

**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  
Vipin Nadda, University of Sunderland, United Kingdom**

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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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# Conference Proceedings

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

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## THE 2017 ICBTS

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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
- Financial
- Banking
- Economic
- Education
- Marketing
- Logistics Management
- Social Sciences
- Supply Chain management
- Industrial Management
- Information Technology
- Sciences Technology
- Transport and Traffic
- Tourism Strategic
- Tourism Management
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- Tourism Development Policy and Planning
- Technology Application
- Communication and Sciences
- Humanities
- Health care Management
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**Professor Dr. Ebrahim Soltani**

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## **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.

## **SPEAKER BACKGROUND**



### **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.

## **SPEAKER BACKGROUND**



### **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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Charles Wild	

## 2017 ICBTS CONFERENCE BERLIN PROGRAM

<b>The 2017 ICBTS International Multidiscipline Research Conference</b>	
<b>23 October 17</b> 9.00- 09.30 (M)	<b>REGISTRATION &amp; WELCOME</b> Welcome meeting at The Park Inn by Radisson Berlin City West, Germany
	<b>Academic Advisory &amp; Session Chair</b> Professor Dr. Kai Heuer, Germany Dr. Hen Friman, Israel
<b>23 October 17(M)</b>	<b>Session A</b>
<b>23 October 17(M)</b> 09.00-10.30 (M)	<p><b>Session A1</b></p> <p><b>Paper 1(23)</b> DEVELOPMENT FOR 21<sup>ST</sup> CENTURY SKILLS BY USING PROCESSES OF RESEARCH BASED LEARNING Asst. Prof. Poonyapon Chanfoy</p> <p><b>Paper 2(24)</b> ACTIVE LEARNING BY USING PROCESSES OF PROBLEM BASED LEARNING Asst. Prof. Suphanwadee Waiyaroop</p> <p><b>Paper 3(27)</b> ORGANIZED ACTIVE LEARNING BY INSTRUCTIONAL MODEL WITH PROJECT BASED LEARNING Asst. Prof. Sirimaneer Banjong</p> <p><b>Paper 4(29)</b> PARTICIPATORY LEARNING: FROM THEORY TO PRACTICE IN PSYCHOLOGY FOR TEACHER COURSE Mr. Panuwat Sivaskunraj</p> <p><b>Paper 5(35)</b> PROBLEM-BASED LEARNING WITH MATHEMATICS TEACHING: PRINCIPLES AND GUIDELINES Mr. Teerawit Tinprapa</p> <p><b>Paper 6(132)</b> LANGUAGE TEACHING AND LEARNING OPINIONS ON CULTURAL DIVERSITY Awwal Ibrahim Dansadau</p>
10.31 - 10.45	Morning Break
10.46 - 12.00	<p><b>Session A 2</b></p> <p><b>Paper 1(36)</b> RB : THE DEVELOPMENT OF LEARNERS' LEARNING SKILLS Mrs. Teeraporn Plailek</p> <p><b>Paper 2(37)</b> THE NATURE AND USE OF RESEARCH-BASED LEARNING FOR ENHANCING PRE-SERVICE TEACHERS' RESEARCH SKILLS Dr. Sasiporn Phongploenpis</p> <p><b>Paper 3(33)</b> TECHNIQUE OF FOLLOW UP ON WORK PROGRESS IN OFFICE ADMINISTRATION Miss Nipawan Tharasak</p> <p><b>Paper 4(39)</b> THE STUDY OF TECHNOLOGY ASSISTED OFFICE ADMINISTRATION OF SUANSUNANDHARAJABHAT UNIVERSITY Miss Suntaree Patcharaprateep</p>

	<p><b>Paper 5(144)</b> Examining Motivation to Teach Levels of Pre-Service Teachers in Terms of Some Variables Ipek Som Onal</p>
12.01-13.00	<b>Lunch Break</b>
13.01-15.00	<p><b>Session A 3</b></p> <p><b>Paper 1(9)</b> ACTING AS A TOOL TO EXPRESS POWER OF MEDIUM Dr. Kusuma Teppharak</p> <p><b>Paper 2(10)</b> EQUIPMENT DESIGN TO CREATE TIE-DYE FABRIC PATTERN Mr. Tanutpong Phriwanrat</p> <p><b>Paper 3(11)</b> WICKERWORK PROCESS ANALYSIS APPLY FOR HOME DECORATION DESIGN: PRANEE HANDICRAFT SING BURI THAILAND Mr. Akapong Inkuer</p> <p><b>Paper 4(12)</b> SOUVENIRS DESIGN FROM ARTS AND CULTURAL Mr. Noppadon Sangwalpetch</p> <p><b>Paper 5(13)</b> THAI PERFORMING ARTS IN KING PRAJADHIPOK'S LAWS Asst. Prof. Manissa Vasinaron</p> <p><b>Paper 6(116)</b> ESL Basic Learners: Personal Histories of Writing Ketskanda Jaturongkachoke and Supat Kookiattokoon and Supamit Chanseawrassamee</p> <p><b>Paper 7(150)</b> Feasibility Study of Implementation of Coaching in Training of Nurses in Bahman hospital in Tehran (IRAN) Associate Prof. Dr. Mohammad Ghahramani and Fatemeh Hydari</p> <p><b>Paper 8(127)</b> Renewable Energy by Project-based learning Hen Friman and Idan Halbi and Ifaa Banner and Bosmat Shalom-tuchin and Yulia Einav</p>
15.00- 15.15	<b>Afternoon Break</b>
15.16- 17.00	<p><b>Session A 4</b></p> <p><b>Paper 1(14)</b> FABRIC PRINTING DESIGN OF SARONG AS A RESULT OF A STUDY OF TEXTILE PATTERNS OF LAO-SONG (THAI SONG DAM), SUPHAN BURI PROVINCE Mr. Suwit Sadsunk</p> <p><b>Paper 2(15)</b> THE ART OF THE FABRIC PATTERN DESIGN BY STUDYING THE WOODEN CARVING ON GINGERBREAD IN VIMANMEK MANSION IN THAILAND Mrs. Chanoknart Mayusoh</p> <p><b>Paper 3(17)</b> A WESTERN TREATMENT OF NONWESTERN NATIONAL IDENTITY: A CASE STUDY OF <i>THE KING AND I</i> Asst. Prof. Dr. Chutima Maneewattana</p> <p><b>Paper 4(16)</b> MAINTAINING SIGNIFICANCE OF REALIA IN TRANSLATED PLAY Dr. Nataporn Rattanachaiwong</p> <p><b>Paper 5(40)</b> THE EXPOSURE AND SATISFACTION OF THE GRADUATE STUDENTS FOR THE CHANNAL OF THE INFORMATION AT SUANSUNANDHA RAJABHAT UNIVERSITY Miss Netdao Yooyong</p> <p><b>Paper 6(128)</b> AN EVOLUTION PERSPECTIVE ON THE ROLE OF UNIVERSITIES IN REGIONAL INNOVATION</p>

	<p>Jong-Ho LEE</p> <p><b>Paper 7(124)</b> PLANNING SCHOOL FEEDING POLICY TOWARDS ECONOMIC DIVERSIFICATION IN AFRICA Shuaibu Saminu</p>
23 October 17(M)	<b>Session B</b>
<p><b>23 October 17(M)</b> 09.00-10.30 (M)</p>	<p><b>Session B1</b></p> <p><b>Paper 1(1)</b> “SPIRITUAL TOURISM” THE NEW TOURIST DESTINATION FOR THAI TOURISM CASE STUDY IN “WAT TATON” CHAING-MAI THAILAND Dr. Supakit Mulpramook</p> <p><b>Paper 2 (3)</b> THE STUDY ON MEDIA EXPOSURE BEHAVIOR IN POLITICAL ISSUES OF UNIVERSITY STUDENTS Mr. Veerapon Vongprasert</p> <p><b>Paper 3 (5)</b> THE STUDY OF THE PARTICIPATION OF THE PRESIDENT OF STUDENT COUNCIL ELECTION, UNDERGRADUATE PROGRAM, SUAN SUNANDHA RAJABHAT UNIVERSITY Asst. Prof. Dr. Sudabhorn Arundee</p> <p><b>Paper 4 (8)</b> ROLE OF PROVINCIAL GOVERNOR IN CONTROL OF LOCAL ADMINISTRATION ORGANIZATIONS : CASE STUDY NONGBUALAMPHU PROVINCE Dr. Barameeboon Sangchan</p> <p><b>Paper 5 (18)</b> FINANCIAL STABILITY IN SAMUT SONGKRAM FROM HOUSEHOLD SAVING POTENTIAL Dr. Krisada Sungkhamanee</p> <p><b>Paper 6 (104)</b> THE IMPACT OF “PIPELINE DIPLOMACY” ON CONFLICT RESOLUTION IN THE CAUCASUS-CASPIAN REGION-THE CASE OF AZERBAIJAN AND AFGHANISTAN Dogan Girgin</p>
10.31 - 10.45	<b>Morning Break</b>
10.46 - 12.00	<p><b>Session B 2</b></p> <p><b>Paper 1 (21)</b> HOTEL BUSINESS DEVELOPMENT WAY TO REACH SERVICE STANDARD FOR SUPPORTING SENIOR TOURISTS IN THE AREA OF AMPHAWA DISTRICT, SAMUTSONGKRAM Miss Benjaporn Yaemjamuang</p> <p><b>Paper 2 (22)</b> KNOWLEDGEMANAGEMENT FOR WRITING RESEARCH PROPOSAL Miss Wanvisa Saisanan Na Ayudhaya</p> <p><b>Paper 3 (26)</b> UNIVERSAL DESIGN FOR WARD PATIENTS GOVERNMENT HOSPITAL Mrs. Jitravadee Roongin Kunkar</p> <p><b>Paper 4 (2)</b> THE DIFFERENCES OF SOCIAL AND POPULATION FACTORS TOWARDS TOURISTS’ ATTITUDES TO STAYING AT GREEN HOTELS IN BANGKOK Dr. Rumpapak Luekveerawattana</p> <p><b>Paper 5 (111)</b> MEDIATISATION OF URBAN PLANNING AND THE PUBLIC SPHERE: TOWARDS ENABLING AND JUST PLANNING PROCESS CASE OF EGYPT Mennatullah Hendawy</p>

12.01- 13.00	<b>Lunch Break</b>
13.01-15.00	<p><b>Session B 3</b></p> <p><b>Paper 1 (30)</b> THE DEVELOPMENT OF ONLINE ADMISSION FOR GRADUATE STUDENTS, SUAUN SUNANDHA RAJABHAT UNIVERSITY Miss Khatcharin Thapthimthet</p> <p><b>Paper 2 (28)</b> ORGANIZED ACTIVE LEARNING BY CREATIVE BASED LEARNING Mrs. Chompunuj Limlertmonkol</p> <p><b>Paper 3 (31)</b> KNOWLEDGE MANAGEMENT FOR THE GUIDELINES OF INFORMATION RESOURCE ACQUISITION: A CASE OF ACADEMIC RESOURCE CENTER, SUAN SUNANDHA RAJABHAT UNIVERSITY Acting Sub Lt. Nitima Kaewmanee</p> <p><b>Paper 4 (19)</b> VITAL FACTORS OF RECENTLY GRADUATES FOR APPLYING JOBS IN ASEAN LABOR MARKET Dr. Natnaporn Aeknarajindawat</p> <p><b>Paper 5 (25)</b> KNOWLEDGE MANAGEMENT: GUIDE TO WRITE A RESEARCH PROPOSAL Miss Yanika Chuentako</p> <p><b>Paper 6 (34)</b> KNOWLEDGE ON FOLLOWING-UP AND RECORDING ACCORDING TO PERSONNEL DEVELOPMENT TRAINNING Miss Supassawee Morakul</p> <p><b>Paper 7 (114)</b> AGRICULTURAL TRADE UNDER WTO REGIME: OPPORTUNITIES AND CHALLENGES Dr. MOHD ADIL</p> <p><b>Paper 8 (115)</b> RACE OF RELIGIONS AND THE RICE OF RADICALISM IN WEST PAPUA INDONESIA Umar Werfete and Suparto Iribaram</p>
15.01 - 15.15	<b>Afternoon Break</b>
15.16 - 17.00	<p><b>Session B 4</b></p> <p><b>Paper 1(7)</b> DEVELOPMENT OF A SOLUTION TO THE TRAFFIC ISSUES INSIDE SUAN SUNANDHA RAJABHAT UNIVERSITY Mr. Wichar Kunkum</p> <p><b>Paper 2 (6)</b> THE STUDY OF SATISFACTION OF THE DEVELOPMENT OF GRADE VALIDATION SYSTEM BASED ON CURRICULUM STRUCTURE, UNDERGRADUATE STUDENTS, SUAN SUNANDHA RAJABHAT UNIVERSITY Miss Wanwika Sattaworn</p> <p><b>Paper 3 (32)</b> DEVELOPMENT OF THE “I” SYSTEM FOR THE CORRECTION OF INTERNET LEARNING VIA THE INTERNET SUAN SUNANDHA RAJABHAT UNIVERSITY Miss Pinyaphat Kongsorn</p> <p><b>Paper 4 (38)</b> KNOWLEDGE MANAGEMENT FOR PROCESS DEVELOPMENT: INFORMATION RESOURCES CLASSIFICATION AND CATALOGING IN THE LIBRARY OF SUAN SUNANDHA RAJABHAT UNIVERSITY Miss Supaporn Wongsu</p> <p><b>Paper 5 (4)</b> THE STUDY OF APPLICANTS’ SATISFACTION OF UNIVERSITY ADMISSION SYSTEM : UNDERGRADUATE LEVEL, SUAN SUNANDHA RAJABHAT UNIVERSITY Miss Chontiya Ledanan</p>

	<p><b>Paper 6 (116)</b> THE EFFECTIVENESS OF USING GAMES IN LEARNING ENGLISH VOCABULARY: AN ANALYTIC IN THE SAUDI ARABIAN CONTEXT Ayedh Dhawi Mohammed Almohanna, Saudi Arabia</p> <p><b>Paper 7 (133)</b> SOCIAL MEDIA AND ARABIC: CODE-SWITCHING AMONGST ALGERIAN STUDENTS LIVING IN THE UK Linda Merzougui</p>
<b>24 October 17(T)</b>	<b>Session C</b>
24 October 17 (T) 09.30 – 10.30	<p><b>Session C1</b></p> <p><b>Paper 1(48)</b> GERMAN LEADERSHIP IN EU FOREIGN POLICY AFTER EUROZONE CRISIS? Merve Yavuz</p> <p><b>Paper 2 (7)</b> CULTURAL AND ART EDUCATION: A MEANS FOR SOCIAL STABILITY IN NORTHERN GHANA Dr. Eric Appau Asante and MAVIS DONKOR</p> <p><b>Paper 3 (53)</b> INNOVATIVE ACADEMY PROJECT -DISINFECTION OF EFFLUENTS WITH RENEWABLE ENERGY Hen Friman and Faina Nakonechny</p> <p><b>Paper 4 (61)</b> EDUCATION, BUSINESS AND AGRICULTURE: AN INTEGRATION FOR ECONOMIC TRANSFORMATION IN DEVELOPING NATIONS- THE NIGERIAN EXPERIENCE Dr. Matthew Ojong Achigbe</p>
10.31 – 10.45	Morning Break
10.46 - 12.00	<p><b>Session C2</b></p> <p><b>Paper 1(57)</b> EXPLORING THE EFFECT OF TECHNOLOGY SUPPORTED COLLABORATIVE LEARNING ON CREATIVE THINKING SKILLS OF PRE-SERVICE TEACHERS Erhan ÜNAL and Fatih ÖZDİNÇ</p> <p><b>Paper 2 (64)</b> ASTIN THEORY AND SOCIAL NETWORKS Dr Elham Akbari and prof Hamid Abdollahian</p> <p><b>Paper 3 (50)</b> EFFECT OF PAUL THE PERSIAN'S LOGICAL WORKS ON AL-MANTIQ BY IBN AL-MUQAFFA Seyedmohammadreza Azarkasb</p> <p><b>Paper 4 (136)</b> THE NECESSITY OF REGIONAL ECONOMIC INTEGRATION: A LESSON FOR SOUTH ASIA? Md. Rajin Makhdum Khan and Faizah Imam</p> <p><b>Paper 5 (137)</b> AN INVESTIGATION OF SENSORY LEARNING STYLES USED BY KURDISH EFL STUDENTS AT UNIVERSITY LEVEL Dr. Hoshang Farooq Jawad and Mr. Salahaddin Saeed Khidr</p>
<b>24 October 17(T)</b>	<b>Session E</b>

<p>24 October 17 (T) 09.30 – 10.30</p>	<p><b>Session E1</b>  <b>Paper 1(141)</b> TOURISM STRATEGY IN THE SUN TRIANGLE ANALYSIS WITH THE THEORY BASED ON RESOURCES AND INSTITUTIONAL THEORY  José G. Vargas-Hernández and Lic. Ana Yanetly Arias Orozco, Mexico  <b>Paper 2 (144)</b> CONTRADICTIONS AMONG STUDENTS OF BEING MALES AND FEMALES IN LEARNING ENGLISH AS A FOREIGN LANGUAGE.  Amina Babou, Algeria  <b>Paper 3 (145)</b> THE RELATIONSHIP BETWEEN SYSTEM OF SUGGESTIONS AND THE PRODUCTIVITY OF HUMAN RESOURCES. A CASE STUDY OF TEHRAN PROVINCE GASCO  Ali Aolatshah, Iran  <b>Paper 4 (120)</b> BLEMISHES IN SYLLABUS DESIGNING OF ENGLISH AT PRIMARY LEVEL OF EDUCATION IN PAKISTAN: AN OBSTACLE IN ATTAINING LANGUAGE PROFICIENCY  Zohaib Zahid and Dr Mamuna Ghani, Pakistan</p>
<p>10.31 – 10.45</p>	<p style="text-align: center;">Morning Break</p>
<p>10.46 - 12.00</p>	<p><b>Session E2</b>  <b>Paper 1 (158)</b> TRAVELING THROUGH THE TOURISM PROMOTION TERMINOLOGY: CONSIDERATIONS UPON THE ADOPTION OF ENGLISH TERMS IN THE OFFICIAL WEBSITES OF ROME, MILAN, LUGANO AND BELLINZONA.  Claudia Maria ASTORINO  <b>Paper 2(31)</b> ADVANCING SUSTAINABLE AGRO-TOURISM IN THE WESTERN BALKANS: INSIGHTS FROM THE KATUN PROJECT  Djurdjica Perovic and Sanja Pekovic andTatjana Stanovcic andJovana Vukcevic, Montenegro  <b>Paper 3 (163)</b> SHARING ECONOMY: THE ESTABLISHMENT OF ORGANIZATIONAL IDENTITY OVERTIME, CONSIDERING IDENTIFY CLAIMS AND LEGITIMACY GRANTING  João Miguel O. Cotrim and Prof. Francisco Nunes  <b>Paper 4 (143)</b> REGENERATING PATRIARCHY: A STUDY ON GEORGE ORWELL'S VIEWS ON WOMEN AND FEMALE CHARATER  Khaled Zouaoui  <b>Paper 5 (154)</b> SATISFACTION OF INDIVIDUAL LEARNING NEEDS IN THE INTEGRATED TEACHING/LERNING MODEL IN PRIMARY SCHOOL  Professor Anita Petere</p>
<p>12.01</p>	<p style="text-align: center;"><b>Conference Close</b></p>
<p><b>23 -24 October 17</b></p>	<p style="text-align: center;"><b>Participation and Discussion</b></p> <ol style="list-style-type: none"> <li>1. Dr. Mustafa Arslan., Georgia,</li> <li>2. Dr. Dr Olufemi Aramide, Nigeria</li> <li>3. Dr. Asif Iqbal, China</li> <li>4. Professor Wang Zhuquan, China</li> <li>5. Dr. Sumit Kumar dey, India</li> </ol>
<p><b>25 October 2017</b></p>	<p style="text-align: center;"><b>Free day for Participants</b></p>

# PARTICIPATORY LEARNING: FROM THEORY TO PRACTICE IN PSYCHOLOGY FOR TEACHER COURSE

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## ABSTRACT

This article demonstrates the participatory learning process model called “Participatory Learning (PL)” is a learning-based learning-centered learning management system. It consists of 4 steps: Experience, Reflection and Discussion, Concept, and Experiment. This article aims to (1) bring the participatory learning process into use in teaching psychology for teachers, (2) discuss the advantages of participatory learning management in teaching and learning in the field of pedagogical psychology, where the participatory teaching enables learners to participate in the classroom. They are responsible for their own learning, practice group activity planning, seek self-knowledge, and report learning outcomes, giving students the opportunity to combine their original experiences with new knowledge, Experimental/Applied stage, students share class roles, discuss issues and suggestions after activities together.

**Keyword:** Participatory learning, Knowledge management, Psychology for Teacher course

## INTRODUCTION

Participatory learning evolved from the fact that John Dewey's educational philosophy began to use the Learning by doing approach, which was the basis for developing a learning process that drew on the learner's ability to learn in the form of learning called “Active learning”, [1]where the learners engage in more instructional activities, encouraging learners to think and solve problem-centered learners. At a later stage, it was developed as a learning model by solving collaborative learning problems [2]

The principle of participatory learning is the process of knowledge creation, is a learning experience based on the student's original experience resulting in new knowledge continuously. Learners can define the principles of practice and apply the theory or principle correctly. It is learning to promote teamwork interactions between instructors and students, interaction among students, and expression and writing [3] (Oeumcharoen, 2006, cited in Pitsathira, 2010, pp. 8-9). The steps are as follows.

1. Experience is a step that teachers encourage students to bring their own knowledge and experience by educating teachers from various media, including working groups. It is the process by which the instructor tries to motivate the learner to develop his or her own experience. Developing as a learning tool depends on the use of the group process. The content that is used to educate or lead to teaching is mostly a matter of which the student is already experienced.

2. Reflection is the stage where the learner can express his or her feelings and feelings to the group members. Learners will learn the thoughts and feelings of others who are different from themselves, which will help them to learn more widely. Reflection by discussion will make a variety of conclusions. In addition, students will learn how to work as a team, the role of good members, self-control and acceptance of other people's opinions.

3. The concept is the stage where the learner learns about the subject matter or develops the cognitive domain (Cognitive) in many ways from instructor's lectures, assignments to read from documentation or by reflection or discussion by the instructor, may summarize the ideas from the discussions and presentations of each group. Students will understand and come up with ideas. This conceptualization will result in an understanding of the content of the process of practicing skills that will make it easier for the learner to practice.

4. To experiment or apply. It is a step that requires the learner to take advantage of the new conceptual stage to apply the new style or situation to its own way.

### **Organizing participatory learning processes in psychology for teachers course**

In teaching management in psychology for teachers integration of participatory learning in teaching and learning has been integrated. Using group processes and role play: [4]

1. Experience stage: The instructor talks to the learner about the special needs children encounter in everyday life. Encourage students to share their experiences.

2. Steps have the reflection: The instructor opens a video for children with special needs in each category and lets the students exchange information about the video content. Then divide the group by the type of children with special needs into 8 groups and then research. Talk about issues in short-term teaching and then give each group a presentation. By a classmate in class, a discussion is held to assess cognition.



3. Step up the idea: Instructor summarizes the content. And summarize the ideas from the discussions and presentations of each group



4. Step to experiment or apply: Each group offers content about children with special needs in that category, the self-responsibility group with the theme of role play.



At the end of the lesson, the instructor brief summary of children with special needs in each category. From watching the role played by each group.



## **OBJECTIVES**

This article aims to (1) bring a participatory learning process to use in teaching psychology for teachers course, (2) discuss the advantages of participatory learning management in teaching and learning in the field of psychology for the teacher.

## **DESING PROCESS**

The process of screening the knowledge to be used in the learning management the author has conducted a knowledge screening by using knowledge management (KM).

### **Knowledge Management Process**

#### **Step 1: Knowledge Identification**

At this stage, it is the processing of knowledge about theories, principles and definitions of participatory learning management. It combines the knowledge gained from such resources as educators. From academic articles Based on research results. And synthesize it into information.

#### **Step 2: Knowledge Creation and Acquisition**

At this stage, the information from various reliable sources, for example, from a thesis / dissertation database system from the research database and from the books.

#### **Step 3: Knowledge Organization**

At this stage, all data will be analyzed. Then extract the knowledge. To be consistent And cover all the knowledge. Then the information is synthesized into categories, categories, or related topics to facilitate the implementation.

#### **Step 4: Knowledge Codification and Refinement**

In this step, the knowledge gained from Step 3 is considered and easy to understand the application.

#### **Step 5: Knowledge Access**

At this stage, it will be a form of knowledge in the form of a textbook, book or e-book for easy access to information.

Step 6: Knowledge Sharing

Step 7: Learning

The author uses the knowledge management process, finally, the form of participatory learning management.

## RESULTS

Participatory learning is a student-centered learning-based learning management system. It consists of 4 steps: Experience, Reflection and Discussion, Concept, and Experimentation (Application). The teaching and learning management in the field of psychology for teachers use participatory learning to enhance learners' learning by helping students participate in the forum be responsible for their own learning and practice their group activities, which allows learners to link their original experiences with new knowledge. It's very learner-centered Process of "discovery" builds self-esteem. Learning is more fun for students, teaching more fun for leaders/teachers. Participate in a discussion of issues that are learning processes that enable learners to develop critical thinking skills Communication skills and problem solving skills.[5]

## ACKNOWLEDGMENT

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## DISCUSSION

Participatory consists of 4 steps: Experience, Reflection and Discussion, Concept, and Experimentation/Application). The author has taken Participatory Learning to use in teaching psychology for teachers. And consistent with Bruce Missingham (2014)[6] bringing critical pedagogy and participatory learning approaches into postgraduate university classrooms in teaching about water and sustainable development. and participatory approaches offer ways of escaping conventional lecture and tutorial approaches to pedagogy in university, strategies for incorporating and sharing student knowledge and experience, engaging students in the production of theory and knowledge (and not just their consumption), and problem-posing approaches that encourage critical thinking and creativity.

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