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# An Intervention to Improve Students' Class Engagement of Art Department in China

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## Abstract

This paper aims to enhance student class engagement. The four objectives of the action research are as follows: 1) To diagnose the current situation of the focal organization on student class engagement, 2) To design and implement organizational development intervention (ODI), 3) To determine the differences between pre-ODI and post-ODI of students' autonomy, relatedness, usefulness, interest and student class engagement, and 4) To investigate the relationship of students' autonomy, relatedness, usefulness, interest and student class engagement. The target group is the 45 students who study "Visual Communication Design" major in Art Department of Heilongjiang International University in China. Mixed research methods are adopted to collect and analyze the data. The Pair sample T-test shows that there is significant difference in students' autonomy, relatedness, usefulness, interest and student class engagement between pre-ODI and post-ODI. The studies show that there is a positive relationship between students' autonomy, usefulness, interest, relatedness and student class engagement. The qualitative analysis of students' reflection reports and classroom observation feedback by three instructors justified how the ODIs employed in this research. Based on the findings, further actions should be carried out to have a greater impact on the long-term development.

**Keywords:** Organization Development Intervention, autonomy, relatedness, usefulness, interest, student class engagement

**JEL Classification Code:** C83, I21, I23

## 1. Introduction

Nowadays, the world's pattern is continually shifting and society is advancing at a breakneck pace. Education, as a fundamental component of social developing, is also evolving and improving. As a result, it proposes higher standards and more serious challenges for the development of higher education, as well as higher requirements for improving teaching quality.

In the context of "diverse educational environments in today more interconnected multicultural world," improving

teaching quality has long been a hot topic in the advancement of higher education (Kahn, 2013). One of the challenges that educators confront today is student boredom, lack of enthusiasm, and low student engagement (Groves et al., 2015), which is also the key to improving teaching quality. Educators' interest in student participating in class instruction has grown since the late 1990s (Bryson & Hand, 2007). Educators are also aware that many kids are bored, disinterested, and unmotivated (Ahlfeldt et al., 2005). With the passage of time, from enrollment to graduation, the degree of student participation has a declining trend. Similarly, in the past, teachers were in charge of all teaching

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