

Exploration of Civic Teaching Practice in the Course of "Tourism E-commerce"—Taking the Civic Element of Rural Revitalisation as an Example

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Abstract: With the rapid development of information technology and the implementation of rural revitalization strategy, tourism e-commerce, as an emerging industry, provides a new impetus for rural economic development. This paper discusses the teaching design scheme of integrating rural revitalization ideological elements in tourism e-commerce courses in the digital era. By combining the background of rural revitalization strategy with the promotion of tourism e-commerce, tourism e-commerce platform operation and management, excavation of rural tourism resources and brand building, as well as social practice and responsibility, a variety of teaching methods, such as case teaching, group discussion, practical activities, and reflection and summary, are adopted to ensure the effective implementation of the course's civic and political points. From the three dimensions of students' classroom performance, practical achievements, and innovative thinking, the course method to test the effectiveness of the implementation of civic education is introduced. The research in this paper provides a reference for the reform of civics teaching in professional courses.

1. Introduction

In the digital era, tourism e-commerce, as a product of the deep integration of tourism and information technology, its rapid development not only promotes the transformation and upgrading of the tourism industry, but also has a far-reaching impact on social and economic development [1]. Through the teaching of "tourism e-commerce" course, it is necessary to organically combine the new development of information technology with patriotism, the development of tourism e-commerce with legal education, the development of the tourism industry with innovation and entrepreneurship, tourism e-commerce with rural revitalization and other elements of the ideology, so as to cultivate the students' comprehensive qualities and national sentiments [2]. In this paper, we will take the Civic and Political Point Integration Design Scheme of Tourism E-commerce and Rural Revitalisation as an example to analyze its implementation path.

2. Civic Content Objectives

The course cultivates students' sense of social responsibility, innovative spirit and practical ability through tourism e-commerce and rural revitalization [3]. Through case studies and practical activities, students will gain a deep understanding of the important role of tourism e-commerce in promoting regional economic development and rural revitalisation, and will be inspired to contribute to the development of the countryside and the prosperity of the country [4].

3. Design of the Content of the Programme's Civic Policy

3.1. Course Introduction

In the opening part of the course, the overview of tourism e-commerce section, join the rural revitalisation and tourism e-commerce related situation and related cases, including the following important content:

(1) Introduce the background and significance of the rural revitalization strategy and emphasise the role of tourism e-commerce in it. With the acceleration of urbanisation, the countryside has suffered from population exodus, industrial decline and impeded cultural heritage. In order to solve this situation, the state launched the strategy of rural revitalisation, aiming to fully stimulate the potential of the countryside through policy support, resource tilting and institutional innovation, and to achieve economic, social, cultural and ecological rejuvenation. In this process, tourism e-commerce, with its convenient, extensive and innovative qualities, has become an important driver of rural revitalisation. It not only opens up a new development path for the countryside, but also promotes the optimal allocation of rural resources and provides a powerful boost to the sustainable development of the countryside [5].

(2) Elaborate the role of tourism e-commerce in promoting rural revitalisation, such as driving the rural economy and passing on rural culture. The tourism e-commerce platform breaks the geographical boundaries, allowing rural beauty and special products to go global, greatly broadening the sales channels, promoting the prosperous development of rural tourism, and injecting a strong impetus for the rural economy. At the same time, it has also become a new window for the dissemination of rural culture. Through online display and interactive experience, it deepens tourists' knowledge and love of rural culture and enhances cultural identity and sense of belonging [6]. In addition, tourism e-commerce has also led to a boom in employment and entrepreneurship, with a proliferation of entrepreneurs in the fields of lodging, handicrafts, rural tourism services, etc., who not only realise their personal values, but also contribute to a new growth point in the rural economy.

(3) Analyse successful rural tourism e-commerce cases, such as special B & Bs and agricultural products e-commerce, and discuss the innovation points, business models and contributions to rural revitalisation in the cases. For example, as a model of rural tourism e-commerce, the success of Moganshan B&B lies in the deep excavation and integration of local cultural elements, providing personalised services to meet the diversified needs of tourists. In terms of operation, the owner of the B&B has made flexible use of traditional e-commerce platforms and emerging social platforms for marketing, which has significantly increased brand awareness and influence [7]. This model not only promotes the prosperity of local tourism and related industries and creates employment opportunities for villagers, but also serves as a bridge for displaying and spreading rural culture, enhancing tourists' cultural experience and sense of identity, and setting a benchmark for rural revitalisation.

3.2. Operation and Management of Tourism E-commerce Platforms

(1) Introducing the basic functions and operation modes of each tourism main platform of tourism e-commerce, especially the use and skills of the commonly used self-media operation platforms in rural tourism, and emphasising the important role they bring to the development of rural tourism. In addition to the introduction of the operation of conventional tourism e-commerce platforms, it focuses on the self-media platforms represented by WeChat public number, Jittery Voice, and Xiaohongshu, etc., and teaches rural tourism practitioners how to carry out content promotion in order to display the unique charm of the countryside's natural scenery, folk culture, and special food, and attract the attention and interest of tourists [8].

(2) Teaching how to use big data, artificial intelligence and other technological tools to improve the platform's operational efficiency and service quality. For example, it introduces commonly used industry big data application tools to predict tourism trends and changes in market demand through data analysis, providing support for tourism enterprises to formulate strategic planning and decision-making; using artificial intelligence technology to optimize the pricing strategy and promotional scheme of tourism products to improve market competitiveness; and providing users with more accurate and personalized tourism itinerary planning by means of intelligent recommendation algorithms, and so on. The application of these technical means not only improves the operational efficiency and service quality of the platform, but also promotes the innovative development of the tourism e-commerce industry.

3.3. Rural Tourism Resource Mining and Brand Building

In the teaching of e-commerce operation in tourist destinations, the content of building rural tourism is integrated. On the one hand, it guides students to understand the characteristics and advantages of rural tourism resources and explore the cultural connotation of the countryside; on the other hand, it also teaches how to build a rural tourism brand, including brand positioning, brand design (e.g., LOGO, VI system), brand dissemination (social media marketing, content marketing, online and offline activity planning), and brand management, etc., in order to enhance the popularity and attractiveness of rural tourism [9].

3.4. Social Practice and Responsibility

Incorporate the social practice of e-commerce in rural tourism into the teaching and assessment of the programme.

(1) To organise or require students to participate in social practice activities in rural tourism and e-commerce outside the classroom, such as research and volunteer services.

(2) Emphasise the responsibility of students as members of society and encourage them to contribute to rural revitalisation and national development.

(3) Through practice, students' innovative thinking and entrepreneurial awareness are stimulated, and they are encouraged to actively explore the road of innovation and entrepreneurship in rural tourism e-commerce.

4. Methods of Implementation of Civics in the Curriculum

4.1. Case Teaching: in-depth Analyses to Stimulate Empathy

Through the introduction of actual cases, students can gain a deeper understanding of the combination of tourism e-commerce and rural revitalisation, and stimulate their interest and

enthusiasm in learning [10]. In tourism e-commerce courses, case teaching is an intuitive and effective way of integrating ideology and politics. Teachers need to select examples that have successfully combined tourism e-commerce and rural revitalisation in recent years, such as the case of "XX rural lodging self-media platform to help local agricultural products export". By elaborating the operation mode and marketing strategy of the platform and its positive impact on the local economy, culture and environment, students can deeply understand that tourism e-commerce is not only a commercial behaviour, but also an important force to promote rural revitalisation and urban-rural integration. Such cases can stimulate students' interest and enthusiasm in learning, let them see the practical application value of what they have learnt, and then enhance their sense of responsibility and mission to devote themselves to the cause of rural revitalisation.

4.2. Breakout Sessions: Brainstorming and Promoting Collaboration

Students are encouraged to discuss the problems and challenges in the case in groups to develop their teamwork and communication skills. Based on the case study, a series of problems or challenges related to rural revitalisation and tourism e-commerce can be designed, such as "How to design an e-commerce operation model for specific rural tourism resources?" "How to effectively deal with cultural differences and trust issues during the promotion of rural tourism e-commerce products?" etc. Students will be divided into several groups, and each group will discuss and propose solutions around these problems. Through this process, students can not only exercise their thinking and expression skills, but also learn to listen to others and respect multiple viewpoints, thus enhancing the tacit understanding and efficiency of teamwork.

4.3. Practical Activities: Hands-on Experience to Enhance Responsibility

Students are organised to participate in practical activities in rural tourism and e-commerce, to experience first-hand the actual situation and needs of rural revitalisation, and to enhance their practical ability and sense of social responsibility. Practical activities are an indispensable part of the implementation of course ideology. Students can be organised or required to participate in activities such as field trips, project planning or volunteering in rural tourism and e-commerce outside the classroom. For example, they can go to a certain rural area and communicate with local villagers to understand their needs and expectations; at the same time, students are guided to use their knowledge to design a set of tourism e-commerce solutions by combining the tourism resources of the area [11]. Such practical activities not only allow students to experience the actual situation and needs of rural revitalisation, but also allow them to identify and solve problems in practice, thus enhancing their practical ability and sense of social responsibility. Through hands-on participation, students will have a deeper understanding of their responsibilities and missions as future social builders.

4.4. Reflection and Summary: Deepen Self-awareness and Self-improvement

At the end of each teaching activity, students are guided to reflect and summarise, helping them to consolidate what they have learnt and enhance their self-understanding. After each activity, students are guided to review the whole learning process, including the gains and shortcomings in case studies, group discussions and practical activities. Students are encouraged to reflect and summarise from various perspectives, such as personal growth, teamwork and problem solving, and write down their reflections in course reports or share them orally. Through this process, students can not only consolidate what they have learnt and deepen their understanding, but also identify their own shortcomings and room for improvement in their reflections, so that they can formulate

targeted improvement plans. At the same time, reflection and summarisation is also an important way to develop students' self-awareness and self-improvement.

5. Evaluation of the Effectiveness of the Programme's Civic Policy

The effectiveness of the tourism e-commerce course Civics can be assessed in the following dimensions [12]:

5.1. Classroom Performance

Observe students' performance in the classroom, including the degree of participation and the quality of discussion, to assess their understanding and acceptance of the content of the course's Civics. In terms of participation, you can record the number of times students take the initiative to ask and answer questions, as well as the degree of activity in group discussions, which directly reflects students' interest in and commitment to the content of the course's Civics. The quality of discussion, on the other hand, focuses on assessing whether students can accurately understand the core concepts of the course's Civics, such as the combination of rural revitalisation and tourism e-commerce, as well as whether they can carry out in-depth analyses and expositions in conjunction with specific cases. Through classroom observation and recording, students' understanding and acceptance of the course Civics content can be comprehensively assessed, providing a basis for subsequent teaching adjustments.

5.2. Practical Results

Assess students' performance and results in social practice activities, such as research reports and volunteer services, to find out whether they are able to apply what they have learnt in practice. The research report should be evaluated for the authenticity of its content, the depth of its analysis and the innovativeness of its solutions, in order to judge whether the students really understand the actual needs of rural revitalisation and can effectively apply the knowledge of tourism e-commerce to propose solutions; for volunteer services, their sense of social responsibility and practical ability can be evaluated through the length of service, the feedback of the service recipients and the summary of the students' own perceptions. These practical results can intuitively reflect the students' ability and effectiveness in applying what they have learnt to practice.

5.3. Innovative Thinking

Through the innovative entrepreneurial programmes, business plans and other works of the students' courses, it can be assessed whether their innovative thinking and entrepreneurial abilities have been enhanced. Through the students' innovative entrepreneurial programmes of rural tourism e-commerce, business plans and other works, it can be assessed whether they have the ability to think independently, dare to challenge traditional concepts, and whether they can integrate innovative thinking into specific projects. During the assessment process, the focus should be on the feasibility, innovativeness, market demand analysis and profit model design of the programme to comprehensively measure students' innovative thinking and entrepreneurial ability [13]. At the same time, students can be allowed to share and exchange their programmes and encouraged to evaluate and discuss with each other, so as to stimulate more innovative inspiration and cooperation opportunities.

6. Conclusions

This paper provides an in-depth discussion of the teaching and implementation plan for the integration of rural revitalisation ideological and political elements in tourism e-commerce courses in the context of the digital era. By closely integrating the background of rural revitalisation strategy with the promotion of tourism e-commerce, it aims to cultivate students' sense of social responsibility, innovative thinking and practical ability. Specifically, this paper focuses on the core links of tourism e-commerce platform operation and management, rural tourism resources excavation and brand building, social practice and responsibility, and adopts a variety of teaching methods, such as case teaching, group discussion, practical activities and reflection and summary, in order to ensure the effective implementation and in-depth penetration of the course's Civic and Political point.

Practice has shown that this teaching design not only enriches the course content, but also significantly enhances students' learning interest and participation. From the assessment results of the three dimensions of students' classroom performance, practical achievements and innovative thinking during the actual teaching process, the teaching programme effectively promoted students' understanding and recognition of the strategy of rural revitalization, and enhanced their sense of social responsibility and practical ability. Students have demonstrated high innovative thinking and strong practical ability by deeply exploring rural tourism resources and actively participating in brand building and social practice activities.

To sum up, the research in this paper provides new ideas and reference for the reform of the Civic and Political teaching of professional courses. In the future, this teaching mode can be further promoted and improved, and applied to more professional courses, in order to cultivate more high-quality talents with a sense of social responsibility, innovative spirit and practical ability, and to contribute more to the promotion of rural revitalisation and economic and social development.

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