The Construction of the "Golden Course" in Human Resource Management Empowers the Construction of the Teaching Quality Culture in Colleges and Universities

Bo Yu*, Lijuan Yan, Yankun Jiang, Chang Hou
Heilongjiang Bayi Agricultural University, Daqing, Heilongjiang, China

Abstract: In the context of the connotative development of higher education, the construction of teaching quality culture is of vital importance. Currently, there are some dilemmas in the construction of teaching quality culture in colleges and universities, such as deviation in concept cognition, disconnection in practical mechanisms, and alienation of technology application. Taking the high-quality course of Human Resource Management as the research sample, this paper constructs an analytical framework of "Goal Reconstruction - Process Collaboration - Technology Empowerment" based on the theory of educational ecology. Goal reconstruction promotes the transformation of teaching from knowledge transfer to the integration of ability and value; process collaboration creates an education community through teacher-student interaction and school-enterprise cooperation; technology empowerment, with the help of virtual simulation and big data, realizes cultural immersion and precise decision-making. In the future, colleges and universities should continue to deepen the construction of high-quality courses, improve the teaching quality culture system, and lay a solid foundation for cultivating high-quality talents.

Keywords: Human Resource Management; Construction of High-Quality Courses; Construction of Teaching Quality Culture; Goal Reconstruction; Process Collaboration; Technology Empowerment

1. Introduction

At this critical period of in-depth development of higher education, the construction of teaching quality culture, as the core endogenous driving force for the sustainable of colleges and universities, plays a decisive role in the quality of talent training. The document "Opinions on Accelerating the Construction of High-level Undergraduate Education and prehensively Improving the Ability of Talent Training" issued by the Ministry of Education emphasizes that quality requirements should be integrated into the value system and daily behavior of all teachers students in the school, highlighting the importance of the construction of teaching quality culture.

However, the current construction of teaching quality culture in colleges and universities is facing many challenges, which are prominently manifested in three kinds of alienation.[1] The disconnection between curriculum reform and cultural immersion, curriculum reform often focuses on content updating and method adjustment, but ignores the deep impact on teaching culture, fails to effectively integrate the reform concept into campus culture, resulting in the difficulty of curriculum reform to produce lasting cultural radiation effect. The deviation of technology application from value transmission, with the extensive application of information technology in teaching, some colleges and universities pay too much attention to technical means, but ignore the essence of education-value transmission, resulting in the teaching process focusing on form rather than content, and unable to achieve the organic integration of technology and cultural value. The separation of system norms and cultural identity, although teaching management system can standardize teaching behavior, if there is a lack of cultural identity of teachers and students, the system is difficult to be transformed into the conscious action of teachers and students, and it is impossible to form a positive teaching quality culture atmosphere.

The construction of golden courses adheres to

the core concept of "high-level, innovation, and challenge", which opens up new paths to break these difficulties. This article selects the course of "Human Resource Management" as the research sample, relies on the theory of educational ecology, and carefully constructs a three-dimensional framework of "goal reconstruction-process synergy-technology empowerment", which deeply explores the symbiotic mechanism of golden course construction and teaching quality culture. [2]This study aims to reveal the effect of professional curriculum reform on the teaching culture ecology, and hopes to provide practical theoretical basis and practical guidance for colleges and universities to achieve the coordinated development of "reticulum quality improvement" and "cultural education", and help colleges and universities build a more dynamic and effective teaching quality culture system.

2. Dilemmas in the Construction of Teaching Quality Culture in Colleges and Universities

In the field of higher education, the construction of teaching quality culture is crucial for improving the education level and cultivating high-quality talents. [3]However, currently, colleges and universities are deeply trapped in multiple dilemmas in the construction of teaching quality culture, which seriously hinders the improvement of teaching quality and the achievement of talent cultivation goals.

2.1 Deviation in Concept Cognition: Superficialization of Cultural Construction

In the process of constructing teaching quality culture in colleges and universities, the deviation in concept cognition leads to the superficialization of cultural construction. From the perspective of administrators, the data in the 2023 Report on the Quality of Higher Education in China shows that as high as 61% of colleges and universities simply equate the construction of quality culture with visual projects such as putting systems on the wall and making promotional videos, resulting in the phenomenon of "cultural hollowing out" with form but no soul. [4]For example, a certain university spent one million yuan building a "Quality Culture Exhibition Hall", which seemingly created a strong quality

culture atmosphere on the surface. However, upon in-depth observation, it was found that the proportion of teachers participating in teaching reflection in the same period was less than 15% (the data is from the 2023 White Paper on Teaching Reform in Colleges and Universities). This shows that the symbolic operations of administrators have not really touched the core of teaching quality culture and cannot stimulate teachers to deeply practice quality culture in teaching practice.

There are also problems at the teacher level, and their teaching behaviors are dominated by instrumental rationality. Relevant research points out that among the motivations for teaching innovation of college teachers, "the need for professional title evaluation" accounts for as high as 58.3%, while "the mission of cultural inheritance" only accounts for 23.1%. This data clearly reflects the erosion of utilitarianism on teaching values. [5]Teachers pay more attention to their personal career advancement rather than carrying out teaching activities from the long-term perspective of cultural inheritance and teaching quality improvement, resulting in the lack of active promotion and in-depth participation of the teacher group in the construction of teaching quality culture.

2.2 Disconnection in Practical Mechanisms: Failure of Collaborative Symbiosis

The imperfect practical mechanisms make it difficult to achieve collaborative symbiosis in the construction of teaching quality culture. In terms of the evaluation system, the current teaching evaluation focuses too much on quantitative indicators such as "attendance rate" and "pass rate", and seriously ignores the key observation points related to teaching quality culture, such as "the quality of teacher-student interaction" and "the effectiveness of curriculum ideology and politics". [6]Taking a provincial university as an example, in its teaching evaluation system, the weight of indicators related to culture only accounts for 12%. Such a low proportion cannot effectively guide teachers and students to pay attention to and construct teaching quality culture in the teaching process, and it is difficult to promote the deep construction of teaching quality culture.

There are also serious lags in resource integration. The insufficient collaboration of

teaching resources across departments within colleges and universities has led to a large number of high-quality teaching resources such as corporate case databases and digital platforms being left idle. According to the statistical data of the Ministry of Education, in 2022, the average utilization rate of the virtual simulation laboratories built by colleges and universities across the country was only 34.2%. On one hand, there is a waste of high-quality resources, and on the other hand, there is an urgent need for resources in the front line of teaching.[7] This contradiction highlights the dilemma in the integration and utilization of teaching resources and greatly hinders the construction of the resource support system required for the construction of teaching quality culture.

2.3 Alienation of Technology Application: The Paradox of Digital Empowerment

With the rapid development of information technology, the application of technology in teaching in colleges and universities has shown the phenomenon of alienation. Instrumental rationality has expanded excessively, and smart classrooms, which should be an integrated space for advanced teaching technologies, have generally become "advanced projectors".[8] The 2023 Report on the Development of Higher Education Informatization shows that 89% of teachers only use the basic playback function of smart classrooms and fail to fully explore their multiple functions such as interaction and intelligent analysis, resulting in a waste of technical resources.

In the application of specific courses, there is also a practical misunderstanding of "emphasizing skills over values". For example, a certain school introduced an AI interview system in the course of Human Resource Management, which was originally a beneficial attempt to integrate cutting-edge technology into teaching. However, in actual operation, it was only used for simple simulated questioning and failed to deeply explore the value of ethical decision-making training contained behind the technology, missing the opportunity to enrich the connotation of teaching quality culture and improve students' comprehensive qualities through technology application.[9] This alienation of technology application makes it difficult to achieve the goal of digital empowerment in the construction of teaching quality culture and even deviates from the original intention of the construction of teaching quality culture to a certain extent.

3. The Logical Mechanism of the Empowerment of the Construction of High-quality Courses for the Construction of Teaching Quality Culture

In the field of higher education, the construction of high-quality courses injects new vitality and impetus into the construction of teaching quality culture. Its empowering role is mainly realized through three key dimensions: goal reconstruction, process collaboration, and technology empowerment, promoting the teaching quality culture to move towards a higher level.

3.1 Goal Reconstruction: The Paradigm Transformation from Knowledge Transfer to Cultural Generation

The "high-levelness" emphasized by high-quality courses promotes a profound transformation of teaching goals, gradually upgrading from the traditional simple knowledge transfer model to the deep integration of ability and values. Taking the course of Human Resource Management as an example, the "Layoff Decision-making Simulation" module is introduced in the curriculum design. When students participate in this module, they need to deeply analyze the complex contradictory relationships among legal constraints, economic costs, and employees' rights and interests. In this process, students are no longer just passive recipients of knowledge, but through active thinking and repeated weighing, they gradually understand and internalize the important management philosophy of "balancing fairness and efficiency", successfully achieving the organic integration of knowledge learning and cultural edification. This new teaching goal setting enables students to form value concepts that meet the needs of the industry and social development while acquiring professional knowledge, laying a solid value foundation for the construction of teaching quality culture.

3.2 Process Collaboration: The Teaching Culture Ecosphere Co-Constructed by Multiple Subjects

3.2.1 Construction of the teacher-student teaching community

High-quality courses actively promote innovative teaching models such as "flipped classroom + project-based learning". This transformation breaks the traditional role stereotypes of teachers and students in teaching. Students are no longer just passive recipients of knowledge but have transformed into co-constructors of teaching culture. Taking the course of Performance Management in a certain university as an example, students participate in projects in teams and design an "OKR + KPI" integration plan for enterprises. In the process of project promotion, students give full play to their subjective initiative, closely combine the theoretical knowledge they have learned with the actual needs of enterprises, and the designed plans have even been adopted by many listed companies. This practice not only enables students to truly feel the improvement of their own abilities but also makes them intuitively realize the value of "local innovation of management tools", greatly stimulating students' enthusiasm for participating in the construction of teaching culture and constructing a teaching culture atmosphere in which teachers and students explore and progress together.

3.2.2 The resonance mechanism of school-enterprise culture

In the process of constructing high-quality courses, well-known corporate cases such as Huawei's "taking strivers as the foundation" are introduced. By organizing students to compare and analyze the differences between Eastern and Western management cultures, students' cultural critical awareness can be effectively cultivated. The integration of corporate cases makes classroom teaching no longer limited to book knowledge but closely connected with the real business world. When analyzing cases, students deeply understand the connotations and characteristics of different corporate cultures, learn to examine management issues from multiple perspectives, and then form a more open, inclusive, and critical cultural cognition. This deep integration of school-enterprise culture injects rich practical elements into the construction of teaching quality culture and expands the boundaries of teaching culture.

3.3 Technology Empowerment: The Cultural Immersion Path in the Digital Scene

3.3.1 Ethical experience in virtual simulation

With the help of VR technology, highly simulated scenes such as "gender discrimination job fairs" can be restored for students. In the virtual environment, the system can track students' micro-expressions, decision-making time and other data in real time and generate corresponding Ethical Sensitivity Assessment Reports. [10] This application of technology transforms the originally abstract and difficult-to-perceive cultural concepts into specific, sensible and real-time intervenable teaching events. In the immersive experience, students deeply understand the ethical issues in human resource management and strengthen their cognition and perception of cultural values such as fairness and justice, realizing the effective implementation of cultural education from theory to practice.

3.3.2 Cultural diagnosis driven by big data

Using learning analysis technology, various types of data in the teaching process can be deeply mined, and potential cultural risk points such as "silent groups in the classroom" and "cognitive deviations in values" can be accurately identified. For example, a certain university, through the analysis of teaching data, found that some students had low participation in the classroom and were in a marginalized state. Based on this diagnostic result, the school promptly adjusted the group cooperation strategy dynamically, creating more participation opportunities for these students and significantly improving their classroom participation. The application of big data technology provides a scientific and accurate decision-making basis for the construction of teaching quality culture, helping colleges and universities to timely discover and solve cultural problems in the teaching process and optimize the teaching culture ecology.

4. The Practice of the Construction of High-quality Courses of Human Resource Management in Helping the Construction of Teaching Quality Culture

The construction of high-quality courses of Human Resource Management by the research group, with the help of the innovative model

of "Goal Reconstruction - Process Collaboration - Technology Empowerment", comprehensively helps the construction of teaching quality culture in colleges and universities, creating a good ecology for cultivating high-quality talents to meet the needs of the times.

4.1 Goal Reconstruction: Anchoring a New Course for Education

The traditional Human Resource Management course often focuses on knowledge teaching, while the construction of high-quality courses breaks through this limitation and moves towards a new journey of integrating ability and value. In the setting of curriculum goals, it focuses on cultivating students' abilities to solve complex problems, critical thinking, and innovation. For example, in the teaching of "Talent Strategy Planning", instead of simply explaining theories, real and complex cases such as "the talent dilemma of a traditional manufacturing enterprise in its transformation to intelligent manufacturing" are put forward, and students are required to comprehensively consider multiple factors such as corporate strategy, industry trends, and talent supply and demand to formulate a detailed talent planning scheme.

At the same time, ideological and political elements and professional qualities are deeply integrated. Seminars on "Corporate Social Responsibility and Human Resource Management" are organized to guide students to think about the responsibilities of enterprises in safeguarding employees' rights and interests and promoting social employment, and to shape correct professional values. Through such teaching activities, students not only master professional knowledge but also understand the social value of human resource management in practice, achieving the leap from knowledge acquisition to value shaping and injecting new connotations with the all-round development of students as the core into the teaching quality culture.

4.2 Process synergy: Building a community of education

4.2.1 In-depth teacher-student interaction

In the teaching process of high-quality courses, a teacher-student teaching community is actively constructed. The "flipped classroom + project-based learning" model is adopted. Students independently learn basic theories through online resources before class, and in class, in-depth discussions and practices are carried out around the projects. Taking the project of "Performance Management System Design" as an example, students are divided into groups to design performance plans for different types of enterprises, and they are fully responsible for the whole process from index selection, weight setting to result application. Teachers, as guides, provide professional guidance and resource support and organize group exchanges and mutual evaluations in a timely manner. In this model, students change from passive acceptance to active exploration, and teachers and students jointly solve problems and deepen the understanding of knowledge in the interaction, creating a positive and active teaching atmosphere and promoting the formation of a culture of teaching and learning promoting each other.

4.2.2 Close school-enterprise cooperation

The school builds a bridge for school-enterprise cooperation to promote the construction of high-quality courses of Human Resource Management. After students have learned the theoretical knowledge, they enter the cooperative enterprises for internships. Long-term cooperation has been established with famous enterprises such as Procter & Gamble, and enterprise experts are invited to the campus to share their experiences. During the internship, each student is equipped with a senior enterprise tutor to formulate a personalized plan. For example, in the internship of "Recruitment and Talent Selection", the tutor leads the students to participate in the whole process, from job analysis to interview evaluation, enabling students to combine theory with practice, improve their professional skills and professional qualities, realize the sharing of school-enterprise resources, and add practical connotations to the construction of teaching quality culture.

4.3 Technology Empowerment: Expanding a New Space for Education

4.3.1 Virtual simulation teaching

The Human Resource Management course is equipped with a special virtual simulation experiment platform. For example, in the

virtual experiment course, students can experience the training process personally and feel the effects of different training methods. The system collects students' operation data in real time, analyzes their learning behaviors and knowledge mastery situations, and generates personalized learning reports. Teachers can adjust teaching strategies precisely according to these reports. This virtual simulation teaching makes abstract knowledge concrete, improves students' learning interest and participation, and innovates the presentation form of teaching quality culture.

4.3.2 Teaching decision-making driven by big data

Learning analysis technology is used to collect and analyze the whole learning process data of students through the learning platform data. From online learning tracks, classroom interaction frequencies to the quality of homework completion and project result evaluation data, students' learning states are comprehensively understood. Through big data mining, student groups with learning difficulties and potential teaching problems are identified. For example, it is found that some students have difficulties in understanding the chapter of "Salary Design", and teachers promptly adjust the teaching rhythm and increase targeted tutoring and exercises. Big data provides a scientific basis for teaching decision-making and promotes the development of teaching quality culture towards precision and intelligence.

Through goal reconstruction, process collaboration, and technology empowerment, the construction of high-quality courses of Human Resource Management has played a demonstrative and leading role in the construction of teaching quality culture. It not only improves the teaching quality of the course but also drives the renewal of teaching concepts and the innovation of teaching models in the whole university, injecting a continuous stream of power into the sustainable development of teaching quality culture in colleges and universities.

5. Conclusion

This paper deeply explores the empowering role of the construction of high-quality courses of Human Resource Management in the construction of teaching quality culture in colleges and universities. Through the practical path of "Goal Reconstruction - Process Collaboration - Technology Empowerment", it breaks through the limitations of traditional teaching and opens

Acknowledgement

References

[1] Ji Dongling, Li Jianghuang, Mei Lin, et al. Construction of the Internal Teaching Quality Monitoring and Assurance in Applied Undergraduate Colleges and Universities Based on the OBE Concept. Science and Technology Education Journal, 2024(12): 2-24.

[2] Wang Zhanjun, Li Yini, Wang Zhanjun, et al. Transformation and Reconstruction of China's Higher Education Evaluation System in the Digital Age. University Education Science, 2024(2): 106-117.

[3] Wu Zhiiang, Shen Jiquan, Yuan Dongfang, et al. Reflections on the Construction of the Internal Teaching Quality Assurance System in Colleges and Universities under the O Perspective. Heilongjiang Education (Higher Education Research and Evaluation), 2020(2): 52-54.

[4] Li Qingfeng. The Perfect Form of the Internal Quality Assurance System in Colleges and Universities: Essential Connotation, Evolutionary Context, and Sound Development Ideas. Journal of the National Education Administration College, 2023(1): 63-70.

[5] Sun Dayong, Wang Bei. Construction of the culture of teaching quality in colleges and universities in the new era based on the review and. Journal of Shandong Agricultural Engineering University, 2022(2): 94-100.

[6] Sun Dayong and Wang Bei. Research on the Construction of Teaching Quality Culture in Universities in the New Era Based on Audit Evaluation. Journal of Shandong Agricultural Engineering University, 2022(2): 94-100.

[7] Zhao Tingting. University Quality Culture:

Transition from Qualified Quality to Innovative Quality. Educational Research, 2023(4): 137-147.

[8] Zhou Bo. Reflections on the Construction of Teaching Quality Culture in Universities from the Perspective of Teaching Scholarship. Journal of Guizhou Education University, 2021(2): 22-27.

[9] Xu Min. The Implication, Function and Construction of Teaching Quality Culture in Local Universities. Journal of Yancheng Institute of Technology (Social Science Edition), 2021(4): 103-106.

[10] Li Zhiyi. My Perspectives on "Water Courses" and "Golden Courses". China University Teaching, 2018(12): 24-29.