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

Conference Proceedings

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THE 2017 ICBTS

Conference Three Themes

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

Conference Proceedings

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HUMANITIES SOCIAL SCIENCES AND EDUCATION RESEARCH CONFERENCE

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Organised by

ICBTS Institute Conference Center & IJBTS International Journal of Business Tourism and
Applied Sciences

In Academic Scholars Cooperation with

Wismar University Lincoln University Hamdan Bin Smart University Suan Sunandha Rajabhat University

Sponsored by

Ryerson University University of Sunderland Thai Airways International

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Published by Chayanan Kerdpitak (ICBTS Institute Conference Center & CK research)
Phaholyothin Road, Klongmuang, Klongluang
Pathumtani 12120, Thailand; Tel 087 0287 287, Fax +662 994 5021
INTRODUCTION

We would like to welcome our colleagues to the International Business Tourism Transport Technology Social Sciences Humanities Education Research Conference. It is the seventh 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 alike. 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
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- Tourism Strategic
- Tourism Management
- Tourism Marketing
- Tourism Development Policy and Planning
- Technology Application
- Communication and Sciences
- Humanities
- Health care Management
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- Hotel Management
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**SPEAKER BACKGROUND**

![Image of Ebrahim Soltani]

**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**

![Image of Kai Heuer]

**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 Allongkorn 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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## The 2017 ICBTS International Multidiscipline Research Conference

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| Paper 5 (35) | PROBLEM-BASED LEARNING WITH MATHEMATICS TEACHING PRINCIPLES AND GUIDELINES  
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| Paper 6 (32) | LANGUAGE TEACHING AND LEARNING OPINIONS ON CULTURAL DIVERSITY  
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**Participation and Discussion**

1. Dr Mustafa Arslan, Georgia,
2. Dr Dr Olufemi Aramide, Nigeria
3. Dr Asif Iqbal, China
4. Professor Wang Zhuquan, China
5. Dr Sumit Kumar dey, India

**23 - 24 October 17**

**Free day for Participants**
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 bring the participatory learning process into teaching psychology for teachers, 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

The author would like to thank the Suan Sunandha Rajabhat University, Bangkok, Thailand for financial support.

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.

REFERENCES