

# Practical Research and Approaches of Public Art Intervention in Education Tourism in China

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**Abstract:** Nowadays, education tourism has become a popular industry in the environment of Quality-Oriented Education. Simultaneously, the application of public art intervenes is increasingly broadened. Under the background of interdisciplinary integration and development, this paper combines the theoretical and practical status of the development of education tourism and public art, and takes public art intervention in education tourism as the research object, aiming to analyze the feasibility and significance of the intervention. In addition, given the existing theoretical studies and actual cases, this paper proposes corresponding public art intervention pathways from several perspectives of the elements of the education tourism process, providing a reference for improving the quality of education tourism and promoting interdisciplinary integration development, as well as promoting public art interventions in the application level of education tourism to play complementary and provide reference approaches.

## 1. Introduction

### 1.1 Concept Analysis

#### 1.1.1 Education Tourism for Primary and Secondary Schools

The definition of education tourism is widely accepted by Chinese scholars in two types: general and narrow senses. Broadly speaking, education tourism refers to any tourist who, out of the need for cultural knowledge, temporarily leaves his or her usual place of residence at any stage of life to travel independently, in a group, or in a group to a foreign place to carry out cultural study activities [1]. Narrowly defined education tourism refers specifically to the “ education departments and schools under the planned organization of arrangements, research studies and travel experience combined with out-of-school educational activities, which is not only an innovative form of school education and out-of-school education bridging but also an effective way of comprehensive practical education.”[2] Education tourism in a narrow sense mainly refers to the study activities carried out by the Ministry of Education of the People's Republic of China for primary and secondary schools, which is also the main object of this topic, as show in fig.1.

Classification		Object	Study Activities
General Education Tourism	Narrow Education Tourism	Pupil	Summer/winter camps, cultural learning classes, parent-child activity classes
		Senior	Summer/winter camps, cultural learning and exchange, outdoor development classes
	Social Person	College Students	Social practice activities, cultural learning exchange, research and study, teaching
		Collective Organization	Skill learning classes, cultural learning classes, red education
	Personal Interest	Cultural experience classes, outdoor development classes	

Fig.1: Classification of Education Tourism

#### 1.1.2 Public Art

Public art is not only an art form but also an idea and a method. In addition, public art is not a partial intervention and decoration of daily life, but an extensive artistic act guided by philosophical,

aesthetic, and artistic concepts, integrating many human research results and connected from the relationship between overall art and public life. [3]

In contrast to other types of contemporary art, publicness is the most typical nature of public art. Public art in a narrow sense is considered as long as the art is placed in a public space, it can be called public art. With the development of the times and the discipline of public art, facing and focusing on the public, and guiding public participation and interaction, all these features are the reflections of publicness.

The purpose of public art is to “Place Remaking “[3], which covers many aspects be it local landscape, spirituality, economic production, and daily life, and ultimately solves actual social problems through “remaking”.

In terms of expression, in most public art-related literature, public art is divided into three types: Initially, traditional types, including sculpture and murals; next, environmental design facilities and installations, including transportation facilities, urban furniture, and information facilities; besides, new types of public art, including community art, art installations, and art events. Among the above types, new types of public art interact more directly with the public and are more participatory.

Therefore, the public art studied in this paper is not only public art works, but also the goal of “Place Remaking “ and the logic of creating public art for specific groups.

### 1.1.3 Public Art Intervention

The intervention of public art is a process that produces an effect. It does not simply place public art works in a particular environment but focuses more on their effectiveness. Through this process, art acts as a vehicle or intermediary to reveal the content that was intended to be expressed.

Public art intervention in education tourism is a process, which uses public art as a carrier to carry the “learning” part of education tourism, transforming the way of learning from unilateral instillation of knowledge to participatory experiential learning, interacting with study objects, focusing on the fun output of knowledge, easy acceptance, and flexible application.

## 1.2 Current Status of Domestic Research in the Last Decade in China

The last decade witnessed an enormous rise of content related to education tourism and artistic intervention, which is already well known to the public in China.

In terms of academic research, through China National Knowledge Infrastructure (CNKI), it can be seen that there is a dramatic growth of the data of the publications about education tourism and public art intervention, including 863 journals, 118 master's degree theses, and 42 important conference papers. As for public art intervention in tourism related research, excluding the event descriptive papers, there are 49 theoretical research papers.

In fig .2. The inflection point for the increase in research occurred in 2013 when the Chinese government introduced a series of policies to promote the development of education tourism. As the market was regulated and improved, the number of related studies also increased rapidly. The development of the education tourism industry was impacted by the epidemic in 2020 and related research declined, but with the recovery of the market research dynamics returned to rapid growth.

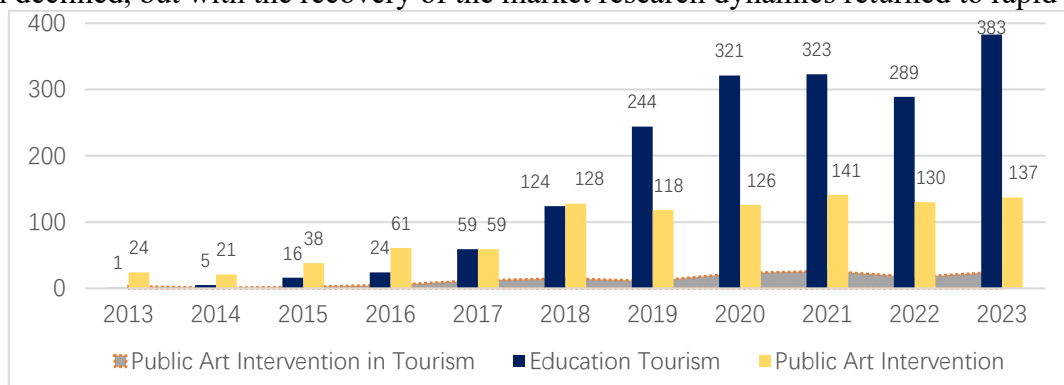


Fig.2: Trends in the Number of Articles on Education Tourism, Public Art Interventions and Public Art Intervention in Tourism in China in the Past Ten Years

Research related to education tourism is analyzed according to the “theoretical framework” and “development and implementation” levels. The theoretical framework generally includes “historical development and conceptual research”, “classification of education tourism” and “research on the connotation and value of education tourism”. Hua Jian states in the paper “On the five modes of linkage development of cultural industry and tourism”[4] that strengthening the linkage of the cultural industry to the tourism industry can promote the tourism industry to obtain more cultural content and cultural added value. The integration of culture and tourism has become a major trend in the development of tourism, which can effectively solve the problem of insufficient power in tourism. Education tourism is also moving in the direction of disciplinary integration, such as “Intangible Cultural Heritage + education tourism”, which enriches the content level of education tourism and develops new forms of activities [5]. Furthermore, in terms of education tourism services, Lin Long explores the innovative development path of public library education tourism services in the context of the era of cultural and tourism integration[6], elaborating on the advantages of public libraries in carrying out education tourism services. This part of the study provides perspectives and strategies for the development of interdisciplinary integration of education tourism.

In fig.3. The aspect of development and implementation contains a wealth of content and relevant research perspectives, according to the process of education tourism from design to implementation covers “policy norms” “market analysis” “business model” “implementation norms” “base selection” “technical cloud platform construction” “security mechanisms” “participation in the construction of the organization” “the needs and motivations of the participating subjects” “curriculum construction” “experience research” and “evaluation mechanisms” and so on, involving a large number of disciplines. The stage that public art can intervene is basically at the end of the education tourism research process.

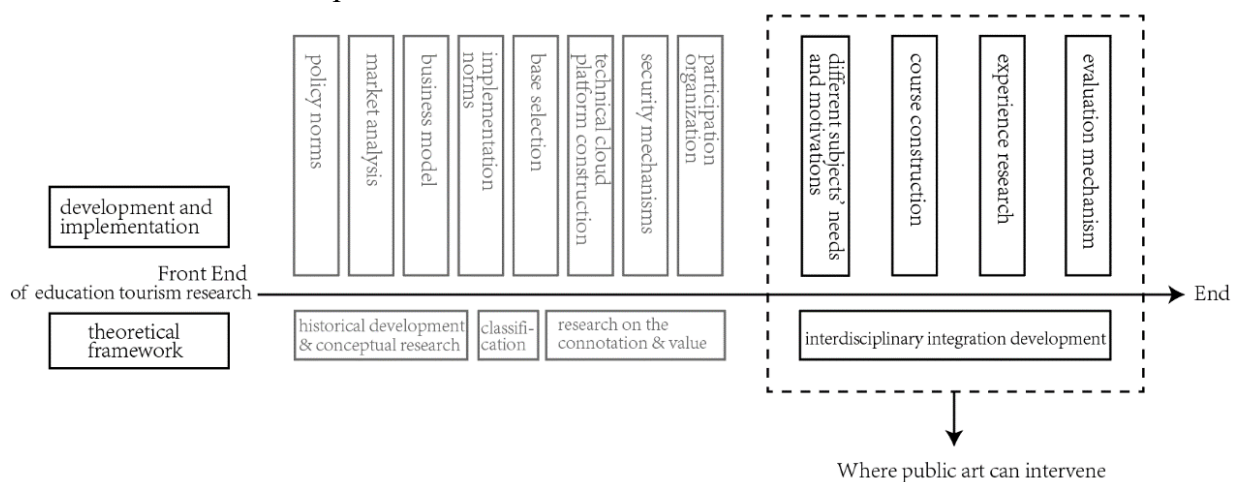


Fig.3: Links to Theoretical Research on Education Tourism

The analysis of the literature related to public art intervention in tourism reveals that the research on public art intervention in China mainly revolves around four focal points, half of which revolve around public art intervention in rural tourism, while the rest of the research hotspots are special tourism creation, urban creation, and value research respectively. as show in fig 4.

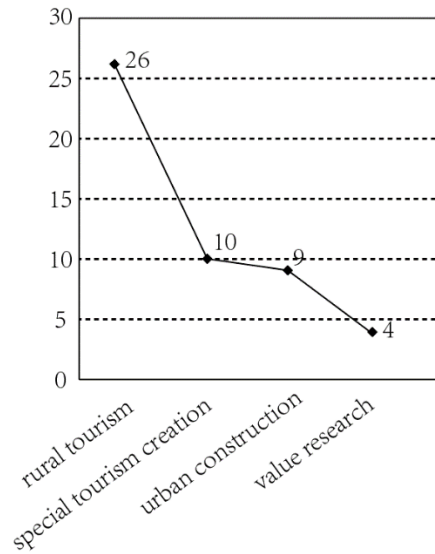


Fig.4: Research Focus on Public Art Interventions in Tourism

The most popular research content on rural tourism focuses on the significance of developing rural tourism, the problems in development, and the intervention strategies and forms of research.

The concept of art intervention in rural tourism is the practice of art rural construction theory. The research logic of most scholars on public art intervention in rural tourism is to promote rural tourism development in the form of public art and cooperate with multiple parties such as infrastructure optimization and special agriculture creation, to realize rural revitalization. Although it is also a practice of rural revitalization, rural tourism differs from such rural revitalization approaches as facility optimization or vernacular culture construction in that it directly affects the socioeconomic aspects of the countryside, which can play a direct role in transforming and activating the rural economy [7].

Combined with the value study related content, it can be found that the logic, approach, and significance of public art interventions in the countryside are equally applicable to research related to the enhancement of education tourism. For example, in terms of value research, Qi Yali summarizes the development path of cultural tourism in Korea and concludes that art can revitalize rural cultural heritage and empower rural cultural tourism. [8] Zhu Anqi[9]pointed out that the benefits brought by public art interventions can help villages rebuild their vernacular cultural confidence. In addition, in the process of transforming rural tourism into the culture, public art can take into account the relationship between tourism and culture [10], which is also one of the implications of public art's involvement in rural tourism. Referring to intervention forms, excluding the traditional public art forms, scholars such as Jie Shen [11] and Wu Jiazhen[12] summarize the feasibility and significance of art festival forms of intervention for rural tourism based on the study of art festivals such as the Echigo-Tsumari Art Triennale and the Setouchi Triennale. Furthermore, Liu Yi[7]proposes two models of public art-driven and thematic cultural industry models for public art-oriented rural tourism.

Simultaneously, education tourism as a kind of special tourism, scholars also targeted academic research on public art to create special tourism, mainly lies in two aspects of red tourism and local special tourism. Scholars have summarized the common problems of the current situation of red tourism: lack of innovation, brand awareness, public participation and operation mechanism [13], lack of aesthetics and similar display forms [14], etc. Among them, the single form of public art works with simple shapes is the main problem of the current situation of public art in red scenic spots.

Regarding design strategies proposing, Xu Shuangshuang[15] proposes the exploration path of combining major historical events, special anniversaries, and other dates with public art activities, and Liu Zhumi[16] proposes the design strategies of memory construction, symbolic shaping, and thematic positioning based on the principles in the book “City·memory·Form: Preservation and

Development of History and Culture in the Perspective of Psychology and Sociology “.

Studies on public art interventions in tourism with local characteristics mainly use actual regions as research objects to make suggestions on the forms of public art interventions. The common recommendations are to design public art based on cultural interpretation, integrated holistic principle, green principle, and participatory principle for cultural amplification, and the above principles are also applicable to the intervention process of public art for education tourism.

The most intuitive value of public art intervention in tourism is reflected in the beautification and enhancement of tourism spaces, i.e., aesthetic value, which can subsequently make tourism products unique and reflect economic value. In thematic spaces and red tourism products, the edification value of public art is well reflected [17].

Eventually, as for studies that add value through the intervention of public art, Chen Yan, Li Xueli, and Xia Yicong[18] conduct a systematic elaboration study on the value of public art for tourism project innovation, and Zhang Yangyang[19] focuses on the value of public art for tourism brand communication in “An Analysis of the Modern Value of Public Art in Tourism Brand Communication”.

## **2. Related Case Studies**

By browsing through a large number of cases, it is possible to classify the education tourism by space and theme. The classification by space can be divided into natural environment type, such as in the mountains, rivers, lakes and seas or forest parks and other spaces for natural experience, characteristic town type, such as historical and cultural areas, characteristic villages and other cultural or commercial spaces with their cultural themes, and theme venues type, such as museums, science and technology museums, theme exhibitions, animal and plant gardens, universities, scientific research sites, and other indoor spaces with a certain learning tone.

Classification by theme can be divided into knowledge-based type, learning relevant knowledge, expanding knowledge, including nature, science and technology, historical knowledge, language and culture and other types of knowledge, labor experience type, which can expand skills, enrich life experience, such as farming, camping, etc., which requires hands-on experience, and culture and art type, such as non-foreign heritage, contemporary art, opera and theater, film, etc., the focus of this type is to feel the arts and develop an interest of the arts for children.

The public art perspective emphasizes public and artistic participation and interaction. Based on the above categories, this paper selects several groups of study cases that are representative and hot in the categories and analyzes the content and presentation of the study from the perspective of public art intervention. Through the analysis, it is possible to find the most important content expressions of the same type of education tourism, as well as the commonality of public art expressions of study space conditions and study facilities, so that it is easy to propose strategies for public art interventions.

### **2.1 Classification by Space**

Unlike education tourism which focuses on certain knowledge content, the core of study in the natural environment is to establish a connection between people and nature. [20]Being in a natural environment such as a forest, sea, or lake, children are guided to think about the relationship between humans and nature while learning about nature. For example, the “Song Hua Lake Nature Museum Camp”, is a thirteen-day education tourism. During this duration, children hike, camp, and stargaze in the forest camp, which includes community visits, town road shows, physical exercise, and plant workshops. Based on the “The Triple Focus” learning framework, children are guided to understand themselves, others, and to build their connections to nature.

One of the links with a sense of artistic design is the PBL project-based learning, such as nature hand-painting, sound landscapes, creative theater, and other “art+ technology” activities, with the help of some models or facilities in the process to arouse children's interest while shaping the atmosphere of learning, through the scientific theory of the construction of the model can be clearer to enable children to understand the plant, root system and other related knowledge.

Unlike tourism activities conducted in a certain historical or characteristic town, education tourism focuses on a certain knowledge content in a specific space, through a reasonable guide to a specific knowledge of in-depth systematic learning, rather than a general overview of the space. For example, education tourism named “Forbidden City Beast Hunt Tour”, which is located in the Forbidden City, and the study activities focus on the characteristics of ancient Chinese architecture and architectural hierarchy as well as understanding the traditional significance of auspicious beasts in ancient Chinese architecture through guided observation of the “little monsters” on the Forbidden City buildings.

In the course of the education tourism interspersed with props to assist in the game and making maps and other activities to help children timely visual observation of the elements of the auspicious beast to summarize and form a relatively complete knowledge of the beast, which has the purpose of deepening the understanding of traditional architecture in the pattern. Throughout the education tourism process, the atlases held by children in the activities are continuously completed, eventually forming a unique study knowledge experience manual, in the process while playing a continuous consolidation of learning purposes.

The theme venues type is generally in the existence of a certain learning tone of indoor space, compared to outdoor or natural space, indoor space its advantage is generally smaller in scope, and has the prerequisite route planning, which makes it easy to place some sound and light and other new media facilities. In addition, another characteristic of theme venues is the strong learning theme, which facilitates the design of very specific study content. For example, the low-carbon life pavilion of Tang Shan La-Vonderland Shadow Play Park is located in the theme park, which is an indoor pavilion covering an area of 1,700 square meters. It uses the IP of the whole theme park, “PIYING Rabbit”, to tell the story of children coming to the park to play and carrying out low-carbon behavior in daily life with the PIYING Rabbit to introduce the theme and guide children into the scenario.

The venue is based on a set of touring motion through 9 scenes, including immersive multimedia interactive devices, fun presentation of family scenes, new media science interactive devices, etc. Among them, there are various fun devices be it riding for a two-person competition to generate electricity and pedaling to generate electricity for physical exercise. In the form of interactive games for children to vividly express the principle of environmental protection and power generation. Simultaneously, the venue also incorporates color design principles to make the space conform to children's color aesthetic preferences.

## **2.2 Classification by Theme**

The core of education tourism for the knowledge-based type lies in the output of knowledge. The process emphasizes the children in the experience to gain knowledge and harvest happiness. The education tourism “Seeds: A Time Capsule of Life” aims at seed-related nature knowledge and natural aesthetics, which is designed to enter the world of plants, visit different seed species, uncover the wisdom of seed dispersal, and build a seed treasure trove exclusively for children. The children had a picking and collecting experience in the forest park, followed by activities indoors such as seed specimen painting DIY and journey staff storytelling sessions to put their knowledge about seeds to use and make their souvenirs of the seed study course.

As the name implies, labor experience type education tourism requires children to perform work on certain topics. For example, in farming, picking, camping, garbage sorting, etc., children enrich their life experience by learning certain specific instructions and applying them in the process of working. In addition, in labor experience type education tourism, children interact in small groups and achieve socialization and other skills. For example, farming education tourism with the theme of “Taste the Past and Present of a Grain of Rice” is different from a one-time education tourism, which is offered six times during the six months from March to September. The six sessions correspond to the six stages of rice growth: seedling raising, soil turning, rice planting, fertilizing, harvesting, and rice handling. At the same time, in the relevant museums, children learn about the origins of the plain rice civilization and the development of modern agriculture through rich

exhibits and textual explanations. They learn about the farming culture that is not out of step with the times, but more alive.

Culture and art type focus on cultural experiences in the process of tourism, introducing culture-related knowledge as well as guiding interests in the feeling, enriching children's knowledge of literature and art, and cultivating sentiment. For example, the Su Dongpo Cultural education tourism located in Sichuan, under which there are four study routes with different focuses: the bamboo culture study route, the San Su story study route, the Tongue of Dongpo food study route and the Dongpo poetry study route, all centered on the life, cultural temperament and related specific cultural knowledge of the famous Chinese literati Su Dongpo. For example, a three-day bamboo culture study centered on Su Shi's literary temperament of "I would rather eat without meat than live without bamboo", including learning and experiencing the intangible cultural heritage of "Dao Ming Bamboo Weaving", "Paper Making in Jiejiang" and "New Year Painting in Jiejiang". The Dongpo poetry study route is based on Su Shi's verses and footprints in the "Du Fu Cao Tang Cheng Shi Juan", which enables children to deepen their memory and understanding of the poems by being in the scenes of the poems.

In the design of the study course, lapbooks are designed for the introduction of the literati Su Shi, which is a way to present boring textual knowledge interestingly. In the process of making lapbooks and interacting with them, children can learn about the life and poems of Su Shi, and a certain knowledge reserve is conducive to a better experience of cultural details during the education tourism.

### **2.3 Summary**

Art design intervention in education tourism has become a trend, there are some practices in the process of education tourism. Public art intervention can not only make the whole study route increase the sense of fun and interaction but also present as the highlighted node of the overall line. However, because public art design is affected by the current state of the site and funding constraints, It is not very common for public art to intervene in education tourism.

According to the case study analysis, there are two kinds of logic for the construction of education tourism. One is based on the existing tourism resources for the planning of study routes, according to the study needs for local upgrading design, and the other is to find a suitable theme in the location for special education tourism product design. The two types of education tourism face different site statuses when planning and designing. Coincidentally, both can find feasible commonalities and highlights to enhance public art interventions based on the classification of space and theme.

In terms of classification, in the classification by Space, natural environment type and characteristic town type, especially the historical town (such as the Forbidden City in the case), is not easy to place a large volume of public art installations due to the constraints of the site. In the study process, public art mostly intervenes in the form of concepts, activities, small-scale installations, manuals, etc., which plays a role in creating the learning atmosphere, guiding the learning content, and enhancing the fun of learning. Additionally, education tourism in the above two spaces is more dependent on the guidance of the instructors and the overall emphasis on the purpose of the study. Because of its ease of maintenance and management, public art intervenes to a greater extent in interior spaces and is easier to manipulate. For example, the design of public characteristics such as color and movement lines can best realize the combination of research and public art, which can help children experience learning content more efficiently. The common feature of characteristic town type and theme venues type is that in a particular space covers many contents that can be studied. Therefore, when organizing research and learning routes, it is important to pay attention to a reasonable learning rhythm and create a rhythm arrangement that conforms to children's energy patterns.

In terms of classification by theme, the public art aspect of the knowledge-based type is the creation of scenarios and public art as a vehicle to carry knowledge output, which can stimulate children's interest in learning both in pre-semester mobilization and in the presentation of learning

content. There are more art and technology installations and participatory handicraft activities. In the labor experience type, labor is the center of the study activities, and under limited objective conditions, the use of reasonable devices or forms of organization of labor is the main link of public art intervention. In the culture and art type, public art focuses on the distillation and generalization of a specific element under the broad concept of literature and art, and on guiding children into the context of literature and art in a lively and interesting way to carry out study activities. No matter what the theme is, what education tourism should be designed is to make the learning content under the theme in lively and interesting way with a strong sense of participation and experience for children to accept and absorb as well as internalize. Therefore, the link of education tourism should focus on the fun of learning content and form. In detail, the education tourism activities set up, the teacher's guidance and the carrier of knowledge carried in the study should be in line with the language of children, presented in a way that children are interested in and easy to accept.

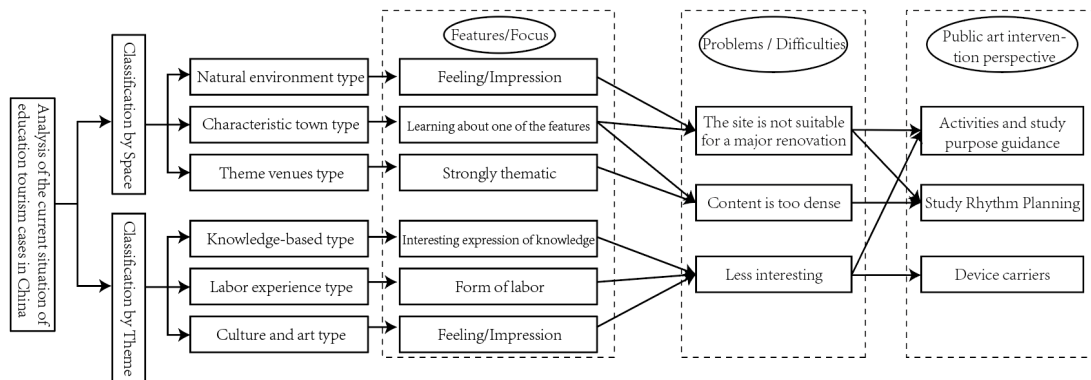


Fig.5: Deriving Public Art Intervention Perspectives through Case Studies

In fig.5. After the case analysis, according to the current situation of the case, the characteristics and focus of different types of education tourism can be summarized, and the problems and difficulties of the study type can be deduced. The common problems derived from the combing are the following three points: First: the limitations of the site do not lend themselves to large-volume renovations and the placement of large research and learning devices. Second: in certain space, the elements are too dense which are suitable for design as a study course. Third: text-based knowledge, the knowledge that is common in life but can be explored in depth, and certain knowledge in culture and art are fun to handle when they are made into content suitable for children's study. Through the above problems and difficulties, the thinking of public art intervention concluded that there are three perspectives of public art disciplines in the intervention of education tourism, as follows: First: the activities set up throughout the study process and the guidance of the study teachers to meet children's behavioral habits and interesting preferences. Second: the overall rhythm of education tourism needs to be reasonably planned, both in terms of spatial dynamics and learning rhythm in a way that is easily acceptable to children. Third: Design knowledge-bearing installation facilities with the thinking of public art design, taking into account the functionality and fun of knowledge transmission and emphasizing children's participation and interactivity. In summary, design strategies for public art interventions in education tourism can be proposed based on the above perspectives.

### 3. The Value of Public Art Intervention in Education Tourism

#### 3.1 Theoretical Value

##### 3.1.1 Create Experiential Tourism and Increase Business Value through the Multi-Scene Use of Public Art Disciplines.

Obviously, some progress has been made in theoretical research on experiential tourism development. After analyzing some successful experiential tourism development construction projects, some scholars have summarized and come up with some general methods and sequences



for conducting experiential tourism development. However, the research on public art interventions to create experiential tourism development is not systematic enough, and the guidance is not prominent enough in a specific practice.

This study focuses on public art's intervention in experiential tourism, the intervention method, and the significance of the intervention, which can further improve the relevant theory and the theories are more practical.

### **3.1.2 Intervene in Education and Add Educational Value through the Interdisciplinary Practice of Public Art Disciplines.**

Contemporary public art design is an important carrier of public information, and at the same time has the function of building a diverse public culture in contemporary cities. With its artistry, variety of forms, and flexibility, public art can convey a message while having the ability to be interesting. By applying this characteristic to education and science, children's curiosity about things can be accommodated. By using interest as a guide, children can be brought into a fun learning context.

The essence of education tourism is to travel as a carrier of education, and its educational significance is the core of education tourism. Increasing the interactivity and fun of education through public art interventions can enrich the practice and interaction in the education tourism process and ultimately increase the value of education.

The purpose of this study is to explore the theoretical approach of “how to use public art as a medium, guided by curiosity and fun, to tell the learning content in a way that children prefer,” and to provide stronger theoretical support for the application of public art to children's education.

## **3.2 Practical Value**

### **3.2.1 By Creating a Better Interactive Context to Improve the Quality of the Education Tourism Experience, the Final Balance between “Research” and “Tourism”.**

Interaction in tourism activities is accompanied by information exchange and emotional communication. Increasing the interaction between tourists and scenic spots and between tourists in the tourism process can have a positive impact on the tourists' sense of experience as well as their understanding and emotional link to the tourism theme and content. Therefore, the creation of interactive tourism situations by public art interventions is of great relevance to the enhancement of tourists' tourism experience. Exploring the impact of the mode and degree of interaction between the subjects of education tourism on the tourism experience will help improve the quality of education tourism products. Thus, it will help create education tourism products that children enjoy more, teaching more vividly and with more obvious teaching outcomes. At the same time, the artistic presentation of the study content can help solve the difficulty of the balance between “research” and “tour” in education tourism, creating an immersive “research” and learning “tour”.

In terms of the education tourism product itself, public art intervention can better create highlights and selling points for the product and therefore generate tangible economic benefits.

### **3.2.2 Public Art Interventions to Expand New Scenes of Research Activities in the City.**

Under the global epidemic, the development of the education tourism industry has also been hit. Long-distance long-term education tourism was discontinued, and the size of China's education tourism market fell off a cliff, so the expansion of new study scenes in cities became one of the solutions to the epidemic. The education tourism planning in the post-epidemic era can be made more flexible through the intervention of public art, which can make the presentation of study products, and the application scenes can be broadened to the urban space of daily life, such as commercial space, residential space, suburban villages, etc. Not only can it suggest new ways of adaptation for post-epidemic education tourism, but it is also equally the practice of child-friendly and out-of-classroom education concepts in urban construction.

#### 4. Approaches of Public Art Intervention in Education Tourism

In response to the existing theoretical studies and actual case studies, specific methods of public art intervention can be proposed.

First, for the planning of research activities and research purposes of guidance, it is important to meet the behavior and cognitive habits of children, so the interests of children can be used by the trigger in the design. To avoid children's interest in "touring" rather than "researching" in the process of education tourism, the purpose of the study and the activities in the process can be connected using a storyline. Children are guided through the study process by advancing the plot or completing tasks. The creation of storylines and tasks not only enhances children's interest in learning but also triggers a sense of accomplishment when children acquire knowledge by completing tasks. The creation of storylines and story themes can be effectively achieved by designing IPs that meet the aesthetics and interests of children. By designing a "study buddy" for the children, they can consolidate what they have learned on their journey. Focusing on children's emotional involvement in the process of education tourism is an effective way to guide children's active learning and improve learning outcomes.

Second, the planning of the rhythm of the study, taking into account the physical strength and energy of children, the need to plan a combination of dynamic and static, learning intensity of the orderly dynamic line, to ensure the efficiency of children's learning. In addition, in the study space, the core nodes can be created to carry out the study of key study content or consolidation of study content. With the perspective of public art intervention and the use of artistic design thinking, the highlight of the overall route can be created through the design of facilities or installations, where the space, children's emotions, and research knowledge can be linked and innovated.

Third, as for the knowledge carrier, according to theory and case studies, the content of research and study in research and education tourism can be divided into the following three categories: the use of visual, auditory, tactile, and other sensory experience-type content, text-based content such as historical principles and popular science, interactive content such as hands-on experience. In the form of the original knowledge content can be presented in the form of interactive devices, with the content as the core, and interactive as a way to convey the interest of knowledge. In addition, flexible design is possible in the choice of carrier. To be specific, functional facilities and spaces in the environment such as rest seats, guidance signs, restaurants, queuing areas, etc., all of them can be designed in a functional way that adapts to the environment and carries knowledge.

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