

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

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Abstract: With the development of artificial intelligence technology, the model for human resources management has changed from being based on experience and process to being data-driven and strategic; thus, new problems have arisen in the existing talent cultivation system of higher education institutions. Some changes will be made to the teaching model of this course in this paper. First of all, there will be changes in the structure of knowledge systems and competency requirements, and traditional teaching is limited by intellectualisation. Next, it will plan to reformulate the teaching goals in light of "intelligent augmentation" and "strategic synergy", build a curriculum system that combines "modular foundations" with "cutting-edge developments", and guide evaluation to promote the development of thinking. Finally, a three-dimensional teaching model with artificial intelligence has been put forward; it will apply immersive learning to simulate scenarios and learn by induction through decision-making deduction, personalise learning paths via intelligent tutoring, change the role of teachers to curriculum designers and learning ecosystem builders, and all aim to provide an organised framework for future-oriented human resources education.

Keywords: Artificial Intelligence, Human Resources Management, Curriculum Reform, Teaching Models, Intelligent Augmentation, Strategic Synergy, Immersive Teaching

Introduction

With the deep application of artificial intelligence, the old model of human resources management has been replaced by a new data-driven and intelligent cooperative model, and thus a fundamental problem has arisen in the system of human resources curriculum in higher education institutions. The current teaching mode does not cover the new knowledge, abilities and methods available today. The main reason is that the structure for spreading fixed knowledge does not meet the requirements of change and dynamism in management. Therefore, in order to promote the development of the teaching model, systematic research should be carried out in this area, and at the same time, a training platform can be provided for future teachers with strong technological literacy and change leadership abilities. Technological tools will be introduced in this paper, and a full system of reform will also be established by analysing the changes in the management paradigm, reconstructing teaching objectives and content systems, designing a teaching model that integrates artificial intelligence, etc., to address the serious problems in professional education for humans in the era of intelligence.

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

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

Artificial intelligence technology has changed both the basic ideas and the application range of traditional human resources management. The knowledge modules of the old curriculum system are based on standardised processes and experiential judgement, and they are being systematically broken down. Recruitment is a typical case; the old way of matching knowledge and keywords for resumes based on rules has been replaced by multi-dimensional talent profiling and predictive models in machine learning. Periodic evaluation of performance management is no longer feasible; now we need to collect data and observe the results of performance management in real time. It is not only the accumulation of knowledge but also a shift in the cognitive logic of human resource management; it

has moved from viewing "people" as the sole object of management to understanding and mastering a "human-machine synergy" system^[1].

Deconstruction is followed by an appeal to rebuild the system of knowledge. The first four items in the new knowledge map are Data Science Basics, Algorithmic Ethics, Human-Computer Interaction Design and Evidence-Based Decision Making. The first kind of human resources planning should include models to forecast the supply and demand of talents, and the design of compensation and benefits should also cover how to assess and motivate employees in intelligent enterprises. Therefore, the main focus of the course content will be to help students build a concept system for understanding how intelligent systems work, what problems these systems can solve, and how to deal with them. The stability of the knowledge system has been replaced by change, so teaching now needs to face this new way of thinking and construction of knowledge directly.

1.2 Structural Changes in the Core Competencies of Human Resources Professionals

Changes in the technological environment are directly affecting the required abilities of the different levels of the workforce now. With the development of automation technology, the demand for many people with skills in repetitive and routine work, such as basic data sorting, standardised screening and report generation, has decreased. At the same time, there has also been a change in the basic requirements for competence; that is to say, the shift is from "execution of processes" to "strategic interpretation and system optimisation". Now, practitioners need to know not only what the output of artificial intelligence tools is, but also how to detect algorithmic bias, consider data analysis in light of organizational conditions, and finally turn technological solutions into management actions.

Based on the above, a cluster of new competencies has started to form. At the most basic level, one needs to be able to read, understand, evaluate and apply data now. To allow people and computers to work together on decisions, it is necessary to have a good way of handling algorithm recommendations and human experience. More importantly, due to the deep-rootedness of technology, the need to maintain organisational cohesion, foster innovative collaboration, lead the implementation of change and demonstrate strategic humanistic care has not decreased; rather, it has become rarer and more profound. The top two are very context-dependent and require creativity; therefore, they are considered to be the main values of the human resources profession and are difficult for artificial intelligence to imitate. They are also the main training goals that the reform of the teaching model needs to achieve.

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

There will be an unavoidable conflict between the logic of the current main teaching model for human resources courses and the talent cultivation goals of the intelligence era. The old way is that knowledge is passed down linearly, and students' cognitive structures are built by learning classical theories and analysing well-known cases. Most of the management problems caused by artificial intelligence are very dynamic, unstable and complex. The main reasons are often conflicts among the various data sources, ethical problems of algorithms, new organisational forms, etc., which are beyond the scope of current theories and case studies. It is unknown whether the students can apply their old experiences to solve new problems intelligently.

Another problem is that there is no connection between the learning process and the development of abilities. The purpose of the old school's classes is to transmit and absorb knowledge; intelligence, on the other hand, refers to the ability to organise systems, regulate one's own behaviour morally, solve problems and learn. Standardized tests and closed-case studies are not good ways to observe or promote the development of students' higher-order thinking skills. If the teaching model cannot be changed from adding knowledge to motivating cognition, that is, if the learning environment does not create uncertainty and support repeated attempts at learning and reflection, it will be unable to close the gap that has arisen between the current training path and the future demands of the profession^[2].

2. Reconstruction of Teaching Objectives and Content for Human Resources Courses with an Intelligence Transformation Orientation

2.1 Set Teaching Goals in light of "Intelligent Augmentation" and "Strategic Synergy"

The initial objectives of teaching the human resources course were to have students learn about and apply the current system and process. In the new era of intelligent development, the aims of education will also change. The Goal of "Intelligent Augmentation" is to help students become leaders in the field of technology, not just users. The aim is to help students make good use of AI tools in their own studies, and at the same time, expand the horizons of their thinking and improve the efficiency of decision-making; for instance, data analysis can be used to understand employee behaviour and intelligent systems can be applied to optimise talent distribution plans. The goal is no longer to learn some practical skills, but rather to be able to use technology reasonably and think creatively in doing so.

The goal of "Strategic Synergy" is to place the company's individual strengths in the larger system of value creation and promote the close integration of HR professional activities with intelligent transformation in the company. The goal of the above is to help students go beyond the concept of technical efficiency in the HR department and explore how artificial intelligence is changing and innovating work, organisations, and the foundation of core competitiveness. The purpose of teaching in this area is to develop students' strategic thinking ability in the field of architecture. In short, the Design should be a new type of organisation that supports autonomous teams and human-machine collaboration; we need to build a human capital pool and learning system for the continuous development of business intelligence, and we must proactively address systemic problems such as the demand for upskilling of employees, changing roles, and adjustments in culture and technology. The general goals are intelligent augmentation and strategic synergy; now we do not aim to strengthen tools but rather to reconstruct the whole system. Together, they hope to nurture outstanding intellectual talents who can lead the development of intellectualisation and are not led by it.

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

To achieve the two goals above, the revision of the curriculum content system should not be done by adding or deleting topics in the traditional way. It will be a loose "core-periphery" type structure instead. At the base of this system are a number of stable modules that systematically cover the basic theories, core concepts, ethical and legal provisions of human resources management, etc. The three basic modules are: "Foundations of Organizational Theory and Behaviour", "Principles of Compensation System Design" and "Institutional Foundations of Labour Relations". The purpose of the three basic modules is to offer students traditional theoretical ideas and analytical methods that can be applied to all aspects of management, such as intelligent management, and improve their professional ability. They can provide a stable foundation for the discipline and help to keep the original spirit of the discipline in the Information Age.

New and popular content will be added to the basic modules regularly. A new frontier topic module has been added to introduce the "Foundations of HR Data Analytics", "Algorithmic Management and Ethics" and "Organizational Design for Human-Machine Collaboration". At the same time, new ideas have also been put forward for the traditional modules; for example, the Design of intelligent-system-based personalised learning paths in training and development content has been added, and new forms of work relationships under algorithmic scheduling in labour relations content have also been explored. Therefore, a mechanism for the continuous improvement of curriculum content should be established and regularly updated in light of new application scenarios, ongoing academic discussions and changes in society in the field of intelligent human resource management. Thus, the knowledge obtained by the students will be in line with the changes in the industry and may even have some foresight^[3].

2.3 Change in Curriculum Evaluation Mode: From Knowledge Transmission to Cultivation of Thinking

At present, most of the assessment methods in schools focus on whether students can remember what they have learned and how to apply it. We will not be able to know how students think and solve problems under the conditions of uncertain intelligent management in this case. Given that the form of

assessment has changed, more weight will be given to not only whether the students' answers are correct but also to their thinking process, problem-solving methods and ethical choices.

A good evaluation should cover both the final results and the reasons for achieving them in the process. The other kind of evaluation is process-oriented evaluation; that is to say, we can observe how students process information and continuously improve their work by building a simulated intelligent management project, as shown in the Design of a Recruitment Solution with Algorithmic Tools. Contextual cognition should help students think independently, develop a sense of responsibility, and learn how to deal with all kinds of problems in intelligent control situations. Based on the above, the forms of assessment can be academic reports, system design blueprints, mock hearing presentations, etc.; all aim to show how well students can integrate knowledge from various areas, build a solid foundation for arguments, and put forward all-around solutions. Therefore, the assessment framework needs to be modified to help students improve their sense of self and high-level thinking during the process of learning, rather than focusing only on the results at the end of the course.

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

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

The above cases do not cover all the unforeseen and irregular changes that AI has introduced to human resources management. According to the idea of an executable and interactive digital twin for the management environment, scenarios can be simulated, decisions can be made in an immersive way, and abstract intelligent concepts can be converted into practical, hands-on experiences. In order to create such an environment, all kinds of organisational data need to be modelled, such as the digital footprints of employees, changes in team collaboration networks, real-time information from the external labour market, etc., and all of this is simulable. Therefore, based on the above, a small-scale learning model is used to create a large number of various and irregular management scenarios. Thus, the learners can observe and experience firsthand all the various results that occur due to the interaction of algorithms and human systems.

The main content of the teaching activities in this high-fidelity simulation environment is now "learning through continuous decision-making", and although the time has been reduced, the causal links in the simulation remain the same. Based on the data in the dashboard, many urgent decisions need to be made at any time, such as talent evaluation and the construction of small, agile development teams. In addition to showing the result of the decision at the top, a comparison report of the reasoning process will also be generated to show the possible trade-offs among different strategies for the long-term health of the organisation, employee satisfaction, etc. In this way, we can help students learn to recognise the significant changes in unstable situations, make various choices according to different reasons, and regularly adjust their plans in line with moral principles; thus, we can obtain reliable information for guiding work directly^[4].

3.2 Development of Resources for Intelligent Tutoring and Adaptation of Individualised Learning Paths

The first kind of distribution for large-scale education does not meet the demands of accurate and flexible intelligent human resources management. The first goal of constructing an intelligent tutoring system is to achieve personalised adaptation of teaching materials. Based on the continuous collection and analysis of all kinds of data on how learners use the system, we have learned which interactive simulations they choose, how they explore concepts in complex concept maps, and what their cognitive patterns are during group discussions. Based on the above data, a detailed learner profile can be constructed to pinpoint the particular weaknesses and shortcomings of individual learners in all aspects of composite competencies, such as "understanding algorithmic fairness", "applying network analysis to assess team efficiency" and "designing human-computer interaction performance feedback loops".

Based on the above profile, the course resources should be organised in an organised and semantically linked "intelligent resource map". The old linear chapters in the textbook should be arranged as independently callable and combinable units of knowledge and skills, such as a micro-video explaining a confusion matrix, an interactive notebook for practising compensation data cleaning, or a collection of controversial arguments on AI recruitment ethics. Based on the current

situation and goals of the students, an intelligent system will organise and recommend individualised study plans and questions flexibly from this map. For example, a student with good potential in the field of "data visualisation" can be given a very interesting project that combines the analysis of actual employee turnover data with storytelling. At the same time, related case law study materials will also be provided to address the lack of knowledge among learners in "labor law digital adaptability". The model for the development of resources will be to change from uniform-pace teaching to evidence-based learning and consider the differences among students^[5].

3.3 The Transformation of the Teacher's Role to Curriculum Designer and Learning Ecosystem Builder

Although artificial intelligence technology has been applied in education, it has not replaced teachers; rather, it has changed the kind of work teachers need to carry out. The teacher's authority is no longer based on knowledge; instead, it stems from the fact that they are the organisers and supporters of all sorts of learning activities. As the curriculum designer, I will be in charge of the whole plan for pedagogical engineering. First, pinpoint the basic learning problems that lead to all the problems in intelligent management, and then select and build suitable technological toolchains to solve these problems; these include specific simulation platforms, collaborative analysis software, ethical evaluation frameworks, etc. The first goal of the Design Work is to create realistic problems that can make students think critically and integrate knowledge from all over the place; at the same time, modular and adjustable cognitive scaffolds and support resource networks will be set up to help students explore^[6].

As the constructor of the learning ecosystem and the first-line learner, the role of teachers has changed once again; now they are also agile coaches for the learning process, catalysts in knowledge creation, and guardians of the academic community. Most of the frequent feedback and knowledge sharing will be done by intelligent systems, and teachers can concentrate on high-quality interpersonal and academic interaction. They will organize group discussions, have students explore the values of decision-making through simulations, analyse the collected data on the learning process to identify common thinking errors among students, design specific metacognition training activities, organise project-based seminars to promote knowledge sharing, critical peer review and collaborative innovation in the student community. More importantly, teachers themselves need to keep up with the changes in technology and teaching methods, become researchers and practitioners in exploring how to apply artificial intelligence to professional education effectively, and foster a culture of professional learning based on inquiry, collaboration and responsible innovation.

Conclusion

The renovation plan for teaching human resources in the era of artificial intelligence should be all-encompassing and cover all relevant contents, such as educational goals, content, teaching methods, assessment, roles of teachers and students, etc. Given the reasons above, this paper believes that the main direction of reform is to change the teaching idea from presenting fixed knowledge inherited from the past to cultivating future-oriented intelligence that can deal with uncertainty. Therefore, we need to raise the teaching goals to "intelligent augmentation" and "strategic synergy", build a resilient curriculum system that integrates a "stable core" with a "dynamic frontier", and change the form of assessment to focus on students' thinking process and complex problem-solving ability. The Design of the corresponding teaching model should be based on digital immersive scenarios, intelligent academic navigation and resource networks, changes in the role of teachers, etc., and all work together to build an open and adaptable learning ecosystem focused on developing students' abilities. In the future, more research will be carried out on the specific conditions and resource deficiencies in carrying out this reform plan at all levels of educational institutions; appropriate long-term monitoring and evaluation indicators need to be established to assess the effectiveness of the new teaching model, and the motivation of teachers to actively participate in self-study and role change for the continuous leadership of this profound pedagogical reform should be enhanced. Finally, with a good reform of human resources education, we will provide a strong academic and intellectual foundation for cultivating the next generation of management talent who can effectively use intelligent technology, possess a sense of social responsibility, and think strategically.

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