



13<sup>TH</sup> 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

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**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

<b>14.00</b>	<b>Session 1 – Environmental education: ways and challenges of implementation</b>	
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	<b>Coffee break</b>	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	
<b>18.00</b>	<b>Dinner</b>	Restaurant

<b>Day 3</b>	<b>09 May 2018</b>	
	Venue: Sheraton Milan Malpensa Airport Hotel, Italy	
<b>08.30</b>	<b>Registration open</b>	Foyer
<b>09.00</b>	<b>Session 2 – Human capital: educational and managerial issues of formation and development</b>	
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	<b>Coffee – break</b>	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	
<b>12.40</b>	<b>Lunch</b>	Restaurant
13.30	<b>Session 3 – Modern teaching: modern technologies and practical methods</b>	
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	
<b>15.30</b>	<b>Coffee – break</b>	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	
<b>18.00</b>	<b>Dinner</b>	Restaurant

<b>Day 4</b>	10 May 2018	
	Venue: Sheraton Milan Malpensa Airport Hotel, Italy	
<b>08.30</b>	<b>Registration open</b>	Foyer
<b>09.00</b>	<b>Session 4 – Management in educational institutes: modern issues and future prospects</b>	
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	<b>Coffee – break</b>	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	
<b>12.30</b>	<b>Lunch</b>	Restaurant
13.30	<b>Session 5 – Usage of ICT and social networking in educational process</b>	
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	
<b>15.30</b>	<b>Coffee – break</b>	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	
<b>17.30</b>	<b>Dinner</b>	Restaurant
	<b>Awards and closing ceremony</b>	

## LIST OF SESSIONS:

	Day 2	Meeting room
	14.00-17.30	
	<b>Session 1</b>	<b>Environmental education: ways and challenges of implementation</b>
		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<br>Raweewan Khankham<br><i>Suan Sunandha Rajabhat University,<br/>Bangkok, Thailand</i>          | Academic freedom and leadership in modern academic institutions                                            |
| 2  | Amber Osman<br>Muhammad Imtiaz Subhani<br><i>Iqra University, Karachi, Pakistan</i>                             | Misuse of higher education                                                                                 |
| 3  | Bundit Phrapratanporn<br>Kulnidawan Dumkum<br><i>Suan Sunandha Rajabhat University,<br/>Bangkok, Thailand</i>   | Extension analysis of employee management based on social network model                                    |
| 4  | Vera Gnevasheva<br><i>Moscow University for the Humanities,<br/>Moscow, Russia</i>                              | Student's view of education as the merit and private economic goods                                        |
| 5  | Yuttana Rattanasuwan<br>Piyanut Thanchai<br><i>Suan Sunandha Rajabhat University,<br/>Bangkok, Thailand</i>     | High school students' conceptions of learning in different domains                                         |
| 6  | Ratanaporn Sukserm<br>Thidarat Choknakawaro<br><i>Suan Sunandha Rajabhat University,<br/>Bangkok, Thailand</i>  | Educational pedagogy for sustainability: developing programs to transform behaviors                        |
| 7  | Juan Francisco Aguirre Chavez<br><i>Autonomous University of Chihuahua,<br/>Chihuahua, México</i>               | A gender study on college students' academic self-efficacy                                                 |
| 8  | Supaporn Wimonchailerk<br>Rutchanewan Panbua<br><i>Suan Sunandha Rajabhat University,<br/>Bangkok, Thailand</i> | Multi-subject incentive cooperation of students' network entrepreneurial education                         |
| 9  | Runglaksamee Rodkam<br>Paphitchaya Silpaksa<br><i>Suan Sunandha Rajabhat University,<br/>Bangkok, Thailand</i>  | School-community participation in developing a local sustainability agenda                                 |
| 10 | Vanthangpui Khobung<br><i>Educational Research and Training NCERT<br/>Bhopal, India</i>                         | Tribal self-help groups in Manipur: a gender perspective                                                   |
| 11 | Aina Jacob Kola<br><i>College of Agriculture, Igboora,<br/>Oyo State, Nigeria</i>                               | Repositioning science education in nigerian colleges of education through public-private partnership (PPP) |
| 12 | Paakpoom Klaythong<br>Patcharida Wisaiket<br><i>Suan Sunandha Rajabhat University,<br/>Bangkok, Thailand</i>    | Vocational education by transferring notions and all-round cultivation                                     |
| 13 | Arun Sumdee<br>Anutsara Chanprapas<br><i>Suan Sunandha Rajabhat University,<br/>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<br><i>Suan Sunandha Rajabhat University,<br/>Bangkok, Thailand</i>                                                                                           | Application of classroom assistant software based on Android                                                                        |
| 2  | Chun-Pei Lin<br><i>Huaqiao University, Quanzhou, China</i>                                                                                                                        | An effect of existing knowledge assets to inbound/outbound disruptive innovation                                                    |
| 3  | Piched Girdwichai<br><i>Suan Sunandha Rajabhat University,<br/>Bangkok, Thailand</i>                                                                                              | Analytical study on improving expertise of university students through innovative training project                                  |
| 4  | Siriporn Meenanon<br>Naruecha Narapong<br><i>Suan Sunandha Rajabhat University,<br/>Bangkok, Thailand</i>                                                                         | College students' information quality and study on correspondence and education system in "Internet+" era                           |
| 5  | Atef Abuhmaid<br><i>Middle East University,<br/>Amman, Jordan</i>                                                                                                                 | Information and communication technology integration within the practicum                                                           |
| 6  | Pirawat Chaiyaphoomsakul<br>Sawitree Charamporn<br>Apisit Rattanatanurak<br><i>Suan Sunandha Rajabhat University,<br/>Bangkok, Thailand</i>                                       | Video converter using GPU on web application                                                                                        |
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egocentrism to show role flexibility in situations of interpersonal professional communication.

Due to results of research the working program of a psychological and pedagogical practical work was developed. This practical work was realized by studying psychological disciplines (the general, social, pedagogical psychology) on the first, second year of training. Realization of a psychological and pedagogical practical work assumed achievement of the following purposes: - development of the capacity for reflection and self-control; - development of a positive self-esteem; - skills of social cooperation, mutual aid; - development of behavioural flexibility in pedagogical situations.

During realization of a practical work students actively participated in all lessons. They interested in a subject and the content of the lesson. In reflexive reports they point out the changes happening in them. They noted importance of the developed abilities in professional and interpersonal communication. Materials of article can be interesting for the practicing psychologists, for teachers of psychological and pedagogical disciplines.

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## STUDENT'S RESEARCH WORK AS THE CONDITION OF PROFESSIONAL EDUCATION

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*The problem in question is necessitate by the contradictions between requirements of successive educational process of general and professional education and the absence of new mechanisms of providing the continuity of education which is effective under modern conditions. The aim of the article in question is to provide the potential of the research activity of students as a factor of integration of general and professional educational activities. Theoretical analysis and synthesis are used as the method of investigation for the basis of continuity of education, modeling of the integral pedagogical system, university-school and pedagogical experiment in checking the interdependent process of development of research activity of schoolchildren and students and providing the continuity of general and professional education. The article also describes the structure of research activity and appropriateness of its development with school-children and students, and explains its integral character which provides the subjective development of a personality of a student that, in its turn comprises the inner structure of educational continuity. The article is of scientific value both for teachers-researches, studying the problem of successive education and for practicing teachers, who want to provide effective educational process.*

**Keywords:** general education, professional education, succession (continuity), research activity, pedagogical integration, continuous educational process, subjective development of a personality

#### Introduction

Quite new aims and tasks are set nowadays to the educational system, which are defined by the social task, a new model of a specialist and a professional. It is necessary to shape a personality who is able to organize his professional activity under constantly changing socio-cultural conditions (Asadullin, 2013). It is quite clear that it is impossible to realize the given tasks in the given educational system which has age and time limitations.

The system which gives education once and for all has vanished. Today's priorities are directed to the "education without limits", which is received by a human being throughout his lifetime, irrespective of his age and profession (Verbitski & Ribakina, 2010). One of the chief characteristics of the traditional educational system is its stopped character.

While solving quite different educational tasks, and, consequently, using different forms, means and methods of teaching, every step of education within the common structure is an individual, more or less independent unit. This situation within the duration of the functional education as the social system, leads, inevitably to a problem of successive ties between different structures.

The traditional educational system, without losing its significance, was unable to provide formulation of a personality and a specialist, who corresponds to the requirement of a new social task. (Efimova, 2013) The analysis of pedagogical, philosophic and psychological literature shows clearly the attention of scholars and practitioners to the problem of continuity both vertical and horizontal. Nevertheless it is worth mentioning that all the attempts at solving the problem of continuity and succession in education are directed to the optimization of the educational process both in its contents and activity.

The research in question is aimed at searching the links of its different stages. At the same time, works researching the essence of a personality, his biosocial phenomenon and psychological qualities enable us to say that the inner essence of the problem of continuity, depends, to a greater degree on the personality of pupils, their psychological qualities, their ability to adopt themselves to changing pedagogical conditions at the stage of transition from one educational step to another.

Among a great number of works on continuity of education we failed to find the works which show the attempts of scholars to solve this task by turning their attention directly to personalities of pupils as an inner continuous educational upbringing process. It should be remembered that modern priorities of the higher professional education are directed on formulating the personality of a specialist, whose leading component is his profession of individual creative – research activity. (Zagvazinski, 2014).

Thus, in a two – level system of higher education, experimental – research competences are singled out both in educating a bachelor and a master. This leads to strengthening the system of using research activity in a higher educational institution as well as the strengthening of the level of its usage.

The approach presupposes formulating the research activity at an early stage of education, and this process must be reached already in a secondary school. At the same time, nowadays secondary schools practically don't possess mechanisms of formulating research activity. At the same time, the analysis of activity of leading school teachers and University teachers show that active formulation of research activity begins only in a higher educational institution and continues in the process of tuition after graduation whereas in a secondary school only separate unconnected skills are formed.

This prompts that one of the main reasons of disconnection of educational processes in a secondary and higher schools might be the introduction of a quite new kind of activities which introduced without any preliminary preparation. Urgent necessity of the systematic formulation of research activity arises under the condition of integrating secondary schools and higher schools. At the same time, we have noticed inadequate (insufficient) number of works, reflecting pedagogical conditions of forming research activity of school-children and absence of works describing pedagogical conditions of integral and systematic process of forming and development of research activity of a pupil-student.

## Materials And Methods

The following methods of investigation were used theoretical (method of theoretical analysis and synthesis, method of abstraction and concretization, method of systematic approach); diagnostic and empirical (study of literature and documents observation, questionnaires, testing, study of pupils creative works and estimation of their quality by competent judges); experimental (starting pedagogical experiment in finding out succession

ties at the stage «school–university» and the condition of research work development and forming experiment in creating integral pedagogical systems, based on principles of development of research activity); mathematical data of the experimental research .

## Results

Logic-categorical analysis of the structure and the essence of research activity enabled us to single out its developing, forming and integrating potential. The research activity is a constructive. creative activity in building the scientific vision of pupils' world. The significance and multi-planning system of treating the structural activity, multiple classification of this notion is shown on the basis of analysis of philosophical and psycho-pedagogical literature.

The research activity in the aspect of various classifications is creative ; according to the subject of activity-cognitive and above the subject, according to the character of actions and operations- constructive; and serves as a transition form from the external subject activity to the internal mental activity; integrates in itself the elements of cognitive and professional activity. Comparing the peculiarity of research activity of a schoolchild, a student and a scholar we found out the level changes from the school investigation to the tuition – professional and then to a scientific research activity.

We observed the growing significance of the subject of investigation from subjective to objective and scientific novelty, the functional structure of investigation is changed from reproductive repetition of the experimental work according to ready schemes up to creation by the investigator of new methods and technologies, methods and means of investigation become more complicated, and, at last, the formation of subjective positions of the investigator appears from the performer of the given research actions and operations to the organizer of his own research activity.

As a result of our analysis we built up the logics of the research activity of a schoolchild – student – professional in the direction of subjective development of the learner – investigator, which is determined by a gradual complication of the subject of the research activity, preserving its initial general genetic foundation.

In view of the given logics we determined the pedagogical conditions of the continuous development of research activity of a schoolchild - student in the system of “school – university” which results in active production of tuition and individual scientific research in the educational process of secondary and higher schools. Multiple repetitions of the stages of research activity is provided: approximately-motivated (setting the aims and tasks of the research organizing (planning the work) constructive – fulfilling (realization of the tasks), and reflexive – estimative (analysis of the results of the investigation). The leading line of the development is a gradual growth of the subject of investigation, which provides the continuous connection of types and forms of the research activity.

The parallel theoretical analysis of continuity categories enabled us to define the key features of the given phenomenon and process: ties going in the order of continuity, preserving the common beginning; appropriateness of developing the inner adaptation mechanism of an individual; manifestation of the inner structure and logics of the development of the research activity; orientation on the inner appropriateness of the development of the subject of the research activity.

*In the structure of continuity the following aspects are singled out: external (forms and methods of integration of tuition processes) and internal (adaptive qualities of an individual) succession ties, and also vertical ties (which are presupposed by the multiple levels and multiple stages of the tuition process) and horizontal (enabling to integrate subjects, courses, educational institutions, to create through educational plans).*

Theoretical analysis showed great concern by the problem of continuity of tuition on all transition stages. A great number of articles, monographs and thesis investigations exist, which deal with the problem in question which were published from the 60-th of the previous century up to now. It suggests that the problem continues, to be actual, and, consequently, is not solved to the end.

The most vulnerable point of the successive education is the transition from the secondary education to the higher professional education. After comparing the standards of the secondary and higher professional education and analyzing the experience of leading practicing teachers we proved, that educational processes at school and university differ considerably in target, contents and structural components. The accepted educational practice reflects external coordination, conditionality and mutual addition of the two educational processes, and at the same time internally they remain quite different.

The comparative analysis of the inner structure of these processes showed the sharp change of the leading type of activity when it is changed from one educational system to another. Secondary schools base their educational-upbringing process on playing and tuition – cognitive activity, whereas universities use actively the tuition-research and scientific-investigation activity.

As a result, schools – leavers, who possess separate disconnected skills of research activity, are not prepared to do integral investigation in a higher institution. Analyzing the works of psychology of an individual, we came to a conclusion that external coordination of educational standards is not enough.

The essence of educational succession on this stage is in inner adaptation of personal mechanisms of the learner, in his ability to adapt easily to the pedagogical conditions of the changed educational process. Thus we have found out the interdependence of developing processes of the research activity and professional orientation of a schoolchild – student that are coordinated both externally and internally as a condition and a result. Research activity is, on the one hand a form of external realization of a professional orientation of a personality, and on the other – the condition of his development. It has been proved that the line of development of the learner is built according to the following logics: tuition-research-professional-research-scientific-research activity.

Besides, a schoolchild – a student – a specialist is always in a position of a developing subject of research activity. The appearance in a schoolchild skills of research activity creates the inner foundation for forming professional skills and as a consequence – strengthens the development of professional orientation, as in the process of development of research activity are “crystallized” professionally significant requirements, motifs, interests, skills and habits.

Consequently, a necessity arises in creating external educational environment which provides continuous forming of the research activity of learners at school and university. To this end a model of continuity is worked out as a result of theoretical investigations in general and professional education, the key foundation of which is the research activity of learners, which fulfils the function of connecting and integral factor. The components of the research activity are used in this quality: organizing (fulfillment) and reflexive (control and

estimation). The integral continuity is provided by preservation and development of basic content-technological components of research activity.

Pedagogical conditions of developing research activity are realized in the integration of school and university, which in its turn, provide external successive ties. The model is integral educational process, including senior grades of secondary school and junior courses of University and enable us to analyze the system of continuous education “school-university” in the logics of development of research activity inside which the subjective development of a specialist together with internal succession of general and professional education. The experimental work is directed on finding out contents-technological basis and pedagogical conditions of continuity of forming research activity of schoolchild – student. And the research work itself is seen as the internal condition of continuity in the system “school-university” (it has been proved by a pedagogical experiment the presence of the level differentiation of successive ties in the system “school – university”).

The most important characteristics of which are the quality of acquiring knowledge, the level of personal worry and professional orientation of a personality of learners, the level of their research activity development.

We have singled out three levels of continuity in order to define the effectiveness of the research activity on the development of successive ties in the system of “school-university”. Zero level of continuity is characterized by a reproductive, stereotype level of searching activity, unsteady motifs of tuition, absence of professional orientation. The sufficient level is provided by a reproductive-creative level of research activity, the motifs of tuition are of partial-professional character.

The high level of continuity is characterized by a creative level of research activity, professionally significant steady motif of tuition. The following criteria were used in our experimental work: the total quality of acquiring knowledge, skills and habits. The level of personal worry of the learners. The level of their professional orientation. At the same time, the dynamics of research activity development, including contradictory, constructive and reflective skills were observed. The results of stating experiment demonstrated lack of orientation on the development of successive ties in the system of «school-university» on formation of inner mechanisms of adaptation of an individual to the changing conditions of the educational process and also absence of pedagogical conditions for forming research activity as one of such mechanisms.

External coordination of programs and standards of educational steps of school and university strictly exists in the modern educational system, but at the same time polarity of the two educational processes in realization of these programs is observed. Continuity of contents and forms of general and professional education is of linear, external character, which is expressed in quantitative addition of knowledge. In secondary schools the conditions of «crystallization» and consequent growing of professional skills and habits and formation of professional orientation of learners' personality does not exist.

The experiment forming research activity of senior school-children of secondary schools, served as a leading method. In the experimental groups, which consisted of pupils of senior profile grades of secondary schools pedagogical conditions for active development of research activity were formed: problem- search methods of tuition were used; cognitive individual activity of learners were activated; the research activity of school-children expressed itself as an individual tuition-research work, combining theoretical and experimental methods of investigation; professional orientation and thematic continuity of

tuition—research work of schoolchildren and students were realized; seminars and consultations were held on the questions of research work organization of schoolchildren for subject teachers, working in experimental groups.

### Conclusion

Thus we proved that the development of research activity is the basic condition of subjective development of schoolchild—student as an internal structure of continuous educational process. Research activity is special kind of continuous educational process. Research activity is a special kind of cognitive activity, oriented on building a scientific picture of the world. Research activity develops in the logics: educational —research activity. We observe the growth of the of the degree of

Student's research work significance of the research activity and, as a consequence, the subject of activity develops. In the course of theoretical analysis of the problem we saw a multiple (a number of) attempts of optimization and development of successive ties on different stages of the educational process and the most critical one is the transition from the general education of a higher one.

As a result we defined two approaches to the problem of continuity: on the one hand—external ties between educational steps in which a personality develops. Psychological and psycho—pedagogical basis of continuity define the priority of the second approach to the problem of continuity and give basis for defining it as a process of constant growing of the subject feature preserving the common beginning. The results of the theoretical analysis and experimental work enabled us to build a structural —functional model of research activity, reflecting potential possibility of its realization as a factor of successive education on the boundary of school and university.

This model enables us to consider continuous activity as an above the subject invariant of cognitive and general professional activity and as «common beginning» of educational processes of school and university. On the basis of naturally determined development of research activity it's above. The subject character optimum block structure is—necessary for its development, which includes theoretical methods, practical and methodological blocks.

Every block provides integral development of research activity and training of its separate parts. At the same time, research activity is changed from one block to another, qualitatively its development is growing upwards. This approach provides optimal movement of successful ties. It is necessary to create a combined and research space for creating united conditions for realization of research work at school and University, which embraces general and professional education, educational standard and administrative, structural, that is to create integral pedagogical system «school— University».

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### CURRENT TRENDS IN THE DEVELOPMENT OF INNOVATIVE ACTIVENESS OF ENTERPRISE PERSONNEL

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*The article presents the analysis of contemporary trends and also the experience of Russian and foreign organizations in the field of their personnel development and in particular – in the field of people's innovative potential application. The key distinctive feature of the contemporary approach to this problem includes building an integrated system of personnel development management so that to form the competences necessary for a truly innovative behavior as well as for the achievement of organizational strategic goals. Creation of such a system presupposes the formation of corporate culture which would motivate more active behavior of personnel in the course of their innovative activity. On the basis of their own research results the authors of this text offer a model of personnel management which uses an integrated approach covering university education of personnel, their further development within enterprises and also self-development.*

**Keywords:** personnel development; formation of competences; talent management; corporate culture; innovative activity

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