Research on the Application of Experiential Teaching Method Based on Role Play in Professional Courses: The Case of Compensation Management

Zhao Ning[*]

School of Public Administration, Shandong Technology and Business University, Yantai, Shandong 264003, China
[*]*Corresponding author: 498950447@qq.com*

Abstract: *Taking salary management course as an example, this paper studies the application of experiential teaching method based on role playing in professional courses, and expounds the theoretical basis of course design, design ideas, teaching effect and problems needing attention in classroom application. On the basis of the case database established through the investigation of enterprises and graduates, according to the process of situation creation, group division and role assignment, simulation practice, result reporting and evaluation, class summary and homework, the teacher-led classroom is turned over to student-led classroom. By teaching practice, it is found that the new teaching methods significantly enhance students' learning enthusiasm and classroom participation, achieve effective classroom interaction, improve students' practical ability, and realize the deep integration of professional curriculum education and innovation and entrepreneurship education. It also provides reference for other professional courses.*

Keywords: *Role Play; Experiential Teaching; Compensation Management*

1. Introduction

At present, most of the professional courses in the undergraduate stage mainly focus on theoretical teaching, and most of them provide practical guidance to students by citing relevant cases in classroom teaching. However, the result of this teaching method is not satisfactory, and the problem of students' theory and practice being disconnected is more prominent. As a teacher of professional courses, I often receive information from graduated students, who consult on some professional issues. Many of the questions about student counseling are already discussed in class, but after graduating from work, students still do not know how to handle them in practice. To delve deeper into its reasons, it is crucial to not have the opportunity to personally participate in practice during the school learning process. In response to the common problems of emphasizing theoretical teaching, neglecting practical teaching, and low students' learning interest in professional course teaching, this paper explores the use of a combination of role-playing and experiential teaching methods to enhance students' learning interest, help them grasp relevant professional knowledge, and apply it to practice.

2. Basis of Teaching Method Design

2.1 Research on role-playing teaching method

The role-playing teaching method mainly refers to a teaching method in which teachers set up a situation in which students play different character roles and handle various problems according to the requirements of role behavior, so that students can learn the attitude and methods of dealing with problems and shape their values during this process. Role playing method firstly originated from the research of western psychologists on the issue of Role Playing. In the 1920's, Moreno firstly applied role playing to the field of psychotherapy, and Miller (1935) introduced it to the field of sociology for research. In 1960, American scholars began to introduce role-playing into the classroom as a teaching method and applied it to teaching activities, achieving good teaching results and gaining recognition from students. Subsequently, multiple scholars conducted empirical explorations on the teaching effectiveness of role-playing teaching methods and found that role-playing plays a certain role in various subject teaching, which can stimulate students' interest, improve participation, and shape their behavior [1-2]. The role-

playing method has also begun to be formally and widely used as a teaching method.

The research on role-playing in China started relatively late and was first applied in the field of film art. It was not until the 1990's that role-playing began to be used for various teaching methods. Applied research mainly focuses on medical teaching, such as surgical nursing, ophthalmology, obstetrics and gynecology training, internal medicine nursing, etc. By setting up a control group and an observation group for traditional teaching mode and role-playing teaching mode, two different teaching methods were compared. The results showed that role-playing teaching method outperformed traditional teaching method, and student satisfaction was also high. Role-playing teaching mode can stimulate students' interest, Improving students' practical abilities plays a certain role[3]. Some scholars have also applied role-playing to courses such as business negotiation, administrative management, and human resource management, and have found that this teaching method has a certain role in improving teaching quality.

2.2 Experiential teaching method

The idea of experience can be traced back to ancient Greek times, when Socrates introduced students to emotional experiences for better learning by asking and answering questions. The theory of experiential teaching originated from the "experiential learning" in the United States. During World War II, a series of experiential activities were used to train sailors' maritime survival abilities to achieve good results. In the 1960s, the concept of experiential teaching rapidly spread in the United States and around the world. Experiential teaching mainly refers to setting specific teaching scenarios, where students participate and experience, and learn through timely observation and reflection through experience. Experiential teaching in China gradually began to improve and mature in the early 21st century. Scholars such as Yang Sigeng[4] and Liu Shuyan[5] have conducted practical exploration of experiential teaching methods and explored relevant teaching models. Experiential teaching has many applications in different disciplines, such as Chinese language classes, oral courses, piano education, etc. It is also applied in courses such as accounting, law and biology in university classrooms. By the application of experiential teaching methods, the advantages and disadvantages are summarized and corresponding suggestions are proposed.

The components of experiential teaching method include teachers, students, and related practical experiences. Students are the main practitioners in teaching activities, while teachers are the guides. Practical experience is the source of acquiring knowledge and cognition. In a certain context, under the guidance of teachers, students collaborate and communicate with each other, ultimately mastering corresponding knowledge and completing teaching tasks

3. The Specific ideas of course design

According to the core essence of role-playing teaching method and experiential teaching method, in the specific teaching process, teachers need to change their teaching concepts, adjust their roles, and help students complete the transformation in learning. Teachers set specific situations, students participate in the experience and master corresponding knowledge, and teachers actively interact with students to provide effective guidance. Based on the characteristics of salary management courses, the following paths are proposed to achieve effective classroom activities, as shown in Figure 1.
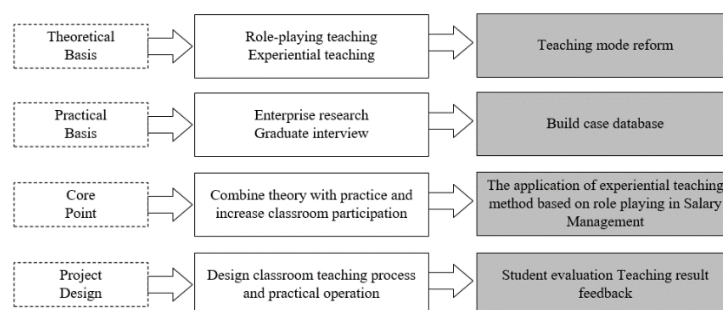

Fig. 1 Idea map for curriculum design

3.1 Enterprise research and case database establishment

Setting problem scenarios in advance is the starting point and foundation of role-playing and

experiential teaching. In order to align with reality, the problem scenarios set must have authenticity and applicability. This section mainly focuses on the following two aspects:

1) Research on enterprises and graduates. Firstly, teachers select a typical enterprise, and connect with its human resources department, understand its daily workflow, communicate with department employees, summarize core work content, and combine classroom teaching content to select relevant work scenarios for on-site observation and experience; Secondly, teachers contact graduates engaged in salary related work to gain a deeper understanding of the relevant problems and difficulties they encounter after graduation and joining the workforce, and then summarize these problems and find corresponding theoretical knowledge modules one by one. In the communication process, it is considered to select important issues related to the curriculum that are of common concern to both the government and students in the context of the 14th Five Year Plan for interview outline setting.

2) Establish a case database. Based on the research of enterprises and graduates, screening and summarizing are conducted to create targeted, typical, and actionable scenarios or themes that are in line with real work scenarios and stimulate students' interests. A case database is established. In the process of case selection and shaping, the following principles should be noted: firstly, practicality. The case scenario should be selected from real scenarios that often occur in the work process of enterprises, and different industry characteristics and specific economic and social environments should be integrated to provide students with a close to real experience opportunity. The second is to match the teaching content. The case should be set up in combination with enterprise practice and classroom content, dividing the classroom content into different task modules to help students better connect theory with practice. The third is cutting-edge. When setting a case, it is necessary to fully consider the current economic, social, industry and other backgrounds, select important issues related to the curriculum that are widely concerned by the government, society, and students in the current context, and introduce new management concepts, policy content, etc. The fourth is vividness. Multiple forms can be selected in the case setup, such as images, videos, etc., to help students understand and fully stimulate their interest.

3.2 Practical application of teaching methods

This section mainly conducts specific classroom practice operations based on the aforementioned foundation, and the main process settings are as follows:

1) Context creation. The implementation of this part of the main body for the teacher, the teacher first introduces the main background set up in this classroom activity, the associated theoretical knowledge, analysis methods, etc. to explain, so that students understand the main tasks of this class, and give students a certain amount of independent thinking space. The choice of context can be based on the classroom teaching arrangements and case database, pay attention to the consistency of each classroom task, the previous classroom content can be used as the basis for the content of the next classroom, interlocking.

2) Divide the group and assign roles. The practical operations related to salary management cannot be separated from the corporate environment. This section divides all students in the class into groups, and each group freely chooses to form different enterprises according to their own interests and course requirements. The background and business content of the enterprise are completely determined by discussions among classmates within the group, which significantly enhances students' interest in learning. This arrangement can also be analyzed from multiple perspectives under different enterprise backgrounds for the same course theme task. When assigning roles, teachers should guide students to fully consider their own interests and preferences to make choices. In this process, students can have a deeper understanding of themselves, and it will also be helpful for their future job choices.

3) Simulation practice. The implementation subject of this section is students, based on divided groups. Each class is assigned course tasks by the teacher, and each group conducts practical operations. Collect, organize, and analyze relevant materials and data according to requirements, divide and collaborate through discussion, jointly complete the course tasks, and form a classroom report for this class. Classroom reports can be submitted to teachers in various forms, such as PPTs, videos, etc., within the specified time frame depending on the task content. In this section, teachers play a more guiding role, mastering classroom dynamics through inspections and promptly solving problems in each group.

4) Result reporting and evaluation. Generally, after each classroom task, a classroom presentation session will be set up, with each group reporting and presenting according to their own preparation. Each group member will present and analyze relevant situations based on their chosen role. The implementation subject of this section is still the students, while the teachers carefully listen to the reports

of each group and ask questions about the report content for the reporter to answer. Finally, an assessment and evaluation should be conducted based on the classroom presentation. The assessment and evaluation includes three parts: first, the teacher's evaluation of the group and its classmates; second, mutual evaluation between each group; and third, mutual evaluation among members of the group.

5) Classroom summary. The implementation subject of this section is the teacher. Before the end of the classroom, the teacher summarizes and evaluates the performance of each group, and questions and answers the problems that exist in each group, guiding students to identify problems. This process does not take up a long time, but it is very important. Although each group's presentation and presentation fully mobilized the enthusiasm of the students, it is easy for them to lose track of the key points in the classroom, and each knowledge point is relatively fragmented. Classroom summary can help students effectively organize the entire course content, effectively connect new and old knowledge, clarify the internal connections between each course content, and lay the foundation for subsequent teaching content arrangement.

6) Homework after class. After the entire classroom content was completed, the course learning did not end. By watching the reports of other groups, one can discover areas where one's own group can further improve. Through teacher feedback and inter group evaluation, one can also identify their own shortcomings. So it is necessary for students to revise and improve the previous classroom report after class and submit it to the teacher for review. At the same time, it is necessary to summarize this classroom activity and write a summary report. The insights, experiences, etc. in the report can provide reference for subsequent learning and work.

3.3 Establishment of student evaluation system and teaching feedback evaluation system

1) Build a student evaluation system. The evaluation of students is a very important aspect of the curriculum. In the process of evaluating and evaluating students, it is necessary to consider the reasonable selection of indicators and weights, including classroom performance (appearance, teamwork, communication ability, professional ability) and after-school performance (case summary, problem improvement). Each evaluation indicator is given different weights according to its importance after discussion, and grading standards are used, Students can understand key issues that need attention and identify areas for improvement.

2) Establish a feedback evaluation system for teaching results. After the class, it is necessary to understand the actual application of the experiential teaching method based on role-play in the payroll management course in a timely manner. First of all, in order to understand the acceptance of students and the specific implementation of the situation, teacher needs to prepare the corresponding classroom teaching experience questionnaire, issue to students to fill out; secondly, in order to understand the students' problems, the teacher should communicate deeply with the students and let the students express their ideas. In this way, teachers can establish teaching result feedback evaluation system from classroom atmosphere, student participation, teaching quality, student feedback and other aspects.

4. Teaching Effect

Through two years of teaching practice, after adopting the new teaching method, students' enthusiasm for learning and classroom participation have been significantly improved, and it can also be found through the post-class evaluation that students' satisfaction with classroom teaching has been significantly improved.

1) Stimulate students' interest in learning, enhance students' classroom participation, and improve the classroom head-up rate. The initiative of students is not high in traditional teaching methods, and the real participation of students in the classroom by students according to their own roles, and the experience of real problem handling in the virtual scene can stimulate the interest of students and make them really participate in the classroom.

2) Closer the distance between teachers and students, to achieve effective classroom interaction. The classroom is dominated by the teacher's explanation into a student-led exercise, the teacher in the process pay attention to grasp the process and timely guidance, the teacher from the podium to the middle of the students, teaching activities, teachers and students in the interaction is significantly enhanced.

3) Improve students' practical ability and achieve seamless connection from books to practice. In the teaching according to the actual work scene in the enterprise, divided into different work task module,

by the students for practical operation, can effectively transform the knowledge in the books into practical operation ability, the future work of the students have great help.

4) Realize the deep integration of professional course education and innovation and entrepreneurship education. Under the background of the current era of development, innovation and entrepreneurship education can cultivate college students' innovative consciousness, enhance their innovative ability, and play an important role in improving the comprehensive quality of college students, and the new teaching method also promotes the in-depth integration of professional courses and innovation and entrepreneurship courses. On the one hand, students can form an enterprise on the basis of their own innovation and entrepreneurship projects, simulate the subsequent operation of the enterprise, and solve the problems they may encounter; on the other hand, the construction of the enterprise in the professional classroom allows students to have a new innovation and entrepreneurship ideas.

5. Problems to be noted in classroom application

1) How to solve the problem of "hitchhiking". In the course, students need to divide into groups to form enterprises for various activities, and it is inevitable that there will be a phenomenon of "free riding" in group activities. Some students privately expressed their concerns to the teacher before forming a team. What should they do if the students in the group don't do anything? There are two ways to address this issue: first, to arrange each classroom task reasonably. This requires scientific arrangement during course design, and group classroom tasks require the participation of each student within the group, such as the writing of job descriptions, where each student is responsible for analyzing their position, and finally, the group integrates and forms group assignments. If classroom tasks cannot be specifically divided, it is also necessary to indicate the division of labor for each student in the group. The second is to construct a reasonable evaluation system in the classroom. The classroom evaluation for each student includes three parts: teacher scoring, team leader scoring, and peer evaluation within the group. In the grading process, teachers need to rate each student's performance through observation in class and understanding after class to reduce laziness; The team leader will evaluate each student in the group based on their own understanding and observation in the scoring section; Inter group evaluation refers to the scoring of each group member, which can also provide effective supervision.

2) The applicability of teaching methods. According to the different majors taught by the students, flexible adjustments can be made to the teaching plan design in accordance with the needs of the majors and courses. For example, when facing students majoring in social security, it can be required that the positions selected by each group must include at least one position related to social security; When facing students majoring in public welfare and charity, they can request each group to form a public welfare and charity organization, discuss and determine the name, background, scale, mission, field, etc. At the same time, according to the actual needs of different majors after graduation, suitable cases can be selected from the case library for practical operations with high flexibility.

3) Teachers and students should adapt to the role change. Unlike traditional teaching methods where teachers teach and students passively accept lectures, role-playing based experiential teaching methods can change the roles of both teachers and students in the classroom. This is an important issue that needs to be noted in practical applications. Firstly, from the perspective of teachers, they are not the leaders of the classroom. They become the guides and evaluators of the classroom by releasing classroom tasks and guiding and encouraging students to encounter problems and difficulties during their practical experience, observing the performance of each group of students in the classroom, and evaluating them; Secondly, from the perspective of students, in practice, each student will receive their own new identity, which may be a social security specialist, financial manager, marketing manager, design director, etc. This is different from the "student" identity in school. For students who have little exposure to society, there are certain obstacles to transforming their identity from being an off class student to being an "office worker" in class, and teachers need to remind and guide them in a timely manner.

6. Conclusion

This paper studies the application of experiential teaching method based on role-playing in professional courses, and takes the payroll management course as the main experimental object. In terms of promotion and application value, although this paper takes a specific object to carry out research, the research problem has general significance, and has reference for the teaching of other professional courses. With the use of new teaching methods, university courses have begun to undergo reforms,

shifting from teacher led classrooms to student led classrooms. Teachers determine good cases and scenarios, and time is given to students for arrangement, thereby improving teaching quality and increasing student classroom leadership. This has certain reference value for the current construction of blended classrooms.

Acknowledgement

References

[1] DeNeve, K.,& Heppner, M. J. Role play simulations: The assessment of an active learning technique and com-parisons with traditional lectures. Innovative Higher Education[J]. 1997,21 (3):231- 246.
[2] Water, J.,& Others. Staff training: Taking the child's perspective [J]. Young Children, 1997, 52,(3):38- 41.
[3] Gu Jianhua, Wan Jiemin, Ma Dongqing. The application effect evaluation of role playing method in surgical nursing practice teaching[J]. Continuing Medical Education, 2020,34(9):7-8.
[4] Yang Sigeng. What is "experience": A study of pedagogical concepts[J]. Education Today, 2009(5):34-37.
[5] Liu Shuyan. Research on experiential teaching model[J]. Educational Theory and Practice, 2015,35(34):57-60.