

Design of Blended Teaching Reform for Personnel Recruitment and Assessment Based on the Chaoxing Learning Platform

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Abstract: Personnel Recruitment and Assessment is a core course in the Human Resource Management major, possessing both theoretical and practical characteristics. The traditional teaching model has prominent problems such as students' knowledge acquisition lacking connection with cutting-edge developments, insufficient practical ability, and low classroom participation. Based on the concept of blended teaching and relying on the Chaoxing Learning Platform, this paper constructs a three-stage online-and-offline blended teaching model of "pre-class-in-class-post-class," and integrates the BOPPPS teaching framework into the instructional design. The paper systematically elaborates on the current teaching status and reform difficulties, construction of the blended teaching model, innovation in teaching methods, diversified assessment system, and expected outcomes, aiming to provide an operable design scheme and practical reference for the blended teaching reform of this course.

Keywords: Personnel Recruitment and Assessment; Blended teaching; Chaoxing Learning Platform; BOPPPS teaching model; Teaching reform

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1. Problem statement

Personnel Recruitment and Assessment is a core course in the Human Resource Management major in colleges and universities. It mainly covers recruitment planning, recruitment implementation, personnel selection, and recruitment evaluation. This course has strong technical and practical characteristics and bears the important task of cultivating students' professional recruitment skills and comprehensive qualities.

However, the traditional teaching model often relies on teacher-centered lectures and has several prominent problems. First, knowledge acquisition lacks connection with cutting-edge developments. Classroom teaching mainly revolves around textbooks, making it difficult for students to access the latest theoretical and practical developments in the recruitment and assessment field. Second, the cultivation of

practical ability is insufficient. Recruitment and assessment are inherently highly practical courses, but traditional classrooms overly emphasize theoretical introduction and are severely disconnected from actual work scenarios, resulting in students' insufficient ability to solve practical problems. Third, the student-centered role is absent. The "teaching"-centered teaching model neglects the student's dominant role, classroom interaction is poor, students passively receive knowledge, and learning motivation is low. Fourth, the assessment and evaluation method is monolithic. Traditional assessment relies excessively on final closed-book examinations, lacking continuous tracking and evaluation of the learning process, making it difficult to comprehensively reflect students' learning outcomes.

With the deepening advancement of educational informatization, the online-and-offline blended teaching model provides a new path to solve the above problems. The Chaoxing Learning Platform, as a fully functional smart teaching platform, can efficiently integrate diverse teaching resources, achieve learning behavior data tracking and real-time feedback, and provide strong technical support for the implementation of blended teaching. BOPPPS, as a student-centered teaching model, constructs a clearly structured and highly operable teaching framework through six progressive links: Bridge-in, Objective, Pre-assessment, Participatory Learning, Post-assessment, and Summary ^[1]. This study deeply integrates the Chaoxing Learning Platform with the BOPPPS teaching model and designs a systematic blended teaching reform plan based on the characteristics and reform needs of the Personnel Recruitment and Assessment course.

2. Course teaching objectives

In line with the positioning of application-oriented universities as "running schools in response to social needs" and the training objective of the Human Resource Management major to "cultivate high-level application-oriented talents with theoretical literacy and practical ability in recruitment and assessment," the teaching objectives of the Personnel Recruitment and Assessment course can be elaborated from three dimensions: knowledge, ability, and quality.

Knowledge objectives: To enable students to systematically master the basic theories, basic principles, and method systems of recruitment and assessment, including core knowledge such as the formulation of recruitment plans, selection of recruitment channels, application of selection techniques, implementation of psychological tests and interviews, and operation of assessment center techniques.

Ability objectives: To cultivate students' ability to independently design recruitment assessment plans, organize and implement recruitment activities, and use multiple assessment techniques for personnel selection; to enhance students' communication skills, teamwork abilities, and professional practical skills.

Quality objectives: To guide students in establishing a scientific view of talent and correct professional ethics, cultivating rigorous assessment attitudes and professional spirit, and enhancing students' awareness of social responsibility in the recruitment and assessment field.

3. Construction of a blended teaching model based on the Chaoxing Learning Platform

Drawing on existing experiences in blended teaching reform ^[2-4], this study relies on the Chaoxing Learning Platform to construct a three-stage online-and-offline blended teaching model of "pre-class-in-class-post-class." This model organically integrates the six BOPPPS teaching links into the three stages: pre-class

completes Bridge-in, Objectives, and Pre-assessment; in-class focuses on Participatory Learning; and post-class implements Post-assessment and Summary. The overall instructional design is shown in **Figure 1**.

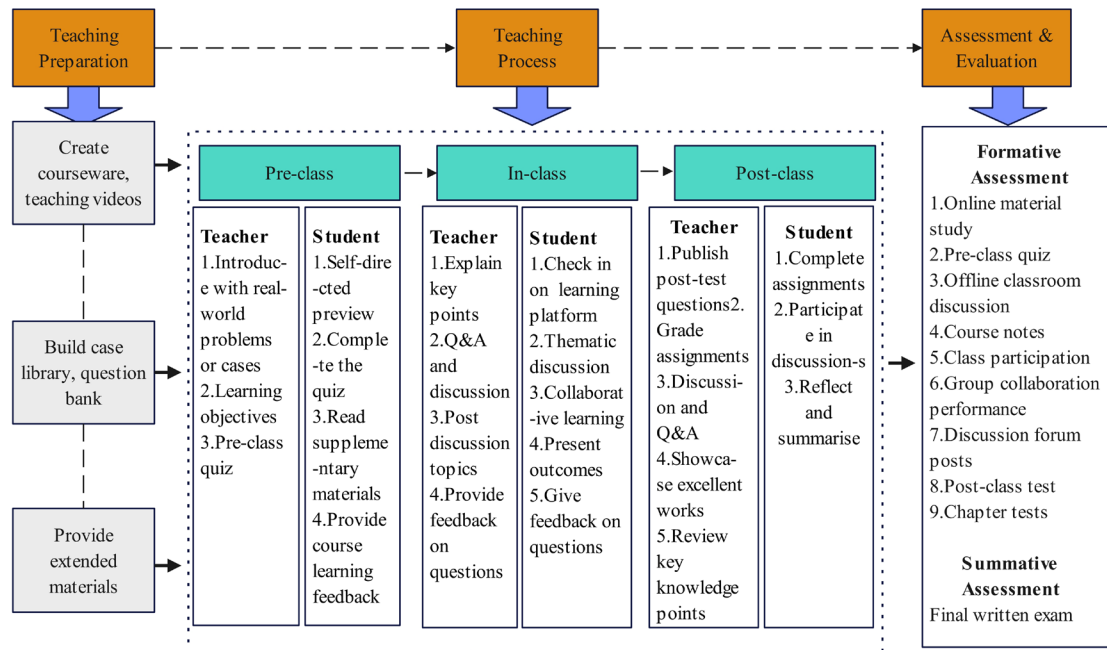


Figure 1. Blended teaching model based on Chaoxing Learning Platform

3.1. Online platform construction

Systematically build the online teaching resource system for Personnel Recruitment and Assessment based on the Chaoxing Learning Platform. The platform content is divided into the following functional modules by category.

1. **Teaching Units:** Create teaching courseware, electronic lesson plans, and teaching videos around the course's core knowledge points. The video content covers major chapters such as recruitment planning, recruitment implementation, selection planning, psychological testing, interview techniques, leaderless group discussion, in-basket testing, and assessment center techniques. Each video is kept within 10–15 minutes, facilitating students' preview and review in short segments.

2. **Case Library:** Collect and organize real cases of corporate recruitment and assessment, including recruitment process design of well-known enterprises, application of assessment tools, and typical cases of both successful and failed recruitment. Cases are categorized by chapter for use in classroom discussions and students' independent learning.

3. **Question Bank:** Prepare multiple-choice questions, true-false questions, short-answer questions, and case analysis questions around the knowledge points of each chapter, supporting automatic grading and immediate feedback by the system.

4. **Extended Resources:** Provide the latest research literature, industry reports, policies and regulations,

and other extended materials for students with extra capacity for extended learning.

5. Discussion Forum: Design discussion topics around course content and ideological-political education cases to encourage students to engage in collaborative communication and idea sharing.

3.2. Pre-class stage

The pre-class stage is mainly conducted online on the Chaoxing Learning Platform, corresponding to the three links of Bridge-in, Objectives, and Pre-assessment in BOPPPS.

Bridge-in (approximately 5 minutes): The teacher publishes practical problems or typical cases related to the lesson through the platform to stimulate students' interest. For example, before teaching the chapter on "Interview Techniques," a video clip of a corporate interview scene is released, guiding students to think about questions such as "What constitutes an effective interview?" and "How should interviewers ask questions?"

Objectives (approximately 3 minutes): Display the three-dimensional teaching objectives of the lesson to students through the platform, including knowledge objectives (mastering the design methods and implementation techniques of structured interviews), ability objectives (being able to independently design interview outlines and simulate interview implementation), and quality objectives (cultivating fair and impartial interview ethics awareness).

Pre-assessment (approximately 10 minutes): Release online pre-test questions to understand students' existing knowledge base and preview status. The system automatically compiles test results, and the teacher adjusts the teaching priorities and difficulties of the offline classroom accordingly.

Students in this stage are required to complete the following tasks: watch teaching videos and courseware, complete pre-class quizzes, and raise questions encountered during preview in the discussion forum.

3.3. In-class stage

The in-class stage is offline classroom teaching, focusing on the Participatory Learning link of BOPPPS.

Participatory Learning (approximately 30–35 minutes): Based on pre-assessment data, the teacher provides focused explanations and Q&A on students' common problems. On this basis, diverse participatory learning activities are organized.

Taking the chapter on "Leaderless Group Discussion" as an example, the offline classroom can be designed as follows: First, the teacher briefly explains the principles, processes, and evaluation points of leaderless group discussion (approximately 10 minutes); second, students conduct simulated leaderless group discussions in groups (approximately 15 minutes), with each group consisting of 5–6 students playing the role of candidates and other students serving as observers using evaluation forms to score; finally, each group shares their discussion experience and observation insights, and the teacher provides comments and summaries (approximately 10 minutes).

During the participatory learning process, the teacher can make full use of the Chaoxing Learning Platform's real-time interactive functions, such as releasing in-class exercises, thematic discussions, and questionnaires, to instantly obtain student feedback and understanding.

3.4. Post-class stage

The post-class stage corresponds to the two links of Post-assessment and Summary in BOPPPS and is completed online on the Chaoxing Learning Platform.

Post-assessment (approximately 15 minutes): Release online post-test questions to examine students' mastery of the knowledge learned in class. Question types include multiple-choice questions, true-false questions, and short-answer questions, with the system automatically scoring and providing immediate feedback.

Summary: The teacher publishes the knowledge framework and key review of the lesson through the platform to help students form a systematic knowledge structure. Students are required to complete after-class assignments (such as writing case analysis reports, designing assessment plans, etc.) and share learning insights and questions in the discussion forum.

In addition, the teacher can continuously update extended learning materials through the platform to support students' extended learning and independent inquiry.

4. Innovation in teaching methods

To effectively activate all aspects of blended teaching, this study comprehensively employs the following teaching methods in the Personnel Recruitment and Assessment course.

4.1. Case teaching method

The case teaching method is one of the core teaching methods of this course. The teacher selects real corporate cases closely related to recruitment and assessment and, through in-depth analysis of the cases, helps students combine theoretical knowledge with practical application. For example, when teaching "Assessment Center Techniques," a real case of a large enterprise using in-basket testing to select management personnel can be selected, allowing students to analyze the design logic and implementation effects of the assessment tool. During case analysis, students are encouraged to discuss and present in groups, cultivating their critical thinking and teamwork abilities.

4.2. Project-based learning

Project-based learning emphasizes that students construct knowledge and transfer abilities in the process of completing authentic tasks. This course designs a "Simulated Full Recruitment Process" project, requiring students to work in groups to complete the entire enterprise recruitment process from job analysis, recruitment plan formulation, recruitment information release, resume screening, interview implementation, to hiring decisions. Project outcomes include recruitment plans, interview outlines, assessment scales, and project summary reports. This project runs through the entire course teaching process, enabling students to deepen their understanding and application of recruitment and assessment knowledge through "learning by doing."

4.3. Role-playing and scenario simulation

For assessment techniques such as interviews, leaderless group discussion, and role-playing, the course designs rich scenario simulation activities. Students take turns playing different roles such as interviewer, candidate, and observer, experiencing the actual operation of recruitment assessment in simulated contexts.

Through role exchange and reflective discussion, students can understand the key points and difficulties of assessment techniques from multiple perspectives.

4.4. Virtual simulation teaching

For practical training links that are difficult to carry out in real scenarios due to conditions (such as the organization of large-scale campus recruitment, operation of online assessment systems, etc.), virtual simulation experiment resources can be introduced (this work is under construction by the college). Students simulate various links of the recruitment process through the virtual simulation platform, expanding the breadth and depth of practical teaching.

5. Diversified assessment and evaluation system

Based on the online-and-offline blended teaching model, this study constructs a diversified assessment and evaluation system that combines formative assessment and summative assessment.

Formative assessment (accounting for 50% of the total grade) covers the following components: Pre-class preview (10%), counting video viewing completion rates and online quiz scores through the Chaoxing Learning Platform; Classroom participation (10%), comprehensively evaluating data from offline classroom discussions, group collaboration performance, online discussion forum posts, and classroom contributions; In-class tests (10%), releasing online tests through the platform after each chapter, with grades automatically recorded by the system; Post-class assignments (10%), including case analysis reports, assessment plan designs, etc.; Course notes (10%), requiring students to submit electronic learning notes through the platform, focusing on logical structure and organization.

Summative assessment (accounting for 50% of the total grade) adopts a closed-book written examination format, comprehensively examining students' mastery of course theoretical knowledge and their ability to analyze and solve problems.

This assessment system not only leverages the continuous guiding and motivating effects of formative assessment on learning but also ensures the systematicity and comprehensiveness of knowledge mastery through summative assessment.

6. Expected outcomes

Based on experiences from existing blended teaching reform practices, this teaching model is expected to achieve significant results in the following areas.

1. Learning motivation is significantly improved. Through the Chaoxing Learning Platform releasing diversified teaching resources and interactive tasks, students' pre-class preview rates and classroom participation will be significantly enhanced. The flexibility of online resources combined with the practicality of offline activities effectively mobilizes students' learning initiative.

2. Practical ability is notably strengthened. Through teaching methods such as project-based learning, scenario simulation, and case analysis, students will receive adequate training in core skills such as recruitment plan design, assessment tool application, and interview implementation.

3. Learning effectiveness and satisfaction are enhanced. The blended teaching model balances the convenience of online resources with the depth of interactive offline teaching. It is expected that students'

comprehensive course grades and teaching satisfaction will significantly improve compared to the traditional teaching model.

7. Conclusion

This paper addresses the problems existing in the traditional teaching of the Personnel Recruitment and Assessment course, such as insufficient cutting-edge knowledge, weak cultivation of practical ability, and the absence of the student-centered role, and proposes a blended teaching reform design scheme based on the Chaoxing Learning Platform. This scheme constructs a three-stage teaching model of “pre-class–in-class–post-class,” organically integrating the BOPPPS teaching framework into each stage; comprehensively applies multiple teaching methods including case teaching, project-based learning, role-playing, and virtual simulation; and establishes a diversified evaluation system combining formative assessment and summative assessment.

This design scheme provides a systematic and operable practical path for the blended teaching reform of this course. Future research can further verify the actual effects of this model through teaching experiments and continuously optimize teaching design, enrich teaching resources, and improve evaluation mechanisms in teaching practice to better serve the training goal of application-oriented human resource management talents.

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Disclosure statement

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