

Review Article

The Application and Practice of Blended learning in the Course of International Human Resource Management

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Abstract: The blended learning shifts the focus from traditional teaching to the organization of learning activities. It has become an inevitable trend of the development in higher education. Taking the course of the blended learning *International Human Resource Management* as an example, this paper discusses the characteristics, preparation conditions, implementation process and guarantee measures of blended learning to improve the performance of blended learning.

Keywords: Blended Learning; Application; Practice.

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INSTRUCTOR

The blended learning shifts the focus from traditional teaching to the organization of learning activities. It improves students' differentiated management and high-quality learning experience through the multiple types of resources, which emphasizes the process of knowledge penetration. In the process of learning implementation, the online teaching emphasizes the source and structure of knowledge, while offline teaching combines case analysis, role play, scenario simulation and other teaching methods, and combines the discussion among students to gradually master the key knowledge content and master the learned content as a whole, which has become an inevitable trend of the current development of higher education. Taking the course of *International Human Resource Management* as an example, this paper discusses the application and practice of blended learning.

Conditions for the implementation of the blended course

A variety of online and offline resources

Through a variety of online and offline resources, students can improve their mastery of the theory and practice of international human resource management. Build an interrelated knowledge base through different resources such as online courses, video films, and cases in teaching materials. For

example, by letting students to watch video movies, construct knowledge on the known basis, and making full use of the six modules of human resource management that students have learned before, students can understand the importance of cross-culture in human resource management. That is, through the existing knowledge, it emphasizes the structural interconnection between related knowledge points and expands learning.

Group cooperative learning

Through group cooperative learning, the blended learning is carried out to improve students' communication ability, problem solving ability and human resources practical operation ability. In the early teaching exploration and in the process of using group cooperative learning method, We discover that group cooperative learning enables students to have a common learning goal and can improve the learning morale and enthusiasm of group members. The interaction between students in groups enables students to learn more and remember more knowledge than students in other teaching modes, and students are more satisfied with the teachers.

High level teaching team

In terms of teaching team, the team members should have a good disciplinary background, have accumulated years of teaching experience in teaching,

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committed to the discussion of teaching methods, and have corresponding teaching achievements in teaching research. From the perspective of teaching form, the traditional classroom is based on the blackboard and teachers and students are taught face to face, while the hybrid teaching online learning is through the organic integration of various information technologies and teaching process, getting rid of the limitations of the traditional online education model of one-way learning materials, which also puts forward new requirements for instructor. Instructors should focus on students' learning process so that students can achieve the best learning results. It is essentially a shift from the teacher's perspective to the student's perspective, from teacher-centered to student-centered.

The combination theory and practice in teaching design

In the aspect of teaching design, both theory and practice are given consideration. In terms of theory, international human resource management is the supplement and enrichment of general human resource management. In the aspect of practical application, it coordinates and integrates the sharing of international human resource management information and the mutual integration and promotion of operation technology among international human resource management in different countries and under different systems or cultural backgrounds. Not only is "student-oriented" technically ensured, but teachers are also required to change their role from mere knowledge imparts to mentors who guide and help students learn. Their main task is not to supervise and judge students' learning results, but to help students obtain better learning results and learning experiences.

Diversified teaching forms

The combination of online teaching and offline teaching, case discussion, video viewing, interspersed problem discussion and interaction, chapter test and final exam, completes the closed-loop learning process from knowledge recognition to mastering to application.

Learning process collaboration

Teaching takes group as the learning unit, clear learning objectives, through group cooperation to complete group homework, group assessment and evaluation, through mutual promotion among students, reduce students' learning pressure.

Teaching Design of International Human Resource Management

Main Contents

With the rapid development of globalization and China's economy, Chinese enterprises go abroad. Under the background of such economic development, international human resources management must have new management angles and concepts besides several core modules of general human resources management

Therefore, the online and offline contents selection of this course focus on the following three aspects:

1. *Cross-cultural management of human resources*, that is, to examine the behavior of insiders in organizations from an international perspective.
2. *The core modules of human resource management activities of multinational companies*, namely human resource planning and recruitment, training and development, compensation and performance, etc.
3. *Describe, compare and analyze the HR management models of different countries*. Understand the characteristics of international human resource management development.

Objectives of this course

With the rapid development of globalization and Chinese economy, Chinese enterprises have made great strides to go out, and the collision between Chinese and foreign enterprises has become more intense. Transnational operation and internationalization have become the trend of the times, which also brings new challenges and opportunities to the teaching of international human resource management courses. The course teaches the cross-cultural theory of international human resource management involved in the process of human resource management of multinational enterprises, the knowledge of employee recruitment, assessment, training and salary management of multinational enterprises, mastering the basic knowledge of human resource management of multinational enterprises, and familiarizing yourself with the basic knowledge of human resource management of multinational enterprises. Familiar with the work flow of multinational enterprises in employee recruitment, assessment and training, has a distinctive era, and meets the needs of international development of enterprises under the Belt and Road Initiative.

Integrate into the ideological and political process of the curriculum effectively

The key to effectively integrate into the ideological and political education of the course is to combine the teaching objectives of this chapter, expand knowledge, introduce cultural differences into how to understand the culture of our country, and then explain specifically that culture is the blood of the nation and the spiritual home of the people. The Chinese nation has created a splendid civilization in history, and Chinese culture has made important contributions to the progress of human civilization. Since the founding of the People's Republic of China, especially since the launch of reform and opening up, the Chinese economy has developed rapidly and continuously. Great changes have taken place in Chinese society, and the Chinese nation is more confident in its march toward great rejuvenation. Facing the future, China not only needs economic development and a substantial improvement in people's material living standards, but also calls for

the rejuvenation of the Chinese civilization and the realization of cultural development and prosperity. Only in this way can China stand tall among the advanced nations in the world and truly win the respect of people all over the world. That is integrated into the curriculum ideological and political naturally.

The main penetration points and implementation methods of ideological and political education in the curriculum

In the teaching of international human resources management, there is cross-cultural learning, which emphasizes the influence of national and national culture on human resources. When teaching students about the cultural differences and human resources models of different countries, it is naturally necessary to know the essence of our own traditional culture to increase our national culture confidence, which can be achieved by students discussing and learning from the website.

Effect of education

The model can let students realize *virtue*, by the domestic well-known enterprise case analysis of enterprise culture, guide students to love the motherland culture, set up the correct values, outlook on life and world view. How the excellent traditional culture of our country exerts a profound influence on the internationalization of the enterprise, arouses the students' patriotic enthusiasm.

Multiple paths to promote blended teaching Guidance on learning

The course guidance of International Human Resources Management includes integration guidance and chapter guidance. At the beginning of the class, students are introduced to the learning objectives and implementation rules of this course, and how it relates to other courses. In chapter learning guidance, students are cleared the foundation of knowledge, the important and difficult, learning requirements and the degree to master.

The supervising learning and Promoting learning

The supervising learning is the means to promote learning, and the promoting learning is the result of the supervising learning. These two kinds of learning support behaviors run through the whole process of the two teaching stages of guiding learning and helping students, mainly through formative examination, examination and mobile promoting learning to complete.

Assessment promoting learning

Assessment mainly refers to formative assessment. The content of formative assessment includes two forms: daily work and independent study notes. To formulate quantitative assessment standards for the formative assessment of these two forms, students are required to submit their daily work in time,

and teachers are required to give their scores according to the assessment standards, summarize the completion of their daily work, and explain the common problems to students through classroom guidance and Internet to consolidate what students have learned.

Mobile promoting learning

In the teaching process, in order to urge students to complete various learning tasks on their own initiative, mobile phones are used to learn and promote learning. By learning, students should be prompted to submit homework on time and browse learning resources on the Internet, so as to overcome students' inertia in learning, complete learning tasks according to their personal learning plans, and ensure learning quality.

Cooperative learning promoting learning

Cooperative learning can form a learning atmosphere of mutual support among group members. Through direct communication and mutual influence, group members can stimulate students' potential, overcome some difficulties and obstacles in learning, cultivate students' awareness and habit of continuous improvement, and promote the achievement of students' learning goals.

Student aid

Student aid is mainly embodied in the combination of a variety of teaching media and a variety of teaching means comprehensive use of two aspects. International Human Resource Management is an in-depth study of the implementation of human resource management in the context of internationalization, which is both theoretical and practical. Therefore, in combination with the characteristics of the course, various teaching optimization combinations are adopted in the process of student aid, such as combining the film *Scraping* to let students understand the difference of culture. Through various teaching means such as role playing and case analysis, students can apply the human resource module in practice to improve students' learning efficiency and ensure the teaching quality.

Guiding Learning

Supervising learning, promoting learning, student aid, the four are interrelated, inseparable, interactive integration, "guide" has "supervision", "supervision" has "promote"; "Promoting" includes "helping", which runs through the whole teaching process and every link of International Human Resource Management to ensure the smooth development of teaching activities and achieve the best teaching effect.

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