

Research on the Development and Practice of Study Travel Resources for Preschool Children--A Case Study of University X in Guangzhou

Jiajia Yu

Guangdong University of Foreign Studies South China Business College, Guangdong 510000, Guangzhou, China

Keywords: Preschool Children, Study Travel, Resource Development, University Resources, Game-based Learning.

Abstract: In response to the practical issue of the lack of venues for study travel education for preschool children, this paper takes University X in Guangzhou as a specific case study to explore the feasibility and practical pathways of utilizing university resources for preschool study travel. The article systematically analyzes the unique advantages of University X in terms of natural ecology, academic disciplines, and human resources, demonstrating the great potential for transforming these into preschool study travel resources. Based on this analysis, the research proposes development principles centered on child-orientedness, safety, the integration of "travel" and "study," and thematic coherence. It also constructs a specific implementation framework including a "trinity" staffing model, thematic activity design, and a diversified evaluation system. This study aims to provide theoretical support and practical reference for empowering preschool education with university resources, overcoming the difficulties faced by kindergartens in conducting study travel practices, and promoting the standardization and high-quality development of study travel for preschool children.

1. Introduction.

In 2013, the State Council emphasized "gradually implementing study travel for primary and secondary school students" in the "National Tourism Leisure Outline (2013 – 2020)", making study travel a focus of attention from all sectors of society. In 2014, the State Council issued the "Several Opinions on Promoting Tourism Reform and Development", advocating the active development of study travel and supporting various regions to rely on natural and cultural heritage resources, large public facilities, renowned institutions, industrial and mining enterprises, and scientific research institutions to build a number of study travel bases. In 2016, the Ministry of Education, jointly with 11 other departments, issued the "Opinions on Promoting Study Travel for Primary and Secondary School Students", clearly defining study travel for primary and secondary school students as off-campus educational activities organized and arranged in a planned manner by educational

departments and schools, combining research-based learning and travel experience through collective travel and centralized accommodation [1-2]. From the above documents, it can be seen that relevant departments encourage the conversion of university resources into study travel resources, but the focus has not shifted downward to preschool children.

Game-based learning theory proposes that in non-game contexts, extracting and applying game design elements, game mechanics, and game thinking can stimulate learners' intrinsic motivation, thereby enhancing learning outcomes. As play is the primary way of learning and working for preschool children, game-based learning is suitable for their cognition and development. Furthermore, the "3-6 Year Old Children's Learning and Development Guide" emphasizes the creation of rich educational environments to maximize support and meet children's needs for direct perception, practical operation, and personal experience [3-4]. However, when kindergartens conduct study travel activities, their practical conditions in terms of venues, professionalism, and curriculum development make it difficult to meet children's inherent need to acquire direct experience through personal experience. Moreover, existing research mostly focuses on the primary and secondary school stages, with relatively scarce research targeting preschool children, especially studies involving the design of micro study travel curricula using university resources [5-6].

At the theoretical level, theories such as game-based learning and nature education all emphasize the importance of direct perception and practical operation for the knowledge construction of preschool children. This provides an important theoretical basis for study travel. Using universities as study travel bases is particularly feasible, as exemplified by University X in Guangzhou.

Firstly, there is a high degree of resource matching and great potential for transformation. University X is located in north-central Guangzhou with an excellent ecological environment. Its rich animal and plant resources, open lawns, and water bodies provide a multi-sensory, safe, and high-quality study travel venue for preschool children [7-8]. Simultaneously, the university's unique disciplinary resources are a distinct advantage for achieving the integration of "travel" and "study." Its art studios and concert halls can be transformed into spaces for children's art enlightenment, the gymnasium can become a sensory integration base full of challenges, and the campus farm and animals are conducive to designing labor education courses. These resources are highly accessible and transformable, capable of adapting to the study travel needs of preschool children at low cost and high efficiency. Secondly, University X has a team of volunteers majoring in education, music, and foreign languages, who possess both affinity and professionalism, providing guidance and a high caregiver-to-child ratio for the study travel activities. Furthermore, the university campus, as a highly enclosed physical space with controlled access, has inherent advantages in traffic control, personnel entry and exit, and facility safety, significantly reducing the organizational and safety risks of study travel activities.

In summary, whether from the perspective of resource endowment or implementation conditions, using University X in Guangzhou as a base for study travel activities is feasible and holds practical significance.

2. Resource Development Advantages.

University tourism resources are abundant. Generally speaking, the study travel tourism resources in University X in Guangzhou can be divided into four types. For a best viewing experience the used font must be Times New Roman, on a Macintosh use the font named times, except on special occasions, such as program code.

2.1. Natural Ecological Resources.

University X in Guangzhou boasts a uniquely advantageous garden-style campus environment.

Its natural resources are not merely simple greenery but an "open-air classroom" capable of in-depth development. The central lake serves as the core, inhabited by birds such as egrets and black swans, and can be connected to the goat pen nearby. Based on this, "Animal Detectives" can be designed: guided by volunteers, children record animal forms and behaviors. Furthermore, the university's dedicated practice farmland provides a unique field for preschool labor education. The "Happy Little Farmer" experience activity can be designed, allowing children to personally participate in the complete planting process from loosening the soil, sowing seeds, to watering under specialized guidance. This process not only exercises their fine hand movements and coordination but also allows them to deeply experience the hardship and joy of labor and cultivate a respect for work and love for life from an early age by getting close to the land and witnessing the growth of life. Additionally, the lawn on the south side of the campus is flat, open, and has soft turf, making it an ideal place for group games. Organizing large-scale cooperative games for children is beneficial for developing their large muscle groups and fostering team awareness and cooperative skills subtly.

2.2. Academic Discipline Resources.

As a comprehensive university with a complete range of disciplines, the study travel resources contained within University X are its core advantage. We can transform the "profound" professional knowledge of various colleges into wonderful experiences that children can intuitively feel and touch with their own hands, achieving true integration of "travel and study." For example, using the Art School's perception of music to design "The Body Sings," leading children to use their bodies to perceive musical rhythm and develop a sense of rhythm and auditory perception. The School of Journalism and Communication can open a small studio for the "I am a Little Weather Reporter" activity, allowing children to experience the fun of media work in front of the camera and exercise their language expression and situational description skills.

2.3. Human Resources.

The university's substantial human resources serve as a strong guarantee for conducting study travel activities. On one hand, teachers and experts from various disciplines can provide curriculum support for the activities, rigorously ensuring the scientific accuracy of the study travel programs, and conducting timely evaluations and adjustments. On the other hand, university student volunteers from relevant majors such as preschool education, physical education, and arts can act as direct implementers of the activities. After systematic training, they are capable of conducting one-on-one or small-group guidance, supervision, and motivation, ensuring the activities proceed in a safe, professional, and enjoyable atmosphere.

3. Development Principles.

3.1. Child-oriented Principle.

This principle requires that the child be the center of the study travel activity, with all designs starting from the physical and mental development characteristics and interests of 3-6 year old children. This means that personal will and preferences cannot be imposed on children; study travel activities should be designed with play and exploration as the theme. For example, in the university library, children cannot be required to fully comply with adult demands and maintain absolute quiet. However, game tasks such as "Book Hunt" or "Library Rule Exploration" can be designed to help them naturally understand and abide by basic behavioral norms in public places.

3.2. Safety Principle

Safety is the prerequisite and bottom line for all activities involving preschool children. This principle encompasses not only the safety of the physical environment but also comprehensive safeguards in activity content, organizational procedures, and emergency measures. For instance, during outdoor activities, thorough risk assessments must be conducted to ensure the environment, plants, and flowers are non-toxic and harmless. Additionally, sufficient knowledge of lake drowning rescue procedures is essential. Furthermore, the ratio of volunteers to children should be optimized to achieve high supervision standards, ensuring complete safety coverage without any blind spots.

3.3. Integration of "Travel" and "Study" Principle

The essence of study travel is an educational action, requiring the organic unity of "travel" and "study," using "travel" as the means and "study" as the purpose. Activity design must have clear educational goals, and these goals should be naturally embedded in the interesting travel process. For example, a visit to the calligraphy and painting exhibition hall should not be a cursory appreciation but should be designed as a "Masterpiece Imitation Show" activity. After guiding children to observe the colors and composition of the paintings, they can use large colored blocks to collaboratively try to recreate the paintings. This process cleverly integrates art appreciation, color perception, and the cultivation of teamwork skills.

3.4. Integration and Thematic Principle

To prevent the fragmentation of study-travel activities, it is essential to center them around a distinct theme and organically integrate the dispersed multidisciplinary resources within the university to create a cohesive and unified learning experience. For example, setting "Secrets of Spring" as the theme can link activities from different disciplines, such as nature observation (searching for traces of spring around the central lake), scientific exploration (discovering variations in spring weather), and artistic expression (creating spring-themed collages with natural materials on the lawn). This approach enables young children to develop a multidimensional and comprehensive understanding of "spring."

4. Organization and Implementation

To ensure that study travel for preschool children moves from concept to reality, a systematic, professional, and safe organization and implementation framework is crucial. This section will construct a specific action plan from three aspects: personnel configuration, activity design, and evaluation system.

4.1. Personnel Configuration: Building a "Trinity" Professional Team

Efficient personnel allocation is the foundation for successful activities. Leveraging the strengths of University X, we have established a "trinity" organizational structure comprising a "Core Leadership Team - Professional Execution Team - Logistics Support Team." The Core Leadership Team, consisting of university project leaders and early childhood education experts, is responsible for overall planning, curriculum review, external liaison, and general coordination. Its core role is to ensure the correct educational direction of the study-travel activities and to efficiently mobilize various university resources. The Professional Execution Team, made up of student volunteers and

kindergarten teachers, serves as the core force for direct interaction with the children. University volunteers are primarily recruited from the student body; they are not only safety guides but also companions to the children and active participants in the study-travel activities. Before commencing their roles, they must undergo systematic training covering: the psychological and developmental characteristics of children aged 3-6, safety and first aid skills (such as the Heimlich maneuver), the activity procedures and guiding scripts, as well as communication and interaction techniques. Furthermore, a Logistics Support Team should be established, composed of university logistics and security personnel, responsible for venue safety inspections, traffic management, catering coordination, and emergency medical support, thereby providing solid physical safeguards for the smooth execution of the activities.

4.2. Activity Design

The study travel activity can be designed as a half-day experience with the theme "Exploring the Mysteries of the University." The activity can start at the "Central Lake" as the departure point, exploring creatures like black swans, egrets, goats, and peacocks, and collecting leaves of different shapes for subsequent art activities. Then, participants can enter the farmland to personally experience the joy of labor, getting close to and understanding nature. Finally, they can move to the lawn for cooperative games with peers and conduct the "Leaf Collage" activity, where children freely collage using the collected leaves and petals, transforming the beauty of nature into artistic creation. This achieves a balance between dynamic and static activities and between work and rest, ensuring that children gain multi-dimensional growth through gamified, sequential personal experiences.

4.3. Evaluation System

To ensure the educational value of study travel and achieve continuous improvement, a diversified evaluation system needs to be established. Process evaluation is conducted on child development, allowing the volunteer team to use observation record forms for anecdotal records. Observation dimensions can include: Is the child attracted to the activity and participates continuously for more than 10 minutes? During the activity, does the child take the initiative to operate and show curiosity? In the "Leaf Collage," can the child use materials for imaginative collage? Is the child willing to share materials or communicate ideas with peers? The evaluation results are ultimately fed back to the Core Leadership Group for optimizing the next round of study travel curriculum design and organization implementation.

5. Evaluation System

This study takes the pressing need for preschool study travel as its starting point, systematically demonstrating the unique value and feasibility of using universities as bases for such activities. Through a detailed analysis of the natural ecology, cultural history, academic disciplines, and human resources of University X in Guangzhou, along with clearly defined development principles, this paper constructs a concrete implementation framework that includes a "trinity" personnel structure, thematic activity design, and a diversified evaluation system.

The research findings indicate that universities, as repositories of knowledge, can be transformed into high-quality venues supporting children's study travel activities through pedagogical adaptation. By leveraging the interdisciplinary integration characteristic of universities and designing gamified, scenario-based study travel activities, we can not only effectively compensate for the current lack of venue resources in kindergartens but also provide substantial support for children's holistic

development across five key domains, including cognitive and social development.

However, this study has certain limitations, primarily reflected in the fact that the constructed model is based on a case analysis of a single university. Its general applicability and effectiveness require further practical validation in more university settings.

Looking ahead, the development of preschool study travel depends on deeper exploration and greater attention from all sectors of society. It is recommended that the government introduce relevant policies to provide stronger support. University teams should establish more professional study travel management teams, create diverse, multi-stakeholder courses, and develop sustainable, scalable curriculum resource banks. With support from all quarters, we hope to see more refined and effective development of preschool study travel.

References

- [1] *National Tourism Leisure Outline (2013 - 2020) [N]. China Youth Daily, 2013-02-22 (11).*
- [2] *Ministry of Education and other eleven departments. Opinions of the Ministry of Education and 11 Other Departments on Promoting Study Travel for Primary and Secondary School Students [EB/OL]. (2016-12-02) [2024-07-10]. http://www.moe.gov.cn/srcsite/A06/s3325/201612/t20161219_292354.html.*
- [3] *Ministry of Education. 3-6 Year Old Children's Learning and Development Guide [M]. Beijing: Capital Normal University Press, 2012: 03.*
- [4] *Zhang Hongli. Resource Development and Implementation of Study Travel for Preschool Children —A Case Study of Resource Development and Implementation for Preschool Children's Study Travel in Universities in Xi'an [J]. Journal of Shaanxi Xueqian Normal University, 2017, 33(1): 129-132.*
- [5] *An Zhenzhen. Research on Teaching Reform and Practice of Preschool Education Professional Field Courses under the Concept of Industry-Education Integration—Taking the "Preschool Children's Science Education" Course at University G as an Example [J]. Education Observation, 2023, 12(9): 94-98.*
- [6] *Guo Taixiu. Implementation Dilemmas and Breakthrough Strategies for Study Travel Activities [J]. Modern Business Trade Industry, 2024.*
- [7] *Li Jing. The Value, Dilemmas, and Countermeasures of Study Travel for Young Children [J]. Education Observation, 2021.*
- [8] *Li Jiaxin. Research on the Current Implementation Status and Improvement Strategies of Study Travel for Young Children—A Case Study of Hongshan District, Wuhan City [D]. Wuhan: Central China Normal University, 2022.*