Research on the Teaching Model Reform of Human Resources Courses in the Era of Artificial Intelligence

Yanrong Xue*

Hainan Vocational University of Science and Technology, Haikou, 570000, China
**Corresponding author: eanongxyr@gmail.com*

Abstract: *The evolution of artificial intelligence technology is driving the transformation of the human resource management paradigm from experience- and process-driven approaches to data-driven and strategic synergy, posing systematic challenges to the existing talent cultivation system in higher education institutions. This study aims to explore corresponding reform pathways for the teaching models of related courses. It first analyzes the restructuring of knowledge systems, the shift in competency requirements, and the limitations of traditional teaching triggered by intellectualization. Subsequently, it proposes reconstructing teaching objectives with "intelligent augmentation" and "strategic synergy" as the core, building a curriculum system that integrates "modular foundations" with "cutting-edge developments," and steering evaluation towards the cultivation of thinking. Finally, it designs a three-dimensional teaching model that integrates artificial intelligence elements: immersive learning based on scenario simulation and decision-making deduction, personalized pathway adaptation through intelligent tutoring, and the transformation of teachers' roles into curriculum designers and learning ecosystem constructors, aiming to provide a systematic framework for future-oriented human resource education.*

Keywords: *Artificial Intelligence; Human Resource Management; Curriculum Reform; Teaching Model; Intelligent Augmentation; Strategic Synergy; Immersive Teaching*

Introduction

The deep application of artificial intelligence is driving the transformation of human resource management from its traditional paradigm to a new paradigm of data-driven and intelligent synergy, which poses a fundamental challenge to the human resources curriculum system in higher education institutions. Current teaching models exhibit a significant lag in knowledge updating, competency cultivation, and methodological adaptation. The core contradiction lies in the structural mismatch between the transmission of static knowledge and the demands of dynamic management. Therefore, carrying out systematic research on teaching model reform is not only an inherent requirement for the development of the discipline but also a critical pathway for cultivating future practitioners capable of mastering technology and leading change. Moving beyond a superficial discussion of technological tools, this study aims to construct a logically complete reform framework by analyzing the shift in the management paradigm, reconstructing teaching objectives and content systems, and designing a teaching model that integrates artificial intelligence elements, so as to address the profound challenges facing human resources professional education in the era of intelligence.

1. The Paradigm Shift in Human Resource Management and Teaching Challenges in the Era of Artificial Intelligence

1.1 The Deconstruction and Reconstruction of the Human Resource Knowledge System by Intelligent Technologies

The integration of artificial intelligence technologies has subjected the traditional theoretical foundations and practical boundaries of human resource management to fundamental scrutiny. The knowledge modules, centered on standardized processes and experiential judgment, upon which the traditional curriculum system relies, are undergoing systematic deconstruction. In the field of recruitment, for instance, rule-based knowledge focusing on keyword screening in resumes is being surpassed by multi-dimensional talent profiling and predictive modeling based on machine learning

algorithms. In performance management, periodic static assessment knowledge must now make way for real-time data tracking and continuous performance analysis frameworks. This process is not a simple accumulation of knowledge; it signifies a shift in the cognitive logic of human resource management from viewing "people" as the sole object of management to understanding and mastering a "human-machine synergy" system[1].

This deconstruction directly generates the need for the reconstruction of the knowledge system. The new knowledge map requires the integration of data science fundamentals, algorithmic ethics, human-computer interaction design, and evidence-based decision-making methods. Traditional human resource planning must incorporate talent supply and demand forecasting models; compensation and benefits design requires an understanding of how to evaluate and incentivize contributions in intelligent roles. Therefore, the core of course content shifts from imparting established systems and procedures to building students' conceptual frameworks for understanding the operating principles of intelligent systems, assessing their management impact, and designing corresponding intervention measures. The stability of the knowledge system is replaced by dynamic evolution, and teaching must directly confront this paradigm shift from static knowledge transmission to dynamic cognitive construction.

1.2 The Structural Shift in Core Competencies of Human Resource Practitioners

The evolution of the technological environment is directly reshaping the competency value curve for human resource practitioners. The value of a range of repetitive and procedural operational skills, such as basic data sorting, standardized screening, and report generation, is diminishing with the application of automation tools. Concurrently, a structural shift in competency requirements is becoming increasingly clear, with its core characteristic being a transition from "process execution" to "strategic interpretation and system optimization." Practitioners not only need to understand the output results of artificial intelligence tools but also require the comprehensive ability to diagnose algorithmic biases, weigh data insights against organizational contexts, and translate technological solutions into management actions.

Against this backdrop, a cluster of emerging competencies is becoming apparent. Data literacy has become a fundamental threshold requirement, encompassing data interpretation, critical evaluation, and data-driven narrative skills. The capability for human-machine collaborative decision-making requires practitioners to establish effective deliberation and decision mechanisms between algorithmic recommendations and human experiential judgment. More critically, against the backdrop of deeply embedded technology, the abilities to maintain organizational cohesion, foster innovative collaboration, implement change guidance, and demonstrate strategic humanistic care have not diminished but rather increased in scarcity and importance. These higher-order abilities, characterized by their high degree of contextual dependence and creativity, constitute the core value of the human resources profession that is difficult for artificial intelligence to replace. They also represent the central cultivation objectives that teaching model reform must firmly anchor itself to.

1.3 The Tension Between Traditional Teaching Models and the Goals of Cultivating Intelligent Talent

A profound tension exists between the inherent logic of current mainstream teaching models in human resources courses and the talent cultivation goals required in the era of intelligence. Traditional models often center on linear knowledge transmission, building students' cognitive schemas through the instruction of classical theories and the analysis of established cases. However, the management scenarios driven by artificial intelligence are characterized by high dynamism, uncertainty, and complexity. The core issues often involve conflicts from multi-source data, algorithmic ethical dilemmas, and unprecedented organizational forms, which extend beyond the coverage of existing theories and case libraries. The effectiveness of this teaching approach, which uses past experiences to guide future intelligent challenges, is fundamentally questioned.

This tension is further manifested in the disconnection between the learning process and the mechanism for generating competencies. Traditional teaching focuses on the memorization and comprehension of deterministic knowledge, whereas intelligent capabilities, such as systematic thinking, ethical judgment, and adaptive innovation, are generated through the exploration and resolution of ambiguous, open-ended, or even ill-defined problems. Standardized examinations and closed-case analyses struggle to effectively assess and promote the development of these higher-order cognitive skills in students. If teaching models fail to shift from filling a "knowledge container" to

activating a "cognitive engine"—by constructing a learning environment that simulates uncertainty and supports iterative trial and error and deep reflection—they will be unable to bridge the widening gap between current training pathways and future professional demands[2].

2. Reconstruction of Teaching Objectives and Content for Human Resources Courses Oriented Towards Intelligent Transformation

2.1 Establishment of Teaching Objectives Centered on "Intelligent Augmentation" and "Strategic Synergy"

Traditional teaching objectives for human resources courses mostly focus on the comprehension and application of existing systems and processes. However, in the context of intelligent transformation, teaching objectives must undergo a fundamental elevation. The goal of "Intelligent Augmentation" aims to cultivate students to become masters of technology rather than passive users. Its core is enabling students to effectively utilize artificial intelligence tools to expand their own management cognitive boundaries and decision-making efficacy, such as using data analytics to gain insights into employee behavior patterns or employing intelligent systems to optimize talent allocation plans. This objective transcends simple operational skills, emphasizing the capacity for critical application and creative integration based on an understanding of technological logic.

The "Strategic Synergy" objective positions individual capabilities within the broader organizational value creation system, emphasizing the deep integration of human resource professional activities with the overall intelligent transformation of the organization. This objective guides students to transcend the perspective of technical efficiency within the HR function, instead examining how artificial intelligence deconstructs and reconstructs work itself, organizational forms, and the sources of core competitiveness. The teaching objective must cultivate students' strategic architectural thinking, enabling them to participate in designing new organizational structures suitable for autonomous teams and human-machine collaboration, to plan the human capital portfolio and learning ecosystem required to support the iterative evolution of business intelligence, and to proactively consider systemic issues such as employee skill reshaping, role transformation, and cultural adaptation amidst accelerating technological iteration. "Intelligent Augmentation" and "Strategic Synergy" constitute a progressive objective system, moving from "tool empowerment" to "systemic reconstruction." Together, they aim to cultivate strategic human resource partners capable of leading, rather than passively adapting to, the process of intellectualization.

2.2 Construction of a Curriculum Content System Integrating Modularity and Cutting-Edge Relevance

To support the aforementioned composite objectives, the curriculum content system must abandon the simplistic logic of content addition or substitution and instead shift towards a resilient and evolvable "core-frontier" dynamic architecture. Modular design constitutes the stable core of this system. It systematically organizes the time-tested fundamental principles, core concepts, and ethical and legal frameworks within the discipline of human resource management, forming foundational modules such as "Foundations of Organizational Theory and Behavior," "Principles of Compensation System Design," and "Institutional Foundations of Labor Relations." The value of these modules lies in providing students with classical theoretical lenses and analytical tools to understand all management phenomena, including intelligent management, thereby ensuring the depth of their professional competence and a stable foundation, preventing the loss of the discipline's essence amidst technological fervor.

Cutting-edge content is embedded within or interwoven with the foundational modules through dynamic updates. This includes offering specialized frontier topic modules, such as "Foundations of HR Data Analytics," "Algorithmic Management and Ethics," and "Organizational Design for Human-Machine Collaboration." Concurrently, frontier perspectives are integrated into traditional modules; for example, exploring the design of personalized learning pathways based on intelligent systems within training and development content, or analyzing new forms of work relationships under algorithmic scheduling within labor relations content. This integration requires the curriculum content to possess a mechanism for continuous iteration, closely tracking the latest application scenarios, academic discussions, and societal impacts of intelligent technology in the field of human resource management. This ensures that the learned content is synchronized with industry evolution and even

possesses a degree of forward-looking perspective[3].

2.3 The Shift in Curriculum Evaluation Mechanisms from Knowledge Transmission to Cultivating Thinking

The existing curriculum evaluation mechanism primarily serves to test the memorization and comprehension of knowledge, mainly through standardized tests and structured case analyses. This mechanism struggles to effectively measure the complex thinking and problem-solving abilities essential for students when confronting the uncertainties of intelligent management. The shift in the evaluation mechanism implies that the focus of assessment needs to move from the reproduction of deterministic answers to the examination of the quality of the thinking process, solution construction, and ethical deliberation.

The new type of evaluation should emphasize process, context, and synthesis. Process-oriented evaluation focuses on the information processing, iterative revision, and collaborative abilities students demonstrate while completing a simulated intelligent management project, such as designing a recruitment solution incorporating algorithmic tools. Contextual evaluation examines students' critical thinking, ethical judgment, and decision-making logic by presenting them with intelligent management dilemmas full of ambiguity and multi-objective conflicts. Comprehensive evaluation may take forms such as academic reports, system design proposals, or simulated hearing presentations, measuring the students' ability to integrate multidisciplinary knowledge, construct arguments, and propose systemic solutions. This shift forces the evaluation design itself to become a key pedagogical link that drives deep learning and the development of higher-order thinking, rather than merely being a measurement tool at the end of the learning process.

3. Design of a Teaching Model for Human Resources Courses Integrating Artificial Intelligence Elements

3.1 Innovation in Immersive Teaching Methods Based on Scenario Simulation and Decision Deduction

The limitation of static case analysis lies in its inability to capture the emergent and nonlinear characteristics of the human resource management environment driven by artificial intelligence. The theoretical core of the immersive teaching method based on scenario simulation and decision deduction is to transform abstract intelligent concepts into embodied operational experience by constructing a computable and intervenable digital twin management environment. The construction of this environment relies on modeling the multi-source heterogeneous data streams within an organization, such as simulating employees' digital footprints, team collaboration network dynamics, and the real-time injection of signals from the external labor market. By integrating lightweight machine learning models as virtual "decision agents" within the environment, the system can generate non-predefined, dynamically evolving management situations, allowing learners to directly confront the complex effects arising from the interaction between algorithms and human systems.

In this high-fidelity simulation environment, the core of teaching activities is redefined as "learning through continuous decision-making." Learners are placed within a simulated cycle where time is compressed but causal relationships remain complete. They must continuously make a series of critical decisions—concerning talent reviews, the formation of agile project teams, or retention interventions based on predictive analytics—by interpreting an evolving data dashboard. The system not only provides feedback on key performance indicators following decisions but can also generate a comparative analysis report of decision-making logic, revealing the potential trade-offs of different strategies on long-term organizational health, employee experience, or innovation output. This method focuses on cultivating students' abilities to identify critical signals amidst dynamic uncertainty, perform multi-objective optimization, and iteratively refine their action plans under ethical constraints, directly anchoring learning outcomes to systematic and forward-looking management intelligence[4].

3.2 Resource Development for Intelligent Tutoring and Personalized Learning Path Adaptation

There is an inherent contradiction between the "one-size-fits-all" content delivery model in large-scale education and the precision and adaptability required by intelligent human resource management. The construction of an intelligent tutoring system aims to achieve precise adaptation on

the teaching supply side. Its operation is based on the continuous capture and semantic analysis of learners' multi-dimensional data, including but not limited to their choice patterns in interactive simulations, their exploration trajectories within complex conceptual maps, and the cognitive preferences displayed in discussions. A fine-grained learner profile constructed from this data can dynamically diagnose an individual's precise position and advancement bottlenecks across composite competency dimensions, such as "understanding algorithmic fairness," "using network analysis to diagnose team effectiveness," or "designing human-computer interaction performance feedback loops."

Using this profile as a guide, the course resources need to evolve into a highly structured, semantically interconnected "intelligent resource map." Traditional linear textbook chapters are deconstructed into independently callable and recombinable knowledge objects and skill components, such as a micro-video explaining a confusion matrix, an interactive notebook for practicing compensation data cleaning, or a collection of controversial arguments on AI recruitment ethics. Based on the learner's real-time status and goals, the intelligent system dynamically assembles and recommends personalized learning sequences and challenge tasks from this map. For example, for a learner demonstrating high potential in the "data visualization" skill, the system might recommend an advanced project combining real employee turnover data analysis with narrative techniques. Simultaneously, it could push relevant case law study materials to address the same learner's knowledge gap in "labor law digital adaptability." This resource development paradigm fundamentally shifts the teaching model from uniform, pace-driven instruction to evidence-driven learning centered on individual competency development[5].

3.3 The Transformation of the Teacher's Role towards Curriculum Designer and Learning Ecosystem Constructor

The integration of artificial intelligence technology into the teaching process has not diminished the teacher's role but has instead prompted a profound paradigmatic shift in their professional function. The teacher's authority no longer stems primarily from their position as a repository of static knowledge, but rather from their role as an architect and facilitator of complex learning experiences. As a curriculum designer, their core responsibility is the high-level design of the pedagogical engineering. This includes defining the core learning challenges that comprehensively reflect the complexities of intelligent management, and selecting and configuring the appropriate technological toolchain for these challenges, such as specific simulation platforms, collaborative analysis software, or ethical evaluation frameworks. The focus of the design work lies in creating authentic problem situations that trigger cognitive conflict and require the integration of interdisciplinary knowledge, while also building modular and adjustable cognitive scaffolds and supportive resource networks to guide students' exploratory processes[6].

As the constructor of the learning ecosystem and the lead learner, the teacher's role further evolves into that of an agile coach for the learning process, a catalyst for knowledge creation, and a guardian of the academic community. With intelligent systems handling a large volume of routine feedback and knowledge transmission, teachers can focus their energy on high-value interpersonal and academic interactions: by deeply participating in group discussions, guiding students to discern the implicit value assumptions embedded in simulated decisions; by analyzing aggregated learning process data, identifying common thinking pattern pitfalls within the class, and designing targeted metacognitive training sessions; by organizing project-based seminars, fostering knowledge sharing, critical peer review, and collaborative innovation within the student community. More importantly, teachers themselves must continuously engage in technological immersion and pedagogical reflection, becoming practitioner-researchers and role models in exploring how to more effectively integrate artificial intelligence into professional education, thereby cultivating a professional learning culture characterized by inquiry, collaboration, and responsible innovation.

Conclusion

The reform of the teaching model for human resources courses in the era of artificial intelligence is a systematic project involving teaching objectives, content, methods, evaluation, and the roles of teachers and students. Through systematic argumentation, this study demonstrates that the core of the reform lies in shifting the pedagogical logic from transmitting deterministic knowledge of the past to cultivating future-oriented intelligence for coping with uncertainty. This requires elevating teaching objectives to "Intelligent Augmentation" and "Strategic Synergy," forming a resilient curriculum structure that integrates a "stable core" with a "dynamic frontier," and focusing the evaluation

mechanism on the development of thinking processes and complex problem-solving abilities. The corresponding design of the teaching model must rely on digital immersive scenarios, intelligent academic navigation and resource networks, and the profound transformation of the teacher's role, all working together to construct an open and adaptable learning ecosystem centered on student competency development. Future research directions can further explore: the specific pathways and resource constraints for implementing this reform framework in educational institutions at different levels; a long-term tracking and evaluation indicator system suitable for measuring the effectiveness of new teaching models; and how to more effectively promote teachers' own professional development and role transformation to continuously lead this profound pedagogical change. Ultimately, the successful transformation of human resource education will lay a crucial academic and intellectual foundation for cultivating the next generation of management talent capable of harnessing intelligent technology, imbued with strategic thinking and humanistic spirit, for organizations and society.

References

[1] Cao, C. L., & Liu, Y. (2025). Research on the reform and innovation of practical teaching in the "Human Resource Management" course under the background of internet technology. Internet Weekly, (22), 70-72.
[2] Zhou, Q., & Chen, L. (2025). Application of the three-pillar model in the reconstruction of human resource management courses in the digital and intelligent era. Business 2.0, (24), 163-165.
[3] Men, C. H., & Liu, B. (2025). Research on the reform path of human resource management teaching from the perspective of curriculum ideology and politics. Journal of Higher Education, 11(8), 150-153.
[4] He, Y. (2025). Exploration of digital teaching in human resource management courses based on generative artificial intelligence. Guangxi Education, (18), 146-150.
[5] Zhao, Y., Zhong, X., & Ren, T. T. (2025). Innovative practice paths for integrating ideology and politics into human resource management courses from a big data perspective. Journal of Higher Education, 11(6), 177-180+184.
[6] Fan, R. Y. (2025). Reform and practice of university course teaching under the background of big data: Taking the human resource management course for public welfare organizations as an example. China Multimedia and Network Teaching Journal (Early Issue), (2), 173-176.