



13TH INTERNATIONAL CONFERENCE

AC-ESI-2018

ACADEMIC
CONFERENCE ON
EDUCATIONAL &
SOCIAL INNOVATIONS



**AC-ESI
@2018
MILAN.IT**

CO-ORGANIZED BY:

CO-SPONSORED:
THE EURASEANS -
JOURNAL ON GLOBAL SOCIO-ECONOMIC DYNAMICS

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 gentleman, 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 institution 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 patters 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 corporative 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 Rattanatanurak
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!!!



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

AC-ESI-2018

ORGANIZATIONAL BOARD

Dr. Preecha Pongpeng (Office of General Education and Innovative Electronic Learning, Suan Sunandha Rajabhat University, Bangkok, Thailand)

Dr. Elena Zolocheskaya (Russian Presidential Academy of National Economy and Public Administration, South Russia institute of management, Rostov-on-Don, Russia)

Dr. Nattapong Techarattanased (Office of General Education and Innovative Electronic Learning Suan Sunandha Rajabhat University, Bangkok, Thailand)

Hathaipan Soonthornpipit (College of Innovations and Management, Suan Sunandha Rajabhat University, Bangkok, Thailand)

Dr. Rudolf Kucharcik (University of economics in Bratislava, Slovakia)

Dr. Eudmila Lipkova (University of economics in Bratislava, Slovakia)

Dr. Katarina Brockova (University of economics in Bratislava, Slovakia)

Dr. Sergey Ivanov (University of the District of Columbia, Washington, DC, USA)

Dr. Parimal Chandra Biswas (Adamas University, Kolkata, India)

Dr. Shieh, Chih - Jen (Huaqiao University, China)

Dr. Serhiy Yerokhin (National Academy of Management, Kyiv, Ukraine)

Dr. Frank Ebinger (Nuremberg Institute of Technology, Germany)

Dr. Tatiana Podolskaya (Russian Presidential Academy of National Economy and Public Administration, South Russia institute of management, Rostov-on-Don, Russia)

Dr. Muhammad Imtiaz Subhani (Director Research Innovation & Commercialization, Iqra University, Pakistan)

Dr. Blanka Poczatková (VŠB – Technical University Ostrava, Czech Republic)

Dr. Vladimir Bandurin (State Science-Research Institute of system analyze of Account Chamber of the Russian Federation, Moscow, Russia)

Dr. Yusifov Sabuhi (Azerbaijan Technology University, Azerbaijan)

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)

**INTERNATIONAL ACADEMIC CONFERENCE ON
EDUCATIONAL & SOCIAL INNOVATIONS**

AC-ESI – 2018 @ MILAN.IT

=AGENDA=

- Day 1** 07 May 2018
Venue: Sheraton Milan Malpensa Airport Hotel, Italy
- 13.00 Registration open Foyer
Participants arrival, registration
- 14.00 Organizational meeting Meeting Room
Networking
- 15.00 **Seminar “International publishing: guidelines to success”**
By Ms. Darina Prokhorova
Editor –in – chief of Journal of International Studies, Poland
- 17.00 Welcoming dinner Restaurant

- Day 2** 08 May 2018
Venue: Sheraton Milan Malpensa Airport Hotel, Italy
- 9.00 Opening ceremony Meeting Room
Welcome speeches:
Dr. Preecha Pongpeng
*Director of Office of General Education and Innovative Electronic Learning,
Suan Sunandha Rajabhat University, Bangkok, Thailand*
- Dr. Zolocheskaya 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
Omsk Humanitarian Academy, Omsk, Russia
- 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 Successfulness 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

14.00	Session 1 – Environmental education: ways and challenges of implementation	
14.00	Sinchai Poolklai & Adisak Chuchat	
14.20	Jürgen Drissner	
14.40	Pattamaporn Kaewkongka & Apirati Triyawat	
15.00	Wipada Chaiwchan & Kittipat Bualek	
15.20	Kvetoslava Rešetová	
15.45	Coffee break	Foyer
16.00	Pawinee Ratabakorn & Uraiwan Tunmukul	
16.20	Anosha Rojanapanich & Prem Thanatripop	
16.40	Pachara Wangmee & Worakarn Jantarasingharn	
17.00	Unnop Panpuang & Saysunee Sangphueak	
18.00	Dinner	Restaurant

Day 3	09 May 2018	
	Venue: Sheraton Milan Malpensa Airport Hotel, Italy	
08.30	Registration open	Foyer
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 & Paweena Sribunrueng	
10.20	Aekkaphob Intarapoo & Pattiya Traiteepung	
10.45	Coffee – break	Foyer
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	Restaurant
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 Saranontawat & Pimporn Thongmuang	
15.10	Toratane Munegumi	
15.30	Coffee – break	Foyer
15.50	Arias Sinthu & Aknarin Piyaphanyamongkol	
16.10	Nutcha Phasuk & Natwalun Wangnil	
16.30	Krit Chaisaengduean, Tospon Pimpa	
16.50	Farangis Saeedi	
17.10	Arunroong Wongkungwan & Sathiya Phunaploy	
18.00	Dinner	Restaurant

Day 4	10 May 2018	
	Venue: Sheraton Milan Malpensa Airport Hotel, Italy	
08.30	Registration open	Foyer
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 & 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	Foyer
11.00	Supapong Wimonchailerk & Rutchanewan Panbua	
11.15	Runglaksamee Rodkam & Paphitchaya Silpaksa	
11.30	Vanthangpui Khobung	
11.45	Aina Jacob Kola	
12.00	Paakpoom Klaythong & Patcharida Wisaiket	
12.15	Arun Sumdee & Anutsara Chanprapas	
12.30	Lunch	Restaurant
13.30	Session 5 – Usage of ICT and social networking in educational process	
13.30	Kiattiphoom Phachuen	
13.50	Chun-Pei Lin	
14.10	Piched Girdwichai	
14.30	Siriporn Meenanant & Naruecha Narapong	
14.50	Atef Abuhmaid	
15.10	Pirawat Chaiyaphoomsakul, Sawitree Charamporn & Apisit Rattanatanurak	
15.30	Coffee – break	Foyer
15.50	Nuntiya Noichun	
16.10	Nuntinee Nakdontee & Patompong Punnabhum	
16.30	Sudarat Srirama & Krisana Aree	
16.50	Vasyuta Eugenia	
17.10	Grigoryeva Natalya & Kolycheva Zhanna	
17.30	Dinner	Restaurant
	Awards and closing ceremony	

LIST OF SESSIONS:

	Day 2	Meeting room
	14.00-17.30	
	Session 1	Environmental education: ways and challenges of implementation
		Chairman: Dr. Jürgen Drissner
1	Sinchai Poolklai Adisak Chuchat <i>Suan Sunandha Rajabhat University, Bangkok, Thailand</i>	Environmental education and behavioral change
2	Jürgen Drissner <i>University of Ulm, Germany</i>	Environmental education outside school: effects of a half-day teaching programme
3	Pattamaporn Kaewkongka Apirati Triyawat <i>Suan Sunandha Rajabhat University, Bangkok, Thailand</i>	“Public-based-learning”: environmental controversies for pedagogical purposes
4	Wipada Chaiwchan Kittipat Bualek <i>Suan Sunandha Rajabhat University, Bangkok, Thailand</i>	Considering students’ environmental self determination
5	Kvetoslava Rešetová <i>Slovak University of Technology in Bratislava, Slovakia</i>	Publishing opportunities of doctoral candidates
6	Pawinee Ratabakorn Uraiwan Tunnukul <i>Suan Sunandha Rajabhat University, Bangkok, Thailand</i>	Educational environment for teenagers’ moral relations development
7	Anosha Rojanapanich Prem Thanatipop <i>Suan Sunandha Rajabhat University, Bangkok, Thailand</i>	Analyzing business factors of students’ environmental attitudes
8	Pachara Wangmee Worakarn Jantarasingharn <i>Suan Sunandha Rajabhat University, Bangkok, Thailand</i>	Conceptual model for teaching the relationship of daily life and human environmental impact
9	Unnop Panpuang Saysunee Sangphueak <i>Suan Sunandha Rajabhat University, Bangkok, Thailand</i>	Sustainable development and teaching perspectives

Day 3 Meeting room
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
Sasinan Prajongjai
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*
Social capital and knowledge management in the context of staff empowerment
- 2 Ria Mardiana Yusuf
*Hasanuddin University,
Makassar, Indonesia*
The practice of human resource strategic roles by "ulrich" model
- 3 Nattaporn Srichana
Warawut Chuenkrut
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*
Student's research work as the condition of professional education
- 4 Pordee Sukpan
Paweena Sribunrueng
*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
- 7 Sarawut Yamdee
Supas Amornchantanakorn
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*
Egocentrism and development of students identity
- 8 Mahir Pradana
*Telkom University, Bandung
Indonesia*
Do employees' performances depend on their motivations? (case study at Indonesian National bureau of plantation)
- 9 Pimporn Thongmuang
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*
Self-health care behaviors of elderly
- 10 Larisa Nevskaya
Svetlana Akhmetova
*Perm National Research Polytechnic University,
Russia*
Current trends in the development of innovative activeness of enterprise personnel

Day 3 Meeting room
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 Kanpetch Saranontawat
Pimporn Thongmuang
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*
Innovative methods of teachers' practice-orientation development
- 6 Toratane Munegumi
*Naruto University of Education,
Naruto, Tokushima, Japan*
Considering future directions for the specialized evaluation of educational programs for science teachers
- 7 Arias Sinthu
Aknarin Piyaphanyamongkol
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*
Dialogue-based teaching model in college English teaching
- 8 Nutchaphasuk
Natwalun Wangnil
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*
Business field trips impact on education processes
- 9 Krit Chaisaengduean
Tospon 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*
Environentors: mentoring at-risk through university partnerships

Day 4 Meeting room

Session 4 Management in educational institutes: modern issues and future prospects
09.00-12.30

Chairman: Dr. Muhammad Imtiaz Subhani

- | | | |
|----|---|--|
| 1 | Pennapha Meeto
Raweewan Khankham
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | Academic freedom and leadership in modern academic institutions |
| 2 | Amber Osman
Muhammad Imtiaz Subhani
<i>Iqra University, Karachi, Pakistan</i> | Misuse of higher education |
| 3 | Bundit Phrapratanporn
Kulnidawan Dumkum
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | Extension analysis of employee management based on social network model |
| 4 | Vera Gnevasheva
<i>Moscow University for the Humanities,
Moscow, Russia</i> | Student's view of education as the merit and private economic goods |
| 5 | Yuttana Rattanasuwan
Piyanut Thanchai
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | High school students' conceptions of learning in different domains |
| 6 | Ratanaporn Sukserm
Thidarat Choknakawaro
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | Educational pedagogy for sustainability: developing programs to transform behaviors |
| 7 | Juan Francisco Aguirre Chavez
<i>Autonomous University of Chihuahua,
Chihuahua, México</i> | A gender study on college students' academic self-efficacy |
| 8 | Supaporn Wimonchailerk
Rutchanewan Panbua
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | Multi-subject incentive cooperation of students' network entrepreneurial education |
| 9 | Runglaksamee Rodkam
Paphitchaya Silpaksa
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | School-community participation in developing a local sustainability agenda |
| 10 | Vanthangpui Khobung
<i>Educational Research and Training NCERT
Bhopal, India</i> | Tribal self-help groups in Manipur: a gender perspective |
| 11 | Aina Jacob Kola
<i>College of Agriculture, Igboora,
Oyo State, Nigeria</i> | Repositioning science education in nigerian colleges of education through public-private partnership (PPP) |
| 12 | Paakpoom Klaythong
Patcharida Wisaiket
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | Vocational education by transferring notions and all-round cultivation |
| 13 | Arun Sumdee
Anutsara Chanprapas
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | The function of physical education for building social values |

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 Phachuen
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | Application of classroom assistant software based on Android |
| 2 | Chun-Pei Lin
<i>Huaqiao University, Quanzhou, China</i> | An effect of existing knowledge assets to inbound/outbound disruptive innovation |
| 3 | Piched Girdwichai
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | Analytical study on improving expertise of university students through innovative training project |
| 4 | Siriporn Meenanon
Naruecha Narapong
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | College students' information quality and study on correspondence and education system in "Internet+" era |
| 5 | Atef Abuhmaid
<i>Middle East University,
Amman, Jordan</i> | Information and communication technology integration within the practicum |
| 6 | Pirawat Chaiyaphoomsakul
Sawitree Charamporn
Apisit Rattanatanurak
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | Video converter using GPU on web application |
| 7 | Nuntiya Noichun
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | Applications as IT-element of special disciplines teaching |
| 8 | Nuntinee Nakdonte
Patompong Punnabhum
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | Designing of individual educational path of teacher's professional development in conditions of information educational environment |
| 9 | Sudarat Srma
Krisana Aree
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | Trend of visual communication design education in the cultural and creative industries |
| 10 | Natalya Grigoryeva
<i>Southern University (IMBL), Russia</i>
Zhanna Kolycheva
<i>Don State Technical University, Russia</i> | Taxation and employment: considering relationships and factors of efficiency |
| 11 | Vasyuta Eugenia
<i>The Russian Presidential Academy Of
National Economy And Public Administration,
South Russia Institute of Management,
Rostov-on-Don, Russia</i> | Medical tourism in Russia: growth potential and competitiveness issues |

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

- [1] Ministry of Education, http://www.mext.go.jp/b_menu/toushin/1325092.htm (2012).
- [2] Ministry of Education, http://www.mext.go.jp/b_menu/toushin/1217067.htm (2008).
- [3] Science Council of Japan, <http://www.scj.go.jp/ja/info/kohyo/pdf/kohyo-22-h157.pdf>, Aug. 31st, 2012 (2012).
- [4] Ministry of Education, http://www.mext.go.jp/b_menu/toushin/1325047.htm (2012).
- [5] Ministry of Education, http://www.mext.go.jp/b_menu/siryo/1292211.htm (2010).
- [6] A. Tachi, "What Japanese higher education can learn from the Bologna process" (in Japanese), Nagoya Journal of Higher Education, No. 10, 161-180, 2010.
- [7] Ministry of Education, http://www.mext.go.jp/a_menu/koutou/kaikaku/sekaitenkai/1312838.htm (2011).
- [8] T. Munegumi, "Aspects of teacher education as engineering education," 60th Proceedings of the Annual Meeting of the Japan Society for Engineering Education, pp. 126-127, 2012.
- [9] M. Ohson, M. Funakoshi, T. Taguchi, "Education for engineers in Mitsubishi heavy industries," Journal of JSEE, 60, No. 3, pp. 50-54, 2012.
- [10] P. F. Drucker, "Management in the Next Society," St. Martin's Griffin; Reprint edition, p.238, 2002.
- [11] P. F. Drucker, "Management in the Next Society," St. Martin's Griffin; Reprint edition, p.239, 2002.
- [12] P. F. Drucker, "Management in the Next Society," St. Martin's Griffin; Reprint edition, p.257, 2002.
- [13] T. Kimura, Quality assurance of college level education: Activity and contribution of JABEE towards quality assurance of engineering education and computing and IT-related education, Joho Shori, 53, No. 7, pp. 661-666, 2012.
- [14] L. Darling-Hammond, A. E. Wise, & S. R. Pease, Teacher evaluation in the organizational context: a review of the literature. In "New Directions in Educational Evaluation", E. R. House (Ed.), Falmer Press, 1986.
- [15] P. A. Cranton, "Working with Adult Learners", Wall and Emerson, 1992.
- [16] A. Nagao, M. Wasa, Y. Owaki, "Gakko Kyoiku wo Tomo ni Tsukuru" (in Japanese), Gakujishuppan, 2003.
- [17] A. Nagao, "Kyoiku Hyoka wo Kangaeru" (in Japanese), Minerva-shobo, 2000.
- [18] M. G. Jones, G. Carter, Science teacher attitudes and beliefs, pp. 1067-1104. In Handbook of research on science education, Eds. S. K. Abell, N.G. Lederman, Routledge, New York, 2010.
- [19] N. Nishikawa, "Kyoiku-Hyoka-jiten" (in Japanese). In Tatsuno, T., et al. (Eds.), Toshobunkasha, pp. 460-461, 2006.

PROJECT-BASED HYBRID BUSINESS EDUCATION OF GRADUATE AND UNDERGRADUATE GROUP

Krit Chaisangthong
Tospon Pong

Suan Sunandha Rajabhat University,
Bangkok, Thailand

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 Thailand, 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. In this paper, we propose a project-based hybrid education method to promote the growth of different students. We believe that attention should be paid to grouping of different students, respective goal clarification, teamwork encouragement and individual communication. Preliminary trial was carried out and the feedback from students was quite positive.

Keywords: project-based; hybrid education; teamwork; individual evaluation

Introduction

As engineering educators we view quality teaching of graduates and undergraduates as being on par with other scholarly responsibilities and achievements, and hence we must create new pedagogy to meet the changing student populations and changing societal needs [1]. As Edward F. Crawley said in his paper [2], there is a seemingly irreconcilable tension between two growing needs in contemporary engineering education: one is the ever-increasing body of technical knowledge that students must command; the other is a growing recognition that young engineers must possess a wide array of personal, interpersonal, and system building knowledge and skills that will allow them to function in real engineering teams and to produce new products and systems.

The situation is similar in Thailand graduate and undergraduate education. Changes should be made from traditional approaches to engineering education that will be required to meet current and anticipated demands on the profession in the 21st Century. The necessity of restoring the balance between practice and science in higher education has long been acknowledged in educational literature, which is now even more pertinent to engineering education. Project-based learning dealing with key aspects of product design and realization has been acknowledged by many academic institutions as an appropriate means in the training of adaptable, reliable and responsive engineering students [3].

Educators worldwide are developing project-based teaching styles [4-6]. Rather than with classroom education, professors would complete their education of graduates and Ph.D candidates during the progressing of their projects in the laboratory. Meanwhile, more and more undergraduates are encouraged to join the group and learn how to do scientific research

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 scientific research. 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 candidate: 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.

- Graduate: 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.

- Undergraduate: 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 goals 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, professor 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 meeting 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.

References:

- [1] Susan Ambrose, L. Dee Fink and Daniel Wheeler, "Becoming a Professional Engineering Educator: A New Role for a New Era." *Journal of Engineering Education, Special Issue: The Art & Science of Engineering Education*, volume 94, No. 1 (January 2005), pp.185-194.
- [2] Edward F. Crawley, "Creating the CDIO Syllabus, A Universal Template for Engineering Education", 32nd ASEE/IEEE Frontiers in Education Conference
- [3] Vassilis Agouridas, "Towards the systematic Definition of ProjectBased Design Modules", *Proceedings of the 3rd International CDIO Conference, MIT, Cambridge, Massachusetts, June 11-14, 2007*
- [4] Olivier L. de Weck, II Yong Kim and Rania Hassan, "Active Learning Games", 1st Annual CDIO Conference Queen's University, Kingston, Ontario, Canada, June 7- 8, 2005
- [5] Nicholas Roy, John Leonard, Una-May O'Reilly, Daniela Rus and Seth Teller, "The Experience of Teaching Software Development in a Robotics Project Course", *CDIO Conference(need to be refine)*
- [6] J.P. Hermon, "The Use of Learning Styles as a Tool for Curriculum and Personal Development", *Proceedings of the 3rd International CDIO Conference, MIT, Cambridge, Massachusetts, June 11-14, 2007*

STUDY OF COOPERATIVE EDUCATION PATTERN

Zhang Li-Ping

*Yu Qiu 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 now 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

Conference program	3
Chapter 1	
Environmental education: ways and challenges of implementation	21
SUSTAINABLE DEVELOPMENT AND TEACHING PERSPECTIVES	22
Unnop Panpuang, Saysunee Sangphueak	
CONSIDERING STUDENTS' ENVIRONMENTAL SELF DETERMINATION	28
Wipada Chaiwchan, Kittipat Bualek	
ENVIRONMENTAL EDUCATION OUTSIDE SCHOOL: EFFECTS OF A HALF-DAY TEACHING PROGRAMME	33
Jürgen Drissner	
PUBLISHING OPPORTUNITIES OF DOCTORAL CANDIDATES	36
Kvetoslava Rešetová	
EDUCATIONAL ENVIRONMENT FOR TEENAGERS' MORAL RELATIONS DEVELOPMENT	40
Pawinee Ratabakorn, Uraivan Tunnukul	
ENVIRONMENTAL EDUCATION AND BEHAVIORAL CHANGE	46
Sinchai Poolklai, Adisak Chuchat	
"PUBLIC-BASED-LEARNING": ENVIRONMENTAL CONTROVERSIES FOR PEDAGOGICAL PURPOSES	54
Pattamaporn Kaewkongka, Apirati Triyawat	
CONCEPTUAL MODEL FOR TEACHING THE RELATIONSHIP OF DAILY LIFE AND HUMAN ENVIRONMENTAL IMPACT	62
Pachara Wangmee, Worakarn Jantarasingham	
ANALYZING BUSINESS FACTORS OF STUDENTS' ENVIRONMENTAL ATTITUDES	68
Anosha Rojanapanich, Prem Thanatripop	
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
José G. Vargas-Hernández	
UNIVERSITY STUDENTS' ENTREPRENEURIAL INTENTIONS: WAYS FOR IN-STUDY IMPLEMENTATION	82
Pordee Sukpun, Paweena Sribunrueng	
DO EMPLOYEES' PERFORMANCES DEPEND ON THEIR MOTIVATIONS? (CASE STUDY AT INDONESIAN NATIONAL BUREAU OF PLANTATION)	88
Mahir Pradana	

SOCIAL CAPITAL AND KNOWLEDGE MANAGEMENT IN THE CONTEXT OF STAFF EMPOWERMENT	91
Pramsuk Huanprapai, Sasian Prajongjai	
INTERPERSONAL INTELLIGENCE: HOW GENDER DIFFERENCE IMPACTS	97
Bundit Pungnirund	
THE PRACTICE OF HUMAN RESOURCE STRATEGIC ROLES BY "ULRICH" MODEL	102
Ria Mardiana Yusuf	
STRENGTHENING THE BASIC COMPETENCE OF SCIENCES FOR MASTER STUDENTS	107
Aekkaphob Intarapoo, Pattiya Traiteepung	
EGOCENTRISM AND DEVELOPMENT OF STUDENTS IDENTITY	112
Sarawut Yamdee, Supas Amornchantanakorn	
STUDENT'S RESEARCH WORK AS THE CONDITION OF PROFESSIONAL EDUCATION	117
Nattaporn Srichana, Warawut Chuenkrut	
CURRENT TRENDS IN THE DEVELOPMENT OF INNOVATIVE ACTIVENSNESS OF ENTERPRISE PERSONNEL	123
Larisa Nevskaya, Svetlana Akhmetova, Irena Esaulova	
SELF-HEALTH CARE BEHAVIORS OF ELDERLY	130
Pimporn Thongmuang	
Chapter 3	
Modern teaching: modern technologies and practical methods	139
ENVIRONMENTORS: MENTORING AT-RISK THROUGH UNIVERSITY PARTNERSHIPS	140
Arunroong Wongkungwan, Sathiya Phunaploy	
CONSIDERING FUTURE DIRECTIONS FOR THE SPECIALIZED EVALUATION OF EDUCATIONAL PROGRAMS FOR SCIENCE TEACHERS	144
Tonatane Muneguni	
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 Saedi	
ANALYSIS OF MATHEMATICAL EDUCATION ON ECONOMICS SPECIALTY	163
Watchara Sungkobil, Sasiwimon Maneewong	

INNOVATIVE METHODS OF TEACHERS' PRACTICE-ORIENTATION DEVELOPMENT	166
THE EFFECTIVENESS OF A BLENDED LEARNING PROGRAM ON DEVELOPING PALESTINIAN TENTH GRADERS ENGLISH WRITING SKILLS	172
BUSINESS FIELD TRIPS IMPACT ON EDUCATION PROCESSES	177
PROBLEM BASED LEARNING (PBL-CIVICS) MODEL DEVELOPMENT TO IMPROVE THE MOTIVATION AND LEARNING OUTCOMES	184
EDUCATING YOUNG PEOPLE IN MULTICULTURAL ENVIRONMENT OF HIGHER EDUCATION INSTITUTION	187
FORMATION OF THE SOCIAL SUCCESSFULNESS OF STUDENTS WITH DISABILITIES IN THE SYSTEM OF CONTINUOUS INCLUSIVE EDUCATION	191
Chapter 4	
Management in educational institutes: modern issues and future prospects	199
EDUCATIONAL PEDAGOGY FOR SUSTAINABILITY: DEVELOPING PROGRAMS TO TRANSFORM BEHAVIORS	200
REPOSITIONING SCIENCE EDUCATION IN NIGERIAN COLLEGES OF EDUCATION THROUGH PUBLIC-PRIVATE PARTNERSHIP (PPP)	210
SCHOOL-COMMUNITY PARTICIPATION IN DEVELOPING A LOCAL SUSTAINABILITY AGENDA	216
A GENDER STUDY ON COLLEGE STUDENTS' ACADEMIC SELF-EFFICACY	222
VOCATIONAL EDUCATION BY TRANSFERRING NOTIONS AND ALL-ROUND CULTIVATION	227
EXTENSION ANALYSIS OF EMPLOYEE MANAGEMENT BASED ON SOCIAL NETWORK MODEL	231
THE FUNCTION OF PHYSICAL EDUCATION FOR BUILDING SOCIAL VALUES	234

STUDENT'S VIEW OF EDUCATION AS THE MERIT AND PRIVATE ECONOMIC GOODS	239
MULTI-SUBJECT INCENTIVE COOPERATION OF STUDENTS' NETWORK ENTREPRENEURIAL EDUCATION	244
TRIBAL SELF-HELP GROUPS IN MANIPUR: A GENDER PERSPECTIVE	248
HIGH SCHOOL STUDENTS' CONCEPTIONS OF LEARNING IN DIFFERENT DOMAINS	253
MISUSE OF HIGHER EDUCATION	259
ACADEMIC FREEDOM AND LEADERSHIP IN MODERN ACADEMIC INSTITUTIONS	263
UNIVERSITY'S MANAGEMENT AND STUDENTS' SATISFACTION: AN EMPIRICAL STUDY THROUGH STRUCTURAL EQUATION MODELLING	269
Chapter 5	
Usage of ICT and social networking in educational process	275
APPLICATION OF CLASSROOM ASSISTANT SOFTWARE BASED ON ANDROID	276
INFORMATION AND COMMUNICATION TECHNOLOGY INTEGRATION WITHIN THE PRACTICUM	279
ANALYTICAL STUDY ON IMPROVING EXPERTISE OF UNIVERSITY STUDENTS THROUGH INNOVATIVE TRAINING PROJECT	286
COLLEGE STUDENTS' INFORMATION QUALITY AND STUDY ON CORRESPONDENCE AND EDUCATION SYSTEM IN "INTERNET+" ERA	290
TREND OF VISUAL COMMUNICATION DESIGN EDUCATION IN THE CULTURAL AND CREATIVE INDUSTRIES	296
APPLICATIONS AS IT-ELEMENT OF SPECIAL DISCIPLINES TEACHING	302
AN EFFECT OF EXISTING KNOWLEDGE ASSETS TO INBOUND/OUTBOUND DISRUPTIVE INNOVATION	307

DESIGNING OF INDIVIDUAL EDUCATIONAL PATH OF
TEACHER'S PROFESSIONAL DEVELOPMENT IN CONDITIONS OF
INFORMATION EDUCATIONAL ENVIRONMENT

Nuntinee Nakdontee, Patompong Punnabhum

TAXATION AND EMPLOYMENT: CONSIDERING RELATIONSHIPS
AND FACTORS OF EFFICIENCY

Natalya Grigoryeva, Zhanna Kolycheva

MEDICAL TOURISM IN RUSSIA: GROWTH POTENTIAL AND
COMPETTIVENESS ISSUES

Vasyuta Eugenia

VIDEO CONVERTER USING GPU ON WEB APPLICATION

Pirawat Chaiyaphoomsakul, Sawitree Charamporn
Apisit Rattanantranurak