



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 Sungkabol & 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 & Raweevan 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 Nutch Phasuk
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 |

MULTI-SUBJECT INCENTIVE COOPERATION OF STUDENTS' NETWORK ENTREPRENEURIAL EDUCATION

Supaporn Wimonchaila
Rutchanewan Panb

Suan Sunandha Rajabhat University
Bangkok, Thailand

The aim of this study was to discuss the Incentive Mechanism of the Cooperation among the government, enterprise and college so as to promote the development of Students' Network Entrepreneurial education. We analyze the interest demands and cooperation mechanism of each subject in the process of Network Entrepreneurial Education for Students. And a multi-subject incentive model is proposed. By means of derivation, we conclude that the incentive of the government is greater when the unit cost of the government encouraging enterprises to cultivate entrepreneurial teams is lower and the value created by the entrepreneurial teams is higher. And enterprises can obtain an incentive when the marginal revenue of human capital and other factors required for maximum profit is equal to the respective unit cost of the combination of demand factors in cultivating entrepreneurial teams achieves the highest proportion. And universities can obtain the incentive when the coefficient of college benefit and enterprise incentive reach maximum.

Keywords—College Students' Network Entrepreneurial Education; collaborative incentive model; government; enterprise; University

Introduction

According to research reports from the status of Thailand youth entrepreneurship, the number of domestic college students' entrepreneurship is 12.6% of the total number of college students, and more are inclined to e-commerce venture (also known as "network business"). Entrepreneurial education on the network is a new and important job being carried out in colleges and universities. Practice shows that the cooperation between universities and government, between universities and enterprises is usually on the surface and its progress is slow or even aborted, exerting adverse influences on the government, enterprises, and universities and so on. Literature research shows that most of the existing researches emphasize how to encourage enterprises to participate in the university-industry cooperation, but ignore incentive researches of two main bodies: the government and universities. This paper discusses the establishment of multi-subject cooperation mechanism and incentive model of College Students' Network Entrepreneurial Education among government, enterprises and colleges, which is designed to promote the healthy and rapid development of College Students' Network Entrepreneurial education.

Summary Of Interest Demands Of Each Subject In The Process Of Network Entrepreneurial Education For Students

In the network entrepreneurial education based on the multi-subject collaboration, the local government, enterprises, universities and other subjects have their own interests. As

the local government is concerned, to accelerate the development of local economy, it expects enterprises and universities to cooperate comprehensively in its policy. Encouragement, combined with the characteristics of contemporary college students' entrepreneurship, constantly improving regional development level of e-commerce, so as to realize economic benefits and goals of the government. Under the environment of Internet, enterprises are facing transformation and upgrading, with an urgent need to obtain talents of network technology applications and innovation capabilities, e-commerce applications. Through the full integration of government, enterprises and other advantages of resources, colleges make efforts to build a platform of network of theory and practice in college students' entrepreneurial education, cultivate Students' entrepreneurial talents of high quality, in order to improve their reputation in the industry and society.

Analysis Of Cooperation Mechanism Of Students' Network Entrepreneurial Education

A. Use of policies by the government to drive further cooperation between enterprises and universities. Innovation is the driving force of economic development under the new normal, and colleges and universities have always been one of the main forces of scientific and technological innovation, giving energy to local economic transformation and development. The local government tries to promote the development of local economy through the cooperation with universities, incorporating the local college students' entrepreneurial education into the government's economic and social development plan, carrying out a series of preferential policies to encourage enterprises to participate and support university students' network entrepreneurial education. It is a good way to encourage enterprises and universities fully cooperate, provide manpower, finance, material and technology resources for college students' network entrepreneurial education, and ultimately enhance the quality level of college students' network entrepreneurial education.

B. Colleges' building of students' network entrepreneurial teams with the help of enterprises. Practice shows that the threshold of the success of the network business is pretty high. It needs to be carefully nurtured, so the guidance of college internal guidance teachers is not enough. Under incentives of the government policy, enterprises, focusing on the short-term interests, through the establishment of cooperation relationship with universities, colleges with the selection of college students' network entrepreneurial teams and entrepreneurial projects, providing entrepreneurial guidance for college students' network entrepreneurship, teaching college students' entrepreneurial team business management, e-commerce and other knowledge and skills, and forming a partnership with the college students' network entrepreneurial team, so as to avoid the abortion of college students' network entrepreneurial team aborted and promote the incubation of college students' network entrepreneurial team.

C. Full integration of government and enterprise high-quality resources to cultivate high-quality college students' entrepreneurial teams by Universities actively cooperate with governments, enterprises, putting the high-quality resources of the government and enterprises into the use of college students' network entrepreneurship education. First, colleges strive from the government all policies in favor of the entrepreneurship of college students; secondly, establish leadership groups of college students' network entrepreneurship together with the government and enterprises, overall planning and coordinating

various resources; thirdly, establish curriculum systems of college students' network entrepreneurial education with enterprises and carry out relevant management plans, encourage senior business people to come to the campus, and classrooms, be college students' entrepreneurial mentors, teach innovation and entrepreneurial spirit and share entrepreneurial experience.

Incentive Model Of Multi-Subject Cooperation In College Students' Network Entrepreneurship Education

In conclusion, whether the government can introduce incentive policies of cooperation between universities and enterprises, and maintain efficient and sustainable policies; whether the enterprises are willing to assist in incubating business teams; whether universities are willing to spend time and energy building network entrepreneurial education for college students only with the objectives being encouraged can the ideal goal be achieved.

The incentive model of government participation in the network entrepreneurship education of college students Government is an important institutional arrangement

[1] to realize national economic and social development, social justice and social stability. Government performance evaluation is the tool

[2] of evaluating government performance and efficiency. To achieve better performance, the local governments take all possible measures to promote local economic growth, increase revenue, and expand employment

[3]. in the process of multi-subject cooperation of college students' network entrepreneurship education, government revenue mainly comes from entrepreneurial teams. Colleges and universities, which means that entrepreneurial teams create new jobs in society, pay taxes to the local government and the colleges and universities directly depend on the talents of network entrepreneurship and employment of the local economic development.

And through students' network entrepreneurship, it leads to more local people engaged in network business, creating a good business atmosphere for the whole society and promoting the development of local entrepreneurial culture.

Research shows that entrepreneurial activities can generate new jobs directly through the expansion of production capacity. In our country, entrepreneurial activities can have a great impact on the increase of employment, and innovative entrepreneurial activities have a great impact on regional economic growth [5].

Therefore, the local government may introduce preferential policies to encourage enterprises and universities to reach the cooperation of college students' network entrepreneurship education, promote enterprises to cultivate entrepreneurial teams, through which the local government can obtain GDP growth and employment increase, etc., improve government performance. Because the impact of entrepreneurial teams has a certain lag, this paper assumes that entrepreneurial teams in the analysis are successful and based on this assumption, the relevant incentive model of government's participation is introduced.

Although the government hopes that the policy of subsidies, incentives and other financial means can encourage enterprises to take the initiative to carry out cooperation with colleges and universities, to improve enterprise performance, promote the development of electronic commerce and local economic growth of the local enterprises [7], whether the company will cater to the government policy depends on the amount obtained in cooperation with universities.

In conclusion, for enterprises, they need to be encouraged to maximize the help of cultivating high-quality entrepreneurial team need so as to satisfy necessary and sufficient conditions of enterprises.

Conclusion

The author thinks that, as the main body of the current college students' network entrepreneurship cooperation, the local government, enterprises and universities require a certain amount of incentive. Government value government performance, universities emphasize the quality of personnel training, and enterprises focus on economic benefits. The whole process of collaboration incentive is based on the cultivation of a certain quantity of qualified college students' network entrepreneurial teams. Model analysis shows that:

(1) when the unit cost of the government encouraging enterprises to cultivate entrepreneurial teams is lower, the value created by the entrepreneurial team for the government is higher, so the government performance increases, and the resulting incentive is larger.

(2) When the marginal revenue of human capital and other factors required for maximum profit is equal to the respective unit cost and the combination of demand factors in cultivating entrepreneurial teams achieves the best proportion, enterprises can achieve maximum profits, and obtain the corresponding incentive.

(3) when the coefficient of college benefits, coefficient of enterprise incentive strength, coefficient of the government giving to the enterprise the best reward all reach maximum, the government will maximize the help of cultivating entrepreneurial teams, and universities also obtain the corresponding incentive.

References:

- Bonai, Zhang Diandian and Yu Jun, "The transformation of government functions: environment, planning, performance evaluation and implementation path based on Kast's organizational change process model", Journal of Zhejiang University (Humanities and Social Sciences), Vol.46, No.3, 2016, pp.180-200.
- Shu-tao, "The police deviation and correction of the government's performance evaluation: based on the perspective of Intergovernmental collaborative governance", Journal of Henan Normal University (Philosophy and Social Sciences), Vol.43, No.2, 2016, pp.1722.
- Fanghui and Lu Yangfan, "Construction and the performance evaluation system of a democracy government", Chinese Public Administration, No.6, 2014, pp.26-31.
- Sch, M. and Mueller P., "The effect of new business formation on regional development over time: The case of Germany", Small Business Economics, Vol.28, 2007, pp:15-29.
- Qin Rho, "Economic Effect of Entrepreneurial Activity: Empirical Study on China's Economy", Unpublished doctoral Dissertation, Tsinghua University, 2012.
- Y. J., "Entrepreneurial Activity and Job Creation: An Empirical Evidence from Korean Regional Economy", The Korean Small Business Review, Vol. 31, No.2 2009, pp. 63-84
- Can, Wang Zhu-quan, YANG De-ming and CAO Wei, "Research on the Catering Behavior of Enterprise and Government Subsidy Performance—Based on the Analysis of the Enterprise's Profitability", China Industrial Economics, No.7, 2015, pp. 130-145.
- Jie, "Measure of Components and Drivers in Evaluating University Reputation", Higher Education Development and Evaluation, Vol.29, No.4, 2013, pp. 30-37.

overburdening of women with domestic work which limits their ability to go out of the house and explore potential avenues for profitable activities and lack of social networks and influences in the society. The prevalence of patriarchal systems among the tribal living in Churachandpur district was found to be responsible for this situation. About 73% of members belonging to AWS were found to be housewives without income of their own and loaded with more domestic responsibilities than their male counterparts. It was also found that male members have more opportunities to attend any activities associated with the programme.

Therefore, from the above analysis it is evident that the social institutional arrangements, i.e. patriarchal system and gendered division of work found in the tribal societies of Manipal could be one of the important factors responsible for the relatively poor performance of AWS in terms of group's average savings and income generation.

References:

- APM&S and EDS Pvt. Ltd. (2006). Self-Help Groups in India: A Study of the Lights and Shadows. Available at <http://www.edarural.com/documents/SHG-Study/Executive-Summary.pdf>
- Bardhan, P. (2002). Decentralization of Governance and Development. *The Journal of Economic Perspectives*, 16(4), 185-205.
- Burman, R. (2012). Status of tribal women in India. *Mainstream*, L (12), 10th March 2012.
- Galab, S., & Rao, N.C. (2003). Women's SHGs: Poverty Alleviation and Empowerment. *Economic and Political Weekly*, March (22-29), 1274-1283.
- Lele, U. (1975). *The Design of Rural Development: Lessons from Africa*. Washington D.C: World Bank, 20.
- Meher, S. (2004). Impact of Micro-finance on Poverty: A Study of Self-Help Groups in Orissa. *Journal of Rural Development*, 26, 315-333.
- Minimol, M. C. & Magesh, K. G. (2012). Empowering rural women in Kerala: A study on the role of Self Help Groups (SHGs). *International Journal of Sociology and Anthropology*, 4(9), 270-280, November, 2012.
- Rahman, A. (1999). Micro-credit Initiatives for Equitable and Sustainable Development: Who Pays? *World Development* 27(1), 67-82.
- Saravanan, M. (2016). The impact of self-help groups on the socio-economic development of rural household women in Tamil Nadu - A study. *International Journal of Research in Management Science*, GRANTHAALAYAH, 4 (7), 22-31. July, 2016.
- Singh, Y. (2013). Effect of self help group in economic empowerment of rural women in Himachal Pradesh. *Journal of Indian Research*, 1(3), 54-61, July-September, 2013.

HIGH SCHOOL STUDENTS' CONCEPTIONS OF LEARNING IN DIFFERENT DOMAINS

Yuttana Rattanasriwan
Piyaman Thanchai

Suan Sunandharajavidyalaya University,
Bangkok, Thailand

The purpose of this study is to investigate whether or not conceptions of learning diverge in different science domains by identifying high school students' conceptions of learning in physics, chemistry and biology. The factor structures of each questionnaire were also analyzed by exploratory factor analysis. The differences between students' conceptions of learning in each questionnaire factors of all three domains were analyzed with paired samples t-test. The results indicated differences in high school students' conceptions of learning physics, chemistry and biology which were identified for all seven factors except calculation. In general sense, it was found that students preferred higher-level conceptions of learning biology more when compared with physics and chemistry domains. Possible explanations about how students prefer to view learning from a higher-level perspective were more than a lower-level perspective, especially the ones with a high mean score in physics and chemistry (such as memorizing, preparing for exam and calculating and practicing) are discussed.

Keywords: conceptions of learning, domain difference, culture, science domain, high school students

Introduction

Educational researchers have conducted many studies regarding to how learning takes place and tried to identify the factors having an active role in the learning process. These factors not only affect the learning process, but also affect the learning outcomes. It was shown in the studies conducted together with students' cognitive and motivational qualities (Sadiq & Uyar, 2013; Demir, Öztürk & Dökme, 2012; Reyes et al., 2011; Henning & Shuhuf, 2010). Learning environments (Brooks, 2010), qualities of the teacher (Rivkin et al., 2005), attitudes towards a lesson or a topic (Stevens & Slavin, 1995), epistemological beliefs (Sadiq & Uyar, 2015; Chen & Pajares, 2010; Schommer-Aikin, 2004), approaches to learning (Rowden & Brown, 2000; Cano, 2005), strategies (Rowden Quince, 2013; Li & Chun, 2012) and conceptions of learning (Chiou, Liang & Tsai, 2012; Tsai, 2004; Sinatra 2001; Dart et al., 2000; Pillay et al., 2000; Schommer, 1998) are also shown to be effective in the learning process and outcomes. Among these factors, conception of learning is one of the issues that are frequently taken into consideration. In general sense, conceptions of learning could be defined as the ways of learning that students prefer more during their learning process.

Moreover, conceptions of learning can also be defined as the student's learning aims, attitudes, duties, strategies or opinions regarding the learning process (Vermunt & van der Stoep, 2004). Buehl and Alexander (2001) and Tsai (2004) defined the conceptions of learning as students' school knowledge and their learning beliefs which are considered as domain-specific epistemological beliefs. The oldest study on this topic was conducted with the

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, Sasinan 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 Rattanatanurak