

From “Knowledge” to “Ability” - Research on Blended Teaching Reform of “Compensation Management” Course Based on ADDIE Model

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Abstract: In order to solve the problem of the disconnect between the teaching and practice of compensation management courses, this paper carries out a blended teaching reform of compensation management courses based on the ADDIE model, with students as the center, fully implementing the integration of theory and practice, and the integration of ideological and political education into the curriculum. Adhering to the five key stages of the ADDIE model, the “four mixes and one integration” of online and offline mixing, theoretical and case mixing, knowledge and practice mixing, simulation and reality mixing, and the integration of ideological and political education and subject teaching are adopted. The “three-stage implementation” of pre-class introduction, in-class explanation and practice, and post-class expansion is carried out to help students achieve the transformation from knowledge to ability, cultivate qualified application-oriented talents with positive values, and meet the needs of society.

Keywords: Compensation Management; ADDIE Model; Blended Teaching.

Efficient implementation of compensation management can play an important role in achieving corporate strategic goals. Traditional compensation management courses focus on theoretical teaching. To improve the learning effect of combining knowledge and ability for students, this paper carries out a blended teaching reform research based on the ADDIE model.

1. Current Teaching Status of Compensation Management Courses

1.1 Teaching goals and key difficulties are shifted from actual needs

The identification of key difficulties by course teachers mainly comes from the requirements of teaching materials and teaching goals, lacking the investigation and analysis of actual application work scenarios in enterprises, and easily leading to the shift of teaching goals and key difficulties from actual application needs.

1.2 Teaching design and content are out of sync with the development of the field

In the traditional teaching mode, teachers base their teaching on textbooks and mainly adopt lecturing. This is beneficial for teaching theoretical knowledge and students' mastery of static knowledge, but because the publishing cycle of textbooks is long, the knowledge involved may already be outdated compared to enterprise practice and the latest theoretical development when it enters the classroom, leading to a disconnect between students' knowledge and market needs.

1.3 Lack of knowledge structure construction and extension between modules

Traditional human resources management functions are divided into six modules, and the independence of modules often exceeds their connection. This is helpful for the vertical depth expansion of professional learning, but it easily leads to the fragmentation of knowledge between modules, which is not conducive to the integration of knowledge across different modules.

1.4 Single teaching implementation method and lack of practical ability conversion from knowledge to ability

Compensation management is a course with a strong practical nature, and traditional teaching methods find it difficult to motivate students' enthusiasm and initiative. Students cannot effectively complete the ability conversion from “knowledge” to “action.” The problem of weak practical ability is particularly prominent, reflecting that the reform of theoretical course teaching is still not well adapted to the needs of applied talent cultivation transformation.

1.5 Lack of effective evaluation mechanism

The current evaluation mechanism for compensation management courses is not perfect, and the main evaluation criterion is still examination scores, without enough emphasis on the evaluation of students' practical ability and innovation ability. It is unable to comprehensively evaluate the teaching effectiveness of teachers and the learning achievements of students.

2. Design Ideas of Blended Teaching Reform for Compensation Management Course Based on the ADDIE Model

The ADDIE model is a systematic teaching design model that helps to develop teaching systematically, consisting of five stages: Analysis, Design, Development, Implementation, and Evaluation. Blended teaching is the combination of different learning methods and teaching elements, using the advantages of both face-to-face and online learning modes to reorganize teaching resources and implement teaching activities in order to improve teaching efficiency. The teaching reform design in this article is focused on the following aspects:

First, demand analysis: From the perspectives of enterprises, schools, majors, and students, the teaching needs and goals of the compensation management course are identified, and a knowledge map of talent learning needs is constructed.

Second, teaching design: Closely focusing on the student-centered starting point, grasping the positioning of applied talent cultivation, and combining the concepts of integrating theory and practice, and ideological and political integration, the teaching goals, key difficulties,

and course outlines are re-structured.

Third, teaching development: Guided by the teaching goals, teaching materials, teaching cases, and teaching videos are developed according to the distribution of key difficulties in the course outline, especially for the key difficulty parts, using a variety of teaching assistance means to carry out teaching development work, while integrating knowledge and skill requirements.

Fourth, teaching implementation: Innovative teaching methods are carried out in three forms: online and offline, inside and outside the school, and before and after the course. The teaching process is implemented using four methods: classroom lectures + case drills + practical skills + project battles.

Fifth, teaching evaluation: Multiple evaluation methods are used to conduct educational evaluation, and the previous method of only doing end-of-term evaluation is changed. The learning effects of students in this mode are comprehensively evaluated using the Kirkpatrick Model.

3. Implementation of Blended Teaching Reform for Compensation Management Course Based on the ADDIE Model

3.1 Analysis Stage

3.1.1 Talent training demand analysis at school and major levels

As an applied undergraduate university, the main focus is to cultivate applied talents based on social needs, that is, specialized talents who can apply their professional knowledge and skills to their professional social practice. These talents should be proficient in the basic knowledge and skills of social production or social activities, mainly engaged in technical or professional positions in the front line. Students need to have knowledge and abilities that are highly aligned with social needs.

3.1.2 Talent training demand analysis at the enterprise level

The research group conducted a frequency analysis of job postings for compensation management-related positions with 0-3 years of experience requirement on Liepin and Zhaopin Ltd in the past six months. The results showed that the main responsibilities of these positions were key contents such as compensation, benefits, performance, communication, data, and analysis.

A frequency analysis was conducted on the job requirements for the positions above. The results showed that compared to education and major, enterprises place more emphasis on the abilities and experiences of job seekers, especially communication skills, software application skills, and analysis skills, as well as a familiarity with national and industry-related policies.

3.1.3 Talent training demand analysis at the student level: Students have previously completed courses on management principles, but they lack a deep understanding and proficiency in applying theoretical knowledge to actual work in compensation management. Additionally, there are learning challenges for technical content, such as broadband compensation design.

3.2 Design Stage

Based on the above demand analysis, this paper has constructed a four-stage knowledge map of “principle-knowledge-skills-application” and carried out teaching design. In terms of course objectives, the revision is to ensure that students possess knowledge and skills in compensation management and can carry out initial application operations. In terms of course outline design, the key points and levels of mastery are identified according to talent training needs. In terms of teaching strategies, a blended teaching strategy is adopted. In terms of teaching methods, a combination of online and offline methods is used, incorporating lectures, classroom exercises, case discussions, practical simulations, and other methods.

3.3 Development Stage

Around the teaching design, teaching material creation and updating work is carried out, including teaching plans, PPTs, teaching cases, micro-videos, classroom tests, training systems, practical projects, and so on. Through the “four mixes and one integration” model of online and offline mixing, theoretical case mixing, knowledge and practice mixing, simulation and reality mixing, and the integration of ideological and political education and subject teaching, students’ interest in learning is stimulated, and their autonomous learning ability is improved. Encourage students to combine company operations with national needs, stimulate students’ patriotism and professional enthusiasm, cultivate students’ professional qualities and humanistic feelings, and allow them to contribute to the development of social economy in the future.

3.4 Implementation Stage

As the core link of ADDIE, the implementation stage is the execution of all previous work. It combines pre-class introduction, in-class explanation and practice, and post-class expansion, and observes and collects student feedback during the process, encouraging students to participate deeply.

3.4.1 Pre-class Introduction: The main goal is to help students understand the basic content and background knowledge of the course, stimulate their interest in learning, and prepare for subsequent in-depth study. Specific implementation includes:

Publishing course overviews and teaching plans to let students know the overall content and progress of the course.

Providing relevant reading materials or cases related to the course theme, allowing students to encounter and think about actual problems related to the course beforehand.

Assigning pre-class homework can guide students to explore and thinking independently, so that they can get into the learning state faster when the course starts.

3.4.2 In-class Explanation and Practice: The main goal of the in-class explanation and practice is to ensure that students master

the theoretical knowledge and method skills of the course and cultivate their thinking ability to analyze and solve problems. Specific implementation includes:

Classroom lectures, where teachers impart theoretical knowledge, interspersed with examples and cases, to help students gain a deeper understanding.

Interactive teaching and practice, including group discussions, role-playing, and scenario simulations, to test students' understanding of the knowledge and adapt to the potential practical work scenarios they may face in the future.

3.4.3 Post-class Expansion: Experimental teaching is an important and critical link in higher education to cultivate students' innovation abilities, and it is an important way to help students transition from knowing to knowing how to do.

Using online training platforms, practicing synchronously in simulated training projects, Practical application of knowledge including salary research, salary strategy decision-making, salary structure design, job value evaluation and so on.

Inviting corporate HR to provide real project opportunities, through group PK, selecting excellent plans for display and recognition from the corporate HR, allowing students to gain an immersive experience and application in real battles.

Providing expand resources related to the course, encouraging students to explore and learn autonomously, meeting students' personalized learning needs.

Organizing students to reflect and share learning experiences and problem-solving methods, promoting knowledge sharing and improvement.

3.5 Evaluation Stage:

To change the traditional method of evaluating students mainly based on final examinations and student evaluations, the Kirkpatrick Model is used to conduct a comprehensive evaluation to understand the effects of the educational reform.

Level 1: Reaction Evaluation.

Reaction evaluation refers to the impression of the participants on the training program. Post-class evaluation data show that in a scoring system of 5 points, the scores of the simulated training system (3.91 points), case analysis (3.91 points), and scenario simulation (3.84 points) exceed the average score. They are considered more helpful in enhancing knowledge acquisition and skill improvement.

Level 2: Learning Evaluation.

Learning evaluation is the evaluation of students' mastery of course content after the course is completed, using tests and examinations etc. Through the situation of the classroom exam, the students' mastery of key difficult knowledge is checked. In the final examination, the students' solutions to the case questions show more clear logical thinking and problem-solving ability.

Level 3: Behavior Evaluation.

Behavior evaluation is the observation and evaluation of students' ability to use what they have learned to solve real problems in a work scenario. In the simulated training system, students show more comprehensive thinking in the handling of compensation management problems. They can implement compensation surveys, compensation strategy selection, compensation system design and adjustment work, and good ly fulfill the ability requirements proposed by the educational goals.

Level 4: Result Evaluation.

Through real management projects of enterprises, the students were grouped to carry out practical activities and submit results. Through HR evaluation, all schemes met the passing standard, and two of them were adopted in enterprise management improvement after modification, providing valuable help for enterprises.

4. Summary

In summary, the blended teaching reform based on the ADDIE model for compensation management courses can better stimulate students' interest in learning, enhance their understanding and application of knowledge, and possess good replicability and promotion value.

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