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 Nada, University of Sunderland, United Kingdom

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

THE 2017 ICBTS

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In Academic Scholars Cooperation with

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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 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
- Sciences Technology
- Transport and Traffic
- Tourism Strategic
- Tourism Management
- Tourism Marketing
- Tourism Development Policy and Planning
- Technology Application
- Communication and Sciences
- Humanities
- Health care Management
- Hospitality Management
- Hotel 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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## The 2017 ICBTS International Multidiscipline Research Conference

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<td>Dr. Rumpapak Luekveerawattana</td>
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| 24 October 17 (T) | **Paper 1 (141)** TOURISM STRATEGY IN THE SUN TRIANGLE ANALYSIS WITH THE THEORY BASED ON RESOURCES AND INSTITUTIONAL THEORY  
Claudia Maria ASTORINO |                                                                                                      | 12.01                                                                                           |
| 9:30 – 10:30 |                                                                                                      |                                                                                                      |                                                                                   |
|              | **Paper 2 (144)** CONTRACTIONS AMONG STUDENTS OF BEING MALES AND FEMALES IN LEARNING ENGLISH AS A FOREIGN LANGUAGE  
Amina Babou, Algeria | **Paper 2 (31)** ADVANCING SUSTAINABLE AGRO-TOURISM IN THE WESTERN BALKANS: INSIGHTS FROM THE KATUN PROJECT  
Djurdjica Perovic and Sanja Pekovic and Tatjana Stanovic and Jovana Vukcevic, Montenegro |                                                                                                      |                                                                                   |
|              | **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 3 (163)** SHARING ECONOMY: THE ESTABLISHMENT OF ORGANIZATIONAL IDENTITY OVER TIME, CONSIDERING IDENTITY CLAIMS AND LEGITIMACY GRANTING  
João Miguel O. Cotrim and Prof. Francisco Nunes |                                                                                                      |                                                                                   |
|              | **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 | **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 LEARNING MODEL IN PRIMARY SCHOOL  
Professor Anita Petere | **Paper 5 (154)** SATISFACTION OF INDIVIDUAL LEARNING NEEDS IN THE INTEGRATED TEACHING LEARNING MODEL IN PRIMARY SCHOOL  
Professor Anita Petere |                                                                                                      |                                                                                   |
| 10:31 – 10:45 | **Morning Break**                                                                                        |                                                                                                      |                                                                                   |
| 10.46 - 12.00 |                                                                                                      | **Conference Close**                                                                                   |                                                                                   |

**23 - 24 October 17**

**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

**25 October 2017**

**Free day for Participants**
PROBLEM-BASED LEARNING WITH MATHEMATICS TEACHING: PRINCIPLES AND GUIDELINES

Teerawit Tinprapa
The Faculty of Education, Suan Sunandha Rajabhat University, Bangkok, Thailand
E-mail: teerawit.ti@ssru.ac.th

ABSTRACT

This article is written after the author has studied problem-based teaching. This study aims to study the problem-based learning and teaching of mathematics and to study the use of mathematical skills solving problems, reasoning, communication, media, presentation and creativity using this activity in the field of skills development and mathematical processes. The results of problem-based teaching were found to be enthusiastic and they can use mathematical skills well and also create many desirable features such as group work processes, acceptance of others’ opinions.

INTRODUCTION

The teaching and learning management has been converted to the age. In the past, students will learn arithmetic such as positive or long division. The students must memorize those methods. But current mathematics teaching technology has come into play. Students can find information on new knowledge from the Internet, such as fractals or Fibonacci Numbers. The Partnership for Learning 21st century Skills, or the network named P21, has developed a vision for student success in the new global economy. This includes essential skills in the 21st century.

1. Learning and innovation skills.
2. Information Technology Skills Media and technology
3. Life and career skills

Based on this concept, the teaching of mathematics must change. The 21st century mathematics education has become the mathematics for all (Mathematics Literacy), where mathematical knowledge is knowledge. Mathematics in the classroom is used in situations where students must be able to identify critical situations encourages investigation, investigation, and resolution. Students must have many skills such as thinking skills and reasoning, communication skills, modeling skills, problem solving and solving the problem of presenting symbols using the current implementation of knowledge in mathematics content is not enough to solve the problem. The key to knowing math is that mathematical process or mathematical thinking the process that students use in their efforts to solve problems is considered. Mathematical performance competencies reflect the way in which students use mathematical processes to solve problems. There are three essential competencies that students must have:

1. Reproduction
2. Connection

3. Reflection and Communication

The National Council of Teachers of Mathematics (NCTM 1998) has defined the needs that students must have in mathematical knowledge:

1. Students must be math problem solvers.
2. Students must be able to communicate with knowledge.
3. Students must have a mathematical reasoning.
4. Students must learn to appreciate mathematical values.
5. Students must be confident in their mathematical abilities.

Based on such importance, the role or management of teaching and learning will change from teaching or explaining, which turns out to be an activity based on the problems students face.

For teaching problem-based learning expresses the use of knowledge, combined with the skills and processes that students have through math problem solving process, problem-based instructional management. Students have the opportunity to create self-learning and collaborate with others and use technology to find or research more. There are working processes, groups, discussions, analyzes, syntheses, and conclusions to gain knowledge. The problem-based learning management has five steps:

![Diagram of the problem-based learning process]

Figure 1: The problem-based learning process
1. Meet the problem, Teachers give examples of real problems or situations to students thinking or find a solution. Students may be divided into groups for discussion. Or exchange

2. Analytical knowledge, at this stage, students must analyze the problem of what knowledge to use and students have that knowledge? If not, how can be the knowledge created? This step is important because students will learn more.

3. Generate possible solution, this step, a student will use the knowledge contained in the 2nd to solve the problem, which will be very valuable if students can solve many problems.

4. Choosing the best solution, at this stage, students must learn the strategies to solve the problem that best suits the student.

5. Report solution, at this stage, a student will need to solve the problem solving process that students think is best or most appropriate for the student. At this stage, students will practice presentation skills and communication, which is a necessary and important skill in learning mathematics.

**OBJECTIVES**

1. To study the process of teaching mathematics using problem-based learning.

2. To study the use of mathematical skills (problem solving, reasoning, communication, media, presentation, and creativity).

**METHODOLOGY**

The instructor takes the situation or problem with the student by taking 5 steps as follows:

1. Meet the problem

   Example problem
   Lift has a number of the candy, Give to Petch to 1/3 of the total, and give to June ¼ of the rest. If Lift transcend 24 candy. How many Lift have candy.

2. Analytical knowledge

   Students will analyze the knowledge used to solve the problem, fractions or equations and students have knowledge of that.

3. Generate possible solution

   Students solve problems.
Solution 1 Draw a picture

Step 1

Step 2

Step 3

Step 4

Step 5

So Lift have 48 candys
Solution 2 Write a equation

Step 1 \[ x \]

Step 2 \[ x - \frac{1}{3} x = \frac{2}{3} x \]

Step 3 \[ \frac{2}{3} x - \frac{1}{6} x = \frac{1}{2} x \]

Step 4 \[ \frac{1}{2} x = 24 \] that \[ x = 48 \]

So Lift have 48 candys

4. Choosing the best solution.

This step, members within the group must help each other choose a solution by looking at the suit class, such as concept 1, suitable for elementary students. Concept 2 may be suitable for students who have already learned the equation.

5. Report solution

After selecting the method or procedure to solve the problem, students come out presenting a way for members in the room to exchange learning and bring the knowledge to develop.

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 research paper.

REFERENCE