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. Luedech 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
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

Welcome to International Academic Conference on Educational & Social Innovations!

As a co-organizer of AC-ESI-2018 we tried to make a conference aimed to create a strong platform for academic and educational international collaboration.

Sustainable economical development always requires a breaking of any boundaries between scientists, an increasing of international informational and technological exchange, new forms of cross-cultural and transnational collaboration.

Due to this I am very glad to see here, in hospitable Italy, presenters of dozens countries from four continents. It proves that our activity in a direction of common, global study of patterns for effective, competitive and successful development of educational practices is important, is required by society, science and business.

Suan Sunandha Rajabhat University is strongly related with educational and science provision for progress of Thailand and AEC. Academics of our university conduct research in all areas of economical and social development of Thailand and ASEAN.

We are science partners with Thai Government, presenters of Thai and international business and non-governmental organizations. Active external collaboration of SSRU with educational and research centers of ASEAN, Europe, Australia and USA opens huge prospects of international science collaboration and science exchange.

Furthermore, for making our conference work more effective and memorable, we tried to provide maximum comfortable conditions for all our delegates.

Therefore, I hope that the AC-ESI-2018 will achieve all set objectives to provide our delegates with education, networking, leadership enhancement and sweet memories.

Dr. Nattapong Techarattanased
Deputy director of Office of General Education and Innovative Electronic Learning
Suan Sunandha Rajabhat University,
Bangkok, Thailand
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 net-work 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!!!
## AGENDA

### Day 1  
07 May 2018  
Venue: Sheraton Milan Malpensa Airport Hotel, Italy

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
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<tbody>
<tr>
<td>13.00</td>
<td>Registration open</td>
<td>Foyer</td>
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<tr>
<td>14.00</td>
<td>Organizational meeting</td>
<td>Meeting Room</td>
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<tr>
<td>15.00</td>
<td>Seminar “International publishing: guidelines to success”</td>
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<tr>
<td></td>
<td>By Ms. Darina Prokhorova</td>
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<tr>
<td>17.00</td>
<td>Welcoming dinner</td>
<td>Restaurant</td>
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### Day 2  
08 May 2018  
Venue: Sheraton Milan Malpensa Airport Hotel, Italy

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
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<tbody>
<tr>
<td>09.00</td>
<td>Opening ceremony</td>
<td>Meeting Room</td>
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<tr>
<td>09.40</td>
<td>Welcome speeches:</td>
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<tr>
<td></td>
<td>Dr. Preecha Pongpeng</td>
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<tr>
<td></td>
<td>Director of Office of General Education and Innovative Electronic Learning, Suan Sunandha Rajabhat University, Bangkok, Thailand</td>
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<td></td>
<td>Dr. Zolochevskaya Elena</td>
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<tr>
<td></td>
<td>Dean of faculty of Public Administration, South Russia institute of Management of Russian Presidential Academy of National Economy and Public Administration</td>
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<tr>
<td>10.30</td>
<td>Dr. Bundit Pungnirund</td>
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<td></td>
<td>Dean of College of Innovations and Management, Suan Sunandha Rajabhat University, Bangkok, Thailand</td>
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<tr>
<td>10.40</td>
<td>Dr. Oleg Patlasov</td>
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<td></td>
<td>Omsk Humanitarian Academy, Omsk, Russia</td>
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<tr>
<td>11.00</td>
<td>Ms. Darina Prokhorova</td>
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<td></td>
<td>Editor –in – chief of Journal of International Studies, Poland</td>
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<tr>
<td>11.40</td>
<td>Dr. Denis Ushakov</td>
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<td>Organizational board of AC-ESI–2018</td>
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<tr>
<td>09.40</td>
<td>University's Management And Students' Satisfaction: An Empirical Study</td>
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<td></td>
<td>Through Structural Equation Modelling</td>
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<tr>
<td></td>
<td>Key-note speech by Dr. Johan W de Jager</td>
<td>Tshwane University of Technology, Pretoria, South Africa</td>
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<tr>
<td>10.30</td>
<td>Group photo</td>
<td>Foyer</td>
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<tr>
<td>10.40</td>
<td>Coffee-break</td>
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<tr>
<td>11.00</td>
<td>Formation of the Social Successfulness of Students with Disabilities in the System of Continuous Inclusive Education</td>
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<td></td>
<td>Key-note speech by Dr. Preecha Phongpheng</td>
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<td></td>
<td>Office of General Education and Innovative Electronic Learning Suan Sunandha Rajabhat University, Bangkok, Thailand</td>
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<tr>
<td>11.40</td>
<td>Human capital and decentralization of education (the case of Tlajomulco de Zuniga Jalisco, Mexico)</td>
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<td></td>
<td>Key-note speech by Dr. José G. Vargas-Hernández</td>
<td>University Center for Economic and Managerial Sciences, University of Guadalajara, México</td>
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<tr>
<td>12.20</td>
<td>Educating Young People In Multicultural Environment of Higher Education Institution</td>
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<td></td>
<td>Key-note speech by Dr. Nattapong Techarattanased</td>
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<td></td>
<td>Office of General Education and Innovative Electronic Learning Suan Sunandha Rajabhat University, Bangkok, Thailand</td>
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<tr>
<td>13.00</td>
<td>Lunch</td>
<td>Restaurant</td>
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</tbody>
</table>
14.00 Session 1 – Environmental education: ways and challenges of implementation
14.00 Sincchai Poolklai & Adisak Chuchat
14.20 Jürgen Drissner
14.40 Pattamaporn Kaewkongka & Apirati Triyawat
15.00 Wipada Chaiwchan & Kittipat Bualek
15.20 Květoslava Rešetová
15.45 Coffee break
16.00 Pawinee Ratabakorn & Uraiwan Tunnukul
16.20 Anosha Rojanapanich & Prem Thanatripop
16.40 Pachara Wangmee & Worakarn Jantarasingh
17.00 Unnop Panpuang & Saysunee Sangphueak
18.00 Dinner

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 Prajorgjai
09.20 Ria Mardiana Yusuf
09.40 Nattaporn Srichana & Warawut Chuenkrut
10.00 Pordee Sukpun & Paweena 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 Phunaploy
13.50 Zhang Li-Ping
14.10 Watchara Sungkobol & Sasiwimon Maneewong
14.30 Awad Soliman Keshta
14.50 Kanpetch Saranomtawat & Pimporn Thongmuang
15.10 Toraiane Munegumi
15.30 Coffee break
15.50 Arias Sinthu & Aknarin Piyaphanyamongkol
16.10 Nutchai Phasuk & Natwalom Wangnil
16.30 Krit Chaisaengduean, Tospon Pimpa
16.50 Farangis Saeedi
17.10 Arunroong Wongkungwan & Sathiya Phunaploy
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 Pennapa Meeto & Raweewan Khankham  
09.15 Amber Osman & Muhammad Imtiaz Subhani  
09.30 Bundit Phrapratanporn & Kulnidawan Dumkum  
09.45 Vera Gnevasheva  
10.00 Yuttana Rattanasuwan & Piyanun Thanchai  
10.15 Ratanaporn Sukserm & Thidarat Choknakawaro  
10.30 Juan Francisco Aguirre Chavez  
10.45 Coffee – break  
11.00 Supaporn Wimonchailerk & Rutchanawan Panbu  
11.15 Runglaksanee Rodkam & Paphitcaya Silpaksa  
11.30 Vanhangpui Khubung  
11.45 Aina Jacob Kola  
12.00 Paakpoom 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 Charamporn & Apisit Ratanatranurak  
15.30 Coffee – break  
16.50 Nuntiya Noichun  
16.10 Nuntinee Nakdonteet & 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  

INTERNATIONAL ACADEMIC CONFERENCE ON EDUCATIONAL & SOCIAL INNOVATIONS  

Day 2 14.00-17.30  
Session 1  
Environmental education: ways and challenges of implementation  
Chairman: Dr. Jürgen Drissner  
1 Sinchai Poolklaic  
Adisak Chuchat  
Suan Sunandha Rajabhat University, Bangkok, Thailand  
Environmental education and behavioral change  
2 Jürgen Drissner  
University of Ulm, Germany  
Environmental education outside school: effects of a half-day teaching programme  
3 Pattamaporn Kaewkongka  
Apirat Triyawat  
Suan Sunandha Rajabhat University, Bangkok, Thailand  
“Public-based-learning”: environmental controversies for pedagogical purposes  
4 Wipada Chaiwchan  
Kittipat Bualek  
Suan Sunandha Rajabhat University, Bangkok, Thailand  
Considering students’ environmental self-determination  
5 Kvetoslava Rešetová  
Slovak University of Technology in Bratislava, Slovakia  
Publishing opportunities of doctoral candidates  
6 Pawinee Ratataborn  
Uraiwan Tunukul  
Suan Sunandha Rajabhat University, Bangkok, Thailand  
Educational environment for teenagers’ moral relations development  
7 Anosha Rojanapanich  
Prem Thanatrithop  
Suan Sunandha Rajabhat University, Bangkok, Thailand  
Analyzing business factors of students’ environmental attitudes  
8 Pachara Wangmeee  
Worakorn Jantarasingh  
Suan Sunandha Rajabhat University, Bangkok, Thailand  
Conceptual model for teaching the relationship of daily life and human environmental impact  
9 Umpop Panguang  
Sayunee Sanguheak  
Suan Sunandha Rajabhat University, Bangkok, Thailand  
Sustainable development and teaching perspectives  

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Day 3  
09.00-12.30  
Session 2  
Human capital: educational and managerial issues of formation and development  
Chairman: Dr. José G. Vargas-Hernández  
1 Pramsuk Huanprapai  
Sasin Nantra Rajabhat University, Bangkok, Thailand  
Social capital and knowledge management in the context of staff empowerment  
2 Ria Mardiana Yusuf  
Narasuk University, Makassar, Indonesia  
The practice of human resource strategic roles by “ulrich” model  
3 Nattapon Srichana  
Warawut Chuenkrut  
Suan Sunandha Rajabhat University, Bangkok, Thailand  
Student’s research work as the condition of professional education  
4 Pordee Sukpan  
Paiweena Siribunrueng  
Suan Sunandha Rajabhat University, Bangkok, Thailand  
University students’ entrepreneurial intentions: ways for in-study implementation  
5 Aekkaphob Intarapoo  
Pattiya Traiteepung  
Suan Sunandha Rajabhat University, Bangkok, Thailand  
Strengthening the basic competence of sciences for master students  
6 Bundit Pungnirund  
Suan Sunandha Rajabhat University, Bangkok, Thailand  
Interpersonal intelligence: how gender difference impacts Egocentrism and development of students identity  
7 Sarawut Yamdee  
Supsa Amornschantanakorn  
Suan 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 Pimparn Thongmuang  
Suan Sunandha Rajabhat University, Bangkok, Thailand  
Current trends in the development of innovative activeness of enterprise personnel  
10 Larisa Nevskaya  
Svetlana Akhmetov  
Penza National Research Polytechnic University, Russia  
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INTERNATIONAL ACADEMIC CONFERENCE ON EDUCATIONAL & SOCIAL INNOVATIONS

Day 3  
13.30-17.30  
Session 3  
Modern teaching: modern technologies and practical methods  
Chairman: Dr. Bundit Pungnirund  
1 Nuntiya Noichun  
Narasak Phunaploy  
Suan 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  
Suan 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 Kanpech Saranontawat  
Pimporn Thongmuang  
Suan Sunandha Rajabhat University, Bangkok, Thailand  
Innovative methods of teachers’ practice-orientation development  
6 Toratane Munegumi  
Hosei University of Education, Narita, Tokushima, Japan  
Considering future directions for the specialized evaluation of educational programs for science teachers  
7 Arias Sinthu  
Akinarin Pyaphanyamongkol  
Suan Sunandha Rajabhat University, Bangkok, Thailand  
Dialogue-based teaching model in college English teaching  
8 Nutcha Phasuk  
Natwalun Wangnil  
Suan Sunandha Rajabhat University, Bangkok, Thailand  
Business field trips impact on education processes  
9 Krit Chaisaengdeeoan  
Toraporn Pimpa  
Suan Sunandha Rajabhat University, Bangkok, Thailand  
Project-based hybrid business education of graduate and undergraduate group  
10 Farangis Saeedi  
Guilan University, Rasht, Iran  
The effect of negotiation on second language acquisition  
11 Arunroong Wongkungwan  
Sathiya Phunaploy  
Suan Sunandha Rajabhat University, Bangkok, Thailand  
Environnentors: mentoring at-risk through university partnerships
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
   Suan Sunandha Rajabhat University, Bangkok, Thailand
   Academic freedom and leadership in modern academic institutions

2. Amber Osman
   Muhammad Imtiaz Subhani
   Iqra University, Karachi, Pakistan
   Misuse of higher education

3. Bundit Phraptapanom
   Kuhndawan Dumkum
   Suan Sunandha Rajabhat University, Bangkok, Thailand
   Extension analysis of employee management based on social network model

4. Vera Gnevasheva
   Moscow University for the Humanities, Moscow, Russia
   Student’s view of education as the merit and private economic goods

5. Yuttana Ratanaasuwon
   Piyanan Thanchai
   Suan Sunandha Rajabhat University, Bangkok, Thailand
   High school students’ conceptions of learning in different domains

6. Ratanapon Sukserm
   Thidarat Choknakawaro
   Suan Sunandha Rajabhat University, Bangkok, Thailand
   Educational pedagogy for sustainability: developing programs to transform behaviors

7. Juan Francisco Aguirre Chavez
   Autonomous University of Chihuahua, Chihuahua, Mexico
   A gender study on college students’ academic self-efficacy

8. Supaporn Wimonchailerk
   Rutchanewarn Parbua
   Suan Sunandha Rajabhat University, Bangkok, Thailand
   Multi-subject incentive cooperation of students’ network entrepreneurial education

9. Runglasamee Rodkam
   Paplutchaya Silpaksa
   Suan Sunandha Rajabhat University, Bangkok, Thailand
   School-community participation in developing a local sustainability agenda

10. Vanthangni Khobung
    Educational Research and Training WCERT
    Bhopal, India
    Tribal self-help groups in Manipur: a gender perspective

11. Aina Jacob Kola
    College of Agriculture, Igbane
    Osu State, Nigeria
    Repositioning science education in nigerian colleges of education through public-private partnership (PPP)

12. Paapkoom Klaythong
    Patcharudita Wisaiket
    Suan Sunandha Rajabhat University, Bangkok, Thailand
    Vocational education by transferring notions and all-round cultivation

13. Arun Sundee
    Amutsara Chanpras
    Suan Sunandha Rajabhat University, Bangkok, Thailand
    The function of physical education for building social values

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Day 4  Meeting room

Session 5  Usage of ICT and social networking in educational process
13.30-17.30
Chairman: Dr. Atef Abuhmaid

1. Kiattiphoom Phuchuen
   Suan Sunandha Rajabhat University, Bangkok, Thailand
   Application of classroom assistant software based on Android

2. Chun-Pei Lin
   Huazhao University, Quanzhou, China
   An effect of existing knowledge assets to inbound/outbound disruptive innovation

3. Piched Girdwichai
   Suan Sunandha Rajabhat University, Bangkok, Thailand
   Analytical study on improving expertise of university students through innovative training project

4. Siriporn Meenan
   Naruecha Narapong
   Suan Sunandha Rajabhat University, Bangkok, Thailand
   College students’ information quality and study on correspondence and education system in “Internet+” era

5. Atef Abuhmaid
   Middle East University, Amman, Jordan
   Information and communication technology integration within the practicum

6. Pirawat Chaiyaphoomsakul
   Sawitree Chaumporn
   Apinis Rattanatranurak
   Suan Sunandha Rajabhat University, Bangkok, Thailand
   Video converter using GPU on web application

7. Nuniya Noichun
   Suan Sunandha Rajabhat University, Bangkok, Thailand
   Applications as IT-element of special disciplines teaching

8. Nuntinee Nakdantee
   Patompong Punnabhum
   Suan Sunandha Rajabhat University, Bangkok, Thailand
   Designing of individual educational path of teacher’s professional development in conditions of information educational environment

9. Sudarat Srima
   Krisana Aree
   Suan Sunandha Rajabhat University, Bangkok, Thailand
   Trend of visual communication design education in the cultural and creative industries

10. Natalya Grigoryeva
    Southern University (IISLI), Russia
    Taxation and employment. considering relationships and factors of efficiency

11. Vasyutya Eugenia
    The Russian Presidential Academy of National Economy and Public Administration, Russia
    Medical tourism in Russia: growth potential and competitiveness issues

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to science teacher education. Moreover, engineering education is considered more closely related to science teacher education than to other fields of teacher education.

The features that science teacher education has in common with engineering education could be included in the field and may bring science teacher education programs within the ambit of the evaluation system of the Japan Accreditation Board for Engineering Education (JABEE). However, the uniqueness of science teacher education must also be considered, because there are differences between science teachers and industrial engineers. Furthermore, any science teacher education of an international standard should be considered as well as master’s level courses.

References

or engineering development. In this case, the project which the professor is in charge of becomes the mutual task of the group and naturally the base of education.

However, in Thailand, because of the large student-professor ratio and career pressure, professors could spare limited time on face-to-face communication with students. Moreover, when the students are diverse in professional background, grade, or research experiences, individualized teaching becomes very difficult in this hybrid education situation.

Many students just finish the technical tasks, but can seldom get pertinent feedback or further advice on future plan. The responsibility of colleges and universities should be education rather than pure research scientific. To solve the difficulty above, we propose project-based hybrid education pedagogy to promote the growth of different students. Here, with the phrase “hybrid,” we emphasize that:

1) the educational objects are various in academic degree and major, and
2) the education executors are not limited to the professor but include all the group members.

Our goal is to educate students how to learn rather than teaching them specific knowledges, so we focus more explicitly on skills including problem solving, communication, teamwork and leadership skills, and lifelong learning skills. The key of the pedagogy lies in grouping of different students, respective goal clarification, teamwork encouragement and individual communication. We will address them in details and show the preliminary results in the following sections.

**Project-Based Hybrid Education**

The procedure for developing a new equipment prototype is as follows.

Firstly, a physical principle is selected to complete the basic function of the equipment. For example, imaging principle should be selected if a microscope is to be developed. Secondly, simulation experiments with both computer software and experimental apparatus should be carried out to verify the feasibility of the principle and estimate theoretical performance of the new equipment.

The education objective of different students is listed as follows:

- **Ph.D candidates**: be able to independently develop a new prototype with intermediate complexity after the education. He knows how to select the proper physical principle, design the system, do theoretical analysis of the performance, carry out simulation experiments, design modules with good reliability, install, adjust and test the prototype. Also he is able to decompose the project and be a leader of a technical team.
- **Graduates**: be able to complete simulation experiment with computer software or experimental apparatus, or install, adjust and test the prototype independently, if the equipment is complex. He should be able to independently develop a new prototype with low complexity.
- **Undergraduates**: be able to design and realize part of the simulation experiment, install or adjust or test the prototype.

If we compare a project as a tree, undergraduates just complete the job of some leaves; graduates can finish many leaves and a small branch, while the Ph.D candidates should be able to handle a big branch all way down to the leaves. The professor should take care of the trunk and review the project as a whole.

**Grouping of graduates and undergraduates**

The first step is to group the students according to their professional background, grade, or research experiences. This is true for other majors and projects because the more and more specified division of in modern science and technology. 2) Students should be arranged to the proper post according to their background and experiences, not only by their academic qualification and grade. If we consider Ph.D candidates, graduates and undergraduates to be senior, intermediate and junior students, and arrange their post, we should investigate their background and experiences first.

Sometimes students’ abilities are not in proportional to their academic qualification and grade. Senior students should learn from the beginning if they do not have enough research ability. Meanwhile, junior students can take more responsibility if they are well-trained. After the group is formed, the professor could organize some ice-breaking activities to make the group cooperate more smoothly.

**Respective Goal Clarification**

The goal we mentioned here includes both the overall goal for the group and respective goal for each individual. The overall goal of the group is often technical, including the deadline and prospective achievements. Professor should clarify the goal before the whole group and call on the members to forge ahead with all the enthusiasm and optimism. The respective goals for each individual are not only technical but also include self-identification and cooperation. Technically, the professor can decompose the goal into several.

- **Professor**
  - Manage the whole group
  - Set up respective goals
  - Individual communications
  - Performance evaluation

- **Ph.D candidates**
  - In charge of a team
  - Identify the goal of the subsystem
  - Finish his own creative work

- **Graduates**
  - In charge of a specific problem
  - Finish his own comprehensive work

- **Undergraduates**
  - Learn
  - Finish his own work

For next step, the team leader can organize a brainstorm inside the team and further decompose the team goal into respective technical goals for each individual. In this step, the professor should act as an advisor instead of a commander.

The decision should be made by the team leader and approved by the professor. In this case, the team leader starts to gain some authority and learn how to be a leader. Group management is also one of the respective goals for the team leader. Similarly, graduates should be in charge of a specific problem.
Except for their own comprehensive technical work, they should take cooperating and advising some undergraduates as their goal. Undergraduates could just learn and finish their own job. Adequate grouping and goal clarification is the foundation of successful project-based hybrid education. If the professor directly decomposes the project and assigns the work to each student, it is really difficult to follow all the progress. The project would be slowed down and many of the students would lose the chance to communicate with the professor frequently enough.

Teamwork and Individual Communication

With proper grouping and goal clarification, the professor can be released from detailed technical queries during the progressing of the project. However, teamwork and individual communication turn to be the most important issues. To assure good teamwork, professors should check the daily heads together of each team to see if the leader has enough authority and academic ability. Also, the professor should set up periodic individual communication with each member of the group to check their progress, questions and suggestions. The progressing of the project is dynamic, with group member changing, unexpected problems and etc.

The professor could relax only when the progressing is within expectation and hand over the education of intermediate and junior students to senior students. Otherwise, he should communicate with the team leader for new technical measures and inform the relevant members of the changes. Timely individual communication is the guarantee of successful project-based hybrid education. Without it, educating the student in accordance with their aptitude and performance becomes impossible.

Performance Assessment

Finally, the performance of each team should be evaluated regularly. Summary meetings of the whole group should be held every semester or so. Except for investigating the technical correctness, the teamwork, efficiency of communication should also be reviewed. Students could exchange their experience and lessons during the development. This is also a good chance for the professor to give pertinent feedback and further advice on future plan.

Conclusions

Most of the professors majored in Engineering complete their education of graduates and Ph.D candidates during the progressing of their projects. Meanwhile, they encourage undergraduates to join their groups and learn how to do scientific research from real projects. Hybrid education of different students is a common situation most professors are facing. In China, because of the large student-professor ratio, only a few students can get the chance to communicate with the professor frequently enough. Many students just finish the technical tasks, but can seldom get pertinent feedback or further advice on future plan.

We proposed and demonstrated a project-based hybrid education method to promote the growth of different students. We paid attention to the grouping of different students' respective goal clarification, teamwork encouragement and individual communication. Three years of trial sees four graduates claiming that they have both clear goal of what should be done and the freedom to try different ways. We will continue considering about new measures for inspiring the students and form a set of procedures and regulations for project-based hybrid education in the future.

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STUDY OF COOPERATIVE EDUCATION PATTERN

Zhang Li-Ping
Yu Qi Yu Shanghai University of Engineering Science, Shanghai, China

In this paper, we explore the pattern of cooperative education which is based on automobile engineering. This means the university and enterprises will pay their common efforts to cultivate talent students. And how to do it well would be our real purpose, practice and research. We should do new and then. In the research we find out that cooperative education is the important means of excellent engineer's training which is compatible with economic development and coordinated with education reform. We also establish a base for both university and enterprises to fulfill this cooperative education. After several years practice and research we get some ideas and results which can lead us to go on doing it well. Finally, we point out something we need to improve later, and the difficult we are now face to realize this improvement. And also a conclusion is mentioned.

Keywords: Cooperative Education, School-Enterprise Cooperation, Excellence Engineer's Education

Introduction

The personnel training cannot isolate from the social environment. And also it is necessary for a person, especially the student, to be trained in a real working environment that he or she will develop and acquire the knowledge, engineering practicing experience, innovation ideas and even personality character with whom a high quality talent must
# TABLE OF CONTENT

<table>
<thead>
<tr>
<th>Conference program</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1</td>
<td></td>
</tr>
<tr>
<td>Environmental education: ways and challenges of implementation</td>
<td>21</td>
</tr>
<tr>
<td>SUSTAINABLE DEVELOPMENT AND TEACHING PERSPECTIVES</td>
<td>22</td>
</tr>
<tr>
<td>Considering Students' Environmental Self Etermination</td>
<td>28</td>
</tr>
<tr>
<td>Environmental Education Outside School: Effects of a Half-Day Teaching Programme</td>
<td>33</td>
</tr>
<tr>
<td>Publishing Opportunities of Doctoral Candidates</td>
<td>36</td>
</tr>
<tr>
<td>Educational Environment for Teenagers' Moral Relations Development</td>
<td>40</td>
</tr>
<tr>
<td>Environmental Education and Behavioral Change</td>
<td>46</td>
</tr>
<tr>
<td>&quot;Public-Based-Learning&quot;: Environmental Controversies for Pedagogical Purposes</td>
<td>54</td>
</tr>
<tr>
<td>Conceptual Model for Teaching the Relationship of Daily Life and Human Environmental Impact</td>
<td>62</td>
</tr>
<tr>
<td>Analyzing Business Factors of Students' Environmental Attitudes</td>
<td>68</td>
</tr>
<tr>
<td>Chapter 2</td>
<td></td>
</tr>
<tr>
<td>Human Capital: Educational and Managerial Issues of Formation and Development</td>
<td>75</td>
</tr>
<tr>
<td>Human Capital and Decentralization of Education (The Case of Tlajomulco de Zuniga Jalisco, Mexico)</td>
<td>76</td>
</tr>
<tr>
<td>University Students' Entrepreneurial Intentions: Ways for In-Study Implementation</td>
<td>82</td>
</tr>
<tr>
<td>Do Employees' Performances Depend on Their Motivations? (Case Study at Indonesian National Bureau of Plantation)</td>
<td>88</td>
</tr>
<tr>
<td>Chapter 3</td>
<td></td>
</tr>
<tr>
<td>Modern Teaching: Modern Technologies and Practical Methods</td>
<td>139</td>
</tr>
<tr>
<td>Environmentors: Mentoring At-Risk Through University Partnerships</td>
<td>140</td>
</tr>
<tr>
<td>Considering Future Directions for the Specialized Evaluation of Educational Programs for Science Teachers</td>
<td>144</td>
</tr>
<tr>
<td>Project-Based Hybrid Business Education of Graduate and Undergraduate Group</td>
<td>147</td>
</tr>
<tr>
<td>Study of Co-operative Education Pattern</td>
<td>151</td>
</tr>
<tr>
<td>Dialogue-Based Teaching Model in College English Teaching</td>
<td>156</td>
</tr>
<tr>
<td>The Effect of Negotiation on Second Language Acquisition</td>
<td>160</td>
</tr>
<tr>
<td>Analysis of Mathematical Education on Economics Specialty</td>
<td>163</td>
</tr>
</tbody>
</table>

# Social Capital and Knowledge Management in the Context of Staff Empowerment
Pramsuk Huanprapai, Sasan Prajongjai

# Interpersonal Intelligence: How Gender Differences Impacts
Bundit Pungirund

# The Practice of Human Resource Strategic Roles by "Ulrich" Model
Ria Mardiana Yusuf

# Strengthening The Basic Competence of Sciences for Master Students
Aekkaphob Intarapoo, Pattiya Traiteepung

# Egocentrism and Development of Students Identity
Sarawut Yamdee, Supas Amornchantanakorn

# Student's Research Work as the Condition of Professional Education
Nattaporn Srichana, Warawut Chuenkrat

# Current Trends in the Development of Innovative Activeness of Enterprise Personnel
Larisa Nevskaya, Svetlana Akhmetova, Irena Esaulova

# Self-Health Care Behaviors of Elderly
Pimpong Thongmuang
INNOVATIVE METHODS OF TEACHERS’ PRACTICE-ORIENTATION DEVELOPMENT
Kanpetch Saranontawat, Poomporn Thongmuang
166
THE EFFECTIVENESS OF A BLENDED LEARNING PROGRAM ON DEVELOPING PALESTINIAN TENTH GRADERS ENGLISH WRITING SKILLS
Awad Soliman Kefta
172
BUSINESS FIELD TRIPS IMPACT ON EDUCATION PROCESSES
Nutcha Phaunk, Natawan Wangnil
177
PROBLEM BASED LEARNING (PBL-CIVICS) MODEL DEVELOPMENT TO IMPROVE THE MOTIVATION AND LEARNING OUTCOMES
Nuntiya Noichun, Narasak Phunaploy
184
EDUCATING YOUNG PEOPLE IN MULTICULTURAL ENVIRONMENT OF HIGHER EDUCATION INSTITUTION
Nattapon Techarattanased
187
FORMATION OF THE SOCIAL SUCCESSFULNESS OF STUDENTS WITH DISABILITIES IN THE SYSTEM OF CONTINUOUS INCLUSIVE EDUCATION
Preecha Phongpheng
191

Chapter 4
Management in educational institutes: modern issues and future prospects
EDUCATIONAL PEDAGOGY FOR SUSTAINABILITY: DEVELOPING PROGRAMS TO TRANSFORM BEHAVIORS
Ratansorn Sukserm, Thidarat Choknakawaro
199
REPOSITIONING SCIENCE EDUCATION IN NIGERIAN COLLEGES OF EDUCATION THROUGH PUBLIC-PRIVATE PARTNERSHIP (PPP)
Aina, Jacob Kola
200
SCHOOL-COMMUNITY PARTICIPATION IN DEVELOPING A LOCAL SUSTAINABILITY AGENDA
Runglaksamee Rodkam, Papiatchaya Silpaksa
210
A GENDER STUDY ON COLLEGE STUDENTS’ ACADEMIC SELF-EFFICACY
Juan Francisco Aguirre Chavez
222
VOCATIONAL EDUCATION BY TRANSFERRING NOTIONS AND ALL-Round CULTIVATION
Paakpoom Klaythung, Patcharinda Wisaiket
227
EXTENSION ANALYSIS OF EMPLOYEE MANAGEMENT BASED ON SOCIAL NETWORK MODEL
Bundit Phrapratanporn, Kulinidawan Dumkum
231
THE FUNCTION OF PHYSICAL EDUCATION FOR BUILDING SOCIAL VALUES
Arun Sumdee, Anusara Champrapas
234

INTERNATIONAL ACADEMIC CONFERENCE ON EDUCATIONAL & SOCIAL INNOVATION
STUDENT’S VIEW OF EDUCATION AS THE MERIT AND PRIVATE ECONOMIC GOODS
Vera Goevasheva
239
MULTI-SUBJECT INCENTIVE COOPERATION OF STUDENTS’ NETWORK ENTREPRENEURIAL EDUCATION
Supaporn Wimonchalerk, Rutchanawan Paubua
244
TRIBAL SELF-HELP GROUPS IN MANIPUR: A GENDER PERSPECTIVE
Vanthangou Khobung
247
HIGH SCHOOL STUDENTS’ CONCEPTIONS OF LEARNING IN DIFFERENT DOMAINS
Yuttana Ratansawwan, Piyaman Thanchar
250
ACADEMIC FREEDOM AND LEADERSHIP IN MODERN ACADEMIC INSTITUTIONS
Amber Osman, Muhammad Imtiaz Subhas
253
UNIVERSITY’S MANAGEMENT AND STUDENTS’ SATISFACTION: AN EMPIRICAL STUDY THROUGH STRUCTURAL EQUATION MODELLING
Pennapa Meeto, Rawewat Khankan
256

Chapter 5
Usage of ICT and social networking in educational process
APPLICATION OF CLASSROOM ASSISTANT SOFTWARE BASED ON ANDROID
Kiattiphoom Phachuen
260
INFORMATION AND COMMUNICATION TECHNOLOGY INTEGRATION WITHIN THE PRACTICUM
Atif Abuhmaid
263
ANALYTICAL STUDY ON IMPROVING EXPERTISE OF UNIVERSITY STUDENTS THROUGH INNOVATIVE TRAINING PROJECT
Jochen Girdwichai
267
COLLEGE STUDENTS’ INFORMATION QUALITY AND STUDY ON CORRESPONDENCE AND EDUCATION SYSTEM IN “INTERNET+” ERA
Siriporn Meenan, Naruecha Narapong
269
TREND OF VISUAL COMMUNICATION DESIGN APPLICATIONS AS IT-ELEMENT OF SPECIAL DISCIPLINES TEACHING
Sudarat Srima, Krisana Aree
272
AN EFFECT OF EXISTING KNOWLEDGE ASSETS TO INBOUND/OUTBOUND DISRUPTIVE INNOVATION
Chun-Pei Lin
275
DESIGNING OF INDIVIDUAL EDUCATIONAL PATH OF TEACHER'S PROFESSIONAL DEVELOPMENT IN CONDITIONS OF INFORMATION EDUCATIONAL ENVIRONMENT
Nuntinee Nakdonte, 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 Charampon Apisit Rattanatrunak