



Research on Teaching Model Innovation of “Compensation Management” from the Perspective of Comprehensive Learning

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Abstract. The “Compensation Management” course is a compulsory core course for students majoring in Human Resource Management (HRM), characterized by its strong comprehensiveness and practical orientation. Addressing issues such as the weak connection between textbook content and practical business scenarios, inadequate timeliness, traditional teaching methods, and single-dimensional educational evaluation, this paper starts from the requirements of the Ministry of Education for cultivating high-quality top-notch talents in basic disciplines, combined with the characteristics of the “Compensation Management” course, the current learning condition, and industrial practice. Guided by the comprehensive learning theory, it adopts three methods: reconstructing teaching content through the industry-university co-creation, the teaching model of “induce cultivation with specialized knowledge,” and the four-multi teaching evaluation model, aiming to increase the practicality and timeliness of the course, expand the depth and breadth of course content, achieve adherence to the student-centered principle, and adhere the goal of consolidating professional foundations, deepening the intersection of disciplines and industry-education integration, and strengthening moral education and cultivating people.

Keywords: comprehensive learning; teaching innovation; human resource management; teaching model

1 Introduction

“Compensation Management” is a pivotal directional course within the curriculum of Human Resource Management (HRM), occupying a central position in enterprise HRM. Through studying this course, students gain an understanding of the basic concepts and principles of compensation management, master the basic methods and skills of the compensation system and structure design, and develop the ability to analyze, judge, and solve relevant issues in compensation management, thereby providing decision-making and managerial suggestions in this field. Based on the cultivating program for top-notch students in basic disciplines and the positioning of cultivating applied

talents in our university, the teaching objectives of this course are determined to cultivate high-quality talents who are attentive to the frontier development of innovative practice of compensation management and capable of solving practical compensation management issues.

2 Analysis of Teaching Issues in the “Compensation Management” Course

After analyzing students’ learning conditions and practical discussions, several significant issues have been found in the teaching process of the “Compensation Management” course.

2.1 Weak Correlation and Inadequate Timeliness in Terms of Teaching Content

The main audience for the “Compensation Management” course is mainly junior students majoring in HRM. According to the survey on learning conditions (Figure 1), it is found that, in terms of knowledge reserves and learning motivation, students have a strong interest in hot issues and topical social phenomena. Faced with internships and employment, they show strong utilitarianism and purposiveness in their course learning. 82.9% of students hope to obtain more practice and work-related knowledge and abilities through course learning, while 64.3% of students hope that the course content can be combined with cutting-edge knowledge and job requirements. However, the teaching chapters of the course mainly focus on the theoretical knowledge framework of compensation management, with an emphasis on theoretical knowledge in the design of teaching content. However, the knowledge scope is narrow, solely concentrating on compensation theory, and lacking interdisciplinary integration of knowledge. Simultaneously, the course lacks current political case content and practical industrial case, making the overall content weakly related to students’ employment and lagging behind their development goals[1]. The overall knowledge system is scattered and does not follow the specific business processes of practical business operations in teaching, making a weak connection with practical work scenarios and required abilities, thus hindering the achievement of effective transformation of abilities. In addition, there is a lack of ideological and political content, cutting-edge scientific research results, industrial practice cases, and scenarios for applying and practicing knowledge. On the whole, the textbook content is not tightly related to the development requirements of students and teaching objectives.

survey on learning conditions-learning objectives

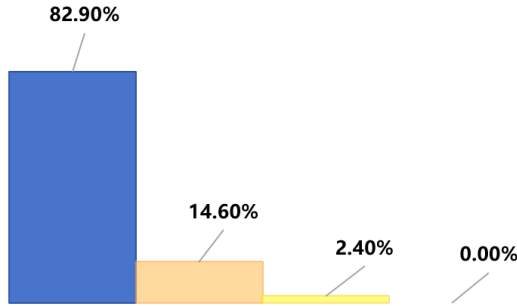


Fig. 1. survey on learning conditions

2.2 Traditional Approach and Outdated Technology in Terms of Teaching Methods

Although virtual training simulations and other teaching methods have been adopted in past teaching designs, the teaching methods have not been integrated in a timely manner with industrial practice and technological development due to the lack of real enterprise scenarios, information technology means, and real scenarios. This inadequacy results in insufficient sustained enthusiasm and interest among students, and the student’s role as the main participants in learning is not fully realized, making the learning process somewhat passive. The research data shows that 41.5% of students expressed a desire to develop professional skills and literacy through scenario-based exercises, while 34.1% of students expected to use case analysis in teaching methods to better simulate work scenarios and cultivate problem-solving abilities (Figure 2) . Combined with past teaching feedback, it is found that the course lacks methods to fully tap into students’ potential during the learning process and showcase students’ expressive and exploratory abilities. Therefore, the characteristics and abilities of students have not been fully exerted. With the development of industrial integration, the concepts of compensation management, means and methods of compensation research, and industry technological development are advancing rapidly, but they have not yet been applied to course teaching, which appears to be somewhat lagging[2].

survey on learning conditions-teaching methods

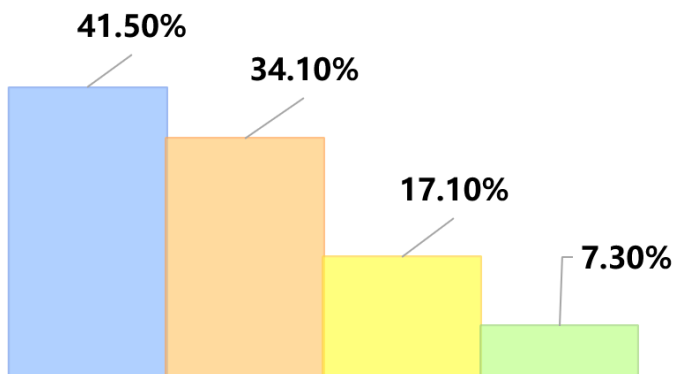


Fig. 2. survey on learning conditions

2.3 Single Subject and Insufficient Dimensions in Terms of Teaching Evaluation

Most of the junior students majoring in HRM are lively and outgoing, with a strong desire for expression, but they lack concentration in the classroom. However, in the teaching process, the characteristics of students' willingness to express themselves and being good at thinking have not been fully exploited. The teaching process mainly relies on traditional teacher-centered evaluation methods, which are lacking in exercises to develop students' thinking and active expression abilities. The evaluation of the teaching effect mainly focuses on traditional daily attendance[3], classroom interaction, periodic virtual simulation projects, training assessments, and final knowledge-based exams. The evaluation dimension emphasizes knowledge objectives but lacks evaluation of abilities and values. Evaluation is mainly teacher-centered, with a single evaluation dimension and subject, leading to a tense learning atmosphere. The unidirectional and closed evaluation method cannot comprehensively evaluate students' learning processes and outcomes from multiple dimensions. Furthermore, it lacks the cultivation of students' comprehensive abilities and learning interests. Hence, the alignment between the evaluation methods and the cultivation objectives needs to be optimized.

3 Innovative Ideas and Thoughts on the Teaching of “Compensation Management”

In line with the basic principles of “comprehensive learning, penetration, and integration,” we adhere to the innovative concept of moral education, student-centered, and continuous iteration to carry out curriculum innovation and teaching reform. “Comprehensive learning” adheres to the concept of “integration and connection,” takes students as centers, combines the characteristics of students' learning conditions, and integrates

political education cases, industrial application scenarios, and cutting-edge scientific research practices, ensuring that students master core knowledge and the course plays an important role in moral education, values shaping, and keeping pace with the times[4]. Through the “connection” teaching method that prioritizes both online and offline approaches, a virtual simulation training platform is established, and the use of big data and information technology ensures full integration of interdisciplinary subjects. We adhere to the principle of “penetration and integration,” integrate horizontally and vertically, and emphasize the concept of continuous innovation and diverse integration to enhance student’s interests and abilities, thus achieving the goal of cultivating high-quality application-oriented professionals.

Based on the connotation of comprehensive learning theory, in line with the realization of two dimensions of comprehensive learning content and methods, considering students’ foundation and characteristics, the idea of the course teaching innovation and reform mainly includes four aspects. Firstly, in terms of teaching content, big data and industrial practices should be integrated to enrich the course content. Secondly, in terms of teaching models, a teaching model of “induce cultivation with specialized knowledge” should be formed in combination with students’ learning conditions and curriculum characteristics[5]. Thirdly, in terms of teaching evaluation, evaluation methods and subjects should be enriched, and the evaluation system should be improved. Fourthly, throughout the entire course learning process, we should delve deeply into ideological and political education elements, emphasize values orientation, and strengthen moral education to cultivate people[6].

4 Innovative Teaching Methods and Approaches for “Compensation Management”

4.1 Integration of Industry Frontiers and Discipline, Reconstruction of the Content System From the Perspective Of Student Development

We should deeply integrate the real compensation management cases and issues from Enterprise D, intersect with the discipline of big data, enrich the level of teaching content, and reconstruct the teaching content system. The specific approaches are mainly reflected in 1. The teaching content is organically linked with the thematic module design and training goals to achieve the goal of student-centered development. 2. Teaching content should combine industrial application scenarios and hot news with job competency requirements to arouse students’ interest in learning 3. Ideological and political education should be incorporated throughout the entire process, including penetrating knowledge point explanations, case analyses, and practical training task settings. 4. High-level comprehensive application training is set up to intersect big data applications and information retrieval technologies, achieving the goal of cultivating high-quality innovative talents.

4.2 Integration of Multiple Activities and New Technologies, Remodeling of the Student-Centered Teaching Model

To cultivate high-level innovative goals for students, based on the BOPPPS classic teaching model[7], combined with the requirements of compensation professional literacy and skills, and adhering to the classic strategy of ‘casting bricks to attract jade stone’ from the traditional Chinese classic culture ‘The Art of War’ by Sun Tzu, this paper proposes a four-stage teaching model of “inducing cultivation with specialized knowledge.”

1) Presenting the course topics: Teachers can present real cases from enterprises or industry hot current news as topics before class and utilize the online teaching platform “micro-teaching assistant” to establish a blended classroom combining online and offline elements. Students should think about the teaching topics, course goals, and basic knowledge content released by the teaching platform before class, which can be reckoned as pre-class preparation.

2) Solidifying professional foundation: Horizontally, professional knowledge integrates with practical problems and enterprise scenarios, intersects big data disciplines, emphasizes the importance of compensation data and its connection with other modules in HRM, and enriches the hierarchical content and difficulty of professional knowledge. Vertically, the way of emphasizing value guidance and the cultivation of professional ethics throughout the entire process is integrated into ideological and political education to achieve silent and subtle moral education.

3) Guiding students to think actively: We utilize the Topway training system as a platform, employ virtual simulation projects such as the Company M compensation survey, and use practical enterprise cases as materials to stimulate active thinking among students. Tasks are assigned based on industrial application practice cases, employing information technology NodeJS language for data retrieval and collection. It aims to guide students in establishing an organic connection between knowledge and practical work, thus achieving the training objectives.

4) Cultivating high-level innovative capabilities: We invite industry experts (such as compensation specialists from Enterprise D and compensation consultants from Liepin) to co-create industrial cases from different perspectives, take the real enterprise requirements as scenarios, guide students to immerse themselves in real situations and tasks, and employ a team-based points-ranking competition system. This method connects with practical work scenarios to cultivate students’ problem-solving abilities while improving their knowledge and skills, thus improving their employability and achieving the goal of cultivating high-quality professional talents.

4.3 Combination of Multiple Subjects and Scenarios and Formation of the “Four-Multi” Teaching Evaluation Model

Through practical exploration in the course, a “four-multi” teaching evaluation model characterized by multi-form, multi-subject, multi-scenario, and multi-dimensional has been formed, aiming to create a gamified, relaxed, diverse, and multi-dimensional course evaluation system.

1) Multi-form. An online and offline mixed evaluation model is adopted. We utilize the micro-teaching assistant online platform for real-time evaluation and interaction during class, the Tencent Questionnaire for after-class online evaluation, and online expert remote connection and offline defense in the classroom for evaluation.

2) Multi-subject. We change the traditional single-subject evaluation based on the teacher's view and expand the evaluation subjects to include multi-dimensional evaluations such as student self-evaluation, peer evaluation, and industry expert reviews. Teachers' evaluation mainly assesses the accuracy of knowledge grasped to supplement the depth of the question and guide value. Students' self-evaluation promotes deep thinking and exercises their critical thinking and analytical abilities. Peer evaluation aims to deepen content understanding while encouraging students to express themselves and communicate effectively. Expert reviews primarily bring in work perspectives and practical experience to expand students' horizons[8].

3) Multi-scenario. In the teaching process, various evaluation scenarios are designed to stimulate students' exploration and thinking. For example, the selection of "golden ideas" from the bullet comments and likes in the online "micro-teaching assistant" platform, random peer evaluations for practical training reports, and comprehensive evaluations for group presentations. The evaluation results are quantified and scored, employing both group points and individual points modes to carry out the gamified ranking PK points system and create a relaxed and enjoyable learning atmosphere.

4) Multi-dimension. We start from the four levels of Kirkpatrick's four-level training evaluation model - reaction level, learning level, behavior level, and result level - to evaluate teaching dimensions and the student's learning effect from multiple dimensions, thereby achieving the evaluation of the entire teaching process, promptly adjusting teaching design in line with the concepts of generative classroom practices and the student-centered principle.

5 Innovative Teaching Evaluation of "Compensation Management"

Through the exploration of innovative teaching practices in "Compensation Management," corresponding teaching effects have been achieved in teaching evaluation, education achievements, and industry value. Firstly, in terms of teaching evaluation, through continuous innovation, reform, and practice in the curriculum, students' satisfaction with teaching evaluation has increased from 96.85% in 2021 to 98.3% in 2023. In the curriculum evaluation, students gave positive feedback on the teaching content and teaching models. Secondly, in terms of expert evaluations both inside and outside the school, a score of 95 points was obtained in the school-level supervisory evaluation, and the teacher was selected as an outstanding case for the 2022-2023 spring semester by the Department of Economics and Management. The advantages being evaluated are strong logicity, emphasis on key points, student-centered teaching process, topic task setting that is closely related to the course content, and the task-driven mode to cultivate students' high-level innovation abilities. Thirdly, in terms of student training, the teacher won the first prize in the "7th National University Student Human Resource

Management Knowledge and Skills Competition (Topway Cup)” in 2022 and has consecutively won the title of “Excellent Major for Employment” at Beijing City University for three years. Additionally, in terms of industry practice, the emphasis has been placed on co-creating with the industry, and the training system and achievements have been recognized by the industry. Collaborations have been established with multiple enterprises, and the university was awarded the honor title of “2021 China Human Resources Pioneer School,” issued by the First Resource Network.

6 Conclusion

The teaching innovation of the course “Compensation Management” reconstructs the three major chapters of teaching content: theoretical knowledge of compensation management (chapter of basic theory); compensation structure design and compensation level surveys (chapter of operational practice); and design of compensation plans for high-tech enterprises (chapter of comprehensive application), to establish a work-scenario-based teaching content plan, a “induce cultivation with specialized knowledge” teaching model, and a four-in-one scenario-based evaluation system. Through innovative teaching practices, it has been proven that teachers’ teaching levels have improved, and students have not only mastered professional knowledge and skills in compensation but also cultivated interdisciplinary and comprehensive thinking, enhanced practical application abilities, and established correct and positive career ideals. They actively engage in social practice activities with strengthened social values and a sense of responsibility, laying the foundation for cultivating outstanding application-oriented talents with a strong sense of patriotism and responsibility.

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