On the Application of Computer Aided Technology in the Reform and Innovation of Teaching Paradigm of Human Resource Management Courses in Colleges and Universities

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Abstract. Promotion of computer technology, it has promoted the rapid upgrading and upgrading of traditional industries and created a new form of business. At the same time, it is bound to require the emergence of "Internet +" thinking training mode. For this reason, "Internet + Education" has also set off a subversive wave of reform. "Internet +" thinking embodies openness, initiative, innovation, integration and inclusiveness, which brings new impetus to the reform of university curriculum. Facing the opportunities and challenges brought by computer technology, universities need to fundamentally innovate and transform the teaching paradigm of traditional human resource management courses. Based on the limitations of the traditional human resource management teaching paradigm, this paper proposes a way to reform the teaching paradigm of human resource management in colleges and universities with computer-assisted technology to analyze the teaching concepts, teaching objectives, teaching system, teaching content, teaching methods and assessment standards.

Keywords: Computer Aided Technology, Human Resource Management Course, Teaching Paradigm

1. Major Problems Existing in the Teaching of Traditional Human Resources Management Course in Colleges and Universities

After years of accumulation, human resources management courses offered by universities in China have achieved some success in teaching philosophy, teaching contents and teaching methods. But in the era of "Internet +", faced with the requirements of higher education for the cultivation of innovative talents with "Internet +" thinking, the teaching paradigm of human resource management courses also faces some problems to be solved urgently. Specifically as follows:

Firstly, the status of students as the main body is not prominent. For a long time, the teaching of human resources management in most colleges and universities in our country mainly focuses on teacher’s classroom instruction, ignoring the play of students’ principal position, affecting students' initiative in learning, thus hindering the cultivation of students’ autonomous learning ability, innovative ability and ability to solve practical problems[1-2].
Secondly, teaching methods are not rich. In the past, the teaching activities of human resource management courses were mainly classroom teaching. Although teaching methods such as case teaching, heuristic, inquiry, discussion and participatory teaching were widely applied in the course of teaching, most of the teaching activities were completed in class, and the auxiliary teaching methods and means were not enough, especially in the "Internet +" era. The application of new teaching methods and means such as project teaching is relatively backward.

Third, the assessment method is too single. The traditional human resources management course assessment method is mainly closed-book written examination, and the proportion of assessment is relatively small in peacetime. Students’ assessments results can be achieved through the end of the semester focus on review, pay attention to the results of the assessment, but ignore the whole process of assessment. From the content of the examination papers, most of them are based on basic theory. It is difficult to reflect students’ management ability and innovation ability.

Fourthly, the proportion of practical teaching is low. The traditional teaching of human resources management emphasizes the transfer of theoretical knowledge, neglects practical teaching links, and divorces theory from practice, which affects students’ application of theoretical knowledge and cultivation of practical ability.

2. Ways to Reform the Teaching Paradigm of Human Resource Management under the Perspective of "Internet +"

The reform of teaching paradigm of human resource management course must clarify the idea and thinking of reform, integrate the idea of "Internet +", and construct modern teaching paradigm, so as to cultivate students' innovative ability and mold students' innovative spirit as the goal, so as to improve the quality of teaching in an all-round way. The reform path of human resource management teaching paradigm based on "Internet plus" is shown in figure 1.

![Figure 1. The reform path of human resource management teaching paradigm.](image)

2.1. Renewal of Teaching Ideas and Definition of Teaching Objectives

Establishing a student-centered teaching concept, the organization of relevant teaching activities should be based on the characteristics and professional needs of college students after "90". The core of teaching should be shifted from teacher-centered to student-centered. The teaching goal should be shifted from knowledge transfer to "knowledge transfer, integration and application, expansion and creation". At the same time, attention should be paid to observing, collecting students' reactions and actively doing it in teaching.

2.2. Improving the Teaching System and Emphasizing Extracurricular Practical Teaching

Based on the integration of curricular and extracurricular teaching and the idea of "Internet +" curriculum design, two major teaching systems, namely extracurricular and extracurricular, are constructed. The training of practical human resources management activities outside classroom as a supplementary teaching plan is included in the teaching process as a necessary part of classroom teaching, so that classroom teaching extends beyond the classroom. Firstly, we should establish a stable off-campus practice teaching base to provide a place for students to cultivate their practical abilities; secondly, we should make full use of the training platform of human resources management in schools to set up a practical learning situation for students to practice, and teachers can also...
participate in the evaluation of students’ learning effects. Thirdly, we should make full use of high-quality curriculum network resources to achieve effective interaction between offline and online.

2.3. The Construction of Curriculum Network Resource Platform
Integrating the idea of "Internet +" into curriculum, the course content will move from "offline" to "online", and the teaching method combining offline and online will strive to break the traditional teaching mode and curriculum system. To this end, we should vigorously promote the construction of curriculum network resources platform, upload cases, micro lectures, syllabus, courseware and question database to the supporting resources platform for teachers and students to learn and share independently, and establish an open and common network that is suitable for the "Internet plus" background. Enjoy, independent and inclusive learning mode, highlighting innovation, practicality and advance. According to the characteristics of post-90s College students, all teaching and learning activities should be carried out on the Internet. Teachers teach on the Internet and students study on the Internet, which makes the effective integration of offline and online teaching activities.

2.4. Reforming of Traditional Teaching Methods
We should change from the "cramming" teaching mode to the "experiential" teaching mode. In the process of teaching, we should use a variety of teaching methods comprehensively. In addition to classroom teaching, we should strengthen teaching methods such as case teaching, task-driven teaching, monographs, simulation exercises and so on, stimulate students’ potential and ability to think and solve problems, and arrange students to come to enterprises for observation, probation and practice, so as to stimulate students' curiosity and exploratory desire for enterprise human resources management.

2.5. Improving the Assessment Mechanism
Under the "Internet +" perspective, single assessment criteria should not be adopted. In view of the new teaching concept of curriculum reform, we should strengthen the whole process of assessment, especially in peacetime assessment. If the proportion of assessment can be designed as follows: the total score = the usual score (60%) + the final examination paper score (40%). The usual score is from the classroom. Attendance, thematic discussion, case analysis and classroom presentation, some of which can be completed online through the course platform. The final examination papers mainly consist of discussion and analysis questions, supplemented by simple memory questions. With the arrival of the era of global information and big data, traditional human resources management has obviously been unable to adapt to the operation of market economy. Strengthening the construction of human resources information system has become an inevitable choice to improve human resources management and personnel training. The teaching of human resources information in Colleges and universities should also make corresponding reforms with the progress and development of society. Private colleges and universities are transforming towards the training of applied technology-oriented talents, and information-based education of human resources is particularly necessary and urgent[3-4].

3. Conclusion
The technical team is composed of personnel, who make full use of information technology and computer skills to carry out information management of business processes. By establishing a standardized and scientific human resources management business process platform, the information system can be more fully standardized and managed to improve work efficiency, reduce human errors and frequent repetitive internal friction, thereby improving the use level and operation efficiency of the system. To sum up, human resources informationization teaching is the general trend. Only by continuously promoting and deepening the informationization construction of human resources in private colleges and universities and taking this as an example to achieve successful reform, can we realize the coordinated, sustained and stable high-quality development of other informationization construction in private colleges and universities, and provide strong and comprehensive information
for enhancing the core competitiveness of colleges and universities and achieving sustainable development. Information support

Computer technology embodies openness, initiative, innovation, integration and tolerance. Bring new impetus to the reform of human resources courses in universities. Facing the coexistence of challenges and opportunities, colleges and universities should make full use of them, integrate multiple resources, and keep up with the times. In the process of inheriting the excellent teaching model of human resource management courses, it is necessary to integrate computer technology, create a human resource management teaching model, improve teaching efficiency, and improve teaching effects\[^{5-6}\].

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