MINISTRY OF CULTURE OF UKRAINE

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Research on the Design of Rural Research and Study Bases from the Perspective of Cultural-Tourism Integration — A Case Study of Dongnan Village, Changzhou City

Qualification work for obtaining a Master's degree

in specialty 022 Design

EPP 《Design of the architectural and landscape environment》

The qualification work contains the results of one's own research.

The use of ideas, results and texts of other authors must be referenced to the appropriate source.

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Kharkiv – 2026

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INTRODUCTION

Against the backdrop of continuous efforts to advance rural revitalization and integrate culture with tourism, rural study trips, as a vital medium for labor education and quality education, have become a crucial pathway to revitalize local rural resources and promote industrial upgrading in rural areas. Rural study bases serve as the core spatial 载体 for conducting study trips.

However, some rural study bases still suffer from insufficient regional cultural exploration, poor spatial function adaptability, a lack of study programs, and a singular operational model, making it difficult to achieve deep integration between cultural tourism and study travel. Taking Changzhou's Dongnan Village as the research subject and adopting a cultural tourism integration perspective, this study employs literature research, field surveys, questionnaire surveys, and case analysis methods. First, it clarifies the concepts of cultural tourism integration and rural study bases, explains theories related to the experience economy, scene creation, and sustainable development, and analyzes the bidirectional coupling and symbiotic relationship between cultural tourism integration and rural study bases. Second, drawing on the practical experience of Suzhou's Shushan Ecological Village research base, it summarizes common design flaws in current rural study bases. Through field surveys, questionnaires distributed to students, parents, and schools, as well as interviews with villagers and operators, it systematically examines Dongnan Village's foundational conditions, identifies its development advantages, and analyzes existing issues across four dimensions: spatial design, cultural tourism integration, study programs, and operational management. Based on this, it establishes the overall positioning and design principles for Dongnan Village's study base, proposes corresponding design strategies, and completes the conceptual design for key areas such as the master plan, functional zoning, agricultural practice zone, and folk culture and ecological research zone.

Research indicates that the deep integration of culture and tourism can effectively promote the transformation and upgrading of rural study-travel bases, while these bases also contribute to the revitalization of local cultural and tourism resources. This study aims to explore design solutions for rural study-travel bases in southeastern China, providing references for the development of similar bases in Jiangnan-style water

towns in southern Jiangsu Province. By achieving synergistic effects in ecology, education, culture, and economic benefits, it seeks to advance the comprehensive revitalization of rural areas.

CHAPTER 1

Research Review and Current Research Status at Home and Abroad

1.1. Current Status of Research

1.1.1Current State of Related Research Abroad

Most of the relevant foreign studies on research and learning take outdoor education, environmental education and natural school education as carriers, which are early to realize the value of the rural natural environment to teenagers' cognition, socialization, hands-on ability and cultivation. Natural schools in European and American countries generally rely on rural farms and rural forests to carry out practical education, emphasizing immersive experience and hands-on labor, paying attention to the naturalness of the site, and not pursuing large-scale artificial facilities. In the field of rural renewal, foreign urban acupuncture and micro-renewal theories advocate small-scale and low-intervention transformation, giving priority to the protection of rural native textures, and activating the whole rural area through key node transformation.

In terms of the combination of cultural tourism and rural space, foreign research attaches importance to public participation, emphasizing the integration of local cultural narrative into public space, and avoiding excessive commercialization. However, most of the foreign research objects are farms and rural nature education sites. There is a lack of a complete system of rural research bases that adapts to the comprehensive practice curriculum standards of primary and secondary schools in China, and there is little targeted research on the theme of agricultural culture.

1.1.2Current State of Domestic Research

With the implementation of the study travel policy in China, rural research bases have become hot research directions in the fields of landscape gardens and urban and rural planning. The early research focused on the site selection of research bases and the construction of hardware facilities; at this stage, the focus of research gradually shifted to the integration of culture and tourism, the construction of curriculum system, and the revitalization of local culture.

Domestic scholars generally point out that there are real pain points in the current rural research and study bases, such as serious homogenization, emphasis on entertainment and light education, and shallow exploration of local culture. Experiential economic theory, scene

creation theory and sustainable development theory have been widely used in the design of rural research space, advocating the transformation of agricultural folk resources into research scenarios. At the same time, a large number of case studies are concentrated in ancient villages and mountainous villages, and the systematic design and research of the research base for the watery villages of ordinary plains in southern Jiangsu still need to be improved and supplemented.

Many studies have confirmed that the integration of culture and tourism can empower rural research and study to improve the quality and upgrade, and research and study in turn drive the revitalization of rural cultural and tourism resources, forming a two-way mutual assistance and symbiotic relationship. However, the existing research is more inclined to theoretical discussion. Combined with field questionnaires and multi-group research of villagers and school students, the complete output of complete practical results from theory to research to plan still needs to be enriched.

1.1.3Review of Domestic and International Research

Overall, the theoretical results of foreign outdoor nature education and rural micro-renewal can provide reference for this study, but the national conditions, education system and local cultural background are quite different and cannot be directly copied. A large number of theories related to rural research and study have been accumulated in China, and the important value of cultural and tourism integration for research bases has been clarified.

There are still research loopholes in the current research: first, the number of empirical studies on the research base of ordinary rice and water villages in southern Jiangsu is limited; second, many studies focus on spatial design, and the research and analysis of the real needs of multi-party users is insufficient.

Based on the real site of Southeast Village, this article explores the planning and design path of the rural research base in the south of the Yangtze River, combined with questionnaires and interviews, and diversified research.

1.2. Research Methods and Research Process

1.2.1Primary Research Methods

(1) Literature research method: consult policies, journals and theses related to rural revitalization, cultural tourism integration, research and study travel, sort out the core concepts of cultural tourism integration and rural research base, analyze the theory of experience economy, scene creation and sustainable development, clarify the coupling relationship between cultural tourism integration and research base, and build a theoretical framework for the thesis. .

(2) Field survey method: go to the southeast village of Changzhou City many times to carry out on-site research, record the traffic of the area, the water system of the farmland, the architectural style, the public supporting facilities, and collect first-hand information on the current situation of the site.

(3) Questionnaire survey method: Distribute questionnaires to students, parents and school teachers to collect the activity preferences and venue demands of different research audiences, and provide a basis for space and curriculum design.

(4) Semi-structured interview method: Conduct interviews with local villagers, village committees and cultural tourism operators to understand the demands of villagers and the bottlenecks of real construction, and obtain qualitative information that cannot be reflected in the questionnaire.

(5) Case analysis method: Select research bases in different regions as reference cases, summarize successful experience and find some problems at the same time to provide reference for this research.

Design practice method: comprehensive theory, research and case results, complete the overall plan, functional zoning and detailed design of the research base in the southeast village, key areas, and complete the planning concept.

1.2.2Complete research process

The first stage: theoretical preparation. Collect and sort out literature and policies, complete the conceptual and theoretical combing, determine the research object, compile the survey outline, questionnaire and interview outline, and complete the preliminary preparation.

The second stage: research and analysis. Go to the southeast village for field survey, distribute recycling questionnaires, and conduct interviews; sort out the statistical results of questionnaires and interview

records; sort out the resource conditions of the southeast village, summarize the development advantages, and extract existing problems from the four dimensions of space, cultural and tourism integration, curriculum and operation; complete the collation of case materials.

The third stage: program construction. Combining theories, cases and research results, establish the overall positioning and design concept of the research base in the southeast village, build a design strategy, carry out the detailed design of the overall plan, functional zoning and key areas, and form a complete planning concept.

Stage 4: Thesis writing and revision. Integrate all the research results, complete the thesis writing, summarize the research conclusions, analyze the limitations of the research, put forward future prospects, and finalize the draft.

1.3. Case Studies of Typical Rural Study-Tour Bases: Analysis and Lessons Learned

In order to further explore the planning and construction path of rural research bases from the perspective of cultural and tourism integration, this article selects three rural research cases in the south of the Yangtze River: Suzhou Shushan Ecological Village, Huzhou Yigao Ancient Village, and Nanjing Shishanxia Village. Each of the three cases has its own focus: Shushan represents the mature ecological research and development model in southern Jiangsu; Yigao Ancient Village relies on the agricultural culture of Shuixiang for cultural research; Shishanxia Village represents the transformation of ordinary unknown villages from ordinary villages to research bases, and the actual conditions of Southeast Village are the most similar. By analyzing the resource conditions, planning layout, curriculum system and existing shortcomings of each case, we summarize the design experience that can be learned from, and provide practical reference for the positioning, spatial layout, curriculum construction and operation strategy of the research base in the southeast village.

1.3.1 Case Study 1: Suzhou Shushan Ecological Village Educational Research Base

Shushan Ecological Village is located in Suzhou High-tech Zone. It belongs to the mountain and forest-type village. It relies on the resources of mountains and forests, tea gardens, bamboo sea and ancient villages to develop rural research. It is a relatively mature rural research base in

southern Jiangsu. In terms of spatial layout, Shushan adopts a multi-point dispersion mode, does not focus on the construction of large-scale research and learning venues, makes full use of the existing village space, divides the mountain and forest natural research area, the tea culture experience area, and the ancient village folk experience area, and relies on the existing trails in the countryside to connect various research and study points. Supporting the construction of small research classrooms, agricultural practice fields, supporting parking, catering and other basic cultural and tourism facilities. In terms of curriculum construction, we develop layered research courses around tea culture, mountain and forest ecology, and folk non-heritage. For different sections of primary schools, we set up experience projects such as tea picking and making, mountain and forest plant observation, folk handiwork, etc., and connect with comprehensive practical courses for primary and secondary schools. The operation mode adopts the village collective plus enterprise operation mode, introduces a professional research team, and connects with many local primary and secondary schools in Suzhou to realize normalized research and study reception.

Advantages: adopt low-intervention distributed layout, do not engage in large-scale demolition and construction; fully explore local characteristic resources to create differentiated courses; village collectives cooperate with professional operation teams to open up school-enterprise cooperation channels. There are shortcomings: some research points are mixed with tourism, and there is a conflict of people during the peak period of research and study; some course experiences are superficial, and there are few in-depth exploration courses. Enlightenment to the Southeast Village: The Southeast Village is also a rural area in southern Jiangsu. We should avoid the construction of large-scale centralized venues, and give priority to revitalizing the existing venue resources in the village; establish cooperation channels between schools and enterprises, and at the same time, we should do a good job in the spatial diversion of students and ordinary tourists to reduce mutual interference.

Brief summary:This chapter summarizes the research results on rural research and integration of culture and tourism at home and abroad, analyzes the advantages and disadvantages of existing research, and clarifies the entry point of this study. Define the various research methods used in this article and explain the complete research implementation process. Existing research has confirmed the important value of cultural

tourism integration in the construction of rural study and research bases, but there is still a research gap in empirical practice for agricultural villages in southern Jiangsu's water towns. The following text will further analyze the theoretical connotation and design requirements of rural study and research bases.

1.3.2Case 2: Huzhou Yigao Ancient Village Study Tour Base

Yigao Ancient Village is located in the Taihu Ligang Cultural Belt. It is a typical water village in the south of the Yangtze River. With the water conservancy and farming culture of Ligang as the core, it belongs to the theme research base of Shuixiang agricultural culture, which is highly similar to the cultural vein of Daozuoshuixiang in Southeast Village. In terms of space, relying on the original streets and alleys of the ancient village, the port water system and the ancient granary building transformation and research space, the old buildings are transformed into cultural exhibition halls and hand-made workshops, the original water town texture is preserved, and the water system, streets and alleys are used as the research and learning line. The course focuses on the water conservancy culture of Taihu Lake and Ligang, rice farming, and water township folklore. It sets up the contents of Shigang water conservancy investigation, rice processing experience, water township folklore research, etc., and transforms water conservancy heritage resources into research and education content. In terms of the integration of culture and tourism, the cultural narrative of Ligang is integrated into the streets and waterfront spaces, so that the whole ancient village becomes an open-air research classroom.

Advantages: Deeply explore the history of local water villages, agriculture and water conservancy culture, and transform cultural heritage into research and study scenarios; fully transform and use old buildings, focus on micro-renewal, and preserve the original style of the water town. There are shortcomings: limited by the protection of ancient villages, there is a lack of large areas of agricultural practice fields, and the conditions for field agricultural labor experience are limited; limited by the carrying capacity of ancient villages, the large-scale research team's reception capacity is insufficient. Enlightenment to the Southeast Village: The Southeast Village has continuous rice field and river network resources. It is necessary not only to learn from Yigao's in-depth exploration of local culture, but also to give full play to the advantages of its own large-area farmland, strengthen the content of field agricultural

labor practice, and make up for the shortage of labor sites in ancient village research bases.

1.3.3Case 3: Nanjing Shixiansha Village Study Tour Base

Shishanxia Village was originally an ordinary traditional agricultural village, not a famous historical and cultural village, with ordinary resources. Through the improvement of the rural environment, the implantation of research, learning and cultural and entrepreneurship, it realized the transformation of ordinary villages into cultural tourism villages, which is closest to the actual conditions of "unknown ancient villages based on agriculture" in the southeast village. In terms of spatial planning, improve the village environment, revitaliz the idle farm house transformation research classrooms and cultural and creative workshops; divide the agricultural practice area, the rural cultural and creative experience area, and the comprehensive service area, taking into account the daily life of the villagers and the research activities, and the research site and the villagers' living space are interspersed with each other. In terms of courses, combined with local agricultural resources to develop agricultural labor and local handiwork courses, the difficulty of the course is gradient, suitable for students of different ages. At the operational level, the village collective leads and introduces external cultural tourism enterprises. At the same time, villagers are encouraged to participate in business management. Villagers can provide agricultural products and manual experience, so that villagers can share industrial benefits.

Advantages: Ordinary agricultural villages can also develop research and study, not necessarily rely on famous historical relics; revitalize idle farm houses and transform light assets; encourage villagers to participate in research and study industries, drive villagers to increase their income, and coordinate the relationship between research, study and development and life. Shortcomings: the local cultural excavation is weak, and there is a certain homogenization of the curriculum; the difference in the off-peak season is obvious, and the content of research activities in autumn and winter is less. Enlightenment to the Southeast Village: The Southeast Village also belongs to an ordinary agricultural village. There are no major historical monuments. The focus is to dig deep into its own rice culture and create differentiated content; pay attention to the participation of villagers. At the same time, it is necessary to design research projects that can be carried out in four seasons to alleviate seasonal shortcomings.

1.3.4Key Insights and Lessons Learned from the Case Study

(1) Space level: adhere to low intervention micro-transformation and revitalize stock resources. Do not blindly build large-scale venues, make full use of the existing farmland, water system and idle buildings in the village, and adopt a distributed multi-point layout; do a good job in the spatial coordination of the study flow of people and villagers and ordinary tourists, and reduce mutual interference.

(2) Culture and curriculum level: create differentiation based on local resources. Do not copy the general research template, deeply explore the local rice cultivation and water township folklore resources, and develop stratified and segmented research courses to avoid homogenization; take into account the observation of science popularization and hands-on labor practice.

(3) Social level: pay attention to rights and interests, and encourage villagers to participate in the industry. Research and development should not be separated from the rural ontology, so as to ensure that the villagers' lives are not excessively disturbed, drive the villagers' employment and increase their income, and realize that the research and study industry benefits the local community.

(4) Operation level: build a diversified operation model to deal with seasonal problems. Introduce professional research and study operation forces, build school-enterprise cooperation channels, develop four-season research content, and alleviate the gap between rural research and study in the off-peak season.

1.4. Brief summary

This chapter sorts out the relevant research results of rural research and cultural and tourism integration at home and abroad, identifies the advantages and disadvantages of existing research, and clarifies the entry point of this research. Define various research methods in this article and explain the complete research implementation process. Select three typical rural research bases in the south of the Yangtze River to carry out case analysis, and summarize the experience and problems that need to be avoided at the space, curriculum and operation levels. Existing research and case practice have confirmed the important value of cultural and tourism integration for the construction of rural research bases, but there are still gaps in the empirical practice of agricultural villages in ordinary water townships in southern Jiangsu. The following will further analyze

the theoretical connotation and design construction requirements of the rural research base.

CHAPTER 2

Relevant Theories and Design Requirements for the Development of Rural Study Tour Bases

From the perspective of the integration of culture and tourism, the design of the rural research base is not a simple site transformation and facility stacking, but a composite space creation under the guidance of multiple theories. This chapter first analyzes the core supporting theories of this article: the concept of cultural and tourism integration, the theory of experience economy, the theory of scene creation, and the theory of sustainable development, and explains the guiding value of each theory for rural research bases. On this basis, we will further analyze the spatial organization characteristics and functional area creation characteristics of rural research bases under the guidance of cultural and tourism integration, summarize the main design methods of rural public space research and transformation, and establish a complete theoretical basis and design criteria for the subsequent development of field projects in Southeast Village.

2.1.Analysis of Core Fundamental Theories

2.1.1 Concept of Cultural and Tourism Integration

The integration of culture and tourism is the integrated development of culture and tourism. The core connotation is summarized as "culture to shape tourism and tourism to promote literature". It is not a simple superposition of cultural industry and tourism industry, but to transform intangible cultural resources such as regional history, agricultural folklore, ecological countryside, etc. into tangible tourism products that can be viewed, participated in and experienced. And space scenes. Culture gives tourism a spiritual core and solves the problems of homogenization and empty connotation of tourism products; tourism provides a communication carrier and market channel for culture, so that the statically sealed local culture can be inherited.

Placed in the context of rural research, the value of cultural and tourism integration is reflected in two levels. First, empower research and education: transform rural local rice-growing customs, water folk

customs and traditional agricultural skills into research courses and research scenarios, provide a cultural core for research activities, change the shallow mode of rural research and study in the past, which only stayed in picking sightseeing and outdoor play, and strengthen the educational attributes of the base. Second, activate rural industries to the outside world: as an important landing tool for the integration of culture and tourism, research and study, with the help of youth research activities to spread local culture, drive rural consumption and export of agricultural products, and realize the transformation of cultural value and educational value into economic value.

At the same time, it needs to be clear that the integration of culture and tourism in rural scenes should avoid the trap of excessive commercialization. The development model of urban commercial culture and tourism should not be copied. Based on the original rural background, priority should be given to the protection of agricultural texture and local characteristics, and the renewal method of low intervention should be adopted to achieve a balance between protection, education and industry.

2.1.2 Experience Economy Theory

The theory of experiential economy believes that after the product economy, commodity economy and service economy, the experiential economy has become a new economic form. Enterprises no longer only export physical goods or standardized services, but also create personalized experiences worth remembering for users. Users' sense of participation, immersion and subjective feelings become value judgments. The important standard of. Experience can be divided into four types: entertainment experience, education experience, aesthetic experience, and esclusion experience.

Implemented in the rural research base, the experiential economic theory has a strong guiding significance. Traditional rural research is mainly based on the passive experience of "visiting and listening", and students receive knowledge as spectators; while the experience economy emphasizes the personal practice of participants. In the study space design, it is necessary to design hands-on, laborable and collaborative scenes, so that students can change from bystanders to participants in the activity.

2.1.3 Scenario Construction Theory

Scene creation theory emphasizes that space is not only a material carrier, but also a composite scene composed of spatial environment, events and cultural narratives. A good spatial scene can trigger human behavior, convey cultural information, stimulate users' emotional resonance, and realize the unity of space, behavior and culture. Unlike the traditional landscape design, which only focuses on composition, greening and architectural appearance, scene creation pays more attention to what people do in the space, what they feel, and what kind of cultural information they receive.

For rural research bases, scenes are divided into material scenes and non-material scenes. Material scenes include farmland, water systems, buildings, visual guidance signs, practical operation platforms and other physical environments; non-material scenes refer to research tasks, folk activities, and course narratives. Enlightenment of scene creation theory to design: landscape beautification should not be done in isolation, and thematic scenes should be created around the goals of research and education. For example, the farming scene is not only a rice field, but a complete teaching scene jointly built with agricultural tool storage points, field explanation boards, and agricultural practice fields. The folk culture scene should not only rely on the text of the exhibition board, but also combine with handmade activities and folk displays, so that students can perceive the agricultural culture of Jiangnan in the scene. Turn the abstract local culture into a perceptible on-site environment through scene creation.

2.1.4 Sustainable Development Theory

The core of the theory of sustainable development is to take into account the triple benefits of ecology, society and economy. While meeting the needs of contemporary people, it does not compromise the ability of future generations to meet their own needs. It includes the three dimensions of ecological sustainability, social sustainability and economic sustainability:

(1) Ecological sustainability: the construction of the research base respects the original ecological pattern of farmland and river network in the countryside, avoids large-scale demolition and construction, protects the pastoral foundation of the water town in the south of the Yangtze River, gives priority to micro-transformation and low intervention, does not destroy arable land, and protects animal and plant habitats;

(2) Social sustainability: respect the rights and interests of production and life, protect the lives of villagers from excessive development, inherit local folk culture, promote community participation, and let villagers share the dividends of research and development industry;

(3) Economic sustainability: refuse one-time reinvestment, build a recyclable operation model, take into account the peak and off-season of research, reduce the later operation and maintenance costs, and realize the long-term operation of the research and study industry.

The theory of sustainable development outlines the design bottom line for the research base of the southeast village: research and development is not the same as large-scale demolition and construction. All spatial transformations should be based on the rural background, refuse to encroach on farmland on a large scale for the purpose of research and study landscape, and realize the coordination and unification of ecological protection, cultural inheritance and industrial development.

2.2.Spatial Organizational Characteristics of Rural Study Tour Bases from the Perspective of Cultural-Tourism Integration

The main functions of traditional rural space are agricultural production and villagers' residence; while the rural research base under the guidance of cultural and tourism integration is a composite educational cultural tourism space, which is no longer a simple splicing of scattered sites, emphasizing the combination of cultural core, research and learning tasks, and experience lines.

First, set up research task nodes. The task node is the basic unit of the space of the research base. Each node carries the corresponding teaching and experience activities, including agricultural labor, folk handiwork, nature observation, cultural display, etc. Different nodes set the difficulty and theme distinction, adapt to different grades of primary school students in low, middle and high schools, and complete the experience to gain knowledge and cognition.

Second, build a thematic experience dynamic line. Different from the traditional simple functional partition, it relies on the research and learning line to connect various task nodes in series to form a complete research and learning experience journey. The dynamic line can conform to the original natural texture of farmland and water system, and combine with ground marking and commentary to guide the flow of people. The dynamic line has the beginning, the main body and the end, and

completely completes the research process from the introduction to the experience to the summary, taking into account the two modes of team group travel and free exploration.

Third, respect the bottom of the venue according to local conditions. Refuse to copy templates, make full use of the original rice fields, river networks and old houses in the village, and try to use micro-transformation, not to demolish and build. Relying on paddy fields to carry out agricultural research, relying on forest land to carry out natural science popularization, relying on old buildings to carry out folk culture display, directly transforming the natural local background into research and learning resources, and reducing the construction of large-scage projects.

Fourth, deeply implant the local culture. Integrate the rice farming culture and water town folk stories of the southeast village into the node and dynamic line design, so that the space itself can tell the history of the village, realize the unification of space carrier and cultural content, and avoid the homogenization of the base.

In summary, there are four elements of the spatial organization of the research base under the integration of culture and tourism: research task nodes, theme experience dynamic lines, local sites, and local cultural implantation. Transform ordinary rural space into a complex research place with education, experience and cultural communication.

2.3.Design Characteristics of Functional Zones in Rural Study-Tour Bases

The research base will transform the original rural space from a simple production and living site to a task-driven educational experience site. Users are no longer ordinary tourists, but study learners who need to complete a series of learning behaviors such as observation, practice, collaboration and thinking.

The functional area includes a variety of units: teaching practice units, cultural display units, agricultural labor units, and supporting service units.

Each area sets up corresponding research tasks. After completing the tasks, you can gain knowledge and unlock the next stage of experience. The difficulty level is also distinguished within the area: a low-threshold entry experience is set up near the entrance; in-depth labor and teamwork

tasks are set up in the middle area; the closing area is set up with a space for display of achievements, summary and sharing, forming a psychological learning closed loop.

The areas rely on the research and learning lines to connect in series, which is not a simple and rigid separation. The dynamic line is not only traffic, but also plays the role of research guidance and knowledge popularization. Fully respect the original rural texture and do not destroy the pattern of farmland water system.

Cultural narrative runs through various functional areas. The rice culture and water town stories of the southeast village are disassembled and integrated into different areas. The agricultural area displays rice-growing skills, and the cultural area displays the history and folklore of the village, so that teenagers can gradually understand the agricultural culture of the south of the Yangtze River in the process of space travel.

Summarize the four major creation characteristics of the research and learning functional area: reasonable arrangement of research and study task units; dynamic lines in series to complete the experience process; respect the original conditions of the site; local culture runs through each area. Realize the multi-dimensional integration of physical practice, cognitive learning and cultural perception.

2.4.Key Design Approaches for Educational Transformation of Rural Public Spaces

The traditional design of rural public spaces focuses on beauty and order, and often ignores the participation of education. The space is beautiful but lacks the ability to stimulate activities. The research and learning transformation from the perspective of the integration of culture and tourism is to upgrade the ordinary rural public space into a learning and experienceable research and learning interaction platform.

(1) Analysis and judgment stage: research the site resources and the needs of multiple people, including students, schools, parents, villagers and cultural workers, identify the advantages and pain points of the site, and find opportunities for research and learning transformation.

(2) Space reconstruction stage: divide different research functional units, arrange research task nodes, plan experience dynamic lines, and build a complete research space system. Priority should be given to micro-

update and low-intervention means to protect the original landscape of the countryside.

(3) Experience test optimization stage: simulate the use of the research team, check whether the dynamic lines, sites and facilities are suitable for research and teaching, and adjust the difficulty, safety protection and supporting conditions.

(4) Feedback iteration stage: fully consider the opinions of villagers, schools and operators, reserve space for later adjustment, and leave room for curriculum renewal and business model iteration.

(5) At the same time, the transformation should take into account the demands of multiple people: it should not only meet the functions of research and education, but also not infringe on the daily life of local villagers; take into account the leisure sightseeing of ordinary tourists and the teaching activities of research and study teams, so as to achieve a balance of the needs of diverse people.The traditional design of rural public spaces focuses on beauty and order, and often ignores the participation of education. The space is beautiful but lacks the ability to stimulate activities. The research and learning transformation from the perspective of the integration of culture and tourism is to upgrade the ordinary rural public space into a learning and experienceable research and learning interaction platform.

(6) Analysis, research and judgment stage: research the site resources and the needs of multiple people, including students, schools, parents, villagers and cultural workers, identify the advantages and pain points of the site, and find opportunities for research and study transformation.

(7) Space reconstruction stage: divide different research and learning functional units, arrange research and study task nodes, plan experience dynamic lines, and build a complete research and study space system. Priority should be given to micro-update and low-intervention means to protect the original landscape of the countryside.

(8) Experience test optimization stage: simulate the use scenarios of the research team, check whether the dynamic lines, sites and facilities are suitable for research and teaching, and adjust the difficulty, safety protection and supporting conditions.

(9) Feedback iteration stage: fully consider the opinions of villagers, schools and operators, reserve space for later adjustment, and leave room for curriculum renewal and business iteration.

At the same time, the transformation should take into account the demands of many people: it should not only meet the functions of research and education, but also not infringe on the daily life of local villagers; take into account the leisure tourism of ordinary tourists and the teaching activities of research teams, so as to achieve a balance in the needs of diverse people.

2.5.Brief summary

This chapter elaborates on the design and construction requirements of rural research bases from the perspective of cultural and tourism integration. The research base oriented by cultural and tourism integration is different from ordinary rural tourism sites, with research and learning task nodes, thematic experience dynamic lines, site adaptive transformation, and local cultural implantation as the core grasp. At the same time, a four-step cycle method for the research and transformation of rural public space is proposed: from analysis and judgment to spatial reconstruction to experience testing to feedback iteration. Establish a theoretical basis for the actual project development of Southeast Village in the next chapter.

CHAPTER 3

Development of the Study Tour Base Planning Project for Southeast Village

3.1.Project Design Concept and Overall Positioning

3.1.1 Design Concept

Resources are the basis, culture is the soul, research is the core, and culture and tourism are empowered. Relying on the foundation of rice farming in the water township in the south of the Yangtze River in the southeast village, guided by the concept of cultural and tourism integration, we adopt a low-intervention micro-transformation model to explore the local culture of rice farming and water township folklore, build multi-thematic research task nodes and experience dynamic lines, and create a combination of agricultural labor practice, water township

ecological science popularization, folk culture experience, and comprehensive service matching. An integrated rural research base.

3.1.2 Overall Positioning

For primary and secondary school students in southern Jiangsu, we will build a research and practice base for the theme of Jiangnan water township agriculture with the recognition of the southeast village. Implement labor education and comprehensive practical courses, take into account rural cultural tourism and leisure, coordinate research and development with villagers' lives, and achieve a win-win situation of educational benefits, cultural benefits, ecological benefits and economic benefits.

3.2.Current Status Survey and Problem Diagnosis of Southeast Village

3.2.1 Overview of Village Foundation

Dongnan Village, Changzhou City, belongs to Xixiashu Town, Xinbei District. It is located in the hinterland of southern Jiangsu in the Yangtze River Delta, and is a typical water village in the south of the Yangtze River. The traffic conditions of the district are good, and it is a short drive from the city of Changzhou. It can radiate to Wuxi and other surrounding cities, and the customer source market is sufficient. The village has a dense network of rivers, large-scale continuous rice fields, with organic rice as the core industry; it has a long-standing vein of rice farming culture, and the local stories of Chongwen Chongwen is passed down. The Rice Culture Museum has been built, and the local relics such as water township houses and ancient bridges are well preserved. However, the form of cultural resources is single and has not been transformed into research products.

3.2.2 Field, questionnaire, and interview research analysis

Through field survey, it is found that there is no specialized research space in Southeast Village at present. The site is fragmented, and there is a lack of research classrooms, practical operation platforms, research guidance and safety protection facilities.

The questionnaire is aimed at students, parents and school teachers. The results show that students prefer hands-on agricultural and folk experience; parents are highly concerned about site safety and the

connotation of curriculum education; schools urgently need a practice base with perfect curriculum and standardized site.

The interviewees include villagers, village committees and operators. Villagers support research and development, looking forward to increasing the income of agricultural products, but they are worried that the flow of people will interfere with daily life; the operator reflects the lack of systematic combing of resources, lack of curriculum development, school-enterprise cooperation ability, and limited funding conditions.

3.2.3 Development advantages and existing core issues

Development advantages:

(10) Resource advantages: It has superior rice fields and water ecological resources, and the folk culture of rice cultivation is distinctive;

(1) Location advantages: located in the Yangtze River Delta, with a large number of primary and secondary schools in the surrounding area, and large market potential for customer sources;

(2) Policy advantages: Rural revitalization, labor education and relevant policy support, as a beautiful countryside, it has the foundation for construction.

Existing core issues:

(1) Space design level: no systematic research and study planning, fragmented site, lack of teaching and practice space, insufficient research and study supporting facilities;

(2) The level of cultural and tourism integration: the depth of local cultural excavation is insufficient, cultural resources and space are separated from each other, and the risk of homogenization is high;

(3) At the level of research courses: there is no systematic research courses, only simple picking and sightseeing, which cannot meet the teaching standards of primary and secondary schools;

(4) Operation level: lack of professional operation team, lack of school-enterprise cooperation channels, seasonal problems with resources, no products, venues, no operation are more prominent.

3.3.Practical Planning and Design of the Southeast Village Study Tour Base

3.3.1 Overall planning and functional zoning

Based on the current situation and design concept, respect the original farmland, water system and village texture of Southeast Village, adopt the micro-transformation mode, and divide into four functional areas:

Agricultural labor practice area: rely on continuous rice fields to carry out labor research activities such as rice transplanting, harvesting and agricultural observation;

Folk Culture and Ecology Research District: Combined with the Rice Culture Museum and the river network waterfront space, carry out water town folk display, ecological science popularization, and handmade experience;

Research and study comprehensive teaching area: set up research and study classrooms, exhibition halls and distribution squares for centralized teaching and achievement sharing;

Comprehensive supporting service area: including parking lot, research station, toilet and rest point, which can be used by both research teams and ordinary tourists.

Two main research and learning experience lines are planned: the agricultural research theme line and the water town culture and ecology theme line, connect each task node in series, set up multiple branch lines, and adapt to the research teams of different durations and different sections.

3.3.2 Detailed Design of Key Areas

Agricultural labor practice area: divide different agricultural practice fields, set up agricultural tool storage points and field explanation signs; retain the original farmland texture, add simple field plank roads, and improve waterfront safety protection; set up agricultural task nodes, corresponding to practical projects such as paddy transplanting, rice paddy cultivation, harvesting, rice and duck co-raising observation.

Folk Culture and Ecological Research District: Research and improve the internal space of the Rice Culture Museum and increase interactive display; use the waterfront space to create natural observation points; set up folk handiwork workshops to carry out local handiwork

experiences; use local old houses for micro-transformation as folk experience nodes. Improve the visual guidance and explanation system, and integrate the history of the water town and the story of rice cultivation into the scene.

Research and study comprehensive teaching area: mainly micro-renewal of existing buildings, no new large-scale buildings; set up indoor research and study classrooms, achievement display walls, and research and study gathering sites to meet the needs of team classes, group discussions, and research and study reports.

Supporting aspects: add a special parking lot for research and study buses, supplement research and study stations, rest points, safety and protection facilities; take into account the daily traffic and agricultural production of local villagers, and avoid large-scale demolition and construction.

3.4Brief summary

Based on the perspective of the integration of culture and tourism, this article takes the rural research base of Dongnan Village, Changzhou City as the research object. It uses the research methods of literature research, field survey, questionnaire interview, case analysis and design practice to complete the complete research process of theoretical combing the current situation research to problem diagnosis and program design. The main conclusions are as follows:

First, the integration of culture and tourism is an effective way to improve the quality and upgrading of rural research bases. The core competitiveness of rural research and learning bases comes from local cultural and ecological resources. It promotes the deep integration of culture, tourism and research and learning, and can solve the pain points of the industry such as homogenization, weak experience and insufficient educational attributes, and realize the revitalization and sustainable use of rural local resources.

Second, Dongnan Village has multiple development advantages in location, resources and policies, but there are practical problems such as lack of spatial planning, shallow integration of culture and tourism, blank research courses, and imperfect operation system. It needs to be transformed and upgraded through systematic planning and design.

Third, build a research base design system for the southeast village with resources as the basis, culture as the soul, research as the core, and cultural tourism empowerment. It is divided into agricultural labor practice area, folk culture and ecological research area, comprehensive research and learning teaching area, and comprehensive supporting service area, and build a thematic research and learning dynamic line, with micro-transformation as the main means, taking into account the demands of many people. The plan can meet the needs of research and education in primary and secondary schools, and at the same time drive the development of rural cultural tourism in Southeast Village and help rural revitalization.

Limitations of research:

This research focuses on spatial planning and site design. The research depth of research on the refined development of research courses, market-oriented profit model, and school-enterprise cooperation mechanism is limited. The curriculum and operation only build a basic framework, and a refined implementation plan has not been fully implemented. This article is a theoretical program research. The planning plan has not been actually built, and the actual landing effect needs to be tested in practice. The case reference is mainly concentrated in the surrounding villages of southern Jiangsu. Different types of rural research bases in other regions in China have insufficient reference, and the research horizon is limited.

Future outlook:

At the academic level, follow-up research can further refine the layered research curriculum, market-oriented operation and brand promotion of Southeast Village; expand case samples, and improve the design theoretical system of rural research bases under the integration of culture and tourism. At the practical level, relying on this planning plan, we will promote the construction in stages in combination with the policies and actual conditions of the southeast village; in the process of implementation, we will continue to optimize the space, business form and curriculum, dig deep into the culture of the local rice and water town, create a cultural tourism brand with characteristics of southern Jiangsu, promote the deep integration of the research industry and rural industry, culture and governance, and realize Multi-dimensional benefits and win-win.

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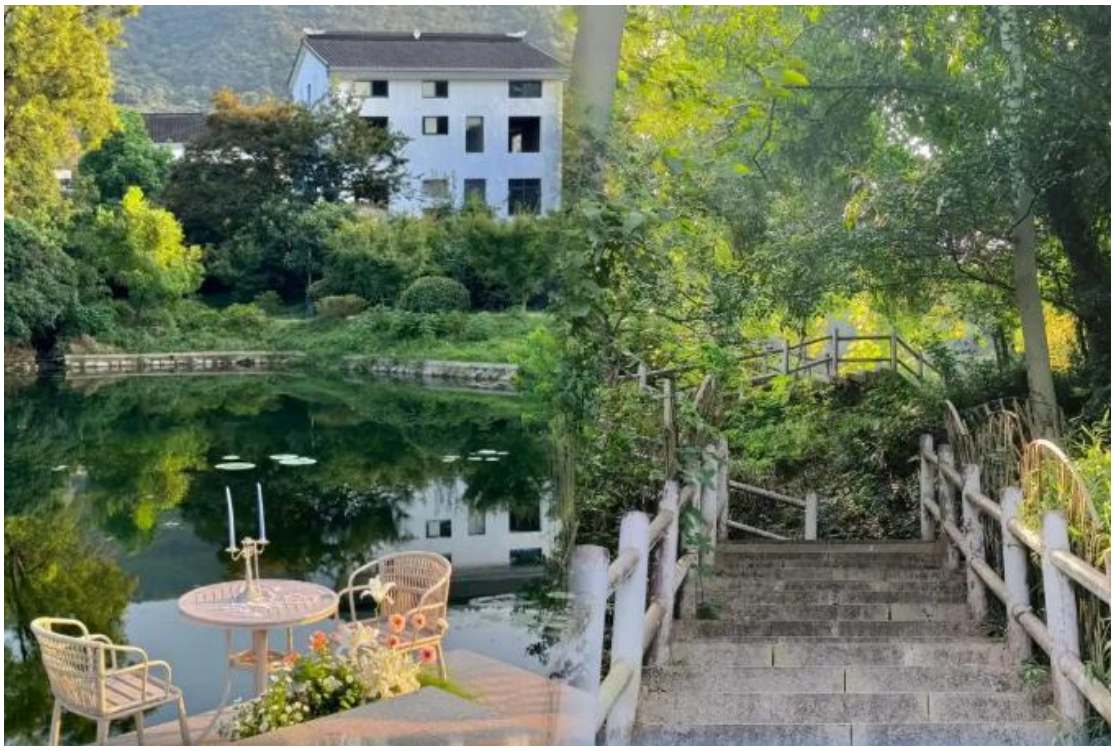
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Appendix A: Supporting Figures (Site condition photographs and analysis diagrams)









Suzhou Shushan Ecological Village









Yigao Ancient Village, Huzhou



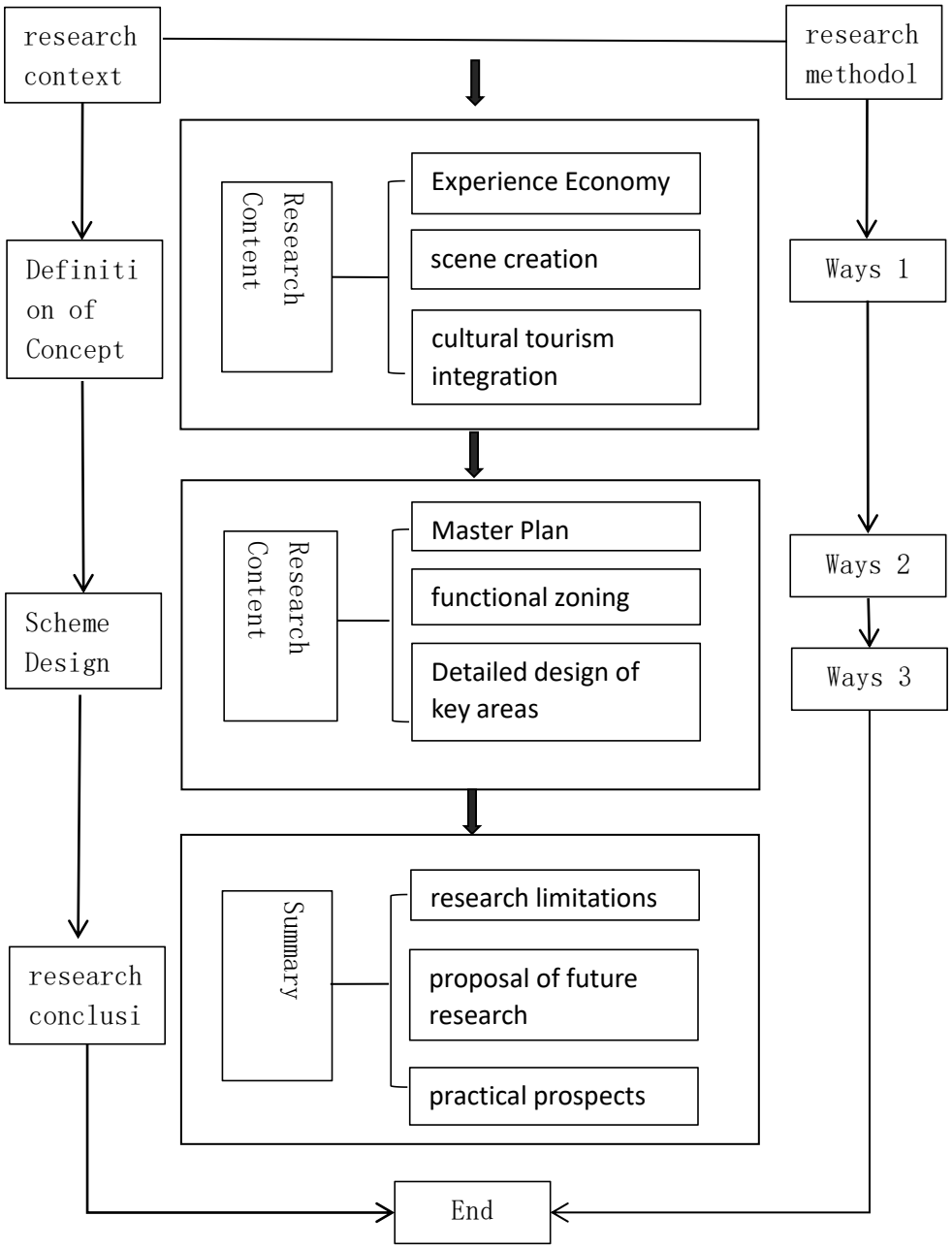






Shixiansha Village, Nanjing

Appendix B: Research Forms (Questionnaires, Interview Guides)



Technical Roadmap

crowd	Age Classification	Demand propensity	Educational Experience Program
Researcher	children	Activities that offer rich sensory stimulation, as well as high levels of interactivity and appeal.	Offer a variety of engaging and relatively easy-to-learn intangible cultural heritage craft experience courses, such as a bamboo weaving workshop.
	youngsters	A strong desire to gain an in-depth understanding of the underlying principles and cultural connotations of various subjects, coupled with a high pursuit of both depth and breadth of knowledge.	Organize hands-on practical courses, such as the traditional DaTong manual beam scale-making technique, which offer greater depth and complexity. By participating in the operation of simple production steps, students can cultivate a sense of reverence for traditional culture and a spirit of exploration through practical experience.
	grow up	Adults who participate in study tours typically have more defined learning objectives, which are closely aligned with their professional development and the deepening of their personal interests and hobbies.	Design more comprehensive study-tour programs that enable participants to gain a holistic understanding of the profound historical and cultural heritage underlying folk customs, the distinctive local characteristics embedded within them, and the unifying power they possess, thereby fostering a stronger sense of

			responsibility toward the inheritance and development of intangible cultural heritage.
	old people	Demands for in-depth cultural experiences, social interaction, and health and wellness.	Leveraging the natural ecological environment and health preservation cultural resources of Datong Ancient Town, we will organize health and wellness leisure and educational activities. Participants will have the opportunity to sample the distinctive health-focused delicacies of Datong Ancient Town, including medicinal dishes with therapeutic properties.
aborigines	Full-lifecycle population	We look forward to achieving cultural heritage preservation while increasing household income and improving quality of life through our participation in the operation of the study tour base. Furthermore, by enhancing the infrastructure of the ancient town, we aim to bring greater convenience to the daily lives of local residents.	Deploy cultural interpreters and professional intangible cultural heritage instructors to provide guided explanations, among other initiatives.
Cultural researcher	grow up	It is hoped that these study-tour bases will serve as vital windows for the dissemination of intangible cultural heritage, thereby	Through partnerships with study tour bases, we carry out activities such as exhibitions of intangible cultural heritage skills and

		expanding the pool of practitioners of this heritage. At the same time, by leveraging the platform of these study-tour bases, practitioners of intangible cultural heritage can access greater resources and support for innovative research and development, enabling the sustainable development of intangible cultural heritage.	instructional courses for its transmission.

Characteristics of Researchers Across Different Age Groups and Planning of Study Tour Types

No	Common plant name (English/Latim)	Hight (m)	Crown diamet (m)	Photo
1	2	3	4	5
Arbor:				
1	Celtis sinensis	6-8m	5-6m	
2	Punus davidiana	4-5m	3-4m	

3	Baijing tree	10-12m	4-5m	
Shrub:				
1	Ilex crenata	1.2-1.5m	1.5m	
2	Buxus sinica	1.2-1.5m	1.2-1.5m	
3	Syringa oblata Lindl	1.0-1.3m	1.0-1.2m	
Herbaceous plants:				
1	Muhlenbergia capillaris	0.6-1m		
2	Verbena hybrida	0.1-0.2m		

Plant Layout Table

Appendix C: Complete Project Plan

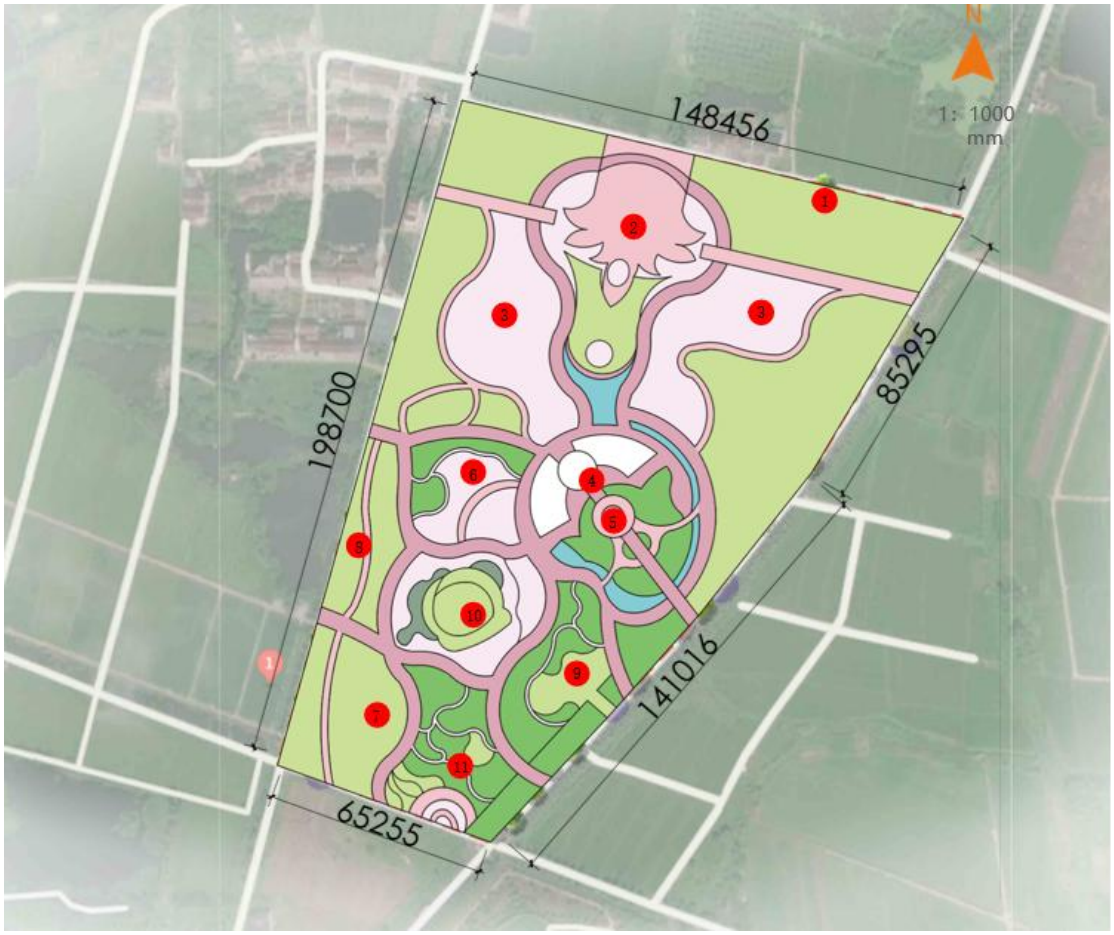


Combining movement and stillness

Specific design:

Based on the rural site of Southeast Village, the area is divided into Entrance Plaza, Parking Lot, Cultural and Creative Market, Educational Activity Center, Outdoor Educational Classroom, Nature Observation Station, Rural Experience Zone, Bamboo Weaving Culture Plaza, Campground Restaurant, Tent Hotel

Combined with the park road, various sections are connected to create a rural research and learning base that integrates agricultural experience, outdoor camping, leisure and amusement, and waterfront sightseeing.

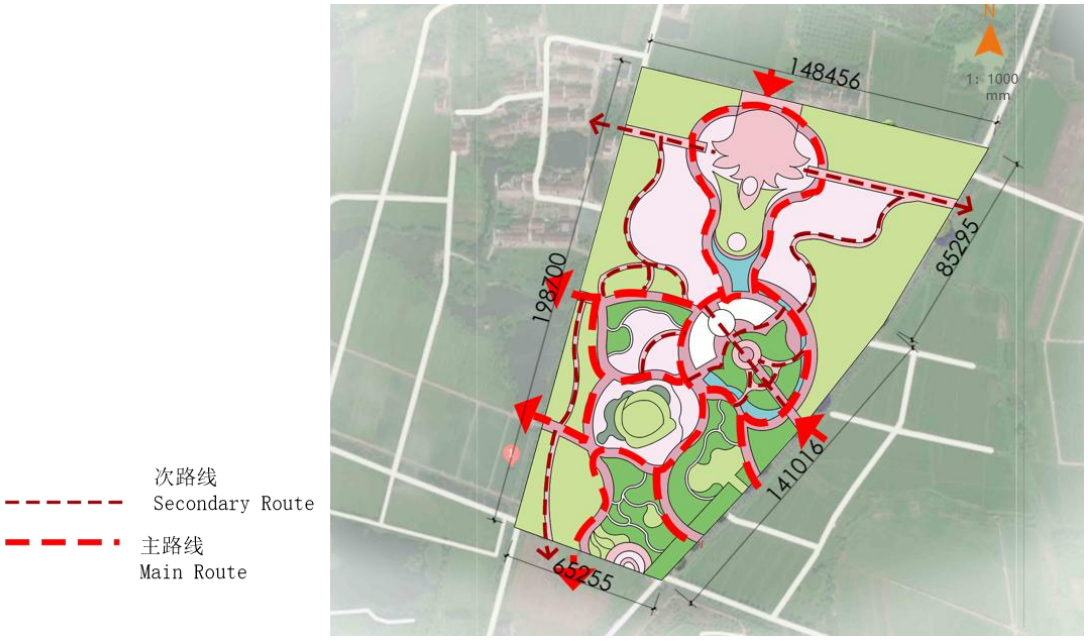


Functional zoning

1. parking lot 2. Entrance Distribution Plaza 3. Cultural and Creative Products Market 4. Study Tour Center 5. Outdoor Educational Field Trip 6. Natural Observation Station 7. Campground Restaurant 8. Tent Hotel 9. Sunken Plaza 10. Bamboo Weaving Cultural Plaza 11.Pastoral Experience Zone

The children's area mainly includes:4、5、6

Adult section – Main content：3、10、11



Route analysis diagram



colored floor plan



Tent camping area



Tent camping area



Pastoral Experience Zone



Pastoral Experience Zone



Sunken Plaza



Science Popularization Gallery



Outdoor educational camp



Outdoor educational camp



Bamboo Weaving



Bamboo Weaving