proposes the construction of a "Hotel Simulation Investment Operation Model" practical teaching system, restructuring the training model for tourism majors and the practical teaching model. The system adjusts the previous single form of practical teaching, which was concentrated in half-year internships, and formulates a new practical teaching system according to the processes and requirements of the "Hotel Simulation Investment Operation Model". By incorporating the capability requirements of hotel investment and operations into the practical teaching system, it achieves a practical teaching system of "teaching" in "production", "learning" in "production", and "practicing" in "production".

To construct a practical teaching system for the "Hotel Simulation Investment Operation Model", five aspects of transformation need to be achieved (as shown in Figure 1):

Firstly, the transformation from concentrated internships to integrating practical teaching throughout the entire process. Within the traditional framework of practical teaching, student internship activities are often limited to a specific semester. This mode tends to cause a disconnection between theory and practice, making it difficult to establish a continuous learning and practical effect. In light of this, integrating practical teaching into the entire learning journey of students, that is, achieving "full-process" practice, becomes a necessary choice. This means that students can contact and practice the knowledge they learn at every stage of their studies, thereby deepening their understanding and enhancing their application skills. This transformation profoundly reflects the educational philosophy of promoting teaching through production, that is, accelerating the transformation of knowledge into practice through the deep integration of

practical teaching and theoretical teaching, and promoting the effective application of knowledge.

Secondly, the shift from a single service post to multi-faceted simulations of hotel operations. Under traditional internship models, students are often confined to a specific service role, which greatly limits their opportunities to engage with and deeply understand various aspects of hotel operations. To overcome this limitation, multi-faceted simulation practices of hotel operations are introduced, allowing students to comprehensively experience various aspects of hotel operation, including investment, operations, management, and marketing in a simulated environment. This shift not only broadens students' perspectives but also significantly enhances their overall literacy and adaptability. Moreover, this transition aligns with the education orientation of promoting teaching through industry, that is, by providing diversified practical opportunities to foster students' holistic development.

The third is the shift from repetitive low-level skill training to integrated simulation investment and operation training. In the traditional practical teaching system, repetitive and low-level skill training is common, lacking sufficient challenge and practicality. To address this issue, the focus has shifted to integrated simulation investment and operation training, allowing students to receive comprehensive training in more complex and realistic practice scenarios. This shift is of great significance for enhancing students' practical and innovative abilities, helping them better adapt to future professional needs. At the same time, this transition also reflects the educational concept of promoting education through industry, that is, promoting students' ability improvement through high-quality practical training.

The fourth is the shift from the separation of "production" and "education" to the integration of "education" into "production" and promoting production through education. In the traditional model, production (or practice) and education are often separated, limiting the improvement of students' knowledge and skills. To change this status quo and achieve the transition of integrating "education" into "production" and promoting production through education, education and practice are closely combined. During the practice process, students can receive timely guidance and feedback, allowing them to more effectively master the knowledge they have learned. At the same time, the mutual promotion of teaching and practice can also drive innovation and development in the industry. This transformation is fully consistent with the educational philosophy of promoting education through production, that is, promoting the growth of students and the progress of the industry through the deep integration of education and practice.

The fifth change is the shift from formalized internship assessments to practical operation assessments based on job operation standards. In the traditional practical teaching system, internship assessments often become a mere formality, difficult to accurately reflect students' actual abilities and levels. To improve this situation, practical operation assessments based on job operation standards are introduced, making the assessments more focused on practicality and specificity. By combining practical operations with job operation standards, students' practical abilities and professional competencies can be more accurately evaluated. This shift has significant implications for enhancing the accuracy and effectiveness of internship assessments, thereby better promoting students' growth and development. At the

same time, this shift also reflects the educational philosophy of promoting teaching through industry, that is, optimizing the assessment mechanism to promote the improvement of students' abilities and career development.

The above five transformations vividly demonstrate the transition from the traditional practical teaching system to the integrated practical system. This not only significantly improves the quality and effectiveness of practical teaching, but also provides strong support for the comprehensive development of students and the innovation and development of the industry.

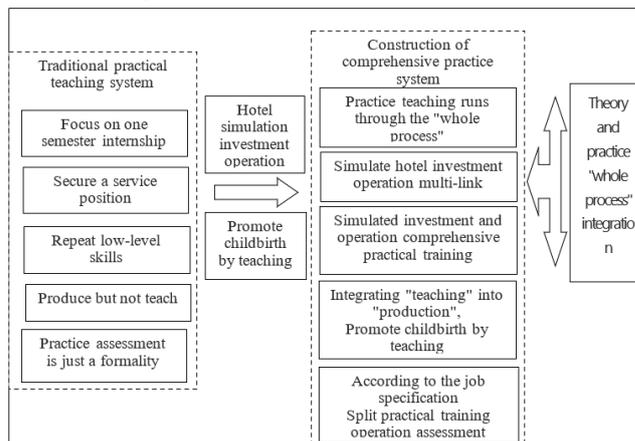


Figure 1. Schematic Diagram of the Construction of the "Hotel Simulation Investment Operation Model" Practical Teaching System

6. Conclusion

This study addresses the current status and issues of talent cultivation in the tourism management major of higher vocational colleges. It delves deeply into the application of the teaching philosophy of industry-education integration in the tourism management field. Innovatively, it proposes a hotel simulation investment operation practice teaching model and elaborates on the five key transformations contained within this model. These transformations include: the shift from concentrated internships to integrated practice teaching throughout the entire process, the transition from a single service position to multi-faceted practices in simulated hotel operations, the change from repetitive low-level skills to comprehensive practical training in simulated investment and operations, the evolution from the separation of "industry" and "education" to integrating "education" with "industry" and promoting industry through education, and the shift from formalized internship assessments to practical operation assessments based on job operation standards. This has achieved a comprehensive enhancement of students' practical abilities. These transformations reflect the educational philosophy of promoting education through industry and vice versa, pushing forward the innovation and development of the teaching model in the tourism management major.

The integration of industry and education, as a core approach to the construction of modern vocational education systems, requires a deep synergy between the educational chain and the industrial chain to cultivate high-quality technical and skilled talents that meet the needs of industrial development. This study, through the construction of a hotel simulation investment operation practical teaching model, achieved an organic combination of "industry" and "education", integrating theoretical teaching with actual

enterprise operation management, guiding students to delve into the production and business sites of enterprises, and participate in the entire process of real hotel management. This model not only enhances students' practical abilities and job competitiveness but also effectively improves the adaptability of school education to societal demands.

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