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 in 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
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 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 Tcharattanased
Deputy director of Office of General Education and Innovative Electronic Learning
Suan Sunandha Rajabhat University, Bangkok, Thailand

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

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Dr. Denis Ushakov, professor
AC-ESI – 2018 coordinator
International college
Suan Sunandha Rajabhat University,
Bangkok, Thailand
Day 1 07 May 2018
Venue: Sheraton Milan Malpensa Airport Hotel, Italy
13.00 Registration open
14.00 Organisational meeting
15.00 Seminar “International publishing: guidelines to success”
By Ms. Darina Prokhorova
17.00 Welcoming dinner

Day 2 08 May 2018
Venue: Sheraton Milan Malpensa Airport Hotel, Italy
9.00 Opening ceremony
Dr. Preecha Pongpeng
Director of Office of General Education and Innovative Electronic Learning, Suan Sunandha Rajabhat University, Bangkok, Thailand
Dr. Zolochevskaya 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
Organisational board of AC-ESI-2018

09.40 University’s Management And Students’ Satisfaction: An Empirical Study
Key-note speech by Dr. Johan W de Jager
Tshwane University of Technology, Pretoria, South Africa
10.30 Group photo
10.40 Coffee-break
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
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<td>Pattamporn Kaewkongka &amp; Apirati Triyawat</td>
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<td>15.00</td>
<td>Wipada Chaikhan &amp; Kittipat Bualek</td>
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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  Foyer
09.00  Pramsuk Huanprapai & Sasinan Prajogjai
09.20  Ria Mardiana Yusuf
09.40  Nattaporn Srichana & Warawut Chuenkrut
10.00  Pordee Sukpun & Paweena Sribunnung
10.20  Aekkaphob Intarapoo & Pattiya Taiteepung
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 Nevskaia & Svetlana Akhmetova
12.40  Lunch  Restaurant
13.30  Session 3 – Modern teaching: modern technologies and practical methods  Restaurant
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  Foyer
15.50  Arias Sinhu & Aknarin Piyaphanyamongkol
16.10  Nutch Phasuk & Natwalam Wangnil
16.30  Krit Chaisaengduean, Tospon Pimpfa
16.50  Farangis Saeedi
17.10  Arunroong Wongkungwan & Sathiya Phunaploy
18.00  Dinner  Restaurant
INTERNATIONAL ACADEMIC CONFERENCE ON EDUCATIONAL & SOCIAL INNOVATIONS

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 Phraratanporn & Kulnidawan Dumkum
10.00 Yutana Rattanasuwon & Piyanun Thanchai
10.15 Ratanaporn Sukserm & Thidarat Choknakawaro
10.30 Juan Francisco Aguirre Chavez
10.45 Coffee break
11.00 Supaporn Wimonchailerk & Rutchanawan Panbua
11.15 Runglaksamee Rodkam & Papitchaya Silpaksa
11.30 Vanhangpui Kholbun
11.45 Aina Jacob Kola
12.00 Paakpoon Klaythong & Patcharida Wisaiket
12.15 Arun Sundee & Anutsara Chanprapas
12.30 Lunch
13.30 Session 5 – Usage of ICT and social networking in educational process
13.30 Kiatthipoom Phachuen
13.50 Chun-Pei Lin
14.10 Piched Girdwichai
14.30 Siriporn Meenan & Naruecha Narapong
14.50 Atef Abuhamid
15.10 Pirawat Chaiyaphoomsakul, Sawitree Charnporn & Apisit Ratanatranarak
15.30 Coffee break
16.50 Nuntiya Noichun
16.10 Nuntine Nakdonte & 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

LIST OF SESSIONS:

Day 2
14.00-17.30

Session 1
Environmental education: ways and challenges of implementation
Chairman: Dr. Jürgen Drissner

1 Sinchai Poolklai
Adisak Chuichat
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
Apirati 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 Šťovcová
Slovak University of Technology in Bratislava, Slovakia
Publishing opportunities of doctoral candidates

6 Pawinee Ratabakorn
Uraiwan Tunukul
Suan Sunandha Rajabhat University, Bangkok, Thailand
Educational environment for teenagers’ moral relations development

7 Anotha Rojanapanich
Prem Thanatripop
Suan Sunandha Rajabhat University, Bangkok, Thailand
Analyzing business factors of students’ environmental attitudes

8 Pachara Wangmee
Worakorn Jantarasingham
Suan Sunandha Rajabhat University, Bangkok, Thailand
Conceptual model for teaching the relationship of daily life and human environmental impact

9 Unnop Panguang
Sayounee Sanghaureak
Suan Sunandha Rajabhat University, Bangkok, Thailand
Sustainable development and teaching perspectives

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Hassanudin University, Makassar, Indonesia |
| 3 | Nattapon Srichana  
Warawut Chuenkrut  
Sun Sunandha Rajabhat University, Bangkok, Thailand |
| 4 | Pordee Sukphol  
Paweena Sribunjueang  
Sun Sunandha Rajabhat University, Bangkok, Thailand |
| 5 | Aekkaphob Intarapoo  
Pattiya Traiteepung  
Sun Sunandha Rajabhat University, Bangkok, Thailand |
| 6 | Bundit Pungnirund  
Sun Sunandha Rajabhat University, Bangkok, Thailand |
| 7 | Sarawut Yamee  
Supas Amornchantanakorn  
Sun Sunandha Rajabhat University, Bangkok, Thailand |
| 8 | Mahir Pradana  
Tullima University, Bandung, Indonesia |
| 9 | Pimporn Thongmuang  
Sun Sunandha Rajabhat University, Bangkok, Thailand |
| 10 | Larisa Nevskaia  
Svetlana Akhmetova  
Penza National Research Polytechnic University, Russia |

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<td>Chairman: Dr. Bundit Pungnirund</td>
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Narasak Phunaploy  
Sun Sunandha Rajabhat University, Bangkok, Thailand |
| 2 | Zhang Li-Ping  
Yu Qiu  
Shanghai University of Engineering Science, Shanghai, China |
| 3 | Watchara Sungkobol  
Sasiwimon Maneevong  
Sun Sunandha Rajabhat University, Bangkok, Thailand |
| 4 | Awad Soliman Keshta  
Islamic University of Gaza (IUG), Gaza, Palestine |
| 5 | Kanpech Saranontwat  
Pimporn Thongmuang  
Sun Sunandha Rajabhat University, Bangkok, Thailand |
| 6 | Toratane Munegumi  
Hosei University of Education, Naruto, Tokushima, Japan |
| 7 | Arias Sinthu  
Aknarin Pyaphanyamongkol  
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| 8 | Nutcha Phasuk  
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Guilan University, Rasht, Iran |
| 11 | Arunroong Wongkungwan  
Sathiya Phunaploy  
Sun Sunandha Rajabhat University, Bangkok, Thailand |

**International Academic Conference on Educational & Social Innovations**

**Session 4**

09.00-12.30

1. Nuntiya Noichun
2. Narasak Phunaploy
3. Zhang Li-Ping
4. Watchara Sungkobol
5. Sasiwimon Maneevong
6. Toratane Munegumi
7. Arias Sinthu
8. Nutcha Phasuk
9. Krit Chaisaengduan
10. Farangis Saeedi

**Session 5**

13.30-17.30

1. Nuntiya Noichun
2. Narasak Phunaploy
3. Zhang Li-Ping
4. Watchara Sungkobol
5. Sasiwimon Maneevong
6. Toratane Munegumi
7. Arias Sinthu
8. Nutcha Phasuk
9. Krit Chaisaengduan
10. Farangis Saeedi

**Session 6**

09.00-12.30

1. Nuntiya Noichun
2. Narasak Phunaploy
3. Zhang Li-Ping
4. Watchara Sungkobol
5. Sasiwimon Maneevong
6. Toratane Munegumi
7. Arias Sinthu
8. Nutcha Phasuk
9. Krit Chaisaengduan
10. Farangis Saeedi
Day 4  Meeting room
Session 4  Management in educational institutes: modern issues and future prospects

Chairman: Dr. Muhammad Imtiaz Subhani

1 Pennapa Meeto
Raweewan Khankham
Suan Sunandha Rajabhat University, Bangkok, Thailand

2 Amber Osman
Muhammad Imtiaz Subhani
Iqra University, Karachi, Pakistan

3 Bundit Phrapratapan
Kulnidanwan Dumkum
Suan Sunandha Rajabhat University, Bangkok, Thailand

4 Vera Gnevaševe
Moscow University for the Humanities, Moscow, Russia

5 Yuttana Ratanasuwun
Piyanart Tanchai
Suan Sunandha Rajabhat University, Bangkok, Thailand

6 Ratanaporn Sukserm
Thidaratch Choknakawaro
Suan Sunandha Rajabhat University, Bangkok, Thailand

7 Juan Francisco Aguirre Chavez
Austroen University of Chihuahua, Chihuahua, Mexico

8 Supaporn Wimonchailerk
Rutchanowan Parbua
Suan Sunandha Rajabhat University, Bangkok, Thailand

9 Runglaksamee Rodkam
Papitchaya Silpaksa
Suan Sunandha Rajabhat University, Bangkok, Thailand

10 Vanthagui Khobung
Educational Research and Training WCERT
Bhopal, India

11 Aina Jacob Kola
College of Agriculture, Igboca, Oyo State, Nigeria

12 Paakpoom Klaythong
Patcharida Wisaiket
Suan Sunandha Rajabhat University, Bangkok, Thailand

13 Arun Sundee
Anutsara Chanprapas
Suan Sunandha Rajabhat University, Bangkok, Thailand
PROBLEM BASED LEARNING (PBL-CIVICS) MODEL DEVELOPMENT TO IMPROVE THE MOTIVATION AND LEARNING OUTCOMES

Numinya Noichumnuam
Natrewak Phumaphong
Suan Sunandha Rajabhat University
Bangkok, Thailand

This study aimed to obtain pictures in learning about Citizenship Education (Civics) and the valid PBL-Civics model, practical and effective way to improve motivation and learning outcomes of students who programmed the Civics course. This type of research is to extend the study of education with the approach of Research and Development which relates to the development of learning model. This study was analyzed quantitatively to determine whether the model developed already meet the criteria for effective learning to improve students' learning motivation. Products developed comprising: a model of books, textbooks, lesson plans, MFT. The learning model is implemented as a whole and has met the criteria effectively to improve student learning motivation. Mastery learning is very good as well as the management of learning very well that this model is considered effective.

Keywords: Model Development, Valid, Practical and Effective

Introduction

Citizenship Education goal is formulated in the vision, namely, a source of values and guidelines for the development and implementation of programs of study, in order to deliver the student in alleviating his personality as a whole person.

Citizenship Education Mission in college is to help students establish his personality, in order to consistently be able to comprehend the basic values, to master a sense of nationalism and patriotism, apply and develop science, technology and art with a sense of responsibility and morality.

A Successful Citizenship Education will produce intelligent mental attitude, a sense of responsibility of the learner, this attitude is accompanied by behavior:

1) appreciate the values of the nation philosophy;
2) virtuous noble character, discipline in the society, nation and state;
3) rational, dynamic, and aware of their rights and obligations as citizens;
4) professional Characteristically, animated by the State Defense awareness;
5) Active in harnessing science and technology and the arts to benefit the nation and the State. (Kaelin, 2007).

Based on observations at Suan Sunandha Rajabhat University (SSRU) shows that the students' low motivation, because students do not participate in the Civics learning process that makes student results not optimal. Students academic year 2015 - 2016 as many as nine rooms were programmed Civics subjects, an average class filled with 40 students, only 446 people are seen as active students, the rest almost no learning interaction.

Learning by lecture method, the students looked apathetic and do not have the spirit in learning, because there is no motivation grow from inside the students, that makes students are not active in learning session.

The main focus of the student in the Civics learning are the passing grade and not the learning quality. Looking at the conditions above, indicated that the learning method applied by civics lecturers are ineffective. This is very worrying, because in order to develop knowledge, values, attitudes and skills in teaching civics is indeed very difficult to achieve. Based on the problems above, the authors are motivated to do the research and development of problem-based learning model for the Civics learning process that can cause learning motivation for students who are enlisting the Civics class at SSRU that aimed for the students study results can be increased.

This problem is very interesting to study in order to know the cause of the situation and civics learning conditions as where described above, and also can be used as a reference in order to find a solution so that the learning model in the civics subject can be effective in the field it can improve motivation and learning outcomes.

According to Smith in Amir (2009), the benefits of Problem Based Learning (PBL), is learners will: improve troubleshooting skills, easier to remember, increase in understanding, increasing knowledge relevant to the world practice, encourage them thoughtful, build leadership skills and cooperation, learning skills, and motivate learners.

In Uno (2006), The term motivation comes from the word motive which can be interpreted as the power contained within the individual, which causes the individual act or not. The motive cannot be observed directly, but can be interpreted in behavior, a stimulus, encouragement, or a power plant the appearance of a certain behavior. In the context of the study of psychology, in Majid (2013), suggests that in order to understand the motivation of individuals can be seen from several indicators, including:

1) the duration of the activity;
2) the frequency of the activity;
3) the persistence of the activity;
4) fortitude, tenacity and ability in the face of obstacles and difficulties;
5) devotion and sacrifice to achieve goals;
6) the level of aspirations to be achieved by the activities carried out;
7) the level of achievement or product qualification is achieved from the activities tried out;
8) directions attitudes toward the goals and activities. Motivation and Learning are the things that affect each other.

Learning is a change in behavior of a relatively permanent and potentially occur as a result of a practice or reinforcement that is based on the aim to achieve certain goals. Allah (2012), one of the factors within that determine success or failure in the learning process is motivation to learn.

Joyce & Weil (2010), argues that the learning model is a plan or pattern that can be used to shape the curriculum, designing learning materials, and guiding learning clearly. In component model learning PBL-Civics Education to improve motivation and learning outcomes, referring to the components mentioned Joyce & Weil (2009), includes:

1) syntax, which is a sequence of activities,
2) social system, namely the role of lecturers and students and types of rules required,
3) reaction principle, which gives an idea to the teachers about how to view or respond the questions students,
4) support system, the means or materials are required by the model, and
(5) the impact of instructional, that is learning outcomes are achieved directly by directing students to the desired objectives and impact Bridesmaids / followers are other learning outcomes produced by a process of learning, as a result of the creation of a learning atmosphere that is experienced directly the student without direct guidance of lecturer.

Development of a PBL-Civics model consists of 11 phases in the syntax, namely: (1) student orientation to the problem, (2) Organize the students in learning; (3) Identification of the problem, (4) Conducting investigations, (5) Formulate the problem, (6) develop hypothesis, (7) discussions to develop to produce the work, (8) to analyze and evaluate the problem-solving process that has been synthesized, (9) Make a report of the discussion, (10) Evaluation, (11) Giving Award.

Conclusions

The conclusions that can be drawn from this study are as follows:

(1) Students are programmed SSRU civics courses after following study with Model PBL-Civics increased motivation and learning outcomes.

(2) Model PBL-Civic Education to improve motivation and results of student learning based on aspects of components Model PBL-Civics and learning tools that have been validated by experts and practitioners as well as meet the criteria effective for student activities implemented in full, in response to the positive model, increase student learning motivation, as well as increased student achievement test.

(3) Model PBL-Civics based solutions to enhance learning motivation and learning outcomes meet practical criteria for all components of the model PBL-Civics fully implemented and faculty response to the application of the model PBL-Civics positive.

(4) Learning model PBL-Civic Education to improve student motivation and learning outcomes meet the criteria effective for increasing student learning motivation, as well as increased student learning outcomes.

Advice can be given is as follows:

(1) Suggested to the lecturers / teachers Civic Education to implement the Model PBL-Civics PKN widely.

(2) Aspects of learning in each of the components can be modified by professors who are interested in using the Model PBL-Civics.

(3) Suggested to the lecturers / teachers to be able to reward / praise to the students who have attempted to show the action.

References:

Howard, JB 2004. Metakognitive Inquiry Elsy School of Education University (online).
(5) the impact of instructional that is learning outcomes are achieved directly by directing students to the desired objectives and impact Bridesmaids / followers are other learning outcomes produced by a process of learning, as a result of the creation of a learning atmosphere that is experienced directly the student without direct guidance of lecturer.

Development of a PBL-Civics model consists of 11 phases in the syntax, namely: (1) student orientation to the problem, (2) Organize the students in learning, (3) Identification of the problem, (4) Conducting investigations, (5) Formulate the problem, (6 ) develop hypothesis, (7) discussions to develop to produce the work, (8) to analyze and evaluate the problem-solving process that has been synthesized, (9) Make a report of the discussion, (10) Evaluation, (11) Giving Award.

Conclusions

The conclusions that can be drawn from this study are as follows:

(1) Students are programmed SSRU civics courses after following study with Model PBL-Civics increased motivation and learning outcomes.

(2) Model PBL-Civic Education to improve motivation and results of student learning and valid criteria based on aspects of components Model PBL-Civics and learning tools that have been validated by experts and practitioners as well as meet the criteria effective for student activities implemented in full, in response to the positive model, increase student learning motivation, as well as increased student achievement test.

(3) Model PBL-Civics based solutions to enhance learning motivation and learning outcomes meet practical criteria for all components of the model PBL-Civics fully implemented and faculty response to the application of the model PBL-Civics positive.

(4) Learning model PBL-Civic Education to improve student motivation and learning outcomes meet the criteria effective for increasing student learning motivation, as well increased student learning outcomes.

Advice can be given as follows:

(1) Suggested to the lecturers / teachers Civic Education to implement the Model PBL-Civics PKN widely.

(2) Aspects of learning in each of the components can be modified by professors who are interested in using the Model PBL-Civics.

(3) Suggested to the lecturers / teachers to be able to reward / praise the students who have attempted to show the action.

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EDUCATING YOUNG PEOPLE IN MULTICULTURAL ENVIRONMENT OF HIGHER EDUCATION INSTITUTION

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Issue is relevant today because there is the formation of culture of international relations between students in a multicultural educational environment. The article is aimed at multicultural education, which can minimize culture shock, increase and diversify the experience of cross-cultural communication between countries and peoples who are actively operating in all spheres of life. A leading approach to the study of this problem is a thematic approach which allows you to identify, justify and group theoretical and practical requisites of the formation of cultural and interethnic relations between students in a multicultural educational environment of higher education institution. The research has been that familiarizing with the cultural heritage, the student learns the experience of many cultures, and perhaps, of the whole mankind. The article records may be useful for students in improving the quality of intercultural communication.

Keywords: tolerance, readiness, ability, educational process, multicultural educational environment

Introduction

Problems of education of younger generation in the 21st century make us analyze and appret all that has been developed in the past experience of educational activities of educational institutions and select everything which is significant and positive for the current generation, and for society in whole. Today, an integral feature of the modern world is a multicultural environment of human life and activities.
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