On the Construction of the Tourism Planning Classroom Community Based on Multimedia

SI-YUAN LOU and QING-ZHONG MING

ABSTRACT

Based on author’s teaching experience and Mr. Palmer’s classroom community mode, the paper explains the construction of the “tourism planning” classroom community, raises the method to prepare a lesson, and discusses what we should care by multimedia.

INTRODUCTION

To seek the best class teaching mode, many authors have invested enormous time and effort. The traditional teacher-centered class teaching mode invited much criticism, so student-centered class teaching mode was raised. The following situation is probably appeared, in the former, teachers are absolute authorities, and in the latter, students are always right. At a different angle, Professor Parker J. Palmer discourses a new class teaching mode, classroom community mode, in his *The Courage to Teach: Exploring the Inner Landscape of a Teacher’s Life*. The new mode discards the dross and selects the essence.

In Palmer’s classroom community, the centre is “the great things”. It refers to “genes and ecological systems in biology, metaphors and reference system in philosophy and theology, betrayal and mercy as well as love and lost archetype in literature materials…” [1]

Teachers and students are all learners gathered around “the great things”. They communicate deeply about “the great things”. In this new mode, students and teachers are all free to state their views as they wish and they have to be responsible for their views. Teachers aren’t absolute authorities, and students can be wrong too. Everyone is at vivid and dramatic “great things”, takes an active part in thinking and discussion, whether he’s a teacher, whether he’s a student.

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Si-Yuan Lou, College of Tourism and Geography Science, Yunnan Normal University, Kunming, China 650500
Qing-Zhong Ming, Tourism Planning Research Center, Yunnan University of Finance and Economics, China 650221
THE CONSTRUCTION OF THE TOURISM PLANNING CLASSROOM COMMUNITY

“The Great Things” in the Tourism Planning Classroom Community

Tourism planning is an important professional course for bachelor program of tourism management profession. It includes basic concept, fundamental principle, classification, investigation, and evaluation of tourism resources, tourism market, tourism theme, item design, environmental carrying capacity, supporting facilities, and so on.

According to Professor Parker J. Palmer’s explain, “the great things” are not the subject researched them, the teaching materials, or theories about them. For tourism planning, “the great things” refer to tourism planning itself. In other words, it means conversion of tourism resources to tourism products, unique tourism theme image, tourism items, tourism region, tourist souvenirs, etc.

Teachers’ Work

PREPARE LESSONS

Teachers’ preparation can be four steps: research teaching materials, find learning clues, fix topic of conversation, choose the great things and the mode of their presentation.

Here is an example of tourism theme image for the process.

RESEARCHING TEACHING MATERIALS

There is a system of content of tourism planning course. But only the system isn’t enough. Teachers first need to be familiar with the system, then gather and research teaching materials under the system. Common teaching materials include different versions of textbooks wrote by different expert panels, papers and monograph, cases, different kinds of tourism planning texts and maps. Figure concrete knowledge architecture under the system of content by researching these materials.

Take tourism theme system as an example. Tourism theme image system is a important topic in the course. There are many theories and methods for it. It is often showed as tourism slogans. Rich and varied images have been divided three classes, a leading image, supporting images, and assisting images. The leading image is the whole image of a tourism destination. Supporting images are of different function area, and assisting images of concrete items.

FINDING LEARNING CLUES

Finding learning clues means distinguishing and reflect on teaching content instead of just simply spreading them out. The difference, interrelation, and mechanism of action can be learning clues to leading students a further and deeper thought. Teachers need to have profound and sensitive thinking ability.

What are the relations among them since we have known the three kinds of tourism images? The relation is the further investigated clue.

FIXING TOPIC OF CONVERSATION

The conversation topic can be said to exist after the first two steps.

According to the above analysis, differences and connections among three classes of tourism images can be the topic. The leading image is figured by considering tourism resources, history, future development, tourists evaluation of destination. For example, The Magnificent Qinghai is a leading image for Qinghai province.
Tourism supporting images and assisting images are component elements of theme images. They make theme images perfect. The expressive theories of three kinds of images are in keeping with each other.

**CHOOSING THE GREAT THINGS AND THEIR PRESENTATION MODE**

Teachers can choose a whole tourism theme image system of a province as a great thing. Here we choose the tourism theme image system of Yunnan province.

The leading image:

*Colorful Yunnan, Tourism Paradise.*

Supporting images:

*Colorful Yunnan, Dreamlike LIJIANG.*
*Welcome to Beautiful and Amazing XISHUANGBANNA!*
*Eastern Garden, Glamorous LUOPING*
*See the Bustling City, Belong to SHANGRI LA*
*Terraces in Clouds, Dreamlike HONGHE*

Assisting images:

*BALAGEZONG, the Earth in Paradise.*
*Happy Water, Pour to Me.*
*(For Water-splashing Festival)*
*Make an Appointment Romantic Blooming.*
*(For a travelling route of DALI)*

**Classroom Organization**

Teachers need to ensure that communication and conversation is in an orderly way. Meanwhile, they are one of the interlocutors. So, teachers can understand deeply not only the tourism theme image system, but also students. It requires that teachers can encourage students to hold talks about the topic, and lead to a deeper and wider extent. It shows concretely as follows.

**CREATE EQUAL DIALOGUES ATMOSPHERE**

Wait patiently for students’ negative speech. Fully respect every student’s speech and accidental inspiration. Thus meet the challenge of the tourism planning classroom community, and provide humanistic spirit nutrition for students.

**LEAD THE DIALOGUE EFFECTIVELY**

Students can give their opinion of the great things, but they usually don’t know what their opinion means. When a student says that “COLORFUL YUNNAN, DREAMLIKE LIJIANG” is a supporting image, he isn’t aware of his deviate from the basic logic relationship among different levels’ tourism images. So, teachers need to lead students to think back to their opinion.

**CONTROL CLASS PROGRESS**

In contrast to other classroom teaching modes, classroom community mode needs more energy and time. Teachers can gain time through clearing the system of tourism planning course content.

**THE APPLICATION OF MULTIMEDIA IN THE TOURISM PLANNING CLASSROOM COMMUNITY**

Multimedia aiding teaching means in the course of teaching, according to teaching objectives and characteristics of teaching object, reasonably select and use modern
educational aids by instructional design, blend traditional teaching method, form scientific teaching process structure, then get the optimum efficiency.

In tourism planning classroom, multimedia has an effect of showing, leading, comprehensively analyzing and summarizing.

**Showing**

Usually we use multimedia to show something for understand basic concepts or show elemental truths, so we can supply vivid converse objects.

When we show tourism resources, we'd better show some pictures, play audio piles or video files of tourism resources with great value as much as possible, such as the Great Wall, Beijing’s Imperial Palace, Water-sprinkling Festival, catching fish on frozen Chagan Lake, and so on. By doing this, let students feel the essential characteristics: attractive.

For the classification of tourism resources, we can show different tourism resources materials in categories, so that students can be acquainted with and understand deeply the characteristics, functions, value of tourism resources in categories.

As same as tourism resources, when we comprehend tourism items, products, souvenir, or images, we need show materials well-chosen in categories by multimedia too.

The show of tourism planning facts is a foreshadowing for the later analysis of cases. Teachers should string along with the actual facts, put truths instead of well-chosen one-sided materials before students. This may include many kinds of materials, like pictures, videos, sounds, songs, etc. Fatigue is incidental to a show of the same kind of materials. So we can play music after pictures, pictures after video.

**Leading**

Being different from the showing function’s many materials, leading function need avoid showing too many visual materials. This process puts emphasis on thorough understanding of obscure concepts and principles, leads students into abstract thought quickly, participates in criticism, discloses logic contradiction sharply, leads conversation deeper and farther level.

Rich and varied materials are no longer the leading role. The substitute is revelatory and awakening words, formulas, figures, and tables.

**Comprehensively Analyzing**

It means understanding complex principles or methods by analyzing integrated tourism planning cases. We focus on understanding and grasping main fundamentals by making students to conclude from a number of facts, or explain facts with basic knowledge, or accomplish a realistic operational training using supported methods.

Integrated cases are usually used. They are always complicated, clear and whole in logic. Teachers can show cases clearly and concisely in chronological, spatial, or logical sequence part by part.

**Summary and Discussing**

Summary of the classroom teaching need be all-sided, to the point, and accurate.
The territory for discussing should not be limited to what the classroom teaching referred to. It can be wider and deeper. New direction and scope of learning and work should be raised for students.

SOME TIPS FOR CONSTRUCTING THE TOURISM PLANNING CLASSROOM COMMUNITY BASED ON MULTIMEDIA

The function of the multimedia is to show “the great things”. Obviously, multimedia has the advantage of conveying information. This is helpful for students to observe the great things, learn new knowledge and verify their views. But it is possible that multimedia disturbs the classroom. Students may be too interested in vivid things to think deeply. Then the effective dialogue can’t be started. So, teachers should pay attention to multimedia using as follows.

Look for Vivid Things as The Classroom Center

We do not tell students the knowledge, but support them vivid materials. Students face straight the vivid things, see them, listen to them, feel them, doubt them, and make points on them. Then make sure or make a correction through discussing and communication.

Use Multimedia Carefully

Consider whether it is the best way to lay teaching content out. Never use multimedia when blackboard writing and dictation can clear the great thing. Use multimedia for complicated planning cases, tourism propaganda films, culture deposits of tourism destination, and so on.

Make Students Speeding Back To Abstract Think

Abstract is a duty, the sole scientific duty. It is the ultimate possession of the world thoughts. Classroom community teaching is a process from perceptual knowledge to rational knowledge. The show of vivid things is only clear and whole. It shouldn’t be too much in order to avoid students being badly immersed in facts. Teachers should make students speeding back to abstract think instead stay on seeing and hearing.

Coming to Understand Students in Discussing

Students’ viewpoints often tell us more information than what they mean literally. From their statements, we can know if they are cautious, opinionated, creative, mannered, etc. So teachers can teach according to the students’ ability easily.

REFERENCES