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Exploring Pathways for Enhancing Teachers' Digital Teaching Competencies in Case-Based Instruction of Human Resource Management within Cross-Boundary Campus Settings

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Abstract: With the rapid advancement of information technology, blended learning has emerged as a pivotal model in modern education. This approach transcends the temporal and spatial constraints of traditional classrooms by deeply integrating online and offline instruction, thereby unlocking new possibilities for sharing and optimizing educational resources. Against this backdrop, human resource management case studies, as a vital vehicle for bridging theory and practice—face profound transformations in their pedagogical delivery. Cross-campus education not only requires educators to possess solid professional knowledge but also demands proficiency in digital technologies to address diverse teaching needs. Consequently, how to effectively implement human resource management case-based teaching within cross-campus environments has become an urgent issue in the field of education.

Keywords: Cross-border campus; Human resource management; Case-based teaching; Digital teaching competency

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1. Characteristics of case-based teaching in human resource management within a cross-campus context

1.1. The complexity of the teaching environment

In the context of cross-campus learning, teaching is no longer confined to fixed classrooms and schedules but achieves seamless integration between online and offline learning through digital platforms. Educators must build upon traditional classroom practices by fully leveraging online tools for instructional design and delivery [1]. For instance, online discussion forums and real-time interactive tools enhance student engagement and learning outcomes. Meanwhile, in-person sessions increasingly focus on in-depth discussions and hands-on practice, creating a complementary teaching model where online and offline components reinforce each other. This integration demands not only strong technological proficiency from teachers but also the ability to flexibly transition between modes, ensuring the continuity and completeness of instructional content.

A key feature of cross-border campus education is the diversity of its student body. Students from different regions

and cultural backgrounds learning together in the same classroom enriches teaching perspectives and resources, but also increases the complexity of instructional management. Instructors must possess cross-cultural communication skills to understand and respect students' cultural differences while designing lessons that foster interaction and collaboration among students from diverse backgrounds [2]. For instance, in human resource management case studies, teachers can create cross-cultural teamwork assignments, allowing students to experience firsthand how multiculturalism influences management decisions. Such transregional and cross-cultural teaching interactions not only broaden students' global perspectives but also test instructors' organizational and coordination abilities.

1.2. The dynamic nature of teaching content

The core of case-based teaching in human resource management lies in guiding students to analyze and solve problems through authentic cases [3]. However, in the context of cross-campus learning, traditional static case libraries can no longer meet teaching demands. Instructors must continuously update case libraries to incorporate the latest business practices and management challenges. For instance, designing timely cases that integrate current economic trends, industry developments, or corporate hot topics helps students grasp the connection between theory and practice. Additionally, educators can leverage digital platforms to gather student feedback, enabling them to promptly refine case content and ensure teaching materials remain relevant and practical.

Cross-platform campus education provides educators with a wealth of teaching resources, including online videos, interactive courseware, and virtual simulation tools. Educators should flexibly select and integrate these resources based on instructional objectives and student characteristics. For instance, when teaching recruitment and selection in human resource management, instructors can incorporate online mock interview tools to let students experience the interview process in a virtual setting. When covering employee training and development, they can introduce corporate training videos to enhance practicality and visual appeal. This diversity of teaching resources not only enriches content but also stimulates student engagement and interest [4].

1.3. Innovation in teaching methods

In cross-campus education, interactive teaching tools serve as vital bridges connecting teachers and students. Educators can enhance classroom engagement and participation through online discussion forums, real-time polling tools, and virtual whiteboards. For instance, in human resource management case studies, instructors can design online group discussion tasks, enabling students to collaborate and solve problems in a virtual setting. Real-time polling tools allow teachers to quickly gauge student perspectives and questions, facilitating timely adjustments to teaching strategies. This interactive approach not only boosts student involvement but also provides educators with valuable feedback and opportunities for instructional refinement.

Another key feature of cross-boundary campus education is the accessibility and analyzability of teaching data. Teachers can collect student learning behavior data, such as engagement levels, assignment completion rates, and test scores through digital platforms and utilize data analytics tools for in-depth exploration. For instance, by analyzing students' learning trajectories, educators can identify areas of difficulty and points of interest, thereby adjusting instructional content and pacing. Comparing the effectiveness of different teaching methods allows teachers to optimize instructional design and enhance teaching efficiency [5]. This data-driven approach to instructional decision-making not only makes teaching more scientific and precise but also provides robust support for teachers' professional development.

2. The essence and components of teachers' digital teaching competencies

2.1. Technical application capability

Cross-border campus education relies on a variety of digital tools and platforms, such as online classroom management systems, video conferencing software, and interactive teaching tools. Teachers must be thoroughly familiar with the

functions and operational processes of these tools to apply them flexibly in teaching. For example, through online classroom management systems, teachers can distribute course materials, assign homework, and track student progress; via video conferencing software, teachers can organize real-time interactive classes, facilitating face-to-face communication and discussions with students [6]. Mastering these tools not only enhances teaching efficiency but also increases classroom engagement and enjoyment.

Digital teaching resources serve as a vital foundation for cross-campus education, encompassing online courses, instructional videos, virtual simulation tools, and more. Instructors should select and integrate these resources judiciously based on instructional objectives and student characteristics. For instance, in human resource management case studies, educators can incorporate real-world corporate case videos to help students grasp theoretical applications in practice. Through virtual simulation tools, instructors can recreate authentic business management scenarios, enabling students to perform hands-on exercises in simulated environments. Efficient utilization of digital teaching resources not only enriches instructional content but also stimulates student engagement and initiative.

2.2. Instructional design competency

The teaching environment for blended campus education is complex and dynamic, requiring educators to fully integrate online and offline elements in course design. For instance, in structuring courses, instructors can allocate foundational knowledge instruction to online sessions while reserving interactive components like case studies and group discussions for in-person classes. Regarding course content, teachers can adjust teaching plans in real-time based on student progress and feedback to ensure both continuity and adaptability of instructional materials. A scientifically sound and well-structured curriculum not only enhances teaching effectiveness but also enriches the student learning experience [7].

Case-based teaching is a vital instructional method in human resource management courses, and digital technology unlocks new possibilities for this approach. Instructors can leverage digital platforms to introduce real-time, updated case libraries and design case analysis and discussion tasks using interactive teaching tools. For instance, when covering employee performance management, instructors can present authentic corporate cases and organize group discussions through online forums. Virtual simulation tools enable instructors to recreate performance evaluation scenarios, allowing students to practice in simulated environments [8]. The organic integration of case-based teaching with digital technology not only enhances the practicality and engagement of instruction but also elevates students' analytical and problem-solving capabilities.

2.3. Interaction and communication skills

The nature of blended learning requires educators to seamlessly transition between online and offline settings while engaging students through diverse methods. For instance, in virtual classrooms, teachers can enhance interaction and participation using real-time chat tools and online polling features. In physical classrooms, group discussions and role-playing activities foster communication and collaboration among students. Effective engagement not only boosts student motivation but also strengthens classroom cohesion and vitality.

Students in cross-border campus education typically come from diverse cultural backgrounds, requiring educators to possess intercultural communication and collaboration skills to understand and respect cultural differences. For instance, in instructional design, teachers can incorporate cross-cultural management case studies to help students grasp how cultural variations influence managerial decisions. During classroom interactions, group assignments can facilitate communication and cooperation among students from different cultural contexts. Cross-cultural communication and collaboration skills not only enhance the inclusivity and diversity of teaching but also strengthen students' global perspectives and teamwork abilities.

2.4. Data analysis and evaluation capabilities

Cross-Line Campus Education provides teachers with rich instructional data, including student learning behavior

data, classroom interaction data, and assignment and test data. Teachers must utilize data analytics tools to conduct in-depth exploration of this information, uncovering patterns in student learning and identifying challenges. For instance, by analyzing students' learning trajectories, educators can pinpoint areas of difficulty and interests. Comparing the effectiveness of different teaching methods enables teachers to refine instructional design and enhance teaching efficiency. The collection and analysis of data not only provide teachers with scientific teaching foundations but also support personalized learning for students [9].

Teaching effectiveness evaluation is a crucial component in enhancing instructional quality. In a cross-campus environment, educators can utilize data analytics tools to conduct both quantitative and qualitative assessments of teaching outcomes. For instance, by analyzing student assignments and test scores, teachers can evaluate the achievement of instructional objectives; through gathering student feedback, they can identify teaching shortcomings and areas for improvement. Data-driven evaluation and refinement of teaching effectiveness not only enhance the scientific rigor and precision of instruction but also provide robust support for teachers' professional development.

3. Pathways to enhancing teachers' digital teaching competencies

3.1. Systematic training and continuous learning

Schools and educational institutions should regularly provide teachers with training in digital teaching skills, covering topics such as the use of instructional software, the design and integration of digital teaching resources, and the management and interaction of online classrooms. For instance, they can invite educational technology experts or experienced teachers to deliver specialized lectures, sharing successful experiences and practical techniques in cross-border teaching. Alternatively, workshops can be organized to allow teachers to practice in simulated environments, enhancing their technical application skills. Such systematic training not only helps educators quickly master digital teaching tools but also provides them with innovative approaches and methods for teaching.

Beyond in-school training, educators should actively engage with external online learning communities and workshops to broaden their horizons and acquire cutting-edge knowledge and technologies. For instance, teachers can join professional forums or social platforms in the field of educational technology to exchange teaching experiences and insights with peers. They may also participate in domestic and international educational technology conferences to explore the latest teaching tools and pedagogical concepts [10]. This approach to continuous learning not only helps educators maintain sensitivity to digital teaching methods but also provides a steady stream of innovative inspiration.

3.2. Practice and reflection

In actual teaching practice, educators should boldly experiment with new digital tools and pedagogical approaches. For instance, in teaching human resource management case studies, instructors can incorporate virtual simulation tools to enable students to make management decisions within simulated environments. Alternatively, they can organize case analyses and debates through online discussion forums. Such experimentation not only enriches instructional content but also helps educators accumulate practical experience, gradually developing their own teaching style.

Teaching reflection is a crucial component of a teacher's professional growth. After each teaching session, educators should review and summarize the instructional process, analyzing both successful practices and areas for improvement. For instance, teachers can assess the achievement of learning objectives through student feedback, classroom observation records, or instructional data analysis, and develop targeted improvement strategies. Such reflection not only helps teachers refine their instructional design but also provides ongoing motivation for continuous improvement.

3.3. Technical support and resource development

Schools should invest in acquiring advanced teaching tools and platforms, such as online classroom management systems, virtual simulation tools, and data analysis software, while providing technical guidance and support to educators.

Additionally, institutions should establish dedicated technical maintenance teams to promptly address issues encountered by teachers during implementation. Such support not only alleviates educators' technical burdens but also creates greater scope for pedagogical innovation.

Schools should organize faculty to collaboratively build a digital teaching resource repository, including instructional videos, case libraries, interactive courseware, and more. For instance, in human resource management courses, instructors can jointly develop corporate case study videos or design cross-cultural management assignments. Such a repository not only provides educators with abundant teaching materials but also fosters collaboration and knowledge exchange among faculty members [11].

3.4. Cooperation and exchange

Schools should regularly organize teaching experience sharing sessions for faculty, encouraging educators to showcase their teaching achievements and innovative practices. For instance, they could establish a "Digital Teaching Innovation Award" to recognize teachers who demonstrate outstanding performance in instructional practices. Additionally, forming interdisciplinary teaching teams can foster collaboration and exchange among educators from different disciplines. Such cooperation not only enables teachers to learn from one another and advance collectively but also opens up greater possibilities for teaching innovation.

Schools should actively collaborate with industry experts and educational technology companies to introduce cutting-edge technologies and pedagogical concepts. For instance, they can invite corporate executives or management consultants to participate in case-based teaching on human resource management, providing students with practical experience. Alternatively, partnerships with educational technology firms can facilitate the development of customized teaching tools and platforms. Such collaborations not only equip educators with the latest technological support but also infuse teaching with greater practicality and innovation.

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