



Exploration and Practice of Digital Human Resource Management Curriculum Reform

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Abstract: The era of digital economy puts forward new requirements for human resource management talents. Based on the industrial demand and teaching practice, this study constructed a curriculum system integrating digital technology and management theory, innovatively designed a hybrid teaching mode, and established a multi-dimensional evaluation mechanism. Practice shows that the reform scheme has effectively improved students' digital literacy and practical ability, and enhanced their employment competitiveness. The research puts forward the dynamic update mechanism and continuous improvement strategy, which provides a reference for the construction of related courses.

Keywords: digital human resource management; curriculum reform; ability training; practical teaching

1. Introduction

Digital technology has profoundly changed the practice mode of human resource management. Artificial intelligence, big data, cloud computing and other technologies are widely used in recruitment, training, performance and other aspects. Traditional human resource management courses have been difficult to meet the needs of enterprises for compound talents. At present, there are many problems in the curriculum, such as the disconnection between theory and practice, the lack of technology application ability training, and the single teaching method. Therefore, this study explores the reform path of human resource management curriculum under the digital background by reconstructing the curriculum content system, innovating teaching methods, improving the evaluation mechanism and other measures, aiming to cultivate new talents who understand both management and technology, have the ability of data analysis and innovative thinking, and promote the resonance of curriculum construction and industrial development.

2. Construction of digital human resource management curriculum system

2.1 Course content framework design

The course content framework takes "technology empowerment management" as the core concept, and deeply integrates digital technology and human resource management functions. The basic level covers the architecture principle, database design and system integration of human resource information system (HRIS), so that students can master the underlying logic of information management. The core level focuses on peopleanalytics, teaching methods such as data collection, cleaning and modeling, and cultivating the ability to use data to insight into the status of organizational talents. At the application level, digital recruitment, intelligent training, performance management and other modules are set up to explain the technology application in combination with real business scenarios. At the cutting-edge level, new practices such as artificial intelligence resume screening, chat robot interview and blockchain certificate deposit are introduced to expand students' horizons. The whole framework not only maintains the theoretical depth of the management discipline, but also highlights the practicality of digital tools, forming a knowledge structure of "theory technology application" Trinity, ensuring that students can deal with the complex problems in the digital transformation.

2.2 Teaching objectives and ability training system

The teaching goal is to cultivate compound talents with "three-dimensional ability", that is, digital literacy, management thinking and innovation ability. In terms of digital literacy, students are required to skillfully use mainstream human resource management systems, master basic skills such as SQL query and python data analysis, and understand the logic of algorithms and ethical boundaries. In terms of management thinking, we should strengthen the concept of strategic human resource management, and train students to design digital solutions based on business needs, rather than simply pursue technology applications [1]. In terms of innovation ability, encourage students to explore new combinations of technology and management, and cultivate the awareness of agile iteration and continuous optimization. The ability training adopts a progressive strategy. The primary stage focuses on tool operation and data reading, the intermediate stage trains problem

diagnosis and scheme design, and the advanced stage requires the completion of comprehensive projects and puts forward innovative suggestions.

3. Innovative practice of digital teaching methods

3.1 Design of Hybrid Teaching Mode

The hybrid teaching mode breaks the time and space constraints of the traditional classroom and builds an online and offline collaborative learning ecology. The online part uses the MOOC platform to release micro lecture videos, electronic textbooks and test question banks. Students can preview basic knowledge at their own pace, and the system automatically records the learning trajectory and generates data reports. The offline classroom is transformed into an in-depth discussion field, where teachers organize flipped discussions on difficult problems, students show case studies completed before class in groups, and teachers and students interact to solve practical puzzles in real time. The virtual simulation experiment platform simulates the real environment of the enterprise. Students operate the human resource management system in the virtual scene to handle the recruitment process, salary accounting and other businesses. The error cost is low but the learning effect is significant. The learning management system (LMS) pushes personalized resources according to students' performance. Those with excellent performance can challenge high-level projects, and those with weak foundation can obtain targeted counseling materials. This model not only ensures the systematicness of knowledge transfer, but also stimulates students' enthusiasm for active exploration. Teaching efficiency and learning experience are improved synchronously, forming a virtuous cycle of "autonomous learning collaborative exploration practical application".

3.2 Construction of practical teaching system

The practice teaching system is based on the principle of "real situation, real task and real evaluation", and builds a school enterprise collaborative education platform. The introduction of enterprise level human resource management systems such as SAPSuccessFactors and OracleHCM enables students to play different roles in simulation enterprises and experience the whole process from human resource planning to resignation management. Project based learning selects practical problems of cooperative enterprises as topics, such as designing a talent portrait model of a company, optimizing the conversion rate of the recruitment funnel, etc. students need to investigate needs, collect data, establish models and write reports, and business mentors provide full guidance and real data support. Establish a stable off campus practice base. Students can go to the human resources department of enterprises for internship during the holidays, observe the application of digital tools in daily work, and record business pain points and solutions [2]. The data mining and visualization practice project requires students to use Tableau, PowerBI and other tools to make human resources dashboard, convert boring data into intuitive charts, and train data narrative ability.

3.3 Reform of evaluation system

The reform of the evaluation system breaks through the traditional mode of "one test determines the score", and establishes a comprehensive evaluation mechanism of the whole process, multi-agent and multi-dimensional. Process assessment accounts for 60%, covering online learning duration, discussion participation, periodic tests, group collaboration performance and other indicators. Learning analysis technology automatically captures data and generates personal growth curve. The summative evaluation accounted for 40%, and the project defense form was adopted. Students submitted a complete digital human resources solution. The jury was composed of teachers, enterprise experts and students' representatives, and scored from the dimensions of program innovation, technical feasibility and commercial value. The knowledge mastery dimension examines theoretical understanding and technical principles through online testing and case analysis. The skill application dimension evaluates the operation proficiency of the system and the accuracy of data analysis, which is verified by the practical assessment. The innovative thinking dimension focuses on the uniqueness of problem solving and the foresight of improvement suggestions, which are reflected through open projects. Enterprise tutors provide evaluation opinions based on students' performance in the practice base, so that the evaluation results are closer to the industry standards.

4. Effectiveness and development prospect of curriculum reform

4.1 Analysis of reform implementation effect

In the two years since the implementation of the reform, students' digital ability has been significantly improved, which is reflected in many dimensions. According to the skill test data, students' proficiency in the operation of mainstream human resource management systems has increased from 58% before the reform to 89%, and the pass rate of data analysis projects has reached 92%. Many students have won awards in the national human resource digital skills competition. The

employment follow-up survey shows that the employment rate of graduates in the Internet, consulting, manufacturing and other industries has increased by 15 percentage points. Employers generally feedback that students are "quick to start, understand business and know how to use tools", and their performance in the probation period is better than that of previous years. In the course satisfaction survey, 95% of the students believed that the course content kept pace with the times, 91% approved of the mixed teaching mode, and the evaluation of the achievement of teaching objectives showed that all indicators exceeded expectations. A typical case is that the intelligent resume screening system developed by a student team for a local enterprise is adopted by the enterprise, and the brain drain early warning model of another team has practical value in the internship enterprise. The teaching ability of teachers has been improved synchronously. The team of teachers participating in the reform has won the provincial teaching achievement award, published 12 relevant teaching and research papers, formed replicable and replicable reform experience, and proved the correctness of the reform direction and the effectiveness of the method [3].

4.2 Continuous improvement strategy and future development direction

The curriculum construction needs to establish a dynamic iterative mechanism to deal with the rapidly changing technical environment. In terms of content updating, a technology frontier tracking group was set up to review the syllabus every semester and incorporate the latest technology applications, such as the application of generative artificial intelligence in talent recruitment and performance management in the meta universe virtual office scene. In terms of teacher development, teachers are regularly organized to investigate enterprises, participate in digital human resource management certification training, establish a long-term communication mechanism with industry experts, and enhance the depth of teachers' practical experience and technical understanding. From the perspective of internationalization, it aims to meet the competence standards of the International Association for human resources management (SHRM), the International Association for human resources analysis (ihaa) and other institutions, introduce foreign high-quality teaching resources, explore the mode of Sino foreign cooperation in running schools, and cultivate talents with global competitiveness. In terms of platform construction, we upgraded the virtual simulation experiment system, introduced more real scene data of enterprises, and developed adaptive learning algorithms to achieve precise teaching.

5. Conclusion

This study systematically explores the path and method of digital human resource management curriculum reform, and effectively solves the problem of disconnection between traditional teaching and industrial demand by reconstructing the curriculum system, innovating teaching mode, and improving the evaluation mechanism. Practice has proved that the curriculum design integrating digital technology and management theory can significantly improve students' professional competitiveness, the hybrid teaching mode enhances the flexibility and depth of learning, and the multidimensional evaluation system more comprehensively reflects students' ability development. The success of the reform benefits from clear goal orientation, top-level design of the system and continuous iterative optimization. In the future, the curriculum construction needs to remain sensitive to the technology trend, strengthen the school enterprise collaborative education mechanism, pay attention to the cultivation of students' innovation ability and ethical consciousness, constantly improve the talent training mode, provide intellectual support and talent security for the digital transformation, and promote the human resource management education to a new stage.

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