

Positive Education Philosophy in the Teaching of Production and Operations Management: An Applied Research Study

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Abstract

This study endeavors to implement teaching reforms within the course of Production and Operations Management by enhancing classroom experiences, optimizing the classroom environment, refining instructors and project cases, and fostering meaningful university-enterprise collaborations. These initiatives aim to facilitate efficient interactions among teaching, learning, and the individuals (teachers and students) within the educational environment and field, ultimately transforming the classroom into a source of happiness for students.

Keywords

College students, Positive education, Joyful learning.

1. Introduction

Positive education, stemming from the application of positive psychology in educational practice, underscores the equal importance of students' positive character and happiness abilities alongside their learning abilities[1]. In 1988, Professor Martin Seligman first advocated for the promotion of positive psychology. Positive education, as the practical application of positive psychology in education, is dedicated to nurturing students' character strengths and enriching their positive psychological experiences. On March 21, 2014, Professor Martin Seligman, the founder of positive psychology, alongside six leading figures in the international positive psychology movement, established the "International Positive Education Network Commission," advocating that the fundamental purpose of education is to enhance human happiness. In July 2016, the official announcement of the International Positive Education Network in the United States marked the commencement of the internationalization strategy for positive psychology and the science of happiness in education[2]. Since the 21st century, countries have actively explored and implemented positive education models in practical base schools. Currently, although positive education is practiced in dozens of schools in China, it has not yet achieved widespread adoption. Based on local positive education practice research in China and the Seligman model, the Psychology Department of Tsinghua University has designed a positive education model comprising six modules and two systems to guide research on positive education courses. The core mission of positive education is to create a positive educational environment, cultivate students' positive emotions, shape their positive qualities, and empower them to achieve self-education, thereby realizing meaningful and joyful psychological experiences in education[3].

General Secretary Xi Jinping emphasized, "We must take meeting the ever-growing needs for a better life of the people as the starting and ending point, continually transforming development achievements into improved quality of life, and constantly enhancing the people's senses of gain, happiness, and security." In response to the national call for integrating ideological and political education into the classroom and the school's goal of fostering all-around development through five educations, as well as to address the prevalent "four lacks" phenomenon among college

students—namely, lack of motivation for learning, interest in the real world, social skills, and a sense of life value—this study endeavors to introduce the philosophy of positive education into the course of Production and Operations Management. By revitalizing this crucial link between teaching and learning, the classroom becomes a place where students eagerly learn and experience happiness.

2. Application Strategies

This application strategy aims to implement teaching reforms by leveraging the aspects of positive emotional experiences, positive mindsets, positive behaviors, and the creation of a positive environment emphasized by the philosophy of positive education. The relationship between positive education and curriculum implementation strategies is shown in Fig. 1:

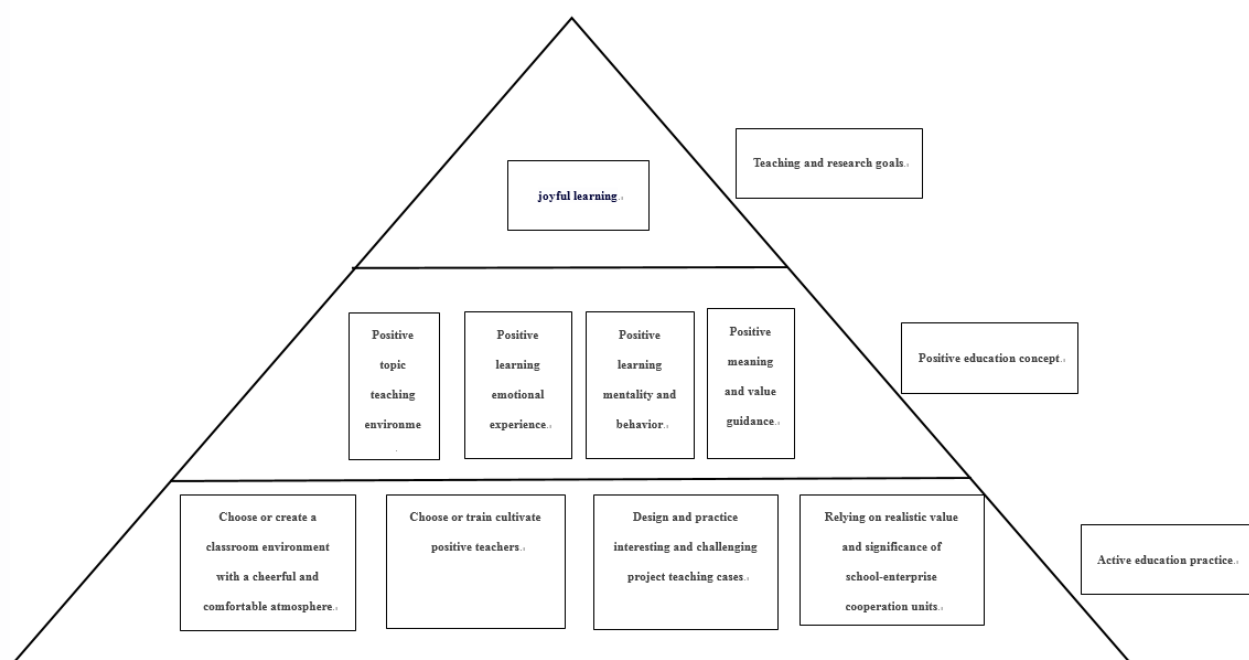


Figure 1. Relationship Diagram between Positive Education and Curriculum Implementation

Production and Operations Management is a comprehensive and highly practical professional course for the Information Management and Information Systems major. The teaching objective of this course is to provide students with an understanding of the basic concepts and commonly used management theories and practical methods of production and operations management, encompassing the planning, design, organization, operation, and management of production and operations systems. To achieve enhanced teaching effects, this study adopts the following application strategies for reform by integrating the philosophy of positive education. These strategies aim to improve the "four lacks" phenomenon among college students and thereby enable students to learn happily.

2.1. Creating a Positive Classroom Learning Environment

The classroom layout can be designed in accordance with the existing school's teaching environment by selecting teaching spaces that are oriented towards positive psychology. For instance, bright-colored, airy, and collaboration-conducive smart classrooms can be chosen for instruction. Further enhancements can be made based on the course content and the unique

characteristics of each student cohort, referencing the research findings of positive psychology and the experiences of Yongning Happiness Science Museum in Taizhou, Zhejiang. To create an even more conducive atmosphere, it is advisable to involve the students in the process, promoting it as an integral educational project of the course. By allowing students to decorate the classroom environment according to the course content and their personal preferences, they will not only acquire knowledge but also hone their abilities. Simultaneously, the decorated classroom will transform into their high-energy space, making attending class an eagerly anticipated and joyous experience for them.

2.2. Fostering Positive Learning Emotional Experiences

During the teaching process, instructors who are experienced, energetic, and aware of positive psychology should be selected. The teaching approach should emphasize positive guidance and encouragement of exemplary character traits, enabling students to learn happily and receive constructive feedback. This, in turn, will facilitate the formation of positive learning emotional experiences. Additionally, activities such as the "Future Enterprise Planning Challenge," which aims to impact the next billion people, can be seamlessly integrated into the curriculum design of "Production and Operations Management" to create an exciting and engaging learning environment that encourages students to take the initiative in their learning.

2.3. Guiding the Cultivation of Positive Learning Mindsets and Behaviors

The "Production and Operations Management" course leverages ERP training rooms for project-case-driven teaching, while incorporating exemplary practical cases from outstanding manufacturing enterprises in the Guangdong-Hong Kong-Macao Greater Bay Area throughout the curriculum. This allows students to continuously operate computers and demonstrate production and operation processes based on real-life scenarios, thereby guiding them to develop positive learning mindsets and behaviors.

2.4. Establishing Positive Meanings and Values in the Real World

The "Production and Operations Management" course collaborates with domestic ERP pioneers, such as Yonyou and Kingdee, to conduct school-enterprise cooperation through case videos, lectures by industry experts, or visits to enterprises. This enables students to immerse themselves in real-world and workplace scenarios for learning and practice. Simultaneously, the course emphasizes guiding students to focus on the real world and value life, thereby helping them establish positive meanings and values in the real world.

3. Conclusion

The essence of education is to cultivate morality and talent. As the core unit linking students, classroom teaching in colleges and universities can introduce positive education to cultivate students' positive mindsets and potential, enthusiasm and confidence in learning, love and interest in the real world, as well as respect and awe for the value of life. This, in turn, aids in the formation of a sound personality and transforms the classroom into a source of happiness for students.

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