



International
Journal of
Arts and Sciences

CONFERENCE OF THE INTERNATIONAL JOURNAL OF ARTS & SCIENCES

**5th – 8th June, 2017
Ryerson University, Toronto, Canada**

CD-ROM ISSN: 1943-6114

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Conference of the

International Journal of

Arts and Sciences

CD-ROM ISSN: 1943-6114



International Journal of Arts & Sciences
Attn: Mark Bridge
Conferences Department
55 Farm Drive
Cumberland, Rhode Island 02864-3565
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Conference of the International Journal of Arts & Sciences

CD-ROM ISSN: 1943-6114

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Table of Contents

No.	TITLES AND AUTHEORS	Page No.
1	CULTURAL COMPETENCY AND PLURALISM IN EDUCATION Gail Beier	1
2	UNDERGRADUATE CREATIVITY AT A CHINESE UNIVERSITY: A U.S. FULBRIGHT STUDY IN PEDAGOGY Carol A. Mullen	6
3	SAFETY AND PROFITS IN THE AIRLINE INDUSTRY Ryan Broaderick, Lori Emmel, Krzysztof Gierczak, Ramon- Osvaldo Gonzalez	12
4	SHOULD AMERICA PHASE OUT CASH TO CURTAIL UNLAWFUL TRANSACTIONS? Reza Varjavand	19
5	PART-TIME TEACHERS DEVELOPING THEIR COORDINATORS Brad Deacon	26
6	A REVIEW OF SECLUSIVE PROTECTION OF CLOUD STORAGE RELATED TO STEGANOGRAPHY TECHNIQUES Pramneet Kaur, Shailendra Kulkarni	31
7	ISLAMIC FINANCE AND MORAL RESPONSIBILITY Abdulazeem Abozaid	38
8	TEACHERS' PERCEPTION OF EFFECTIVENESS ON SUBMISSION RATE OF DIGITAL VERSUS PAPER SUBMISSION OF HOMEWORK Adel Al-Bataineh, David Hallatt, Megan A. Huss, Catherine Unsbee	45
9	E-TRACKING SYSTEM FOR PUBLISHING COMPANY Kunyanuth Kularbphettong	51
10	CORPORATE GOVERNANCE AND EARNINGS MANAGEMENT PRACTICES IN PAKISTANI FIRMS Talat Afza, Mian Sajid Nazir	59

No.	TITLES AND AUTHEORS	Page No.
11	TECHNOLOGY DRIVEN FACULTY DEVELOPMENT-LESSONS FROM A CARIBBEAN UNIVERSITY (WITH SPECIFIC FOCUS ON JAMAICA) Alicia Palmer	66
12	FACTORS INFLUENCING THE OUTSOURCING OF CORE BUSINESS DELIVERABLES IN A SELECTED STATE OWNED ENTERPRISE IN SOUTH AFRICA Marcia Magagula, Robert Walter Dumisani Zondo	72
13	THE NEXT MOBILE REVOLUTION: NEAR FIELD COMMUNICATION Rajinder Gupta ,Shabnam Kaur, Manav Saini	79
14	A SYTEMS MODEL OF SUBJECTIVE CREATIVE WELLBEING: IMPLICATIONS FOR THE INDUSTRIALIZATION OF CREATIVITY Bob Shields	84
15	THE DRIVERS OF UNIVERSITY KNOWLEDGE TRANSFER TO FIRMS IN GHANA: A STRUCTURAL EQUATION MODELLING APPROACH Abdul-Fatahi Abdulai, Lyndon Murphy, Brychan Thomas	92
16	DEVELOPING AND SUSTAINING VOCATIONAL EDUCATIONAL TRAINING IN AFRICA: THE CORE ELEMENT John Olotewo	99
17	DO YEARS OF TEACHING EXPERIENCE REALLY MATTER IN FACULTY CONCEPTIONS AND MISCONCEPTIONS OF IMPLEMENTING HYBRID COURSES? Ramón-Osvaldo González,Elsa-Sofia Morote, Jeanne Radigan, Helen C. Wittman	107
18	DETERMINANTS OF MONETARY POLICY DYNAMICS IN SUB-SAHARA AFRICA: AN EMPIRICAL INVESTIGATION Andrew Maredza, Ebenezer Gbenga Olamide	114
19	EVALUATION OF DIFFERENTIATION AND ORIENTATION ABILITIES OF BASKETBALL PLAYERS AT DIFFERENT LEVELS OF COMPETITION Navdeep Singh Grewal	120

No.	TITLES AND AUTHEORS	Page No.
20	AN ASSESSMENT OF THE IMPACT OF YOUTHZONES (A COMMUNITY PROJECT) ON THE LIVES OF YOUTHS IN IMPOVERISHED COMMUNITES IN SOUTH AFRICA Michelle Ovens, Johan Prinsloo	128
21	CROSS TABULATION ANALYSIS OF DEMOGRAPHIC DETERMINANTS ON CREDIT ACCESSIBILITY FOR SMALL AND MEDIUM ENTERPRISES IN SOUTH AFRICA CONSTRUCTION INDUSTRY Olanrewaju Abdul Balogun , Ansary Nazeem	134
22	COOPERATIVE DRIVING THROUGH SOCIAL NETWORKS OF CARS Li-Mei Chen ,Chunlei Liu ,Jun Zhang	142
23	PERCEPTION OF PARENTAL INFLUENCE IN MARITAL CHOICE BY UNDERGRADUATES AT POINT OF GRADUATING Abolanle Olukemi Lasode ,Nike Elizabeth Tobi	149
24	GREEN HUMAN RESOURCE MANAGEMENT TOWARDS SUSTAINABLE ORGANIZATIONS: A CASE OF HIGHER EDUCATION INSTITUTIONS Muhammad Hoque, Vuyokazi Mtembu	155
25	TOURISM AND TOURISM AT HOME Anita Eves, Seo Yeon Jang	164
26	SIGNIFICANCE OF CANADA AS A SHELTER IN A PRAYER FOR OWEN MEANY Onur Kaya	171
27	BEROM LANGUAGE, CULTURAL BELIEFS AND MENTAL WELL-BEING: A QUALITATIVE STUDY Dung Ezekiel Jidong, Poul Rohleder, Rachel Tribe, Aneta Tunariu	179
28	EVALUATION OF THE PERFORMANCE FROM THE PERSPECTIVE OF THE TQM IN THE PUBLIC AND PRIVATE HOSPITAL Nada Hassan Abdelgadir Ahmed, Mutaz Elsayed, Mohamed Hafiz	189

No.	TITLES AND AUTHEORS	Page No.
29	THE USE OF RANDOM AMPLIFIED POLYMORPHIC DNA (RAPD) TO STUDY THE GENETIC VARIATION OF BIOSURFACTANT PRODUCING BACTERIA Okwujiakor, Nwaehiri Linda, Oge Mbanefo, Toochukwu Ogbulie, Chioma Okore	197
30	WOMEN, RELATIONS AND LOVE: NARRATIVES BY AMRITA PRITAM Mini Gill	206
31	INTERNET USAGE ON MOBILE PHONES OF UNIVERSITY STUDENTS Siriporn Poolsuwan	212
32	COMMUNITY-ENGAGED LEARNING AND CULTURAL DIVERSITY: TEACHING AND ASSESSING INTERCULTURAL COMPETENCE AND ADVANCED LANGUAGE SKILLS IN ONLINE FRENCH Marie-Anne Visoi	219
33	WOMEN'S PARTICIPATION IN AGRICULTURE ENTREPRENEURSHIP IN DEVELOPING COUNTRIES: WHAT A PITY! Evelyn Derera, Charles O'Neill, Maxwell Phiri	227
34	AN INVESTIGATION OF ERROR FEEDBACK WITH IMPROVEMENT STRATEGIES AND REFLECTION ON INTERNATIONAL STUDENTS' ACADEMIC WRITING Li-Mei Chen, Chunlei Liu	236
35	COLLABORATIVE WRITERS' PERFORMANCE, THEIR PERCEPTIONS OF THE TOOL-MEDIATED WRITING, AND COMMUNICATION RELATIONSHIPS Meng-Ying Daphne Lin	244
36	DIALOGIC LEARNING IN ONLINE ENVIRONMENTS: A CASE STUDY OF BRITISH A-LEVEL PHILOSOPHY STUDENTS Daniel Dennis	252

No.	TITLES AND AUTHEORS	Page No.
37	FOOD CONSUMPTION OF NIGERIANS AND HOW TO IMPROVE LIFE EXPECTANCY THROUGH WELL REVIEWED COOKING HABITS O.F. Mike-Rowland	260
38	PROFESSIONAL PREPARATION THROUGH INTERDISCIPLINARY COLLABORATIVE PROJECTS Lorrie Frear	270
39	TEACHING COMPETENCIES OF THE SECONDARY STUDENT-TEACHERS OF DMMMSU Remedios Neroza, Nona Rivera	279
40	THE EFFECTIVENESS OF MOTHERS-TRAINING PROGRAM ON CHILDREN WITH LEARNING DISABILITIES Nadia Tazi	287
41	COMPARATIVE EVALUATION OF ANTI-ALZHEIMER POTENTIAL OF SOME COMMONLY USED PLANTS AND MUSHROOM SPECIES Ravinder Kaur, Richa Shri	295
42	COMPARATIVE STUDY OF SOIL WASHING OF LEAD, ZINC AND COPPER USING BIOSURFACTANT AND SOME SOIL WASHING AGENTS Okwujiakor, Agunna Ejele, Nwaehiri Linda, Oge Mbanefo, Toochukwu Ogbulie, Chioma Okore	302
43	EFFECTS OF CORN COB FIBER ADDITION ON NOODLE PROPERTIES Nuntaporn Aukkanit , Supawan Pantong , Phikunthong Sawatwong, Jannapa Yeela	310
44	ENERGY MANAGEMENT OF REAL-TIME WIRELESS POWER TRANSMISSION PROTOTYPING A MICROSCOPIC TO MACROSCOPIC APPROACH Imtiaz Hakeem, Salimu Rehman, Abdul Waseem	318

No.	TITLES AND AUTHEORS	Page No.
45	KNOWLEDGE ACQUISITION BY SELF-LEARNING METHODS WITH STRUCTURED CLINICAL DATA Joachim Baumeister , Sebastian Furth ,Daniel Knöll , Klaus Peter Scherer	327
46	RECOMMENDATION SYSTEM FOR VISITING WEBSITES Assem A. Alsawy ,Ahmed M. Omran	334
47	CHILD IS MEANT TO LEARN NOT TO EARN: LITERATURE REVIEW ON CONTENDING CHILD LABOUR ISSUES AND CHALLENGES Aswin George , Sarmistha Nandy	341
78	FEMALE BODY AS A NARRATIVE: A CRITICAL STUDY OF JAMAICA KINCAID'S LUCY Maham Latif	350
49	FEMALE BODY AS A NARRATIVE: A CRITICAL STUDY OF JAMAICA KINCAID'S LUCY Maham Latif	359
50	THE CONFLICT BETWEEN IDEOLOGICAL CONSTRAINTS AND UTOPIAN IMPULSES IN GO TELL THE SPARTANS Tajaddin Salahaddin Noori	369
51	STORYTELLING IN MULTIDISCIPLINARY CONFERENCES J. Bonnici, Henry Greene	377
52	GROUP PROCESS SOLVES THE PROBLEMS IN LEARNING THE CONCEPT OF HAZARD ANALYSIS Jaruwan Chutrtong	386
53	CONVERSION OF THE EARTH/CONSTRUCTION OF THE TECHNOSPHERE: AN ENVIRONMENTAL ISSUE TO RIVAL GLOBAL WARMING, LOSS OF BIODIVERSITY, RESOURCE DEPLETION, ETC. Barry Wood	391
54	DEVELOPMENT OF PAMAM DENDRIMER COMPOSITE ANTI- BIOFOULING NANOFIBER MATS FOR WATER FILTRATION Ekonkar Singh Johal	399

No.	TITLES AND AUTHEORS	Page No.
55	EVALUATION OF THERMAL PROCESSES FOR REDUCTION OF SALMONELLA SPP. AND ESCHERICHIA COLI IN PORK SAUSAGES WRAPPED IN BANANA LEAVES Naruemon Prapasuwannakul, Mantana Panbualuang	406
56	ENSEMBLE DEA AND ITS COMPARISON WITH VARIABLE REDUCTION MODELS BASED ON ENTROPY MAXIMIZATION CRITERION Parag Pendharkar	412
57	IMPACTS OF FOREIGN RELIGION ON AFRICAN TRADITIONAL WORSHIP: THE IGBO EXAMPLE Egesi Jonathan	422
58	PLANT-FRUGIVORE MUTUALISM: SEED'S GREAT ESCAPE Inderdeep Kaur	430
59	DEVELOPMENT OF GLUTEN-FREE BISCUITS WITH RICEBERRY FLOUR Supatchalee Sirichokworrakit, Thanchanok Aungsirirak, Siwaporn Butmee	441
60	MAPPING THE COLONIAL CONQUER OF NATIVE MINDS: A SOCIO-HISTORIC CRITIQUE OF TURQUOISE BY AMIR HUSAIN Fauzia Janjua	449
61	TRAINING: A PANACEA OF CUSTOMER SERVICE INEFFICIENCY AND IMPOVING HOTEL PERFORMANCE AT OSOGBO, OSUN STATE, NIGERIA O.F. Mike-Rowland ,C.E. Ogunlade	458
62	CAN A MANAGEMENT AND INFORMATION SYSTEM BE AN ALTERNATIVE APPROACH TO UPSURGE EFFICIENCY FOR LOCAL ECONOMIC DEVELOPMENT PRACTICE IN KWAZULU-NATAL? Xoliswa Majola	466
63	MOTIVATIONAL FACTORS WHY STUDENTS ENROL AT DMMMSU CGS? Art Accredito Neroza , Remedios Neroza	473

No.	TITLES AND AUTHEORS	Page No.
64	THE ROLE OF LAW AND THE CHANGING FACE OF TERRORISM: A CASE STUDY OF BOKO HARAM IN NIGERIA Tarela Juliet Ike, Kofi Kufuor, John Morrison, Anthony Richards	481
65	GENDER ROLES REPRODUCED: ONLINE SHOWCASES OF NEW BRIDES' HOMES Zeynep Isil Isik Dursun	490
66	POPULATION DENSITY OF INSECT PEST ON CORN BIOMASS YIELD INTERCROP WITH LEGUMES Ferdinand S. Corpuz , Myleen Corpuz	497
67	ECOLOGICAL AWARENESS IN ALAMGIR HASHMI'S POEMS Mubina Talaat	506
68	COMPONENTS OF ETHICAL LEADERSHIP AND THEIR IMPORTANCE IN SUSTAINING ORGANIZATIONS OVER THE LONG TERM Niall Hegarty, Salvatore Moccia	513
69	DESIRE OF SHOWING VS. FEAR OF SURVEILLANCE: A QUANTITATIVE RESEARCH OVER SURVEILLANCE ATTITUDES OF FACEBOOK USERS AND NON-USERS IN TURKEY Demet Firat, Feyyaz Firat	521
70	FACTORS INFLUENCING ENTREPRENERSHIP START-UPS AMONG GRADUATE STUDENTS IN GHANA Felicity Asiedu-Appiah, Bylon Abeeku Bamfo , Courage Simon Kofi Dogbe	530
71	MAGNITUDE OF DYNAMIC PRESSURE OF SUBSONIC AIRFLOW AROUND SYMMETRIC OBJECTS Vsevolod Koryanov ,Erwin Martinez ,Shehret Tilvaldyev	539
72	THE RISE OF ISLAMIC FEMINISM: A COMPARATIVE ANALYSIS BETWEEN THE REPUBLIC OF IRAN AND SAUDI ARABIA Dalia Elsayed	546

No.	TITLES AND AUTHEORS	Page No.
73	OF 'LOVE LAWS' AND THE DYNAMICS OF POWER PLAY: GENDER AS A SUBTEXT IN ARUNDHATI ROY'S THE GOD OF SMALL THINGS Pushpinder Walia	556
74	INCREASING STUDENT MOTIVATION AND LEARNER AUTONOMY THROUGH EXTENSIVE LISTENING PORTFOLIOS Jaime Morrish	568
75	THE NEW SACRED ART MOVEMENT AND DEVELOPMENT OF NIGERIAN ART: THE OSUN OSOGBO EXPERIMENT Egunjobi Felix Babatunde	576
76	CHILD TRAFFICKING AND ITS HUMAN IMPLICATION IN ETHIOPIA: THE CASE SNNPR STATE Alemshet Adugna Addisalem	586
77	CHILD TRAFFICKING AND ITS HUMAN IMPLICATION IN ETHIOPIA: THE CASE SNNPR STATE Alemshet Adugna Addisalem	594
78	INFLUENCE OF EXERCISE ON PERSONAL HEALTH PROFILE ON THE PEOPLE OF KABBA-BUNU LGA OF KOGI STATE NIGERIA Toluse Caroline Modupe	603
79	CONSUMERS' WILLINGNESS TO CONTRIBUTE TO THE IMPLEMENTATION OF A WORKPLACE SAFETY LABEL Marjia Khanom ,Mashiur Rahman	612
80	MEDICATION SAFETY STRATEGIES: A REVIEW AND SUGGESTIONS Hoppin Shari	621
81	THE ATTITUDES OF THE COLLEGE STUDENTS TOWARD THE UTILIZATION OF BRITISH RESTORATIVE JUSTICE TECHNIQUES IN EVERYDAY POLICING Jennifer Dawe, Margaret Duda, Rebekah Gonzales, Aqeel Saeid	630

No.	TITLES AND AUTHEORS	Page No.
82	REFUGEE INFLUX AND LIVELIHOOD OF THE HOST COMMUNITIES: A CASE STUDY OF NAKIVAALE REFUGEE SETTLEMENT, UGANDA Brendah Nakuya	639
83	TOURISM DEVELOPMENT IN EU REGIONS: AN ANALYSIS OF MONITORING STRATEGIES FOR FAST GROWING VISITORS COUNTRIES Renee Yi-Mond Yuan	648
84	STUDENTS' PERFORMANCE CHALLENGES AT INTERNSHIP IN KANO STATE, NIGERIA Attamah Chukwunwike Emmanuel	656
85	THE RAMAKIEN AND THE BIBLICAL ACCOUNT OF THE COSMIC CONTROVERSY Bienvisa Ladion Nebres	665
86	EFFECT OF GROUP COUNSELLING ON YOUTHS' ATTITUDE TOWARDS EXAMINATION MALPRACTICES IN LAGOS STATE, NIGERIA Ayodeji Olawole, Mopelola Olusakin	679
87	DETERRITORIALIZATION' IN THE WASTED VIGIL BY NADEEM ASLAM Sobia Kiran	690
88	EFL TEACHING IN UNIVERSITY CLASSROOMS IN SAUDI ARABIA: A CASE STUDY OF INSTRUCTORS AND CURRICULUM AND IMPLEMENTATION FOR LANGUAGE LEARNING Dalia Jamal Alghamdi	699
89	DAUGHTERS' NARRATIVES : THE DIALECTICS OF SILENCE AND MEMORY D. Laura Dameris Chellajothi	708
90	DEVELOPMENT AND ACCEPTABILITY OF THE FRUIT KAMIAS (AVERRHOA BILIMBI) Lilia M. Pingol , Gloria T. Tariga	716

No.	TITLES AND AUTHEORS	Page No.
91	RELIGIOUS VIOLENCE AND HERDSMEN AND TERRORIST PHENOMENA IN NIGERIA: A RHETORIC OR A REALITY Mary Taiye Daniel	725
92	ADVANCING ACADEMIC LEADER IDENTITY DEVELOPMENT: USING KAUPAPA TO BRIDGE THE DIVISION BETWEEN CONFLICTING ORGANISATIONAL CULTURES Steven Marshall	734
93	MANIFEST DESTINY AND NATIVE AMERICANS Serdar Ornek	743
94	A LESSINGIAN SOLUTION TO APOCALYPTIC DOOM IN WINTERSON'S THE STONE GODS: A SUFI APPROACH Neşe Yildirim	752
95	SYKES-PICOT AND THE FAILURE OF THE MODERN ARAB STATE SYSTEM Jawaher Abdel-Hamid	761
96	THE FUNCTION OF MUSIC IN FILM: THE RELATIONSHIP BETWEEN THE IMAGE AND THE MUSIC Rengin Iskeçe	771
97	THIS TIME SING FOR FREEDOM: THE ROLE OF PROTEST SONGS IN LIBERATION MOVEMENT OF SOUTH AFRICANS Seher Gündüz	779
98	EFFECTS OF SELECTED YOGIC ASNAS AND PRANAYAMAS ON LIPOPROTEIN CHOLESTEROL ABNORMALITIES AND DIABETIC POST MENOPAUSAL WOMEN Avtar Singh Kalsi ,Prabhjot Kaur, Satpal Kaur	785
99	PALIMPSEST AND REWRITING THE CANADIAN FEMINISM IN THE HAND MAID'S TALE Onur Kaya	792

No.	TITLES AND AUTHEORS	Page No.
100	ELECTROCHEMISTRY OF PYRROLOQUINOLINE QUINONE (PQQ) ON MULTI-WALLED CARBON NANOTUBE-MODIFIED GLASSY CARBON ELECTRODES IN BIOLOGICAL BUFFERS D. A. Baum , I. Emahi , M. P. Mitchell	800
101	DEVELOPMENT OF IOT-BASED CAR PARKING MANAGEMENT SYSTEM: THE DEPLOYMENT OF MOBILE TECHNOLOGY AND INTERNET OF THINGS FRAMEWORK Shutchapol Chopvitayakun	807



Group process solve the problems in learning the concept of hazard analysis

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ABSTRACT

This paper highlights the importance of the dynamics of learning process with group. First, we provide an overview of the classroom understanding on the concept of hazard analysis. In the written test investigating the level of understanding of the concept, only 20 percent of class of third-year university students were consistently able to apply this concept. Then, Learning Together (LT) model was used. The discourse of 5 groups of four students was observed. Within-group comparisons across labs and across-group comparisons within labs were made. It was determined that students became much better at using the scientific method after construct convincing arguments. Students could develop concept understanding the issues by themselves.

Keywords: Concept, Group process, Problems in learning

I. INTRODUCTION

In Organization Development (OD) the phrase “Group Process” refers to the understanding of the behavior of people in groups, such as task groups, and the processes used to solve problems or make decisions. A group develops relationships and generates an energy, or identity, that is different together than when individuals are by themselves or with others. When a group comes together they are primarily concerned with the contribution of content to achieve the purpose for which they were formed. In groups, and group work, it is the substantive and meaningful part of the work they come together to do. In addition to content groups must also consider structures and group maintenance as a part of their viability as a group. So if content is the subject matter of the work, structures are the constructs or things we put in place to help us perform, or do the work, and maintenance is the attending to the roles, responsibilities, and needs of the group itself. Because traditionally everyone in the group is primarily concerned with the content, maintenance and structures, by which the work gets done, are often overlooked or are, at least, haphazardly considered. In general, this is where groups that meet over time run into problems and where a group process facilitator is extremely

valuable. Group process can be the means by which group members interact, make decisions, handle problems, and develop roles.

Hazard analysis and critical control points or HACCP is a systematic preventive approach to food safety from biological, chemical, and physical hazards in production processes that can cause the finished product to be unsafe, and designs measurements to reduce these risks to a safe level. Food companies in the United States that are required to register with the FDA under the Public Health Security and Bioterrorism Preparedness and Response Act of 2002, as well as firms outside the US that export food to the US, are transitioning to mandatory hazard analysis and risk-based preventive controls (HARPC) plans. HACCP has been recognized internationally as a logical tool for adapting traditional inspection methods to a modern, science-based, food safety system. Based on risk-assessment, HACCP plans allow both industry and government to allocate their resources efficiently in establishing and auditing safe food production practices. Hence, HACCP has been increasingly applied to industries other than food, such as cosmetics and pharmaceuticals. From the above can be seen that the topic HACCP is important for students because it is necessary to use in future work but it is difficult to understand due to the complexity of the content and systematic analysis need. Therefore, we have experimented with the group process learning method to help understand the lesson.

II. LITERATURE REVIEWED

Group processing in cooperative learning has several purposes:

- Allow the group to improve its work together continuously over time.
- Focus attention on group members' contributions in order to increase individual accountability.
- Make the learning process simpler through streamlining.
- Reduce or eliminate actions that don't contribute positively to the group's learning.

Instructors set up group processing for their students in a number of ways. First, they choose the skills they want the groups to focus on as a part of setting the objectives for the activity. Second, they explain to their students what actions are expected of them throughout the activity. Then they monitor the different groups during the activity, observing student actions and intervening if necessary to improve a group's learning. This all forms the foundation from which students and groups conduct their own parts of group processing.

1. **Feedback:** Each student in the group gives and receives positive feedback on their contribution to the group. It's very important that the feedback is positive in order to generate forward momentum towards improving performance.
2. **Reflection:** Students analyze and reflect on the feedback they've been given.
3. **Improvement Goals:** Individual students and groups set goals for improving their work. Individuals can pick a particular social skill to use more effectively. Groups can decide on a collaborative skills to work on next time.
4. **Celebration:** Groups celebrate the hard work and contributions of the members as well as the success of the group. Celebrations provide students with encouragement to continue improving their group work.

Group processing is a very important part of cooperative learning. According to Johnson et al. (1998), "Students do not learn from experiences that they do not reflect on." Making sure that group processing is not shortchanged because time runs out is critical to the groups' success. If class is almost over, you can have students give each other quick feedback, assign the processing questions as homework, or process yesterday's group work at the start of today's class.

Angelo and Cross (1993) provide a wide range of classroom assessment techniques, of which the Group Instructional Feedback Technique (GIFT) is particularly well suited for group processing evaluation.

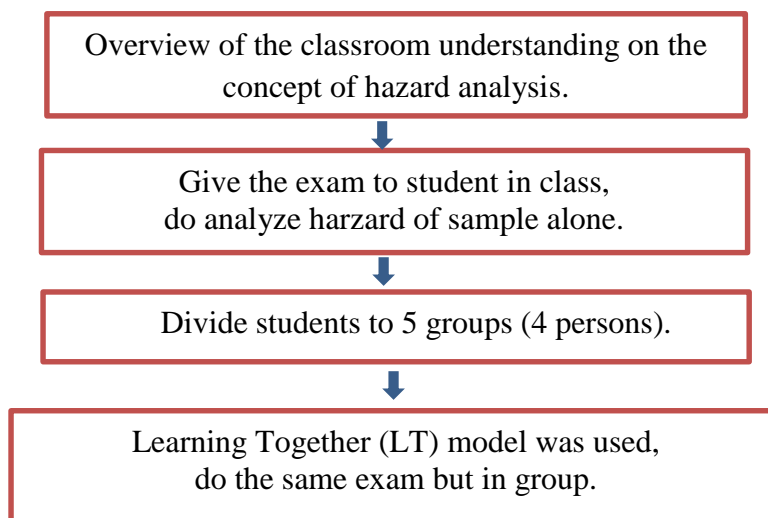
III. METHODOLOGY

This research enlighten about the project that students are beginning. During the project, student use their imagination to plan their work. The assignment last approximately two week total. By the end of this project, we are fully aware of the expectations of student throughout this project.

The research data accomplishes its mission primarily through two important mechanisms: (1) Working Groups; and (2) working individuals.

The study topic is "Hazard analysis" to find out

1. Whether the students have a better academic performance or not.
2. How much students are satisfied in "group processes".



The population used are 28 of third-year students of Industrial Microbiology department, Faculty of Science and Technology, Suan Sunandha Rajabhat University who have to study QA as required subject. The number of sample derive from Krejcie and Morgan table at the 5% significant level and 95% confidential level. The statistical results are presented in percentage, mean, standard deviation and t-test.

Research tools include Action plan in the experimental group by applying group processes and activities 3 times. The activity has 6 steps:

- 1) group stage
- 2) point configuration The purpose of the group
- 3) The brainstorming
- 4) The strengthening of the relationship
- 5) Decomposition
- 6) Follow up evaluation

IV. RESULTS

1. Group work



Activities that occur in groups are planning and doing. They plan about mission analysis and goal specification. Then the group members share the responsibility. After getting enough information, the members come together to make decision, generate and solve problem. The range of information task goals and activities required by groups to plan their work, accomplish tasks and monitor their progress over time. Through these information tasks and activities, and facilitated by tools, groups integrate information from multiple sources, at times assigning different individual roles to make decisions, solve problems and generate new content. Traces of their information activities are embedded in group artefacts and final products.

2. Mean and deviation of student analysis scores

Table 1: Mean and deviation of student analysis scores before and after using the group method

Score	X	SD	T	P-value
BEFORE	99.65	12.19	28.71	0.005
AFTER	171.75	4.60	-	

The average score of hazard analysis of individual work is 99.65 (full mark =200) and S.D. = 12.19 while average score of hazard analysis of group work is 171.75 and S.D. = 4.60. Significantly higher score.

V. CONCLUSION AND DISCUSSION

From the result, it determine that students become much better at using the scientific method after construct convincing arguments. Students could develop concept understanding the issues by themselves. The findings could be used as data for primary information resource management for teaching and learning in other subject or topic which requires analytical and decision-making skills.

ACKNOWLEDGMENTS

This study was successful by financial support from Suan Sunandha Rajabhat University and many helps from my colleagues.

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