Application of New Media "Micro-lecture" in the Training of Tourism Poverty Alleviation in Sichuan

Shaoyu Liu, Changjiang Tao[*] and Genjin Sun

School of Tourism of Sichuan Agricultural University, No. 288 Jianshe Road, Dujiangyan City, Sichuan Province, 611830

Abstract: Leisure agriculture and rural tourism is an important part of modern tourism. And it is the "booster" of poverty alleviation in Sichuan Provinve, China. In the process of tourism poverty alleviation, the traditional teaching mode can no longer satisfy the learning needs of the vast number of farmers and rural tourism practitioners. With the progress of modern technology such as smart phones、new media, combined with the local actual situation, the "Micro-lecture" and other information-based teaching methods should be applied to vocational training. Based on the current situation of tourism training in poverty-stricken areas, this paper analyzes the needs of learners, combines the characteristics of micro courses, and provides a reference for the new media platform tourism poverty alleviation training, so as to better promote the development of tourism and poverty alleviation in China and even the whole country.

1. Introduction

Leisure agriculture and rural tourism is an important part of modern tourism. Since 2015, leisure agriculture and rural tourism first appeared in the No. 1 document of Central Committee, which clearly proposed "vigorously developing leisure agriculture and rural tourism". At present, leisure agriculture and rural tourism play a more important role. At present, leisure agriculture and rural tourism are more important. Rural tourism, tourism plus characteristic towns were written into the No. 1 document of the Central Committee in 2017. Leisure agriculture and rural tourism can effectively promote farmers' income and agricultural efficiency, and is the "booster" of poverty alleviation in Sichuan. Sichuan province is rich in tourism resources, but its development is relatively slow, and there are many poor areas and counties. Thus, the development of leisure agriculture and rural tourism is of more significance. In October 2016, the State Tourism Administration issued the Work Programme for Poverty Alleviation in Rural Tourism. It can be seen that the current leisure agriculture and rural tourism have become the "boosters" for poverty alleviation.

In the process of tourism poverty alleviation, culture can not be ignored, and culture has become a breakthrough for changing ideas. General secretary Xi Jinping pointed out that poverty alleviation and development work has entered the sprint period. Party committees and governments at all levels should first support the will and wisdom of poverty alleviation, especially in targeted poverty alleviation and targeted poverty shaking. He stressed: "Without a well-off society in poor areas, there will be no comprehensive well-off society." In a sense, no cultural poverty alleviation is not really poverty alleviation, so it is significant to do a good job of training and guidance. With comprehensive training, poor households and rural tourism practitioners can improve the quality of material and spiritual life, and ensure that rural economy and ecology have the power of sustainable development.

2. The Introduction of Micro-lecture

In the process of poverty alleviation work in Sichuan, "night school for farmers" and various special training for poverty alleviation have become the model of combining poverty alleviation with supporting will and wisdom. However, in the past training and teaching, the traditional teaching mode can not meet the learning needs of most farmers and rural tourism practitioners. With the advancement of the times and the popularity of smart phones, combined with local actual conditions, informational teaching methods such as "micro-lecture" should be applied to vocational training.

"Micro-lecture" refers to "micro-video online course". It is a kind of online video course resource that is designed and developed with a micro-teaching video as the main carrier, aiming at the knowledge points (key points, difficulties, doubts) or teaching links of a certain subject, and supporting multiple learning methods[1]. Micro-lecture is not only different from teaching units, teaching projects, teaching design, teaching courseware, teaching reflection, etc. of the traditional single resource type, but also a new type of teaching resources developed and created on its basis. Its core component is teaching video. According to the characteristics of rural tourism practitioners in terms of knowledge, affection, intention and action, the duration of "micro-lecture" is generally 5-10 minutes, and the maximum is not more than 15 minutes. Thus, compared with the traditional 40-45 minutes of a lesson, the "micro-lecture" can be called "class fragment" or "micro-lesson". Compared with traditional classroom, the problems and focuses of "micro-lecture" are more concentrated, and the themes or goals are more prominent, which is more suitable for teachers' teaching needs. Moreover, it is characterized by its brevity and conciseness, which suits the rule of knowledge learning, and also adapts to the fragmentation of modern time, which makes it difficult to study for a long time. Using micro-lectures in teaching and training of leisure agriculture and rural tourism can effectively improve the efficiency. Meanwhile, all parts of the country are actively promoting the construction and application of micro-lectures that has become an important starting point of curriculum reform. How to make good use of micro-lectures has also become a common issue in the educational circles.

The core content of the "micro-lecture" is to make good teaching videos or teaching fragments. At the same time, it needs to be based on the relevant teaching design, project design, courseware material, teaching reflection, teaching practice, students' feedback, and teachers' comments, etc. Moreover, it is necessary to create a thematic and semi-structured resource unit to apply "a small scene" with a certain mutual relationship and presentation. Thus, "micro-lecture" is not only different from the teaching unit, teaching project, teaching design, teaching courseware, teaching reflection of the traditional single resource types, but also a new type of teaching resources developed and created on its basis.

3. The Foundation of Micro-lecture Application in Poor Areas of Sichuan

Taking D County (poor county) in Ganzi Prefecture of Sichuan Province as an example, through sample survey, 99.46% and 100% of farmers believe that the conditions of power or communication facilities are now no problem, respectively. Among them, 82.7% of them think that the original problems have been solved through the implementation of targeted poverty alleviation. It can be seen that through years of targeted poverty alleviation, the normal use of electricity and communication can be guaranteed in most poor areas of Sichuan, and mobile phones have become an important means of information acquisition, which lays a foundation for the application and dissemination of micro-lecture resources. Meanwhile, the popularization of WeChat and micro-blog and the improvement of network infrastructure are helpful to the maintenance and promotion of micro-lectures.

4. Key Points in the Design of Micro-lecture for Tourism Poverty Alleviation

4.1 Design Background. All kinds of poverty alleviation training have different degrees of imbalance between knowledge and ability, which causes a poor agreement between "learning" and "application". At the same time, a new type of reading uselessness has emerged in certain ethnic areas. Unemployment after graduation has become a common problem faced by college students in rural areas, which harms people's enthusiasm for education. Currently, poverty alleviation through education is realized through targeted training organized by the government, and requires people of different ages, genders and identities to attend. In addition to free tuition fees, there is a certain amount of transportation, accommodation, and no-work allowance per person per day in these training. Even so, few are willing to attend. According to the survey to D County in Ganzi, the county has invested 851600 yuan since 2014 to develop labor skills and employment training for 404 poor people. Moreover, it has also strengthened the communication link between the supporting units and the provincial supporting departments, provided employment services for the poor, and conducted practical technical training 52 times and 15813 people in different levels. And the skills training of rural farmers at the village level is mainly related to the techniques of planting and cultivation industry, and the skills of hotel and catering services. However, in the process of learning, farmers only pay attention to training content such as planting and aquaculture, which are directly related to their economic income in the short term. As for service skills of employment, some villagers do not want to go out to work because of their ethnic cultural habits, which results in the low degree of matching between training services and actual employment. Thus, service skills training received by some farmers cannot play its due role. In terms of targeted training (farmers' actual and application needs, etc.), training design and implementation effect still need to be improved.

4.2 Characteristics of Training Objects. The first is cognitive characteristics. Through the survey, we find that the level of education in poor areas is generally low, and the ability of dialectical logic is weak. Taking the poor households in D County of Ganzi Prefecture as an example, 4.2% of the households has junior middle school education; 0.4% of high school; 95.38% of primary school and below, so the overall educational level is low. To some extent, it is difficult to understand the policy, especially in ethnic areas. However, their hands-on ability is strong, and the stability and durability of observing things need to be improved. Their practical experience is rich, but their ability to solve problems is weak. Thus, in the content setting of the micro-lectures, it is necessary to properly integrate the interpretation of related policies of tourism poverty alleviation to meet the needs of poor villages to develop tourism. Meanwhile, it also needs to contain the analysis of a large number of cases in order to carry out work for tourism poverty alleviation workers.

The second is the characteristics of emotion and willpower. This is reflected in the strong interest, but lack of perseverance, difficult to remain. Interest decreases with the passage of time and is easy to generate negative learning emotions. At the same time, it is difficult to insist, easy to give up, hard to finish it from beginning to end, and learning is only a little bit of it. Especially under the premise that the economic benefits cannot be quickly seen, the learning enthusiasm of rural tourism practitioners cannot continue. Thus, in the curriculum design, it should differ from the curriculum of academic education. It should decompose as much as possible the theoretical content with practical application value and easy to understand, and combine it with case analysis so that learners can master the key points of knowledge as much as possible.

4.3 The Current Major Problems. It can be seen that there are still the following major problems in the current training on poverty alleviation and rural tourism: 1. Rural tourism professionals are in short supply. 2. Farmers themselves need to improve their understanding of rural tourism. 3. As the subjects of rural tourism, farmers have not yet become the subjects of decision-making. 4. The training of rural tourism for farmers is not improved and is too general.

Therefore, in terms of content, according to the needs of training objects and the actual situation of rural tourism in poor areas, the following course directions of micro-lectures are determined. They include the analysis of tourism poverty alleviation policies, rural health tourism, rural tourism

marketing, elderly tourism and rural tourism facilities construction, design and development of rural tourism souvenirs, smart tourism and rural tourism, etc.

In the composition of students, students of "night school for farmers" and various training are not fixed. The "night school for farmers" is generally the farmers working in farming and labouring, and the most of them are the elderly and the left-behind women. The participants of all kinds of rural tourism training are mostly practitioners and related officials, but there is a big gap in levels. Taking a rural tourism training class in 2018 as an example, more than 100 trainees varies in age from 20 to 50, and they are engaged in farms, farmhouse operators, and agricultural technology service stations. Thus, the ages and educational levels are quite different. The application and promotion of micro-lectures requires information technology as the basis. However, the current participants in the training of the information technology has a great difference, so there are certain difficulties in the promotion. Thus, the design of the micro-lectures' training program should focus on the practitioners and conduct curriculum design for the managers so as to maximize the role of the curriculum. In the content of the subsequent teaching design, the course content focuses on students. According to their characteristics, students should be taught suitable learning methods, so that students learn to learn, and gradually develop their self-learning ability. Meanwhile, according to the needs of teaching, in the choice of teaching places, the form of micro-lecture based on new media can be not limited to indoors, and can be transferred to the field according to actual teaching needs.

In the skills training for farmers at the village level, it is mainly related technologies of planting and breeding industries and skills of hotel, catering and other service industries. In the process of learning, farmers only pay attention to the training contents directly related to their short-term economic income, such as planting and breeding. As for the skills of employment service, most villagers, especially in ethnic areas, are unwilling to go out to work because of their cultural habits. As a result, the degree of matching between training service and actual employment is not high, so the training of service skills received by some farmers cannot play its due role. In terms of targeted training (farmers' actual and application needs, etc.), training design and implementation effect still need to be improved.

At the same time, there are certain difficulties in the tracking and management of training effect. The training education for tourism poverty alleviation is different from academic education. It lacks effective final assessment mechanism, and the training objectives of the participants are not the same. Thus, in aspect of the management of training effect, we usually adopt the way of tracking and guidance. After the training, we share communication groups and conduct regular online topic discussions (or q&a). We employ professional teachers, doctoral and master students for regular guidance. These to some extent solve the shortage of short-term training.

Thus, based on the new media technology and its platform, the release of micro-lecture courses can expand the communication and help channels between the western marginal mountains and developed cities and outstanding people. Through the Internet, advanced operation entrepreneurship, management and other technologies and concepts can be brought to poor areas, especially those that focus on rural tourism, which has enriched its educational content, methods and means. This is reflected as follows. On the one hand, the penetration depth of the Internet has changed the technological and economic outlook of rural areas. Although its starting point is an economic behavior, its contribution to the field of education is very obvious, which provides a comprehensive platform for the participatory learning of rural people. The biggest difference between such learning and traditional courses is that they apply what they have learned. Regular, progressive and customizable learning is carried out under the premise of using, so as to expand its production and benefits and promote the desire of learning.

4.4 The Effect of Micro-lecture Implementation. Since the implementation of the micro-lecture construction project for tourism poverty alleviation, combined with the tourism poverty alleviation tasks of our school, the project has achieved good social effect and benefits. In terms of technical guidance for rural tourism, the expert-team service is used to create work plans for the poverty alleviation demonstration areas and demonstration villages in the poor areas through

on-site service and remote guidance. Moreover, more than 20 poor villages under the guidance of technical services have successfully established model villages for poverty alleviation through tourism.

5. Summary and Conclusion

The remote mountainous areas of Sichuan are mainly backward in education and technology, which makes it impossible to change the natural and cultural resources in these areas into economy, thus causing poverty. Moreover, young people go to cities to work and study, which leads to a large outflow of entrepreneurial talents, and the lack of rural labor force, which are "persistent diseases" in poverty alleviation. Thus, they are the contents that the project poverty alleviation and industrial poverty alleviation need to be strengthened to establish a poverty screening mechanism, conduct a reasonable allocation of poverty alleviation projects, talents and resources, highlight needs, maximize the benefits of the project and achieve poverty alleviation of the poor population and households. For learners, "micro-lecture" can better meet the individualized learning needs of learning objects. It can not only detect the deficiency but also strengthen and consolidate knowledge. Mobile learning, distance learning, online learning, and "ubiquitous learning" based on "micro-lecture" will become more and more popular in various types of training[2]. "Micro-lecture" will absolutely help the supporting wisdom of targeted poverty alleviation work in Sichuan and become a new teaching mode and learning mode.

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