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Research And Practice Of Experiential Teaching For The "Production And Operations Management" Course Under The Concept Of Green Production

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Abstract:
Implementing green production is one of the main goals of production operations management. This study, based on the concept of experiential teaching, designed and practiced a new teaching model for the "Production and Operations Management" course around the theme of green production management. By using questionnaires and interviews, the teaching effects of the experimental group and the control group were evaluated, and an experiential teaching study was conducted. The results show that experiential teaching can significantly improve students' learning interest, participation, and understanding and application of the green production concept. Based on the actual situation and problems encountered in the teaching reform, this study proposes corresponding suggestions such as adding experiential teaching modules and continuously improving teaching effect throughout the entire process, which can provide references for the teaching reform of related business courses.

Key Word*: Green Production; Experiential Teaching; Production and Operations Management Course*

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I. Introduction

In the 21st century, China has proposed the concept of sustainable development - "lucid waters and lush mountains are invaluable assets," advocating green production and emphasizing the harmonious coexistence of environmental protection and economic development (Zhang, 2017). This is particularly important in the teaching of the "Production and Operations Management"(POM) course, which emphasizes concepts and methods such as "green manufacturing," "clean production," and "building green low-carbon industrial clusters of the future," and focuses on cultivating students' practical operational capabilities and decision-making skills.
Experiential teaching is a student-centered teaching method that immerses students in the learning environment through practical activities, allowing them to internalize knowledge and enhance their skills. As an important course for cultivating future "new business" talents, "POM" course needs to keep pace with the times, integrate the concept of green production, and cultivate students' awareness of environmental protection and sustainable development. However, most universities still primarily use traditional lectures in this course, lacking systematic research and practical application of experiential teaching methods, which to some extent can no longer meet the needs of talent cultivation.

The first author of this study has 20 years of teaching experience in the "POM" course. To adapt to the changes in management talent demand in the digital economy era, this study, along with four other teachers of management science and one education professor, conducted research on the experiential teaching reform of the "POM" course. This study designed and practiced a teaching model different from traditional lectures based on the concept and methods of experiential teaching, exploring how to integrate it into the course, and evaluating its application effects in actual teaching, and proposing improvement suggestions to promote the teaching reform of similar courses..

This study aims to enhance student engagement through experiential teaching reforms, thereby improving students' practical skills and innovation capabilities in production management. It seeks to provide theoretical foundations and practical guidance for curriculum reform and innovation in higher education.

To achieve the above objectives, this study proposes and explores the following research questions:
(1). What are the implementation strategies and steps of experiential teaching in this course, centering around the theme of green production management?
(2). How does this teaching model affect students' course satisfaction, learning motivation, and engagement?
(3). Can this teaching model promote students' active reflection on and deeper understanding of concepts related to green production management?

(4). Can this teaching model encourage students to proactively apply what they have learned in practice?
(5). What are the difficulties encountered in implementing experiential teaching in this course, and what strategies and suggestions can be made for future improvements?

By addressing these questions, this study aims to provide new perspectives and methods for the teaching reform of the "POM" course, with the goal of continuously enhancing educational quality and fostering the comprehensive development of student capabilities.

II. Literature And Theoretical Overview

Green Production and Teaching of "POM"

Green production emphasizes the importance of ecological civilization and sustainable development. It is a concept derived from reflections on long-term economic development models, emphasizing the protection of environmental resources during economic development (Baidu Encyclopedia, 2024). In the field of education, it requires integrating environmental protection and advanced manufacturing content into course design to enhance students' environmental awareness and skills. However, current literature is still relatively scarce on how to specifically implement this concept in teaching. Some scholars have attempted to integrate this concept into business courses, but their practice mainly focuses on updating course content rather than improving teaching methods. Therefore, exploring how to cultivate business talents with green production management concepts and skills through teaching reform is worth discussing.

Experiential Teaching and Its Application in "POM"

Kolb's experiential learning theory (1984) proposes a cyclical learning process model, including four stages: Concrete Experience (CE), Reflective Observation (RO), Abstract Conceptualization (AC), and Active Experimentation (AE). As the theoretical foundation of experiential teaching, this learning cycle theory focuses on students' perception during learning, enabling them to fully experience the learning content and actively think and practice under the guidance of teachers. In recent years, experiential teaching has been applied in certain educational fields, such as applying experiential teaching to early childhood science education (Tan, 2023), studying the reform of experiential teaching in college students' mental health courses (Zheng, 2023), and studying the effects of "experiential learning" on college students' ability cultivation (Xun, 2020), among others. Hu (2018) has conducted study on experiential teaching in this course but did not involve the concept of green production. Overall, its research in the business field, especially in the "POM" course, is minimal.

The traditional teaching methods of this course have primarily focused on lectures and limited case analyses. In contrast, the application of experiential teaching emphasizes practical observation and operations, participatory discussions, and project-based learning (Kolb, 2008), aiming to comprehensively enhance students' learning outcomes and practical skills. This approach encourages students to apply theoretical knowledge to solve real-world problems, thereby achieving a deeper understanding and mastery of the learning content. Currently, experiential teaching in this course is an emerging field with insufficient research support. Further in-depth research is needed for the reform and innovation of this course's teaching methods.

III. Method

Sample selection

The participants of the study are junior undergraduate students studying the "POM" course at the business school where the first author works. These students are from the Business Administration department, with 41 students from the Business Administration class to form the experimental group and 38 students from the Logistics Management class as the control group.

This study adopts a post-test design with an experimental group and a control group, both taught by the same teacher (the first author). From February to April 2024, in the teaching of "POM" course, the traditional teacher-centered teaching methods were adopted in the control group. Meanwhile, this study specifically applied the experiential teaching model to the experimental group students, conducting eight weeks (three hours per week) of experiential teaching reform and practice.

The construction of the experiential teaching model in teaching is based on the experiential learning cycle, combining the concept of green production as well as the content and requirements of the course, designing and implementing several specific teaching modules, as shown in Table 1.

Table 1 ：Experiential Teaching Sessions and Strategies for Experimental Group

Teaching Module	Experiential Teaching Strategies
a. Interactive Lectures	Introduce core concepts into lectures, share experiences of low-carbon living, and introduce interesting stories to stimulate positive emotions. Engage students in discussions and Q&A to enhance participation. Organize post-class reflections and discussions to deepen understanding and experience of the learning content. Pay more attention to and care for students in and out of class.

b. Case Studies	Select real cases related to green production for students to analyze, discuss, and propose solutions. Stimulate interest and encourage active reflection after class.
c. Role-Playing	In simulated games, let students play different roles to experience the decision-making process and complexity of operations management in green production. Facilitate students in full immersion and concept formation.
d. Project-Based Learning	Guide students to simulate a small project involving green production and sustainable development, from planning to execution and evaluation, creating opportunities for active practice.
e. Video Viewing and On-site Visits	Watch videos related to green production to enhance intuitive understanding. Organize students to visit and research enterprises to experience the actual situation of green production.

Questionnaire Survey

This study primarily employs the questionnaire survey method to collect and analyze data, aiming to assess students' learning experiences and improvements in production management skills.

Questionnaire Design: The questionnaire for this study is designed based on the course content and objectives, by reference to Kolb's cyclical learning process model: Concrete Experience (CE), Reflective Observation (RO), Abstract Conceptualization (AC), and Active Experimentation (AE). The questionnaire is crafted according to the requirements of experiential teaching, considering students' actual circumstances and incorporating extensive discussions and revisions. The questionnaire comprises two sections with a total of 16 questions: the first section includes 2 questions on basic student data, and the second section is designed according to the learning cycle theory of experiential teaching, with 3 questions on concrete experience, 3 on active reflection, 3 on abstract conceptualization, 4 on active experimentation, and 1 open-ended question.

Concrete Experience: Experiential teaching initially requires the creation of scenarios to allow students to experience concrete situations and warm, friendly emotions intuitively. Through interactive communication in teaching, teachers and students achieve an equal and friendly partnership, beyond the traditional teacher-student relationship. This section mainly investigates whether students are satisfied with the teaching methods, content, and even the teacher's performance under different teaching models. Generally, the richer the positive experiential scenarios in teaching, the more satisfied and favorable the students will be.

Active Reflection: This section explores students' learning motivation and interest. It examines whether strong curiosity and learning motivation have been stimulated, and whether students actively explore, participate in, and reflect on the knowledge of green production management.

Conceptualization: This section assesses whether students can transform observed and experienced concrete content into logical, clearer concepts, leading to a deeper understanding of the principles of green production.

Actively Experiment Experiential teaching requires students to internalize knowledge and actively experiment for the next step. This part evaluates students' performance, knowledge absorption, and whether green production management skills being enhanced and applied during the learning process. Additionally, experiential teaching serves as a catalyst for character development and psychological well-being. Therefore, the questionnaire also investigates whether students' environmental awareness and sense of responsibility have increased, whether they are willing to start from themselves and minor matters, and use positive energy to influence others and contribute to green consumption and production.

In summary, the questionnaire comprehensively examines the impact of experiential teaching on students' psychological states and learning outcomes, as shown in Table 2.

Table 2： Questionnaire Design

Main Items	Header	
Basic Information (B)	2	B1
		B2
Concrete Experience (CE)	3	CE1
		CE2
		CE3
Reflective Observation (RO)	3	RO1
		RO2
		RO3
Abstract Conceptualization (AC)	3	AC1
		AC2
		AC3
Active Experimentation （AE）	4	AE1
		AE2
		AE3
		AE4
Green production theme (GP)	1	GP1

Interview

Based on the questionnaire survey results, this study further conducts semi-structured interviews with five students from the experimental group and two teachers responsible for this course or related courses. Their specific views, reactions, and suggestions regarding experiential teaching activities are recorded and encoded (see Table 3). The interviews complement the questionnaire, providing a more comprehensive understanding of students' learning states, focusing on student interaction, participation, and responses to experiential teaching activities, including various behaviors such as concentration, interest, curiosity, initiative, participation, cooperation, and willingness to interact. Moreover, teachers compare and assess students' knowledge acquisition and skill enhancement through questioning among others. Based on the interview outcomes, some challenges encountered in the case study's teaching reform are summarized, and relevant countermeasures and improvement suggestions are proposed.

Table 3： Interview Subjects and Topics

Topics	Subjects	Code
（I）The impact of teachers' care, respect, and attentive listening on students' learning attitudes, and the necessity for teachers to maintain long-term attention towards students.	Commissary in charge of Studies	IV1
（II）The effects of introducing experiential teaching methods such as situational learning, case sharing, and discussions in the classroom, which stimulate positive emotions and enhance students' interest in learning.	Monitor	IV2
	Student Ye	IV3
（III）The influence of activities such as company visits and participation in community projects on promoting reflection, deepening understanding of relevant knowledge, and enhancing practical skills and proactive practice.	Student Li	IV4
	Student Zhang	IV5
（IV）Expectations and suggestions for other experiential teaching methods, such as opinions on improving classroom teaching in the future and the application of VR technology.	Teacher Liu	IV6
	Teacher Xia	IV7

IV. Results

Following the course reform, the questionnaire was distributed and collected online in April 2024, with 37 responses from the experimental group and 35 from the control group, all valid. Statistical tools were used to perform descriptive and inferential statistical analyses on the questionnaire data to evaluate differences in various teaching activities and reveal students' deep experiences during the implementation of experiential teaching.

Reliability and Validity of the Questionnaire

The reliability test of the collected questionnaire data using SPSS yielded a Cronbach's α coefficient of 0.805 for the overall questionnaire, indicating that the responses are reliable and valid (see Table 4).

Table 4： Cronbach's α

Latent variables	Number of items	Cronbach's α
Concrete Experience (CE)	3	0.832
Reflective Observation (RO)	3	0.816
Conceptualization(AC)	3	0.796
Active Experimentation（AE）	4	0.808
Total table	15	0.805

The survey objectives were clearly stated before the survey, and the questionnaire was designed to closely align with these objectives. The questions were clearly articulated and easy to understand, with an appropriate number of items. Students were provided a conducive environment for completing the questionnaire to avoid external interference, and the importance of earnest responses was emphasized during communication between teachers and students. As shown in Table 5, the KMO value of 0.858 and a significance value of 0.00 indicate high validity of the questionnaire survey.

Table 5： KMO and Bartlett's test

KMO value		0.858
Bartlett's Test of Sphericity	Degree of freedom（df）	237
	Significance test（sig.）	0.00

Descriptive Analysis

Basic Information Analysis: Students in both the experimental and control groups are from the Business Administration major of the Business School, all in their third year, around 21 years old. The two classes have

similar numbers of students, learning backgrounds, experiences, and overall performance in school. Gender and other details are shown in Table 6.

Table 6 ：Gender of Respondents Surveyed

	Male	Female	Number of people
Experimental group	10	31	37
Eontrol group	16	22	35
Total	26	53	72

Theme Analysis for Experiential Teaching Model : The study analyzes the questionnaire responses based on three dimensions: (1) course satisfaction, (2) learning motivation and interest, and (3) knowledge absorption, skill improvement and practice. Scores for each sub-question under these dimensions are totaled, and their averages are calculated for analysis.

Course satisfaction: Figure 1 shows the comparison between the experimental and control groups (Figure 1's coding number: A. Very satisfied; B. Satisfied; C. Just so so; D. Unsatisfied; E. Very unsatisfied): 37.83% of the experimental group students were very satisfied, and 45.95% were satisfied, totaling 83.78%, higher than the control

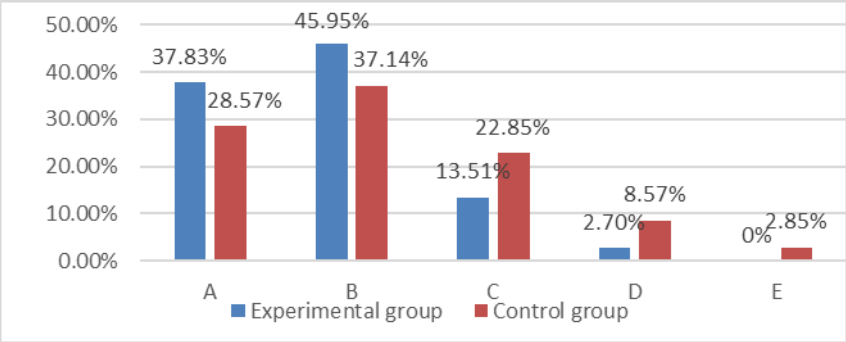

Figure 1: Students'Total Satisfaction of the Course

group's 28.57% very satisfied and 37.14% satisfied, totaling 65.71%. The experimental group exhibited higher positive emotions and satisfaction, indicating that experiential teaching, with more vivid scenarios, higher participation, and greater interaction with teachers, led to higher overall satisfaction and liking of the course. A positive attitude towards learning naturally enhances learning effectiveness.

Learning Interest And Motivation: Figure 2 shows the comparison between the experimental group and the control group (coded as a. Very interested; B. Interested; C. Hard to tell; D. Less interested; E. Not interested). 35.14% of the experimental group were very interested, and 48.65% were interested, much higher than the control group's 28.57% very interested and 40.00% interested. The data shows that students in the experimental group exhibited a stronger interest in learning about green production, had stronger learning motivation, and were more willing to further explore relevant knowledge and skills. Conversely, 17.14% of the control group were less interested and 8.57% were not interested, while the experimental group were 10.81% and 2.70% respectively, showing the control group had relatively more students with less interest or no interest at all. This indicates that activities such as enterprise visits, community projects, and more case discussions in class enhanced students' learning interest. Interest, being the best teacher, leaves a deeper impression and encourages more active learning, absorption, and reflection on relevant knowledge.

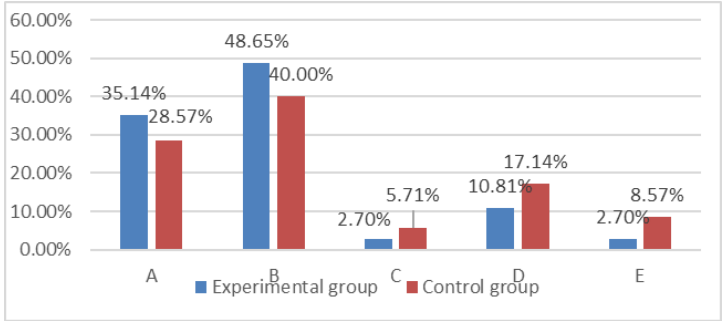

Figure 2: Students'Participation and Interest in the Course

Knowledge Absorption, **Skill Improvement, and Practice:** Figure 3 has coding numbers as A. Strong environmental awareness and responsibility; B. Certain environmental awareness and responsibility; C. Hard to tell; D. Nearly no Environmental Responsibility; E. No environmental awareness and responsibility): 32.43% of the experimental group had strong environmental awareness and responsibility, and 51.35% had certain awareness, compared to 22.86% and 42.86% in the control group. The experimental group exhibited stronger environmental awareness and responsibility. After reflecting on and understanding green production, they were more willing to seek opportunities to practice actively in their future work on green consumption and low-carbon living, setting examples to influence others and contributing to the sustainable development. They also showed more thinking on how governments and enterprises can promote green production, demonstrating an increase in management skills and willingness to apply the knowledge learned to develop strategies and practice them.

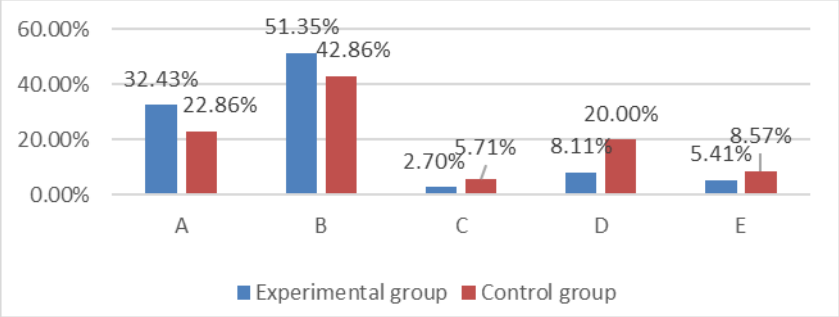

Figure 3: Students' Environmental Awareness and Responsibility

Interview Survey Results - Innovative Strategies for Experiential Teaching

Based on the interviews with teachers and students mentioned earlier, this study proposes some suggestions for experiential teaching on its specific construction and practical application by targeting problems encountered.

Expand on-site Enterprise Visits as part of Experiential Teaching (Interview topic III): Students expressed during the interviews that on-site visits are a valuable and novel learning experience, linking classroom learning with real situations, and they hoped for more opportunities to visit enterprises (IV1, IV3, IV4). Therefore, in the future, the School should collaborate with more exemplary enterprises to offer students more visits and investigations. Teachers should carefully plan and organize each activity, as shown in Table 7.

Table 7： Main Content of Students' Company Visits

Activity Goals:	To provide students with a more intuitive understanding of real-world production operations management and environmental protection measures through factory visits.
Content:	To organize student visits to locally renowned green enterprises known for their emphasis on environmental protection and green production processes.
Expected Outcomes:	Students will learn how to integrate green concepts into production operations management through on-site observations. During the visits, students will be curious and ask questions, showing great interest in the factory's green practices.
Teacher Guidance:	Teachers will provide background information and summaries before and after the visits to help students integrate their observations with the course content on green production.

On-site visits increase the practical application of the course, allowing students to see theory applied in practice. However, due to time and resource constraints, not all students can participate in on-site visits. Thus, in the future, involving enterprises in guiding education and creating an integrated "production, learning, and research" platform to cultivate highly competitive management talents is suggested (IV7).

Encourage Student Participation in Relevant Community Projects (Interview topic III): Students indicated during interviews that participating in community projects not only enhances their practical skills but also raises their awareness of social environmental responsibility (IV2, IV4). Therefore, conditions should be created to encourage students to investigate local conditions, actively plan, and participate in community projects related to sustainable development, as shown in Table 8.

Table 8： Students' Participation in Community Sustainable Development Projects

Activity Goals	To encourage students to apply their learning in the course to real community projects, promoting local sustainable development.
Activity Content	Student teams collaborate with local communities to design and implement small projects aimed at enhancing community sustainability and promoting green environmental practices.

Expected Outcomes	Students will translate their knowledge of "green production" into practical actions that positively impact the community. They will display high enthusiasm and a sense of responsibility in project planning and execution, actively communicating and cooperating with community members.
Teachers' Role and Guidance	Teachers will provide project guidance, helping students integrate theory with practice, and ensure that project goals align with the principles of green production development.

Participating in community projects allows students to connect learning with real social issues, increasing the practical value and impact of learning (IV6, IV3). The main challenges faced by students in project execution are limited resources and time. Improvement suggestions include providing more time planning and resource support for project participation to ensure students better achieve project goals.

Further Emphasize Student-Centered Learning and Create More Interaction in Daily Teaching (Interview topics I and II): Experiential teaching emphasizes not only knowledge exchange between teachers and students but also positive emotional exchange and experience. Based on interview feedback, teachers should do the following:

(1) Enhancing emotional support and teacher-student interaction: Students desire to feel more attention and warmth from their teachers. Therefore, teachers should show greater respect, appreciation, and attentiveness towards students, accepting their various emotions equally and tolerating their shortcomings and mistakes, and sharing joys with them to create a warm and friendly atmosphere in the classroom. This emotional support can foster a pleasant learning experience, encouraging students to overcome difficulties and strive for progress (IV1, IV2, IV7).

(2) Creating diverse participation opportunities for students: Beyond traditional lectures, teachers should create more opportunities for students to participate and engage in active learning. This can include group case analysis and project planning, with students expressing their views and share insights to enhance their experiential learning and promote teamwork and communication skills. Teachers should carefully select cases, provide unique perspectives and learning opportunities, thereby develop students' abilities to analyze and propose solutions (IV4, IV5).

(3) Encouraging reflection for deeper knowledge understanding: Teachers should encourage students to reflect and deepen their understanding of the knowledge, by assisting them in enhancing their learning experiences and improving their self-assessment abilities. Teachers should act as observers and advisors, offering necessary guidance to help students understand how their decisions impact sustainable operations. Moreover, they should provide on-site guidance based on the implementation of experiential teaching in the course (IV2, IV6, IV7).

(4) Conducting longitudinal case tracking: For long-term activities such as internships and community projects, teachers should track students' progress across semesters, maintaining long-term interest in their performance. This continued engagement helps assess the long-term impact and learning outcomes of students (IV2, IV6).

Implement the PDCA Cycle for Continuous Teaching Quality Improvement (Interview topics I, II and IV)： To ensure continuous improvement in teaching quality, teachers should rigorously self-monitor, analyze their experiences with experiential teaching, and apply the PDCA (Plan-Do-Check-Act) cycle of total quality management based on their self-evaluation of teaching effect aiming at teaching improvement. The following steps are recommended:

(1) Enhancing course design and preparation (P): Carefully design case studies, field trips, simulation games, and project work. Clearly communicate course objectives, teaching methods, and assessment criteria to students, and teach necessary preparatory knowledge (IV1, IV7).

(2) Organizing and implementing experiential teaching (D): Integrate various experiential teaching activities within the curriculum, and ensure students to learn and apply theoretical knowledge through practice. Encourage students to think deeply about the complexities of production management and to actively practice and overcome challenges.

(3) Focusing on feedback and monitoring (C): Establish feedback and evaluation systems. Collect student feedback through surveys, interviews, and observations, evaluating and adjusting teaching activities as necessary. Summarize successful elements of teaching design, such as innovation of teaching design and effective student motivation strategies, while discussing and addressing encountered challenges and adopted solutions (IV6, IV7).

(4) Continuously improving experiential teaching activities (A): Regularly evaluate teaching effectiveness and collect student feedback to continuously refine teaching methods and activities and ensure teaching quality and learning effects. In addition, teachers should provide additional resources and support to enhance experiential teaching (IV7), as shown in Table 9.

Table 9: Corresponding Resources and Support Needed for Improving Experiential Teaching

Professional Training	Enhance teacher training by providing instruction on experiential teaching methods, especially focusing on the ability to use new technologies and methods in teaching to improve educational outcomes.
Teaching Materials:	Develop and share relevant teaching materials, including case studies, reading materials, and guide books; and establish a case library.
Technical Support:	Utilize advanced educational technology tools, such as online learning platforms, simulation software, and video tutorials, to support teaching activities. Virtual reality (VR) technology can provide similar experiences for students who cannot be physically present.

In summary, teachers should create diverse learning scenarios and integrate more learning resources. Through ongoing experimentation, evaluation, and improvement, a solid foundation for cultivating future business professionals will be established (IV7).

Discussion on the Effectiveness of Experiential Teaching Models

The above practices and research indicate that compared to the control group, the experimental group demonstrated significantly better teaching outcomes in several areas:

(1) Enhanced student interest and engagement: Experiential teaching significantly increased students' interest and participation, making the learning process more dynamic. Students favored this approach, had high expectations, and provided active feedback and suggestions.

(2) Improved reflection and skill acquisition: Through case analysis and discussions of practical examples, sharing interesting life experiences, and enterprise visits, students could better reflect on and observe course content, and solidify their grasp of relevant skills.

(3) Internalization of concepts such as green manufacturing: Experiential learning activities enabled students to deeply understand and abstractly think about environmental concepts, forming clear and logical green principles.

(4) Enhanced comprehensive qualities: Students' comprehensive qualities were significantly improved, achieving a combination of theory and practice. Their sense of responsibility and mission for green production was strengthened, making them more willing to apply their knowledge and skills to benefit society.

The above experiential teaching practices provide an empirical basis for future curriculum design and offer new perspectives and ideas for further curriculum reform and innovation.

V. Conclusion

Based on the learning cycle theory of experiential teaching, this study designed and implemented diverse teaching methods, such as improving teacher-student interaction, stimulating students' positive emotions, and increasing enterprise visits and community sustainable development projects, and explored their innovation and effects, under the theme of green production. The study shows that experiential teaching is an effective teaching method for the "POM" course. It not only helps students solidly grasp professional knowledge but also cultivates their practical skills and overall quality.

The study also finds that although experiential teaching has significant advantages in promoting active learning, there are some challenges in implementation, such as the need for technical support, resource and time constraints for field visits, and the complexity of project management. To better carry out teaching reform, this study proposes a series of suggestions based on teacher and student feedback, including strengthening resource and technical support, expanding field visit opportunities, improving resource and time management, creating diverse learning resources, enhancing teacher training, setting up interdisciplinary cooperation opportunities, improving feedback and evaluation systems, encouraging student reflection, and tracking cases across semesters.

In summary, educators should continuously improve the teaching reform by refining its design and practice, evaluating the long-term effects of teaching innovation in a scientific manner, and exploring its broad application in other management courses and fields.

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