

"Walking Ideological and Political Education Course": A Study on the Cross-Border Integration of the Cultural Tourism Education Brand and Student Community Cultural Development

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Keywords: Ideological and Political Education; Cultural Tourism Education Brand; Construction of Students' Community Culture; Cross-Border Integration; Innovation Path

Abstract: Under the background of educational innovation and development, this paper focuses on the new IPE form of "Walking Ideological and Political Education (IPE) course", and discusses the cross-border integration of cultural tourism education brand and student community culture construction. Through the methods of literature research and current situation analysis, this paper deeply analyzes the development trend and existing problems of cultural tourism education brand and student community culture construction, and explores the driving force and resistance of their cross-border integration. Although there are various forms of cultural tourism education brands, they are faced with challenges such as homogenization of content. The construction of students' community culture has achieved results in practice, but there is also a dilemma of uneven participation. The driving force for cross-border integration stems from the demand for talent training, the transformation of educational concepts and complementary resources, but it is hindered by factors such as differences in institutional mechanisms and insufficient understanding of concepts. Based on this, this paper puts forward an innovative path based on the coordination of educational goals, the assistance of information technology and the participation of multiple subjects, with a view to providing theoretical support and practical guidance for promoting the organic integration of cultural tourism education brand and students' community culture construction, so as to realize all-round education and help students' all-round development.

1. Introduction

In the wave of educational reform and development in the new era, the innovation of IPE and the strengthening of cultural education function have become important topics [1]. As a new form of IPE, "Walking IPE Course" breaks the limitations of traditional classroom and provides students with a broader learning space and a richer learning experience [2]. Relying on cultural and tourism resources, the brand of cultural tourism education conveys knowledge and values in an entertaining way and gradually emerges in the field of education [3]. At the same time, the construction of student community culture plays an important role in creating a good educational environment and promoting students' all-round development.

It is of great theoretical and practical significance to integrate the brand of cultural tourism education with the construction of student community culture [4]. Theoretically, this integration is helpful to enrich the educational theory system and expand the research scope of IPE, cultural tourism education and community culture construction theory [5]. It urges researchers to explore the interaction mechanism and law of different educational elements from a multidisciplinary perspective. In practice, this cross-border integration is expected to solve the problems such as the lack of effectiveness of IPE and the lack of vitality in the construction of student community culture [6]. By integrating cultural tourism resources with community cultural construction, we can create a more attractive and infectious educational environment for students, improve the quality and effect of IPE, and help students form a correct world outlook, outlook on life and values.

At present, the research on the cross-border integration of tourism education brand and student

community culture construction under the background of "walking IPE course" is still weak [7]. Most studies only focus on the single field of cultural tourism education or student community culture construction, and there is little in-depth discussion on the integration of the two. Therefore, it is urgent and realistic to carry out relevant research and explore the path and strategy of cross-border integration for promoting the innovative development of education and cultivating high-quality talents with all-round development. The purpose of this study is to fill this gap and provide support and guidance for the organic integration of cultural tourism education brand and student community culture construction.

2. Insight into the current situation of cultural tourism education brand

In recent years, the brand of cultural tourism education has flourished in the field of education, showing a variety of forms. It takes cultural resources and tourism activities as the carrier, and skillfully integrates educational functions into it, forming a unique educational model [8]. From the perspective of development, the early brands of cultural tourism education mostly focused on the tour of cultural attractions and passed on historical and cultural knowledge. With the development of the times, it has gradually expanded to cover multiple themes such as folk experience and red cultural inheritance, and continuously enriched the connotation of educating people.

At present, the brand of cultural tourism education has distinct characteristics. On the one hand, it emphasizes experience. By designing various practical activities, such as traditional handicraft production, real historical drama participation, etc., students can participate in it personally and deepen their understanding of knowledge and culture [9]. On the other hand, the key strategy is to pay attention to the creation of situations, that is, relying on specific cultural scenes such as ancient villages and revolutionary sites to create an immersive learning atmosphere, so as to enhance the educational effect. In terms of types, cultural tourism education brands can be roughly divided into historical and cultural categories, focusing on the transmission of historical knowledge carried by historic sites and cultural relics; Folk culture, taking folk festivals and folk skills as the starting point to carry out cultural inheritance education; Red culture, with the help of revolutionary memorial sites and other resources to carry out patriotism and revolutionary tradition education.

The brand of cultural tourism education is also facing challenges in its development. Some brands have the phenomenon of content homogenization, lacking unique creativity and deep excavation [10]. At the same time, the balance between educational function and tourism attribute is not grasped enough, and some of them pay too much attention to tourism and entertainment, which weakens the educational function; Others are blunt and unattractive. These problems need to be solved urgently to promote the sustainable development of the brand of cultural tourism education.

3. Analysis of the construction of student community culture

As an important place for students to study, live and socialize, the cultural construction of student community plays an irreplaceable role in the growth and development of students. The construction of students' community culture aims at creating a positive, inclusive and educational community environment to promote students' all-round development. From the perspective of target orientation, the construction of student community culture is committed to creating a space with both life and education functions. It provides students with a comfortable and convenient living environment, meets their daily needs, and makes students feel the warmth and sense of belonging at home in the community. A key task is to integrate educational elements into community life, so as to cultivate students' comprehensive qualities such as moral cultivation, social skills and innovative thinking, and finally help them achieve all-round development. In terms of practical measures, many schools actively explore diversified construction methods. Some schools pay attention to the cultural creation of hardware facilities, and set up cultural corridors, artistic sculptures, etc. in community public areas to show the school history, cultural traditions and values in the form of art, so that students are subtly influenced in their daily life. Rich community cultural activities are also an important part of the construction. The school organizes various community activities to meet

students' different interests and hobbies, and provides a platform for students to show themselves. Some schools also encourage students to participate in community management and set up student self-governing organizations, so that students can improve their sense of responsibility and organizational ability in the process of self-management and self-service.

Although the construction of students' community culture has made some achievements, it still faces many challenges and difficulties. Some activities are not well publicized, and the time arrangement is unreasonable, which leads to students' low enthusiasm for participation and fails to give full play to the educational function of the activities. Lack of funds limits the scale and quality of activities, and the lack of professional instructors also makes it difficult for some cultural activities to achieve the expected results. Moreover, the integration of community culture construction and the overall education and teaching system of the school is not close enough.

4. Analysis on the driving force and resistance of cross-border integration

The driving force and resistance of cross-border integration of cultural tourism education brand and student community culture construction are shown in Table 1:

Table 1 Driving Forces and Resistances in the Cross-border Integration of Cultural and Tourism Education Brands and Student Community Culture Building

Category	Specific Content	Degree of Impact	Difficulty of Response
Driving Forces	Social Talent Demand: Cultivating compound talents with both comprehensive qualities and innovative abilities	High	-
	Transformation of Educational Concepts: Highlighting students' dominant positions and focusing on personalized development	High	-
	Resource Complementarity: Achieving the sharing and integration of cultural and tourism resources and student community resources	High	-
Resistances	Differences in Institutional Mechanisms: The management systems of cultural and tourism departments and educational departments are vastly different	High	High
	Insufficient Conceptual Understanding: Schools, parents, and students have a lack of awareness regarding integration	Medium	Medium
	Uneven Resource Allocation: Unreasonable allocation of key resources such as funds	High	High
	Scarcity of Professional Talents: A shortage of talents proficient in both cultural and tourism and student community building	High	High

From the perspective of motivation, social development has put forward new requirements for talent training, which requires compound talents with comprehensive literacy and innovative ability. The brand of cultural tourism education can broaden students' horizons and enable students to acquire knowledge in cultural experience and tourism practice; The construction of students' community culture focuses on cultivating students' abilities of socialization and self-management. Cross-border integration of the two can fully meet the needs of talent training. The transformation of educational concept provides the internal motive force for integration. At present, education emphasizes students' dominant position and individualized development, and cross-border integration can create a richer and more diverse learning and growth environment for students,

which fits this concept. The brand of cultural tourism education has rich cultural tourism resources, such as historical sites, folk customs and so on; The student community has the advantages of organizing students, venues and facilities. The integration of the two parties can realize resource sharing and improve the efficiency of resource utilization.

Cross-border integration is not smooth sailing and faces many obstacles. In terms of system and mechanism, the cultural tourism department and the education department belong to different management systems, and there are differences in policy formulation and resource allocation. The operation of cultural tourism education brand often follows the market rules, while the construction of students' community culture is more constrained by the school education management system, which makes it difficult to coordinate in the process of integration. On the conceptual level, schools, parents and students have insufficient understanding of the cross-border integration of cultural tourism education brand and student community culture construction. Some schools think that the construction of community culture should focus on campus internal activities and have concerns about introducing cultural tourism resources; Parents are worried that integration activities will affect students' studies; Students may lack enthusiasm for participating in integration activities because they don't understand the significance of integration activities. The development and utilization of cultural tourism resources need a lot of funds, and the construction of student community culture also faces the dilemma of fund shortage, so it is difficult to allocate the limited funds reasonably in the integration of the two. The shortage of professionals is also a big obstacle. The shortage of professionals who are familiar with cultural tourism and the construction of students' community culture affects the planning and implementation quality of integration activities.

5. Innovative path of cross-border integration

The foundation of integration lies in clear, unified and targeted educational goals. The brand of cultural tourism education mainly focuses on cultural inheritance, practical experience and vision expansion, while the construction of students' community culture focuses on moral cultivation and the improvement of social ability. Both sides should focus on the all-round development of students and build an integrated system with both cultural connotation and moral education. Table 2 presents the specific content of such integration:

Table 2 Examples of Integration Based on Educational Goal Synergy

Educational Goal	Cultural and Tourism Education Activities	Student Community Cultural Activities	Expected Outcomes	Implementation Frequency	Applicable Age Range
Promoting Traditional Culture	Visiting traditional handicraft workshops and learning crafting techniques	Organizing community traditional handicraft exhibitions and sharing sessions	Enhancing students' awareness and dissemination capabilities of traditional culture	Twice per semester	12 - 18 years old
Cultivating Historical Responsibility	Visiting historical sites and listening to historical story explanations	Conducting historical theme speech contests in the community	Strengthening students' sense of awe and responsibility towards history	Three times per academic year	15 - 22 years old
Fostering Regional Cultural Identity	Participating in characteristic folk culture tourism festivals and experiencing folk activities	Organizing regional culture-themed handwritten newspaper displays in the community	Deepening students' understanding and identification with local culture	Once a year	8 - 16 years old

The application of information technology can break the limitation of time and space and strengthen the fusion effect. With the help of virtual reality, augmented reality and other technologies, we can digitize the cultural tourism resources and create a virtual cultural experience

space in the student community. In this way, students can immerse themselves in historical and cultural scenes or natural scenery without going to the field. At the same time, interactive activities such as cultural knowledge contest and tourism photography sharing are carried out on the online platform to attract students' participation. Through the combination of online and offline, we will enrich the forms of integration activities and expand the scope of participation. We should also build a multi-subject model involving schools, cultural tourism enterprises, community organizations and students. In this model, the school plays a leading role and is responsible for formulating integration plans and norms; Cultural tourism enterprises provide professional resources and experience in event planning, and design educational tourist routes and experience projects; Community organizations are responsible for coordinating resources such as venues and personnel to ensure the smooth development of activities; As the main body, students actively participate in the planning and implementation of activities.

6. Conclusions

Under the background of "walking IPE course", this study discusses the cross-border integration of cultural tourism education brand and students' community culture construction. Through the analysis of the present situation of the two, the analysis of the driving force and resistance of cross-border integration, and the exploration of innovation paths, the following conclusions are obtained.

The brand of cultural tourism education and the construction of students' community culture have their own unique values and development trends in the current education system, but they also face problems such as homogenization of content and limited resources. The cross-border integration of the two has a strong driving force, including the social demand for compound talents, the change of educational concepts and the demand for complementary resources. However, there are also obstacles such as differences in institutional mechanisms and insufficient understanding of concepts. By exploring the innovative path based on educational goal coordination, information technology assistance and multi-subject participation, it provides a feasible direction for the effective integration of the two.

Looking forward to the future, the cross-border integration of cultural tourism education brand and student community culture construction has broad prospects. With the continuous advancement of education reform, the importance attached to the cultivation of students' comprehensive quality will continue to increase, which creates a more favorable policy environment and social atmosphere for cross-border integration. The rapid development of information technology will also bring more possibilities for integration, such as the application of artificial intelligence in personalized learning experience design, and further enhance the attraction and effectiveness of integration activities. At the same time, the depth and breadth of cross-border integration are expected to be further expanded. However, in the process of development, we still need to continue to pay attention to and deal with possible new problems, such as management complexity and cultural conflicts brought about by cross-domain integration. Through continuous exploration and practice, we will promote the continuous development of cross-border integration of cultural tourism education brand and student community culture construction, and contribute to the cultivation of all-round talents in the new era.

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