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ADVANCES IN GLOBAL SERVICES AND RETAIL MANAGEMENT

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The Influence of Study Travel on Quality-Oriented Education: The Case of Handan, China

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Abstract

In recent years, the State has vigorously promoted quality-oriented education and thoroughly improved the comprehensive quality of primary and middle school students' learning. Study travel is an important way to promote quality-oriented education in primary and middle schools and has received wide attention from all sectors of the community. At the end of 2016, the Ministry of Education and 11 other departments officially issued the *Opinions on Promoting Primary and Middle School Students Study Travel*, which was officially included in the primary and secondary school education and teaching plan. As a new teaching form, how does study travel develop, and does it achieve the goal of quality-oriented education? This paper takes the junior high schools in Handan city, Hebei province, as examples to analyse the relationship between study travel and quality-oriented education, using interviews. At the same time, it points out the problems existing in the development process of study travel and provides some suggestions.

Keywords: study travel, quality-oriented education, junior high school, Handan City, Hebei Province

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Introduction

The positioning of tourism in the national economy has gradually improved, and tourism demand has also changed (UNWTO, 2019). In the era of mass tourism, people's demand for tourism is more in the stage of 'superficial experience'. With the gradual enrichment of tourists' experiences, tourism activities are no longer limited to sightseeing tours but further generalised to cover scenic-spots tourism, urban tourism, cultural experiences, vacation and leisure, educational tourism and other diversified composite types of tourism (Li, 2019).

In 1993, China's education reform and development programme was issued, aiming to promote change from exam-oriented to quality-oriented education (Han, 2005). The report to the 18th National Congress of the Communist Party of China in 2012 pointed out that to fully implement the Party's policy on education, must fully implement quality-oriented education, focus on improving the quality of education, deepen comprehensive reform in the field of education and foster students' spirit of innovation. These documents point out the direction for the development of quality-oriented education and form the policy foundation for the development of humanistic quality-oriented education (Xie, 2013). Wang (2012) states that good, quality-oriented education

is the key for middle school students to become pillars of society. And it's the best time to shape students to cultivate good ideology and moral character. Since the start of the 21st century, China's basic education curriculum reform has been in constant improvement. Under the guidance of advanced educational ideas, quality-oriented education has been formally put on the agenda, and with a remarkable trend of comprehensive promotion. Under the intense concern of the government, schools and society, primary and secondary schools pay more and more attention to the improvement of students' comprehensive quality (Dong, 2015).

Under the background of current educational reform, basic education is no longer based on 'book knowledge' taught in the traditional single education pattern but aimed at cultivating students' all-around development. It pays attention to research, experiential learning and improving the students' comprehensive ability and core literacy. The use of the practice of study travel to promote quality-oriented education has arisen at the appropriate moment (Xiu, 2016). In December 2016, the Ministry of Education, in conjunction with 11 departments, put forward the Opinions on Promoting Study Travel for Primary and Secondary School Students (hereinafter referred to as Opinion), incorporating study travel into primary and secondary school student's education, teaching plans and compulsory education stages, generally arranged for students from grades four to eight. Since then, research-based learning tourism has been proposed as a formal concept. In the practice of study travel, research learning and practical experience are the core, and travel is the carrier. It primarily prioritises the principle of education, with safety given the first consideration. Elementary school students undertaking local enquiry and learning activities, junior middle school students undertaking mainly research learning activities, and high school students establishing a practice of comprehensive studies in their curriculum.

According to the enrolment policy for the 2019 high school entrance exam, which was released by the Beijing Municipal Education Commission, a comprehensive quality assessment would include the results of the high school entrance examination for the first time. The Handan City Education Bureau (2019) officially launched the 'Handan Junior High School Students' Comprehensive Quality Evaluation Electronic Platform' on 11 January 2019. The electronic platform records the development status of junior middle school students in all aspects. The platform will evaluate the students from five aspects: moral character, academic level, physical and mental health, artistic accomplishment and social practice. Social practice refers to study travel practice. The document also points out that study travel is conducive to promoting the comprehensive implementation of quality-oriented education, and it can also cultivate students' awareness of cultural tourism and form cultural travel habits at an early age, which shows the importance of the implementation of study travel.

At present, there are some problems in the implementation of study travel activities, such as paying more attention to travel rather than study. Apart from the school teaching system, the educational value of study travel courses cannot be fully reflected (Sun & Zhu, 2020). Based on this, the purpose of this study is to determine the relationship between study Tours and quality-oriented education of junior high school students in China from the perspective of junior high school education by using qualitative research. Specifically, this study seeks to accomplish the following:

- Examine the current state of study travel in Handan
- Investigate the influence of study travel on quality-oriented education

- Explore the factors that hinder the overall development of study travel and
- Put forward feasible suggestions to relevant stakeholders to accelerate the development of study travel.

Literature Review

The Concept of Study Travel

Study Travel in China

The concept of study travel can be divided into broad and narrow senses. The definition of study travel has not been unified at present. The widely accepted view is that study travel in the broad sense refers to a special trip for research and enquiry, and it is a tourism activity carried out by tourists for cultural knowledge (Bai & Wang, 2017). In a narrow sense, most articles follow the definition of the Opinions issued by the Ministry of Education and 11 other departments in 2016 (Zhou & Yu, 2020). It is believed that study travel refers to after-school educational activities, organised and arranged by education departments and schools, that combine study and travel experience through group travel and centralised accommodation (Teng & Tao, 2015). The participants are mainly primary and middle school students, and many scholars also believe that research and study travel is a comprehensive practical course (Chen & Mei, 2017).

This paper is more inclined to the definition of study travel proposed in Opinions: ‘study travel is arranged by the education departments and schools in a planned way, through collective travel, accommodations for concentrated manner of inquiry learning and travel experience with the combination of school education activity. It is to learn education and school education innovation form of cohesion and it’s an important part of the education teaching and an effective way of comprehensive practice education’ (The Ministry of Education, 2016).

The Concept of International Perspective

‘Education tourism’ is also known abroad as ‘education travel’ and ‘travel learning’ (Jing, 2019). The United Kingdom was the first country to advocate educational travel. In 1670, Richard recorded the educational activities of young men from the upper class of Britain to study in Italy in his book *The Voyage to Italy*. This form of aristocratic study tour is also called a ‘grand tour’. Andy and Steven (1996) pointed out that there are more than 80 educational tourism projects in Orlando Disneyland in the United States. These projects are mainly about learning courses and skills. Through group travel and concentrated accommodation, students have enriched their knowledge and deepened their affinity with nature and society. Most European and American scholars regard study travel as a kind of educational tourism activity with priority to tourism. George and Andrew (1998) believe that study travel is essentially an organised leisure travel, with structured group learning experience as the key feature. Ritchie et al. (2003) interpreted study travel as tourists taking ‘learning’ as a major or secondary tourism activity. This kind of tourism activity includes general education tourism, adult education tourism, international and domestic university and student tourism and other forms Gunay Aliyeva (2015) and other scholars defined study travel as a project in which travellers leave their residence in the form of a group to study and practice in other places.

The Development of Study Travel

Study Travel Development: An International Perspective

In western history, special trips for education appeared earlier. Study travel has existed since the time of the pharaohs in Egypt (Tarrant & Lyons, 2012). The Privileged Egyptians were early educational travellers, visiting famous monuments and ancient Egyptian cultural relics (George & Clark, 1998). In the Middle Ages, groups defined travel according to their different needs, which led to the study tour movement in the 20th century, when it became the custom to visit famous educational institutions in England and Italy (Storper, 1993). In the 17th century, Lascelles' Journey to Italy was published. In this book, which is one of the important books in the history of study travel, Lascelles first proposed the 'grand tour'. 'Grand tour' refers to travel for education, which can be a popular trend of postgraduate travel in Europe. At first, young people went to study abroad after graduation, and then it became a way of life for the upper class (Tarrant & Lyons, 2012). In the 19th century, study travel appeared in Japan. The Tokyo normal school organised 'long-distance hiking', during which students went to Chiba prefecture for 11 days of military training (Ge, 2014). During this period, the students carried out investigation and exploration of botany, geography, zoology and physics (Williams, 2016). After that, study travel was widely carried out in Japan's normal schools, primary and middle schools (Michael, 2012) and was officially incorporated into the school education system and implemented nationwide in 1946 (Jia, 2013). In the United States, summer and winter camps are popular forms of postgraduate travel for students because they can satisfy or develop students' interests and hobbies in various forms (Liu & Zeng, 2018). At the same time, South Korea also attaches great importance to students' study travel. In addition, study travel in Germany, France, Italy and other countries have already developed to a certain scale and are very standardised (Slantcheva-Durst & Danowski, 2018).

Study Travel Development in China

During the spring and autumn period, Confucius advocated study tours and experiential learning, which can be regarded as the embryonic form of study travel. However, under the current exam-oriented education system in China, schools and parents are more concerned about book learning and test scores, and education is limited to textbooks. As a result, students have no time to participate in extracurricular activities that are beneficial to their physical and mental development. Therefore, the social development of Chinese primary and middle school students is almost interrupted. However, as an off-campus activity, study travel was only tried out in some provinces in 2012 (Zhong, 2018). Therefore, study travel in a strict sense was carried out relatively late in China.

In February 2013, the State Council issued The National Program for Tourism and Leisure (2013-2020), proposing to gradually promote the study travel of primary and middle school students, which was the first time that study travel appeared in Chinese government documents. Since 2016, when the Ministry of Education issued the document Opinions, study travel has been officially included in the curriculum plan of primary and middle schools and has become another effective way to practice education (Liu, 2018). Summer camp agencies, travel agencies, internet platforms and scenic spots in various regions have begun to occupy the study travel market one after another, and a travel agency especially aimed at study travel has even emerged (Yan, 2018).

Liu and Zhou (2020) put forward four participants in study travel activities, including educational administrative departments and schools, primary and middle school students who participate in study travel activities, study travel activity bases, and travel agencies or institutions that provide study travel services.

Handan, as a national study travel demonstration area, has actively promoted the development of study travel for primary and middle school students (Chang, 2019). On 10 December 2019, Handan Education Bureau released a list of 41 study travel bases for primary and middle school students in Handan, including the Handan Museum. At the same time, the second batch of 38 municipal junior high school students' comprehensive quality evaluation practice bases was announced (Peng et al., 2020). Nevertheless, with the boom of study travel, the COVID-19 pandemic in the first half of 2020 restricted people's travel, and study travel activities were also suspended (Xu, 2020). Under the influence of COVID-19, the new business form of 'tourism + education', represented by study travel, has revealed the underdevelopment of the industry ecosystem and its lack of ability to deal with risks. The source of school visitors has dropped to zero rapidly, and tourists' willingness and ability to travel are difficult to recover in the short term. (Liu & Chen, 2020).

The Definition and Development of Quality-Oriented Education

According to the National Bureau of Statistics of China (2014), China has the largest education system in the world. Students are required to complete nine years of compulsory education. For most children, primary education begins at the age of six, with six years of primary education followed by three years of secondary education. After completing compulsory education, students can choose whether to continue their high school education. (Yang, 2006).

At present, academic circles at home and abroad have attached great importance to quality-oriented education and the development of individuals and have studied some aspects of this. Many foreign countries do not have the special term 'quality-oriented education'. However, if its meaning is considered in terms of 'learning to investigate and understand', then there are similar characteristics in the educational approach in those countries to that in ours (Laurie, Nonoyama-Tarumi, McKeown, & Hopkins, 2016). For example, the analysis of 'survivability education' in the Japanese academic circle and the analysis of 'general education' in the American academic circle are similar to the analysis of quality-oriented education (Dicker, Garcia, Kelly, & Mulrooney, 2019).

Xu (2012) explained that the concept of quality-oriented education is different in domestic theoretical circles. First, quality-oriented education refers to the development of morality, intelligence, physique, art, music, social contact, personal hygiene and educational ideas. Second, quality-oriented education is education aimed at improving national quality. Third, quality-oriented education is an educational concept and mode of teaching with the fundamental goal of developing students' basic quality in an all-round way.

Study Travel and Effective Teaching

Bain (2004) stresses that teaching is not only about presenting information but also about creating an environment in which the majority of students can learn. Effective teaching is about

adapting to a changing environment where students have different goals and expectations, different levels of interest, and different levels of prior knowledge. Our teaching must adapt to these changing conditions. Effective teaching involves translating cognitive principles of learning into pedagogical practice. Teachers need to understand how people learn and incorporate these principles into their teaching. Clive and Jeff (2006) put forward the individual quality characteristics of teachers' teaching effectiveness, including ten personality qualities such as sympathy, appearance, posture, speech, manners and life attitude. Effective teaching involves an accurate understanding of the cognitive principles of learning, but many teachers underestimate the complexity of effective teaching (Chew et al. 2018) or base their teaching methods on misconceptions, untested intuitions and false assumptions (Jones 2014). During the research process, teachers can use formative assessment and feedback to check and develop students' understanding (Barkley and Major 2016). Feedback from authentic assessments gives the teacher feedback on the optimal learning level of the student. Students often fail to move from an initial exposure of a concept to fully understanding it. Their learning needs to be developed through a cycle of formative assessment and effective feedback (Hattie and Timperley 2007).

By sorting out relevant studies abroad, it can be concluded that, compared with China, foreign scholars conducted earlier studies on study travel and teachers' teaching behavior, and achieved abundant research results. Study travel in foreign countries has formed a relatively systematic and perfect education system. Most of the research mainly adopt the empirical research method, which provides beneficial reference for the study of teachers' behavior in the process of study travel in China.

Methods

This study employs a qualitative research approach to examine the influence of study travel on quality-oriented education and its existing problems in Handan. Handan is a prefecture-level city located at the southern end of Hebei Province, People's Republic of China, with the Taihang Mountains to the west and the North China Plain to the east. As an important transportation hub in North China, Handan is also a famous national historical and cultural city, with a total area of 12073.8 square kilometres and a permanent population of nearly 10 million. Handan is a national study travel demonstration area and has a unique and excellent ten cultural series (Chang, 2019).

Qualitative data were collected from various key stakeholders through in-depth interviews and personal observation between August 2020 and November 2020. Overall, 30 participants (ten teachers who led or followed teams participating in study travel from junior high schools, ten students and ten parents who participated in study travel activities from junior high schools, because each class will invite one or two parents to accompany in each study travel activity), as Table 1 shows. The researchers selected participants to extract relevant information and thereby address the research objectives outlined. The interviews were conducted individually to obtain first-hand information. Each interview lasted for approximately 20 to 40 minutes. Given that the main purpose of a qualitative study is to advance a deeper understanding of a phenomenon by extracting in-depth information from a relatively small number of participants instead of drawing generalisations (Crouch & McKenzie, 2006), we believe that 30 participants are adequate in the current study. Data collected through in-depth interviews and observations were organised and edited for subsequent and analysis.

Table 1. Background Information of Research Participants

Participant No.	Participant Category	Sex	Time	Date
1	Teacher_T1	F	43min	August 3, 2020
2	Teacher_T2	M	38min	August 5, 2020
3	Teacher_T3	M	39min	August 6, 2020
4	Teacher_T4	M	42min	August 10, 2020
5	Teacher_T5	F	37min	August 11, 2020
6	Teacher_T6	F	38min	August 15, 2020
7	Teacher_T7	M	40min	August 17, 2020
8	Teacher_T8	F	36min	August 20, 2020
9	Teacher_T9	F	32min	August 21, 2020
10	Teacher_T10	F	43min	August 22, 2020
11	Parent_P1	M	30min	September 1, 2020
12	Parent_P2	M	31min	September 2, 2020
13	Parent_P3	F	35min	September 5, 2020
14	Parent_P4	M	32min	September 7, 2020
15	Parent_P5	M	30min	September 10, 2020
16	Parent_P6	M	29min	September 14, 2020
17	Parent_P7	M	36min	September 17, 2020
18	Parent_P8	M	30min	September 19, 2020
19	Parent_P9	F	31min	September 20, 2020
20	Parent_P10	M	37min	September 23, 2020
21	Student_S1	M	25min	November 2, 2020
22	Student_S2	F	26min	November 3, 2020
23	Student_S3	M	23min	November 9, 2020
24	Student_S4	F	20min	November 9, 2020
25	Student_S5	F	25min	November 10, 2020
26	Student_S6	M	28min	November 10, 2020
27	Student_S7	F	21min	November 17, 2020
28	Student_S8	M	20min	November 17, 2020
29	Student_S9	M	22min	November 24, 2020
30	Student_S10	F	26min	November 24, 2020

Findings and Discussion

The following sections present the findings and discussions of the study. We first discuss the current state of study travel development in Handan and continue to discuss the influence of study travel on quality-oriented education. Then, existing problems in study travel are elaborated along with possible intervention mechanisms that would help to expedite study travel development in Handan. Thematic analyses were applied and ranked based on the answers given by the respondents, and the researchers made no initial assumptions. Each goal is related to several questions raised during the interview. Each answer obtained is grouped under a topic for discussion and recording.

Current State of Study Travel in Handan and the Influence of Study Travel on Quality-Oriented Education

The study travel industry generally belongs to the intersection of tourism and education. According to the current industry observation, the study travel industry involves many types of stakeholders, including schools, teachers, students, parents, government departments, study institutions, and study travel base camps, as well as tourism transportation, catering, accommodation and other supporting departments (Liu & Chen, 2020). In 2017 and 2018, two

batches of lists of research and practical education bases and camps for primary and secondary school students were published nationwide, naming 611 units as study travel bases. The list of study bases covers a wide range of categories, including excellent traditional culture and revolutionary patriotism (Lao et al., 2021). It includes the memorial hall of the 129th Division of the Eighth Route Army (Ministry of Education of the People's Republic of China, 2018). In 2019, Handan Education Bureau respectively announced two batches of municipal-level study travel bases with a total of 79 (Peng et al., 2020). In the past five years, through a lot of effective practice and exploration, many schools have basically formed, matured and solidified study travel routes. (Han, 2021).

Study travel is a practical measure to insist on moral education first, and to pay attention to ability and comprehensive development (Zhang & Gan, 2021). The state hopes that through extensive and in-depth study travel activities in primary and secondary schools, students' self-management ability, interpersonal skills, communication and cooperation ability, experience and exploration consciousness and other educational objectives can be fully trained to a greater extent so as to realise the all-round development of quality-oriented education (Yang & Shao, 2018). As the following excerpt from a local teacher representative from Handan highlights:

The majority of students' knowledge is acquired in the classroom. Postgraduate travel allows students to acquire knowledge through experience, enrich knowledge, broaden their horizons and deepen the affinity between nature and culture. Enhance students' experience of collective lifestyle and social public morality. Be educated in the experience. And help students to exercise their practical ability. It is helpful to improve the self-care ability, innovation ability and practical ability of primary and secondary schools. (T₁, August 2020).

Study travel is an innovative form of quality-oriented education for primary and secondary school students that combines learning with travel experience in accordance with the law of education and effectively combines school education with after-school education (Zhang, 2019). In this respect, another teacher representative in Handan shared his opinion as follows, which echoes the opinions of many:

'It's helpful to improve the quality of education level according to the development of study travel activities for middle school students. In the process of study travel, students can learn knowledge unconsciously, which is easier to memorize than learning in class. In the process of participating in the study travel, students are bound to abide by the corresponding laws, regulations and civilized norms, so as to enhance students' sense of social responsibility and promote the formation of correct personal values in the practice process. By leading students out of the classroom and breaking through the limitations of school and textbooks on students' learning, the study travel stimulates students' interest in learning through the integration with historical background and natural scenery in a realistic environment, so as to better understand the corresponding book knowledge. It can also strengthen students' strong consciousness, for example, walking for two hours to Handan Botanical Garden (T₇, August 2020).

Constraints on Sustainable Development of Study Travel

Handan City, as a national demonstration area for study travel, has encountered many difficulties in the process of development. At the end of 2016, the China National Tourism Administration issued a Studies Travel Service Specification, prepared for studies travel personnel. This carries detailed rules, which require schools to have a school leadership director, configure a lead teacher for at least every 20 students, and have the school and the teacher accompanying participate and manage the activities of students (Ning, 2018). Considering the current status of

middle school students' study travel in Handan city, a parent highlights that the participation of educators needs to be improved:

Most of the research and explanation work of the study travel plan is undertaken by travel agencies or research and study institutes, and teachers only act as the organizer and safety officer. When students carry out research and study activities, teachers do not participate in the activities with students, and there is no timely communication, education and guidance (P2, September 2020).

Liu and Zeng (2018) pointed out that since the issuance of relevant national documents in 2016, safety is a common problem in current study travel. Of the ten parents interviewed, all mentioned their children's safety as their top priority. At the same time, security has been a concern for both the school and the government. One of the middle managers of the school expressed concern about the safety of students during the study travel:

School organization management and security are under great pressure; a large number of students are engaged in off-campus activities. Accidents may occur at any time in students' diet, accommodation, transportation and various activities. And every time the number of teachers out of the team is limited, once the safety problems, the school will face from parents and higher education administrative departments and social pressure and blame (T3, August 2020).

The inaccuracy of study travel design directly reflects the problems existing in study travel themes. Teaching purpose is the first factor to be considered in teaching activities. The dilemma of study travel is mainly reflected in the purpose of arbitrary planning. (Pan & Li, 2019). For some study travel bases with a long distance, the school has to cooperate with a third party, that is, the study travel agencies. But the quality of study travel activities offered by these agencies varies greatly. A teacher involved in the design of study travel activities expressed her doubts about the study travel agencies:

Many study travel agencies launch study travel products, which overemphasize research and study routes and bases, rarely combine research and study curriculum design with on-campus courses, and even less do study travel tutors help students to sort out and transform knowledge in the process of study travel (T6, August 2020).

At the school level, the research plan is not perfect. And at the national level, there is currently a lack of research on the construction of travel curriculum standards (Jiang, 2019). A teacher who had participated three times in study travel explains:

In recent years, the organization studies school scope expands unceasingly, there has also been a marked increase in the number of students taking study travel. However, the overall implementation effect and level is uneven, and has not yet reached the ideal state. On the one hand, it is because of the phenomenon that learning travel activities mainly focus on tourism and supplemented by learning. Some study travel activities have a single goal and content, a single form, and the activities are not in-depth enough, and students are not interested in participating in the process. There is an overemphasis on letting students go out with study assignments, before setting out, teachers of all subjects fully explored the integration point of this activity and subject knowledge and set various questions for students to fill in the task, ignoring students' feelings and experience in the activity, which made the study travel become a process in which students are busy with answering questions, and students' interest declined, affecting the effect of the activity (T8, August 2020).

The feedback and evaluation link in the process of study travel practice has the predicament of one-sided evaluation. Feedback and evaluation are also the core elements of study travel. It is also an important link to realise the sustainable development of study travel. A good feedback

and evaluation system can directly reflect the quality of activities. Unlike classroom teaching, study travel needs multi-level and multidimensional evaluation methods (Jiang, 2019). As for the evaluation mechanism of study travel, a student expressed his opinion:

Now the municipal Education Bureau requires teachers to evaluate students on the comprehensive quality platform during the study trip. The official evaluation of the school, the official evaluation of the social resources involved, the school evaluation of the teachers, the school and students' evaluation of the social resources involved relatively deficient. The school just asked us to come back to the class after study travel, the head teacher made a simple summary, and asked us to upload our experience about the study travel on the comprehensive quality electronic platform according to the requirements. The evaluation method is single, and the process of the study travel is very profound. However, the brief evaluation after the end cannot make our harvest and feelings get a better sublimation (S1, November 2020).

Intervention Mechanisms to Facilitate Sustainable Study Travel Development

As an effective way to promote the implementation of quality-oriented education, study travel bears the heavy responsibility of realising quality-oriented education (Zhao, 2020). Concomitant with the above-mentioned major constraints of study travel development in Handan, the following countermeasures are suggested based on the findings of the current study. These problems are mainly reflected in four aspects: the participation of teachers and students needs to be improved, the design purpose needs to be clarified, and the security guarantee system and the evaluation system in the process need to be improved. The perfect development of study travel not only needs the perfection of the school's system but also needs the support and help from government departments at all levels, family committees, and travel agencies or study travel institutions, as well as other relevant departments (Xiong, 2021). Therefore, in order to make study travel more professional, educational and better able to achieve the goal of improving the quality of education, efforts can be made in the following aspects.

First of all, the school should have a clear division of labour and clear responsibilities, which are divided into four projects: teaching planning, activity planning, fund management and feedback. The work needs to be detailed and clear as to which department is responsible for it. The school strictly controls the admittance of social resources, invites public bidding for social resources, strictly controls the selection criteria, and improves the admittance process (Li, 2019). The quality of study travel does not depend on the number of scenic spots but on whether students can get deep and meaningful experience through a series of practical projects during the study. In the process of research course content development, teachers should pay attention to the selection of content, rather than just covering all aspects. Research course objectives and activity design should conform to students' cognitive level and growth rules and control the number and difficulty of activities (Zhang & Gan, 2021). The school guarantees the principal position of teachers in the study travel; gives play to the main role of teachers in the early stages of preparation, the implementation of the middle stage, the summary and feedback in the later stage; and strengthens the training of teachers in the study travel to improve the degree of specialisation (Qu, 2020).

Second, study travel requires the cooperation of all departments and agencies. Improve the top-level design of study travel (Xiong, 2021). Establish and improve the evaluation mechanism of study travel. The result of a student's study travel can take many forms. It can be a research paper, a survey report, a model, a keynote presentation, an oral presentation, or an activity design

project that students in a group collaborate on. There are a variety of ways to exchange the results of study trips. Students can present their research achievements in the most suitable way according to the actual situation. The teacher evaluates each group according to its performance. The evaluation criteria may be formulated in the form of grades, scores, credits, comments, etc. The appropriate methods may be selected according to the actual situation. Different evaluation subjects, such as self-evaluation, group evaluation, teacher evaluation and social evaluation, can adopt different methods to establish evaluation standards (Zhang & Gan, 2021). Form a study travel mode dominated by government departments, with participation by tourism companies, and organised by primary and secondary schools. Strengthen the cooperation between relevant departments. The transportation department provides special services for study travel, strengthens the coordination between schools, teachers and study travel practice bases, and coordinates with insurance companies to provide customised insurance services for students to ensure the orderly and safely development of study travel (Xue, 2020).

Conclusions

A search of domestic-related literature revealed that academic circles in China mainly discuss tourism from the perspective of leisure travel but seldom discuss tourism research from the perspective of teachers and students, and no independent studies have been formed. The existing studies only remain at the superficial level, without in-depth and detailed exploration. This study takes Handan Junior High Schools as an example, starts with teaching behaviors that people pay less attention to during the study travel and investigates the schools that carry out the study travel from three dimensions, namely, preparation behavior, interactive behavior during the study travel and evaluation and reflection behavior after study travel, and from two aspects, teachers' teaching and students' learning. To understand the teaching status quo of study travel activities, based on this analysis of the existing problems in the current study travel activities, and then put forward targeted suggestions. It provides theoretical support for the research on study travel. Research findings show that study travel activity courses play an important role in improving students' comprehensive quality and cultivating students' socialist core values, and it is also an inevitable way to perfect the curriculum system and promote students' all-round development (Yan, 2018). In addition, study travel brings several advantages, such as promoting the sustainable development of the tourism economy and also promotes the development of industries related to study travel, such as study agencies. Influenced by the epidemic, concepts such as 'cloud tourism', 'smart tourism' and 'digital tourism' have been proposed, all of which have promoted the development of the regional tourism economy to a certain extent (Liu and Zhou, 2020).

Implications and Further Research

Since the current study strives to examine the contributions of study travel mainly for quality-oriented education development from an educational perspective, although the current study is conducted in Handan, Hebei Province, People's Republic of China, its findings are also replicable to other districts, it does not include government and study travel agencies as research participants. Nevertheless, had we also been able to capture government and study travel agencies as study participants, the study perhaps could produce more robust and comprehensive outcomes. However, this is an exploratory study, and there will necessarily be many difficulties

in its implementation. The results of this study will provide a basis for future research, and other research methods can be considered.

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Appendices

This paper selected two key junior high schools in Handan City for interviews. The interviews were mainly teachers, parents and students who had participated in the study travel. The interview outline is as follows:

For Educators

- What do you know about study travel? What do you think is the purpose and reason for China to promote study travel?
- For Handan city to carry out this policy of study travel, do you support it? How to evaluate the current development trend? What problems do you think still exist?
- Has your school recently (within one to two years) carried out the activity of study travel? What is the specific situation? What is the form of the study travel and which destinations are generally selected?
- How do parents and travel agencies get involved in the study travels? What about security?
- How and who is in charge of the design of the school's study travel program? What issues should schools consider before organizing study travels? What kind of preparatory work do you do?
- Is there any professional research instructor in the process of study travel? What problems have you encountered?
- Do you think it is helpful for middle school students to improve their quality-oriented education? What are the effects?

- What are the shortcomings of local policies and school practices, and what needs to be improved?

For Parents

- Has your child ever participated in a study travel organized by the school? Do you support it?
- Have you ever taken a study travel?
- Do you think the study travel will help improve your child's quality-oriented education? What are the changes in children?
- What are the forms of study travel your child has participated in?
- Was it easy to make the decision to join the study travel? Are there any obstacles? What obstacles did you have to overcome?
- What do you think of the safety, cost and time issues during the development of the study tour?
- How did your child react and change after the study trip?
- What Suggestions do you have for the future development of study travel?

For Students

- Do you know anything about study travel? Does your school organize a study travel?
- What do you think of study travel? Do you like this form?
- What is your parents' attitude toward study travel?
- What do you usually do before you go on a study travel?
- How many study travels does the school organize each year? Where did you go on the study travel? What are the specific activities?
- Do you think study travel is helpful for the quality-oriented education of middle school students? What are the specific effects?
- In the process of study travel, is it based on "study" or "travel"? Is there a research teacher to guide? Whether there are security personnel in the process, and what safety education knowledge there is?
- What suggestions do you have for organizing future study travel?