

The Application of Experiential Teaching in Higher Education Human Resource Management Instruction

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Abstract: *In the context of China's rapid economic development, there is an increasing demand for high-quality talents in the market. As the main training ground for talents, universities have the fundamental task of cultivating high-quality talents that meet societal needs. Therefore, the human resource management major, as an important component of the university education system, is continuously undergoing reform and development. Experiential teaching, as a student-centered teaching model, plays a significant role in higher education human resource management instruction. Starting from the concept of experiential teaching and combining it with the current situation of human resource management instruction in universities, this paper proposes application strategies for experiential teaching in higher education human resource management instruction in order to enhance students' enthusiasm for learning human resource management knowledge.*

Keywords: *experiential teaching; universities; human resource management; application*

1. Introduction

The professional field of human resource management in China has only developed in recent years and faces significant gaps in meeting the talent demands of enterprises. The societal expectations for the human resource management profession are increasing. To meet market demands, it is necessary to cultivate high-quality and highly skilled human resource management professionals. Universities play a crucial role in nurturing such talents. Therefore, universities should pay more attention to students' practical and innovative abilities in talent cultivation. However, the current situation indicates that there are widespread issues in the human resource management discipline in Chinese universities, such as poor practical skills and lack of innovation among students. Therefore, integrating experiential teaching into human resource management instruction at universities is of great significance.

Experiential teaching was proposed in the early 1990s by American psychologists and educators like Bloom, who believed that "the true purpose of education is to promote human development." Experiential teaching emphasizes that students acquire knowledge and skills through participation, exploration, research, and practical experiences during the learning process. This approach is essential for enhancing students' engagement in learning human resource management knowledge. However, the human resource management discipline in Chinese universities generally suffers from traditional teaching methods, lack of practicality, and inappropriate curriculum design, which prevent students from effectively integrating theoretical knowledge with practical applications, resulting in suboptimal learning outcomes. On the other hand, experiential teaching has practical elements that can help students better understand theoretical knowledge. Therefore, integrating experiential teaching into human resource management instruction at universities can improve students' learning outcomes.

The purpose of this study is to investigate the concept of experiential teaching, analyze its significance in the context of human resource management instruction at universities, examine the current status and issues in human resource management education at universities, propose specific strategies for integrating experiential teaching into human resource management courses, and evaluate the effects of applying experiential teaching in the context of human resource management instruction at universities.

2. The Connotation and Characteristics of Experiential Teaching

Experiential teaching refers to a teaching model in which students, under the guidance of teachers, actively participate in and practice activities to gain experiences and insights, and reflect on and apply

the knowledge they have learned. Experiential teaching can effectively stimulate students' interest in learning and enable them to acquire knowledge and skills through experiences, making it a student-centered teaching approach. Compared to traditional lecture-based teaching, experiential teaching fully engages students as active participants, facilitating their understanding and mastery of knowledge. Applying experiential teaching in human resource management education at universities can enable students to acquire professional skills and management abilities, effectively enhancing their overall qualities.

2.1 Integration of theory and practice

Experiential teaching emphasizes the integration of theoretical knowledge and practical application, which can enhance students' learning motivation. Human resource management is a practical discipline, and students need to combine theoretical knowledge with practical experience in their learning process. Therefore, in the teaching of human resource management at universities, it is important to emphasize the integration of theory and practice. Applying experiential teaching can effectively combine theory with practice, enhancing students' learning motivation. Teachers can create simulated scenarios for students to participate in, allowing them to acquire corresponding theoretical knowledge through experiences and insights. This approach deepens students' understanding and recognition of the knowledge they learn. Such a teaching model can stimulate students' learning motivation and improve the efficiency and quality of their learning.

2.2 Student-centered approach with teacher guidance

The core of experiential teaching lies in fully engaging students as active learners, allowing them to discover and solve problems on their own, and improving their overall qualities through communication and interaction with others. Therefore, in the teaching process of human resource management at universities, teachers need to play a guiding role in helping students understand and master the knowledge they learn. Teachers should carefully design the teaching content and use various methods to stimulate students' interest in learning, guiding them to actively participate in teaching activities. At the same time, teachers need to make reasonable choices in the teaching content, ensuring its close connection to practical work. For example, when teaching the course "human resource management", teachers can design scenario-based activities according to the characteristics and content of the course. Through these activities, students can experience the real scenarios and atmosphere of human resource management work, acquiring the skills and methods required in the field. During the actual operation process, teachers should provide correct guidance and guidance to students, encouraging them to imagine boldly and put forward their own opinions and suggestions. This experiential teaching approach not only enhances students' interest and motivation in learning but also enables them to acquire skills, knowledge, and problem-solving abilities through practical experience. In summary, experiential teaching allows students to discover and solve problems through active participation in the learning process, cultivating their habits of active learning.

2.3 Emphasis on teamwork and communication skills to foster a spirit of practice and innovation

In traditional teaching models, there is often an unequal status between teachers and students, with students in a passive position of receiving knowledge, and teachers arranging and guiding their learning according to their own preferences. This leads to a lack of autonomy, initiative, and creativity among students. In experiential teaching, teachers change the traditional "teacher-centered" attitude, advocating for students to participate in activities as team members, promoting cooperation, discussion, communication, and mutual progress among teachers and students, as well as among students themselves. Teachers guide and inspire students to discover problems, propose solutions, and improve their comprehensive qualities through practice. In this process, teachers do not simply impart knowledge to students but guide them to discover, summarize, and apply knowledge on their own. This teaching model emphasizes interaction and communication between teachers and students, which is beneficial for enhancing students' abilities to actively explore knowledge and solve problems. Additionally, in experiential teaching, teachers do not lecture to students from a position of authority, but guide them to independently analyze and solve problems. This provides more opportunities for communication between teachers and students, fostering a spirit of practice and innovation among students. This teaching model aligns with the growth patterns of contemporary university students and the development trends of higher education.

3. Current Status of Human Resource Management Teaching in Universities

Compared to other disciplines, human resource management teaching in universities has its own characteristics. Firstly, human resource management is a comprehensive subject that involves multiple fields such as management and economics, requiring students to have a broad knowledge base. The main goal of human resource management programs in universities is to cultivate students' basic abilities and qualities in human resource management, enabling them to acquire human resource management knowledge and become highly skilled professionals through a combination of theoretical and practical teaching. However, in the actual teaching process, some university teachers lack enthusiasm for course instruction, resulting in an excessive focus on imparting theoretical knowledge and neglecting the cultivation of students' practical and innovative abilities. Additionally, due to the interdisciplinary nature of human resource management, there are some issues in course design. Poorly designed course structures can lead to problems for students during the learning process.

3.1 Disconnect between theoretical learning and practical application

In the teaching of human resource management in universities, some teachers only focus on imparting theoretical knowledge without cultivating students' practical abilities, leading to a disconnect between their learning and practical application. Most human resource management courses offered by universities mainly involve explaining theoretical knowledge without providing practical training for students. For example, in human resource management courses, teachers often use real-life cases for analysis, aiming to provide students with a more intuitive understanding of human resource management theories. However, in practice, some teachers fail to analyze and interpret cases properly, resulting in students having a superficial understanding of the cases. Furthermore, as an applied discipline, human resource management requires students to possess practical skills. Unfortunately, due to inadequate course arrangements in some human resource management programs, students lack practical experience. For instance, in courses such as performance management, which primarily focuses on employee performance evaluation, inadequate teaching design and practical arrangements by some teachers lead to students lacking a solid grasp of knowledge related to performance assessment^[1].

3.2 Incomplete practical teaching system

Human resource management programs in universities emphasize practicality, which is an important distinguishing feature compared to other disciplines. Practical teaching is a significant component of human resource management education, playing a crucial role in the development of students' abilities and qualities. However, currently, many universities have not established a comprehensive practical teaching system. This is mainly reflected in the following aspects:

The human resource management discipline was introduced relatively late in Chinese universities, leading to a lack of specialized faculty. Human resource management is an interdisciplinary subject with a vast theoretical framework, and there is a shortage of teachers with strong practical skills. Consequently, experienced professionals need to assist in practical teaching.

There is a lack of laboratory courses in human resource management programs. Many universities do not offer laboratory courses, which means students only acquire knowledge and skills through theoretical learning. However, as society and the economy continue to develop, and with increasing demands for talent development, students need more practical skills to adapt to the needs of social and economic progress. Thus, it is challenging for students to apply their acquired knowledge to practical work without sufficient practical experiences.

3.3 Weak teaching staff

Human resource management, as an emerging discipline, has a mature theoretical framework, but there are still certain issues in its practical application. With the development of China's economy, there is a growing demand for human resource management professionals in society. However, currently, many human resource management teachers in Chinese universities lack practical experience, resulting in a significant gap between theory and practice. Although some universities prioritize the theoretical foundation when recruiting teachers, this aspect is often overlooked in the actual teaching process. Due to the broad scope of human resource management knowledge, relying solely on theoretical teaching makes it challenging to cultivate students into highly qualified professionals who meet the needs of

social development. Therefore, universities should establish a teaching staff consisting of both theoretical expertise and practical experience. However, the current teaching staff in Chinese universities generally suffers from issues such as insufficient quantity, low quality, and an aging population. Some universities have weak teaching staff, with limited time available for systematic training, leading to problems in their actual teaching. Additionally, due to a lack of practical experience, teachers are unable to provide effective guidance to students. Since human resource management involves various aspects of enterprise human resource management, universities should consider hiring experienced entrepreneurs as part-time teachers^[2].

4. Strategies for Applying Experiential Teaching in the Field of Human Resource Management

4.1 Strengthen faculty development and enhance teachers' professional competence

To strengthen faculty development and enhance teachers' professional competence in the field of human resource management, universities should prioritize measures to improve the quality of education. Firstly, universities can offer expanded training programs to human resource management teachers, equipping them with updated professional knowledge and skills. These programs can include workshops, seminars, and conferences focused on emerging trends and best practices in the field. Additionally, universities should actively recruit high-quality talent with practical experience in human resource management and provide them with specialized training to enhance their teaching abilities. This can be achieved through collaborations with industry professionals and organizations to ensure that teachers stay up-to-date with the latest industry practices. Lastly, universities should establish a supportive environment that encourages continuous learning and professional growth among faculty members, fostering a culture of excellence in teaching and research^[3].

4.2 Establish a scientifically reasonable assessment and evaluation mechanism

In order to motivate students' enthusiasm for learning human resource management knowledge, universities should establish a scientifically reasonable assessment and evaluation mechanism. Firstly, universities can reform the previous single teaching assessment methods by incorporating experiential teaching approaches alongside traditional teaching methods. This allows students to engage in practical experiences and apply their knowledge in real-world scenarios, fostering a deeper understanding of the subject matter. Secondly, universities can expand the assessment scope to include not only theoretical knowledge but also students' practical abilities. This can be done through projects, case studies, and simulations that assess students' problem-solving skills, critical thinking, and application of human resource management principles. Lastly, universities should create a connection between students' academic performance and recognition or rewards. This can be achieved by acknowledging outstanding achievements, such as academic awards or scholarships, which serve as incentives for students to excel in their human resource management studies. By linking assessment outcomes with recognition and rewards, universities can further motivate students to actively participate and excel in their learning journey.

4.3 Strengthen the construction of practical training bases

To provide students with real-world experiences in the field of human resource management, universities can leverage campus resources to establish practical training bases. Firstly, universities can integrate human resource management-related courses with on-campus internships, allowing students to engage in practical teaching activities within the internship base. This offers students the opportunity to apply theoretical knowledge to real workplace scenarios and gain hands-on experience. Secondly, universities can collaborate with enterprises to organize training activities and establish off-campus internship bases. This enables students to work directly with professionals in the industry, observe human resource management practices in action, and gain insights into the challenges and dynamics of the field. Lastly, universities can create simulated workplace environments and projects for practice and drills. Through these simulations, students can engage in role-playing activities, solve human resource management-related problems, and develop critical skills such as decision-making, communication, and teamwork. Such practical experiences help students better understand and apply human resource management knowledge, preparing them for future professional endeavors^[4].

4.4 Strengthen student management and supervision mechanisms

To ensure effective management and supervision of students' learning process in the field of human resource management, student management departments should take proactive measures. Firstly, they should strengthen supervision and guidance throughout the learning journey, providing support and resources to help students stay on track with their studies and overcome any challenges they may face. Secondly, there should be increased monitoring of students' learning attitudes, achievements, and learning outcomes. This can be done through regular assessments, feedback mechanisms, and progress tracking systems. By closely monitoring students' progress, universities can identify areas of improvement and provide timely intervention or support when needed. Lastly, there should be enhanced supervision of teachers' teaching work. Regular evaluations and assessments can be conducted to gauge the effectiveness of teaching methods and strategies. This feedback can be used to improve the overall teaching quality and ensure that teachers are delivering content in a manner that engages and benefits students. Additionally, fostering two-way communication and cooperation between teachers and students can enhance the learning experience, allowing for open discussions, feedback exchange, and collaborative learning opportunities.

4.5 Enrich teaching content and methods

Under the experiential teaching model in human resource management programs, universities should focus on continuously enriching their teaching content and methods. Firstly, there should be a thoughtful combination of experiential teaching approaches with traditional teaching methods. This allows students to not only acquire theoretical knowledge but also actively engage in practical experiences, enhancing their understanding and application of human resource management concepts. Secondly, universities should increase the proportion of practical courses within the curriculum. By providing more opportunities for students to engage in hands-on activities, such as internships, case studies, and projects, they can develop the necessary skills and competencies required in the field of human resource management. Lastly, universities should continuously increase the proportion and quantity of practical courses, such as case analysis, role-playing, and simulation training. These activities provide students with realistic scenarios to apply their knowledge and develop problem-solving skills. Additionally, universities should embrace innovative teaching methods, such as group cooperative learning, case analysis, and discussion-based approaches. These methods encourage active student participation, critical thinking, and collaboration, fostering a dynamic and engaging learning environment^[5].

5. Conclusion

In actual teaching practice, due to the constraints of traditional educational ideologies, the experiential teaching model has not been widely promoted. The author believes that in the field of human resource management in universities, continuous improvement of teachers' professional competence is necessary, along with the creation of a conducive classroom atmosphere. Active student engagement can be promoted through interactive communication between teachers and students during class. Additionally, establishing a comprehensive assessment and evaluation system can enhance student motivation to learn. Only by doing so can the teaching effectiveness of human resource management programs in universities be improved, and high-quality talents that meet the needs of society be nurtured.

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