Scenario-Based Teaching Innovation Driven by Project Task

-- Taking the "Human Resource Management" Course as An Example

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Abstract. The importance of the "Human Resource Management" course is increasing in the current difficult job hunting for college students. However, there are a series of problems in this course, such as thin curriculum content, simple teaching methods, single assessment method, and ordinary course experience. To cultivate students' professional skills, promote self-directed learning and a collaborative mindset, and enhance engagement in the course material, this study proposes the implementation of situational teaching grounded in simulated business environments. The use of project tasks as a means of driving learning, practice-based instruction for assessment, and virtual simulation as a platform all contribute to a comprehensive approach towards student education. In order to foster the development of students' professional skills, self-directed learning, and collaborative mindset, while also promoting engagement in course material, this study proposes situational teaching that uses the simulation company as the carrier, project tasks as the driver, practical teaching as the assessment, and virtual simulation as the platform.

Keywords: Teaching innovation; Project task; Human resource management.

1   Introduction

As the number of college graduates steadily rises each year, securing employment in today's job market is becoming increasingly challenging. It is the responsibility of colleges and universities to impart professional knowledge and equip students with the necessary skills to excel in their careers post-graduation. However, many graduates find it difficult to meet the industry's demands and adjust to the work culture. This issue underscores the significance of streamlining professional courses. In the process of personnel training, professional courses should give full play to the supporting role of improving students' employability.

With the push for enterprise modernization, human resource management has become crucial for the development of companies. To meet the demands of society, colleges and universities are offering more courses related to human resource man

agement. These courses emphasize the importance of human resources in modern economic development and cover topics such as general rules and characteristics of human resource development and management. The goal is for students to grasp the scientific concept of human resource management and apply it in practical settings to maximize the potential of human resources. Human resource management is highly applicable to the real world and can improve students' employability more than other courses. However, the current teaching of human resource management in colleges and universities falls short of its original intentions and lacks employment guidance. The issues mainly stem from the teaching content, methods, assessment, and overall course experience.

1.1   Thin Course Content

The practice of human resource management has been shaped by many long-term management techniques and has evolved into a theoretical system consisting of concepts, principles, and methods thanks to the contributions of numerous scholars. However, this process of theorizing and formalizing has resulted in a highly generalized, abstract, and even rigid approach[1]. Human resource management courses tend to focus solely on interpreting concepts and principles, without adequately addressing their practical application[2]. This narrow approach fails to provide students with the three-dimensional understanding required to develop their human resource management skills. Moreover, basic functions of human resource management are often presented as distinct chapters, leading to a lack of systematic subject content in teaching[3].

1.2   Simple Teaching Methods

Unlike science and engineering courses that can be taught in the laboratory, economic management courses are often confined to traditional classrooms, which can restrict the teaching methods used. While social practice is a valuable way to experience human resource management, it can be difficult to implement on a large scale due to factors such as funding and security. This limitation can sometimes limit the thinking of college teachers, leading to traditional PowerPoint teaching methods. Although this approach saves time, energy, and money, it can also result in one-way communication between teachers and students, transforming the classroom into a lecture hall. To supplement traditional methods, more and more colleges and universities are incorporating case teaching into human resource management courses. However, these existing methods still struggle to meet the practical demands of human resource management.

1.3   Single Assessment Method

When it comes to assessing human resource management courses, there are typically two approaches. The first is to rely on written exams as the primary means of evaluation. While this method is straightforward and easy to administer, it can fall short in

terms of providing a comprehensive understanding of a student's grasp of the subject matter. In fact, if exams carry too much weight in the final grade, students may focus on rote memorization rather than independent learning and critical thinking[3]. The second approach is to offer course papers, which can encourage creative thinking, independent analysis, and effective communication skills. However, while this approach has its merits, it may not fully prepare students for the practical challenges of human resource management, which often require teamwork and collaboration.

1.4 Ordinary Course Experience

The current course teaching heavily relies on teacher-led lectures and prioritizes academic rigor, which often results in disengaged students and a passive learning experience. In real-world scenarios, effective human resource management values flexible thinking and communication skills. Unfortunately, traditional teaching methods do not provide ample opportunities for students to exercise these essential skills. Furthermore, the disconnect between theory and practical application can lead to a diminished sense of curriculum experience for students.

2 Connotation and Principle of Teaching Innovation of Human Resource Management Course

There is an urgent need for teaching reform and innovation in human resource management course. Innovation requires a thorough understanding of its essence and adherence to certain principles. In this regard, this paper sheds light on the essence and principles of teaching innovation in human resource management courses, focusing on four key areas: professional quality, independent learning, cooperation and communication, and classroom interesting.

2.1 Cultivating Professional Quality

Improving students' practical and innovative abilities is a top priority in the current development of education in China. To achieve this goal, comprehensive reforms in education are necessary. Human resource management courses provide students with an understanding of workplace processes, and the corresponding human resource management positions require a range of professional qualities, including effective communication and teamwork skills[4]. The ultimate aim of college and university education is to equip students with the knowledge and skills that will enable them to meet the demands of future work and create a fulfilling life. Therefore, teaching innovation in human resource management should prioritize modern, people-oriented approaches to human resource management, and focus on developing students' professional qualities to adapt to the demands of their future careers[5].

2.2   Guiding Independent Learning

Teaching methods that are limited to PowerPoint presentations and dull content can significantly weaken students' learning initiative. Passive acceptance of information can reduce the efficiency of learning and hinder the ability to deal with flexible labor management. To innovate in human resource management, it is essential to transform from a teacher-centered approach to a student-centered approach[3,6]. Encouraging independent learning and instilling a desire to learn is crucial in stimulating active learning. Combining work and study through project-driven teaching is an effective way to achieve this. While theoretical knowledge is fundamental to classroom learning, it is equally important to expand upon this by encouraging discussions and answering questions among students and teachers. By doing so, students can create their knowledge system based on their situation. Independent learning also provides students with the freedom and respect they need to develop their individuality, making it an essential part of the learning process.

2.3   Emphasising Cooperation and Communication

In any successful enterprise, teamwork is essential, and those who struggle to adapt may struggle to thrive in a competitive workplace. Effective management is inherently social, and the ability to communicate effectively is a key component of strong leadership. As such, human resource management courses should emphasize the importance of teamwork over individual competition, encouraging students to cooperate and collaborate throughout the learning process. This approach will expose students to challenging real-world scenarios, such as navigating conflicting viewpoints, managing emotions, and working effectively with others. Through these experiences, students can develop important skills such as tolerance, emotional stability, and effective communication, ultimately improving their adaptability and teamwork abilities in future professional settings.

2.4   Realizing Classroom Interesting

In college education, quality education has always been a top priority, especially in courses like human resource management that are closely tied to actual work. However, it is important that we avoid blindly relying on rote memorization and instead prioritize the principle of edutainment in our teaching methods. Traditional, uninspiring PowerPoint presentations not only hinder learning efficiency, but also fail to enhance overall quality. To truly engage students and encourage their natural curiosity and desire for discovery, we must adapt our teaching methods to include more interactive, experiential learning opportunities. By fostering collaborative thinking and encouraging active exploration, students can gain a deeper understanding of the subject matter and find joy in their learning experiences.

3 Analysis of the Innovation of Scenario-Based Teaching Driven by Project Task

In order to fully leverage the benefits of human resources curriculum and ensure students gain practical knowledge from human resources management courses, it is crucial to incorporate effective teaching methodologies. This paper suggests moving beyond the traditional approach of PowerPoint teaching and integrating scenario simulation techniques into the curriculum, coupled with project tasks. The scenario simulation approach is a scientific and efficient teaching strategy that mimics real-world human resource management scenarios, offering students an opportunity to apply theoretical knowledge from textbooks to solve practical problems[4,7,8]. In contrast to traditional teaching, which prioritizes knowledge acquisition, situational simulation prioritizes the application of knowledge and evaluates students based on their problem-solving abilities. This approach aligns well with the practical nature of human resource management. By actively engaging students in the classroom, situational simulation offers a more interactive and participatory learning experience. Hence, it is essential to adopt the scenario simulation approach in human resource management courses in China. This paper provides a comprehensive introduction to the application of scenario simulation in human resource management courses.

3.1 Taking the Simulation Company as the Carrier

Traditional teaching is a systematic and comprehensive approach to imparting knowledge and skills. However, its efficacy in promoting long-term learning outcomes with regard to motivation and values has been a topic of scrutiny[9]. To address this issue, corporate simulation has emerged as a promising experiential teaching method that enables students to not only acquire knowledge and skills but also gain a deeper understanding of management values and motivations through role-playing. In the context of corporate simulation, students are grouped together to form a company, and the organizational structure and staff size are determined based on the learning objectives. The design of the simulated company scene is of utmost importance to ensure that it strikes a balance between being too simplistic or overly complicated[10]. In this approach, students engage in a range of activities related to human resource management, such as planning, design, production, presentation, evaluation, and much more. They compete with each other to complete a series of learning tasks that cover various aspects of labor management, from annual plan formulation to labor relations handling. Through this process, students gradually become familiar with the operational processes of labor management, and they learn to formulate management plans tailored to the needs of different modules. Studies in educational psychology have shown that experiential teaching modes, such as corporate simulation, are more effective than the traditional classroom teaching mode. In the latter, learners can only retain up to 25% of the knowledge imparted, whereas in the former, learners can retain up to 75% of the knowledge acquired[11]. Corporate simulation stimulates students' enthusiasm for classroom participation and enables them to quickly understand

and integrate into the job. It cultivates students' hands-on abilities in a real working environment and transforms the theoretical content in textbooks into practical knowledge. Teachers play a crucial role in this process, as they need to adequately prepare and guide students to develop the necessary theoretical foundations and integrate into their roles. Through this approach, students can explore the intricacies of management games and face the challenges of an infinite range of possibilities.

3.2   Driven by Project Tasks

Traditional classroom teaching often divides class time based on textbook chapters, resulting in fragmented knowledge and a disjointed understanding for students. However, a more modern approach to human resource management education involves modeling real-world workflows and structuring lessons as project tasks. Each task corresponds to a section of the human resource management textbook and is treated as a sub-project of a entire company project. This approach not only aligns teaching with real-world job scenarios, but also enhances the fluency and coherence of the learning process. By focusing on task-driven learning, students gain a fresh perspective on human resource management and discover novel problem-solving techniques that are more applicable to real-life situations. Of course, teachers should still serve as classroom leaders, overseeing the progress of the project tasks, managing time effectively, and handling any unexpected issues that arise.

3.3   Taking Practical Operation as an Assessment

When teaching innovation, assessments should not solely rely on final exams and individual scores. should broaden their assessment criteria to include group performance, with a focus on practical operations. This may involve reducing the weight of individual performance and final exam results. For example, instead of a comprehensive score based on final exams (accounting for 70%) and individual performance (accounting for 30%), the new design includes three components: final exam (accounting for 40%), team performance (accounting for 40%), and individual performance (accounting for 20%). In this system, excellent theoretical students who struggle to contribute to team development will find it challenging to achieve high scores. Conversely, a team with strong cooperation and solidarity may excel despite average individual abilities. The inclusion of individual performance points caters to unique situations. By assessing in multiple dimensions, this approach mirrors real-world work scenarios and promotes teamwork skills.

3.4   Using Virtual Simulation as the Platform

The course of human resource management, which falls under the purview of economics and management, falls short of providing students with adequate practical experience when compared to their counterparts in science and engineering. This can pose a significant challenge for students when navigating the intricate and ever-changing working environment of personnel management. With the advent of infor-

mation technology, it is essential that the teaching methods for human resource management also incorporate technical means to compensate for the lack of practical experience in the past. Virtual simulation technology has gained widespread popularity as a teaching tool. It uses computer systems to create highly realistic simulated environments, reflecting the real world and enabling real-time interaction[12]. While foreign countries have adopted this technology on a large scale, its application in our country remains relatively limited. The introduction of virtual simulation technology can infuse teaching content with a vivid and three-dimensional quality, enabling students to immerse themselves in the job and become familiar with corresponding tasks. Traditional social practice or practical training often involve corporate secrets or disrupt a company's work, making them unpopular. In contrast, virtual simulation technology can be reused, saving the school's financial, material and human resources, while also stimulating students' interest and enthusiasm for independent exploration[13].

4   Conclusion

Human resource management is a course that is directly related to practical work. To address the past issues of simplistic teaching methods, limited assessment methods, and a lack of emphasis on practical experience, there needs to be a focus on teaching innovation. It is crucial to cultivate students' professional qualities, independent learning abilities, and collaborative consciousness, and to make curriculum teaching more interesting. To achieve this, scenario-based teaching can be employed, which utilizes a simulation company as the carrier, project tasks as the driving force, practical teaching as the assessment, and virtual simulations as the platform. This innovative teaching method has vast potential for application and aligns with the global education development trend. By addressing the limitations of traditional teaching, it can lead to the development of quality education, improve the quality of human resource management course, and enhance students' adaptability to future work. This is a significant direction for the future development of human resource management and related courses.

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