International Academic Multidisciplinary Research Conference 2017

Proceeding of
INTERNATIONAL BUSINESS ECONOMIC TOURISM SCIENCES TECHNOLOGY
HUMANITIES SOCIAL SCIENCES AND EDUCATION RESEARCH CONFERENCE

Berlin, Germany
23 – 25 October, 2017

THE 2017 ICBTS

Edited by  Chayanan Kerdpitak, CK Research, Thailand
          Kai Heuer, Wismar University, Germany
          Ebrahim Soltani, Hamdanbin Smart University, UAE
          Gilbert Nartea, Lincoln University, New Zealand
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Conference Proceedings

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Conference Three Themes

The International Business Tourism and Applied Sciences Research Conference
The International Education Social Sciences and Humanities Research Conference

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HUMANITIES SOCIAL SCIENCES AND EDUCATION RESEARCH CONFERENCE

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INTRODUCTION

We would like to welcome our colleagues to the International Business Tourism Transport Technology Social Sciences Humanities Education Research Conference. It is the seven series in 2016 of Conference on Business Tourism and Apply Sciences was held in Amsterdam. As always many members of the ICBTS 2016 community look forward to meeting, sharing and exchanging their research ideas and results in both a formal and informal setting which the conference provides. Likewise, the concept of alternating the international conference every one month on April to November between Europe and the rest of the world is now well established. This year’s event in London (UK) Paris (France) Munich (Germany) Amsterdam (Netherlands) Boston (USA) Toronto (Canada) London (United Kingdom) Zurich (Switzerland) Berlin (Germany) Tokyo (Japan) and another continues with the cultural following the very successful and productive event held in London-Zurich in August 2016 in the field of various types for international academic research conference on Business Economics Social Sciences Humanities Education and Apply Sciences. As usual The ICBTS 2016 brings together leading academics, researchers and practitioners to exchange ideas, views and the latest research in the field of Business Tourism and Apply Sciences.

The theme of this event The 2016 ICBTS International Business Tourism Social Sciences Humanities and Education Research Conference is “Opportunities and Development of Global Business Economics Social Sciences Humanities and Education” It is also represents an emerging and highly challenging area of research and practice for both academics and practitioners a like, The current industrial context is characterized by increasing global competition, decreasing product life cycles, Global Business, Tourism Development, Social Sciences Humanities Education Apply Sciences and Technology collaborative networked organizations, higher levels of uncertainties and, above all, and customers. In our view holding this event in Tokyo represents a timely opportunity for academics and researchers to explore pertinent issues surrounding Business Economics Tourism Social Sciences Humanities Education Sciences and Technology.

Potential authors were invited to submit an abstract to the International Conference Session Chairs. All abstracts were reviewed by two experts from the International review committee and final papers were further reviewed by this volume with 30 contributing authors coming from 18 countries. This book of proceedings has been organized according to following categories:

- Business
- Management
- Marketing
- Accounting
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- Economic
- Education
- Marketing
- Logistics Management
- Social Sciences
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SPEAKER BACKGROUND

Professor Dr. Ebrahim Soltani

Prof. Dr. Ebrahim Soltani is a Professor of Business School at University of Kent Canterbury in England and he is Department Chair - Quality & Operations Management at Hamdan Bin Mohammed Smart University Dubai of United Arab Emirate. He was appointed associate professor in business management, total quality management, and operation management in 1989 at the University of Kent, he continued his research in the field of operation management, business management. He has published over 50 papers and reports in such journals as International Journal of Technology and Production Research. He supervised a considerable number of PhD theses and is a consultant on industrial and production industry in England and United Arab Emirate.

SPEAKER BACKGROUND

Professor Dr. Kai Heuer

Prof. Dr. Kai Heuer is full professor for business administration at the Business Faculty of Wismar University in Germany. Before, he served as a full professor at the Environmental Campus of Trier University of Applied Sciences. He studied business administration in Germany and the U.S.A. and holds an MBA and a doctoral degree. He has management experience from leading positions in different companies and as business consultant. His research areas are management accounting, organizational development, and international management where he has published numerous papers, reports and textbooks. He is the head of Master Program in Business at Wismar University and a member of the Schmalenbach-Society for Business Economics, Cologne; managing director of the Institute of Health-, Senior- and Social Management; and a former member of the board of the Centre for Aviation Law and Management.
Dr. Tariq Khan

Dr Tariq Khan is a Lecturer and Director of Postgraduate Programmes of Business School in Brunel University, Uxbridge, London, United Kingdom. He received his BEng in Aerospace Engineering from Kingston University, his MSc in Manufacturing Technology from University of Warwick, and his PhD in Intelligent Education Systems from University of Salford. He subsequently worked as a research associate in Heriot-Watt University Edinburgh and as a senior lecturer at London Metropolitan University. He has specialist teaching in Business Process Modelling, Web Programming, Software Engineering, Classical Logic, Human Computer Studies. He has Book and published over 20 papers and reports in such journals as Information Systems Evaluation and Integration (ISEing). He supervised a considerable number of PhD theses and is a consultant on business and supply chain and engineering industry in England and United Kingdom.

Dr. Chayanan Kerdpitak

Dr Chayanan Kerdpitak is a Lecturer and management committee of Doctor of Business Administration Programmes of College Management Innovation in Valaya Alongkorn Rajabhat University in Thailand and a management committee of CK Research Consultant in Bangkok. I was a Lecturer of Principle Marketing, Sales Management, Consumer Behavior, and Marketing Research at The Suan Dusit University in Thailand. She received a Ph.D. in the field of Business Logistics within Industrial at Ramkhamhaeng University, Thailand. She has published over 20 proceeding paper and some reports in such journals as International Journal Business and Economics Research. She has been a consultant on Import Automobile Industry from Germany for International Marketing and Marketing Research. Chayanan graduated a B.B.A and M.B.A in Business Administration from The Ramkhamhaeng University, Bangkok, Thailand (Major in Marketing).
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**Paper 1 (48)** GERMAN LEADERSHIP IN EU FOREIGN POLICY AFTER EUROZONE CRISIS?  
Merve Yavuz  
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**Paper 4 (61)** EDUCATION, BUSINESS AND AGRICULTURE: AN INTEGRATION FOR ECONOMIC TRANSFORMATION IN DEVELOPING NATIONS: THE NIGERIAN EXPERIENCE  
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|              | LEARNING ENGLISH AS A FOREIGN LANGUAGE.  
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|              | Paper 3 (145) THE RELATIONSHIP BETWEEN SYSTEM OF SUGGESTIONS AND THE        | Paper 2 (31) ADVANCING SUSTAINABLE AGRO-TOURISM IN THE WESTERN BALKANS.  
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Zohaib Zahid and Dr Mamuna Ghani, Pakistan |JOÃO MIGUEL O. COTRIM AND PROF. FRANCISCO NUNES |
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| 2017         |                                                                 |                                                                 |
THE NATURE AND USE OF RESEARCH-BASED LEARNING FOR ENHANCING PRE-SERVICE TEACHERS' RESEARCH SKILLS

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ABSTRACT

This article described the meaning of research-based learning (RBL). From the point of the author's view, RBL has a relation with active learning where learners learn by doing. Linking research with teaching is made in different forms dependent on the educational context and learning objectives. In general, teaching research link-nexus is implemented in four different forms: research-led learning, research-oriented learning, research-tutoring learning and research-based learning. Moreover, this article investigated how RBL is implemented in different educational contexts. This investigation shed the light on implementing RBL in teaching her course entitle 'English Language Teaching for ASEAN Community' to pre-service teachers of English. With the potential of RBL, the author believes that the pre-service teachers of English will gain research skills and knowledge of English language teaching through research-based learning. However, an empirical study is required in order to confirm the above beliefs and also investigate the pre-service teachers' interest in research after experiencing it.

Keywords: research-based learning, teachers’ research skills

INTRODUCTION

The starting point for this article is the ‘Knowledge Management Project’ (KM Project) established by Suan Sunandha Rajabhat University (SSRU), the top Rajabhat University in Thailand. One aim of this project is to identify what it means by active learning and then produce a handbook of teaching approaches under the concept of active learning. Research-based learning (RBL), one of the teaching approaches related to the concept of active learning, was proposed and accepted by the members of KM project. This article describes the characteristics of RBL and the relationship between RBL and active learning. Then the implementation of RBL in terms of learners and teachers’ role will be presented as well as its potential regarding the creation of pre-service teachers’ research skills. The article is closed with the recommendation for further research.

RESEARCH BASED LEARNING AND ACTIVE LEARNING
There are many excellent approaches of teaching implemented in Thai universities and the idea of linking research and teaching is a topic of international interest. A link between research and teaching can be made in four different models as follows: research-led learning, research-oriented learning, research-tutoring learning and research-based learning (Hoskins & Mitchell, 2015, p. 3). Research-led learning is referred to as teaching current research conducted within a university as a part of lectures in the university while research-oriented learning is referred to as teaching students to learn about research processes and methodologies (Hoskins & Mitchell, 2015, p.9 - 10). In research-tutored learning, students learn through discussion about research within a given tutorial meeting (Healey, 2005 cited in Hoskins & Mitchell, 2015, p.11). In research-based learning (RBL), students are treated as researchers and RBL seems to be the hardest among the four models, according to Hoskins and Mitchell (2015, p11). Furthermore, Healey (2005b cited in Spronken-Smith, 2009, p.9) argues that among the four models, research-tutored and research-based learning provide the most benefit for student learning and should be implemented in higher education.

Through research-based learning, students learn as researchers with the lecturers (Hoskins and Mitchell, 2015, p.5). The role of learners as researchers is in line with active learning which students learn by doing (Gibbs, 1998; Healey & Roberts, 2004 cited in Spronken-Smith, 2009, p. 2) e.g. discussion, asking questions, and solving the problems (Prince & Felder, 2006 cited in Spronken-Smith, 2009, p.2). Based on students roles (learners as researchers and students as active learners), it might be argued that RBL seems to have commonalities with the teaching approaches as follows: inquiry/enquiry-based learning and teaching research link nexus where research is brought into teaching.

**THE IMPLEMENTATION OF RBL IN HIGHER EDUCATION**

Linking research and teaching is adopted in many forms. Having students learn about research methods and techniques is referred to as research-oriented learning and having them to undertake their own research project is known as research-based learning (Jenkins et al. 2003 cited in Healey, 2005, p. 68). Research-based learning (RBL) prepares students as researchers (Griffith, 2004 cited in Healey, 2005, p. 69) with the central goal of developing research skills and preparing life-long learning for students (Spronken-Smith, 2009, p.6). Based on its central goal, teaching and learning is stimulated by inquiry (questions or problems) for seeking new knowledge and new understanding (Spronken-Smith, 2009 p. 5). In RBL classroom, a teacher plays a role of the facilitator while students are responsible for their learning (Spronken-Smith, 2009, p.5).

RBL has been adopted by a number of scholars for different courses. Kazura and Tuttle (2010, p. 211) implemented RBL for two semesters for teaching a child development course which was previously based on lecture-only. In this course aligning teaching and research, 83 college students of a New England land-grant university were assigned to collect observational data on children and their teachers at a university’s child...
study center during the fall semester and then conduct interviews with those children to investigate the social interactions with their peers during the spring semester (Kazura & Tuttle, 2010, p. 211).

Research-based learning is also promoted at Humboldt University (HU), Germany under the HU-Q Program. The program consists of four different projects as follows: Q-Tutorials, Q-Teams, Q-Kellogs, and Q-Module (Deike, Gess & Rueβ, 2014, p. 29). Participating in each of the four projects, students are to act as researchers. Firstly, Q-Tutorials is available for undergraduate students, second year onward to master students (Deike, Gess & Rueβ, 2014, p. 29). In this model, the research grant is given to successful students who are then employed as tutors leading a student research team and reporting the teams' research results (Deike, Gess & Rueβ, 2014, p. 29). Secondly, Q-Teams is available for junior research staff with the aim to tie their research with teaching (Deike, Gess & Rueβ, 2014, p. 29). The junior research staff is the leader of this project acts as a coach to enable the student researchers to conduct a group or individual research project (Deike, Gess & Rueβ, 2014, p. 29). Thirdly, Q-Kollegs is referred to as the project with the aim of having students conduct a co-research project with students from an international partnership institution in their home university (Deike, Gess & Rueβ, 2014, p. 29). Finally, Q-Modules is related to complete an existing academic module by conducting a research project (Deike, Gess & Rueβ, 2014, p. 29). In this project, students do not have to attend class regularly but they have to work under the guidance of subject specialists and attend seminar or work-in-progress workshops (Deike, Gess & Rueβ, 2014, p. 30).

THE POTENTIAL OF RESEARCH BASED-LEARNING

Kazura and Tuttle (2010, p. 210) state that research based-learning, using research as a teaching method, is perceived by educators as beneficial for undergraduate students in terms of general skills, research/discipline knowledge, and relationship building. According to Elgren and Hensel, 2006; Wolfe et al., 2002 cited in Kazura and Tuttle, 2010, p. 210, general skills include problem-solving, critical thinking, writing, speaking and reading skills. In terms of research/discipline knowledge, students gain and increase knowledge of literature in their discipline, methodology and ethics for human subjects (Perlman & McCann, 2005 cited in Kazura & Tuttle, 2010, p. 210). Relationship building is referred to as the communication between students and peers or students and lecturers outside the classroom through mentoring session, meeting and teamwork (Landrum & Nelson, 2002 cited in Kazura and Tuttle, 2010, p. 210). It can be concluded that RBL prepares students for the competitive workforce. As for the research study conducted by Kazura and Tuttle (2010, p. 212), the Likert items showed the research skills obtained through RBL for teaching the child development course during two semesters which includes data collection, writing and presentation, and professional development. The result of the open-ended questions indicated that RBL classroom was enjoyable in terms of giving students opportunities to observe and interview the children and to apply knowledge they learnt in class.
Waree, Ontkwanmuang and Chanfoy (2016) investigated the impact of research-based learning on developing classroom research skills for pre-service teachers in year two majoring in Thai, English and Mathematics (N=214) of Suan Sunandhar Rajabhat University, Bangkok. The results of their study showed that 204 students got C+ and 10 students got A measured through 60 items of objective test and the students' work assessment Waree, Ontkwanmuang and Chanfoy (2016, p. 901). Based on the result of their study, the classroom research skills gained through RBL included research problem determination, hypotheses establishment, and data collection (Waree, Ontkwanmuang and Chanfoy, 2016, p. 901).

On the other hand, research-based learning seems not to significantly increase students' interests in research, according to Deike and colleagues (2014). Approximately 300 students of HU-Q projects (Q-Tutorials, N=260 and Q-Teams, N=40) were asked how they are interested in specific research activities (Deike, Gess & Rueβ, 2014, p. 30 - 31). The results of the pre-test showed average of interest level of 31.5 points while those of the post-test showed the average of interest level of 33.0 points (Deike, Gess & Rueβ, 2014, p. 31). The immediate follow-up question of this study showed that the top three research activities which are of interest to the students include working with research literature, developing a research design and carrying out empirical research (Deike, Gess & Rueβ, 2014, p. 31).

THE USE OF RESEARCH-BASED LEARNING IN ENGLISH LANGUAGE TEACHING

Based on the literature review, research-based learning has potential for enhancing research skills for the students especially in higher education. Therefore, research-based learning has been brought into teaching a course entitled 'English Language Teaching for ASEAN Community' to pre-service teachers of English at Faculty of Education, Suan Sunandha Rajabhat University. The course is learnt by undergraduate students in year four (N = 54). In the 17-weeks course, students are to understand classroom management of English in early childhood, primary and secondary education under the context of ASEAN Community in order to be able to distinguish and analyze the differences and similarities of English language learning classroom management.

The students are to act as researchers through the learning activities as follows: literature review (week 2-5), data collection (week 10-11) and data analysis (week 12-13). Similar to Q-Modules (Deike, Gess & Rueβ, 2014), the students do not have to attend the classroom during week 10-13. Instead, they collect and analyze the research results with the guidance from their course lecturer. However, conducting a research project is relatively new to the students and English is not their first language. As a result of this, research-oriented learning have to be implemented in several weeks of learning the course through learning contents as follows: writing a research proposal (week 6-7), research methodology and methods (week 9), writing an abstract (week...
14) and research presentation (week 15-16). In week 8 and 17, the students are to take a mid-term and final-term examination, respectively. The examinations are related to their research project which include a research (750-1000 words) proposal and a research abstract (250 words). It might be argued that both examinations are set up to prepare the students to participate in real life projects related to the core content of the course which is English language teaching for ASEAN community.

The further steps of research-based learning in teaching the course ‘English Language Teaching for ASEAN Community’ will be about the investigation of the research skills and knowledge in relation to English language teaching in ASEAN countries that the students will probably gain from teaching and learning through this approach. Apart from this, students’ interest and ability to engage in research-based learning will be investigated in order to visualize the factors in the implementation of RBL in higher education in Thailand.

CONCLUSION

Research-based learning (RBL) is one form of teaching research link/nexus. It is argued that RBL is the hardest model among the four models (Hoskins & Mitchell, 2015, p 9 - 10). In RBL classroom, students are to act as a researcher. In certain context, students do not have to attend the classroom regularly but support and guidance on conducting research are surely given. RBL is beneficial to develop research skills: literature review, research methodology and research ethics (Perlman & McCann, 2005 cited in Kazura & Tuttle, 2010, p. 210; Deike, Gess & Rueβ, 2014, p.31). The positive impact of RBL on learning is taken into account which leads towards teaching the author’s course entitled ‘English Language Teaching for ASEAN Community’ through research-based learning in semester 1, 2017 at Faculty of Education, Suan Suanandha Rajabhat University.

However, the potential of research-based learning has been evident by scholars. The model has been used over the full range of academic discipline; however, the level of students suitable for RBL experience is debatable. One the one hand, the implementation of RBL is best suitable for advanced students who have mastered fundamental knowledge in the subject (Spronken-Smith, 2009, p. 10). On the other hand, RBL is suggested to be implemented with first year or freshmen students in order to prepare them for student-centered learning (Spronken-Smith, 2009, p.10). As a result of the debatable potential and implementation of research-based learning, further studies are required especially research on students’ research interests and skills gained through research-based learning but not limited to the study of factors in implementing research-based learning in language teacher education.

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