

Can Educational Tours Enhance Cultural Literacy? Insights from a Hangzhou Study Tour by College Students

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ABSTRACT

This study explores the impact of the Hangzhou Study Tour on cultural literacy development of participating college students. The tour aimed to enhance students' understanding of Chinese heritage, art, and culture through immersive experiences and interactions. Using the questionnaire survey and student reflection reports as primary data sources, this research investigates how the tour facilitated all-round development, strengthened communication and problem-solving skills, and increased awareness of the importance of cultural learning and respect for others.

The theoretical framework for this study is grounded in cultural literacy, which emphasizes the importance of understanding and appreciating cultural differences and similarities. The findings reveal that the tour significantly contributed to students' cultural literacy by deepening their knowledge of Chinese traditions and fostering a sense of national identity. The qualitative data collected through reflection reports highlight the transformative impact of the tour on students' personal and academic growth.

This research strengthens the idea of "Embracing Motherland Through Educational Tours" conceptions, which recommended the Interaction Ritual Chains (IRC) theory to enhance national identity among Hong Kong students. By integrating both bottom-up and top-down perspectives, this study provides a comprehensive understanding of the mechanisms through which educational tours can enhance cultural literacy and national identity.

The findings offer practical implications for educators and policymakers in designing future educational tours that promote cultural literacy and foster a sense of national identity among college students.

Keywords: Cultural Literacy, Educational Tours, Interaction Ritual Chains Theory, National Identity, College Students