13th INTERNATIONAL CONFERENCE

AC-Esi-2018

ACADEMIC CONFERENCE ON EDUCATIONAL & SOCIAL INNOVATIONS

AC-Esi 2018

MILAN. IT

CO-ORGANIZED BY:

OFFICE OF GENERAL EDUCATION AND INNOVATIVE ELECTRONIC LEARNING, SUAN SUNANDHA RAJABHAT UNIVERSITY, BANGKOK, THAILAND

RUSSIAN PRESIDENTIAL ACADEMY OF NATIONAL ECONOMY AND PUBLIC ADMINISTRATION, SOUTH RUSSIA INSTITUTE OF MANAGEMENT, ROSTOV-ON-DON, RUSSIA
INTERNATIONAL ACADEMIC CONFERENCE ON EDUCATIONAL & SOCIAL INNOVATIONS

AC-ESI-2018

PROCEEDINGS

MILAN, ITALY
MAY, 2018
Dear ladies and gentlemen, participants of International Academic Conference on Educational & Social Innovations, academics and scholars, presenters of research centers, educational institutes and business!

Today, in the era of global innovatization, spreading of modern forms of business and public administration, the social and economic role of education for increasing global management competitiveness and self-sufficiency becomes a most important determinant, an effectiveness of international collaboration in discussing on actual educational issues and challenges is timely increasing.

And I would like to express my deep gratitude to partnered journals, educational institutions of Thailand, Russia, Indonesia, Germany, Iran, India, China whose efforts made possible this meeting of scholars and educators, interested in effective solution of global and national economy challenges using powerful resources of social, cultural and innovative success.

And, of course, I would like to thank all participants for coming here, for their wonderful and useful research.

I want to say, that Suan Sunandha Rajabhat University – as a leading public University of Thailand – is very proud to be an organizer of this significant and important conference.

To each participant I wish success, finding a new colleagues and friends, development of scientific and business contacts, new scientific discoveries that are benefit for society, business and government. And also enjoy your time in fashion and design capital of the world.

Dr. Lueech Girdwichai, professor
President of Suan Sunandha Rajabhat University
Bangkok, Thailand

On behalf of the Organizational Committee, I welcome you to International Academic Conference on Educational & Social Innovations, in Milan!

AC-ESI-18 attracts researchers, educators and practitioners in all fields of modern education and education institutes management.

Participants have found in these meetings an excellent opportunity to share their experiences with colleagues from distance places and often continued to cooperate with them on their subjects of interest.

AC-ESI – 2018 has been established on a global basis.

We have received more than 80 submissions from 12 countries, each submission was peer-reviewed by at least two anonymous reviewers and a total of 51 papers were accepted for presentation in the conference.

Accepted papers are scheduled for presentation in 5 big sessions.

We would like to express our sincere appreciation to all the reviewers and chairs and members of various committees of AC-ESI-2018 conferences for their precious time and expertise.

I would like to express our sincere gratitude to everyone involved in making the joint conference a success. Many thanks go to the organizing committee, special session organizers, and the organizational committees and reviewers, the conference participants, and of course, to all the contributing authors who will be sharing the results of their research.

It is our great pleasure to have you with us at the joint conference, where I hope new ties will be made and existing ones renewed and strengthened.

Please accept our best wishes for a wonderful stay in Italy!

Grazie!

Dr. Preecha Pongpeng

Director of Office of General Education and Innovative Electronic Learning
Suan Sunandha Rajabhat University, Bangkok, Thailand

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2

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Dear friends and colleagues!

This conference is a meaningful crystallization of international initiatives among the number of institutions towards practical cooperation in interdisciplinary studies, which will be contribute to the strengthening of the national educational systems.

The characteristic of the education in our era is change at the speed of light, which led us to the consensus that experts from many countries and many different disciplines must meet and discuss the phenomena, and then suggest solutions. We should be able to delve deeper by discussing problems across different disciplines as widely as possible, and thus grasping more profound solutions and suggestions.

The motivation for this conference is to help one’s country through offering individual expertise and point of view based on one’s individual discipline. As we gather from many different countries and many different disciplines, I believe that we should be able to expand the scope of our efforts and must aim at more challenging global contributions.

I hope all the participants of this conference will enjoy and get opportunities to enhance relationships of knowledge exchange.

I would like to extend my sincere gratitude to the organizing committee and especially to my Thai colleagues for given abilities to be a co-organizer and member of organizational board of AC-ESI – 2018, to be involved in the process of new international tradition formation!

Dr. Elena Zolochevskaya
Russian Presidential Academy of National Economy and Public Administration,
South Russia Institute of Management,
Rostov-on-Don, Russia
In the modern conditions world transfers from the multilevel system of national social systems with strictly identified boundaries of economical interests and kinds of international collaboration to the absolutely complicated mix of transnational business, national states and international organizations whose interests are actively interact, intersect, overlap and even conflict each other's! Private sector is effectively using advantages of educational and cultural globalization, is mostly able to create multilevel markets and complex market strategies, to spread internal corporate network outside – to the directions of states, customers of educational products, institutes and competitors.

It shows how important and how significant is international science collaboration, international research and discussions on different issues of actual education and social development. Practical experience in economical stimulation, reformation of educational systems, regional integration, governmental support of educational and research institutes, increasing of national external competitiveness is very difficult to over-evaluate.

Being an educational and science leader of Thailand and ASEAN, an effective example of business-government-science collaboration, Office of General Education and Innovative Electronic Learning at Suan Sunandha Rajabhat University is really appreciated to be a co-organizer and informational partner of Academic Conference on Educational & Social Innovations, to be involved in the processes of international science collaborations and innovative ideas’ transfer! Hope these collaborations will have bright and significant prospects.

Finally, I would like to welcome all participants of AC-ESI – 2018 and to wish new science results and findings, ideas and conclusions!

Dr. Jarumon Nookhong  
Deputy Director of Office of General Education and Innovative Electronic Learning  
Suan Sunandha Rajabhat University, Bangkok, Thailand  

As a Member of Editorial board of Academic Conference on Educational & Social Innovations - 2018 I am delighted to welcome all participants in Milan!

The aim of AC-ESI- 2018 is to serve as a primary channel of knowledge sharing and the promotion of educational and social innovations internationally.

An important goal of the conference is to encourage learning from each other by exchanging ideas and views, and building networks.

A successful conference cannot be organized without the effort of many persons.

I would like to thank both working teams from the Office of General Education and Innovative Electronic Learning Suan Sunandha Rajabhat University and South Russia institute of management of Russian Presidential Academy of National Economy and Public Administration for their enormous contribution towards the detailed arrangement of this conference.

Furthermore, I would like to express my gratitude to the authors who submitted their papers to the AC-ESI 2018 as well as reviewers for their contributions and effort to an excellent conference proceeding.

Finally, I hope you will enjoy the conference and have a wonderful time during your stay in Italy.

Warmest Regards,  
Mr. Apisit Rattanatranurak  
Deputy director of office of General Education and Innovative Electronic Learning  
Suan Sunandha Rajabhat University, Bangkok, Thailand
Warm greetings from AC-ESI – 2018 organizing committee!

As a coordinator of our International conference organization I tried to do everything for making this year conference the best one!

We spent many hours for choosing venue; we spent gigabytes of internet traffic sending mails and calls for papers!

Hope, all these spent were not useless. And our conference will be very successful, productive and important for society, science and business.

I am glad to note, that a number of AC-ESI – 2018 participants is still high!

Geography of our conference is covered 9 countries from Asia, East Europe, Middle East and even Africa!

Enjoy Italian natural and cultural heritage, world most famous outlets and restaurants! Don’t forget to taste risotto with local wine, visit Da Vici museum and listen magic opera in La-Scala!

And to get new knowledge, new ideas and new friends from AC-ESI-2018!!!

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Dr. Denis Ushakov, professor
AC-ESI – 2018 coordinator
International college
Suan Sunandha Rajabhat University,
Bangkok, Thailand

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INTERNATIONAL ACADEMIC CONFERENCE ON EDUCATIONAL & SOCIAL INNOVATIONS

AC-ESI-2018

ORGANIZATIONAL BOARD

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Dr. Evelyn Chiloane-Tsoka (University South Africa, South Africa)

Dr. Raeni Dwi Santy (University Komputer, Bandung, Indonesia)

Dr. Aleksey Arkhipov (South Federal University, Rostov-on-Don, Russia)
Day 1
07 May 2018
Venue: Sheraton Milan Malpensa Airport Hotel, Italy
13.00 Registration open
Participants arrival, registration
14.00 Organizational meeting
Networking
15.00 Seminar “International publishing: guidelines to success”
By Ms. Darina Prokhorova
17.00 Welcoming dinner

Day 2
08 May 2018
Venue: Sheraton Milan Malpensa Airport Hotel, Italy
9.00 Opening ceremony
Welcome speeches:
Dr. Preecha Pongpeng
Director of Office of General Education and Innovative Electronic Learning,
Suan Sunandha Rajabhat University, Bangkok, Thailand
Dr. Zolotchevskaya Elena
Dean of faculty of Public Administration,
South Russia Institute of Management of
Russian Presidential Academy of National Economy and Public Administration
Dr. Bundit Pungnirund
Dean of College of Innovations and Management, Suan Sunandha Rajabhat
University, Bangkok, Thailand
Ms. Darina Prokhorova
Editor-in-chief of Journal of International Studies, Poland
Dr. Oleg Patlasov
Dr. Denis Ushakov
Organizational board of AC-ESI-2018
09.40 University's Management And Students' Satisfaction: An Empirical Study
Through Structural Equation Modelling
Key-note speech by Dr. Johan W de Jager
Tshwane University of Technology, Pretoria, South Africa
10.30 Group photo
10.40 Coffee-break
Foyer
11.00 Formation of the Social Successfully of Students with Disabilities in the
System of Continuous Inclusive Education
Key-note speech by Dr. Preecha Phongpheng
Office of General Education and Innovative Electronic Learning Suan Sunandha
Rajabhat University, Bangkok, Thailand
11.40 Human capital and decentralization of education (the case of Tlajomulco de
Zuniga Jalisco, Mexico)
Key-note speech by Dr. José G. Vargas-Hernández
University Center for Economic and Managerial Sciences,
University of Guadalajara, México
12.20 Educating Young People in Multicultural Environment of Higher
Education Institution
Key-note speech by Dr. Nattapong Techarattanased
Office of General Education and Innovative Electronic Learning Suan Sunandha
Rajabhat University, Bangkok, Thailand
13.00 Lunch
Restaurant
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.00</td>
<td>Session 1 – Environmental education: ways and challenges of implementation</td>
<td>Foyer</td>
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<tr>
<td>14.00</td>
<td>Sitchai Poolklai &amp; Adisak Chuchat</td>
<td>Foyer</td>
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<tr>
<td>14.20</td>
<td>Jürgen Drissner</td>
<td>Foyer</td>
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<tr>
<td>14.40</td>
<td>Pattamaporn Kaewkongka &amp; Apirati Triyawat</td>
<td>Restaurant</td>
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<tr>
<td>15.00</td>
<td>Wipada Chaiwchan &amp; Kittipat Bunlek</td>
<td>Restaurant</td>
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<tr>
<td>15.20</td>
<td>Kvetoslava Rešetová</td>
<td>Foyer</td>
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<tr>
<td>15.45</td>
<td>Coffee break</td>
<td>Foyer</td>
</tr>
<tr>
<td>16.00</td>
<td>Pawinee Ratabakorn &amp; Unaiwan Tunmukul</td>
<td>Restaurant</td>
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<tr>
<td>16.20</td>
<td>Anosha Rojanapanich &amp; Prem Thanatripop</td>
<td>Restaurant</td>
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<tr>
<td>16.40</td>
<td>Pachara Wangmee &amp; Worakarn Jantarasingh</td>
<td>Restaurant</td>
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<tr>
<td>17.00</td>
<td>Unnop Panpuang &amp; Saysunee Sangphueak</td>
<td>Restaurant</td>
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<tr>
<td>18.00</td>
<td>Dinner</td>
<td>Restaurant</td>
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</tbody>
</table>

Day 3 09 May 2018
Venue: Sheraton Milan Malpensa Airport Hotel, Italy

08.30 Registration open
09.00 Session 2 – Human capital: educational and managerial issues of formation and development
09.00 Pramsuk Huanprapai & Sasinan Prajongjai
09.20 Ria Mardiana Yusuf
09.40 Nattaporn Srichana & Warawut Chuenkrut
10.00 Pordee Sukpun & Pawee Na Sribunrueng
10.20 Aekkaphob Intarapoo & Pattiya Traiteepung
10.45 Coffee break
11.00 Bundit Pungnirund
11.20 Sarawut Yamdee & Supas Amornchantanakorn
11.40 Mahir Pradana
12.00 Pimporn Thongmuang
12.20 Larisa Nevskaya & Svetlana Akhmetova
12.40 Lunch
13.30 Session 3 – Modern teaching: modern technologies and practical methods
13.30 Nuntiya Noichun & Narasak Phunploy
13.50 Zhang Li-Ping
14.10 Watchara Sungkobol & Sasiwimon Maneewong
14.30 Awad Soliman Keshta
14.50 Kanpetch Saranomtwat & Pimporn Thongmuang
15.10 Taratane Munegumi
15.30 Coffee break
15.50 Arias Sinthu & Aknarin Piyaphanyamongkol
16.10 Nutch Phasuk & Natwulan Wangnil
16.30 Krit Chaisaengduean, Tospon Pimpra
16.50 Farangis Saeedi
17.10 Arunroong Wongkungwan & Sathiya Phunploy
18.00 Dinner
Day 4 10 May 2018
Venue: Sheraton Milan Malpensa Airport Hotel, Italy
08.30 Registration open
09.00 Session 4 – Management in educational institutes: modern issues and future prospects
09.00 Pennapha Meeto & Raweewan Khankham
09.15 Amber Osman & Muhammad Imtiaz Subhani
09.30 Bundit Phrapratanporn & Kulnidanawon Dumnuk
09.45 Vera Gnevasheva
10.00 Yuttana Rattanasuwan & Piyanun Thanchai
10.15 Ratanaporn Sukserm & Thidarat Choknarakawaro
10.30 Juan Francisco Aguirre Chavez
10.45 Coffee – break
11.00 Supaphan Wimonchailerk & Rutchanawan Panbua
11.15 Runglaksamee Rodkam & Papitcaya Silpaksa
11.30 Vanhangpui Khobung
11.45 Aina Jacob Kola
12.00 Paapoom Klaythong & Patcharida Wisaiyet
12.15 Arun Sundee & Anutsara Chanprapas
12.30 Lunch
13.30 Session 5 – Usage of ICT and social networking in educational process
13.30 Kiattipoom Phachuen
13.50 Chun-Pei Lin
14.10 Piched Girdwichai
14.30 Siriporn Meenan & Naruecha Narapong
14.50 Atef Abuhmaid
15.10 Pirawat Chaiyaphoomsakul, Sawitree Charampom & Apisit Ratananururak
15.30 Coffee – break
16.50 Nuntiya Neichun
16.10 Nuntinee Nakdiontee & Patompong Punnabhum
16.30 Sudarat Srima & Krisana Aree
16.50 Vasyuta Eugenia
17.10 Grigoryeva Natalya & Kolycheva Zhanna
17.30 Dinner
Awards and closing ceremony
Day 3  
09.00-12.30  
**Meeting room**  

**Session 2**  
**Human capital: educational and managerial issues of formation and development**  
Chairman: Dr. José G. Vargas-Hernández  

1. Pramsuk Huanprapai  
Sasinan Prajongjai  
Sunandha Rajabhat University, Bangkok, Thailand  

Social capital and knowledge management in the context of staff empowerment  

2. Ria Mardiana Yusuf  
Narasathit University, Narathiwat, Indonesia  

The practice of human resource strategic roles by “ulrich” model  

3. Nattapon Srichana  
Warawut Chuenkru  
Sunan Sunandha Rajabhat University, Bangkok, Thailand  

Student’s research work as the condition of professional education  

4. Pordee Sukpm  
Paweena Sribunrueng  
Sunan Sunandha Rajabhat University, Bangkok, Thailand  

University students’ entrepreneurial intentions: ways for in-study implementation  

5. Aekkaphob Intarapoo  
Pattiya Traitceupung  
Sunan Sunandha Rajabhat University, Bangkok, Thailand  

Strengthening the basic competence of sciences for master students  

6. Bundit Pungnirund  
Sunan Sunandha Rajabhat University, Bangkok, Thailand  

Interpersonal intelligence: how gender difference impacts egocentrism development of students identity  

7. Sarawut Yamdee  
Supas Amornchانتشارกorn  
Sunan Sunandha Rajabhat University, Bangkok, Thailand  

Do employees’ performances depend on their motivations? (case study at Indonesian National bureau of plantation)  

8. Mahir Pradana  
Telkom University, Bandung, Indonesia  

Self-health care behaviors of elderly  

9. Pimporn Thongmuang  
Sunan Sunandha Rajabhat University, Bangkok, Thailand  

Current trends in the development of innovative activeness of enterprise personnel  

10. Larisa Nevskaya  
Svetlana Akhmetova  
Penza National Research Polytechnic University, Russia  

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Day 3  
13.30-17.30  
**Meeting room**  

**Session 3**  
**Modern teaching: modern technologies and practical methods**  
Chairman: Dr. Bundit Pungnirund  

1. Nuntiya Noichurn  
Narasak Phunaploy  
Sunan Sunandha Rajabhat University, Bangkok, Thailand  

Problem based learning (PBL-civics) model development to improve the motivation and learning outcomes  

2. Zhang Li-Ping  
Yu Qiu Shanghai University of Engineering Science, Shanghai, China  

Study of cooperative education pattern  

3. Watchara Sungkobol  
Sasiwimon Maneewong  
Sunan Sunandha Rajabhat University, Bangkok, Thailand  

Analysis of mathematical education on economics specialty  

4. Awad Soliman Keshta  
Islamic University of Gaza (IUG), Gaza, Palestine  

The effectiveness of a blended learning program on developing palestinian tenth graders english writing skills  

5. Kanpetch Saranontawat  
Pimporn Thongmuang  
Sunan Sunandha Rajabhat University, Bangkok, Thailand  

Innovative methods of teachers’ practice-orientation development  

6. Toratane Munegumi  
Nurun University of Education, Narasat, Takahama, Japan  

Considering future directions for the specialized evaluation of educational programs for science teachers  

7. Arias Sinthu  
Akmarin Pyaphanyamongkol  
Sunan Sunandha Rajabhat University, Bangkok, Thailand  

Dialogue-based teaching model in college English teaching  

8. Nutcha Phasuk  
Natwulan Wangnil  
Sunan Sunandha Rajabhat University, Bangkok, Thailand  

Business field trips impact on education processes  

9. Krit Chaisaengduan  
Topon Pimpa  
Sunan Sunandha Rajabhat University, Bangkok, Thailand  

Project-based hybrid business education of graduate and undergraduate group  

10. Farangis Saeedi  
Gilan University, Rasht, Iran  

The effect of negotiation on second language acquisition  

11. Arunroong Wongkungwan  
Sathiya Phunaploy  
Sunan Sunandha Rajabhat University, Bangkok, Thailand  

Environmeters: mentoring at-risk through university partnerships  

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Day 4  Meeting room

Session 4  Management in educational institutes: modern issues and future prospects
Chairman: Dr. Muhammad Imtiaz Subhani
1 Pennapa Meeto Raweeewan Khankham Sunan Sunandha Rajabhat University, Bangkok, Thailand
2 Amber Osman Muhammad Imtiaz Subhani Iqra University, Karachi, Pakistan
3 Bundit Phrapatanan Kuhlidanwun Dumkum Sunan Sunandha Rajabhat University, Bangkok, Thailand
4 Vera Gnevasheva Moscow University for the Humanities, Moscow, Russia
5 Yuffana Ratanasuwon Piyanut Thanchtai Sunan Sunandha Rajabhat University, Bangkok, Thailand
6 Ratana Pobsumen Thidarat Choknakawaro Sunan Sunandha Rajabhat University, Bangkok, Thailand
7 Juan Francisco Aguirre Chavez Autonomous University of Chihuahua, Chihuahua, Mexico
8 Supaporn Wimonchailer Rutchanawun Parbua Sunan Sunandha Rajabhat University, Bangkok, Thailand
9 Rungla-Kamree Rodkam Paptlutchaya Silpaksa Sunan Sunandha Rajabhat University, Bangkok, Thailand
10 Vanhangnu Khobung Educational Research and Training, YCERT, Bhopal, India
11 Aina Jacob Kola College of Agriculture, Igbore, Oyo State, Nigeria
12 Paakpoorn Klaythong Patcharida Wisaiket Sunan Sunandha Rajabhat University, Bangkok, Thailand
13 Arun Sundee Anusara Chanrapas Sunan Sunandha Rajabhat University, Bangkok, Thailand

Session 5  Usage of ICT and social networking in educational process
13.30-17.30
Chairman: Dr. Atef Abuhmaid
1 Kiattipoom Phuchuen Sunan Sunandha Rajabhat University, Bangkok, Thailand
2 Chun-Pei Lin Huaqua University, Quanzhou, China
3 Piched Girdwichai Sunan Sunandha Rajabhat University, Bangkok, Thailand
4 Siriporn Meenanari Naruecha Narapong Sunan Sunandha Rajabhat University, Bangkok, Thailand
5 Atef Abuhmaid Middle East University, Amman, Jordan
6 Pirawat Chaiyaphoosakul Sawitree Champaorn Apisit Ratanatranaruak Sunan Sunandha Rajabhat University, Bangkok, Thailand
7 Nuniya Noichun Atef Abuhmaid Sunan Sunandha Rajabhat University, Bangkok, Thailand
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10 Natslya Grigoryeva Southern University (UMSU), Russia
11 Vasyuta Eugenia The Russian Presidential Academy of National Economy and Public Administration, South Russia Institute of Management, Rostov-on-Don, Russia

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Session 5  Usage of ICT and social networking in educational process
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Session 4  Management in educational institutes: modern issues and future prospects
Chairman: Dr. Muhammad Imtiaz Subhani
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12 Paakpoorn Klaythong Patcharida Wisaiket Sunan Sunandha Rajabhat University, Bangkok, Thailand
13 Arun Sundee Anusara Chanrapas Sunan Sunandha Rajabhat University, Bangkok, Thailand

Session 5  Usage of ICT and social networking in educational process
13.30-17.30
Chairman: Dr. Atef Abuhmaid
1 Kiattipoom Phuchuen Sunan Sunandha Rajabhat University, Bangkok, Thailand
2 Chun-Pei Lin Huaqua University, Quanzhou, China
3 Piched Girdwichai Sunan Sunandha Rajabhat University, Bangkok, Thailand
4 Siriporn Meenanari Naruecha Narapong Sunan Sunandha Rajabhat University, Bangkok, Thailand
5 Atef Abuhmaid Middle East University, Amman, Jordan
6 Pirawat Chaiyaphoosakul Sawitree Champaorn Apisit Ratanatranaruak Sunan Sunandha Rajabhat University, Bangkok, Thailand
7 Nuniya Noichun Atef Abuhmaid Sunan Sunandha Rajabhat University, Bangkok, Thailand
8 Nuntinee Nakdonte Patompong Punnabhum Sunan Sunandha Rajabhat University, Bangkok, Thailand
9 Sudarat Srima Krisana Aree Sunan Sunandha Rajabhat University, Bangkok, Thailand
10 Natslya Grigoryeva Southern University (UMSU), Russia
11 Vasyuta Eugenia The Russian Presidential Academy of National Economy and Public Administration, South Russia Institute of Management, Rostov-on-Don, Russia
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CONSIDERING STUDENTS’ ENVIRONMENTAL SELF DETERMINATION

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According to self-determination theory, social contexts that support students’ basic psychological needs of autonomy, competence, and relatedness foster motivation toward behaviors that are valued in that social context. This study investigated the sociocontextual elements of a learning environment that support or undermine students’ basic psychological needs as they relate to solving environmental problems. Individual stimulated-recall interviews were conducted with a student group after they participated in environmental problem-solving tasks over the course of a semester. Data were taken from students’ reported feelings of competence, relatedness, and autonomy, and the classroom features to which they attributed those feelings. Six features of the instructional environment were inferred to be supportive of students’ basic psychological needs. These are referred to as curricular interconnectivity, conceptualization problem sets, instructional guidance, socio-scientific integration throughout the curriculum, student-guided lecture, and cohesive group dynamics. One feature of the instructional environment seemed to undermine students’ basic psychological needs; it is referred to as the “anything-goes” norm. These features are explained with supporting evidence and consequences regarding students’ needs for competence, autonomy, and relatedness. The article concludes with a discussion of considerations when constructing science curricula, given the impacts on environmental motivation.

Keywords: curriculum design, environmental motivation, self-determination theory

Introduction

Environmental educators strive to produce scientifically literate citizens who make informed decisions, especially when those decisions have environmental consequences. Darter (2009) has proposed the use of self-determination theory as a guide for the construction of environmental education (EE) curricula that foster environmental self-determination. To provide a definition of environmental self-determination, we must first explore self-determination theory (SDT). SDT is a macrotheory of human motivation that recognizes human behavior as result of both psychological states of mind, as well as the social contexts in which humans act. All human behavior is situated in a larger social context that holds specific values, beliefs, and norms. Social contexts also serve to support or undermine individuals’ three basic psychological needs of autonomy, competence, and relatedness. An individual’s sense of autonomy refers to his/her need to feel like his/her behaviors arise from the self and are not controlled by someone outside the self (Deci, Koestner, & Ryan, 2001; Deci & Ryan, 1990; Ryan & Deci, 2002).

A need for competence refers to a person’s need to feel as if he/she has the ability to accomplish tasks (Deci & Ryan, 1990; Ryan & Deci, 2002). A need for relatedness refers to a person’s need to feel as if he/she belongs to a social group and his/her contributions to the group are valued (Deci & Ryan, 1990; Ryan & Deci, 2002).

When a social context fulfills these three basic psychological needs for a particular person, he/she feels motivated toward behaviors that are valued in that social context (Deci & Ryan, 1990). The degree to which the three basic psychological needs are fulfilled within a social context roughly correlates to the quality of motivation the individual experiences toward behaviors that are valued in that context.

Motivation occurs on a continuum in which self-determination is the highest quality of all motivational types (Deci & Ryan, 1990; Ryan & Deci, 2002). Self-determination is the highest quality of all the motivational types because ample evidence indicates that self-determined behaviors are long-lasting and continue even if they become more difficult to perform (Deci, Ryan, & Koestner, 2001; Ryan & Deci, 2002).

Outside of EE settings, Pelletier (2002) and colleagues (Green-Demers, Pelletier, & Ménard, 1999) have demonstrated this applies to pro-environmental behaviors. Self-determination occurs when a person performs a behavior because it is pleasurable in its own right or when the behavior is fully integrated into the person’s personality, so that if he/she did not do the behavior, he/she would not feel true to him/herself (Ryan & Deci, 2002). Such behavioral integration occurs for behaviors that are valued in social contexts in which the three basic psychological needs are fulfilled (Deci & Ryan, 1990).

The integration occurs to the extent that they are no longer perceived as outside influences but rather arising from the self (Deci & Ryan, 1990). Therefore, SDT indicates that social contexts that value pro-environmental behaviors while simultaneously fulfilling the three basic psychological needs will foster environmental self-determination, which is an impetus toward pro-environmental behaviors that result from either the pleasure derived from performing the behavior or the behavior being integrated into one’s identity. So environmental educators should ask themselves: How do we generate a social context in our classrooms that both values pro-environmental behaviors and fulfills students’ basic psychological needs so that such behaviors do become integral parts of their personality?

Darter (2009) proposed several curricular features that are likely to do so, which are summarized here. In order to support students’ sense of autonomy in an environmental education classroom, Darter (2009) suggests offering choices to students about which environmental issues to investigate, as well as compelling them to generate plausible environmental solutions to those problems so that they feel environmental actions arise from the self, rather than from pressure from a teacher or other community member telling them what environmental behaviors they should be performing.

Competence may be supported by posing optimally challenging situations to students that both make use of and sophisticate their scientific conceptions that relate to environmental problems. By engaging in such problems and constructing sophisticated conceptions of scientific principles and phenomena, students realize they possess the cognitive tools and are capable of solving environmental problems. Finally, to support students’ sense of relatedness, educators can incorporate resources from the students’ communities into the curriculum.
During every class session, beginning on the fourth session, a video camera was set up to record the participant group, while an additional camera recorded the entire class. All three methods involved setting up a video camera in the classroom to capture the students' activities. This process was repeated several times, depending on the specific curricular feature being addressed.

Assessment was accomplished through five exams, laboratory worksheets and homework, reflection writing, a group project, and participation in class discussions. Students performed both classroom and laboratory activities in the same groups, which were determined at the beginning of the semester through the use of the 15-stem New Ecological Paradigm (NEP; Dunlap et al., 2000).

This instrument measures a person's pro-environmental orientation (or lack thereof). Heterogeneous groups of 3-4 students were formed according to responses on the NEP. This was done to attempt to avoid having a group(s) that only contained students who do not care about the environment and the issues addressed in the course.

During every class session, beginning on the fourth session, a video camera was set up to record the participant group, while an additional camera recorded the entire class. All three.

Methods

Research Setting

This study took place in Suwun Sunanda Rajabhat University, Bangkok, Thailand. Three general phases comprised each curricular unit.

In the first phase, the scientific and social aspects of a new issue were introduced by looking at the environmental issue through every-thing resource, such as a local newspaper article, interviews of community members, guest speakers from the community, or a field trip. The introduction concluded with a summarizing whole class discussion. The introduction was followed by engaging in a problem set (Danker, 2007).

For each problem, student groups were given a prompt asking them to consider and discuss a situation and devise a solution or explanation for the phenomenon being addressed by the problem. Student groups would then share their explanations with the class in a whole class discussion, using large dry-erase boards that each group was provided.

This process was repeated several times, depending on the particular problem set, each problem set was designed to include a general conclusion that was integrated into the final phase of the unit. To conclude each unit, both scientific and social aspects of the problem were addressed in a Socratic-style (i.e., question-driven) lecture in which students were compelled to elaborate on the problem-solving activity.

Assessment was accomplished through five exams, laboratory worksheets and homework, reflection writing, a group project, and participation in class discussions. Students performed both classroom and laboratory activities in the same groups, which were determined at the beginning of the semester through the use of the 15-stem New Ecological Paradigm (NEP; Dunlap et al., 2000).

This instrument measures a person's pro-environmental orientation (or lack thereof). Heterogeneous groups of 2-3 students were formed according to responses on the NEP. This was done to attempt to avoid having a group(s) that only contained students who do not care about the environment and the issues addressed in the course.

During every class session, beginning on the fourth session, a video camera was set up to record the participant group, while an additional camera recorded the entire class. All three.

Results

Seven features of the environmental education classroom were inferred to be relevant toward the support or undermining of students' basic psychological needs, as they relate to environmental self-determination. These features are referred to as: curricular interconnectivity, conceptualization problem sets, instructional guidance, socio-scientific integration throughout the curriculum, student-guided lecture, cohesive group dynamic, and the "anything-goes" norm.

Conclusions

This study resulted in numerous hypothesized features that likely foster environmental self-determination in a science course. These features include the use of conceptualization problem sets, an interconnected curriculum, and socio-scientific integration.

Conceptualization problem sets allow students to mobilize their scientific understanding in powerful zones of proximal development that become established among group members. This supports students' feelings of competence by demonstrating their ability to solve real environmental problems.

Reaching successful problem-solving as a group supports group members' sense of belonging in their group. And the open-endedness of the problem sets allows students choice, which supports their sense of autonomy, in how to approach the environmental problems. The interconnected curriculum provides students multiple representations of scientific concepts, thereby enhancing their scientific understanding and ability to solve environmental problems. In other words, such a curricular format supports students' sense of competence when solving environmental problems.

Finally, socio-scientific integration in the curriculum supports students' sense of relatedness so that need satisfaction extends into the classroom. Students can be given assignments to interview family or community members about a local environmental problem. The goal in these curricular elements is to incorporate into the environmental education classroom those communities that likely already support students' sense of relatedness so that need satisfaction extends into the classroom.

This can be accomplished by using local environmental problems as case studies that present students with optimally challenging situations in the classroom. Similarly, students can be given assignments to interview family or community members about a local environmental problem. The goal in these curricular elements is to incorporate into the environmental education classroom those communities that likely already support students' sense of relatedness so that need satisfaction extends into the classroom.

Although these proposed curricular features are informative, they are speculative. This study resulted in numerous hypothesized features that likely foster environmental self-determination in a science course. These features include the use of conceptualization problem sets, an interconnected curriculum, and socio-scientific integration.

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TABLE OF CONTENT

Conference program 3

Chapter 1

Environmental education: ways and challenges of implementation 21

SUSTAINABLE DEVELOPMENT AND TEACHING PERSPECTIVES 22
Umrop Panpuang, Saysunee Sangphueak

CONSIDERING STUDENTS' ENVIRONMENTAL SELF ETERMINATION 28
Wipada Chaiwchan, Kittipat Bualek

ENVIRONMENTAL EDUCATION OUTSIDE SCHOOL: EFFECTS OF A HALF-DAY TEACHING PROGRAMME 33
Jurgen Drissner

PUBLISHING OPPORTUNITIES OF DOCTORAL CANDIDATES 36
Kvetoslava Resetova

EDUCATIONAL ENVIRONMENT FOR TEENAGERS' MORAL RELATIONS DEVELOPMENT 40
Pawinee Ratabakom, Uraiwan Tunnukul

ENVIRONMENTAL EDUCATION AND BEHAVIORAL CHANGE 46
Sinchai Poo1klai, Adisak Chuchat

"PUBLIC-BASED-LEARNING": ENVIRONMENTAL CONTROVERSIES FOR PEDAGOGICAL PURPOSES 54
Pattamaporn Kaewkongka, Apirati Triyawat

Chapter 2

Human capital: educational and managerial issues of formation and development 75

HUMAN CAPITAL AND DECENTRALIZATION OF EDUCATION (THE CASE OF TLAJOMULCO DE ZUNIGA JALISCO, MEXICO) 76
Jose G. Vargas-Hernandez

UNIVERSITY STUDENTS' ENTREPRENEURIAL INTENTIONS: WAYS FOR IN-STUDY IMPLEMENTATION 82
Pordee Sukpun, Pawena Sribunrueng

DO EMPLOYEES' PERFORMANCES DEPEND ON THEIR MOTIVATIONS? (CASE STUDY AT INDONESIAN NATIONAL BUREAU OF PLANTATION) 88
Mahir Pradana

Chapter 3

Modern teaching: modern technologies and practical methods 139

ENVIRONMENTORS: MENTORING AT-RISK THROUGH UNIVERSITY PARTNERSHIPS 140
Anrunroong Wongkungwan, Sathiya Phunaploy

CONSIDERING FUTURE DIRECTIONS FOR THE SPECIALIZED EVALUATION OF EDUCATIONAL PROGRAMS FOR SCIENCE TEACHERS 144
Tane Munegumni

PROJECT-BASED HYBRID BUSINESS EDUCATION OF GRADUATE AND UNDERGRADUATE GROUP 147
Krit Chaisaengduean, Tospon Pimpa

STUDY OF COOPERATIVE EDUCATION PATTERN 151
Zhang Li-Ping

DIALOGUE-BASED TEACHING MODEL IN COLLEGE ENGLISH TEACHING 156
Arias Sinthu, Aknarin Piyaphanyamongkol

THE EFFECT OF NEGOTIATION ON SECOND LANGUAGE ACQUISITION 160
Farangis Saeedi

ANALYSIS OF MATHEMATICAL EDUCATION ON ECONOMICS SPECIALTY 163
Watchara Sungkobol, Sasiwimon Maneewong
INNOVATIVE METHODS OF TEACHERS’ PRACTICE-ORIENTATION DEVELOPMENT
Kanpetch Saranontawat, Piyaporn Thongmuang

THE EFFECTIVENESS OF A BLENDED LEARNING PROGRAM ON DEVELOPING PALESTINIAN TEN Th GRADERS ENGLISH WRITING SKILLS
Awad Soliman Kestta

BUSINESS FIELD TRIPS IMPACT ON EDUCATION PROCESSES
Nutcha Phanaik, Natawalin Wangnil

PROBLEM BASED LEARNING (PBL-CIVICS) MODEL DEVELOPMENT TO IMPROVE THE MOTIVATION AND LEARNING OUTCOMES
Nuntiya Noichun, Narasak Phunaploy

EDUCATING YOUNG PEOPLE IN MULTICULTURAL ENVIRONMENT OF HIGHER EDUCATION INSTITUTION
Nattapong Techarattanased

FORMATION OF THE SOCIAL SUCCESSFULNESS OF STUDENTS WITH DISABILITIES IN THE SYSTEM OF CONTINUOUS INCLUSIVE EDUCATION
Preecha Phongpheng

Chapter 4
Management in educational institutes: modern issues and future prospects

EDUCATIONAL PEDAGOGY FOR SUSTAINABILITY: DEVELOPING PROGRAMS TO TRANSFORM BEHAVIORS
Ratanaporn Sukserm, Thidarat Choknakawaro

REPOSITIONING SCIENCE EDUCATION IN NIGERIAN COLLEGES OF EDUCATION THROUGH PUBLIC-PRIVATE PARTNERSHIP (PPP)
Aina, Jacob Kola

SCHOOL-COMMUNITY PARTICIPATION IN DEVELOPING A LOCAL SUSTAINABILITY AGENDA
Runglaksamee Rodkam, Papiatchaya Silpaksa

A GENDER STUDY ON COLLEGE STUDENTS’ ACADEMIC SELF-EFFICACY
Juan Francisco Aguirre Chavez

VOCATIONAL EDUCATION BY TRANSFERRING NOTIONS AND ALL-ROUND CULTIVATION
Paakpoom Klaythung, Patcharida Wisaiket

EXTENSION ANALYSIS OF EMPLOYEE MANAGEMENT BASED ON SOCIAL NETWORK MODEL
Bundit Phrapratanporn, Kulnidaowan Dumkum

THE FUNCTION OF PHYSICAL EDUCATION FOR BUILDING SOCIAL VALUES
Arun Sumdee, Anusara Chantraprasap

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STUDENT’S VIEW OF EDUCATION AS THE MERIT AND PRIVATE ECONOMIC GOODS
Vera Gnevasheva

MULTI-SUBJECT INCENTIVE COOPERATION OF STUDENTS’ NETWORK ENTREPRENEURIAL EDUCATION
Supaporn Wimonchaisri, Rutchanewa Panaub

TRIBAL SELF-HELP GROUPS IN MANIPUR: A GENDER PERSPECTIVE
Vanthangouei Khobung

HIGH SCHOOL STUDENTS’ CONCEPTIONS OF LEARNING IN DIFFERENT DOMAINS
Yuttana Ratatsawun, Piyanun Thanchai

ACADEMIC FREEDOM AND LEADERSHIP IN MODERN ACADEMIC INSTITUTIONS
Amber Osman, Muhammad Imtiaz Subhas

UNIVERSITY’S MANAGEMENT AND STUDENTS’ SATISFACTION: AN EMPIRICAL STUDY THROUGH STRUCTURAL EQUATION MODELLING
Johan W de Jager

Chapter 5
Usage of ICT and social networking in educational process

APPLICATION OF CLASSROOM ASSISTANT SOFTWARE BASED ON ANDROID
Kiattiphoom Phachuen

INFORMATION AND COMMUNICATION TECHNOLOGY INTEGRATION WITHIN THE PRACTICUM
Atef Abuhmaid

ANALYTICAL STUDY ON IMPROVING EXPERTISE OF UNIVERSITY STUDENTS THROUGH INNOVATIVE TRAINING PROJECT
Paikched Girdwichai

COLLEGE STUDENTS’ INFORMATION QUALITY AND STUDY ON CORRESPONDENCE AND EDUCATION SYSTEM IN “INTERNET+” ERA
Siriporn Meenan, Naruecha Narapong

TREND OF VISUAL COMMUNICATION DESIGN APPLICATIONS AS IT-ELEMENT OF SPECIAL DISCIPLINES TEACHING
Sudarat Srima, Krisana Aree

APPLICATIONS AS IT-ELEMENT OF SPECIAL DISCIPLINES TEACHING
Nuntiya Noichun

AN EFFECT OF EXISTING KNOWLEDGE ASSETS TO INBOUND/OUTBOUND DISRUPTIVE INNOVATION
Chun-Pei Lin
DESIGNING OF INDIVIDUAL EDUCATIONAL PATH OF TEACHER'S PROFESSIONAL DEVELOPMENT IN CONDITIONS OF INFORMATION EDUCATIONAL ENVIRONMENT
Nuntinee Nakdongee, Patompong Punnabhum

TAXATION AND EMPLOYMENT: CONSIDERING RELATIONSHIPS AND FACTORS OF EFFICIENCY
Natalya Grigoryeva, Zhanna Kolycheva

MEDICAL TOURISM IN RUSSIA: GROWTH POTENTIAL AND COMPETITIVENESS ISSUES
Vasyuta Eugenia

VIDEO CONVERTER USING GPU ON WEB APPLICATION
Pirawat Chaiyaphoomsakul, Sawitree Charamporn Apisit Rattanatranurak