Reflections on the Construction Path Based on the Online Practice Base of Human Resource Management in HEI

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Abstract:
The development of the integration of Industry-University-Research (later abbreviated as "IUR") is an important part of the reform of higher education institutions（later abbreviated as"HEI"）. Through continuous practice, exploration, debugging and updating, it will, on the one hand, help to improve the degree of adaptation of theoretical teaching to the real world, and on the other hand, it can better help students to make the transition from family to society and complete the metamorphosis of the fully socialized process.In addition to a solid foundation in macro theory, the teaching of management courses, as compared to other categories, requires a very different approach to management in different industries, regions, corporate cultures and leadership styles. Therefore, use methods in line with local circumstances is a very important step in developing good HR managers.Due to the reality that students are unable to travel across the country for practice, the online experience becomes a great tool to aid practice.The study is based on the teaching of human resource management to students in higher education,and supplemented by the technical support of the platform provided by emerging enterprises. After observing and reflecting on the feedback from students after using the platform, the idea of a pathway for the construction of an online practice base is proposed to lay the foundation for subsequent research.
Keywords: IUR, human resource management, online platform, practice base

1. Introduction

Practical teaching has always been a teaching philosophy strongly promoted by professions with high application and practical needs (Zhang Yu, 2022).The practical format accelerates the acquisition of professional knowledge and skills and deepens students' intuitive understanding of real-life problems and phenomena in order to ensure that their ability to use professional knowledge and skills to solve real-life problems is honed.Traditional Human Resource Management (later referred to as HRM) teaching focuses on theoretical teaching and classroom training of skills, and this lack of practical teaching often leads to a disconnect between students' understanding of relevant knowledge, theory and skills and practical operation.The HRM majors in some universities have solved part of the problem of on-campus practical teaching through the design of classroom practical teaching sessions and the opening of professional laboratories, but it is still difficult to meet the needs of the real working environment, and even more difficult to achieve the purpose of improving the overall quality of students.Zhenjiang Zhonglei New Material Technology Ltd. intends to provide an online teaching platform, which will be piloted outside of the classroom by a selection of students from Guizhou Education University who have taken the HR course.Comparing the level of understanding of students using and not using this part of the expertise module aims to address, to some extent, the shortcomings of classroom and laboratory teaching.Further research on "how to manage", "how to practice management" and "how practice can feed theory", and explore the construction path of practice base, and promote the deep improvement of HRM practice teaching.

2. Significance of the Study

2.1. It is an Inevitable Part of the Sustained Achievement of the Construction of an Overall Well-Off Society and the Building of a Harmonious Society.

At present, the objective of higher education has returned to its original position, i.e. to train practical talents for society at the front line of production, management and service.It is in line with the contemporary theme of human resource competition at its core (Jia Gangtao et al., 2007).But the development of talent requires the integration of all aspects from society.Especially since the Ministry of Education proposed in 2018 to "strengthen the construction of practical education platforms, build practical education bases with enterprises and deepen the integration of industry and education", the IUR integration development of school-enterprise collaboration has gained an emerging momentum.HRM, as a powerful safeguard for the recruitment, selection, allocation and motivation activities of people within the organization, can play a consolidating role in the

ongoing process of achieving a fully prosperous society and play a lubricating role in the process of building a harmonious society.

2.2. It is an Effective Platform to Support the All-Round Development of University Students

After more than ten years of training and education, contemporary university students basically possess a certain level of theoretical proficiency.But social survival requires internal tolerance and defusing skills such as quality, morality and dual quotient, in addition to theoretical level intake.Social practice is the main channel that stimulates the inner growth of human beings, which needs to be developed and matured gradually through a great deal of social practice.The practical activities allow students to be more exposed to the realities of society and to gradually develop a "tolerance-adaptation-active solution-influence or change" model of social behaviour, further aligning them with the real working and living conditions of social beings.This not only helps students to develop adaptability, inclusiveness and tolerance, but also problem-solving skills, a correct outlook and perseverance.

2.3. It is an Important Push to Effectively Change the Employment Concept of University Students.

The term "employment difficulties" has been mentioned many times, and the reason for this is not the lack of jobs, but the difference in the suitability of jobs and talents compared to other categories of employed people.The construction of a practice base can provide some ideas for solving this problem.It is similar to the way in which university students can more quickly and effectively connect their subjective understanding with concrete actions in practice, gradually achieving a relative unity between knowledge and action.By applying scientific and theoretical knowledge to identify, analyse and solve practical problems in modern corporate production and HRM, we can adapt more quickly to the working environment and alleviate the problem of differences in suitability.

3. Existing Problems of the Base and the Current Situation of Construction

3.1 Status of Base Construction

Firstly, the University is currently taking the University-Industry Partnership programme very seriously. According to the requirements of the Ministry of Education in 2021, teachers will be recommended to form a pool of experts for the Ministry of Education's industry-university cooperation and collaborative education projects, and experts will be selected to participate as university-level experts in the evaluation of enterprise project guidelines and other related evaluation work, and carry out data analysis, research on cooperation models and research on cooperation needs for industry-university cooperation and collaborative education projects.

Secondly, the university is currently very supportive of school-enterprise collaboration and industry-academia integration. For example, teachers have been selected to work in relevant organization, and new types of collaborative enterprises are added every year to actively build internship bases, update the practice base management model and learn from the construction experience. In addition, we are actively declaring and building first-class courses at provincial and national level in the construction of the curriculum, aiming to cultivate application-oriented talents and serve the local economy and social development.

Finally, a more long-term reflection on the practice of HRM courses has been developed. The problems encountered by students in the course of their theoretical studies, such as one-sided understanding, paperwork and logic in the air, have made it more certain that there is an urgent need for practical HRM. Jointly with teachers from various fields of management, the plane of knowledge was expanded to integrate various directions such as technology economics, non-profit organizations, administration and business management, which laid a solid foundation for the implementation of the project. And through a series of policy instruments, students are gradually brought closer to enterprises, get to know them and understand them, helping them to know their profession and develop their management skills in enterprises.

3.2 Existing Problems

At a national level, the human resources practice base in universities has been partially established and provides the appropriate channels for students to practice. However, while some success has been achieved, there are also some problems at the macro level:

First, the progress of practice design update is slow. Although many university management and professional building staff have reached a certain consensus on the need to establish a professional HR practice base, it is still lacking in terms of concrete organizational assurance (Luo Song, 2010). Typically, teaching practice is generally in the second tier when it comes to funding allocation, building preferences and attention at all levels of management. The resulting outcomes are generally manifested as: lack of theory-practice matching paradigms; mismatch between practice framework pushing into and students' generational renewal; unmet funding and practice needs; and practice operational skills rarely incorporated into the teaching assessment system.

Secondly, the support system is not complete. To begin with, the support system for human resources practice in universities is in a state of incompleteness, and some schools have not established a relatively stable practice base. This has led to an inability to effectively anticipate the abilities of the students they accept, let alone to take further assessment tools.Furthermore, the practical approach of school students does not allow them to truly participate in the work of HRM in enterprises. Familiarity with the business and internalization of procedures are two essential steps before management, and the limitations of internship time and reality lead to their inability to observe and learn the specific management process well, which is ultimately a formality.Finally, there are also schools that lack a well-developed communication mechanism with their off-campus practice base.Some schools send directly, or stop at where it should; some schools contact only towards the end of the internship; some schools communicate with a single purpose, pure questions, or even communication turns into an interview.This makes it difficult to establish a mutual trust and cooperation between the school and the company, which indirectly affects the quality of the students' placements.

Thirdly, the level of teachers and team building are not in place. The key to the success of teaching and learning reform in higher education is the teacher, and the subject of implementing the reform is also the teacher. The factors that affect the level of students' absorption of professional knowledge include, and are not limited to, teachers' logical perceptions, teaching methods, pacing, and their grasp of students' psychology and behaviour. The speed at which professional knowledge is updated and the development of the company are like two parallel lines that never intersect, which directly affects the effectiveness of students' practice.

Fourthly, the practice does not cover a wide range of areas.Due to the specific nature of the management profession, different industries, geographies, corporate cultures and leadership styles demand very different management styles.Therefore, adapting to local conditions is a very important step in the development of good HR managers.Based on the reality that students are not able to travel nationwide for practice, the types of companies they can work with also have their limitations, especially in terms of geography.

At the micro level, for the Higher Education Institutions (later referred to as "HEI") in this study only：

1. HRM is used as a minor course for other related majors most of the time, and there is no professional and systematic curriculum building with it as the centre.
2. There are many teachers in related majors, but there are few teachers specialized in the field of HRM, which is suitable for the creation of practical teams, but not for the deep cultivation of the project field.
3. The whole environment of the "industry-academia combination project" has not been developed for a long time, and many issues are still in the exploration stage, and the maturity of the details still needs to be polished.

4. Exploration of Construction Pathway

To address the problems at the macro and micro levels, the following directions are proposed at the beginning of the project design to think about solutions.

4.1 Project Construction Content

1. The existing training model for HRM professionals is reformed through the implementation of the industry-university cooperation project.On the one hand, sink professional theories and adopt a practical approach to verify the operability of theories in contemporary real-life situations. On the other hand, feedback theories with practice to update them and improve their adaptability to reality.
2. In addition to the allocation and management of students, the university provides the venue and the basic equipment necessary for practice, such as PC equipment, printers, scanners and projectors, and the enterprise provides technical support, such as software platforms. Gather the best of all, so that students can have a certain understanding of the management needs and management tools of various regions and industries through the use of the online platform. On the one hand, it creates a good condition and environment for the construction of HRM practice base, and on the other hand, it provides a certain guarantee for the quality of HRM professional talents training.
3. In order to fully ensure the effectiveness of the base operation, universities need to set up a project guarantee team.Starting from the clarification of the project objectives, it provides guarantee for the effective development and operation of the project (Ma Lin & Xiang Haiyan, 2019). The project needs to have a clear person in charge to undertake various tasks such as management and coordination, establish a project reporting system, and cooperate and coordinate with relevant departments to promote the implementation and execution of the project.
4. While making full use of the effective resources of the internship base to train students for internship, the idea of training "dual-teacher" teachers at the same time is considered. The aim is to transform the teaching force from one that teaches theory alone to one that is able to meet the requirements of both skilled and practical teaching. The aim is to propose solutions to a series of problems in the construction of the current

practice base through school-enterprise collaboration and support, and to promote the continuous deepening of the HRM teaching reform.

4.2 Project Implementation Path

In order for the above to be successfully achieved, several specific implementation paths are proposed to be designed. Specifically included are：

1.   Basic platform provision.

On the basis of the original practice base in colleges and universities, it is supplemented by venue facilities and software platforms provided by enterprises. The HRM-related practice base in colleges and universities is expanded, and students participate in or learn about HRM practice teaching and practical training activities through the platform in addition to participating in offline practice in relevant enterprises and positions.Through the simulation of different scenarios and the intake of different information, it makes up for the lack of offline practice and improves the suitability of the profession to society.

2.   Training mode reform

After the completion of the channel, students can combine the platform learning and practical training, timely judgment and reflection on offline practical training, and in the subsequent time actively adjust the problems in operation, sum up the lessons learned, promote theoretical sinking and improve the effectiveness of learning.

3.   Leadership team guarantee

In order to meet the needs of industries and enterprises for HRM professionals, the project team needs to strengthen the interface with enterprises and industries when planning the HRM practice base. Starting from the characteristics of universities, enterprises and industries, we can fully stimulate the motivation of the three parties and set different practice objectives in different training stages according to the law of talent training.

4.   Other paths are complementary

Firstly, in the case of the universities studied, more than 6 million yuan has been invested in the construction of teaching conditions. In addition to this, there is a need to further deepen teaching reforms, innovate classroom teaching and provide a growth environment for reforming practical teaching methods and approaches.

Secondly, as far as the cooperating colleges are concerned, they have now acquired and shared relevant resources such as the economic management database. In addition to this, it is necessary to further improve the construction of hardware resources for practical teaching, improve the management system of professional practice weeks, deepen the management of cooperation between schools and local enterprises, and increase the construction of educational internship bases for students, so as to provide the soil for the breeding of a large number of practice bases.

Finally, in terms of practice base, more than 10 new professional education practice bases have been established in recent years, and at the same time, agreements have been made with 18 enterprises to establish "practice education bases". In addition, teachers should be encouraged to actively participate in the construction of the project, further increase the links with the government and enterprises, break the shackles of their own, and strive to promote joint education abroad and assist students to participate in international exchange and cooperation projects. This will provide the College with management experience and a systematic and mature construction process for the next practice base.

5. Conclusion and Discussion

5.1. Conclusions

1. Feedback was obtained from some of the students who had used the platform through the form of interviews. The majority of these sampled students felt that the use of the platform was able to complement and supplement the professional knowledge they had learned.

2. The use of platforms interspersed with this can lead to high levels of concentration, but prolonged abuse of graphic or audio-visual types of instruction can also lead to mental over-exertion. After the peak, the level of concentration also decreases and brings about difficulties in reading and comprehending text.

3. There were significant differences in the effects produced by users in different grades. In addition to individual differences, a summary of group commonalities shows that users in higher grades have better results than those in lower grades. They have a deeper knowledge and understanding of the subject matter and are more comfortable with the translation of theory into practice.

5.2. Enlightenment

1. For individual knowledge points that require practice, the platform provides an explanation or animated presentation of the knowledge point that is more conducive to concentration and the translation of text or theory. However, as most platforms are designed to be point-based and lack a systematic logic, the main knowledge areas still need to be taught in the classroom and are not replaceable for the time being.

2. A single mode of teaching tends to cause mental burnout, and paced mastery of z may be more effective than

prolonged strong stimulation. Systematic classroom lectures should remain the main teaching tool to date, and online practice bases or platforms can be added at points where practice is required to achieve significant results.

3. According to the rules of talent training, different practice goals were tried in the project at different stages of training (Wang Yanni, 2019). For junior students who are new to the initial stages of the practice model, the translation of practice is still difficult. Only senior students who have more fully internalised the theory and are faced with the need for extensive practice will develop a stronger internal drive, and a strong internal drive will further contribute to the addition of their own learning outcomes.

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