Original Research Article

Research on the diversified teaching reform of the "Personnel quality assessment" course in the context of smart classrooms

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Abstract: As an increasingly important information-based teaching method, smart classrooms have been widely applied in universities at all levels. As a core course of human resource management, personnel quality assessment utilizes smart classrooms and diversifies its teaching modes, which has important practical significance. At each stage of the course, intelligent teaching methods are adopted, utilizing cloud classroom platforms to impart knowledge and assessment skills. In conjunction with the use of cloud classroom platforms, personnel quality assessment courses can also use more meta teaching methods, such as experiential teaching, participatory teaching, classroom competitions, group discussions, case studies, etc. Different teaching methods can be used for different teaching contents.

Keywords: smart classroom; personnel quality evaluation; diversification; teaching model

1. Introduction

In the context of the Smart Classroom 3.0 era, big data technology can comprehensively record, summarize, count, and evaluate students' learning and teachers' teaching, and provide timely feedback, intervention, and suggestions, thus truly achieving diversified teaching.

2. The significance of applying smart classrooms to personnel quality assessment courses

2.1. Educational philosophy of reducing evaluation workload

The personnel quality assessment course belongs to the technical level course based on theory, and it achieves the expected role of the technical level through its own methods and tools. The vast majority of chapters in this course require students to conduct hands-on evaluations to understand, such as psychological tests, evaluation center techniques, etc. Without the assistance of intelligent software, students' self-evaluation workload is significant.

2.2. Improving students' intelligent learning level

With the widespread use of smartphones, it has become a daily activity for students to accept new things and broaden their horizons online. On the one hand, the internet is filled with various psychological and quality assessments. Although these assessments use eye-catching titles to attract students to click and browse, the content inside is a mix of good and bad; On the other hand, traditional quality assessment courses are dull and even obscure, coupled with outdated and complex calculation methods for assessment results, which are often rejected by students.

2.3. Meet the intelligent needs of enterprise personnel quality assessment work

In the era of big data, enterprises no longer need to "know the power from afar, and see the hearts of the people over time". Through a massive amount of data information, employees' comprehensive literacy can be understood. The human resource management of enterprises is also changing its mindset, requiring recruiters to use information technology to collect materials and evaluate talents, in order to achieve optimal allocation of talent resources. This requires students trained in human resources related majors in universities to adapt to the

needs of enterprises, and it is urgent to improve their intelligent technology level.

3. The objectives and training standards of personnel quality evaluation course

At present, quality evaluation courses can be evaluated using human resource evaluation software during the evaluation stage. However, for students majoring in human resources, it is not enough to only know how to fill out the evaluation. According to the "Teaching Standards for Higher Vocational Schools" issued by the Ministry of Education, the goal of human resource management professional teaching is to enable students to proficiently master the basic theoretical knowledge of human resource management, Having the ability to investigate, analyze, and solve practical problems in human resource management, among which quality assessment, as the core course of human resource management, requires students to have the ability to analyze and evaluate quality assessment. Students should master the ideas, principles, and meanings of various indicators for implementing evaluation; Have the ability to design and develop simple evaluation tools, and verify the reliability, validity, difficulty, and distinguishability of the evaluation tools; Able to arrange for participants to conduct tests and provide comprehensive and specific evaluation reports.

4. Specific ideas for the application of smart classrooms in personnel quality assessment courses

4.1. The main intelligent tools used in this course

Various types of intelligent teaching software have been popularized in universities, and the following is mainly an example of using the "Vocational Education Cloud" on the education information management platform "Intelligent Vocational Education". Teachers and students can use the "Vocational Education Cloud" to achieve intelligence at every stage before, during, and after class. Diversified interaction between teachers and students can be achieved, and data analysis of each teaching cycle can be provided in real-time. Teachers can understand students' knowledge mastery in real-time, and teaching managers can also monitor teachers' teaching level in real-time. This type of software is powerful and can directly project screens onto computers and projectors using a mobile phone. The ‘Vocational Education Cloud' can even be connected to larger resource platforms, allowing unrestricted access to national higher vocational education resources, including the Human Resources Teaching Resource Library, which contains all the teaching resources of human resources majors. These resources are the wisdom of excellent teachers, making it not only convenient for teachers to apply teaching resources, but also for students to access after-school learning materials. Almost every knowledge point in the personnel quality assessment course can be found on this platform.

Based on the characteristics of the quality assessment course itself, it is necessary to use some statistical software, such as QuestionStar and QuestionNet. Distribute some psychological assessment questionnaires, or have students design a simple questionnaire survey to calculate the reliability and validity of the evaluation. Some chapters can use the "Turui" human resources education specialized software and other platforms or software.

4.2. Diversified teaching methods

The "smart classroom" is formed by integrating information based teaching methods with flipped classrooms, but the specific implementation plan for a certain course varies depending on the course content. Flipped classroom is the use of a student-centered teaching philosophy, which subverts traditional classrooms. In flipped classroom, the owner of the classroom is not the teacher, but the student. The teacher only serves as the designer, guide, and supervisor of the curriculum process, and the practical personnel evaluation of the curriculum needs to be student-centered.

In conjunction with the use of cloud classroom platforms, personnel quality assessment courses can also use more meta teaching methods, such as experiential teaching, participatory teaching, classroom competitions, group discussions, case studies, etc. Different teaching methods can be used for different teaching contents.

4.3. Specific steps

The content of the personnel quality assessment course has 5 modules: the basic concepts and theories

of quality assessment; Building a competency model; Psychological testing; Recruitment and employment; Evaluation center technology. Taking the use of the "Smart Vocational Education" cloud classroom as an example, the teaching process of each module is divided into three stages: before class, during class, and after class. Before class, the main task is to use the study sheets assigned by the teacher to the students. Teachers provide learning materials and websites, allowing students to self-study micro videos, PPTs, and books, and record the difficulties encountered during learning, emphasizing their self-awareness and self-learning ability. In the class, students are grouped face to face to discuss their own preview experience and collaborative learning. Teachers answer questions and resolve difficulties. In class, use cloud classroom to conduct a set of simple tests to check students' learning situation, timely understand the learning situation, and adjust the content and direction of the explanation at any time. After class, further review and consolidate the classroom content. The teacher will conduct online inspections in the cloud classroom, with online testing as the main focus. Open up after-school discussion areas to expand new knowledge, while also opening student discussion areas or interest groups to assist in expanding after-school knowledge.

Module 1: Mainly explaining basic concepts and professional terminology. Before class, students will conduct one or two common psychological assessments on the questionnaire star rating assessment tool. After the teacher collects the results online, they will analyze the reliability and validity, difficulty and discrimination of the assessment results, and send the analysis results to students for reflection. In class, after students have a general understanding of the concepts, they will focus on the teacher for theoretical teaching, with case studies as the main focus. With the help of the cloud classroom resource library, some lively animations will be displayed. Alternatively, conceptual questions can be posted in the question area in advance, and students can be asked and graded in class. For excellent answers, students can also like each other. After class, students review through the courseware transmitted by the teacher in the cloud classroom, and consolidate and expand their knowledge through a large amount of relevant knowledge uploaded by the teacher in the cloud classroom, achieving ubiquitous learning. Teachers can track students' online learning progress in real-time, answer their questions in cloud classrooms, view students' evaluations of the course, and arrange after-school tests for professional terminology and basic concepts. For example, by using cloud classrooms to create more multiple-choice and true/false questions, teachers can understand the breadth and depth of students' knowledge, and based on this, design the teaching mode for the following chapters.

Module 2: The main task is to discuss and construct a competency model in groups of students. Before class, post survey tasks through cloud classroom, set a position, and students conduct on-site surveys and write survey reports. In the class, the specific method is the same as that of the previous module. Give the initiative of learning to students. Teachers guide students to communicate and ask questions, and teachers explain key and difficult points. Teachers use the resource library of cloud classrooms to showcase examples and provide feedback. After class, students submit a competency model designed for the survey position in groups. The teacher provides feedback and scores to each group in the discussion group of the cloud classroom, and all students can see the assignments and comments submitted by other groups.

Module 3: Psychological Testing (a key chapter of the Personnel Quality Assessment course), which includes a large number of self-report scales. There are quite a few psychological evaluation websites available. Teachers can select standardized psychological evaluation websites based on course learning progress, or they can input mature evaluation tools into cloud classrooms. Before each class, students can conduct 1-2 evaluations online through the internet or cloud classrooms. The teacher explains the origin, application scope, and basis of the evaluation tool in class, compares and analyzes the evaluation results of students in the cloud classroom with the norm, or uses some human resources teaching software. In general human resources teaching software, there are various evaluations for students to operate and analyze on their own, allowing them to exchange evaluation results and insights with each other in the classroom. After class, encourage students to use these evaluation software to test other students and try to analyze the evaluation results themselves. If you have any questions, you can interact and communicate with the teacher in the post class discussion area of the cloud classroom.

Module 4: The main focus is on the design and analysis of resumes, as well as interviews and hiring. This section focuses on practical application. Resume design and analysis section: Before class, students design their resumes and send them to teachers for modification through the homework area of the cloud classroom. Students

register and log in to large recruitment websites, fill in information, and submit resumes. During this process, students can identify their shortcomings and also understand the current social resource situation of the talent market. In class, the teacher teaches and comments on typical resumes on recruitment websites, and analyzes them. After class, create a communication area in the cloud classroom for students to discuss their experiences after posting their resumes online. Interview section: mainly includes semi-structured interviews and behavioral interviews. Before class, dormitory students role-play interviewers and applicants, shoot and upload videos to vocational education cloud. In class, the teacher uses the cloud classroom as a platform to teach the skills that applicants should pay attention to and the interview skills of recruiters, plays and comments on student videos, and scores them in the cloud classroom. After class, please ask dormitory students to exchange roles and re shoot and upload videos for teachers to review online.

Module 5: Evaluation Center Technology. The evaluation center technology is a summary of the previous courses and a comprehensive application of quality assessment knowledge, including leaderless group discussions, document basket processing, role-playing, management games, etc. This content can be deepened by role-playing and classroom feedback to deepen students' understanding and mastery of knowledge, or some mature human resource education software can be used. Among them, the evaluation center scenario simulation training teaching software can provide individual training and comprehensive training for various evaluation tools. Before class, students will be divided into groups to choose their own evaluation tools and arrange their own locations, as well as specific personnel such as testers and participants. In the classroom, students can organize leaderless group discussions, role-playing, management games, and other activities in groups. Teachers can listen in and rate all roles, and comment on them. In the next class, we will exchange roles or simulate other evaluation tools.

5. Conclusion

Talent evaluation activities can be traced back to the Primitive Society, where there is a need for talent selection and assessment, there will be talent evaluation activities. In the future, personnel quality assessment will enter the era of intelligence, and intelligent methods will be used in all aspects to test and evaluate talents, and even background investigation and analysis of personnel will be conducted using large digital dramas. As a new generation of human resources practitioners, it is necessary to be familiar with the principles involved. Human resources are the primary resource for the development of today's society and a strategic resource in the construction of a moderately prosperous and harmonious society. Only by establishing an effective new mechanism for talent evaluation can we efficiently select, allocate, objectively evaluate, and develop talents, and promote the comprehensive realization of China's talent development strategy.

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