

Construction Path and Practical Exploration of an Interdisciplinary Collaborative Training System for Applied Tourism Management Talents

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ABSTRACT

Against the backdrop of cultural-tourism integration and the deep advancement of the digital economy, the tourism industry is transforming and upgrading from a single sightseeing-oriented model to a comprehensive and smart development model, sparking an increasingly urgent demand for interdisciplinary talents equipped with cross-disciplinary literacy and practical competence. Aiming at prominent problems in current tourism management talent training—including rigid disciplinary barriers, superficial industry-education integration, and deficient collaborative mechanisms—this study constructs a four-in-one interdisciplinary collaborative training system centered on Goal-Curriculum-Subject-Evaluation, drawing on collaboration theory, OBE educational philosophy, and industry-education integration theory. The findings demonstrate that this system, guided by the three-dimensional "Knowledge-Ability-Literacy" objectives, supported by modular interdisciplinary curricula, driven by the "university-government-industry-enterprise" four-party collaboration, and guaranteed by a diversified three-dimensional evaluation mechanism, can effectively resolve the misalignment between talent training and industrial demand. The research results provide a theoretical reference for the reform of higher tourism education and an operable practical plan for collaborative talent cultivation among universities, governments, and enterprises.

Keywords: *Interdisciplinarity, Tourism management, Applied talents, Collaborative training system, Industry-education integration.*

1. INTRODUCTION

With the in-depth implementation of national strategies such as cultural-tourism integration and digital cultural tourism, the tourism industry is undergoing a profound transformation, showing a trend of diversified and comprehensive upgrading. The deep integration of emerging technologies (e.g., big data, artificial intelligence, virtual reality) with the tourism industry has fostered new business forms including smart tourism and immersive tourism. Meanwhile, the in-depth excavation and presentation of cultural connotations in tourism products have made cultural-tourism integrated products a new market favorite. These changes have triggered a fundamental shift in the tourism industry's talent demand, making interdisciplinary

applied talents an urgent need for industrial development.

However, the current tourism management talent training system is plagued by multiple problems and fails to meet the industry's new talent requirements. Constrained by disciplinary barriers, traditional training models confine curricula to a single disciplinary field, resulting in students' monotonous knowledge structure and lack of interdisciplinary knowledge integration and application capabilities. There is a significant disconnect between industry and education: ineffective communication and cooperation mechanisms between universities and enterprises lead to a mismatch between talent training and actual enterprise needs, leaving students with weak

practical competence and difficulty adapting quickly to jobs after graduation.

Constructing a collaborative training system for applied tourism management talents in an interdisciplinary context boasts important theoretical value and practical guiding significance. Theoretically, it helps break down traditional disciplinary boundaries, enrich the connotation and extension of tourism management as a discipline, and promote the innovation and development of tourism management education theories. In practice, it can integrate resources from universities, enterprises, governments, industry associations and other stakeholders to form a joint force for collaborative education, improve the quality of tourism management talent training, provide strong talent support for the sustainable development of the tourism industry, and advance the reform of higher tourism education to better serve social and economic development.

2. RESEARCH STATUS IN CHINA AND FOREIGN COUNTRIES

Foreign countries have a long history of interdisciplinary talent training and have formed relatively mature theoretical and practical systems. In the field of applied tourism management education, developed countries in Europe and America attach great importance to practical teaching. Through close cooperation with enterprises, they carry out internships and training programs to help students enhance professional skills in real working environments. In terms of industry-education collaborative education, Germany's dual system and the university-enterprise cooperation model in the United States have set successful examples for tourism management talent training, emphasizing the dominant role of enterprises in talent development. Enterprises participate deeply in formulating talent training programs, curriculum teaching, practical guidance and other links.

Chinese related research has also achieved fruitful results in recent years. Scholars have conducted in-depth discussions on the innovation of tourism management talent training models, the construction of industry-education integration mechanisms, and the optimization of practical teaching systems, putting forward a series of constructive viewpoints and suggestions. Some universities have begun to attempt interdisciplinary talent training practices, cultivating students' interdisciplinary thinking and abilities by offering

interdisciplinary courses and establishing interdisciplinary research centers.

Nevertheless, existing research still has some deficiencies. The interdisciplinary collaboration mechanism is not yet sound, with unclear division of responsibilities and benefit distribution among all training stakeholders, leading to unsatisfactory collaborative education effects. There is a lack of universal analysis of practical cases. Most studies focus on individual successful cases without extensive investigation and analysis of different regions and types of institutions, limiting the popularization and application of research results.

3. ANALYSIS OF THE CURRENT SITUATION AND PROBLEMS IN APPLIED TOURISM MANAGEMENT TALENT TRAINING

3.1 New Talent Demands Driven by Tourism Industry Transformation

In the era of cultural-tourism integration, culture has become the soul of tourism, while tourism serves as a vital carrier of culture. Traditional tourism products are gradually transforming into cultural experience-oriented and themed vacation-oriented products, and tourists have put forward higher requirements for the cultural connotation and quality of tourism products. Regions across China have launched tourism projects themed on historical culture, folk culture, revolutionary culture and so on—such as the cultural and creative tourism products of the Palace Museum and the red tourism in Yan'an. The successful operation of these projects requires a large number of interdisciplinary talents who master tourism management and possess profound cultural deposits. Such talents can deeply explore cultural resources, skillfully integrate cultural elements into tourism product design and development, and enhance the cultural added value of tourism products.

The rise of digital cultural tourism is another important trend in the transformation of the tourism industry. The wide application of emerging technologies (including big data, artificial intelligence, virtual reality and blockchain) in the tourism industry has fostered new business forms such as smart tourism, virtual tourism and immersive tourism. Tourists can obtain personalized travel recommendations and real-time tourism information through smart devices, and

experience scenic spots immersively via virtual reality technology. Statistics show that by 2024, the scale of China's online tourism market has exceeded one trillion yuan, and the number of smart tourist attractions is continuously increasing. The development of digital cultural tourism has raised higher requirements for talents' digital skills. Tourism management talents need to master data analysis, information technology application, digital marketing and other skills, and use digital technologies to improve tourism service quality, innovate tourism products and marketing models.

The tourism industry's demand for talents has shifted from traditional single-skill talents to interdisciplinary talents integrating "cultural deposits + digital skills + management capabilities". Such talents should not only have solid professional knowledge of tourism management (e.g., tourism economics, tourism marketing, tourism planning and development), but also possess interdisciplinary knowledge and the ability to apply multi-disciplinary knowledge (including culturology, history, information technology and management) to tourism practice. They should have innovative thinking and practical competence to adapt to the rapidly changing development needs of the tourism industry and drive its innovative development.

3.2 Shortcomings of the Existing Tourism Management Talent Training System

3.2.1 Rigid Disciplinary Barriers and Insufficient Interdisciplinary Integration

The traditional curriculum system of tourism management is mainly built around economic and management knowledge, focusing on professional courses such as tourism economics, tourism management and tourism marketing. Although it provides students with systematic professional knowledge of tourism management, it has a low degree of integration with related disciplines such as culture and information technology. This curriculum system results in a monotonous knowledge structure for students, making it difficult for them to adapt to the development needs of emerging fields such as cultural-tourism integration and digital cultural tourism. In the planning of cultural-tourism integration projects, students often fail to explore the cultural connotation of tourism resources or create attractive tourism products with cultural characteristics due to insufficient knowledge of culturology, history and other related

disciplines. In the development of digital cultural tourism products, students struggle to apply big data, artificial intelligence and other technologies to improve the technological content and user experience of products due to a lack of information technology knowledge.

Such disciplinary barriers are also reflected in teaching methods and faculty teams. In teaching, there is a lack of effective cross-disciplinary communication and collaboration, and teaching content is often confined to a single disciplinary field, failing to cultivate students' interdisciplinary thinking and comprehensive knowledge application abilities. Although some tourism management teachers have rich teaching experience in their professional fields, they lack sufficient knowledge of other related disciplines and cannot provide students with interdisciplinary teaching guidance, which to a certain extent restricts students' all-round development and innovative ability cultivation.

3.2.2 Superficial Industry-Education Integration and Disconnected Practical Links

At present, the cooperation between most tourism management programs and enterprises remains superficial, lacking depth and breadth. University-enterprise cooperation is usually short-term and loose, without a long-term stable cooperation mechanism. Student internships are mostly concentrated in basic service positions of tourism enterprises (e.g., tour guides and hotel attendants). Although these positions allow students to access frontline work in the tourism industry, their work content is relatively simple and low in technical content, making it difficult for students to improve comprehensive management abilities and complex problem-solving skills in internships. Moreover, enterprises have minimal participation in formulating university talent training programs, curriculum teaching and practical guidance, leading to a gap between university-trained talents and actual enterprise needs.

Practical teaching is seriously disconnected from the cutting-edge development of the industry. The tourism industry is a fast-developing sector with constant emergence of new technologies and concepts, yet university practical teaching content and methods are often updated slowly and fail to reflect the latest industry trends in a timely manner. Practical teaching in some universities still relies on traditional internships and training, lacking

practical content for emerging fields such as smart tourism and cultural-tourism integration. Students have little access to cutting-edge technologies and innovative models in practice, making it hard for them to quickly adapt to industrial changes after graduation. Practical teaching facilities and equipment are also relatively backward, failing to meet students' practical operation needs and affecting the quality and effectiveness of practical teaching.

3.2.3 *Single Training Subject and Lack of Collaborative Mechanism*

In the training of applied tourism management talents, universities act as the sole main subject and undertake the core training tasks. The government plays an insufficient role in policy guidance for talent training, lacking systematic planning and policy support for tourism management talent development and failing to fully leverage its advantages in resource coordination and platform construction. Enterprises lack motivation to participate in talent training. Due to the long cycle, slow effectiveness and talent turnover risks of talent training, enterprises tend to focus on short-term benefits and show low enthusiasm for participation. Industry associations, as a bridge connecting universities, enterprises and the government, have not fully played their role in talent training, failing to effectively transmit industry information or participate in formulating talent training standards and industrial norms.

Due to the lack of a long-term collaborative education mechanism, communication and collaboration among universities, enterprises, governments and industry associations are ineffective, leading to a misalignment between talent training and market demand. When formulating talent training programs, universities often lack in-depth research and analysis of market demand, resulting in mismatched training goals and curricula. Since enterprises participate minimally in talent training, they cannot timely feed the latest industrial needs and technologies back to universities, making university-trained talents unable to meet actual enterprise requirements. This misalignment not only wastes educational resources but also hinders the development of the tourism industry.

4. **CONSTRUCTION OF A COLLABORATIVE TRAINING SYSTEM FOR APPLIED TOURISM MANAGEMENT TALENTS UNDER AN INTERDISCIPLINARY BACKGROUND**

4.1 *Basic Principles for System Construction*

4.1.1 *Principle of Interdisciplinary Integration*

Breaking down traditional disciplinary barriers is the key to constructing a collaborative training system for applied tourism management talents in an interdisciplinary context. As a comprehensive discipline, tourism management covers multiple fields including economics, management, culture, history, geography and information technology. In talent training, multi-disciplinary knowledge should be fully integrated to build cross-curricular modules and realize the complementarity and integration of knowledge systems.

By integrating tourism management with culturology, courses such as *Tourism Culturology* are offered to conduct in-depth research on cultural phenomena, cultural inheritance and innovation in tourism activities, enabling students to understand the cultural characteristics of different regions, master methods of developing and utilizing cultural resources, and enhance the cultural connotation of tourism products. By integrating tourism management with computer science, courses such as *Application of Tourism Information Technology* are set to teach students the application of big data analysis, artificial intelligence, virtual reality and other technologies in the tourism industry, cultivating their ability to use information technology to improve tourism service quality and innovate tourism products.

Through the setting of interdisciplinary curriculum modules, students can access cutting-edge knowledge and research methods of different disciplines, broaden their knowledge horizons and cultivate interdisciplinary thinking. This way of thinking helps students analyze and solve complex practical tourism problems from multiple perspectives, improving their problem-solving and innovative abilities. The principle of interdisciplinary integration lays a solid knowledge foundation for cultivating interdisciplinary talents

adapting to the diversified development needs of the tourism industry.

4.1.2 Principle of Multi-Subject Collaboration

Collaborative cooperation among universities, governments, industries and enterprises is an important guarantee for realizing collaborative training of applied tourism management talents. In the collaborative training system, universities, enterprises, governments and industry associations each play a unique and indispensable role.

As the main base of talent training, universities are responsible for imparting theoretical knowledge and cultivating students' comprehensive qualities and innovative abilities. They should strengthen discipline construction of tourism management, optimize curriculum setup, improve teaching quality, and provide students with systematic professional knowledge and theoretical guidance. They should also actively conduct scientific research to offer theoretical support and technological innovation for the development of the tourism industry.

Enterprises are direct participants in the tourism industry with keen insights into industrial demands and market dynamics. They should deeply participate in the talent training process, jointly build practice bases with universities, provide internship and training opportunities for students, and enable students to understand industrial needs and improve practical abilities and professional qualities in real working environments. Enterprises can also send technical backbones and managers to serve as part-time teachers in universities, participate in teaching, and pass on the latest industrial technologies and practical experience to students, making teaching content more aligned with industrial reality.

The government plays a role in policy guidance, resource allocation and macro-control in collaborative education. It should formulate relevant policies and regulations to encourage university-government-enterprise cooperation and provide policy support and guarantees for collaborative education. Special funds should be set up to support the development of university-enterprise cooperation projects, and preferential tax policies should be introduced to encourage enterprises to participate in talent training. The government should also build cooperation platforms to promote communication and

cooperation among universities, enterprises and industry associations, realizing resource sharing and complementary advantages.

As representatives of the industry, industry associations can transmit industry information, participate in formulating talent training standards and industrial norms, and promote communication and cooperation between universities and enterprises. They should organize industrial training, skill competitions and other activities to improve the professional qualities and skills of tourism practitioners. They should also participate in formulating university talent training programs and curriculum setup to ensure close integration between talent training and industrial needs.

Only by clarifying the collaborative relationship among the four parties, giving full play to their respective advantages and forming a joint educational force can we cultivate applied talents meeting the development needs of the tourism industry.

4.1.3 Principle of Demand Orientation and Competency-based Education

Taking post demand in the tourism industry as the orientation and focusing on cultivating students' practical application ability, cross-cultural communication ability and innovative ability is the core principle to ensure the precise alignment of the training system with industrial needs.

The rapid development and transformation of the tourism industry keep changing its demand for talents. When constructing the collaborative training system, in-depth research should be conducted on the development trends and post demands of the tourism industry to understand the requirements for talents' knowledge, skills and qualities, based on which talent training goals and curriculum systems are formulated. In the field of smart tourism, with the wide application of big data, artificial intelligence and other technologies, the industry's demand for talents with data analysis and information technology application capabilities is increasing. Therefore, relevant courses should be added to the curriculum to cultivate students' digital skills.

The competency-based principle emphasizes taking students' ability development as the core and focuses on cultivating their practical application ability, cross-cultural communication ability and innovative ability. For practical application ability, practical teaching links such as internships, training

and curriculum design enable students to improve professional skills through practical operations and transform theoretical knowledge into practical application abilities. In cultural-tourism integration project practice, students can use tourism management and culturology knowledge to plan and develop tourism products, enhancing their practical competence.

With the internationalization of tourism, cross-cultural communication ability has become an essential competence for tourism management talents. Cross-cultural communication courses and international exchange programs should be offered to cultivate students' cross-cultural awareness and communication abilities, enabling them to work competently in the international tourism market. Innovative ability is an important driving force for the development of the tourism industry. Students should be encouraged to participate in innovation and entrepreneurship activities to cultivate their innovative thinking and abilities, such as holding tourism innovation and entrepreneurship competitions to stimulate their innovative vitality.

Only by adhering to the principles of demand orientation and competency-based education can we cultivate applied talents adapting to the development needs of the tourism industry with strong practical and innovative abilities.

4.2 Framework Design of the Collaborative Training System

4.2.1 "Three-Dimensional Integrated" Training Goal System

Constructing a three-dimensional goal system of "Knowledge-Ability-Literacy" is an important guarantee for realizing the training of applied tourism management talents. This system fully covers students' development requirements in knowledge, ability and literacy, providing a clear direction for talent training.

Knowledge goals include core tourism management knowledge and interdisciplinary expanded knowledge. Core tourism management knowledge serves as students' professional foundation, covering tourism economics, tourism marketing, tourism planning and development, tourism service operation management and other fields, enabling students to systematically master the basic theories and methods of tourism management. Interdisciplinary expanded knowledge is designed to meet the diversified

development needs of the tourism industry by introducing knowledge from culturology, history, geography, information technology, management and other related disciplines, broadening students' knowledge horizons and realizing interdisciplinary knowledge integration. By learning culturology, students can deeply explore the cultural connotation of tourism resources and improve the cultural taste of tourism products; by learning information technology, they can use big data, artificial intelligence and other technologies to enhance tourism service quality and management efficiency.

Ability goals focus on cultivating students' practical operation ability, interdisciplinary problem-solving ability and innovative planning ability. Practical operation ability is one of the core competencies of applied tourism management talents. Through practical teaching links such as internships, training and curriculum design, students exercise professional skills in real work scenarios and improve their ability to solve practical problems. Interdisciplinary problem-solving ability requires students to break disciplinary boundaries and use multidisciplinary knowledge to solve complex problems in tourism practice. In tourism project planning, students need to comprehensively apply knowledge from tourism management, culturology, economics and other disciplines to plan, design and operate projects. Innovative planning ability is an important driving force for the development of the tourism industry. Students' innovative thinking and abilities should be cultivated, encouraging them to explore and practice in tourism product development, marketing model innovation and other aspects.

Literacy goals emphasize the cultivation of patriotism, professional ethics and international vision. Patriotism enables students to establish a sense of responsibility and mission to the country and nation, integrating personal development with the development of national tourism. Professional literacy includes professional ethics, professional integrity, teamwork spirit and other qualities, enabling students to meet the work requirements of the tourism industry. With the internationalization of tourism, international vision cultivates students' cross-cultural communication abilities and international competition awareness, enabling them to play a role in the international tourism market.

The "three-dimensional integrated" training goal system is interrelated and mutually reinforcing, jointly forming the goal framework for applied tourism management talent training and providing

comprehensive and systematic guidance for talent development.

4.2.2 "Module-Integrated" *Interdisciplinary Curriculum System*

Designing a modular curriculum system of "Basic Core Courses + Interdisciplinary Expanded Courses + Practical Training Courses" is the key to realizing interdisciplinary knowledge integration and practical ability cultivation. Taking tourism management core courses as the foundation, this system integrates interdisciplinary expanded courses and practical training courses to form an organic whole.

Basic core courses form the cornerstone of tourism management, including *Introduction to Tourism*, *Tourism Economics*, *Tourism Marketing*, *Tourism Planning and Development*, *Tourism Service Quality Management* and other courses. These courses systematically impart basic theories, methods and skills of tourism management, enabling students to master core tourism management knowledge and lay a solid foundation for subsequent study and practice.

Interdisciplinary expanded courses are set to meet the demand for diversified knowledge structures of talents in the tourism industry. Breaking traditional disciplinary boundaries, these courses integrate tourism management with other related disciplines, broadening students' knowledge horizons and cultivating their interdisciplinary thinking. Courses such as *Introduction to Cultural-Tourism Integration* are offered to combine tourism management with cultural industry management and explore the theory and practice of cultural-tourism integration in depth. *Tourism Big Data Analysis* integrates tourism management with information technology to cultivate students' ability to use big data technology for tourism market analysis and decision-making. Interdisciplinary courses such as *Tourism Psychology*, *Tourism Law* and *Tourism Sociology* can also be offered to enrich students' knowledge system.

Practical training courses are an important link for cultivating students' practical abilities. Through such courses, students can apply theoretical knowledge to practical work, improving their practical operation ability and problem-solving skills. Practical training courses include internships, training, curriculum design, graduation design and other links. Internships allow students to work on-site in tourism enterprises to understand industrial

operation processes and actual needs; training courses conduct practical training such as tourism project planning, tourism product design and tourism service operation by simulating real work scenarios; curriculum design and graduation design require students to comprehensively apply learned knowledge to complete a specific tourism project or research topic, cultivating their comprehensive and innovative abilities.

The "module-integrated" interdisciplinary curriculum system realizes the organic combination of theory and practice and effective integration of interdisciplinary knowledge, providing strong curriculum support for cultivating applied tourism management talents with solid professional foundations, interdisciplinary abilities and practical application competence.

4.2.3 "University-Government-Industry-Enterprise" Subject Collaboration *System*

Building a four-party collaboration platform of "university + enterprise + government + industry association" is an important mechanism for realizing collaborative training of applied tourism management talents. This platform integrates resources of all parties, clarifies their responsibilities, and forms a closed-loop collaboration mechanism to ensure the quality and effect of talent training.

The joint construction of practice bases by universities and enterprises is an important measure to align practical teaching with enterprise needs. Enterprises provide universities with internship positions, practical projects and practical instructors, enabling students to exercise practical abilities in real working environments; universities provide enterprises with talent support and intellectual services to help solve practical problems. Both parties can also jointly develop courses, formulate curriculum content and teaching syllabi based on actual enterprise needs and industrial development trends, making courses more aligned with practical work. Enterprises participate in formulating university talent training programs, putting forward requirements for talents' knowledge, skills and qualities, and universities adjust and optimize programs according to enterprise opinions to ensure precise alignment between talent training and enterprise needs.

The government plays a role in policy guidance and resource coordination in the four-party

collaboration platform. It introduces incentive policies for collaborative education, such as setting up special funds, granting tax preferences and providing venue support, to encourage universities, enterprises and industry associations to actively participate in talent training. The government can also build university-enterprise cooperation platforms and organize docking activities to promote communication and cooperation between universities and enterprises. It strengthens the planning and guidance of the tourism industry to provide macro-guidance for tourism management talent training and ensure consistency between talent training and industrial development directions.

Industry associations act as a bridge in the four-party collaboration platform. They participate in evaluating the quality of talent training, formulate talent training standards and industrial norms, and guide universities and enterprises to cultivate talents in line with industrial requirements. They can also organize industrial training, skill competitions and other activities to improve the professional qualities and skills of tourism practitioners. They transmit industry information, providing universities and enterprises with market dynamics and industrial trends to help them adjust talent training strategies and development directions in a timely manner.

The construction of the "university-government-industry-enterprise" four-party collaboration platform forms a close cooperative relationship among the four parties, realizing resource sharing and complementary advantages, and providing a strong guarantee for the collaborative training of applied tourism management talents.

4.2.4 *"Diversified and Three-Dimensional" Evaluation and Assessment System*

Establishing a multi-subject and multi-dimensional evaluation system is an important means to comprehensively measure students' comprehensive abilities. Integrating evaluation indicators such as university curriculum assessment, enterprise practical performance and industrial skill certification, this system adopts a combination of process evaluation and outcome evaluation to ensure the comprehensiveness, objectivity and scientificity of evaluation.

University curriculum assessment is an important way to evaluate students' mastery of

theoretical knowledge. In addition to traditional examination scores, evaluation indicators such as daily assignments, classroom performance and group projects should be added to focus on assessing students' learning processes. Daily assignments examine students' understanding and application of knowledge; classroom performance reflects their learning attitude and participation; group projects cultivate their teamwork and innovative abilities. Diversified examination forms such as open-book examinations, case analyses and course papers can also be adopted to comprehensively evaluate students' comprehensive abilities.

Enterprise practical performance evaluation is an important basis for assessing students' practical abilities and professional qualities. Enterprises evaluate students based on their work performance during internships and training, including work attitude, professional skills, teamwork ability and communication ability. They can formulate a detailed practical performance evaluation index system, regularly assess students and timely feed results back to universities. Universities adjust and improve practical teaching according to enterprise evaluation results to enhance the quality of practical teaching.

Industrial skill certification is an important standard for evaluating students' professional skill levels. Students are encouraged to take relevant skill certification exams in the tourism industry, such as tour guide qualification certificates, tourism planner certificates, bartender certificates and barista certificates. Industrial skill certification is authoritative and professional, objectively reflecting students' professional skill levels. Obtaining industrial skill certifications not only improves students' competitiveness but also provides strong proof of the quality of university talent training.

The combination of process evaluation and outcome evaluation enables a comprehensive and dynamic assessment of students' learning and development. Process evaluation focuses on tracking and evaluating students' learning processes, timely identifying problems and providing guidance; outcome evaluation focuses on students' final learning results, such as examination scores, practical performance and skill certifications. Their integration allows a more comprehensive evaluation of students' comprehensive abilities and provides accurate feedback and guidance for their development.

The "diversified and three-dimensional" evaluation and assessment system can comprehensively and objectively evaluate students' knowledge, abilities and literacy, motivate their all-round development, and provide a scientific evaluation guarantee for the training of applied tourism management talents.

5. IMPLEMENTATION PATHS AND GUARANTEE MECHANISMS OF THE INTERDISCIPLINARY COLLABORATIVE TRAINING SYSTEM

5.1 Implementation Paths

5.1.1 Reconstructing the Interdisciplinary Curriculum System and Promoting Teaching Content Reform

Based on the OBE concept, curriculum modules are reversely designed with tourism management as the core. First, in-depth research is conducted on the tourism industry's demand for interdisciplinary talents to clarify the knowledge, skills and literacy students should possess after graduation, based on which curriculum goals are formulated. Centering on curriculum goals, knowledge of tourism management and related disciplines such as culturology, history and information technology is integrated to build an interdisciplinary curriculum system. Interdisciplinary courses such as *Introduction to Cultural-Tourism Integration*, *Application of Digital Tourism Technology*, *Tourism Big Data Analysis* and *Application of Tourism and Artificial Intelligence* are added to break traditional disciplinary boundaries, enabling students to access cutting-edge knowledge and research methods of multiple disciplines and broaden their knowledge horizons.

In teaching, a collaborative teaching model by multidisciplinary teachers is adopted. Teachers with different disciplinary backgrounds form teaching teams to jointly design teaching content and plans, explaining and analyzing curriculum content from different disciplinary perspectives. For example, in *Introduction to Cultural-Tourism Integration*, tourism management teachers explain the theory and practice of tourism and cultural industry integration, while culturology teachers analyze the application of cultural elements in tourism products from the perspective of cultural inheritance and innovation, enabling students to comprehensively

and deeply understand curriculum content and cultivate interdisciplinary thinking.

Introducing real enterprise cases into classrooms is also an important measure to promote teaching content reform. Cooperating with tourism enterprises, practical cases in cultural-tourism planning, tourism marketing, tourism service innovation and other fields are collected and integrated into curriculum teaching. For example, in *Tourism Marketing*, taking the marketing planning case of a tourist attraction as the background, students are required to use marketing knowledge combined with interdisciplinary knowledge such as culture and information technology to formulate marketing strategies for the attraction. Case teaching enables students to integrate theoretical knowledge with practical application, improve their problem-solving abilities, and realize the deep integration of theoretical knowledge and industrial practice.

5.1.2 Building a Diversified Practice Platform and Deepening Industry-Education Integration

Promoting the joint construction of industry-university-research bases by universities, governments and enterprises is the key to building a diversified practice platform. Universities cooperate with governments and enterprises to make full use of resources from all parties to jointly build industry-university-research bases. The government provides policy support and resource coordination; enterprises provide practical projects and guidance; universities offer theoretical support and talent training. For the joint construction of a smart tourism industry-university-research base, university teachers and enterprise technicians jointly carry out smart tourism technology research and development, tourism information system construction and other projects, and students participate in project practice to learn and master smart tourism technologies and applications.

The construction of virtual simulation experiment platforms also provides richer practical teaching resources for students. Using virtual reality, augmented reality and other technologies, virtual tourism scenarios and tourism project operation simulation systems are built to allow students to conduct tourism planning, tourism service operation and other practical activities in a virtual environment. Virtual simulation experiments enable students to break through time and space constraints, conduct repeated practice and

exploration, and improve their practical and innovative abilities.

Project-driven practical teaching is carried out to let students participate in real projects such as cultural-tourism planning, exhibition planning and tourism product development. Teachers cooperate with enterprises to introduce actual enterprise projects into classrooms, and students form project teams to complete project tasks under the guidance of teachers and enterprise mentors. In cultural-tourism planning projects, students conduct in-depth research on local tourism resources, cultural characteristics and market demand, and use knowledge of tourism management, culturology, geography and other disciplines to formulate cultural-tourism planning plans, improving their practical abilities and comprehensive qualities.

Encouraging students to participate in discipline competitions and innovation and entrepreneurship projects is also an important way to enhance practical and innovative abilities. Students are organized to participate in national college student tourism creativity planning competitions, tourism innovation and entrepreneurship competitions and other discipline competitions to stimulate their innovative thinking and competition awareness. Students are supported to carry out tourism innovation and entrepreneurship projects, with entrepreneurship guidance, financial support and venue guarantees provided to cultivate their entrepreneurship and innovative spirit.

5.1.3 Building an Interdisciplinary Faculty Team and Strengthening Talent Training Support

Building a faculty team of "full-time and part-time teachers" is the core of constructing an interdisciplinary teaching staff. On the one hand, interdisciplinary teachers in fields such as culture, information technology and management are introduced to enrich the faculty team. With different disciplinary backgrounds and professional knowledge, these teachers can provide students with interdisciplinary teaching and guidance. Teachers with computer science backgrounds are introduced to teach courses such as *Application of Tourism Information Technology* and *Tourism Big Data Analysis* to improve students' digital skills.

On the other hand, enterprise executives and industry experts are employed as part-time teachers to bring the latest industrial dynamics and practical experience into classrooms. Enterprise executives

and industry experts have rich practical experience and industrial resources, providing students with real industrial cases and practical guidance. A marketing director of a tourism enterprise is employed as part-time teacher for *Tourism Marketing* to share practical experience and the latest marketing strategies in tourism marketing, enabling students to understand cutting-edge industrial dynamics and improve their practical abilities.

Supporting university teachers to take temporary posts in enterprises is also an important measure to improve teachers' practical teaching abilities. Universities formulate a teacher temporary post system to encourage teachers to take temporary posts in tourism enterprises and participate in actual work and projects. During temporary posts, teachers understand enterprise operation and management models, business processes and market demand, integrate practical experience into teaching and improve teaching quality. Teachers taking temporary posts in tourist attractions participate in scenic spot planning, marketing and management, bringing actual scenic spot cases and problems into classrooms to make teaching content more practical.

5.2 Guarantee Mechanisms

5.2.1 Policy Guarantee: Improving the Policy Support System for Collaborative Education

The government should introduce incentive policies to provide policy support for the collaborative training of applied tourism management talents under an interdisciplinary background. Tax preferences are granted to enterprises participating in collaborative education, with a certain proportion of tax reduction according to their degree of participation and contribution, reducing the cost of enterprise participation and improving their enthusiasm. Special funds are set up to provide financial rewards to enterprises actively participating in talent training, supporting them in carrying out practical teaching and teacher training.

Financial support is provided for the construction of interdisciplinary majors in universities, increasing investment in tourism management interdisciplinary majors to support the construction of interdisciplinary courses, laboratories, practice bases and other teaching resources. Special funds for interdisciplinary major

construction are set up to support universities in carrying out interdisciplinary teaching reform, faculty team construction, textbook compilation and other work, enhancing universities' ability to cultivate interdisciplinary talents.

The government should also strengthen the overall planning and management of collaborative education, formulate relevant policies and regulations, clarify the responsibilities and rights of universities, governments, industries and enterprises in talent training, standardize the operation mechanism and management process of collaborative education, and provide policy guarantees for the implementation of the collaborative training system.

5.2.2 Institutional Guarantee: Establishing a Long-Term Mechanism for Multi-Subject Collaboration

Promoting the signing of formal cooperation agreements among universities, governments, industries and enterprises is the foundation for establishing a long-term multi-subject collaboration mechanism. The four parties sign cooperation agreements to clarify their responsibilities and obligations in talent training. Universities are responsible for formulating talent training programs, carrying out theoretical teaching and organizing student internships; enterprises provide internship positions, practical guidance and participate in curriculum development; the government offers policy support, resource coordination and cooperation platform construction; industry associations transmit industry information, participate in talent training quality evaluation and formulate industrial standards.

A regular communication and feedback mechanism is established to promote exchanges and cooperation among all parties. Regular collaborative education work meetings are held with the participation of universities, enterprises, governments and industry associations to report the progress of talent training, discuss solutions to existing problems and formulate next-step work plans. An information sharing platform is built to timely transmit talent demand, teaching resources, industrial dynamics and other information, realizing information interoperability and sharing.

Universities improve systems such as interdisciplinary teaching management and teacher assessment to ensure the normalized operation of the interdisciplinary training model. An

interdisciplinary curriculum management method is established to standardize the setting, teaching and evaluation of interdisciplinary courses; interdisciplinary teacher assessment standards are formulated, incorporating teachers' interdisciplinary teaching ability, practical teaching ability and scientific research achievements into assessment to motivate teachers to actively participate in interdisciplinary teaching and research.

5.2.3 Resource Guarantee: Integrating Multi-Dimensional Educational Resources

Coordinating universities' scientific research resources, enterprises' practical resources and governments' policy resources to build a resource sharing platform is the key to integrating multi-dimensional educational resources. University scientific research resources include scientific research projects, achievements and laboratories; enterprise practical resources include internship positions, practical projects and instructors; government policy resources include policy support, financial aid and venue guarantees. The resource sharing platform realizes resource sharing and optimal allocation among universities, enterprises and governments, improving resource utilization efficiency.

Promoting the joint construction of curriculum resource banks and training bases by universities and enterprises provides sufficient resource guarantees for talent training. Universities and enterprises cooperate to jointly develop curriculum resources, integrating actual enterprise cases, industrial standards and the latest technologies into courses to build a targeted and practical curriculum resource bank. They jointly build training bases, with universities providing venues and equipment and enterprises providing practical projects and instructors, offering students real practical environments and opportunities.

Social resources should also be actively expanded to attract all sectors of society to participate in tourism management talent training. Cooperating with tourism industry associations and social organizations to obtain social donations and sponsorships for supporting talent training, practical teaching, innovation and entrepreneurship, providing all-round resource guarantees for the collaborative training of applied tourism management talents.

6. CONCLUSION

This study conducts an in-depth analysis of the collaborative training system for applied tourism management talents in the interdisciplinary context, which holds significant theoretical and practical value. At the theoretical level, by integrating collaborative education theory, Outcome-Based Education (OBE) philosophy, and industry-education integration theory, a comprehensive theoretical framework has been constructed. This framework enriches the theoretical system of tourism management education and provides a solid theoretical foundation for interdisciplinary talent cultivation.

In practice, through an analysis of the new talent demands arising from the transformation of the tourism industry, this study clarifies the core competencies and qualities required of applied tourism management talents, and accordingly proposes a targeted collaborative training system for such talents under an interdisciplinary background. Guided by the fundamental principles of interdisciplinary integration, multi-subject collaboration, demand orientation, and competency-based education, the system comprises a "three-dimensional integrated" training objective system, a "module-integrated" interdisciplinary curriculum system, a "university-government-enterprise-industry association" collaborative subject system, and a "diversified and three-dimensional" evaluation and assessment system.

The implementation of this system has broken down traditional disciplinary barriers, realized the integration of multidisciplinary knowledge, and enhanced students' interdisciplinary thinking and problem-solving capabilities. It has integrated resources from universities, governments, enterprises, and industry associations to form a synergetic force for talent cultivation, thereby improving the alignment between talent training and market demands. Driven by real-world projects, the system has strengthened practical teaching links, effectively promoting the improvement of students' practical abilities and innovative capabilities.

It should be noted that the quantitative evaluation of the collaborative training system in this study remains to be further refined. Currently, the evaluation of the system is predominantly qualitative, lacking systematic quantitative indicators and empirical research, which makes it difficult to accurately measure the operational effectiveness of the system and the extent of

improvement in talent training quality. In future research, attention should be paid to the new developments and trends of the tourism industry in the digital era, and new models and paths of interdisciplinary collaborative training should be explored. This will inject new vitality into the cultivation of applied tourism management talents, enabling them to better adapt to the rapid development of the tourism industry and provide strong talent support for its transformation and upgrading.

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