

Urban Creative Art Cultural Tourism – Sustainable Model

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ABSTRACT

The urban tourism industry has been explored after COVID-19 for its environmental, social and economic impacts, linking up to SDG#3 wellness and 12 responsible consumption and production using design thinking and SERVQUAL for customer satisfaction. This is of practical value in terms of job creation and skills development for DG#8 decent job creation. After COVID-19, there are worldwide conferences on tourism, for example fashion, halal and creative art music conferences for developing new knowledge of transformative event management and leading to the emergence of an innovative business models to balance the responsibility of sustainable production and consumption and SERVQUAL concepts to close the gap of customer expectations and realization. On July 6/7, 2025, IP and Urban Tourism Forum was organized in Chang Chun, China with SYART Gallery for 19th anniversary. During the opening ceremony and forum in July 2025 and qualitative analysis on urban creative cultural tourism, it is found that several key strategies for SDG#3/4/8/12 and #17 partnership are: sustainable planning, guidance on scenic tourism, technology with immersive experience, capacity building and monitor sentiment. In fact, this paradigm shift opens up skills development to fill this innovative model with SCOR Model of 4 levels for cultural management skills, community development mindset, social entrepreneurship mindset, skills and actions.

Keywords: Urban Tourism, SDG, SERVQUAL, Intellectual Property (IP), Innovative Model.

INTRODUCTION

Urban creative art cultural tourism represents a dynamic intersection of cultural expression, urban regeneration, and sustainable development. It leverages the unique artistic and cultural assets of cities to attract tourists, foster local pride, and promote socio-economic growth. As global tourism faces increasing pressure to align with sustainability goals, frameworks such as the World Trade Organization (WTO) guidelines and the United Nations Sustainable Development Goals (UNSDGs) — particularly SDG 3 (Good Health and Well-being) and SDG 12 (Responsible Consumption and Production) — provide us guidelines on good practices. For example, the most critical issues in sustainability, accessibility, urban management, innovation and technology were discussed, while stressing the importance of including tourism in the wider city agenda as a means to make tourism a true contributor to the development of inclusive, resilient and sustainable cities.”

This essay explores how urban creative art cultural tourism can embody these principles, drawing insights from the case study of Changchun City, China, and grounding the discussion in design thinking and SERVQUAL theories.

Good Practices in Urban Creative Art Cultural Tourism: A Global Perspective

The WTO emphasizes sustainable tourism development that balances economic growth with cultural preservation and social inclusion (WTO, 2021). Good practices include integrating local art and culture into urban development, fostering community participation, and ensuring environmental sustainability. For example, cities like Bilbao,

Spain, have revitalized urban spaces through contemporary art, boosting local economies while maintaining cultural authenticity (UNWTO, 2022). These initiatives demonstrate the importance of creative place making, which enhances urban environments and creates vibrant cultural districts.

Furthermore, the UNSDGs advocate for responsible consumption and health-conscious tourism. SDG 12 encourages minimizing waste, reducing resource consumption, and promoting eco-friendly practices in tourism activities (United Nations, 2020). SDG 3 underscores the role of tourism in improving well-being, including mental health benefits derived from engaging with arts and culture (Nguyen et al., 2021). Integrating artistic elements into urban tourism offers not only aesthetic appeal but also health benefits, fostering a sense of community and belonging.

CASE STUDY: CHANGCHUN CITY, CHINA

Changchun, known as the "City of Cinema," with TV Tower which has potentials to develop sustainable scenic tourism via engagement of artists and stakeholders who are interested in sustainable scenic tourism. The city has been engaging SY art gallery in Bad Girl art installations in past few months with renowned DJ for music festivals. A crowd of mainland tourists from different provinces has been attracted to Changchun. It is predicted that international visitors will visit Changchun with word-of-mouth from local tourists and promotion of media. The case of sustainable scenic tourism of Changchun aligns with United Nations UN Sustainable Development Goals (SDGs) on SDG#9 innovations and SDG#17 partnership, emphasizing community involvement with environmental and cultural considerations.

Besides, one of the key findings from Rabadan-Martin et al.'s research is that "Results show an exponential increase in research on tourism and SDGs since 2017, predominantly focusing on SDG 8 (Decent Work and Economic Growth, target 8.5) and SDG 12 (Responsible Consumption and Production, target 12.b). Keyword co-occurrence analysis highlights emerging themes such as ecotourism, behavioral models and tourism's role in social inclusion." (p. 159) This paper has been conducted with 196 articles published between 2015 -2022 in 70 academic journals, hence, it is time to explore ecotourism and social inclusion in sustainable scenic tourism to enhance visitor experiences and promoting SDG#3 well-being with SDG#12 responsible tourism behaviors via SDG#17 partnership.

Design Thinking in Urban Creative Tourism

Design thinking offers a human-centered approach to developing innovative sustainable scenic tourism experiences that are SDGs 3/9/12/17 related to highlight ecotourism and social inclusion. Through applying the 5 steps of design thinking – empathy, ideate, define, experiment and validate, Changchun's sustainable scenic tourism planners may try to explore the ways to engage local residents, domestic tourists, international tourists and artists in the design of cultural districts with ecotourism and social inclusion, ensuring that new installations of Bad Girl of SY gallery with an identity to match the scenes of Changchun.

SERVQUAL and Quality Assessment in Cultural Tourism

SERVQUAL (E-Retailing Service Quality) is an extension of the SERVQUAL model adapted for digital and service environments, emphasizing dimensions like reliability, assurance, tangibility, empathy, and responsiveness (Zeithaml et al., 2020). In the context of urban creative arts tourism, SERVQUAL helps evaluate the quality of cultural experiences and services provided to tourists, ensuring satisfaction and fostering sustainable development. Applying SERVQUAL, Changchun's tourism authorities regularly assessed visitor feedback on cultural events and urban art installations. The findings indicated that service quality in sustainable scenic tourism needs to have tourist-driven quality, authentic local cultural and artistic experiences with social inclusion and identity to increase visitor satisfaction, leading to word-of-mouth and economic / social impacts.

The Importance of Service Quality

The importance of Service quality is not to be understated, as it is essential when it comes to attracting new customers (Azizah et al., 2012). Service quality also has an impact on organizations' general health, affecting things such as customer retention, reputation and financial performance (Ernst and Tasneem, 2019). The prevalence of services is also a testament to the importance service quality.

A service can be defined as any activity that encapsulates everything other than the physical end product. From that, one could conclude that most things purchasable are services. Supporting the previous statement, Evans (2016) has said that up to 80% of the U.S workforce consists of services. It is the "non- goods part of the

transaction between the buyer and the seller” (Evans, 2016). This makes sense, as it is rare that only the physical end product is involved from a transaction. There is usually at least some degree of service, be it the cashier helping a customer package/bag an item, or a shipping service from an online purchase.

Overall, service quality should be a significant consideration due to it’s the majority of what a customer would experience. Being what a customer mostly experiences, service quality contributes greatly to customer satisfaction, as stated by Timm (2005). This then in turn affects the points on reputation and customer retention as mentioned earlier.

Trends in the Service Industry

Notable trends have developed in the service industry due to recent circumstances. The number of online-based services in place of their physical counter- parts have increased; they have seen rises in usage from 40% to 100% (Pandey et al., 2020). Food delivery/takeaway services such as Deliveroo are an example of such service. Due to lock-down conditions in the UK, supermarkets have started offering their products through Deliveroo, removing the necessity for close social-interaction for everyday groceries. Another example would be the rise of online E-learning in education.

The rise in online education demands the increased use of voice/video conferencing tools such as Zoom, and an increased dependence on E-learning platform like Moodle or Blackboard. The former of which is considered a “synchronous” mode of teaching and the latter being “asynchronous” (Pandey et al., 2020).

“Synchronous” in this context would imply the real-time nature of live video conferencing, provided by Zoom. Such increase in voice/video conferencing is also seen in the workplace, but this comes at a cost. The increase in bandwidth needed requires digital infrastructure that can handle the load (Pandey et al., 2020). This issue within the context of E-learning with be explored in the next section.

Applying SERVQUAL in Urban Tourism

SERVQUAL (Parasuraman et al., 1988) is service quality analysis tool that can be applied from the perspectives of expectations of different layers of stakeholders and closing the loop for customer satisfaction. From here onwards, the term “Urban Tourism applications” will refer to both synchronous and asynchronous E-learning applications that an organization chooses to use. The reduced set of 5 dimensions of SERVQUAL be listed as such:

- Tangibles
- Reliability
- Responsiveness
- Assurance
- Empathy

Using the 5 dimensions of SERVQUAL, the following application of the SERVQUAL questionnaire was adapted from the article by Ernst and Tasneem (2019) to fit context of urban tourism in response to the relationship mentioned by Puri&Singh (2018) – FUNCTIONAL QUALITY, TECHNICAL QUALITY AND IMAGE with highlights on

Service Concept – Kotler & Keller (2012) “service is an elusive act that acts as a crucial medium for a company offer to attain the customers, where it does not shift the tenure form the service providing party to the customer” (Puri&Singh 2019, p. 746)

Quality Concept – Solomon (2009) defines it as one of the things that the buyer looks fr when they pursue an offer. (Puri & Singh 2019, p. 746)

Service Quality Concept – The earliest recorded model of service quality measurement was developed by Gronroos (1984), where service quality is explained in terms of features connected with technical or outcome aspects and process or functional related aspects (Kang & James, 2004, Balasingh, et al., 2006 & Laroche et al., 2004 in Puri & Singh, 2019, p. 746)

Service in Tourism Industry – According to Zhao & Di Benedetto (2013), some tourism scholars have recommended that the service quality role is very important when investigating the problem of tourist dissatisfaction and when trying to attract new tourists or secure revisit intentions. (Puri&Singh, 2019, p. 747)

Tangibles	<ul style="list-style-type: none"> • The aesthetics of urban tourism applications' interface is tolerable and usable to increase tourists' experiences. .
Reliability	<ul style="list-style-type: none"> • The connection quality of voice/video conferencing application <i>enable legible visuals, and intelligible audio during site visits in urban tourism.</i> • The connection quality of voice/video conferencing ensures you are connected to the class/lecture throughout it's duration. • The application runs stably without many hiccups/crashes. • The urban tourism applications are consistently available to you throughout times where you want to access sightseeing resources.
Responsiveness	<ul style="list-style-type: none"> • The urban tourism applications run on your hardware without significant latency, lag and loading times. • Relevant sightseeing materials are uploaded on time from the urban tourism providers' end. • Tourists and service providers' responses on urban tourism platforms within a <i>reasonable time span.</i>
Assurance	<ul style="list-style-type: none"> • Tourists and service providers are familiar enough with the urban tourism applications to be able to start online or hybrid sightseeing / immersive experiences on time. • Tourists and service providers are familiar enough with the software to deliver sightseeing explanation and services at a similar quality to previous normal site visits.
Empathy	<ul style="list-style-type: none"> • Tourists and service providers are able to give urban tourism <i>equal attention and support.</i> • Tourists and service providers are able to adapt their urban tourism sustainable lifestyle to suit the needs of urban tourism in a <i>hybrid/full-online environment.</i>

Integrating Sustainable Scenic Tourism Principles

Sustainable scenic tourism emphasizes preserving natural and cultural landscapes while providing enriching visitor experiences (Wei & Liu, 2023). Key practices include conserving cultural assets, implementing eco-friendly infrastructure, and fostering local community participation. Changchun's example demonstrates that integrating arts into urban scenery can create a sustainable model that balances tourism growth with cultural preservation.

The city's strategic use of murals, sculptures, and digital art in public spaces has transformed urban environments into open-air galleries. These initiatives not only attract visitors but also serve educational and health-promoting purposes, aligning with SDGs 3 and 12. Additionally, community-led art projects ensure local residents benefit economically and socially, reinforcing sustainable development.

Theoretical Foundations and Practical Implications

Through applying the 5 steps of design thinking and 5 key elements of SERVQUAL mode, strategies for sustainable urban creative tourism have been emerged. Design thinking facilitates innovations based on tourist expectations while SERVQUAL model provides a framework for reaching expectations and closing the service loops to maintaining high service quality for long-term sustainability. By combining these approaches, sustainable scenic tourism planners can develop cultural artistic tourism with empathy of tourists and sustainable scenic tourism planners and environmental and socially responsible actions with the communities.

For, urban creative art cultural tourism planners, artists and policy makers, they need to learn good practices from the WTO and UNSDGs, offers a framework of executing sustianable scenic tourism with urban development. The case study of Changchun underscores the importance of integrating cultural assets into urban landscapes through participatory design, quality assurance, and responsible resource use. Applying design thinking fosters innovative, human-centered solutions, while SERVQUAL ensures the delivery of high-quality experiences that promote health and well-being. As cities worldwide seek sustainable growth, embracing these principles can lead to vibrant, inclusive, and resilient urban environments that celebrate their cultural identities and contribute meaningfully to global sustainability goals.

Urban Tourism and Education

Education is to help learners to create their own knowledge. Gardner and Davis (2014) mentioned that the acquired knowledge and skills needed to be put into a broader context; related to other forms of knowledge and

understanding; and serving as a product to further learning, with its initial romantic encounters.” (p. 186). They also mentioned that new knowledge must be build on what had already been consolidated by earlier thoughtful individuals and groups.

Under an environment of globalization and technology explosion, it is hard to keep business sustained with customers, market and business retained and / or expanded. According to the study of Louw (2013, p. 56), UNESCO called for educational sustainable development in the coming 10 years with the four main goals identified in relation to education, that is, rethinking and revising education from nursery school to university to include a clear focus of current and future societies on the development of knowledge, skills, perspectives and values related to sustainability. Besides, Liddy et. al. (2008) highlighted that education for sustainable development was to facilitate the development of knowledge, skills and attitudes necessary to engage with global social and environmental challenges. Systemic, critical and creative thinking were seen as essential abilities to make decisions and judgements in favour of sustainable development (UNECE, 2005 quoted in Liddy et al., 2008, pp. 429) They also mentioned that active and participatory learning approaches were recognized as enhancing the development of the skills listed above to trigger deep-level learning. “However, the inclusion of such learning approaches in higher education is often seen as problematic and unsuitable for substantial student numbers or in large theatres. Furthermore, independent learning is often assumed as pre-existing ability in higher education students and therefore time it not assigned to developing these skills.” (Laurillard, 2002 quoted in Liddy et al., 2008, pp. 429) They also mentioned that educators/ lecturers in higher education settings were employed due to their subject expertise, and were rarely expected to engage in education delivery training or methodology. This opens an improvement area in higher education for educators/ lecturer with more solid experience in utilizing different approaches to the traditional didactic methods.

Sustainable Development in Higher Education

According to the definition of Brundtland Commission (1992) of the United Nations, “sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.” The basic element of sustainability is the economic aspect to support the business in short term, and support the new products, services, processes and people in the long term. In order to generate economic and social impacts via launching a meaningful and relevant programme to the community, the guiding six principles of UN Principles for Responsible Management (PRME) indicated below possibly shed some lights to educators in designing an entrepreneurship related programme with relevancy to learners. Principle 1, 2 and 5 are worth to be considered especially in the pedagogy used inside and beyond the classroom; and assessment methods to evaluate the competency of learners for taking up challenges in the future.

Principle 1 | Purpose: We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

Principle 2 | Values: We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact

Principle 3 | Method: We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership

Principle 4 | Research: We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

Principle 5 | Partnership: We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges

Principle 6 | Dialogue: We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

After considering the contexts of sustainable Development in higher education, a holistic way of understanding the trend of skill development is also a concern when closing the gap between what the learners can do and what the employers and the community expect them to do.

Trend of Curriculum Development and Skill Development

In the 17th International Conference on Teaching and Learning organized by UNESCO-APEID, Bajunid (2014) mentioned that any radical turning points in professional policy shifts required mid-set changes in teachers regarding their beliefs, assumptions, out the box thinking, time management, creativity, edupreneurship and wethanschaung. “The emerging of basic literacies and new literacies demands continuous learning by teacher as

perennial learner.” Bajunid (2014) also quoted the code of practice for quality assurance in public universities in Malaysia developed by the QA Department of the Malaysian Ministry of Higher Education (2008) that the key foci of programme quality were: conceptual framework, knowledge, skills, content knowledge, pedagogical content knowledge, pedagogical and professional knowledge and skills, professional disposition and assumption system with evaluation, field experience and clinical practice, diversity, faculty qualifications, performance and development, unit governance and resources (p.6) Moreover, he highlighted that all programmes objectives should align with the following learning outcomes:

- 1) Knowledge;
- 2) Practical Skills;
- 3) Social Skills and Responsibilities;
- 4) Communication, Leadership and Team Skills;
- 5) Problem-solving and Scientific Skills;
- 6) Information Management and Life-long Learning Skills; and
- 7) Management and Entrepreneurship Skills.

Yeung (2011) mentioned that educators had been trying to make their overall performance more transparent through adopting different regional and international standards, in order to make the attributes of their students more explicit and to improve their institution’s public recognition. With the growing importance of validation of institution’s mission, quality of programmes and employability of students, educators need to re-visit the design of assessments to match the programme intended objectives, programme and module intended learning outcomes and ultimately the skills developed by students.

Future Skill Development - 4Cs and Transversal Skills

Our next generation is moving to seeking for instant and ready-made solutions for problems. This is a challenge for educators, especially in entrepreneurship education, as soft skill training involved with socialization skills and cultural awareness/ expression are seldom be found in the existing curriculum.

Development of relevant programmes and modules with higher order skills well relies on the linkage of timely, relevant and meaningful inputs with design process control for fit-for-purpose outputs. Sibbel (2009) mentioned that higher education curricula needed to offer experiences to develop graduate attributes of self-efficacy, capacity for effective advocacy and interdisciplinary collaboration, as well as raise awareness of social and moral responsibilities associated with professional practice. Back to 2005, Kitagawa emphasized that the role of universities in the knowledge society was examined in light of the emergence of new research and learning systems, conditioned by forces of both globalization and regionalization. This historic legal change affects state-university relations in a number of distinctive ways, for example, perceiving the new relationship in four principal dimensions: economy, human resources, governance and community. The impact of university-society relationship is a hot topic which needs to be further studied.

Kivunja (2015) promoted the use of 4Cs (critical thinking, communicating, collaborating and creative thinking skills) in skill development. In the aspect of developing creative thinking that is in great demand under the knowledge-based economy, he invented the use 5E lenses as below:

- 1) In Engagement Len:

“Students engage in inquisitive activities;

Respond to ‘what if’ type of questions;

Come up with an answer different to the one given;

Design your own questions for the class to answer; and

Work individually or in a team and use digital tools to compose a digital story.” (Kivunja, p. 233)

- 2) In Exploration Len:

...“Take time to reflect and come up with a new idea;

...Come up with a different opinion about what has been covered previously;

...Use new urls to find new learning resources and use them to design something

... new; and Create a curriculum-specific simulation that will encourage your peers to practice critical thinking.”

(Kivunja, p.233)

- 3) In Explanation Len:

“Link past event to new learning occurrences;

Develop a hypothesis to be tested;

Come up with a new theory to replace an existing one;

Create a glossary of terms from the topic learnt and explain them to the class;

Compose a narrative and explain it; and
Use digital-imaging technology to create a graphic to be used in a digital presentation.” (Kivunja, p. 234)

4) In Elaboration Len:

...“Design and complete a rich learning task;
Telegraph new ideas;
Develop and use new terminology;
Try new skills;
Practice injury prevention in the playground at yr school by drawing up a few simple rules; and
Create a video documenting a community vent in which yr class or school participated.” (Kivunja, p. 234)

5) In Evaluation Len:

“Complete a SWOT Analysis of a new proposal for changes to a unit they are about to start;
Use formative assessment to improve performance;
Create a personal portfolio and assess each other’s’ portfolio;
Show links between unit completed and the next one;
Complete open-ended assessment tasks;
Use digital tools to analyze data and to evaluate a theory learnt; and
Design a model of legal and ethical behaviours when using the internet.”

(Kivunja p. 235)

Kivunja (2015) mentioned that the 4Cs and 5Es were a New Learning Paradigm that brought changes in learning, teaching, assessment and curriculum development to utilize skills for the 21st Century Skills, helping students develop skills for increased productivity, creativity, critical thinking, problem solving, communication and collaboration, not only while still at college but even more importantly, altering in their daily lives after graduation. (p. 235) However, the issue is how to put the 4Cs and 5Es into the curriculum of community development related programmes for learners to develop skills for the future as what Ryan et al. (2010) mentioned in their study that local and regional initiatives for profound change in higher education curricula through collaboration with external communities and stakeholders were needed though considerable progress in Education for Sustainable Development (ESD) was found.

In 2010, Fisher realised that corporate sustainability and social responsibility were of utmost importance for the survival of organizations and their future generations of employees. “Organizations’ product/ service offerings and vendor networks are interconnected globally and are being recognized on a global scale “

(P. 29) If educators can visualise the sustainable development goals of UNESCO, crystallize the manpower projection into curriculum design, can realise the ways of implementing 4Cs and 5Es into designing community development related programmes, the institution is working towards a sustainable organization for the benefit of learners, the industries, and the community as they can develop awareness of sustainability and social responsibility to their peers and influence students to learn in a sustainable way.

Skill Development for New Generation to Develop in a Sustainable Way

Under globalization and technological explosion, the learning mode has been changed significantly in the past few years. The emergence of different kinds of digital electronic devices and user-friendly software, for example, apps and QR code have also make the learning process and assessment methods more playful to the learners. Young people like to use apps in their daily life, no matter the apps are for socialization or for learning purpose.

Recently, UNESCO and United Nations (UN) Global Compact) PRME have promoted the concept of Sustainable Development (SD), Education for Sustainable Development (ESD) and transversal (non-cognitive) skills. Djordjevic and Cotton (2011) mentioned that there were difficulties with regard to communicating messages about sustainability successfully even though there was a growing awareness in national and international policies of the need to integrate sustainability into both business and educational arenas.” (p. 381)

“Education for sustainability development (ESD) is an issue of increasing importance in HE, steadily infusing the campus, curriculum, community and culture of many institutions

Dyer et al., 2006 in Djordjevic and Cotton, 2011

According to UNESCO, ESD is “a process of learning how to make decisions that consider the long-term future of the economy, ecology and equity of all communities” (UNESCO, 2004 in Djordjevic and Cotton, 2011). From an institutional level, sustainability has the potential to become ‘a gateway to a different view of curriculum, of pedagogy, of organizational change, of policy and particularly to ethos” (Sterling, 2004, p.50 in Djordjevic and Cotton, 2011). In fact, ESD involves campus changes, curriculum development and pedagogic reform. Specific changes which have been made in successful sustainable universities include: teaching and learning and research

policies with sustainability as a key theme; changes to core processes such as course validation and monitoring to enhance sustainability content; sustainable procurement offices to manage the institution's day to day business; and campaigns to change behaviours of staff and students regarding electricity, paper use and recycling." (p. 381-381)

"Sender and receiver do not share the same understanding about the meaning or value of sustainability, meaning that the recipient will not act on the communication....Perceptions of the ESD unit in some cases reduced the impact of messages, as did the perceived lack of institutional support." (p. 391)

In 2013, Ryan and Tilbury also mentioned that ESD in the higher education curriculum was well recognized in international sustainable development dialogues. However, early pioneers in this area met with substantial obstacles and now faced the prospect of attempting systemic education change in a new and difficult sector climate." (p. 272). They also highlighted that "ESD movement was a commitment to rethink the purposes of education and to reorient curriculum frameworks and pedagogical practice. Ultimately, it sought to shift education paradigms and extended learning opportunities so that people could contribute to more sustainable futures." They recommended embedding a deeper reflection element in the teaching and learning process to make ESD a viable education proposition, as well as the potential transfer to other parts of the education and skills sector. (Ryan and Tilbury, 2013, p. 272)

Howard and Katie (2014) mentioned the new generation was called the "App Generation" who seeks for identity, intimacy, and imagination. They also concluded that because of the breadth and the accessibility of apps inculcated an app consciousness, an app worldwide: the idea that there were defined ways to achieve whatever we wanted to achieve, if we were fortunate enough to have the right ensemble of apps, and, at a more macroscopic level, access to the 'super-app' for living a certain life, presented to the rest of the world in a certain way." (p. 160) "With respect to identity formation: Apps can short-circuit identity formation, pushing you into being someone else's avatar (that of your parents, your friends, or one formulated by some app producer) – or, by foregrounding various options, they can allow you to approach identity formation more deliberately, holistically, thoughtfully. You may end up with a stronger and more powerful identity, or you may succumb to a prepackaged identity or to endless role diffusion."

Howard and Katie, 2014, p. 32

"With respect to intimacy: Apps can facilitate superficial ties, discourage face-to-face confrontations and interactions, suggest that all human relations can be classified if not predetermined in advance – or they can expose you to a much wider-world, provide novel ways of relating to people, while not preventing you from shutting off the devices as warranted – and that puts you in charge of the APPS rather than vice versa. You may end up with deeper and longer-lasting, relations to others, or with a superficial stance better described as cool, isolated, or transactional."

Howard and Katie, 2014, p. 33

"With respect to imagination: Apps can make you lazy, discourage the development of new skills, limit you to mimicry or tiny trivial tweaks or tweets – or they can open up whole new worlds for imagining, creating, producing, remixing, even forging new identities and enabling rich forms of intimacy."

Howard and Katie, 2014, p. 33

As a result, curriculum designers and teachers need to know how to modify the existing curriculum, in-class/outside the classroom/ and extra-curricular activities to embed with the characteristics of "App Generation" with entrepreneurship and innovation across multiple disciplines to foster a mindset of creativity innovation, a mindset of responsibility, a mindset of protecting privacy, a mindset of cultural awareness and expression through increasing their exposure to the real world and creating a business-like platform for exchanging dialogue among peers and people at different age groups and cultural background.

Pinho et al (2015) conducted a study on analyzing and assessing the perceptions of freshman students recent graduating from high school had towards their adaptation in college, as well as comprehending how this process of transition from high school to college occurred. They found out that the aspects related to teaching, didacticism, and relationship with professors was important to the adaptation process and these three aspects were from interdependent categories. They recommended to have diverse activities and policies to support personal growth opportunities as "the university environment was, at first, considered potentially threatening for the college students, however, the subjects showed no signs of mala-adjustment" (p. 162). In the pedagogic perspective, Schoenherr (2015) mentioned that Service-learning (SL) is an approach to engage students in applying course

content to execute projects in non-profit making organization for the benefits of creating value and experiences to students and benefits for participating organizations. (2015, p. 45)

Apart from Service-learning, Jaganathan et al. (2014) also mentioned there was a growing importance in Transversal Skills (TS) in the 21st century as “transversal competence could enable graduates to be better prepared and to engage in the interconnected workforce. Digital competence; social and civic competence as well as cultural sensitivity and expressions were the core skills seen as flexible traits of competent graduates.” (2014, p.1) They mentioned that “trans-disciplinary approach reflected the ability of the higher learning institution to keep up to current trends to transform, rebrand, and remodel their teaching and learning approach for further refinement in producing capable graduates. Many higher learning institutions also had customized the trans-disciplinary educational framework according to their needs and requirements to produce relevant programmes.” (2014, p. 2) Hence, it is time to re-think the ways of delivering entrepreneurship related education to learners with transversal skills of language, cultural awareness, digitalization and socialization.

Motivation of Study

This paper aims to investigate the key elements of sustainable development in higher education to reduce variation with reference to the Supply Chain Operations Reference (SCOR) model. Educators from the East and West are trying to make their curricula more globalized, and expose their students to a more international study environment, in order to help their institutions to achieve public recognition (Gregory, 2000). With the growing importance of quality and globalization, models of increasing value and reducing waste need to be explored for the benefit of students, institutes and the community.

Traditionally, the Supply Chain Operations Reference model (SCOR) has been adopted in supply chain related industries. This model may also be applied to the educational sector to link processes and build strategic relationships between institutions through investigating the core elements in “plan, source, make, deliver”. Educators who are involved in developing quality strategic partners need to have a holistic approach, linking up all the related processes that can lead to sustainability, for example, realizing the importance of globalization, building relationships with potential partners, and actualizing a shared mission.

In response to increasing regional and international competition, institutions have begun to re-visit their existing operations model to enhance their competitiveness by utilizing guiding principles in designing relevant, meaningful and interesting programmes to students for generating economic, social and environmental impacts to the community. This has been achieved through making curricula more appealing to target learners, providing more exchange opportunities, following stringent international accreditation requirements, and adopting cross-disciplinary models for process management. The objectives of this paper are therefore to:

Outline the key elements of sustainable development in urban tourism; and

Explore the linkage of the SCOR model for managing the overall performance of urban tourism to avoid variation.

Principles and Development of SCOR Model

Gunasekaran and Tirtiroglu (2001) indicate that supply chain management (SCM) is a key strategic factor for increasing organizational effectiveness and for better realizing organizational goals such as enhanced competitiveness, improved customer service and increased profitability. The era of both globalization of markets and outsourcing has begun, and many companies use supply chain and logistics companies to manage their operations. Gunasekaran and Tirtiroglu (2001) propose the following criteria for evaluating partners:

- Level and degree of information sharing;
- Buyer-vendor cost saving initiatives;
- Extent of mutual co-operation leading to improved quality;
- The stage at which the supplier is involved; and
- Extent of mutual assistance in problem solving efforts.

When outlining a framework for measuring the performance of a supply chain, the researchers focus on aligning customer satisfaction with operational levels of management. The present research explores the application of the SCOR model to educational strategic partnerships and so the following strategic measurements from Gunasekaran and Tirtiroglu (2001) were considered:

- Total cash flow time (financial);
- Net profit against productivity ratio (financial);
- Rate of return on investment (financial);
- Variations against budget (financial);
- Level of customer perceived value of product (non-financial);

- Range of product and services (non-financial);
- Order lead time (non-financial);
- Total supply chain cycle time (non-financial);
- Flexibility of service system to meet particular customer needs (non-financial);
- Level of supplier's defect-free deliveries (non-financial);
- Buyer-supplier partnership level (financial and non-financial);
- Customer query time (financial and non-financial); and
- Delivery performance (financial and non-financial).

The application of the SCOR model is to increase value and reduce waste, leading to higher productivity, better human relationships and a higher chance of success. According to Stavroulaki and Davis (2010), alignment of products and processes can be achieved by focusing on the following:

- The interface between products and production processes;
- The interface between products and supply chains; and
- Descriptions of supply chain processes.

However, they claimed that a broader supply chain framework is still needed to support corporate strategy via the alignment of resources to respond to the demands of market. They pointed out that the SCOR model did not concentrate on how these processes relate to supply chain strategy or to a product's characteristics. As the rationale for supply chain management can be applied to different kinds of industries, including the education sector – purchasing relevant materials and resources for curriculum production and programme delivery– educators should try to be flexible and open in developing a mindset with customer-, employee-, and society-orientations in a cross-functional context when identifying and measuring the performance of strategic partners.

Lockamy and McCormick (2004) say that the “Supply-Chain Operations Reference” (SCOR) model developed by the Supply Chain Council provides a framework for characterizing supply-chain management practices and processes that result in best-in-class performance. Their findings show that planning processes are important in all SCOR supply chain planning decision areas. “Collaboration” with “Teaming” support was found to be the most important in the “Plan, Source, Make” planning decision areas. “Process Measures, Process Credibility, Process Integration, and Information Technology” were found to be most critical in supporting the “Deliver” planning decision area. Though there are five processes (“Plan, Source, Make, Delivery and Return”) in the SCOR Version 5.0 Model, this paper focuses on “Plan, Source, Make and Deliver”. The four levels of the four processes are listed below:

Level 1

- Defining the scope and content of the core management processes for the above- mentioned decision areas;

Level 2

- Describing the characteristics associated with the following process types deployed within the core processes: planning, execution and enable;

Level 3

- Providing detailed process element information for each Level 2 process category. Inputs, outputs, description and the basic flow of process elements are captured at this level of the SCOR model; and

Level 4

- Implementing specific supply-chain management practices at this level to achieve a competitive advantage and to adapt to changing business conditions.

The literature (1999-2004) cited by Lockamy and McCormick (2004) reveals the importance of a few supply chain activities, including partnership planning activities for promoting collaboration between supply chain partners, integrating cross-functional activities, coordinating supply chain processes, setting supply chain goals, developing strategic alliances, establishing information-sharing parameters, reviewing sourcing and outsourcing options, and defining supply chain power relationships between trading partners. Lockamy et al. (2000) identify 3M Company as the first company to make use of SCM to achieve its company-wide goals of increasing customer satisfaction and loyalty, doubling the speed of key business processes and reducing inventories and costs. Learning from 3M's experience, we can see that the following elements are critical to success for SCM organizations:

- a. Identification of tangible benefits;
- b. Creation of clear vision;
- c. Establishment and communication of company-wide supply chain goals;
- d. Development of a definition of supply chain with goals for improving supply-chain operations;
- e. Development of a process of implementing SCM; and
- f. Development of measures to assess progress toward achieving business-unit and company-wide goals.

Theeranuphattana and Tang (2008) say that the SCOR model advocates hundreds of performance metrics which are used in conjunction with five performance attributes: reliability, responsiveness, flexibility, cost and asset metrics. According to the Supply-Chain Council (2006), the five attributes of SC performance are:

(1) SC Reliability

The performance of the SC in delivering the correct product, to the correct place, at the correct time, in the correct condition and packaging, in the correct quantity, with the correct documentation, to the correct customer.

(2) SC Responsiveness

The speed at which the SC provides products to its customers.

(3) SC Flexibility

The agility of the SC in responding to marketplace changes to gain or maintain competitive advantage.

(4) SC Costs

The costs associated with operating the SC.

(5) SC Asset Management

The effectiveness of an organization in managing assets to support demand satisfaction. This includes the management of all assets (fixed and working capital).

From the above, it can be seen that the SCOR model share the management rationale of having a vision, mission and goals in planning, obtaining the involvement of team members and establishing communication channels and process measurement in sourcing and making; and understanding benefits (products, services, programmes) to stakeholders. Therefore, the four levels of “Plan, Source, Make, Deliver” in the SCOR model can be applied to identifying strategic partners, in building collaboration and in measuring the performance of strategic partners. The purpose of this paper is to apply these four levels to the key elements of sustainable development in higher education.

In 2014, Yeung conducted a content analysis of the requirements of ISO, the SCOR model with interview results. It seemed that the four processes of the SCOR Model (“Plan, Source, Make, and Deliver”) and the four levels of “Planning, Configuring, Flow Chart of Process Management and Implementing” could be applied to strategic partnerships. It seems that the “Plan” process requires a shared culture, consideration of stakeholders and trust in management. The “Source” process requires collaboration with industry to derive new and diversified quality programmes which have exchange opportunities that enhance globalization. The “Make” process requires institutions to consider the expectations of students, the needs of industry and the intention of mission in order to fulfill accreditation requirements. In the “Deliver” process, institutes need to manage demand, and meet educational and economic goals to ensure stakeholder satisfaction and sustainability.

The Study – Content Analysis, Quantitative Analysis and Participative Observation

Textual messages are data for conducting content analysis during the process of grounded theory that helps us to induce a concept for generalization and future prediction. From the following quotation, we can realize that content analysis is a technique to enable researcher to study human behaviour in an indirect way. It is analysis of written contents drawn from a certain kind of communication paper, like textbooks, essays and articles from newspapers. Through analysing these written works of people, the researcher can understand the behaviour of people and organizational patterns.

Communication is to send textual messages - verbal and non-verbal for coordinating, integrating, controlling and persuading purposes. Hence, textual messages are tools for persuading people’s minds to accept ideas. Organizational behavior is to understand, predict and control others’ behavior. Management is to manage resources within an organization for achieving organizational goals. These three principles – business communication, organization behavior and business management bear an inter-related relationship as follows:

- Infer attitudes, values and cultural patterns in different countries or organizations;
- Gain ideas of how organizations are perceived;
- See the trend of certain practices; and
- Differentiate practices among certain groups of people.

“Content analysis as a methodology is often used in conjunction with other methods, in particular historical and ethnographical research.

It can be used in any context in which the researcher desires a means

Of systematizing and quantifying data. It is extremely valuable in analyzing observation and interview data.”

Fraenkel & Wallen, 2003: 482

Content analysis is a systematic and objective analysis of selected text characteristics. This includes counting the number, frequency of words, finding out the characteristics of themes, characters, building relationship among

items, paragraphs, finally establishing meaningful concept. It is not simply a quantitative research method but also a qualitative one as the purpose of the writing is also reflected through the analysis.

In this research, the author built relationship of concepts on sustainable development, curriculum design and skill development in entrepreneurship education in higher education for closing the gaps of existing entrepreneurship related programmes with the skills required in the future.

There are two levels of content analysis - describing fundamental inherent characteristics of messages and applying characteristics into related areas. The former one is objective as collected data are facts while the latter one is subjective as it is derived from researchers' point of view and personal life experience. When handling content analysis of this research, the author bears the research objectives in her mind:

Research Questions

- 1) What are the key elements of sustainable development in urban tourism?
- 2) What is the linkage of the SCOR model for managing the overall performance of urban tourism to avoid variation?
- 3) How do activities of a case centre of a higher educational institution in Hong Kong reflect the quality of partnerships by using SCOR model in urban tourism?

After describing the characteristics of content analysis of the above, its advantages can be summarized as follows:

- No people are involved;
- No experiments are required;
- Cost is minimal; and
- Texts found within a certain period of time in the past can reflect
- Social phenomenon.

However, researchers shall also realize that content analysis may have limitations in the availability of texts. Moreover, they may be subjective when interpreting the selected texts. As a result, they cannot demonstrate the cause and effect relationship within selected texts explicitly. When interpreting or making inference of documents received, researches should follow the ideas of Babbie (2001). That is to:

- Trace the person or authority composing the documents;
- Think about the reasons behind of having the existence of the documents;
- Find out the ways of acquiring the information contained in the documents;
- Investigate the magnitude of biases in the documents;
- Identify the main categories and concepts brought up by the writer;
- and
- Internalize the theories that the documents have demonstrated. 5.1

Content Analysis of Report

Based on the content analysis, the author has collected qualitative data through the following two steps to identify the key elements required for responsible management education.

Pay-for-Recovery Business Model for SDG #12 in Urban Tourism and Sustainable Lifestyle Industries

The Pay-for-Recovery model is designed to incentivize organizations to invest in talent development and capacity building with strategic development focused on SDG #12 (Responsible Consumption and Production), specifically within urban tourism projects and sustainable lifestyle sectors. It emphasizes pay-for-performance, where payments are tied to the achievement of measurable sustainability and competency milestones for:

- 1) Identify the training contents to enhance competencies in SDG#12 in urban tourism project service and sustainable lifestyle related industries with technology and skills to develop actionable strategies; and
- 2) Develop a list of job titles in SDG#12 with urban tourism project service and sustainable lifestyle related industries.

List of potential job titles and their corresponding duties for urban tourism management at Chang Chun TV Tower, incorporating principles from Design Thinking, SERVQUAL, SCOR Model, and the Pay-for-Recovery Business Model, aligned with SDG #12 (Responsible Consumption and Production). The roles are designed to promote sustainable urban tourism and a sustainable lifestyle industry, with recent literature references.

Job Titles and Duties for Urban Tourism at Chang Chun TV Tower

Sustainable Tourism Manager

Duties

- Develop and implement sustainable tourism strategies aligned with SDG #12.
- Integrate Design Thinking to enhance visitor experience and sustainability practices.
- Oversee sustainability audits and ensure compliance with environmental standards.
- Collaborate with stakeholders to promote responsible consumption.
- Utilize SCOR model metrics to optimize supply chain efficiency and sustainability.
- Apply the Pay-for-Recovery model to incentivize eco-friendly initiatives.

Urban Experience Designer

Duties

- Use Design Thinking to craft engaging, innovative visitor experiences that promote sustainability.
- Incorporate customer feedback (SERVQUAL) to improve service quality.
- Design interactive exhibits that educate visitors on SDG #12.
- Collaborate with marketing to communicate sustainable initiatives.

Supply Chain Sustainability Coordinator

Duties

- Map and optimize supply chain processes using SCOR model to reduce environmental impact.
- Work with suppliers to ensure sustainable practices and materials.
- Monitor and report on sustainability KPIs.
- Implement the Pay-for-Recovery model to reward eco-friendly suppliers.

Customer Experience & Service Quality Analyst (Using SERVQUAL)

Duties

- Conduct regular SERVQUAL surveys to measure service gaps.
- Analyze data to identify areas for improvement in visitor services.
- Develop training programs to enhance service delivery.
- Ensure that service improvements promote responsible consumption.

Green Certification & Environmental Compliance Officer

Duties

- Ensure compliance with environmental regulations and standards.
- Coordinate green certification processes.
- Promote eco-labeling and responsible consumption among visitors.
- Educate staff and stakeholders on sustainability practices.

Table 1 – Text Search

Name	References	Coverage
Chang Chun 18313-8544-PB	182	2.03%
Chang Chun 2021 remotesensing-13-04512	129	0.69%
Chang Chun 2022 6388-Article Text-19701-1-10-20220722	257	1.77%
Urban Tourism 10-1108_ijtc-12-2021-290	165	2.23%
Urban Tourism		
Name	Sources	References
'Urban Creative Art Cultural Tourism	5	756
'Sustainable planning	5	620
'Guidance on Scenic Tourism	4	503
'Technology immersive experience	5	173
'Capacity Building	5	57
'Monitor sentiment	3	44

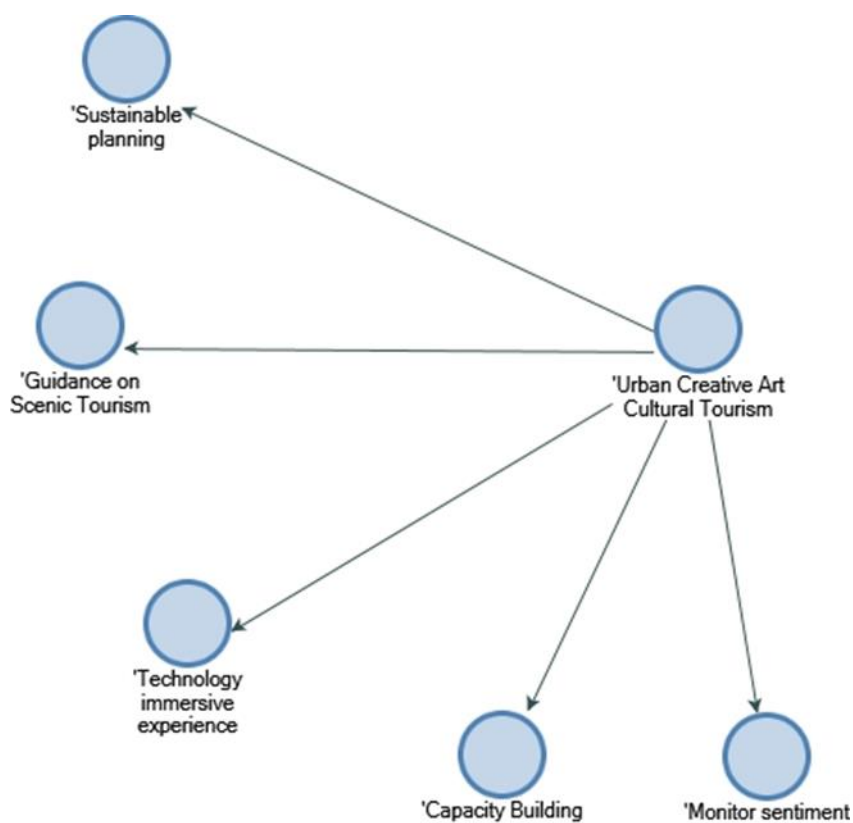


Diagram 1 – Urban Creative Art Cultural Tourism

Based on the insights from the WTO and the World Economic Forum, the top three emerging jobs in urban tourism, particularly in Changchun, are likely to focus on sustainable tourism development, digital engagement, and cultural management. Here are the predicted roles, their duties, skills needed, and training recommendations aligned with SDG 4 (Quality Education) and SDG 8 (Decent Work and Economic Growth):

1. Sustainable Urban Tourism Manager

Job Duties:

- Develop and implement sustainable tourism strategies that balance economic growth with environmental and cultural preservation.
- Coordinate with local government, community groups, and businesses to promote eco-friendly practices.

- Monitor and evaluate the environmental and social impacts of tourism activities.
- Facilitate training programs for local stakeholders on sustainable tourism practices.
- Ensure compliance with national and international sustainability standards and policies.

Skills Required:

- Strong knowledge of sustainable development principles and environmental management.
- Project management and strategic planning abilities.
- Excellent communication and stakeholder engagement skills.
- Data analysis and impact assessment expertise.
- Fluency in Mandarin and English for international cooperation.

Training for SDG 4 & 8:

- Courses on sustainable tourism management and environmental policies.
- Workshops on project management and stakeholder engagement.
- Certifications in eco-tourism and sustainable development.
- Leadership training emphasizing inclusive growth and community involvement.

2. Digital Cultural Experience Designer

Job Duties:

- Create innovative digital platforms and virtual tours that showcase Changchun's cultural assets.
- Integrate augmented reality (AR) and virtual reality (VR) to enhance visitor engagement.
- Collaborate with artists, technologists, and marketing teams to produce immersive storytelling experiences.
- Analyze visitor data to optimize digital content and improve user experience.
- Promote responsible consumption by encouraging virtual tourism options.

Skills Required:

- Proficiency in digital content creation, AR/VR development, and multimedia design.
- Understanding of cultural narratives and storytelling.
- Data analytics and user experience design skills.
- Familiarity with tourism marketing and social media strategies.
- Creative thinking and technological adaptability.

Training for SDG 4 & 8:

- Courses in digital media production, AR/VR technologies, and UX/UI design.
- Workshops on cultural storytelling and digital marketing.
- Internships or certifications in creative technologies and digital innovation.
- Training on data privacy and ethical digital content creation.

3. Cultural Tourism and Community Engagement Specialist

Job Duties:

- Design and implement programs that involve local communities in tourism development.
- Organize cultural events, festivals, and workshops to promote Changchun's heritage.
- Coordinate with local artisans, performers, and residents to preserve intangible cultural heritage.
- Develop educational materials and training programs to empower local stakeholders.
- Measure social impacts and ensure inclusive growth aligned with SDGs.

Skills Required:

- Strong understanding of cultural management and community development.
- Excellent organizational and event planning skills.
- Cross-cultural communication and negotiation abilities.
- Knowledge of tourism policies, cultural preservation, and social impact assessment.

- Language skills in Mandarin and English.

Training for SDG 4 & 8:

- Courses in cultural management, community development, and social entrepreneurship.
- Workshops on participatory planning and event organization.
- Certification in cultural heritage preservation.
- Training on social impact measurement and inclusive tourism strategies.

CONCLUSION AND DISCUSSION

This study aimed to explore the key elements of sustainable development in urban tourism, the linkage of the SCOR model for managing the overall performance of urban tourism, the quality of partnerships by using SCOR model in urban tourism. During the opening ceremony and forum in July 2025 in Changchun TV Tower with SY art gallery's iconic image of "Bad Girl" and qualitative analysis on urban creative cultural tourism, it is found that several key strategies for SDG#3/4/8/12 and #17 partnership are: sustainable planning, guidance on scenic tourism, technology with immersive experience, capacity building and monitor sentiment. In fact, this paradigm shift opens up skills development to fill this innovative model - cultural management skills, community development mindset, and social entrepreneurship mindset, skills and actions.

The combined approach of design thinking, SERVQUAL and SCOR Model in applying content analysis with experimental study opens up research opportunities for 1) SDG 4 – Quality Education with SCOR Model of Level 1 - Defining the scope and content of the training in the core management processes of urban tourism with SCOR Model of Level 2 -Describing the characteristics of training to develop competency to fulfill the job characteristics associated with the process types in urban tourism deployed within the core processes: planning, execution and enable of urban tourism, leading to the roles of educators and duties planned of employees engaged in sustainable scenic tourism, promoting lifelong learning, digital literacy, and capacity building among local communities and tourism professionals. Developing training programs enhances skills, fosters innovation, and ensures that tourism growth is inclusive and educational.

For SDG 8 – Decent Work and Economic Growth via the promotion of urban tourism, creating specialized jobs with detailed job characteristics and competency level to measure are needed in sustainable tourism with SCOR Level 3 - Providing detailed process element information on job specifications for each Level 2 process category identified with Inputs of urban tourism planners and training practitioners, urban tourism policy makers and learners characteristics for the outputs of measurable skills, knowledge, attitude and values for SCOR Model Level 4 - Implementing specific supply-chain management practices of urban tourism at this level to achieve a competitive advantage with core elements of digital innovation, and cultural management stimulates local economies so as to encourage responsible employment supporting sustainable scenic tourism under changing business conditions.

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