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13TH INTERNATIONAL CONFERENCE

AC-ESI-2018

ACADEMIC CONFERENCE ON EDUCATIONAL & SOCIAL INNOVATIONS

AC-ESI @2018 MILAN.IT

CO-ORGANIZED BY:

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

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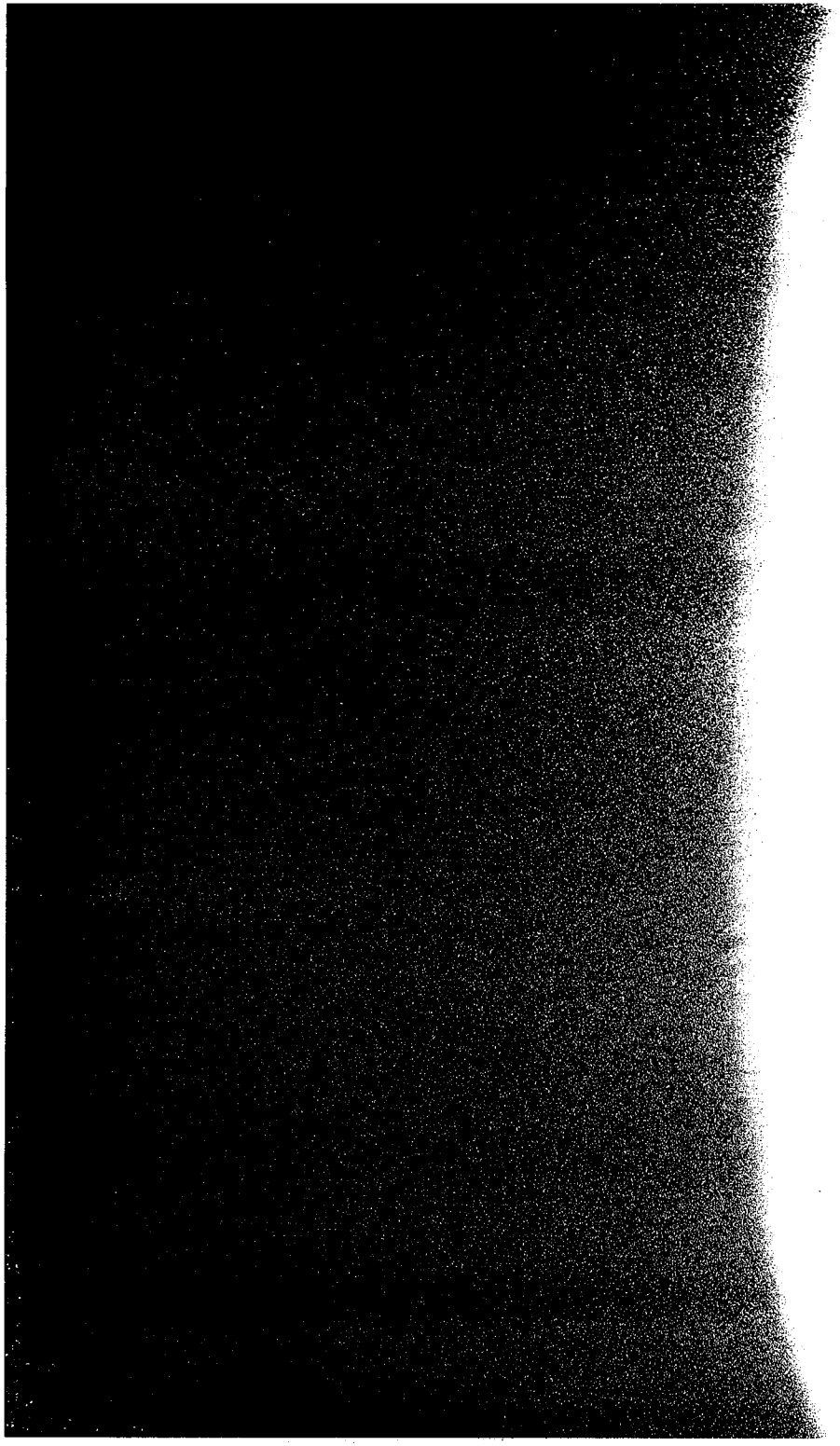

INTERNATIONAL ACADEMIC CONFERENCE ON EDUCATIONAL & SOCIAL INNOVATIONS

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 becames 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 powerfull 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 Rattanatranurak
Deputy director of office of
General Education and Innovative Electronic Learning
Suan Sunandha Rajabhat University,
Bangkok, Thailand

Warm greetings from AC-ESI – 2018 organizing committee!

As a coordinator of our International conference organization I tried to do everything for making this year conference the best one!

We spent many hours for choosing venue; we spent gigabytes of internet traffic sending mails and calls for papers!

Hope, all these spent were not useless. And our conference will be very successful, productive and important for society, science and business.

I am glad to note, that a number of AC-ESI – 2018 participants is still high!

Geography of our conference is covered 9 countries from Asia, East Europe, Middle East and even Africa!

Enjoy Italian natural and cultural heritage, world most famous outlets and restaurants! Don't forget to taste risotto with local wine, visit Da Vici museum and listen magic opera in La-Scala!

And to get new knowledge, new ideas and new friends from AC-ESI–2018!!!

Dr. Denis Ushakov, professor
AC-ESI – 2018 coordinator
International college
Suan Sunandha Rajabhat University,
Bangkok, Thailand

AC-ESI-2018

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INTERNATIONAL ACADEMIC CONFERENCE ON EDUCATIONAL & SOCIAL INNOVATIONS

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=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. Zolochevskaya Elena
Dean of faculty of Public Administration, South Russia institute of Management of Russian Presidential Academy of National Economy and Public Administration
Dr. Bundit Pungnirund
Dean of College of Innovations and Management, Suan Sunandha Rajabhat University, Bangkok, Thailand
Ms. Darina Prokhorova
Editor –in – chief of Journal of International Studies, Poland
Dr. Oleg Patlasov
Omsk Humanitarian Academy, Omsk, Russia
Dr. Denis Ushakov
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 Tunnukul	
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 & Raweewan Khankham	
09.15	Amber Osman & Muhammad Imtiaz Subbani	
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	Supaporn 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 Meenanan & Naruecha Narapong	
14.50	Atef Abuhmaid	
15.10	Pirawat Chaiyaphoomsakul, Sawitree Charamporn & Apisit Rattanatranurak	
15.30	**Coffee – break**	Foyer
15.50	Nuntiya Noichun	
16.10	Nuntinee Nakdontee & Patompong Punnabhum	
16.30	Sudarat Srima & 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	*Suan Sunandha Rajabhat University, Bangkok, Thailand*	Environmental education and behavioral change
2	Jürgen Drissner	*University of Ulm, Germany*	Environmental education outside school: effects of a half-day teaching programme
3	Pattamaporn Kaewkongka Apirati Triyawat	*Suan Sunandha Rajabhat University, Bangkok, Thailand*	"Public-based-learning": environmental controversies for pedagogical purposes
4	Wipada Chaiwchan Kittipat Bualek	*Suan Sunandha Rajabhat University, Bangkok, Thailand*	Considering students' environmental self determination
5	Kvetoslava Rešetová	*Slovak University of Technology in Bratislava, Slovakia*	Publishing opportunities of doctoral candidates
6	Pawinee Ratabakorn Uraiwan Tunnukul	*Suan Sunandha Rajabhat University, Bangkok, Thailand*	Educational environment for teenagers' moral relations development
7	Anosha Rojanapanich Prem Thanatripop	*Suan Sunandha Rajabhat University, Bangkok, Thailand*	Analyzing business factors of students' environmental attitudes
8	Pachara Wangmee Worakarn Jantarasingharn	*Suan Sunandha Rajabhat University, Bangkok, Thailand*	Conceptual model for teaching the relationship of daily life and human environmental impact
9	Unnop Panpuang Saysunee Sangphueak	*Suan Sunandha Rajabhat University, Bangkok, Thailand*	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	Nutcha 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*	Environmentors: 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 *Suan Sunandha Rajabhat University, Bangkok, Thailand*	Academic freedom and leadership in modern academic institutions
2	Amber Osman Muhammad Imtiaz Subhani *Iqra University, Karachi, Pakistan*	Misuse of higher education
3	Bundit Phrapratanporn Kulnidawan Dumkum *Suan Sunandha Rajabhat University, Bangkok, Thailand*	Extension analysis of employee management based on social network model
4	Vera Gnevasheva *Moscow University for the Humanities, Moscow, Russia*	Student's view of education as the merit and private economic goods
5	Yuttana Rattanasuwan Piyanun Thanchai *Suan Sunandha Rajabhat University, Bangkok, Thailand*	High school students' conceptions of learning in different domains
6	Ratanaporn Sukserm Thidarat Choknakawaro *Suan Sunandha Rajabhat University, Bangkok, Thailand*	Educational pedagogy for sustainability: developing programs to transform behaviors
7	Juan Francisco Aguirre Chavez *Autonomous University of Chihuahua, Chihuahua, México*	A gender study on college students' academic self-efficacy
8	Supaporn Wimonchailerk Rutchanewan Panbua *Suan Sunandha Rajabhat University, Bangkok, Thailand*	Multi-subject incentive cooperation of students' network entrepreneurial education
9	Runglaksamee Rodkam Paphitchaya Silpaksa *Suan Sunandha Rajabhat University, Bangkok, Thailand*	School-community participation in developing a local sustainability agenda
10	Vanthangpui Khobung *Educational Research and Training NCERT Bhopal, India.*	Tribal self-help groups in Manipur: a gender perspective
11	Aina Jacob Kola *College of Agriculture, Igboora, Oyo State, Nigeria*	Repositioning science education in nigerian colleges of education through public-private partnership (PPP)
12	Paakpoom Klaythong Patcharida Wisaiket *Suan Sunandha Rajabhat University, Bangkok, Thailand*	Vocational education by transferring notions and all-round cultivation
13	Arun Sumdee Anutsara Chanprapas *Suan Sunandha Rajabhat University, Bangkok, Thailand*	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 *Suan Sunandha Rajabhat University, Bangkok, Thailand*	Application of classroom assistant software based on Android
2	Chun-Pei Lin *Huaqiao University, Quanzhou, China*	An effect of existing knowledge assets to inbound/outbound disruptive innovation
3	Piched Girdwichai *Suan Sunandha Rajabhat University, Bangkok, Thailand*	Analytical study on improving expertise of university students through innovative training project
4	Siriporn Meenanan Naruecha Narapong *Suan Sunandha Rajabhat University, Bangkok, Thailand*	College students' information quality and study on correspondence and education system in "Internet+" era
5	Atef Abuhmaid *Middle East University, Amman, Jordan*	Information and communication technology integration within the practicum
6	Pirawat Chaiyaphoomsakul Sawitree Charamporn Apisit Rattanatranurak *Suan Sunandha Rajabhat University, Bangkok, Thailand*	Video converter using GPU on web application
7	Nuntiya Noichun *Suan Sunandha Rajabhat University, Bangkok, Thailand*	Applications as IT-element of special disciplines teaching
8	Nuntinee Nakdontee Patompong Punnabhum *Suan Sunandha Rajabhat University, Bangkok, Thailand*	Designing of individual educational path of teacher's professional development in conditions of information educational environment
9	Sudarat Srima Krisana Aree *Suan Sunandha Rajabhat University, Bangkok, Thailand*	Trend of visual communication design education in the cultural and creative industries
10	Natalya Grigoryeva *Southern University (IMBL), Russia* Zhanna Kolycheva *Don State Technical University, Russia*	Taxation and employment: considering relationships and factors of efficiency
11	Vasyuta Eugenia *The Russian Presidential Academy Of National EconomyAnd Public Administration, South Russia Institute of Management, Rostov-on-Don, Russia*	Medical tourism in Russia: growth potential and competitiveness issues

ENVIRONMENTORS: MENTORING AT-RISK THROUGH UNIVERSITY PARTNERSHIPS

Arunroong Wongkungwan
Sathiya Phunaploy

Suan Sunandha Rajabhat University, Bangkok, Thailand

This article describes and qualitatively evaluates an experience of EnvironMentors program at Louisiana State University (LSU-EM), which is part of a network of EnvironMentors programs. Despite its short history, LSU-EM has already proven successful as an after-school science, technology, engineering, and mathematics (STEM) mentoring and college-access program predicated on a nearby campus and community partnerships. Mentors improved their science communication skills, benefited personally by giving back to the community, and took pride in their student's work. Program success was also measured based on the number of students completing their EnvironMentors projects, graduating high school and enrolling in postsecondary educational institutions.

Keywords: Environmental education, mentoring, urban environmental education, STEM education, collaborative.

Introduction

Environmental education, whether classroom-based or informal, is imperative to foster an environmentally literate society and a workforce that can solve current and future environmental issues (Hungerford & Volk, 1990; PCAST, 2010).

Environmental education is inherently interdisciplinary and teaching the subject has been shown to increase student aptitude in the four areas of science, technology, engineering and mathematics (STEM) education as well as increase critical thinking and reading skills (Athman & Monroe, 2001; Bartosh, Tudor, Ferguson, & Taylor, 2006; Ernst, 2007; Ernst & Monroe, 2004; Lieberman & Hoody, 1998; Powers, 2004).

When classroom-based environmental education is not available, students should have access to informal environmental education activities. Informal environmental education programs provide students opportunities to gain knowledge and awareness of natural environments, participate in active, outdoor learning, and contribute to personal growth (Louv, 2008).

EnvironMentors is one such program that provides students with informal environmental education experiences outside the traditional classroom. EnvironMentors was founded on the principles of place-based learning as well as student-scientist mentoring partnerships. Studies have shown great success in place-based environmental education when students are immersed in the outdoors, including their local and natural environments (Ham, RellergertTaylor, & Krumpe, 1988; Ham & Sewing, 1988; Stevenson, 2007).

In addition to increasing environmental awareness, the method also promotes inquiry-based learning and hands-on experiences (Haines & Kilpatrick, 2007; Smith, 2007, 2012; Von Secker, 2004). Environmental education experiences can also be enhanced when

students are allowed to collaborate with scientists and become scientists themselves (Donahue, Lewis, Price, & Schmidt, 1998).

Students also tend to take ownership of and are more engaged in a project when they are allowed to make key decisions, such as the topic of study (Blumenfeld et al., 1991). When students are more engaged they also become more self-motivated and invested in the outcome of the project.

EnvironMentors: Program Overview.

EnvironMentors provides high school students with environmental science education, mentoring relationships, and college access. Mission of EnvironMentors program: to mentor and motivate high school students who are underrepresented in the sciences by planning and conducting environmental research and acquiring skills that allow them to build careers and become more active stewards in their communities:

- Conceptualize and conduct an environmental science-themed research project with a mentor for presentation at the spring science fair.
- Increase environmental literacy and awareness by focusing on environmental issues
- Increase students awareness by exposing students to a university environment, and providing a one-on-one mentoring experience with academic graduate students, faculty and staff.

Methods

Program Details.

Throughout the school year, students spend three hours every Monday afternoon.

The first hour is spent as a group performing science activities or conducting a water-monitoring project. The student-mentor pairs then meet during one of the following two hours. The mentors choose which time slot works best for them and can switch hours as needed throughout the year.

Students work on their projects during the hour with their mentor. Coordinators provide weekly to-do lists for the students and mentors to aid in successfully finishing their science projects on time.

During the other hour, students work on their projects independently, participate in hands-on science activities, or work on college and scholarship applications, under the guidance of the Coordinators.

Mentoring, i.e., the student-scientist partnership, is the core component of EnvironMentors and weekly meetings provide the time for a mentor-student relationship to form. The mentors act as advisors for the students' research projects, working together to engage in and employ the scientific method.

The student-mentor teams develop an idea, form a hypothesis, design their experiment, analyze the data, write a research paper, and create a poster presentation. It is extremely important that the projects are student-driven, so that each student maintains interest, enthusiasm, and ownership for their projects during the year.

The Coordinators also implement kinesthetic learning methods to develop hands-on teaching activities that continually engage the students in the learning process while promoting scientific concepts.

To encourage consistent attendance and excitement in the program the Coordinators provide incentives.

Program Evaluation.

Several feedback mechanisms were employed to evaluate the first two years of the program's success and determine if the chapter goals were met.

During the first year, a short, three question postprogram evaluation survey was given to both the mentors and students. They were asked to rank the following statements using a scale from strongly agree to strongly disagree:

1) I enjoyed participating in EnvironMentors;

2) I enjoyed working with my mentor/mentee; and

3) I enjoyed the field trips, and provide written feedback for each question.

Mentors were also invited to participate in a focus group held by the Coordinators to gather additional feedback. Averages were taken of the ranked answers and transcripts from the mentor focus group were opencoded.

The evaluation methods were modified during the second year. The new evaluations prompted students to provide written feedback to four questions:

1) What did EnvironMentors mean to you? Why did you decide to participate in the program?;

2) What was your favorite thing about EnvironMentors? What was your least favorite thing?;

3) What did you learn from EnvironMentors?; and

4) Do you have any suggestions to improve the program?

Students who participated in both years of the program were also asked why they joined again for the second year.

Due to scheduling logistics a focus group was not held for the mentors. The mentors were asked to provide written feedback to 15 questions (See appendix for a full list mentor survey questions). All of the program evaluation written-responses were open-coded to identify recurring themes among answers.

Results

The results from the program evaluation reveal three key findings. 1) Students succeeded in completing the program, their high school curricula, and are enrolling in postsecondary education institutions. 2) Students enjoyed the program, were exposed to new experiences, and showed an increased interest level in the environmental sciences and postsecondary education. 3) Mentors found the program to be a rewarding experience, improved their scientific communication skills, and enjoyed the opportunity to share their knowledge with the students.

The EnvironMentors staff took an adaptive approach to the program in both the first two years. As with any new program, some components worked well and were incorporated in the second year and others that did not work well, and were modified. For example, collaborating with Gear Up helped maintain high weekly attendance, which was important for a rigorous program of EnvironMentors.

Students were given an additional month to work on their projects in the program's second year, which was a lesson learned from the first year. During the second year the

Coordinators met with students to work on college, scholarship, and financial aid applications.

The practice of "team mentoring" was a successful method for increasing the number of mentors who could participate. Team mentoring allowed the mentors scheduling flexibility and lessened the intimidation to commit to a weekly program for the nine-month period. In the second year, mentors were given an extra incentive by having an option to earn a graduate-level course credit for their mentoring service.

The authors suggest that this program structure can be used as a model for other environmental science and afterschool programs that are targeting at-risk students.

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to science teacher education. Moreover, engineering education is considered more closely related to science teacher education than to other fields of teacher education.

The features that science teacher education has in common with engineering education could be included in the field and may bring science teacher education programs within the ambit of the evaluation system of the Japan Accreditation Board for Engineering Education (JABEE). However, the uniqueness of science teacher education must also be considered, because there are differences between science teachers and industrial engineers. Furthermore, any science teacher education of an international standard should be considered as well as master's level courses.

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PROJECT-BASED HYBRID BUSINESS EDUCATION OF GRADUATE AND UNDERGRADUATE GROUP

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Most of the professors majored in Engineering complete their education of graduates and Ph.D candidates during the progressing of their projects. Meanwhile, they encourage undergraduates to join their groups and learn how to do scientific research from real projects. Hybrid education of different students is a common situation most professors are facing. In Thailand, because of the large student-professor ratio, only a few students can get the chance to communicate with the professor frequently enough. Many students just finish the technical tasks, but can seldom get pertinent feedback or further advice on future plan. In this paper, we propose a project-based hybrid education method to promote the growth of different students. We believe that attention should be paid to grouping of different students, respective goal clarification, teamwork encouragement and individual communication. Preliminary trial was carried out and the feedback from students was quite positive.

Keywords: project-based; hybrid education; teamwork; individual evaluation

Introduction

As engineering educators we view quality teaching of graduates and undergraduates as being on par with other scholarly responsibilities and achievements, and hence we must create new pedagogy to meet the changing student populations and changing societal needs [1]. As Edward F. Crawley said in his paper [2], there is a seemingly irreconcilable tension between two growing needs in contemporary engineering education: one is the ever-increasing body of technical knowledge that students must command; the other is a growing recognition that young engineers must possess a wide array of personal, interpersonal, and system building knowledge and skills that will allow them to function in real engineering teams and to produce new products and systems.

The situation is similar in Thailand graduate and undergraduate education. Changes should be made from traditional approaches to engineering education that will be required to meet current and anticipated demands on the profession in the 21st Century. The necessity of restoring the balance between practice and science in higher education has long been acknowledged in educational literature, which is now even more pertinent to engineering education. Project-based learning dealing with key aspects of product design and realization has been acknowledged by many academic institutions as an appropriate means in the training of adaptable, reliable and responsive engineering students [3].

Educators worldwide are developing project-based teaching styles [4-6]. Rather than with classroom education, professors would complete their education of graduates and Ph.D candidates during the progressing of their projects in the laboratory. Meanwhile, more and more undergraduates are encouraged to join the group and learn how to do scientific research

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