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Practice on the Construction of an Online-offline Blended "Golden Course" for the "Human Resource Management" Course

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Abstract: In the talent cultivation system of higher education, the quality of courses is of great significance, and there is a growing trend of constructing "golden courses". This study focuses on the "Human Resource Management" course with the aim of improving its teaching quality and the level of talent cultivation. By benchmarking against the standards of high-order, innovation, and challenge level of "golden courses" and leveraging the online-offline blended teaching model, reforms are carried out in multiple dimensions, including teaching design, activity implementation, and assessment requirements. The research results show that the teaching effectiveness of the course has been significantly improved, and students' professional qualities have been enhanced. This indicates that the exploration is effective and provides useful references for the construction of "golden courses" of similar courses.

Keywords: Human Resource Management; Online-Offline; Flipped Classroom; Golden Course

1. Introduction

In 2018, the Ministry of Education required a comprehensive rectification of the teaching order of undergraduate education and strict process management. It was required to comprehensively review the teaching content of each course, reasonably increase the academic challenge level, increase the course difficulty, expand the course depth, and effectively improve the teaching quality of courses. [1] By increasing the academic challenge level for college students, it aims to stimulate students' learning motivation and professional interests, and truly transform "easy courses" into "golden courses" with depth, difficulty, and challenge.

In October 2019, the "Opinions of the Ministry of Education on Deepening the Reform of Undergraduate Education and Teaching and Comprehensively Improving the Quality of Talent Cultivation" proposed to focus on creating a large number of offline, online, online-offline blended, virtual simulation, and social practice "golden courses" with high - order, innovation, and challenge levels. [2] Against the backdrop of the country's high - level emphasis on undergraduate education curriculum construction, how to combine online and offline teaching to create a blended "golden course" that meets the characteristics and training needs of students in one's own university is the key to the reform of the "Human Resource Management" course.

2. Main Problems in the Teaching Process of the "Human Resource Management" Course

2.1 Insufficient High - Order in Teaching Design

"High - order" refers to the organic integration of knowledge, ability, and quality, aiming to cultivate students' comprehensive ability to solve complex problems and advanced thinking. The "Human Resource Management" course is highly practical. Teaching design should start from "why to learn" to determine students' learning needs and teaching objectives. However, in the actual teaching process, most teachers rely on textbooks, teaching the six modules of human resource management as independent chapters, ignoring the systematic connection between the modules. [3] Moreover, they remain at the primary cognitive course objectives of "application, understanding, and memorization", resulting in students' inability to grasp the theoretical knowledge of human resource management as a whole and a lack of advanced thinking and problem - solving abilities.

2.2 Weak Innovation in Teaching Activities

"Innovation" means that the course content should reflect the cutting - edge and the characteristics of the times, the teaching form should show advancement and interactivity, and the learning results should be exploratory and personalized. Teachers teach based on textbooks, but the update of textbooks lags behind the development needs of enterprises. [4] As a result, the course content fails to keep up with the cutting - edge of the times. For example, during the digital transformation stage of enterprises, digital intelligence in human resource management is inevitably required, but most human resource management textbooks lack updates in this area. Although the current teaching forms have been somewhat innovative, with many teachers incorporating case teaching, flipped classrooms, etc., in terms of the overall duration of a course, the "teacher - lectures - student - listens" model still accounts for the largest proportion. The number of students who can interact and communicate with teachers is limited, and teachers cannot grasp the overall learning results of students.

2.3 Low Challenge Level in Assessment Requirements

Compared with "easy courses", "golden courses" have higher assessment requirements for students. It is not a course where students can "get credits easily" by learning casually in class. In the past, the assessment of the "Human Resource Management" course consisted of usual scores and final exam scores, with the final closed - book exam accounting for 70% - 90%. [5] This assessment method emphasizes results while neglecting the process, and has a low challenge level. As a result, many students may neglect their usual independent learning and the flexible application of knowledge, and focus mainly on memorizing and reviewing knowledge points before the final exam. It is difficult to comprehensively and objectively evaluate students' grasp of classroom knowledge.

3. Construction of "Golden Courses" Based on Online-Offline Blended Teaching

Facing the existing problems in the "Human Resource Management" course, it is urgent to explore the construction of "golden courses" through online-offline blended teaching. The following are the specific practical paths.

3.1 Construction of Innovative High - Order Online Courses

3.1.1 Pre - class pushing of learning resources + online preview

Before each offline class, teachers use the Xuexitong management system to accurately push rich and diverse preview materials. These materials not only cover the electronic documents of the corresponding textbook chapters, facilitating students to look up key knowledge at any time, but also carefully selected cutting - edge academic papers that fit the course content. The papers are sourced from authoritative journals such as "Human Resource Management" and "Management World", enabling students to access the latest research results in the discipline and expand their knowledge boundaries. [6] At the same time, practical cases of human resource management from well - known enterprises, such as Alibaba's talent cultivation system and Huawei's performance management model, are integrated and presented in various forms such as text, pictures, and videos, vividly showing the application scenarios of theoretical knowledge in reality.

To guide students to preview efficiently, teachers set up a preview task list on the platform, clearly marking the key content and thinking directions of each learning resource. For example, for academic papers, students are required to extract core viewpoints and sort out research methods; for enterprise cases, they need to analyze the advantages, disadvantages, and learnable points of the human resource management strategies in the cases. [7] After completing the preview, students submit preview reflections through the platform, briefly stating their preliminary understanding of knowledge points and doubts. Teachers can understand students' knowledge reserves and learning difficulties based on this, providing a basis for targeted adjustments in classroom teaching.

3.1.2 Online learning of basic knowledge + in - class tests

The online course platform has built a systematic basic knowledge learning module, mainly featuring vivid and intuitive teaching videos. Each video focuses on a core knowledge point and has a duration of 10 - 15 minutes, facilitating students to concentrate on learning. The video content introduces high - quality

courses from platforms such as China University MOOC and Zhihuishu.com, transforming abstract human resource management concepts, such as the process of human resource planning and the construction of the job competency model, into visual images that are easy to understand.

After students complete the learning of basic knowledge videos, in - class tests are immediately carried out. The test questions are closely related to the video content and have a variety of types, including multiple - choice questions, multiple - answer questions, true - false questions, and simple short - answer questions. Multiple - choice questions test students' accurate identification of basic concepts, multiple - answer questions examine their comprehensive understanding of knowledge points, true - false questions strengthen the discrimination of easily confused knowledge, and short - answer questions require students to briefly explain key knowledge points, exercising their text expression and knowledge extraction abilities. The tests are completed within a time limit, and the system automatically grades and provides instant feedback on scores. [8] Students can clearly see their answering situations and identify their weak knowledge points, facilitating timely review and improvement. Teachers can comprehensively master students' learning effects through the platform's background data, analyze common problems among students, and provide data support for determining subsequent teaching focuses.

3.1.3 Student - led flipped learning of key knowledge + peer evaluation

For key and difficult knowledge in the course, the form of student - led flipped classrooms is adopted for in - depth learning. Teachers divide the key knowledge into several themes in advance, such as "Methods and Applications of Training Needs Analysis" and "Design Principles of Compensation Incentive Mechanisms". Students form groups and independently choose a theme for lesson preparation. Group members work together, deeply analyze the theme content by referring to materials, conducting research interviews, etc., and create detailed and innovative teaching courseware or micro - videos.

In the classroom presentation session, each group takes turns to come to the stage and uses various teaching methods, such as case analysis, role - playing, and group discussions, to explain the selected theme knowledge to the whole class. After the presentation, the peer - evaluation session begins. Students score and evaluate the presentations of other groups based on the scoring criteria formulated by teachers in advance, from dimensions such as content accuracy, explanation clarity, teaching method innovation, and team - cooperation tacit understanding. [9] At the same time, students are encouraged to ask questions and express their opinions, and the presenting groups answer the questions, promoting ideological collisions and in - depth exchanges among students. Teachers guide students in a timely manner, supplement and expand knowledge, and correct students' misunderstandings to ensure that students' mastery of key knowledge reaches a high - order level.

3.1.4 After - class assignment discussion + chapter tests

After class, teachers assign diverse homework tasks on the learning platform, including case analysis, plan design, literature reviews, etc. Taking case - analysis homework as an example, complex and real - world controversial human resource management cases are provided, such as employee placement issues during enterprise layoffs and conflict resolution in cross - cultural team management. Students are required to use the knowledge they have learned to deeply analyze the problems in the cases, propose practical solutions, and explain the theoretical basis of the solutions.

After students complete their homework, they submit their results in the platform's homework discussion area, check and comment on the homework of other students. Through discussion and communication, students can view problems from different perspectives, discover their own thinking limitations, learn excellent ideas and methods from others, and deepen their understanding and application of knowledge. Teachers participate in the discussion process, provide guidance and comments in a timely manner, and guide students to continuously improve their homework content.

After the learning of an entire chapter is completed, a chapter test is organized. The test questions are highly comprehensive, covering not only the basic knowledge of the chapter but also focusing on the integration of knowledge and its practical application. In addition to regular selection, judgment, and short - answer

questions, essay questions and comprehensive case - analysis questions are added. [10] For example, essay questions require students to explain the application differences and reasons of a certain human resource management theory in different industry enterprises; comprehensive case - analysis questions present a complex enterprise case containing multiple knowledge points, requiring students to comprehensively analyze and solve the human resource management problems involved. The test scores serve as an important basis for evaluating students' phased learning results, helping students clarify their learning progress and knowledge mastery levels and adjust their learning directions for subsequent studies.

3.2 Innovative High - Order Offline Course Practices

3.2.1 Classroom teaching (explanation of six modules + face - to - face Q&A)

Offline classrooms conduct in - depth explanations around the six core modules of human resource management, namely human resource planning, recruitment and allocation, training and development, performance management, compensation and benefits management, and labor relations management. During the explanation process, teachers abandon the traditional rote - teaching model and closely combine with current industry development trends and actual enterprise cases.

Taking the human resource planning module as an example, teachers introduce the human resource planning cases of Internet enterprises during their rapid business expansion period, deeply analyzing how enterprises predict talent needs based on strategic goals, develop supply plans, and deal with unexpected situations during the implementation of the plans. When explaining, tools such as data charts and flowcharts are used to visually present the complex planning process to students, helping them understand abstract concepts. After each module is explained, sufficient time is reserved for face - to - face Q&A. Students can ask questions about unclear knowledge points in class, doubts in cases, and their own thoughts during the learning process. Teachers provide detailed answers on the spot and adjust the subsequent teaching rhythm and focus in a timely manner based on students' question feedback.

3.2.2 Flipped classroom (flipping of key questions + interactive discussion)

For key and difficult questions in the course, students are organized to carry out flipped classrooms. Teachers screen out questions with depth and discussion value in advance, such as "How to Design a Scientific and Effective Performance Appraisal Index System" and "How to Balance the Internal Equity and External Competitiveness of Compensation", and assign them to students. Students form groups and, after class, collect materials and conduct in - depth analysis by referring to professional literature, investigating actual enterprise practices, and interviewing human resource practitioners. In class, each group presents the results of the questions they are responsible for, using various forms such as PPT presentations, case sharing, and role - playing to expound on the group's viewpoints and solutions. After the presentation, the interactive discussion session begins. Students from other groups can raise questions, supplement viewpoints, and start a heated discussion. Teachers play the role of guides during the discussion process, posing key questions in a timely manner to guide students to think deeply and expand the depth and breadth of their thinking, ensuring that students' understanding of key questions reaches a high - order level.

3.2.3 Course practice (practice of module basic knowledge + flipping)

The course practice focuses on the preparation of job descriptions, which is a basic and crucial practical task in human resource management. Students are grouped to simulate the human resource departments of enterprises, select different types of positions, such as new media operation positions, software engineer positions, sales representative positions, etc., and conduct in - depth job analysis and description writing.

In the early stage, each group comprehensively collects job information through multiple methods such as questionnaires, on - site observations, and employee interviews. For example, for new media operation positions, students design questionnaires to understand the daily work content, required skills and knowledge, working hours, performance indicators, etc. of the positions; observe the work status of employees on - site and record their operation processes and working environments; conduct in - depth interviews with incumbents to explore the potential challenges and key ability requirements of the

positions.

After collecting sufficient information, the group starts to write the job description. They strictly follow the standard format, clearly defining the basic job information, including the job title, department, direct supervisor, etc.; describing the job responsibilities in detail, listing them in order of importance and execution frequency; and accurately defining the job qualifications, covering dimensions such as education, major, work experience, skill certificates, and ability qualities. For example, the job qualifications for a software engineer position clearly require a bachelor's degree or above in a computer - related major, proficient mastery of programming languages such as Java and Python, more than 2 years of project development experience, and good problem - solving and team - cooperation abilities.

After completing the first draft, the groups conduct cross - evaluations, putting forward modification suggestions from aspects such as content integrity, responsibility accuracy, and rationality of job qualifications. Teachers conduct on - site guidance, focusing on explaining and demonstrating optimization methods for common problems among students, such as vague job responsibility descriptions and mismatches between job qualifications and positions. Each group improves the job description accordingly and finally submits the results. Teachers comprehensively score according to dimensions such as content quality, scientificity of research methods, and team - cooperation, select excellent works, and display them to the whole class to share practical experience and skills.

3.2.4 Course reflection and summary

After each module of teaching and practice is completed, students are organized to conduct course reflection and summary. Students first reflect on their own performance during the learning process of the module, including the advantages and disadvantages in terms of knowledge mastery, classroom participation, and practical operation ability. Then, group - level exchanges are carried out within each group, where students share their reflection experiences and learn from each other. On this basis, each group forms a group reflection report, summarizing the overall gains, common problems encountered, and improvement measures during the module learning and practice process. Teachers collect the reflection reports of each group, conduct a comprehensive review and analysis, and strengthen the explanation and guidance of common problems among students in subsequent courses. At the same time, excellent reflection results of students are displayed and shared as teaching resources to promote the common growth of all students and continuously improve the course learning effect.

3.3 Challenging Blended Teaching Evaluation

In order to create a blended teaching evaluation system with depth and breadth, to comprehensively and accurately understand students' knowledge acquisition and ability improvement during the online - offline learning process of the "Human Resource Management" course, after deeply considering the course characteristics and teaching objectives, the assessment system has been carefully optimized. Based on adhering to the core evaluation dimensions, this system has been elaborately designed from assessment methods, score allocation, to assessment rules, aiming to provide a solid basis for evaluating students' learning achievements and effectively enhancing the challenge level and validity of teaching evaluation.

3.3.1 Online assessment and grade evaluation (35 points in total)

Xuexitong Interaction Points (15 points): The Xuexitong platform conducts online tests, theme discussions, quiz competitions, and other interactive activities. Students earn points for their participation. The student with the highest points gets a full score of 10 points, and other students' scores are calculated based on their points, which stimulates students' enthusiasm for online learning.

Group Research and Presentation (10 points): Students work in groups to create micro - videos, design research questionnaires, or develop management tools, transforming theories into practical results. Teachers score from professional perspectives such as project innovation, content accuracy, and technical application proficiency, accounting for 60% of the total score, and peers score from dimensions such as project practicality and presentation effect, accounting for 40% of the total score, enhancing the comprehensiveness and challenge of the evaluation.

Periodic Knowledge Tests (10 points): After each knowledge module is learned, a time -

limited online test is conducted on the Xuexitong platform. Scores are calculated based on the accuracy rate of answering questions, with a full score of 10 points, urging students to consolidate knowledge in a timely manner.

3.3.2 Offline assessment and grade evaluation (65 points in total)

Class Attendance (5 points): There are 10 random sign - ins throughout the semester. Each successful sign - in earns 0.5 points, and a full - attendance student gets 5 points. Students who ask for leave due to illness or urgent matters can be exempted from deductions by providing valid certificates, which encourages students to participate in offline learning on time while respecting special circumstances.

Flipped Classroom (10 points): Students participating in the flipped classroom do not need to create their own micro - courses. Teachers evaluate from multiple dimensions such as role performance, professional knowledge application, and communication skills, accounting for 80% of the total score, and students from other groups score from dimensions such as the authenticity of the simulated scenario and team - cooperation tacit understanding, accounting for 20% of the total score, enhancing students' practical ability and the challenge of the evaluation.

Course Practice Project (10 points): Students explain the course practice content in class. Students with excellent performance will receive an additional

4. Conclusion

Through practical verification, the construction of the online-offline blended "Golden Course" has effectively resolved the previous problems of the "Human Resource Management" course. By innovating high-order teaching designs, integrating cutting-edge concepts into online and offline teaching, diverse teaching activities have stimulated students' enthusiasm for participation, increased the challenge level of assessments, and accurately evaluated learning outcomes. This model has significantly improved teaching quality, helped students deepen their professional understanding, laid a solid foundation for the cultivation of professional talents, and has great value for promotion.

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