



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 Sungkobol & Sasiwimon Maneewong	
14.30	Awad Soliman Keshta	
14.50	Kanpetch Saranontawat & Pimporn Thongmuang	
15.10	Toratane Munegumi	
15.30	Coffee – break	Foyer
15.50	Arias Sinthu & Aknarin Piyaphanyamongkol	
16.10	Nutcha Phasuk & Natwalun Wangnil	
16.30	Krit Chaisaengduean, Tospon Pimpa	
16.50	Farangis Saeedi	
17.10	Arunroong Wongkungwan & Sathiya Phunaploy	
18.00	Dinner	Restaurant

Day 4	10 May 2018	
	Venue: Sheraton Milan Malpensa Airport Hotel, Italy	
08.30	Registration open	Foyer
09.00	Session 4 – Management in educational institutes: modern issues and future prospects	
09.00	Pennapha Meeto & Raweevan Khankham	
09.15	Amber Osman & Muhammad Imtiaz Subhani	
09.30	Bundit Phrapratanporn & Kulnidawan Dumkum	
09.45	Vera Gnevasheva	
10.00	Yuttana Rattanasuwan & Piyanun Thanchai	
10.15	Ratanaporn Sukserm & Thidarat Choknakawaro	
10.30	Juan Francisco Aguirre Chavez	
10.45	Coffee – break	Foyer
11.00	Supapong Wimonchailerk & Rutchanewan Panbua	
11.15	Runglaksamee Rodkam & Paphitchaya Silpaksa	
11.30	Vanthangpui Khobung	
11.45	Aina Jacob Kola	
12.00	Paakpoom Klaythong & Patcharida Wisaiket	
12.15	Arun Sumdee & Anutsara Chanprapas	
12.30	Lunch	Restaurant
13.30	Session 5 – Usage of ICT and social networking in educational process	
13.30	Kiattiphoom Phachuen	
13.50	Chun-Pei Lin	
14.10	Piched Girdwichai	
14.30	Siriporn Meenanant & Naruecha Narapong	
14.50	Atef Abuhmaid	
15.10	Pirawat Chaiyaphoomsakul, Sawitree Charamporn & Apisit Rattanatanurak	
15.30	Coffee – break	Foyer
15.50	Nuntiya Noichun	
16.10	Nuntinee Nakdontee & Patompong Punnabhum	
16.30	Sudarat Srirama & Krisana Aree	
16.50	Vasyuta Eugenia	
17.10	Grigoryeva Natalya & Kolycheva Zhanna	
17.30	Dinner	Restaurant
	Awards and closing ceremony	

LIST OF SESSIONS:

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

Day 3 Meeting room
09.00-12.30

Session 2

Human capital: educational and managerial issues of formation and development

Chairman: Dr. José G. Vargas-Hernández

- 1 Pramsuk Huanprapai
Sasinan Prajongjai
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*
Social capital and knowledge management in the context of staff empowerment
- 2 Ria Mardiana Yusuf
*Hasanuddin University,
Makassar, Indonesia*
The practice of human resource strategic roles by "ulrich" model
- 3 Nattaporn Srichana
Warawut Chuenkrut
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*
Student's research work as the condition of professional education
- 4 Pordee Sukpan
Paweena Sribunrueng
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*
University students' entrepreneurial intentions: ways for in-study implementation
- 5 Aekkaphob Intarapoo
Pattiya Traiteepung
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*
Strengthening the basic competence of sciences for master students
- 6 Bundit Pungnirund
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*
Interpersonal intelligence: how gender difference impacts
- 7 Sarawut Yamdee
Supas Amornchantanakorn
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*
Egocentrism and development of students identity
- 8 Mahir Pradana
*Telkom University, Bandung
Indonesia*
Do employees' performances depend on their motivations? (case study at Indonesian National bureau of plantation)
- 9 Pimporn Thongmuang
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*
Self-health care behaviors of elderly
- 10 Larisa Nevskaya
Svetlana Akhmetova
*Perm National Research Polytechnic University,
Russia*
Current trends in the development of innovative activeness of enterprise personnel

Day 3 Meeting room
13.30-17.30

Session 3

Modern teaching: modern technologies and practical methods

Chairman: Dr. Bundit Pungnirund

- 1 Nuntiya Noichun
Narasak Phunaploy
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*
Problem based learning (PBL-civics) model development to improve the motivation and learning outcomes
- 2 Zhang Li-Ping
*Yu Qiu Shanghai University of
Engineering Science,
Shanghai, China*
Study of cooperative education pattern
- 3 Watchara Sungkobol
Sasiwimon Maneewong
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*
Analysis of mathematical education on economics specialty
- 4 Awad Soliman Keshta
*Islamic University of Gaza (IUG),
Gaza, Palestine*
The effectiveness of a blended learning program on developing palestinian tenth graders english writing skills
- 5 Kanpetch Saranontawat
Pimporn Thongmuang
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*
Innovative methods of teachers' practice-orientation development
- 6 Toratane Munegumi
*Naruto University of Education,
Naruto, Tokushima, Japan*
Considering future directions for the specialized evaluation of educational programs for science teachers
- 7 Arias Sinthu
Aknarin Piyaphanyamongkol
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*
Dialogue-based teaching model in college English teaching
- 8 Nutchaphasuk
Natwalun Wangnil
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*
Business field trips impact on education processes
- 9 Krit Chaisaengduean
Tospon Pimpa
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*
Project-based hybrid business education of graduate and undergraduate group
- 10 Farangis Saeedi
Guilan University, Rasht, Iran
The effect of negotiation on second language acquisition
- 11 Arunroong Wongkungwan
Sathiya Phunaploy
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*
Environentors: mentoring at-risk through university partnerships

Day 4 Meeting room

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

Chairman: Dr. Muhammad Imtiaz Subhani

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

Day 4 Meeting room

Session 5 Usage of ICT and social networking in educational process
13.30-17.30

Chairman: Dr. Atef Abuhmaid

- | | | |
|----|---|---|
| 1 | Kiattiphoom Phachuen
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | Application of classroom assistant software based on Android |
| 2 | Chun-Pei Lin
<i>Huaqiao University, Quanzhou, China</i> | An effect of existing knowledge assets to inbound/outbound disruptive innovation |
| 3 | Piched Girdwichai
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | Analytical study on improving expertise of university students through innovative training project |
| 4 | Siriporn Meenanon
Naruecha Narapong
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | College students' information quality and study on correspondence and education system in "Internet+" era |
| 5 | Atef Abuhmaid
<i>Middle East University,
Amman, Jordan</i> | Information and communication technology integration within the practicum |
| 6 | Pirawat Chaiyaphoomsakul
Sawitree Charamporn
Apisit Rattanatanurak
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | Video converter using GPU on web application |
| 7 | Nuntiya Noichun
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | Applications as IT-element of special disciplines teaching |
| 8 | Nuntinee Nakdonte
Patompong Punnabhum
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | Designing of individual educational path of teacher's professional development in conditions of information educational environment |
| 9 | Sudarat Srime
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 |

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ANALYZING BUSINESS FACTORS OF STUDENTS' ENVIRONMENTAL ATTITUDES

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The purpose of this study is to investigate the environmental attitudes (EA) in the population of 15-year-old Thai students and, to check if the Thai student population presents similar EA categorization as described in the different models in the literature (e.g. the Model of Ecological Values, Wiseman & Bogner 2003). The second aim of this study is to identify the different factors influencing students' EA. We analyse the results of the questionnaire-based Relevance of Science Education The Model of Ecological Values (2-MEV) is defined with two orthogonal dimensions, Preservation and Utilization. Ecological Values are determined according to an individual's position on two orthogonal dimensions, one dimension reflecting conservation and protection of the environment (Preservation) and another dimension reflecting the utilization of natural resources (Utilization). Our results show links between students environmental attitudes and students' level of interest in learning about specific environmental topics, their practice of extra-curricular activities linked to nature and students' value priorities in different dimensions of their future work. We discuss the implications of these results for the teaching of environmental issues, and for instance, we argue that EA concept could be explained to fifteen-year-old students to encourage them to take into account the diversity of views towards the environment of others, and to position themselves in this diversity of attitudes.

Key words: environmental attitudes, extra-curricular activities, value priorities, largescale survey, interests in science topics

Introduction

Developing students' knowledge and awareness of environmental issues has never been such an important goal of science education as now. But this teaching must be based on knowledge of students' attitudes to the issue of environmental protection (Schreiner & Sjoberg, 2005). Diversity in human traditions, religious and spiritual approaches, and philosophical directions may lead to different views of nature and the environment, and consequently to **diverse motivation** and attitudes towards the environment (Cooper & Palmer, 1998).

Only after understanding the relationships between the attitudes that people have towards the environment and the factors that influence these attitudes, will we be able to propose a way of teaching that could have a chance of improving the public's attitudes towards nature.

The main purpose of this study is to investigate the environmental attitudes in the population of 15-year-old Thai students and the possible links between students' attitudes towards the environment and other factors, such as students' interest in learning different science-related topics, their practice of specific extra-curricular activities, and their priorities in different dimensions of their future job.

Although the ROSE questionnaire is not specifically designed to measure Environmental Attitudes, this questionnaire has the rare advantage of gathering information about students' opinions of school science and science-related issues in general, including environmental issues, and at the same time, several other factors that have a bearing on their attitudes to science and technology and their motivation to learn science and technology. We led this international survey in Thailand.

Review of Literature

First, we propose a brief review of Environmental Attitudes (EA) assessments in the literature. Our aim is to check if the French student population presents similar EA categorization as described in the different models in the literature. In the second part, we present results from previous studies about factors influencing EA, as this is the aim of this present work.

Environmental Attitudes

EA have been defined as "the collection of beliefs, affect, and behavioural intentions a person holds regarding environmentally related activities or issues" (Schultz et al., 2004). Although, this three-component model remains the traditional view of attitude structure, new theoretical approaches prefer to conceptualise attitudes as evaluative tendencies that can both be inferred from and have an influence on beliefs, affect, and behaviour (Milfont & Duckitt, 2010). There are hundreds of EA (and the related ideas of concern, beliefs, worldviews, values, perception, awareness, etc.) measures available based on different conceptual and theoretical frameworks (see review in Milfont & Duckitt, 2010).

The first psychometrically and conceptually sophisticated instrument to assess pro-environmental worldviews is the New Ecological Paradigm (NEP) scale developed and revised by Dunlap et al. (1978, 2000). The NEP scale proposes EA view as an unidimensional construct ranging from the unconcerned about the environment at the low end to the concerned at the high end. In this view, an individual can either have a pro-environmental or anti-environmental perspective but not both.

Thompson and Barton (1994) have categorized EA as rooted either in a concern for Humans (Anthropocentrism) or living things (Ecocentrism). In another perspective, Schultz (2001) proposed three correlated factors of egoistic (concern for the self), altruistic (other people), and biospheric concerns. Wiseman and Bogner (2003) pointed out a problem inherent in the common use of environmental perception and attitude instrument measuring first-order factors only.

This led them to the development of a Model of Ecological Values (2-MEV) with two orthogonal dimensions, Preservation and Utilization. Ecological Values are determined according to an individual's position on two orthogonal dimensions, one dimension reflecting conservation and protection of the environment (Preservation) and another dimension reflecting the utilization of natural resources (Utilization).

Each of these two higher-order factors consists of several primary factors; Intent of Support, Care with Resources, and Enjoyment of Nature combine under the higher order factor of Preservation, while Altering Nature and Human Dominance combine the higher order factors of Utilization (Bogner & Wiseman, 1999). This 2-MEV allows individuals to have a high score on Preservation, indicating a strong desire to protect environment, but at the same time believe that the primary purpose of the environment is to benefit Humans thus giving a low score on Utilization. Johnson and Manoli (2011) propose a Revised 2-MEV scale for use with 9-12-year-old children. However, the dimensionality of environmental attitudes and the nature of the dimensions are still being discussed (e.g. Munoz et al., 2009).

Factors Influencing Environmental Attitudes

Some theoretical approaches try to explain the origins of individual as well as cross-national differences in environmental attitudes (see review in Franzen & Meyer, 2010), but there is still, for instance, an unresolved debate in environmental sociology as to how a nation's wealth as well as individual prosperity is related to environmental concern. Some research focuses on sociodemographic effects such as age and gender. Empirical studies find that women display higher environmental concern than men even after controlling for their income or educational background (e.g. Zelezny et al., 2000). Many previous studies focus on the development of environmentally sensitive attitudes in youth, and on the effectiveness of various experiences, media, and programmes in developing these attitudes (e.g. Eagles & Demare, 1999; Tikka, Kuitunen & Tynys, 2000; Bogner, 2000).

In their study of 6th-grade students, Eagles & Demare (1999) find that positive attitudes towards the environment correlate with talking about the environment at home, watching nature films and reading about the environment.

Tikka, Kuitunen and Tynys (2000) find that students who feel concerned about environmental issues participate in many nature-related activities. Other studies as for instance Palmer et al. (1998), Chawla (1998), Korhonen and Lappalainen (2004), indicate that positive experiences with nature in childhood are amongst the most significant life experiences in the formation of EA. Studies in environmental education point out that teaching in outdoor settings as natural areas for instance develops pupils environment awareness and has a positive influence on pupils' EA (Bogner 1998, 2000, Bogner & Wiseman, 2004; see for a review, Erdogan, Usak, & Bahar, 2013).

Some studies investigate the possible influence of values or beliefs (see review in Kasser, 2011). Neither membership of any given religious denomination, nor the intensity of religious participation seem to be linked to environmental concern. Among values, altruism is a possible candidate for the association with concern for the environment (Stern & Dietz, 1994). In their study obtained from university students in 14 countries, Schultz and Zelezny (1999) try to make links between environmental attitudes and value priorities from Schwartz's model of universal human values (1994), consisting of 10 human values types (Self-Direction, Stimulation, Hedonism, Achievement, Power, Security, Tradition,

Conformity, Benevolence, Universalism) ordered along two major axes: openness to change vs. conservation and self-enhancement vs. self-transition. Results show that ecocentric attitudes (corresponding to strong Preservation and weak Utilization in the 2-MEV) were significantly related to universalism (positively) and power (negatively).

Links between school science and EA have already been found in previous research (e.g. Tikka et al., 2000; Karpiack & Baril, 2008), showing for instance that students who chose biology majors evidenced higher environmental concern. In their analysis of PISA science 2006 data, Boeve-de-Pauw and Van Petegem (2010) show correlation between students performances in science and students EA. Our first aim is to find out if French students' responses from a representative sample of 15-year-old students can show a similar categorisation of EA as described in one of the different models in the literature presented above. In our second part, we investigate if there is any relation between possible categories of students' EA and:

- students' practice of specific extra-curricular activities, -
- students' degree of interest in learning environment-related topics -
- students' value priorities in different dimensions of the future work they would like to

do.

Methodology

The Questionnaire As mentioned above, we used in this study the questionnaire ROSE consisting of 250 items, most of which are divided into seven item groups: "my out-of-school experiences", "what I want to learn about", "my future job", "me and the environment", "my science classes", "my opinions about science and technology" and "myself as a scientist". The questionnaire mostly consists of closed questions with a five-point Likert scale, including "no-opinion" modality. In this article, we focused mainly on students' answers to items about the environment. According to the designers of ROSE questionnaire (Schreiner, 2006), the development of most of the items (item 1 to item 14) in the section "Me and my environment" (consisting of 18 items) is inspired by literature on alienation, powerlessness and meaninglessness (e.g. Seeman, 1972) and measurement scales reviewed in Measures of Social Psychological Attitudes (Robinson et al., 1991). The last four items (item 15 to item 18) are related to quasi-religious views on nature and whether protection of nature is a goal in itself. These items are adapted from an international survey on values and environment (Skjak & Boyum, 1993). The authors (Schreiner, 2006) argue that the responses to the items will give information about some cultural values of the students, as well as about their empowerment for environmental action.

Implications for The Teaching of Environmental Issues

In his study, Schultz (2000) attempts to activate different environmental concerns using a perspective-taking manipulation, and he provides evidence that environmental concerns are malleable across situations. Our results showing the role of extra-curricular activities in students' attitudes towards the environment are consistent with Schultz' study (2000) suggesting that any activity that reduces a student's perceived separation between self and nature will lead to an increase in that student's environmental concern.

Schultz (2000) underlines the role of environmental education programs evoking empathy towards the environment and the feeling of interconnection with nature that would lead to environmentally relevant attitudes. Although we do believe that developing programmes promoting nature discovery can benefit all students, our position is different from authors advocating the teaching of promoting empathy towards the environment. We argue that fifteen-year-old students are able to perceive these different EA. The EA concept could be explained to students.

They could then firstly appreciate the diversity of views towards the environment and also position themselves in this diversity of attitudes. We agree with Ashton and Watson's work (1998) advocating 'critical affirmation' encouraging students to take into account the views of others. For instance in our study, students could understand that individuals from classes 2 and 3, who both support environmental issues but for different reasons, may respond to different appeals. They could then think about distinctions in the design of messages to encourage environmental conservation behaviour.

They could also be able to perceive if their school textbook tends to defend for instance an ecocentric or anthropocentric perspective (Tracana & Carvalaho, 2010). This kind of education in critical thinking represents a challenge to curriculum developers and teachers. Forgetting in environmental teaching to take into consideration the diversity of students showing different attitudes toward the environment will lead to fail to the development of scientific literacy for each citizen and students engagement in environmental preservation.

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TABLE OF CONTENT

Conference program	3
Chapter 1	
Environmental education: ways and challenges of implementation	21
SUSTAINABLE DEVELOPMENT AND TEACHING PERSPECTIVES	22
Unnop Panpuang, Saysunee Sangphueak	
CONSIDERING STUDENTS' ENVIRONMENTAL SELF DETERMINATION	28
Wipada Chaiwchan, Kittipat Bualek	
ENVIRONMENTAL EDUCATION OUTSIDE SCHOOL: EFFECTS OF A HALF-DAY TEACHING PROGRAMME	33
Jürgen Drissner	
PUBLISHING OPPORTUNITIES OF DOCTORAL CANDIDATES	36
Kvetoslava Rešetová	
EDUCATIONAL ENVIRONMENT FOR TEENAGERS' MORAL RELATIONS DEVELOPMENT	40
Pawinee Ratabakorn, Uraivan Tunnukul	
ENVIRONMENTAL EDUCATION AND BEHAVIORAL CHANGE	46
Sinchai Poolklai, Adisak Chuchat	
"PUBLIC-BASED-LEARNING": ENVIRONMENTAL CONTROVERSIES FOR PEDAGOGICAL PURPOSES	54
Pattamaporn Kaewkongka, Apirati Triyawat	
CONCEPTUAL MODEL FOR TEACHING THE RELATIONSHIP OF DAILY LIFE AND HUMAN ENVIRONMENTAL IMPACT	62
Pachara Wangmee, Worakarn Jantarasingham	
ANALYZING BUSINESS FACTORS OF STUDENTS' ENVIRONMENTAL ATTITUDES	68
Anosha Rojanapanich, Prem Thanatripop	
Chapter 2	
Human capital: educational and managerial issues of formation and development	75
HUMAN CAPITAL AND DECENTRALIZATION OF EDUCATION (THE CASE OF TLAJOMULCO DE ZUNIGA JALISCO, MEXICO)	76
José G. Vargas-Hernández	
UNIVERSITY STUDENTS' ENTREPRENEURIAL INTENTIONS: WAYS FOR IN-STUDY IMPLEMENTATION	82
Pordee Sukpun, Paweena Sribunrueng	
DO EMPLOYEES' PERFORMANCES DEPEND ON THEIR MOTIVATIONS? (CASE STUDY AT INDONESIAN NATIONAL BUREAU OF PLANTATION)	88
Mahir Pradana	

SOCIAL CAPITAL AND KNOWLEDGE MANAGEMENT IN THE CONTEXT OF STAFF EMPOWERMENT	91
Pramsuk Huanprapai, Sasian Prajongjai	
INTERPERSONAL INTELLIGENCE: HOW GENDER DIFFERENCE IMPACTS	97
Bundit Pungnirund	
THE PRACTICE OF HUMAN RESOURCE STRATEGIC ROLES BY "ULRICH" MODEL	102
Ria Mardiana Yusuf	
STRENGTHENING THE BASIC COMPETENCE OF SCIENCES FOR MASTER STUDENTS	107
Aekkaphob Intarapoo, Pattiya Traiteepung	
EGOCENTRISM AND DEVELOPMENT OF STUDENTS IDENTITY	112
Sarawut Yamdee, Supas Amornchantanakorn	
STUDENT'S RESEARCH WORK AS THE CONDITION OF PROFESSIONAL EDUCATION	117
Nattaporn Srichana, Warawut Chuenkrut	
CURRENT TRENDS IN THE DEVELOPMENT OF INNOVATIVE ACTIVENSNESS OF ENTERPRISE PERSONNEL	123
Larisa Nevskaya, Svetlana Akhmetova, Irena Esaulova	
SELF-HEALTH CARE BEHAVIORS OF ELDERLY	130
Pimporn Thongmuang	
Chapter 3	
Modern teaching: modern technologies and practical methods	139
ENVIRONMENTORS: MENTORING AT-RISK THROUGH UNIVERSITY PARTNERSHIPS	140
Arunroong Wongkungwan, Sathiya Phunaploy	
CONSIDERING FUTURE DIRECTIONS FOR THE SPECIALIZED EVALUATION OF EDUCATIONAL PROGRAMS FOR SCIENCE TEACHERS	144
Tonatane Muneguni	
PROJECT-BASED HYBRID BUSINESS EDUCATION OF GRADUATE AND UNDERGRADUATE GROUP	147
Krit Chaisaengduean, Tospon Pimpa	
STUDY OF COOPERATIVE EDUCATION PATTERN	151
Zhang Li-Ping	
DIALOGUE-BASED TEACHING MODEL IN COLLEGE ENGLISH TEACHING	156
Arias Sinthu, Aknarin Piyaphanyamongkol	
THE EFFECT OF NEGOTIATION ON SECOND LANGUAGE ACQUISITION	160
Farangis Saedi	
ANALYSIS OF MATHEMATICAL EDUCATION ON ECONOMICS SPECIALTY	163
Watchara Sungkobil, Sasiwimon Maneewong	

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

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

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

Nuntinee Nakdontee, Patompong Punnabhum

TAXATION AND EMPLOYMENT: CONSIDERING RELATIONSHIPS
AND FACTORS OF EFFICIENCY

Natalya Grigoryeva, Zhanna Kolycheva

MEDICAL TOURISM IN RUSSIA: GROWTH POTENTIAL AND
COMPETTIVENESS ISSUES

Vasyuta Eugenia

VIDEO CONVERTER USING GPU ON WEB APPLICATION

Pirawat Chaiyaphoomsakul, Sawitree Charamporn
Apisit Rattanatanurak