

Empowering Tourism Education Curriculum Reform with Digital Technology: Practical Exploration

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ABSTRACT

With the rapid development of digital technology, tourism education is facing unprecedented opportunities and challenges. This paper explores how digital technology plays a key role in the reform of tourism education curricula, offering practical insights for educators. It analyzes the current application and trends of digital technology in tourism education, discusses the necessity and approaches for curriculum reform, and presents successful case studies to showcase typical practices, aiming to promote continuous innovation and development in tourism education.

KEYWORDS

Digital technology; Tourism education; Curriculum reform; Practical exploration; Innovation and development

1 Introduction

The widespread use of digital technology has not only transformed traditional teaching methods but has also introduced new perspectives and approaches for curriculum reform. Against this backdrop, this paper aims to explore the practical application of digital technology in tourism education curriculum reform, analyze its necessity and development trends, and demonstrate successful practical experiences through case studies. The research is expected to provide valuable references for educators and drive the continuous innovation and development of tourism education.

2 Current status and trends of digital technology in tourism education

2.1 Big data and data analysis

Big data refers to vast data sets that traditional data processing methods cannot effectively handle, including both structured and unstructured data. In tourism education, big data can be used to analyze market trends, consumer behaviors, and teaching effectiveness. By analyzing student learning data, teachers can better understand students' progress and needs, allowing them to develop personalized teaching plans. For instance, some universities utilize big data analytics tools to assess course selection and grade data, identify popular courses and areas of weakness, optimize course settings, and improve teaching quality. Additionally, big data can provide the tourism industry with market analysis reports, helping students understand industry dynamics and trends.

2.2 Virtual reality and augmented reality

Virtual reality (VR) and augmented reality (AR) technologies offer new perspectives for practical teaching in tourism education. In a VR environment, students can experience global tourist destinations, cultures, and customs in an immersive way. For example, using VR technology, students can "visit" famous landmarks far away and experience their cultural and historical significance. This immersive experience not only enriches learning content but also enhances student engagement. AR technology, on the other hand, adds virtual information to real-world environments, enhancing the learning experience. In tourism education, AR can provide rich information support for field trips. Students can scan tourist sites with smartphones or tablets to access relevant historical and cultural knowledge, greatly enhancing their understanding and retention of the content.

2.3 Online learning platforms and MOOCs

Online learning platforms and MOOCs have greatly facilitated the popularization and deepening of tourism education. Online learning platforms offer digital course resources, allowing students to choose flexible learning times and locations, significantly enhancing learning flexibility and personalization. MOOCs break the limits of time and space, enabling students from around the world to access high-quality educational resources. In the field of tourism education, popular MOOC platforms like Coursera and edX offer a wide range of courses related to tourism management, marketing, and customer experience. Students can choose electives based on their interests, fostering self-learning capabilities.

Additionally, educators can use these platforms to learn about the latest educational concepts and technologies, improving their own teaching capabilities.

3 Analysis of the current state of tourism education

3.1 Limitations of traditional education models

Traditional tourism education models typically rely on a teacher-centered approach, often overlooking student participation and practical experience. The limitations of this model are primarily evident in the following areas:

Single content: Traditional teaching often depends on textbooks, with slow content updates and a lack of synchronization with industry advancements, failing to meet the dynamic demands of the modern tourism market. The knowledge learned in class often does not align well with the skills required in the actual workplace.

Lack of practical opportunities: Tourism education is inherently a practice-oriented field, but traditional models separate classroom learning from field experiences, resulting in a lack of hands-on experience for students, affecting their professional skills and employability.

Lack of interaction: The lecture-based approach makes classroom interaction weak, and students often lack initiative, which diminishes their passion for the tourism industry.

3.2 Student demands and market changes

Compared to the limitations of traditional education models, student demands and market changes have shown rapid development and diversification. Analyzing these changes is crucial for the reform of tourism education.

Diverse student needs: Today's students not only focus on acquiring knowledge and skills but also seek richer practical experiences and interdisciplinary education. Additionally, they expect greater flexibility and autonomy in their learning, preferring courses that align with their personal interests and career goals.

Demand for multi-skilled talent: With the rapid development of the tourism industry, the demand for multi-skilled and innovative talent is increasing. The modern tourism industry requires workers with diverse abilities, including marketing, international business, language communication, and data analysis. Traditional education models struggle to meet the diverse talent cultivation needs.

Popularization of new technologies: The widespread use of digital technology has raised students' expectations for applying new technologies. They hope to engage with the latest tools and technologies during their studies, which not only enhances their employability but also improves their adaptability in the workplace.

4 Application trends

4.1 Intelligent and personalized learning

Intelligent learning refers to providing personalized learning experiences based on each student's learning characteristics and needs through technologies such as artificial intelligence (AI), machine learning, and data analysis. This trend is particularly important in tourism education, where students have different learning backgrounds and career goals. For example, through Learning Management Systems (LMS) and intelligent recommendation algorithms, educators can track students' learning progress and performance, providing real-time feedback and adjustments to the learning content, allowing students to learn in the most suitable way. In tourism education, this means that students can choose courses that align with their interests and career aspirations, taking control of their learning pace. Such personalized learning not only increases student engagement but also strengthens their self-learning ability, laying a solid foundation for their future careers.

4.2 Interactive and experiential teaching

Interactive and experiential teaching is a major trend in current educational reform, especially in tourism education, where its importance is increasing. Traditional teaching methods rarely emphasize student participation and interaction, whereas interactive teaching methods such as group discussions, case analyses, and role-playing stimulate students' interest and creativity. Additionally, experiential teaching, through practical activities and field trips, combines theory with practice, enabling students to learn in real-world contexts. This approach not only enhances students' understanding and retention of knowledge but also develops their comprehensive skills and practical abilities. For example, by visiting tourist attractions, participating in tourism activities, or engaging in projects, students can experience firsthand the application of the knowledge they have learned, thus improving their competitiveness in the tourism industry.

5 Theoretical foundations of digital technology empowerment in tourism education curriculum reform

5.1 Constructivist learning theory

Constructivist learning theory emphasizes that students are active participants in knowledge construction, with teachers acting as supporters and guides. This theory suggests that knowledge is not simply transmitted but constructed through interactions between individuals and their environment. In tourism education, traditional teaching methods often focus on information delivery, leading to passive knowledge reception. By introducing digital technologies such as online learning platforms, interactive multimedia, and simulation-based training, the learning environment can be greatly enriched, enhancing students' autonomous learning and collaborative skills. For example, through online discussion platforms, students can communicate and share tourism experiences across regions, thus constructing a shared knowledge framework. Using VR technology to simulate tourism scenarios allows students to experience different tourism environments, actively participating in the knowledge-building process.

5.2 Blended learning theory

Blended learning theory is a teaching model that combines traditional face-to-face instruction with online learning. This theory emphasizes the use of various teaching resources during the learning process to meet the diverse needs of students. In tourism education, blended learning can effectively integrate digital technologies with traditional teaching methods, enhancing the flexibility and adaptability of courses. For example, educators can use online platforms for theoretical lessons while arranging field trips and discussion activities in the classroom, helping students better understand the course content. Blended learning not only overcomes the time and space limitations of traditional teaching but also increases interaction and participation in learning, while catering to students' interests and needs, thereby motivating them to learn.

6 Advantages of digital technology empowerment in tourism education curriculum reform

6.1 Breaking time and space limitations, achieving resource sharing

The application of digital technology breaks the time and space limitations that exist in traditional education. In the past, tourism education often required face-to-face lectures, and many excellent educational resources could not be effectively shared due to geographical and time constraints. With the popularization of digital technology, tools such as online learning platforms, virtual labs, and online resource libraries are widely used, allowing both teachers and students to access high-quality educational resources anytime, anywhere. For example, through online course platforms, top university professors can share their high-quality courses and materials with students across the country and even globally, greatly expanding the reach and influence of education. Students can also participate in online seminars and interactive courses on these platforms, communicating with experts and scholars without being restricted by traditional classroom settings. This resource-sharing model not only enhances learning flexibility and convenience but also promotes educational equity, helping more students access high-quality educational resources, thus improving the overall quality of tourism education.

6.2 Enhancing learning interest and interactivity

The introduction of digital technology greatly enhances the interest and interactivity of learning. In traditional tourism education, knowledge transmission often relies on textbooks and lectures, with limited interaction, leading to low student engagement. By utilizing multimedia technology, gamified learning, and social platforms, teachers can effectively stimulate students' interest and participation. For example, educators can create online games, simulation exercises, or interactive classroom activities, enabling students to experience enjoyment during the learning process. In such environments, students can increase interaction through discussions, teamwork, and task completion, fostering a positive learning atmosphere. Interactive learning not only improves students' motivation to learn but also enhances their social skills and problem-solving abilities through teamwork, which is highly beneficial for their future careers.

6.3 Enhancing the authenticity and effectiveness of practical teaching

Practical teaching is a key component of tourism education, and digital technology provides the possibility to enhance its authenticity and effectiveness. Traditional practical teaching often faces limitations in terms of field visits, resource availability, and teaching equipment. However, through digital technologies, especially virtual reality (VR) and augmented

reality (AR), more authentic and diverse practical environments can be created for students. With virtual reality technology, students can experience different roles and work scenarios in simulated tourism environments, thus gaining valuable practical experience. For example, students can simulate welcoming tourists, handling emergencies, and planning events, which helps them develop comprehensive skills and adaptability in highly realistic settings. Furthermore, digital technology enables teachers to create rich and diverse project tasks and case studies, allowing students to engage in deep learning in real-life contexts.

This enhancement of practical teaching not only helps students internalize knowledge and strengthens their operational skills but also supports the industry's demand for high-quality talent. Therefore, the advantage of empowering tourism education curriculum reform with digital technology lies in its ability to effectively improve the quality and efficiency of education, cultivating talents that meet industry standards and societal needs.

6.4 The necessity of curriculum reform

Failing to Keep Up with Industry Development and Technological Advancements.

The tourism industry is a rapidly changing field, with technology updates and industry trends constantly reshaping the market landscape. Emerging technologies such as big data analytics, artificial intelligence, and virtual reality are revolutionizing the industry. However, traditional curriculum content often fails to reflect these changes in a timely manner, leading to a disconnect between the knowledge students acquire and the actual needs of the industry. Current curricula tend to focus on basic theory and classical cases, lacking in-depth exploration and practice of new technology applications. Therefore, curriculum reform must be accelerated to introduce the latest industry technologies and practical cases, ensuring that students master the current and future skills needed to better adapt to the rapidly developing market environment.

6.5 The need for enhancing students' employability

With the globalization of the tourism industry and increasing competition, the demand for talent is growing. The modern tourism workplace requires not only professionals with specialized knowledge but also individuals with communication skills, teamwork, cross-cultural understanding, and other soft skills. Employers also expect new hires to quickly integrate into teams and possess the ability to handle industry challenges. To enhance students' employability, curriculum reform should focus on developing comprehensive qualities and professional skills, promoting a teaching method that combines theory and practice, and incorporating internship opportunities and project practice into the curriculum. Through such reform, students can graduate with stronger professional qualities and adaptability, meeting employer expectations and achieving smooth employment.

7 Path exploration for empowering tourism education curriculum reform with digital technology

7.1 Reconstruction of curriculum content

7.1.1 Integration of digital technology-related course modules

With the rapid development of digital technology, tourism education curricula need to incorporate relevant course modules. This means that digital services, data analysis, smart tourism, and other themes should be included in the existing curriculum so that students can systematically understand and master the new tools and concepts brought about by digitalization. For example, courses such as "Digital Tourism Management," "Online Marketing Strategies," and "Data-Driven Decision Making" can be introduced to equip students with the skills to effectively use digital technologies in the tourism industry. Additionally, the course modules can be taught in a combination of centralized and decentralized approaches, allowing students to learn theoretical knowledge in the classroom while gaining hands-on experience through labs and simulation platforms, ensuring they are proficient in applying digital tools in tourism. This integration will help students quickly adapt to industry changes after graduation, enhancing their core competitiveness and professional development potential.

7.1.2 Updating curriculum content in line with industry trends

Tourism is a rapidly changing industry, so the content of educational curricula must keep pace with industry dynamics. Schools should establish close connections with the industry, regularly hold meetings with tourism companies and industry associations to collect current industry trends in operations, management, and talent needs. Furthermore, by visiting sites and participating in industry seminars, real cases can be added to the curriculum, enabling students to encounter the latest industry development directions and best practices. For instance, when new market trends such as sustainable tourism, smart tourism, and personalized services emerge, the curriculum content should be promptly

adjusted to ensure students are learning targeted, practical, and forward-looking knowledge. Industry experts can also be invited to teach and evaluate the curriculum, helping students broaden their perspectives and establish a close link with industry operations.

7.2 Building a digital course resource library

Building a digital course resource library is an essential way to enhance the quality of tourism education. The resource library should not only include basic course materials, such as lecture notes, slides, and video learning materials, but also integrate interactive learning resources, industry case studies, and online learning platforms. This library can provide teachers and students with a wide range of learning and teaching materials, supporting personalized and self-directed learning needs. Specifically, the digital resource library should fully utilize modern information technology to build an accessible online platform for resource management and sharing. Students can easily access resources via mobile devices, obtaining diverse learning tools such as simulation experiments, online assessments, and team collaboration projects. The variety of resources not only increases students' interest in learning but also provides them with the conditions for in-depth exploration in various fields. In addition, teachers can regularly update the library by adding the latest industry information, trends, and cases to keep the content current and practical. This dynamic update mechanism ensures that students are exposed to the latest research and industry practices, offering stronger support for their learning and future careers.

7.3 Innovation in teaching methods

7.3.1 Application of blended learning model

The blended learning model is a comprehensive teaching approach that combines traditional face-to-face teaching with online learning. The advantage of this model is its ability to fully utilize modern information technology to provide flexible learning options for students, allowing them to access the necessary knowledge at their own pace and according to their learning needs. For example, in tourism education, an online platform can be created that includes video lectures, online discussions, and interactive learning activities, allowing students to learn theoretical knowledge outside of class. Then, during face-to-face sessions, teachers can provide targeted guidance on questions encountered in online learning, as well as organize field visits, group projects, and case analyses, helping students better apply their knowledge. This blended learning not only enhances classroom interaction and student participation but also helps improve students' self-learning and time management skills. Through the combination of online and offline methods, students can continually consolidate and apply theoretical knowledge in practice, learning and experiencing all aspects of industry operations in a real-world tourism environment. This innovative approach will lay a solid theoretical foundation and practical capability for students as they enter the workforce.

7.3.2 Immersive teaching based on virtual reality (vr) / augmented reality (AR)

The introduction of virtual reality (VR) and augmented reality (AR) technologies provides a new teaching method for tourism education. Through immersive teaching, students can practice in simulated tourism environments, enhancing understanding, memory, and learning experiences. For example, in a virtual reality environment, students can experience different tourism scenarios, such as working as tour guides, planning tourism activities, or managing customer services. This highly realistic experience enables students to practice without risk, cultivating their ability to respond and make decisions. Additionally, through augmented reality technology, teachers can overlay real-world teaching with virtual elements in the classroom, displaying related information when teaching about locations and travel routes, or presenting actual cases directly to students, turning knowledge into a visual and interactive experience. This immersive teaching method not only increases learning fun but also enhances student engagement and practical operation ability, helping them adapt to real-world working environments faster.

7.3.3 Use of intelligent teaching tools

With the advancement of information technology, intelligent teaching tools are increasingly being used. In tourism education, teachers can use various smart educational technologies, such as learning management systems (LMS), smart grading systems, and online assessment tools, to provide students with personalized learning experiences. The learning management system can help teachers organize courses, assign tasks, collect feedback, and track students' progress and grades, allowing teachers to adjust their teaching according to students' needs. Moreover, through intelligent grading systems, teachers can quickly assess students' assignments and projects, improving teaching efficiency. Likewise, online assessment tools can be used to evaluate students' knowledge at any time during the course, helping students identify areas for improvement and enabling targeted revision. These intelligent teaching tools not only improve teaching

efficiency but also provide students with the flexibility to learn at their own pace. Through data analysis, teachers can identify students' learning needs and tailor learning plans for them, further enhancing the targeted and effective nature of teaching.

7.4 Practical teaching enhancement

7.4.1 Building virtual simulation practice teaching platforms

The application of virtual simulation technology provides a new platform for practical teaching in tourism education. By constructing a virtual simulation teaching platform, students can simulate real tourism scenarios in a safe and controllable environment, allowing them to understand and master tourism operations more intuitively. This platform can offer a variety of situational simulations, such as hotel management, tour guide services, and customer reception, helping students familiarize themselves with work processes in different settings. For example, students can practice being tour guides through the virtual simulation system, learning how to introduce attractions, respond to tourists' questions, and handle emergencies. This immersive learning experience helps students quickly acquire the necessary skills and knowledge without the risks associated with making mistakes in a real environment. Additionally, the simulation platform's recording function enables teachers to assess students' performance, providing targeted feedback and guidance. In this way, students can reinforce practical skills in simulations, and teachers can gain a better understanding of students' learning progress, which can inform subsequent teaching adjustments.

7.4.2 Development of digital practice projects through school-enterprise collaboration

School-enterprise collaboration is an important approach for practical teaching in tourism education. By partnering with leading industry enterprises to jointly develop digital practice projects, students can better align their learning with real work environments. These projects not only help students understand industry demands but also enhance their comprehensive quality and practical abilities. In practice, universities can collaborate with tourism enterprises to jointly develop internship projects that bring real-world cases into the classroom, such as conducting market research, designing tourism products, or analyzing customer satisfaction. In this way, students can apply the knowledge they have learned in real commercial environments, improving their professional skills while gaining industry experience. For example, some universities work with travel agencies to develop tourism product promotion projects based on data analysis, where students not only learn related skills but also access enterprise data and market trends, strengthening their market insight and data analysis abilities. Through this approach, digital practice projects in school-enterprise collaboration effectively enhance students' employability.

7.4.3 Exploring remote internships and training models

With the development of information technology, remote internships and training models have emerged as a new form of practical teaching. Particularly in situations like pandemics, remote internships offer new learning opportunities for students. Through remote technologies, students can maintain close contact with enterprise projects, clients, and experts, allowing them to carry out internships and training. For example, by using video conferencing, online collaboration tools, and project management platforms, students can participate in actual business operations even if they are not located at the enterprise's site. They can collect data, conduct market surveys, or manage projects, ensuring the continuity of practical teaching while helping students accumulate real-world work experience. At the same time, teachers can provide remote guidance and assessments through these platforms, tracking students' learning progress and feedback in real-time. The exploration of remote internship and training models breaks through the limitations of time and space, offering equal learning opportunities to students from different regions. Through flexible internship forms, students can participate in a broader range of tourism industry activities, increasing the practicality and openness of their learning experience.

7.5 Case studies of successful practices

7.5.1 Case 1: Digital tourism curriculum reform at a university

In the field of tourism education, a university has successfully implemented a digital curriculum reform, exploring new teaching models. The university realized that traditional tourism courses could no longer meet the rapidly changing demands of the industry, so it decided to incorporate advanced digital technologies to improve teaching quality and student engagement. First, the school updated its curriculum content to include emerging fields such as big data analysis, online marketing, and real-time data monitoring. Using an online learning platform, students can access learning materials at any time and place, complete interactive tasks, and participate in discussions, allowing for self-directed learning. This approach not only increases students' interest in learning but also provides them with opportunities to

engage with industry trends. Additionally, the school introduced virtual reality (VR) technology, allowing students to undergo simulated tourism management training in a virtual environment. For example, students can experience customer service, event management, and other aspects in a virtual setting to improve their operational skills. By regularly interacting with industry experts and receiving feedback, the curriculum continues to be optimized to reflect the latest industry dynamics.

7.5.2 Case 2: Logistics practice project between enterprises and universities

The logistics industry also needs close integration with higher education. A university has engaged in deep collaboration with a well-known logistics company to implement a joint practice project, cultivating compound talents who can adapt to the market. The core of this project is to combine classroom teaching with actual work. The university and logistics enterprise jointly developed course content, and students participated in real logistics operations while learning theoretical knowledge. The enterprise provided internship opportunities, allowing students to apply classroom knowledge in practice and gain valuable experience. Through regular project assessments, both the enterprise and the university can effectively identify students' skill gaps, providing guidance for subsequent curriculum adjustments. The implementation of the practice project not only improves students' operational abilities but also enhances their understanding of logistics industry operations, fostering teamwork and problem-solving skills.

8 Challenges and strategies for digital technology empowering tourism education curriculum reform

8.1 Challenges faced

8.1.1 Lack of digital literacy among faculty members

In the context of rapid digital development, digital literacy among teachers is particularly important. However, many tourism education institutions face this challenge, as some teachers have a traditional tourism education background and lack a comprehensive and systematic understanding and application of emerging digital technologies. This limits their ability to effectively integrate digital technologies into teaching and deliver cutting-edge, practical content. Additionally, the lack of digital literacy among teachers is also reflected in their use of digital teaching tools. Many teachers struggle to use online teaching platforms, virtual reality technologies, and data analysis software, which restricts their ability to maximize the potential of digital tools and affects teaching outcomes.

8.1.2 High costs of digital teaching resource construction

Building high-quality digital teaching resources is an important task in the tourism education curriculum reform. However, this process often involves high costs, including software and hardware configurations, platform construction, and content production. For institutions with limited budgets, effectively allocating resources to build a digital teaching environment is a significant challenge. Furthermore, maintaining and updating digital teaching resources requires ongoing investment. These resources need to be continuously updated to reflect industry changes, but many schools lack the necessary manpower and material support, resulting in slow updates that fail to meet students' learning needs.

8.1.3 Variations in students' self-learning abilities

With the shift in educational models, the importance of students' self-learning abilities has become increasingly prominent. However, in practice, there are significant differences in students' self-learning abilities. Some students possess strong learning habits and abilities, enabling them to make good use of digital resources for self-directed learning, while others may be more accustomed to passive learning and lack the awareness of independent thinking and proactive exploration. This leads to difficulties in adapting to digital learning environments. Such challenges not only affect students' learning outcomes but may also cause some students to resist digital learning, making learning more difficult. In this context, educators need to carefully consider how to design courses and foster a self-directed learning atmosphere to address this challenge.

8.2 Strategies for addressing the challenges

8.2.1 Strengthen teacher training in digital technologies

Teachers are key to the implementation of education, and their digital literacy directly affects the quality of the courses. Therefore, strengthening teacher training in digital technologies is the first priority in addressing current challenges. Educational institutions should develop systematic training programs to improve teachers' understanding and use of digital technologies. They can organize both online and offline training, inviting industry experts to share application cases of cutting-edge technologies and inspiring teachers to explore the use of digital tools in daily teaching.

At the same time, providing teachers with resource support, such as technical manuals, teaching demonstrations, and online forums, enables them to quickly receive help when they encounter issues. These measures will not only enhance teachers' digital abilities but also enable them to better organize and implement digital teaching, ultimately serving students' learning needs more effectively.

8.2.2 Explore diversified resource construction models

Building digital teaching resources is a critical step in achieving effective curriculum reform. To reduce construction costs while ensuring resource diversity, educational institutions should explore diversified resource construction models. Schools can collaborate with other universities, enterprises, and educational technology companies to jointly develop and share digital teaching platforms and course resources. For instance, through school-enterprise collaborations, businesses can develop digital textbooks or training platforms based on real-world cases, making teaching resources more relevant to actual industry needs. Additionally, using open educational resources (OER) and sharing platforms, teachers can access a wide range of quality digital course materials without relying entirely on internal development, reducing resource construction costs and time. Furthermore, encouraging both teachers and students to participate in resource creation improves the applicability and practicality of the resources, making them more flexible and up-to-date.

8.2.3 Build personalized learning support systems

Considering the differences in students' self-learning abilities, building personalized learning support systems is an effective strategy to promote comprehensive student development. Educational institutions can use data analytics and learning management systems to identify students' learning styles, interests, and needs, thereby providing targeted learning support. Specifically, adaptive learning platforms can be designed, integrating intelligent recommendation systems to offer personalized learning content and progress schedules. At the same time, a variety of learning activities, such as group discussions, project research, and online interactions, can be organized to encourage students' active participation and improve their learning motivation. Educators should also track students' learning performance, provide timely feedback and guidance, and help students quickly overcome learning difficulties. Additionally, encouraging students to set personal learning goals and use feedback systems for self-assessment can improve their self-learning abilities. By creating personalized learning support systems, students can learn at a pace that suits them, enhancing both their learning outcomes and experiences.

9 Conclusion

The application of digital technologies in tourism education is profoundly changing traditional teaching models. By utilizing technologies such as big data analysis, virtual reality (VR/AR), and online learning platforms, education has become more personalized, interactive, and practice-oriented. Curriculum reforms, supported by constructivist theory and blended learning, reconstruct content, innovate models, and strengthen practical learning. The application of school-enterprise collaborations and virtual simulation platforms has significantly enhanced students' employability. However, challenges such as insufficient teacher digital literacy, high resource construction costs, and disparities in students' self-learning abilities still need to be addressed. Moving forward, it is necessary to enhance teacher training, optimize resource co-construction and sharing, and build personalized learning systems to drive the digital transformation of tourism education and cultivate compound talents that meet industry demands.

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