

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**

ISBN 978-616-406-740-6 (electronic book)

International Academic Multidisciplinary Research Conference 2017

Conference Proceedings

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HUMANITIES SOCIAL SCIENCES AND EDUCATION RESEARCH CONFERENCE**

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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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THE 2017 ICBTS

Organised by

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

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

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Proceedings of Abstracts and Papers (on CD-ROM or flash drive) of The International Business Economics Tourism Transport Technology Social Sciences Humanities and Education Research Conference

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By Dr. Chayanan Kerdpitak & Professor Dr. Kai Heue & Professor Dr. Ebrahim Soltani, ICBTS Institute Conference Center & IJBTS International Journal of Business Tourism and Applied Sciences

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All papers in the proceedings have been peer reviewed by experts in the respective fields responsibility for the contents of these papers rests upon the authors.

ISBN: 978-616-406-740-6 (electronic book)

Published by Chayanan Kerdpitak (ICBTS Institute & CK Research)

Pramsiri Boutique Park, 18/83 Building A, Prasertmanukid Rd. Bangkok, 10900, Thailand

Plum Condo Park Rangsit, 91/194 moo4, Phaholyothin Road, Klongnung Klongluang Pathumtani 12120, Thailand

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
- Tourism Marketing
- Tourism Development Policy and Planning
- Technology Application
- Communication and Sciences
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- Health care Management
- Hospitality Management
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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.

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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2017 ICBTS CONFERENCE BERLIN PROGRAM

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

	<p>Paper 5(144) Examining Motivation to Teach Levels of Pre-Service Teachers in Terms of Some Variables Ipek Som Onal</p>
12.01-13.00	Lunch Break
13.01-15.00	<p>Session A 3</p> <p>Paper 1(9) ACTING AS A TOOL TO EXPRESS POWER OF MEDIUM Dr. Kusuma Teppharak</p> <p>Paper 2(10) EQUIPMENT DESIGN TO CREATE TIE-DYE FABRIC PATTERN Mr. Tanutpong Phriwanrat</p> <p>Paper 3(11) WICKERWORK PROCESS ANALYSIS APPLY FOR HOME DECORATION DESIGN: PRANEE HANDICRAFT SING BURI THAILAND Mr. Akapong Inkuer</p> <p>Paper 4(12) SOUVENIRS DESIGN FROM ARTS AND CULTURAL Mr. Noppadon Sangwalpetch</p> <p>Paper 5(13) THAI PERFORMING ARTS IN KING PRAJADHIPOK'S LAWS Asst. Prof. Manissa Vasinarom</p> <p>Paper 6(116) ESL Basic Learners: Personal Histories of Writing Ketskanda Jaturongkachoke and Supat Kookiattokoon and Supamit Chanseawrassamee</p> <p>Paper 7(150) 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>Paper 8(127) 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	Afternoon Break
15.16- 17.00	<p>Session A 4</p> <p>Paper 1(14) 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>Paper 2(15) THE ART OF THE FABRIC PATTERN DESIGN BY STUDYING THE WOODEN CARVING ON GINGERBREAD IN VIMANMEK MANSION IN THAILAND Mrs. Chanoknart Mayusoh</p> <p>Paper 3(17) A WESTERN TREATMENT OF NONWESTERN NATIONAL IDENTITY: A CASE STUDY OF <i>THE KING AND I</i> Asst. Prof. Dr. Chutima Maneewattana</p> <p>Paper 4(16) MAINTAINING SIGNIFICANCE OF REALIA IN TRANSLATED PLAY Dr. Nataporn Rattanachaiwong</p> <p>Paper 5(40) THE EXPOSURE AND SATISFACTION OF THE GRADUATE STUDENTS FOR THE CHANNAL OF THE INFORMATION AT SUANSUNANDHA RAJABHAT UNIVERSITY Miss Netdao Yooyong</p> <p>Paper 6(128) AN EVOLUTION PERSPECTIVE ON THE ROLE OF UNIVERSITIES IN REGIONAL INNOVATION</p>

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

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

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

<p>24 October 17 (T) 09.30 – 10.30</p>	<p>Session E1 Paper 1(141) 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 Paper 2 (144) CONTRADICTIONS AMONG STUDENTS OF BEING MALES AND FEMALES IN LEARNING ENGLISH AS A FOREIGN LANGUAGE. Amina Babou, Algeria Paper 3 (145) THE RELATIONSHIP BETWEEN SYSTEM OF SUGGESTIONS AND THE PRODUCTIVITY OF HUMAN RESOURCES: A CASE STUDY OF TEHRAN PROVINCE GASCO Ali Aolatshah, Iran Paper 4 (120) 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>Morning Break</p>
<p>10.46 - 12.00</p>	<p>Session E2 Paper 1 (158) 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 Paper 2(31) ADVANCING SUSTAINABLE AGRO-TOURISM IN THE WESTERN BALKANS: INSIGHTS FROM THE KATUN PROJECT Djurdjica Perovic and Sanja Pekovic andTatjana Stanovcic andJovana Vukcevic, Montenegro Paper 3 (163) SHARING ECONOMY: THE ESTABLISHMENT OF ORGANIZATIONAL IDENTITY OVERTIME, CONSIDERING IDENTIFY CLAIMS AND LEGITIMACY GRANTING João Miguel O. Cotrim and Prof. Francisco Nunes Paper 4 (143) REGENERATING PATRIARCHY: A STUDY ON GEORGE ORWELL'S VIEWS ON WOMEN AND FEMALE CHARATER Khaled Zouaoui Paper 5 (154) SATISFACTION OF INDIVIDUAL LEARNING NEEDS IN THE INTEGRATED TEACHING/LERNING MODEL IN PRIMARY SCHOOL Professor Anita Petere</p>
<p>12.01</p>	<p>Conference Close</p>
<p>23 -24 October 17</p>	<p>Participation and Discussion</p> <ol style="list-style-type: none"> 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
<p>25 October 2017</p>	<p>Free day for Participants</p>

ORGANIZED ACTIVE LEARNING BY INSTRUCTIONAL MODEL WITH PROJECT BASED LEARNING

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ABSTRACT

This article aims to present the concept of proactive learning management using a project-based learning-based learning model for instructor to develop students into 21st century learning skills that require analytical thinking, communication and teamwork including the development of learners to meet the standards of higher learning. Proactive learning management is a teaching method that is appropriate for teaching in higher education. The changing role of instructors and learners is that the instructors are the learner-designed learners can apply knowledge to solve problems. Be enthusiastic in the pursuit of self-knowledge. The Project-based learning process have 4 topics are concept, learning activities, role of learner and instructor, measurement and evaluation. The instructor have steps to design a project-based learning are 7 steps that are Analyze the course nature, Target learning outcomes with Project Based Learning, Design of Project Based Learning, Develop Project Based Learning, Teaching, Measure and evaluate and Provide feedback. Develop project-based learning activities: from knowledge management conclusions that is the appropriate base for high graduate are six stages of learning management that are Preparing, Defining, Planning, Doing, Reviewing and Presenting.

Keywords: Active learning , Project-based learning management, Organized instructional model

INTRODUCTION

From the changing world of society both economically and socially including rapid technological progress makes education Thailand to reform education to improve the quality of graduates to be able to make such changes develop students to develop their 21st century learning skills, which are different from the past. The important skill to be born is the ability to communicate social skill Problem solving skills Self-management and effective self-development including systematic thinking. The educational management approach is transformed from a centered learner into a learner-centered, self-learning and lifelong learner.

Proactive learning management is a learning management that is a strategy to design learning to suit the learner to enable learners to participate in learning study self-learning from a variety of sources ability to analyze synthesis and summarize their knowledge, encourage enthusiastic learners, know more than just memorization. Proactive learning management helps learners achieve higher academic achievement satisfaction with teaching styles allows learners to participate in instructional activities focused on learning by doing [1] active learning is a learning process, teaching one that is the learning through practice or to do the knowledge that is the knowledge gained from experience. The process of organizing learning activities requires students to have more action than listening in addition the learners are able to meet the standards of higher learning outcomes in six areas moral, ethical, intellectual, intellectual and intellectual, skills, interpersonal relationships and responsibilities, numerical analysis, communication and use of information technology and learning management skills, which students have been developed during the study by studying and attending the activities provided by the institute both on and off the course.

Proactive learning management should consist of the characteristics of Active Learning [2] as follows: It is a teaching that develops brain potential, including thinking, problem solving, and application of knowledge. It is an instructional program that allows learners to participate in the highest learning process. The learner builds the knowledge and organizes the learning process by himself. Learners are involved in

teaching both in the field of knowledge creation, Mutual interaction, Collaborate over the competition, Learners learn shared responsibility, Work discipline and responsibility division, which is a process of creating a situation for the learner to read, listen, think deeply. The learner will be the self-learning organizer, which is a teaching activity that focuses on advanced thinking skills.

It is an activity that gives students the opportunity to integrate information or information and concepts. The instructors will be facilitators in learning management for the learner to self-practice, Knowledge comes from experience, Knowledge creation and the summary review of the learner Abhiyan [3] suggests that the role of instructors in learning activities based on active learning, where students should be taught as the center of instruction. The activities must reflect the needs of learner development and focus on the real-life use of learners by creating an atmosphere of participation and interactive dialogues that encourage students to interact well with instructors and classmates, Organize learning activities into dynamics, Encourage participants to participate in all activities, including Encourage learners to succeed in learning, collaborative learning, Encourage student collaboration, Organize learning activities to challenge and give the opportunity to learn a variety of teaching methods, plan on time to teach clearly both in terms of content and activities and the instructor must be generous accept the ability to express and the idea that the students. Project Based Learning Management, it is an instructional learning management system that encourages learners to engage their own research interests in self-study activities, which leads to increased knowledge gained from implementation and listening and expert observation, where the learner is learning through a process of working in groups to bring to the conclusion new knowledge.

PROJECT-BASED LEARNING MANAGEMENT

The process of project preparation and the results of the activity are described as a concrete project [4], which is evident that the project-based learning management is a one-off learning management approach due to the similar nature and composition of the instructor, the learner and the opportunity for participants to participate to achieve learning skills and create knowledge from the practice. The Project-based learning process have 4 topics are concept, learning activities, role of learner and instructor, measurement and evaluation.

1. The concept of project-based learning is the concept is in line with John Dewey's concept of learning by doing, which focuses on learning that allows learners to experience life while learning to improve the skills of the students and in accordance with the mind of Bloom's development of the six steps is the memory analyzing that can be considered as Learning-oriented learning management is important because the students have practiced to practice skills, where every step by the instructor, the instructor prepares the learner's preparation experience before learning.

2. Learning activities. It is organized learning activities based on the content of the curriculum. The learner chooses to do the project according to the subject matter from the content unit in the classroom bring to the project.

3. Role of learner and instructor. In project-based learning management, the learners play the following roles:

3.1 Learner role

1) The learner proposes the appropriate and interesting topic or project topics. Learners decide on the topic of the project.

2) Participants plan the project carry out research and development work, Exchange with others, Presentation of projects such as oral presentations in class, Reporting Presentation in the community and the exhibition, etc.

3) Evaluate the results of their own projects and groups, Reflect on their thoughts about their work and friends, Group work feeling about the job, Check the progress of the task skills and

knowledge gained, Things to improve through subgroup discussion, Creating and Using queries job creation, Writing a learning log or essay writing.

3.2 Instructor role

1) The instructor must be an observer by observing student work and student play, where the instructors need to inspire learning use open-ended questions to stimulate learning instead of telling.

2) The instructor must study and recognize individual learners in order to play an appropriate role in generating Active Learning with individual learners which roles or things are taught by the instructor affects learners' learning to promote learner learning by creating an atmosphere of learning.

3) The instructor will need to integrate integrated learning courses by using community resources and learning media. The story is closer to the students and is present at the time, such as news, TV and, local stories, linked to the content of the lesson. In addition, the instructor will also be instructed to give instructions as needed when the student becomes suspicious. The instructor is responsible for providing guidance when questioned and the instructor gives the learner the opportunity to think for the answer by themselves.

4) The instructor gives the student the opportunity to create their own work independently based on the ideas and abilities of the students themselves in order for the learner to use his or her imagination and ability to create fully. Concluding that project-based learning management requires learners to learn by themselves have enthusiasm for learning that can plan and solve problems on their own, with communication skills, meaning and human relations.

4. Measurement and evaluation project-based learning management. Measurement and evaluation of project-based learning management focus on assessing learning outcomes in real life and using a variety of approaches that use multiple assessment criteria. The instructor will need to design and evaluate the learning outcomes for the learners.

The Project-based learning process have 4 topics are concept, learning activities, role of learner and instructor, measurement and evaluation It is a form of child-centered approach that allows learners to work on their own level of skills, which is interesting and comfortable. The learner is given the right to choose what to ask. The instructor acts as a device sponsor and provides the learner with experience support for troubleshooting and motivate the learner by the nature of project-based learning. These are: Learners schedule their own learning, link with real life and real environment that have a base from the research or knowledge that was used the multiple sources requires some knowledge and skills, which takes a lot of time to produce.

ORGANIZED INSTRUCTIONAL MODEL WITH PROJECT-BASED LEARNING

From the exchange of knowledge management (KM) of Suan Sunandha Rajabhat University for find out the best way to use the teaching method of proactive learning the whole course only some topics and courses use a variety of proactive teaching methods. Some courses use the same teaching method. So in the knowledge management strategy, there is a group working together to exchange knowledge. Recruiting the best way to manage project-based learning is a part of Active learning management. Steps to design a project-based learning are 7 steps that are :

1. Analyze the course nature: Analysis of course descriptions and learning management trends (Content analysis Analyze the description.), Analyze the distribution map, Responsibility, Curriculum mapping, Define objectives in line with the distribution of responsibilities and analyzing learners Environmental Analysis (Media, Documentation Equipment)

2. Target learning outcomes with Project Based Learning: Students achieve the desired graduate characteristics or desired attributes according to the standard framework, there are 6 bachelor degrees in

ethics, knowledge, intellectual, skills, interpersonal relationships and responsibilities, numerical analysis, communication and use of information technology and learning management skills.

3. Design a project-based learning approach: Multi-format learning management design can be used integrally and integrate the use of learning management, where the project is the base. There are different processes and procedures for each theory. The Office of the Secretary of the Education Council and the Ministry of Education [5] has defined the project-based learning process in four stages: presentation, planning, implementation, and evaluation. The trader's critique [6] defines a step-by-step learning cycle based on the PBL model. There are five steps in the PBL cycle: Define Plan Do Review and Presentation. So that there are many forms of project-based learning can be used as appropriate for the context of the learner, the instructor, and the subject.

4. Develop project-based learning activities: From knowledge management conclusions that project-based learning management is the appropriate base for Suan Sunandha Rajabhat University. There are six stages of learning management.

Step 1: Preparing, the instructor gives you the basic knowledge about pre-learning projects because the project has a clear and concise format and procedure. Therefore, it is essential for the learner to have a basic knowledge of the project to use in practice while working on a real project. In the quest for knowledge

Step 2: Defining, the instructor Prepare activities to stimulate the learner's attention. The instructor must provide opportunities for the student to determine the problem or explore the interest. The instructor presents a problematic situation or sample and encourages the learner to find a solution to the problem or encourage the learner to have a desire to learn. In one matter .The instructor instructs the learner to set clear goals for what the project will do to solve the problem. This allows the learner to set up a project-oriented approach to the project.

Step 3: Planning, instructor, grouper, group, collaborate, seek knowledge. Use group processes to plan activities. By the students, they are planning their own learning activities. By brainstorming and discussing Division of duties as a common practice. Then propose a plan of action for the instructor to consider. Give advice, help, and project planning suggestions to the students. Students write the project by topic: project title. Principle and purpose or purpose Project owner Project consultant, the source of knowledge, place of operation is how long does it take to process a budget? Used tools expected results, etc.

Step 4: Doing, The learner performs their duties in accordance with the terms of the group acts or solves the problems as defined by the plan. The instructor gives consult the data collection and records the results with patience, have a discussion. The Consult periodically instructors will be involved as necessary. Learners are people who use their ideas, knowledge, planning skill and making decisions.

Step 5: Reviewing, instructors instruct learners to evaluate their performance before proceeding during and after the operation is known to consider that before the operation is conditional. What's the problem during the operation of the project? Are you satisfied results of project implementation what did the students know? How can it benefit and bring that knowledge to work better or how to apply that knowledge exchange of learning.

Step 6: Presenting the results and presenting the project. Summarize and write a report to present the work. In the presentation of learning outcomes. Teachers design activities or arrange time for learners to present what they have learned and social relationship, The instructor check the work and learn the activities that learners do in the project. In addition to document reports, charts, graphs, models, or actual representations may be provided. It can be arranged in many forms, such as exhibitions, plays, etc. The students evaluate their own projects or colleagues evaluate. Then the instructor evaluated the project according to the evaluation form.

5. Teaching: Project Based Learning can be used for course management in tqf3. Providing education and parental guidance to young children that use 6 steps for teaching.

6. Measurement and Evaluation: Must relation to six learning outcomes.

6.1 Moral and ethical aspects, as noted by Classroom feedback, attendance, responsibility for assignments by observing the gauge (rubric score), etc.

6.2 Knowledge by midterm exam , case study activity evaluation form using assessment form, etc.

6.3 Intellectual by observation, inquiry, critical thinking, reflection and problem solving using interview assessment, etc.

6.4 Skills, interpersonal relationships and responsibilities by participating in activities. Interact with others Acceptance of other people's comments by observation, etc.

6.5 Numerical Analysis, Communication, and Technology Skills By observing the presentation method, the case study model, the research, the statistics used in the analysis, the use of communication technology, the evaluation form, the observation, etc.

6.6 Learning Management Skills observe the actuality

7. Provide feedback: Providing feedback during and after class, the instructor will inform the learner. And tell the students how to improve.

Instructional model with project-based learning are 7 steps that are analyze the course nature, target learning outcomes with project- based learning, design of project- based learning, develop project- based learning, teaching , measure and evaluate and provide feedback. Develop project-based learning activities: From knowledge management conclusions that project-based learning management is the appropriate base for higher graduate. There are six stages of learning management. That are preparing, defining, planning, doing, reviewing and presenting. Which these steps comfortable for instructor to organize lesson planning.

RESULTS

Project-based learning is a form that allows learners to participate in learning, where the learners have developed their self-study skills, advanced thinking skills, ability to solve problems and apply knowledge in the future according to Komanasin [7], teachers and students have set up a project to give students the experience they need to develop empirical learning skills and desires. The acquisition of the model is driven by the participation of the learners before making the teaching approach in education is the same, only adjusted to be in line with the content of each course can be integrated science and learning together in the field, thus reducing the burden on students and teachers make the students happy and stimulate the learner interest in learning. The project-based learning teaching method is a one-of Active learning which is the right approach in higher education. However the Project-based learning have many concepts so collect the best way to use with learner.

Organize instructional model with Project-based learning by using knowledge management result that are 7 steps which useful for instructor to organize subjects that are analyze the course nature, target learning outcomes with project- based learning, design of project- based learning, develop project- based learning, teaching , measure and evaluate and provide feedback and have 6 steps for organize lesson plan by using Project-based learning teaching method that are preparing, defining, planning, doing, reviewing and presenting. Which these step comfortable for instructor to organize lesson planning instructional learning management system that encourages learners to engage their own research interests in self-study activities, which leads to increased knowledge gained from implementation and listening and expert observation, where the learner is learning through a process of working in groups to bring to the conclusion new knowledge. So that instructor and learner must learn together. The instructor use this method in whole subject or a part of subject to improve the quality of graduates and develop students to develop their 21st century learning skills.

ACKNOWLEDGMENT

The author would like to thank the Suan Sunandha Rajabhat University, Bangkok, Thailand for financial support. The researcher likes to thank Asst. Prof. Dr. Witthaya Mekhum for proofing the article.

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