



13TH INTERNATIONAL CONFERENCE

AC-ESI-2018

ACADEMIC
CONFERENCE ON
EDUCATIONAL &
SOCIAL INNOVATIONS



**AC-ESI
@2018
MILAN.IT**

CO-ORGANIZED BY:

CO-SPONSORED:
THE EURASEANS -
JOURNAL ON GLOBAL SOCIO-ECONOMIC DYNAMICS

OFFICE OF GENERAL EDUCATION AND INNOVATIVE
ELECTRONIC LEARNING, SUAN SUNANDHA
RAJABHAT UNIVERSITY, BANGKOK, THAILAND

RUSSIAN PRESIDENTIAL ACADEMY OF NATIONAL
ECONOMY AND PUBLIC ADMINISTRATION
SOUTH RUSSIA INSTITUTE OF MANAGEMENT,
ROSTOV-ON-DON, RUSSIA



INTERNATIONAL ACADEMIC
CONFERENCE ON
EDUCATIONAL & SOCIAL
INNOVATIONS

AC-ESI-2018

PROCEEDINGS

MILAN, ITALY

MAY, 2018

Dear ladies and gentleman, participants of International Academic Conference on Educational & Social Innovations, academics and scholars, presenters of research centers, educational institutes and business!



Today, in the era of global innovatization, spreading of modern forms of business and public administration, the social and economic role of education for increasing global management competitiveness and self-sufficiency becomes a most important determinant, an effectiveness of international collaboration in discussing on actual educational issues and challenges is timely increasing.

And I would like to express my deep gratitude to partnered journals, educational institutions of Thailand, Russia, Indonesia, Germany, Iran, India, China whose efforts made possible this meeting of scholars and educators, interested in effective solution of global and national economy challenges using powerful resources of social, cultural and innovative success.

And, of course, I would like to thank all participants for coming here, for their wonderful and useful research.

I want to say, that Suan Sunandha Rajabhat University – as a leading public University of Thailand – is very proud to be an organizer of this significant and important conference.

To each participant I wish success, finding a new colleagues and friends, development of scientific and business contacts, new scientific discoveries that are benefit for society, business and government. And also enjoy your time in fashion and design capital of the world.

*Dr. Luedech Girdwichai, professor
President of Suan Sunandha Rajabhat University
Bangkok, Thailand*

On behalf of the Organizational Committee, I welcome you to International Academic Conference on Educational & Social Innovations, in Milan!

AC-ESI-18 attracts researchers, educators and practitioners in all fields of modern education and education institutes management.

Participants have found in these meetings an excellent opportunity to share their experiences with colleagues from distance places and often continued to cooperate with them on their subjects of interest.

AC-ESI – 2018 has been established on a global basis.

We have received more than 80 submissions from 12 countries, each submission was peer-reviewed by at least two anonymous reviewers and a total of 51 papers were accepted for presentation in the conference.

Accepted papers are scheduled for presentation in 5 big sessions.

We would like to express our sincere appreciation to all the reviewers and chairs and members of various committees of AC-ESI -2018 conferences for their precious time and expertise.

I would like to express our sincere gratitude to everyone involved in making the joint conference a success. Many thanks go to the organizing committee, special session organizers, and the organizational committees and reviewers, the conference participants, and of course, to all the contributing authors who will be sharing the results of their research.

It is our great pleasure to have you with us at the joint conference, where I hope new ties will be made and existing ones renewed and strengthened.

Please accept our best wishes for a wonderful stay in Italy!

Grazie !



Dr. Preecha Pongpeng

*Director of Office of General Education and Innovative Electronic Learning
Suan Sunandha Rajabhat University, Bangkok, Thailand*

Dear friends and colleagues!

This conference is a meaningful crystallization of international initiatives among the number of institution towards practical cooperation in interdisciplinary studies, which will be contribute to the strengthening of the national educational systems.

The characteristic of the education in our era is change at the speed of light, which led us to the consensus that experts from many countries and many different disciplines must meet and discuss the phenomena, and then suggest solutions. We should be able to delve deeper by discussing problems across different disciplines as widely as possible, and thus grasping more profound solutions and suggestions.

The motivation for this conference is to help one's country through offering individual expertise and point of view based on one's individual discipline. As we gather from many different countries and many different disciplines, I believe that we should be able to expand the scope of our efforts and must aim at more challenging global contributions.

I hope all the participants of this conference will enjoy and get opportunities to enhance relationships of knowledge exchange.

I would like to extend my sincere gratitude to the organizing committee and especially to my Thai colleagues for given abilities to be a co-organizer and member of organizational board of AC-ESI – 2018, to be involved in the process of new international tradition formation!

*Dr. Elena Zolochevskaya
Russian Presidential Academy of
National Economy and Public Administration,
South Russia institute of management,
Rostov-on-Don, Russia*

Welcome to International Academic Conference on Educational & Social Innovations!

As a co-organizer of AC-ESI-2018 we tried to make a conference aimed to create a strong platform for academic and educational international collaboration.

Sustainable economical development always requires a breaking of any boundaries between scientists, an increasing of international informational and technological exchange, new forms of cross-cultural and transnational collaboration.

Due to this I am very glad to see here, in hospitable Italy, presenters of dozens countries from four continents. It proves that our activity in a direction of common, global study of patters for effective, competitive and successful development of educational practices is important, is required by society, science and business.

Suan Sunandha Rajabhat University is strongly related with educational and science provision for progress of Thailand and AEC. Academics of our university conduct research in all areas of economical and social development of Thailand and ASEAN.

We are science partners with Thai Government, presenters of Thai and international business and non-governmental organizations. Active external collaboration of SSRU with educational and research centers of ASEAN, Europe, Australia and USA opens huge prospects of international science collaboration and science exchange.

Furthermore, for making our conference work more effective and memorable, we tried to provide maximum comfortable conditions for all our delegates.

Therefore, I hope that the AC-ESI-2018 will achieve all set objectives to provide our delegates with education, networking, leadership enhancement and sweet memories.

*Dr. Nattapong Techarattanased
Deputy director of Office of General Education
and Innovative Electronic Learning
Suan Sunandha Rajabhat University,
Bangkok, Thailand*

In the modern conditions world transfers from the multilevel system of national social systems with strictly identified boundaries of economical interests and kinds of international collaboration to the absolutely complicated mix of transnational business, national states and international organizations whose interests are actively interact, intersect, overlap and even conflict each other's! Private sector is effectively using advantages of educational and cultural globalization, is mostly able to create multilevel markets and complex market strategies, to spread internal corporative net-work outside – to the directions of states, customers of educational products, institutes and competitors.



It shows how important and how significant is international science collaboration, international research and discussions on different issues of actual education and social development. Practical experience in economical stimulation, reformation of educational systems, regional integration, governmental support of educational and research institutes, increasing of national external competitiveness is very difficult to over-evaluate.

Being an educational and science leader of Thailand and ASEAN, an effective example of business-government-science collaboration, Office of General Education and Innovative Electronic Learning at Suan Sunandha Rajabhat University is really appreciated to be a co-organizer and informational partner of Academic Conference on Educational & Social Innovations, to be involved in the processes of international science collaborations and innovative ideas' transfer! Hope these collaborations will have bright and significant prospects.

Finally, I would like to welcome all participants of AC-ESI – 2018 and to wish new science results and findings, ideas and conclusions!

*Dr. Jarumon Nookhong
Deputy Director of Office of
General Education and Innovative Electronic Learning
Suan Sunandha Rajabhat University,
Bangkok, Thailand*

As a Member of Editorial board of Academic Conference on Educational & Social Innovations - 2018 I am delighted to welcome all participants in Milan!

The aim of AC-ESI- 2018 is to serve as a primary channel of knowledge sharing and the promotion of educational and social innovations internationally.

An important goal of the conference is to encourage learning from each other by exchanging ideas and views, and building networks.

A successful conference cannot be organized without the effort of many persons.

I would like to thank both working teams from the Office of General Education and Innovative Electronic Learning Suan Sunandha Rajabhat University and South Russia institute of management of Russian Presidential Academy of National Economy and Public Administration for their enormous contribution towards the detailed arrangement of this conference.

Furthermore, I would like to express my gratitude to the authors who submitted their papers to the AC-ESI 2018 as well as reviewers for their contributions and effort to an excellent conference proceeding.

Finally, I hope you will enjoy the conference and have a wonderful time during your stay in Italy.



Warmest Regards,

*Mr. Apisit Rattanatanurak
Deputy director of office of
General Education and Innovative Electronic Learning
Suan Sunandha Rajabhat University,
Bangkok, Thailand*

Warm greetings from AC-ESI – 2018 organizing committee!

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

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

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

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

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

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

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



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

AC-ESI-2018

ORGANIZATIONAL BOARD

Dr. Preecha Pongpeng (Office of General Education and Innovative Electronic Learning, Suan Sunandha Rajabhat University, Bangkok, Thailand)

Dr. Elena Zolocheskaya (Russian Presidential Academy of National Economy and Public Administration, South Russia institute of management, Rostov-on-Don, Russia)

Dr. Nattapong Techarattanased (Office of General Education and Innovative Electronic Learning Suan Sunandha Rajabhat University, Bangkok, Thailand)

Hathaipan Soonthornpipit (College of Innovations and Management, Suan Sunandha Rajabhat University, Bangkok, Thailand)

Dr. Rudolf Kucharcik (University of economics in Bratislava, Slovakia)

Dr. Eudmila Lipkova (University of economics in Bratislava, Slovakia)

Dr. Katarina Brockova (University of economics in Bratislava, Slovakia)

Dr. Sergey Ivanov (University of the District of Columbia, Washington, DC, USA)

Dr. Parimal Chandra Biswas (Adamas University, Kolkata, India)

Dr. Shieh, Chih - Jen (Huaqiao University, China)

Dr. Serhiy Yerokhin (National Academy of Management, Kyiv, Ukraine)

Dr. Frank Ebinger (Nuremberg Institute of Technology, Germany)

Dr. Tatiana Podolskaya (Russian Presidential Academy of National Economy and Public Administration, South Russia institute of management, Rostov-on-Don, Russia)

Dr. Muhammad Imtiaz Subhani (Director Research Innovation & Commercialization, Iqra University, Pakistan)

Dr. Blanka Poczatková (VŠB – Technical University Ostrava, Czech Republic)

Dr. Vladimir Bandurin (State Science-Research Institute of system analyze of Account Chamber of the Russian Federation, Moscow, Russia)

Dr. Yusifov Sabuhi (Azerbaijan Technology University, Azerbaijan)

Dr. Evelyn Chiloane-Tsoka (University South Africa, South Africa)

Dr. Raeni Dwi Santy (University Komputer, Bandung, Indonesia)

Dr. Aleksey Arkhipov (South Federal University, Rostov-on-Don, Russia)

**INTERNATIONAL ACADEMIC CONFERENCE ON
EDUCATIONAL & SOCIAL INNOVATIONS**

AC-ESI – 2018 @ MILAN.IT

=AGENDA=

- Day 1** 07 May 2018
Venue: Sheraton Milan Malpensa Airport Hotel, Italy
- 13.00 Registration open Foyer
Participants arrival, registration
- 14.00 Organizational meeting Meeting Room
Networking
- 15.00 **Seminar “International publishing: guidelines to success”**
By Ms. Darina Prokhorova
Editor –in – chief of Journal of International Studies, Poland
- 17.00 Welcoming dinner Restaurant

- Day 2** 08 May 2018
Venue: Sheraton Milan Malpensa Airport Hotel, Italy
- 9.00 Opening ceremony Meeting Room
Welcome speeches:
Dr. Preecha Pongpeng
*Director of Office of General Education and Innovative Electronic Learning,
Suan Sunandha Rajabhat University, Bangkok, Thailand*
- Dr. Zolocheskaya Elena
*Dean of faculty of Public Administration,
South Russia institute of Management of
Russian Presidential Academy of National Economy and Public Administration*
- Dr. Bundit Pungnirund
*Dean of College of Innovations and Management, Suan Sunandha Rajabhat
University, Bangkok, Thailand*
- Ms. Darina Prokhorova
*Editor –in – chief of Journal of International Studies,
Poland*
- Dr. Oleg Patlasov
Omsk Humanitarian Academy, Omsk, Russia
- Dr. Denis Ushakov
Organizational board of AC-ESI– 2018
- 09.40 **University’s Management And Students’ Satisfaction: An Empirical Study
Through Structural Equation Modelling**
Key-note speech by Dr. Johan W de Jager
*Tshwane University of Technology,
Pretoria, South Africa*
- 10.30 Group photo
- 10.40 **Coffee-break** Foyer
- 11.00 **Formation of the Social Successfulness of Students with Disabilities in the
System of Continuous Inclusive Education**
Key-note speech by Dr. Preecha Phongpheng
*Office of General Education and Innovative Electronic Learning Suan Sunandha
Rajabhat University, Bangkok, Thailand*
- 11.40 **Human capital and decentralization of education (the case of Tlajomulco de
Zuniga Jalisco, Mexico)**
Key-note speech by Dr. José G. Vargas-Hernández
*University Center for Economic and Managerial Sciences,
University of Guadalajara, México*
- 12.20 **Educating Young People in Multicultural Environment of Higher
Education Institution**
Key-note speech by Dr. Nattapong Techarattanased
*Office of General Education and Innovative Electronic Learning Suan Sunandha
Rajabhat University, Bangkok, Thailand*
- 13.00 **Lunch** Restaurant

14.00	Session 1 – Environmental education: ways and challenges of implementation	
14.00	Sinchai Poolklai & Adisak Chuchat	
14.20	Jürgen Drissner	
14.40	Pattamaporn Kaewkongka & Apirati Triyawat	
15.00	Wipada Chaiwchan & Kittipat Bualek	
15.20	Kvetoslava Rešetová	
15.45	Coffee break	Foyer
16.00	Pawinee Ratabakorn & Uraiwan Tunmukul	
16.20	Anosha Rojanapanich & Prem Thanatripop	
16.40	Pachara Wangmee & Worakarn Jantarasingharn	
17.00	Unnop Panpuang & Saysunee Sangphueak	
18.00	Dinner	Restaurant

Day 3	09 May 2018	
	Venue: Sheraton Milan Malpensa Airport Hotel, Italy	
08.30	Registration open	Foyer
09.00	Session 2 – Human capital: educational and managerial issues of formation and development	
09.00	Pramsuk Huanprapai & Sasinan Prajongjai	
09.20	Ria Mardiana Yusuf	
09.40	Nattaporn Srichana & Warawut Chuenkrut	
10.00	Pordee Sukpun & Paweena Sribunrueng	
10.20	Aekkaphob Intarapoo & Pattiya Traiteepung	
10.45	Coffee – break	Foyer
11.00	Bundit Pungnirund	
11.20	Sarawut Yamdee & Supas Amornchantanakorn	
11.40	Mahir Pradana	
12.00	Pimporn Thongmuang	
12.20	Larisa Nevskaya & Svetlana Akhmetova	
12.40	Lunch	Restaurant
13.30	Session 3 – Modern teaching: modern technologies and practical methods	
13.30	Nuntiya Noichun & Narasak Phunaploy	
13.50	Zhang Li-Ping	
14.10	Watchara 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	Nutch Phasuk & Natwalun Wangnil	
16.30	Krit Chaisaengduean, Tospon Pimpa	
16.50	Farangis Saeedi	
17.10	Arunroong Wongkungwan & Sathiya Phunaploy	
18.00	Dinner	Restaurant

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

LIST OF SESSIONS:

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

Day 3 Meeting room
09.00-12.30

Session 2

Human capital: educational and managerial issues of formation and development

Chairman: Dr. José G. Vargas-Hernández

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

Day 3 Meeting room
13.30-17.30

Session 3

Modern teaching: modern technologies and practical methods

Chairman: Dr. Bundit Pungnirund

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

Day 4 Meeting room

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

Chairman: Dr. Muhammad Imtiaz Subhani

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

Day 4 Meeting room

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

Chairman: Dr. Atef Abuhmaid

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

References:

- [1] Act No. 131/2002 Coll. on Universities and amending some acts, from http://www.mtf.stuba.sk/english/students/phd.-study.html?pa_ge_id=7775.
- [2] L.C. Amo, S. Ada, and R. Sharman, "The Role of Scholar Status in the Academic Publication," *Process. International Journal of Doctoral Studies*, 7, 2012, pp. 79-92.
- [3] Annual Report 2012, from http://www.mtf.stuba.sk/english/on-faculty/annual-report.html?page_id=3650
- [4] Dean's Regulation Number 4/2012 Rules for publishing of doctoral students at the MTF STU, from http://www.mtf.stuba.sk/english/students/phd.-study.html?pa_ge_id=777

EDUCATIONAL ENVIRONMENT FOR TEENAGERS' MORAL RELATIONS DEVELOPMENT

Pawinee Ratabakorn
Uraivan Tunnukul

*Suan Sunandha Rajabhat University,
Bangkok, Thailand*

The relevance of the study is conditioned by the fact that social relations require from a school graduator not only the subject specific competences, but also the ability to build interpersonal interaction based on moral norms. Therefore, this article is aimed to reveal the conditions of the school educational environment organization promoting the formation of moral relations among adolescents. The leading approach to consider this problem is a system-activity approach, allowing present structure of the educational environment and the mechanisms of coordination of its elements in complexity. The article presents the results of a study of teenagers' moral relations to be characterized as stable, active, generalized, differentiated, prosocial directed relations. The main conditions of teenagers' moral relations are subject-subject interaction in the context of academic and extracurricular activities, the humanization of the content and technologies of educational process, the saturation by moral facts the subject and space environment of school, meeting social and psychological needs of educational relations participants. The article submissions are of practical value for school teachers dealing with the problem of pupils' spiritual and moral development in school and extracurricular activities.

Keywords: moral relations, indicators of possible age development, educational environment, organization of work

Introduction

One of the key components in the structure of the basic of new generation educational program in the formation of all its sections is a spiritual and moral development and education of students. The main educational program of the school should include the purpose, objectives, expected results, activities, organization of the working model, and

indicators of educational institutions effectiveness in terms of spiritual and moral development and education of students (Vershina, 2009).

But the analysis of psychological and pedagogical literature shows that is currently known about the age of formation of moral judgments (Kohlberg, 1984), values (Rokeach, 1973), orientation (Schwartz, 2007), attitudes (Katz, 1936). However, it is not enough data on age characteristics of moral relations formation among today's children and the system of representations of the possibilities of intra-school environment development for the formation of such an interaction between the participants in the learning process.

A comparative study of organizing special pedagogical influence on the formation of moral relations among pupils in various types of educational institutions (grammar school, high school, secondary school) showed that the most attention in this regard is given to children in the initial link, and teenage students do not have sufficient participation. But this is a sensitive age for the development of such relations within people with child's active engaging in the social life of school and region, expanding the space of individual interaction, finding his place in the system of interpersonal relationships, learning the rules of social structure of the state.

The results of our survey confirmed the well-known idea that the spontaneous formation of relationships among adolescents often does not acquire the ethical character. The development of moral relations requires an integrated system of special social and educational impacts organization taking into account age and individual characteristics of the adolescent. This system of formation of schoolchildren's moral relations should include a task work and extracurricular employment of children, working with all the participants of the educational environment, a special organization of educational environment components. About such an experience the authors would like to talk further.

Methodological Framework

In adolescence, moral and spiritual education should be carried out based on the following age-related features: a high degree of freedom, of activity, communication, enterprising, enthusiasm, courage of children, constant discussion of moral values and testing their stability in the interaction with peers. To ensure the integration of these features the work of school on the formation of teenager's moral relations should be based on a system-activity and student-centered approaches. On the basis of system-activity approach it was determined the principles of moral relations student-teenager, developed a system of teenagers' moral relations formation in the school educational environment.

Established system defines the teachers' purpose, direction, and principles of working; algorithm of connection between functional and substantial components of the environment. Understanding this methodological principle of system-activity approach as the principle of organic integrity of both objective and subjective, we, basing the essence of the objective and subjective role in the development and operation of the system, concluded that the basic principle of the developed system implementation should be the unity of consciousness and activity specified in our work as the principle of moral consciousness and activity unit.

This principle in the first part focuses the school teachers on creating the conditions in the organization of educational and extra-curricular activities of adolescents for formation of moral semantic structures of consciousness. In its second part this principle aims at creating

the situations of moral choice in the context of academic and extracurricular activities (moral context of activities) and training the strategy and tactics of moral interaction to teenagers.

The practical component of this principle is implemented in moral activity in the sphere of real deeds and actions of the student at school and in extracurricular engagement with the world. The latter identified by us as structural components of the formation of teenagers' moral relations in the school educational environment.

The methodological significance of moral activity, the concept, which is different from the concept of "moral activities" by availability of man's internal motivation to create goodness, in collaboration with others and himself determines the need to include students in the system of moral relations in academic and extracurricular activities. Such a context is created by the activities of "educational environment of the dialogue of equal partners."

Organization of the school educational environment contributing to the development of students' moral relations involves the modernization of its spatial and subject, social, individual, organizational and technological components. Subject medium has to be supplemented with equipment providing the work performance. So, in each class we need a computer allowing teachers and students to choose a way to do the work, to be creative, to use information resources to link a variety of lessons and learning activities (computer science and Russian language school TV and Training, etc.).

Also school subject environment should be supplemented with the desired symbols providing the ideological environment of socium. In the school hallways the should appear the boards on the symbol of the region and the state, the ethnic groups living in the region, its modern academics and discoverers, nature of the region, the regional developments, the exhibition of achievements of pupils and their parents, graduates, teachers and staff (Yarmakeev & Pimenova, 2014).

Also there should be stands with visual representation of school rules, laws and requirements. This material is actively being studied by adolescents in line with various objects, supplemented and used in extracurricular activities. Of course, with the adolescents' participation in school we should have actively working local history mini-museum reflecting the cultural growth of the school, the region, the family tradition of teachers and children of the school. In the social component of the school environment we should incorporate the principles of equality, dialogue, freedom, unity, tolerance.

For example, students and their parents are actively involved in the organization and management of educational process (Board of Trustees and the Board of school authorities). They are involved in carrying out the actions (round tables, meetings, project activities), and are pioneering of creative unions' work ("Patriot", "Fatherland", "Ecology" and others, they are involved in the regulation of financial issues of school life and the choice of training courses, their content and form of teaching (Ermolaeva, 2014).

In the formation of moral attitudes teaching staff should bet on democratic style of leadership and transpersonal communication style. It can be done in organization of cooperation between the participants of educational process. To learn such skills teachers need to be periodically trained (personal development, communication, technology, etc.). Teachers also introduce these strategies into the working and extracurricular educational process (group forms of work, joint activities, discussions, dialogue, peer assessment etc.. In addition, together with the social and psychological service school teachers are work hard on the development of interpersonal relationships in the classroom, creation of moral

environment in it (class hours, training, newspapers, volunteering, holidays, patriotic and environmental activities, thematic meetings and propaganda teams et al.).

The systematically important element of the whole environment is psychodidactic component including the contents of the social process, learnt by teenager the means of action and organization of learning. Thus, the content of any lesson is to be saturated with moral ideas and facts. The literature subject can include essays on the problem of self-determination: "I and my future," "My best day," "My ideal friend" and others. And teenagers within humanity subjects can learn a special course - "Lessons of Life".

The purpose of the discipline - the accumulation of behavioral experience, operational skills of ethical communication. Contents should be built as the lines of programs of child's social and personal development in the framework of "School 2100" in three ways: self-knowledge, knowledge of the world and the place in it (Bondyreva, 2005). Therefore, the content of the program is presented in three main blocks: "It is me", "I and the world," "I am at peace." As a methodological support the adolescents can write "Action Diaries" where they will describe their ethical work, justify it by the national and literary wisdom, to obtain the estimates of peers and conduct self-esteem, building their own plans for life. In these lessons, children will be able to obtain the necessary in their age the social approval of good, solve situations requiring ethical behavior, enrich the knowledge of ethical concepts and learn to recognize moral values of life. The gained experience should be integrated into extracurricular selfactivity.

Results

Our long-term studies show that in such a way organized complex work of the whole team allowed the school to achieve the development of moral relations in adolescents to the end of the age up to high level of 36% of pupils. In comparison with other schools it's more or 20%. The indicators of this attitude are: teenager's focusing on social laws, norms, role obligations; effective nature of moral standards adoption manifesting in the ability to make friends, support, trust, understand stereotypes, attitudes, feelings, and others' motives, in presence of permanent friends, always ready to help to the needy, in unselfishness, honesty, kindness, and benevolence.

But such human values as freedom, beauty, creativity, wisdom is accepted only emotionally as passive. The teenager shows a steady moral autonomy, takes internality adequate to the conditions a reflexive position of the evaluation of moral norms and possibilities of their observation in a given society.

He is resistant to comply with moral standards and expects them to be complied by others, negatively suffering in cases of injustice, irresponsibility, lies, selfishness. But conscience is not a major landmark in the interaction with others, social norms are seen as a means to unify with others, meet the need for the adoption of subjectivity. Moral values are not yet stable regulators of interaction, the needs of communication. Personality is guided by emotional regulation and the need for selfesteem. His behavior is often motivated by shame, guilt, and pragmatism.

But in judgments the teenager shows a stable social responsibility and regulations, aims to translate them into activities, but cannot always resist the external and internal influences. Therefore, the altruism is shown ad hoc, but he does have a steady desire to be kind and

honest. Also, the students have demanding but positive differentiated assessment of other's by moral parameters.

Children show a clear division of spheres of being open in the manifestation of the relationship with the scope of "WE" which is smaller than the scope of "You." Behavior patterns of the individual are sufficiently plastic to be in a harmony with the other people's schemes, but correlated with a strong inner core. Teenager takes meaningful dialogue with the others, without conflict combines general cultural and personal contexts of meaning and adults' requirements to be performed not by the parameter of authority but in terms of human relations, public priorities. With regard to himself as a medium of rules teenager shows a steady positive differential integral ordered the self-adoption as an independent moral personality.

He shows self-discipline, formulate the responsibilities for himself, he believes in himself, realize the needs of development and expression.

Conclusion

It is necessary to state that the modern school may have rich opportunities for moral and spiritual development of adolescents to be realized in taking into account the indicators of possible age development and the organizing an integrated system of education. Such a system of educational activities should be based on student-centered and system-activity approach, which implements the system principle, aimed at organizing a combination of factors of moral relations in the educational environment into a system corresponding to the values of hierarchy, integrity, activity, akmeology, dominance, modeling, sustainability.

The activity component of this approach forms the basis for changes in the student's personality and his moral consciousness as a subject of academic and extracurricular activities. When building a system, we should remember that it has targeted, designed, simulated character. In order the educational activities at school to contribute to the development of teenagers' moral relations, we need to organize the components of the educational environment, namely, space-subject, social, pedagogical and didactic units. In the pedagogical unit it is expected the mandatory introduction of psychological and pedagogical support program of moral relations of adolescents, including assistance to the subjects of the educational process in the formation of humanistic relations in academic and extracurricular interaction, in the formation of moral "educational environment of the dialogue of equal partners."

The program is a set of sociopsychological and educational activities aimed at creating conditions in the educational environment to enhance its subjects to have changes in the structure of relationships in the vector of universality. Experimental work on the implementation of system-activity approach to the development of teenagers' moral relations at school has shown its effectiveness. The measured characteristics of the teenagers' moral relations allowed to empirically identifying opportunities for the development of relations between man and the other, to the moral norms and to himself as the subject of morality in the vector of universalization and space of social interaction at this age level. The implementation of the system- activity and student-centered approaches and programs of psychopedagogical support of teenagers' moral relations development significantly increased the level of activity, the stability of prosocial directional communication with others, based on humanistic values of kindness and honesty.

Recommendations

The study is aimed at improving the social interaction of teenagers on the criterion of moral relations to others, to the world and to themselves. Revealed characteristics of teenagers' moral relations can be a guide in the development of indicators of the educational organization activity in the development of moral relations among students to the end of adolescence age. We can help by a developed and tested program of psycho-pedagogical support of the teenagers' moral attitudes formation, including the teachers' activities: helping young people in humanitarian relations with themselves, others and the world; helping teachers in the systematization of teaching moral skills and pedagogical interactions in the organization of subject-to-subject co-curricular activities in the formation of moral educational environment at the school; helping parents in child-parent relationships.

The findings enrich the content of psychological and pedagogical training in teacher training institutions, in the system of retraining and advanced training of teachers. Research materials can be used in lecture courses of developmental psychology, educational psychology and the history of psychology, when writing scientific papers related to the problem of the moral development of children.

References:

- Abdrafikova, A. R. & Konopatskaya, E. A. (2014). The case study technologies as the means of competency building approach realization in higher education. *English Language Teaching*, 7 (12), 94-99.
- Bondyeva, S. K. (2005). Psychological and pedagogical problems of integration of educational environment (2nd ed.). Publishing House MPSU.
- Fahrutdinova, R. A. (2014). English language in the development of a tolerant person of the student in a multi-ethnic educational environment of the university. *English Language Teaching*, 7 (12), 77-84.
- Kant, I. (2000). *Basics of Metaphysics of Morals. Lectures on ethics*. Moscow: Publishing House of the Republic.
- Kohlberg, L. (1984). *Essays on Moral Development: Vol. II. The Psychology of Moral Development*. New York: Harper & Roy. Toronto:
- Koval, N. A. (1997). *Spirituality in the professional formation of a specialist*. PhD Thesis. Moscow.
- Leontiev, D. A. (2000). *Psychology of sense*. Publishing House Smisl.
- Pazukhina, S. V. (2012). *Valuable relation of the future teacher to the student's personality: an anthropological approach*. PhD Thesis.
- Popov, L. M., Golubeva O. and Ustin P. N. (2008). *Good and evil in the ethical personality psychology*. Moscow: Institute of Psychology, Academy of Sciences.
- Pozdnyakova, O. C. (2009). *Formation of the moral consciousness of the student - the future teacher*. Tutorial. Samara Univ SSTU.
- Pupkov, S. V. (2010). *Formation of moral-valuable items of students in the cultural and educational space of the university*. PhD Thesis.
- Rezyapova, R. A. (2011). *Psycho-pedagogical support of personal moral relations of students of medical college*. PhD Thesis. Ekaterinburg.
- Rokeach, M. (1973). *The nature of human values*. New York: Free Press.
- Schwartz, S. H. (2007). *Value orientations: Measurement, antecedents and consequences across nations. Measuring attitudes crossnationally: Lessons from the European Social Survey*. In R. Jowell, C. Roberts, R. Fitzgerald, G. Eva (Eds.). London: Sage.

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 Chuenkrat	
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
COMPETITIVENESS ISSUES

Vasyuta Eugenia

VIDEO CONVERTER USING GPU ON WEB APPLICATION

Pirawat Chaiyaphoomsakul, Sawitree Charamporn
Apisit Rattanantranurak