

The Application of Immersive Teaching in Human Resource Development and Training Courses Under the Background of the New Business

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Abstract. In order to meet the needs of the development of the digital economy, on the basis of the traditional business department, a new business department has been formed to train interdisciplinary and compound talents in an industry-oriented manner. By discussing the characteristics of new business subjects, immersive teaching is applied to human resource development and training courses, and a group of talents with cross-border compounding of knowledge and skills and cross-integration of various thinking are cultivated.

Keywords:new business;immersive teaching;human resource development and training

1. Introduction

With the development and popularization of the Internet, human society has entered the era of digital economy, the emergence of digital economy has changed the business development environment, and the traditional business talent training model has been unable to keep up with the pace of the times.

In order to meet the needs of the development of the digital economy, the new business was formed to train interdisciplinary and compound talents in an industry-oriented manner on the basis of traditional business courses in 2017.

However, the characteristics of the new business course are not yet clear. Therefore, it is urgent to cultivate digital literacy talents of human resource management from the perspective the new business.

On the other hand, human resource development and training courses pay special attention to the construction of training and development scenarios, while the existing human resource development and training courses are more based on the use of lectures to compare the characteristics of various training methods It neither considers the combination of training and development scenarios in human resource development and training courses nor the impact of changes in the business development environment on the training of business talents in the digital economy era.

To this end, this paper first defines the characteristics of the new business , and then applies immersive teaching to human resource development and training courses, thus laying a solid foundation for cultivating a group of new business talents with global vision and digital business values.

2. An Overview of the New Business

2.1 Proposal of the New Business

The term "new business" first appeared in China in June 2014, and was put forward by Xi'an Eurasia College in "Business Society Needs New Business";in order to meet the needs of the development of the digital economy, on the basis of traditional business, A new business department has been formed to train interdisciplinary and interdisciplinary talents in an industry-oriented manner in 2017; Wu Yan, director of the Department of Higher Education of the Ministry of Education, proposed to start the construction of new engineering, new medical, new agricultural, and new liberal arts in 2018.Subsequently, a number of colleges and universities

successively hosted various seminars such as "New Era, New Business"; the Teaching Steering Committee of Business Administration Majors in Higher Education Institutions of the Ministry of Education discussed the concept, connotation and path of new business for the first time in Shanghai in March 2019.

Subsequently, more and more scholars began to discuss the teaching and training of new business talents.

2.2 Features of the New Business

The characteristics of the new business are mainly reflected in three aspects: first, it is a comprehensive discipline integrating modern new technologies; second, it is a new training model with deep integration of production and education; third, it is a business education that highlights domestic theories and methods.

In terms of comprehensive disciplines that integrate modern new technologies, scholars believe that new business disciplines are based on the digital economy, and there is an urgent need for a group of people with a global perspective and digital business values, who can master and apply digital business laws, knowledge and skills cross border

compounding, and a variety of thinking. Interdisciplinary new business talents with distinctive characteristics such as cross integration, high IQ and EQ, and lifelong learning and sustainable development provide necessary talent support for business transformation and upgrading (Foss & Saebi, 2017; Qi Jiayin et al, 2019; Xiao Anfa, 2019; Ritter & Pedersen, 2020; Caputo et al, 2021; Cao Ying, 2021).

In terms of the new cultivation model of deep integration of production and education, F.O. Nwokike (2019), Lu Bo (2019), Sun Yaohua (2021), Song Jun et al. (2021) [1] and Elias G & Joanna (2022) believe that The new business department should seek breakthroughs in the intersection and integration, that is, the intersection of management, applied economics, big data, intelligent science and other disciplines, and the integration of new scientific and technological means, new business models, new logistics, new finance and other means. The old industry is connected to the new technology platform. At the same time, we must adhere to the characteristic policy of based on the locality, face the region, and adapt to the times, strengthen the institutional guarantee of "top-level design, overall planning and coordination", and also implement the construction of a precise and optimized teaching resource system with talent training programs as the starting point.

In terms of business education that highlights the theory and method of the country, DC Doanh (2021), Yan (2021) and Nezameddin & Amir (2022) believe that the new business discipline should be a comprehensive discipline rooted in the national context; my country's new historical orientation requires that the training of new business talents should focus on building a discourse system with Chinese characteristics. While in line with international standards, it also emphasizes China's national conditions, adopts Chinese cases, uses Chinese theories to explain Chinese phenomena, solve Chinese problems, and guide China's economic development practice (Chen Zengming, Wang Juan, 2020; Wu Yaogui, Ren Hong, 2020; Chen Xiaofang et al., 2021; Han Xi et al., 2021) [2].

2.3 Teaching Current Situation Of Human Resource Development And Training Course

At present, the teaching of human resource development and training courses mainly adopts the modular teaching method, that is, the needs analysis of training and development, the formulation of training plans, the selection

of training methods, and the evaluation of training effects.

3. Teaching Status And Problems of Human Resource Development and Training Courses

The content of each module is relatively independent. Therefore, teachers generally introduce the content of each module in turn according to the training process in teaching.

In the course of teaching, teachers mainly use case analysis and teaching method to explain the content of each chapter. Teachers mainly guide students to think about how to analyze training needs and formulate training plans through the introduction of cases in class. In the study of training methods, the more mature cases used by various enterprises are shown to the students, so that the students can compare the training methods. Teachers teach the training effect evaluation method to the students through the teaching method, and finally summarize how to carry out the training effect evaluation through enterprise cases.

At the same time, students learn more about human resource development and training content through textbook theory, watch the PPT presented by the teacher in the class, think about the questions raised by the teacher in the class, and ask the teacher if you don't understand anything after class.

3.1 Teaching Problems Existing in Human Resource Development and Training Course

3.1.1 Single teaching mode

The teaching mode of human resources development and training courses is relatively simple, and it mainly starts from the four major modules of the textbook. Design, which leads to the failure of deep integration of production and education, and the content of learning is inconsistent with the needs of enterprises. In addition, the teaching process focuses more on theory and lacks the training of training implementation modules, that is, "on paper". Therefore, It is difficult to cultivate high-quality new business application talents who can adapt to local economic development and face local and regional enterprises with cross-border compounding of knowledge and skills.

3.1.2 Outdated teaching methods

Due to the rapid development of the digital economy, the application of big data, and the impact of the epidemic, many companies have adopted online training in the process of human resources training and development. However, teachers still rely too much on traditional case and lecturing methods in the current teaching of human resources development and training courses, and the traditional case is not the latest corporate cases with the development of the digital economy. After class, the assignments assigned by teachers are mainly written assignments. Therefore, students lack the opportunity to apply theory to practice. Instead, they feel that the course content is boring and boring. Over time, they lack enthusiasm for course learning. The Application of Immersive Teaching in Human Resource Development and Training Courses

3.2 The Development and Characteristics of Immersive Teaching

3.2.1 The Development of Immersive Teaching

Immersive teaching comes from immersive learning. Immersive learning refers to a learning activity that arouses the presence of learners through an environment composed of one or more mediators to mobilize their learning motivation, and is particularly susceptible to the influence of the learners' situation and media and other factors. [3]. Dividing immersive learning from low level to advanced level, there are three main levels: information immersive learning, sensory immersive learning and flow immersive learning. Information immersive learning is a low-level level, which mainly means that learners are immersed in the information they pay attention to; sensory immersive learning is a middle level, which mainly means that learners directly experience the virtual world through their senses; flow immersive learning is the highest level mainly refers to the learner's high immersive in the virtual world, that is, all receptors on the learner agree that the environment they are in is real. Immersive teaching originated in Canada in the 1960s, and is

mainly a teaching model used in language learning. Subsequently, the famous American psychologist Mihaly Csikszentmihalyi proposed "flow" in 1975 [4], and the scope of application of immersive teaching gradually expanded. Immersive teaching has developed from a simple language teaching model to a widely applicable teaching mode in 2012.

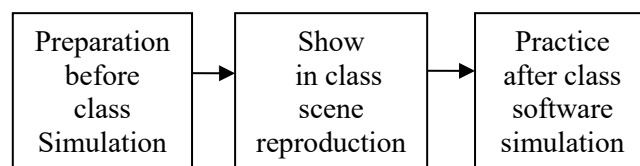
3.2.2 Features of Immersive Teaching

Immersive teaching is the ingenious use of a variety of teaching methods by teachers in the teaching process to stimulate students' interest in learning and make students enter a learning state of immersive experience[5]. In the process of the gradual development of immersive teaching, the characteristics of immersive teaching have gradually formed, which are mainly reflected in: by building simulated teaching scenarios, relying on technologies such as virtual reality (VR) and panoramic images to provide interactive learning space, so it makes teaching immersive and interactive[6]. The whole teaching process is completed by both teachers and students, that is, when the students get the immersive experience, the teachers themselves also get the immersive experience [7].

3.3 Design of Immersive Teaching in Human Resource Development and Training Courses

It can be seen from the above analysis that the implementation of the immersive teaching model can not only improve the teaching effect and students' practical ability more effectively, but also affect the students' personality, attitude and social values etc, and this has laid a solid foundation for better achieving the goal of cultivating new business talents with cross-border compounding of knowledge and skills and cross-integration of multiple thinking. The following will be designed in the human resource development and training course using immersive teaching, as shown in Figure 1 below:

Figure 1: Design steps of immersive teaching in human resource development and training courses.



3.3.1 Preparation before class

Before the class, teachers can provide multiple simulated human resource development and training scenarios to enhance students' experience of the scenarios. Students can explore the simulated human resource development and training scenarios based on their personal cognitive abilities and find problems, and think about how to solve the problem. The development of the simulation scene can not only use 3D animation and 360° panoramic image technology to present PPT cases, micro-videos, teaching resources, etc in a dynamic form, but also implant the enterprise's human resource development and training scenes into the software system, presented in VR. Through the construction of simulation scenarios, students can think about the problems faced in human resource development and training before class, and design solutions in advance based on these problems to form a strong interactive experience.

3.3.2 Show in class

Since the students have designed solutions to human resource development and training problems through the construction of simulation scenarios before the class, the class will mainly display the designed human resource development and training programs. The display includes: the construction of training scenarios, the matching of training objects and training methods, the performance of the trainers, the control of the training process, and the evaluation of the effects after training. The immersive of students and teachers is mainly reflected in three aspects: First, through the construction of training scenarios, the training content can be better integrated with the

practice of the enterprise, so that students can be immersed in the training situation and can better think about how to adapt to the training objects. The second is that students imitate the trainer's language and expression in the training scene, and learn communication skills, so as to better attract trainees to participate in the training. Third, teachers can learn from the trainee's perspective, put forward suggestions on how to improve the training implementation process and improve the training effect in the training scene. Therefore, both students and teachers in the process of presentation have gained an immersive experience, students can think from the perspective of trainers, and teachers can make suggestions from the perspective of trainees, which breaks the traditional teaching process, which only focuses on teaching theory, and lack of practical teaching scenarios.

3.3.3 Practice after class

Through the demonstration in class, students already know which aspects need to be improved in human resource development and training, so teachers need to provide scenarios for students to practice after class. In order to make students better immersed in the human resources development and training of enterprises, teachers can expand from two aspects: on the one hand, they can use big data to select the most suitable training scenarios for enterprises, and put them into the human resources management practice software. Log in to the human resource management practice software address through the Internet, and test the content learned in the classroom in the matching cases of the software. On the other hand, it is to lead students to local companies to understand the problems that arise in the process of human resource development and training practice, and to discuss how to solve them with corporate human resources manager. In the after-school practice section, teachers are not only limited to the study of textbook knowledge, but also pay special attention to the deep integration of production and education, which enables students to better learn the new requirements of the new business model of enterprises for human resource development and training.

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