



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

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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

| | | |
|--------------|---|------------|
| 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 Nakdongtee & 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 |

CHAPTER 1
ENVIRONMENTAL EDUCATION:
WAYS AND CHALLENGES OF IMPLEMENTATION

SUSTAINABLE DEVELOPMENT AND TEACHING PERSPECTIVES

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Education for Sustainable Development has been discussed as problematic, as a top down directive promoting an —indoctrinating education. The concept of the intertwined dimensions (economic, social-cultural, and environmental) of sustainable development is seen both as an opportunity and as a limitation for pluralistic views of sustainability. In this paper we study possibilities that allow different perspectives of sustainability to emerge and develop in discussions. We focus on the conflicting perspectives of the intertwined dimensions in some main theoretical models in combination with the use of Wertsch's function of speech framework to construct a conflict reflection tool. As an illustrative case, we apply this conflict reflection tool to an analysis of a discussion among seven secondary school teachers on climate change. The results in this particular example show the dynamics of speech genre and content in developing different perspectives. We conclude our paper with a discussion of the conflicting view of the integrated dimensions of sustainability in relation to an agonistic pluralistic approach, and we consider its relevance in an educational context.

Keywords: Education for sustainable development, environmental education, agonistic pluralism, dialogic function

Introduction

Education for sustainable development (ESD) has been the target of extensive interpretation and discussion, as has the concept of sustainable development itself.

Sustainable development as a concept is by necessity complex, dealing with the integrated dimensions of environmental, social-cultural and economic sustainability. It involves a diverse range of embedded values and ideologies and calls for engagement in value-related and political issues related to the environment, equality, and lifestyle.

ESD has been discussed as problematic as a top-down directive. It originates from political declarations in a succession of international policy documents. The aim declared by the United Nations initiative Decade of Education for Sustainable Development is to encourage changes in behaviour that will lead to —a more sustainable society for all (UNESCO, 2012). In an educational context this top-down perspective in value-driven questions has been considered challenging and vulnerable to claims that it amounts to indoctrination (Jickling & Wals, 2008; Scott & Gough, 2003) that is, to promotion of a sustainable world served by experts or of the worldview of the particular teacher in charge.

This criticism has been followed by a lively debate in the research field addressing the problematic relationship of democracy and sustainable development. The policy documents (e.g., UNESCO, 2006) also articulate the need for harmonious relations between social-cultural, economic, and environmental goals to envision sustainable development a challenge

given the conflicts of interest that arise when one faces the realities of the modern way of living.

We are interested in studying how group discussions of sustainable development show possibilities (or not) for developing different views of sustainability in an educational context. In this paper, we start by exploring some of the complex and conflicting interpretations inherent in the concept of sustainable development. A conflict reflection tool is developed to analyse in what respects various interpretations of sustainability might be developed in a discussion; we pay attention to both different perspectives (what is discussed) and the ways the language is used (how the utterances interact in the discussion).

We apply the conflict reflection tool to a discussion about climate change and food consumption/production among seven teachers. We conclude with a discussion on the conflicting view of the integrated dimensions of sustainable development in relation to an agonistic pluralistic approach and its relevance in an educational context.

Pluralistic Views

The world and its modern cities are a mosaic of societies, cultures, and lifestyles, each one characterized by different views of life. Various political, cultural, ideological, and religious beliefs form modern views of development and views of nature.

Further, there are different ways to define development and sustainability and to articulate the ways they are related. Consequently, it is difficult to agree on —beneficial actions for a —sustainable future (Bonnett, 2002; Huckle, 2006; Sauvé, 2002; Stables & Scott, 2002). In addition, Scott and Gough (2003) emphasize the complexity and uncertainty associated with future questions of sustainability, which make proclamations about the correct or best decisions of sustainability a utopia.

According to Scott and Gough (2003), sustainability should therefore not be seen as a predefined outcome to achieve but rather as a way to live and learn from different views, experiences, and practices. The conflicting perspectives of different human interests could in this way be an important part of understanding why environmental problems arise (Breiting & Mogensen, 1999).

This awareness has highlighted a need to reflect different opinions, knowledge, and conflicting views when educating for sustainable development. Hence, the pluralistic approach in ESD has been stressed, especially in the Nordic countries of Europe (Breiting, Mayer, & Mogensen, 2005; Jensen & Schnack, 1997). This pluralistic view, stresses the focus of a democratic education (Scott & Gough, 2003; Rudsberg & Öhman, 2010; Breiting, Hedegaard, Mogensen, Nielsen, & Schnack, 2009), not emphasizing a particular standpoint but promoting different interpretations of sustainability and education.

Conflict or Consensus ESD can therefore be perceived as a coin with two sides. One side represents the desire to encourage —sustainable thinking by promoting harmonious relations between interests reflecting the environmental, economic, and social-cultural dimensions of sustainable development and thus moving towards consensus. On the other side is a desire to scrutinize the conflicting interests. Lundegård and Wickman (2007) emphasize the importance of teachers creating opportunities for students to become involved in discussions as a way to experience some of the different interpretations and complexity inherent in issues of sustainable development.

We agree that bringing up conflicting perspectives on sustainability is an important way to become aware of the concept's numerous and complex interpretations, but it is also essential to recognize the —political aspect of it that is, the tension between discourses and personal views. There is a tension between promoting consensus view as a part of social decision-making and the desire for exploring the pluralistic views of sustainability.

Participatory approaches and deliberative discussions are methods used as a way to deal with those issues (Lundegårdh & Wickman, 2007; Rudsberg & Öhman, 2010). However, applying participatory approaches in education as deliberative discussions does not necessarily mean that the content of the dialogue becomes more diverse (Rudsberg & Öhman, 2010).

The participatory approach could, for example, be a —politel or hegemonic consensus view, not exposing any conflicting interests, or as Laessö (2010) argues, it could be a way of avoiding deep ideological conflicts. Öhman and Öhman (2012) show that conflicts of interest are absent when upper secondary students, given the task of constructing a sustainable neighbourhood in a future city, focus on the goals shared by the three dimensions of sustainable development. The students' work and their way of talking illustrate these harmonious goals without addressing any conflicting or differing interests.

On the other hand, Rudsberg and Öhman (2010) show that the teacher can play an important role by introducing different perspectives into a discussion, adding new views to the students' reflections, unfolding some of the complexity in those questions. A democratic approach to education could in this way, according to Rudsberg and Öhman (2010), involve confronting different values, ideas, and points of views in relation to a particular opinion, combined with the opportunity to reflect in collaborative settings. It is an interesting question how and whether conflict or consensus perspectives are important in relation to a pluralistic illumination of sustainability.

Conflictual Consensus

To orient this duality of consensus and conflict, we turn to Chantal Mouffe's (2000) alternative to the deliberative approach with a consensus goal. Mouffe discusses agonistic pluralism. The deliberative consensus is, according to Mouffe, built on beliefs of the sovereignty of the rational argument and a consensus based on the — universal good an approach that Mouffe questions. To her there is no universal or rational best argument in political disputes; rather, there are only different ethico-political interpretations.

Agonistic pluralism strengthens the focus on the differences (the — political), approaching the adversary as a respected —enemy: not as an antagonist to overcome and persuade but as an agonist who may have legitimate conflicting opinions. To view the most rational argument as the logical end of a democratic process in political debates is, according to Mouffe, a way to confirm hegemonic discourses.

By considering the rational argument superior, one risks declaring other interpretations unintelligent and understanding differences as illegitimate opinions instead of as different ways to value things— for example, different ethico-political values become different ways of interpreting liberty and equality. Mouffe underlines the significance of making conflicting views and interpretations visible and of legitimizing them.

To promote a radical democracy, Mouffe would bring in the political, defined as —the dimension of antagonism that is inherent in human relations. The adversary is not seen as

someone who needs to be convinced of the —correct opinion; adversaries, rather, treat different positions and opinions with the respect due a legitimate opponent defending a diverging opinion. The way Mouffe elaborates on agonistic pluralism and conflictual consensus—as consensus on the principles but disagreement about their interpretation— provides an alternative way to understand how pluralistic views and opinions on an issue can develop in social context. We find Mouffe's approach fruitful for a better awareness of hegemonic discourses, which could suppress views that diverge from the consensus order. Even so, we uphold discussions and dialogue as ways to get to know different views of the political. It is in the meeting with alterity that questions of difference and conflicting views emerge.

The Conflict Reflection Tool

Who would oppose sustainable development? It is a goal difficult to object to. But the concept includes conflicts and complexity, and it would perhaps be more interesting to explore the borders between different interpretations in an educational context than to examine the final —answers. It is in the conflicting borders that it becomes possible to expand one's understanding of different interpretations and views.

Taking inspiration from Mouffe's views on conflictual consensus, we start by discussing and problematizing the complexity and conflicting interpretations inherent in the concept of sustainable development. In this we depart from earlier theoretical models of sustainable development (Barbier, 1987; Herremans & Reid, 2002; Breiting et al., 2009), analysing how conflicts are stressed in relation to sustainability.

This first segment represents the content focus of our examination, what is talked about—in the sense of differing and conflicting interpretations of sustainable development. In the second part of the conflict reflection tool, we focus on language use. —Functions of speech in Wertsch's (1998) interpretation of Bakhtin and Lotman, constitute a useful framework for understanding how speech genre affects the ways different voices become involved in and develop in a conversation. These two perspectives constitute the foundation in constructing a reflection tool to analyse discussions, our conflict reflection tool. In the following text we start with exploring the concept of sustainable development, from different points of views.

The aim with the conflict reflection tool is to focus on both content and language use in a discussion in which different views and voices are involved. We now apply this conflict reflection tool to an empirical example in order to analyse how the conversational dynamics work in relation to agonistic pluralism in a particular instance.

Empirical studies of participatory and pluralistic approaches in educational school practice are still rather limited in number (Rudsberg & Öhman, 2010; Jonsson, 2007; Gustavsson & Warner, 2008). The present study aims to contribute to this field of research. We move from a broader societal perspective of sustainable development to a local, situated discussion between teachers. Hence, to study circumstances in which different viewpoints and interpretations might develop in a conversation about sustainable development, we pay attention to what is uttered and to how utterances develop.

We analyse an empirical example from a Swedish context in which seven secondary school teachers, representing different school subjects, discuss climate change. We are interested in the ways talk is used to make meaning. In this approach, language and its

expressions are seen as shared. In this discussion, what teachers say and how they use utterances are analysed to reflect on the ways that the conversation socially constructs possibilities for developing an approach of agonistic pluralism. In other words, we analyse the possibilities for a discourse of respect for alterity that legitimates different viewpoints in the ongoing discussion.

Conclusion and Discussion

In this study we have been interested in how different viewpoints might emerge and develop in a discussion of sustainable development. Since sustainable development as a concept is complex, imbedded in ideologies and different views of life, allowing discussion of different interpretations could be an important part of a democratic education (Rudsberg & Öhman, 2010; Scott & Gough, 2003).

With the development and use of the conflict reflection tool, dynamic relations of the sustainable concept unfold, showing how conflicting perspectives may challenge ongoing discourses. Analyses using the conflict reflection tool show that the combination of what is said and how in analyses of the teachers' conversation generated opportunities to reflect on how viewpoints and interpretations may be challenged, illuminating issues from different perspectives. Different conflicting levels owing to conflicts of interest (i.e., personal, interpersonal, structural) were exposed within the same dimension of sustainability (environmental, economic, or social-cultural).

Likewise, viewing or valuing an issue from different dimensions of sustainable development reveals conflicting views despite the level of conflict of interest. Consequently, there is something to be gained by visualizing the dynamics of these different interpretations of conflicts in mutual relation to one another; such an approach could provide catalysts for different perspectives in a discussion. Jonsson (2007) emphasizes the necessity of the teacher's own ability to possess —holistic views, — complex thinking, and a —pluralistic attitude, since these are important pieces of the pedagogical content knowledge for ESD. To understand how those emerging perspectives may then be further developed in the discussion, the theoretical notion of agonistic pluralism (Mouffe, 2000) can be applied to study how utterances are treated in the empirical data.

In these analyses the function of speech (Wertsch, 1998) was used as a tool for identifying dialogic moments in the discussion. The results of these analyses reveal something about this particular discussion's character and about how the conflict reflection tool (by including speech function) could open up some dynamics from the use of language. When a dialogic speech genre was identified, different interpretations could evolve and be revalued in conflicting views. In contrast, a univocal speech function was identified when a fact-based, authoritative speech function was dominant and the discussion was thus closed to different interpretations. Whether this is a tendency is a question for further research.

Based on the analytical work of this study, we find this combined method of what and how in discussions of sustainability promising for future studies. What role the harmonious goals of the intertwined dimensions play in relation to an open view of different viewpoints is a complex question. How consensus orientation in education for sustainable development can avoid revealing potential ideological differences and conflicting views has been discussed in earlier studies (Öhman & Öhman, 2012; Læssøe, 2010; Gustafsson & Warner, 2008)

To be aware of how to get possibilities for different viewpoints to emerge, to be exposed and later to be developed could be a way to work if the goal is an agonistic or pluralistic approach in questions of sustainable development. The use of agonistic pluralism in this study provides a useful lens for considering ways of discussing an issue to develop an appreciation of others' viewpoints and values. This makes clear that the intention of a discussion is not to win a debate, but about a conversation where alternative views become legitimized and different voices and opinions can be heard. It is our belief that using the conflict reflection tool is one way to facilitate the construction of situations enabling diverse views to emerge and to be valued in social contexts such as discussions. Through this awareness, discussions may become an important part of a participatory approach promoting open-ended outcomes, open to be further valued.

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