Proceeding of
INTERNATIONAL BUSINESS ECONOMIC TOURISM SCIENCES TECHNOLOGY
HUMANITIES SOCIAL SCIENCES AND EDUCATION RESEARCH CONFERENCE

Berlin, Germany
23 – 25 October, 2017

THE 2017 ICBTS

Edited by    Chayanan Kerdpitak, CK Research, Thailand
             Kai Heuer, Wismar University, Germany
             Ebrahim Soltani, Hamdanbin Smart University, UAE
             Gilbert Nartea, Lincoln University, New Zealand
             Vipin Nadda, University of Sunderland, United Kingdom

Conference Proceedings

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Conference Three Themes

The International Business Tourism and Applied Sciences Research Conference
The International Education Social Sciences and Humanities Research Conference

Conference Proceedings

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HUMANITIES SOCIAL SCIENCES AND EDUCATION RESEARCH CONFERENCE

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Organised by

ICBTS Institute Conference Center & IJBTS International Journal of Business Tourism and
Applied Sciences

In Academic Scholars Cooperation with

Wismar University    Lincoln University    Hamdan Bin Smart University    Suan Sunandha Rajabhat University

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Proceedings of Abstracts and Papers (on CD-ROM or flash drive) of The International Business Economics Tourism Transport Technology Social Sciences Humanities and Education Research Conference

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Plum Condo Park Rangsit, 91/194 moo 4, Phaholyothin Road, Klongnung Klongluang Pathumtani 12120, Thailand
INTRODUCTION

We would like to welcome our colleagues to the International Business Tourism Transport Technology Social Sciences Humanities Education Research Conference. It is the seven series in 2016 of Conference on Business Tourism and Apply Sciences was held in Amsterdam. As always many members of the ICBTS 2016 community look forward to meeting, sharing and exchanging their research ideas and results in both a formal and informal setting which the conference provides. Likewise, the concept of alternating the international conference every one month on April to November between Europe and the rest of the world is now well established. This year’s event in London (UK) Paris (France) Munich (Germany) Amsterdam (Netherlands) Boston (USA) Toronto (Canada) London (United Kingdom) Zurich (Switzerland) Berlin (Germany) Tokyo (Japan) and another continues with the cultural following the very successful and productive event held in London-Zurich in August 2016 in the field of various types for international academic research conference on Business Economics Social Sciences Humanities Education and Apply Sciences. As usual The ICBTS 2016 brings together leading academics, researchers and practitioners to exchange ideas, views and the latest research in the field of Business Tourism and Apply Sciences.

The theme of this event The 2016 ICBTS International Business Tourism Social Sciences Humanities and Education Research Conference is “Opportunities and Development of Global Business Economics Social Sciences Humanities and Education” It is also represents an emerging and highly challenging area of research and practice for both academics and practitioners a like, The current industrial context is characterized by increasing global competition, decreasing product life cycles, Global Business, Tourism Development, Social Sciences Humanities Education Apply Sciences and Technology collaborative networked organizations, higher levels of uncertainties and, above all, and customers. In our view holding this event in Tokyo represents a timely opportunity for academics and researchers to explore pertinent issues surrounding Business Economics Tourism Social Sciences Humanities Education Sciences and Technology.

Potential authors were invited to submit an abstract to the International Conference Session Chairs. All abstracts were reviewed by two experts from the International review committee and final papers were further reviewed by this volume with 30 contributing authors coming from 18 countries. This book of proceedings has been organized according to following categories:

- Business
- Management
- Marketing
- Accounting
- Financial
- Banking
- Economic
- Education
- Marketing
- Logistics Management
- Social Sciences
- Supply Chain management
- Industrial Management
- Information Technology
- Sciences Technology
- Transport and Traffic
- Tourism Strategic
- Tourism Management
- Tourism Marketing
- Tourism Development Policy and Planning
- Technology Application
- Communication and Sciences
- Humanities
- Health care Management
- Hospitality Management
- Hotel Management
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SPEAKER BACKGROUND

Professor Dr. Ebrahim Soltani

Prof. Dr. Ebrahim Soltani is a Professor of Business School at University of Kent Canterbury in England and he is Department Chair - Quality & Operations Management at Hamdan Bin Mohammed Smart University Dubai of United Arab Emirate. He was appointed associate professor in business management, total quality management, and operation management in 1989 at the University of Kent, he continued his research in the field of operation management, business management. He has published over 50 papers and reports in such journals as International Journal of Technology and Production Research. He supervised a considerable number of PhD theses and is a consultant on industrial and production industry in England and United Arab Emirate.

SPEAKER BACKGROUND

Professor Dr. Kai Heuer

Prof. Dr. Kai Heuer is full professor for business administration at the Business Faculty of Wismar University in Germany. Before, he served as a full professor at the Environmental Campus of Trier University of Applied Sciences. He studied business administration in Germany and the U.S.A and holds an MBA and a doctoral degree. He has management experience from leading positions in different companies and as business consultant. His research areas are management accounting, organizational development, and international management where he has published numerous papers, reports and textbooks. He is the head of Master Program in Business at Wismar University and a member of the Schmalenbach-Society for Business Economics, Cologne; managing director of the Institute of Health-, Senior- and Social Management; and a former member of the board of the Centre for Aviation Law and Management.
SPEAKER BACKGROUND

Dr. Tariq Khan

Dr Tariq Khan is a Lecturer and Director of Postgraduate Programmes of Business School in Brunel University, Uxbridge, London, United Kingdom. He received his BEng in Aerospace Engineering from Kingston University, his MSc in Manufacturing Technology from University of Warwick, and his PhD in Intelligent Education Systems from University of Salford. He subsequently worked as a research associate in Heriot-Watt University Edinburgh and as a senior lecturer at London Metropolitan University. He has specialist teaching in Business Process Modelling, Web Programming, Software Engineering, Classical Logic, Human Computer Studies. He has Book and published over 20 papers and reports in such journals as Information Systems Evaluation and Integration (ISEing). He supervised a considerable number of PhD theses and is a consultant on business and supply chain and engineering industry in England and United Kingdom.

SPEAKER BACKGROUND

Dr. Chayanan Kerdpitak

Dr Chayanan Kerdpitak is a Lecturer and management committee of Doctor of Business Administration Programmes of College Management Innovation in Valaya Alongkorn Rajabhat University in Thailand and a management committee of CK Research Consultant in Bangkok. I was a Lecturer of Principle Marketing, Sales Management, Consumer Behavior, and Marketing Research at The Suan Dusit University in Thailand. She received a Ph.D. in the field of Business Logistics within Industrial at Ramkhamhaeng University, Thailand. She has published over 20 proceeding paper and some reports in such journals as International Journal Business and Economics Research. She has been a consultant on Import Automobile Industry from Germany for International Marketing and Marketing Research. Chayanan graduated a B.B.A and M.B.A in Business Administration from The Ramkhamhaeng University, Bangkok, Thailand (Major in Marketing).
# 2017 ICBTS CONFERENCE BERLIN PROGRAM

## The 2017 ICBTS International Multidiscipline Research Conference

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| 24 October 17 (T) | **Session E1**
| 09.30 – 10.30 | **Paper 1 (141)** TOURISM STRATEGY IN THE SUN TRIANGLE ANALYSIS WITH THE THEORY BASED ON RESOURCES AND INSTITUTIONAL THEORY  
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**Paper 2 (144)** CONTRADICTIONS AMONG STUDENTS OF BEING MALES AND FEMALES IN LEARNING ENGLISH AS A FOREIGN LANGUAGE.  
Amina Babou, Algeria  
**Paper 3 (145)** THE RELATIONSHIP BETWEEN SYSTEM OF SUGGESTIONS AND THE PRODUCTIVITY OF HUMAN RESOURCES: A CASE STUDY OF TEHRAN PROVINCE GASCO  
Ali Aolatshah, Iran  
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Claudia Maria ASTORINO  
**Paper 2 (31)** ADVANCING SUSTAINABLE AGRO-TOURISM IN THE WESTERN BALKANS. INSIGHTS FROM THE KATUN PROJECT  
Djurdjica Perovic and Sanja Pekovic and Tatjana Stanovcic and Jovana Vukcevic, Montenegro  
**Paper 3 (163)** SHARING ECONOMY: THE ESTABLISHMENT OF ORGANIZATIONAL IDENTITY OVERTIME, CONSIDERING IDENTIFY CLAIMS AND LEGITIMACY GRANTING  
João Miguel O. Cotrim and Prof. Francisco Nunes  
**Paper 4 (143)** REGENERATING PATRIARCHY: A STUDY ON GEORGE ORWELL’S VIEWS ON WOMEN AND FEMALE CHARATER  
Khaled Zouaoui  
**Paper 5 (154)** SATISFACTION OF INDIVIDUAL LEARNING NEEDS IN THE INTEGRATED TEACHING LEARNING MODEL IN PRIMARY SCHOOL  
Professor Anita Petere  
| 12.01 | Conference Close  
| 23 - 24 October 17 | **Participation and Discussion**
1. Dr. Mustafa Arslan, Georgia,  
2. Dr. Dr. Olufemi Aramide, Nigeria  
3. Dr. Asif Iqbal, China  
4. Professor Wang Zhuquan, China  
5. Dr. Sumit Kumar dey, India  
| 25 October 2017 | Free day for Participants
ORGANIZED ACTIVE LEARNING BY INSTRUCTIONAL MODEL WITH PROJECT BASED LEARNING

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ABSTRACT

This article aims to present the concept of proactive learning management using a project-based learning-based learning model to develop students into 21st century learning skills that require analytical thinking, communication and teamwork including the development of learners to meet the standards of higher learning. Proactive learning management is a teaching method that is appropriate for teaching in higher education. The changing role of instructors and learners is that the instructors are the learner-designed learners can apply knowledge to solve problems. Be enthusiastic in the pursuit of self-knowledge. There are seven learning processes in the design of learning: (1) Analyzing the nature of the course, (2) Setting the learning outcomes through Active Learning, (3) Designing an Active Learning Method, (4) Develop Active Learning Activities, (5) Conduct Teaching (6) Measure and Evaluate and (7) Project-based learning management is a form of collaborative teaching, learning and extraction of knowledge to find a project-based learning approach appropriate to the context of the learner and the university. Learn to be the same. It consists of 6 stages of project management: (1) Preparing, (2) Defining, (3) Planning, (4) Doing, (5) Reviewing and (6) Presenting. Keywords: Proactive learning management, Project-based learning management, Instructional model

INTRODUCTION

From the changing world of society both economically and socially including rapid technological progress makes education Thailand to reform education to improve the quality of graduates to be able to make such changes develop students to develop their 21st century learning skills, which are different from the past. The important skill to be born is the ability to communicate social skill Problem solving skills Self-management and effective self-development. Including systematic thinking. The educational management approach is transformed from a centered learner into a learner-centered, self-learning and lifelong learner.

Proactive learning management is a learning management that is a strategy to design learning to suit the learner to enable learners to participate in learning study self-learning from a variety of sources ability to analyze synthesis and summarize their knowledge, encourage enthusiastic learners, know more than just memorization. Proactive learning management helps learners achieve higher academic achievement satisfaction with teaching styles allows learners to participate in instructional activities focused on learning by doing (1) active learning is a learning process, teaching one that is the learning through practice or to do the knowledge that is the knowledge gained from experience. The process of organizing learning activities requires students to have more action than listening in addition the learners are able to meet the standards of higher learning outcomes in six areas moral, ethical, intellectual, intellectual and intellectual, skills, interpersonal relationships and responsibilities, numerical analysis, communication and use of information technology and learning management skills, which students have been developed during the study by studying and attending the activities provided by the institute both on and off the course.

Proactive learning management should consist of the characteristics of Active Learning (2) as follows: It is a teaching that develops brain potential, including thinking, problem solving, and application of knowledge. It is an instructional program that allows learners to participate in the highest learning process. The learner builds the knowledge and organizes the learning process by himself. Learners are involved in teaching both in the field of knowledge creation, Mutual interaction, Collaborate over the competition, Learners learn...
shared responsibility, Work discipline and responsibility division, which is a process of creating a situation for the learner to read, listen, think deeply. The learner will be the self-learning organizer, which is a teaching activity that focuses on advanced thinking skills.

It is an activity that gives students the opportunity to integrate information or information and concepts. The instructors will be facilitators in learning management for the learner to self-practice, Knowledge comes from experience, Knowledge creation and the summary review of the learner Abhiyan (3) suggests that the role of instructors in learning activities based on active earning, where students should be taught as the center of instruction. The activities must reflect the needs of learner development and focus on the real-life use of learners by creating an atmosphere of participation and interactive dialogues that encourage students to interact well with instructors and classmates, Organize learning activities into dynamics, Encourage participants to participate in all activities, including Encourage learners to succeed in learning, collaborative learning, Encourage student collaboration, Organize learning activities to challenge and give the opportunity to learn a variety of teaching methods, plan on time to teach clearly both in terms of content and activities and the instructor must be generous accept the ability to express and the idea that the students.

Project Based Learning Management, it is an instructional learning management system that encourages learners to engage their own research interests in self-study activities, which leads to increased knowledge gained from implementation and listening and expert observation, where the learner is learning through a process of working in groups to bring to the conclusion new knowledge. The process of project preparation and the results of the activity are described as a concrete project (4), which is evident that the project-based learning management is a one-off learning management approach due to the similar nature and composition of the instructor, the learner and the opportunity for participants to participate to achieve learning skills and create knowledge from the practice.

**METHODOLOGY**

Project-based learning is another form of interest to many today. There is the guiding principle in learning to make learners more active, self-directed learning, which is the right approach in higher education.

1. **Project-based learning management approach**

Project-based learning is a form of child-centered approach that allows learners to work on their own level of skills, which is interesting and comfortable. The learner is given the right to choose what to ask. The instructor acts as a device sponsor and provides the learner with experience support for troubleshooting and motivate the learner by the nature of project-based learning. These are: Learners schedule their own learning, link with real life and real environment that have a base from the research or knowledge that was used the multiple sources requires some knowledge and skills, which takes a lot of time to produce.

1.1 The key concept of project-based learning is the concept is in line with John Dewey's concept of learning by doing, which focuses on learning that allows learners to experience life while learning to improve the skills of the students and in accordance with the mind of Bloom's development of the six steps is the memory analyzing that can be considered as Learning-oriented learning management is important because the students have practiced to practice skills, where every step by the instructor, the instructor prepares the learner's preparation experience before learning.

1.2 Learning activities. It is organized learning activities based on the content of the curriculum. The learner chooses to do the project according to the subject matter from the content unit in the classroom bring to the project.

1.3 Role of learner and instructor. In project-based learning management, the learners play the following roles:

1.3.1 Student role
1) The learner proposes the appropriate and interesting topic or project topics. Learners decide on the topic of the project.

2) Participants plan the project carry out research and development work, Exchange with others, Presentation of projects such as oral presentations in class, Reporting Presentation in the community and the exhibition, etc.

3) Evaluate the results of their own projects and groups, Reflect on their thoughts about their work and friends, Group work feeling about the job, Check the progress of the task skills and knowledge gained, Things to improve through subgroup discussion, Creating and Using queries job creation, Writing a learning log or essay writing.

1.3.2 Teaching role

1) The instructor must be an observer by observing student work and student play, where the instructors need to inspire learning use open-ended questions to stimulate learning instead of telling.

2) Teachers must study and recognize individual learners in order to play an appropriate role in generating Active Learning with individual learners which roles or things are taught by the instructor affects learners' learning to promote learner learning by creating an atmosphere of learning.

3) Teachers themselves will need to integrate integrated learning courses by using community resources and learning media. The story is closer to the students and is present at the time, such as news, TV and, local stories, linked to the content of the lesson. In addition, the instructor will also be instructed to give instructions as needed when the student becomes suspicious. The instructor must act as a stimulus for learners. The instructor uses a stimulating learning question act as the observer while performing where the instructor teaches the learner how to ask questions. The instructor is responsible for providing guidance when questioned and the instructor gives the learner the opportunity to think for the answer by themselves.

4) The instructor gives the student the opportunity to create their own work independently based on the ideas and abilities of the students themselves in order for the learner to use his or her imagination and ability to create fully. Concluding that project-based learning management requires learners to learn by themselves have enthusiasm for learning that can plan and solve problems on their own, with communication skills, meaning and human relations. However, project-based learning management requires a long period of study. There are a lot of project costs. The instructor must have a good understanding of the project. And the number of members in the group must be appropriate, which is not too much or too little.

1.4 Measurement and evaluation project-based learning management. Measurement and evaluation of project-based learning management focus on assessing learning outcomes in real life and using a variety of approaches that use multiple assessment criteria. The instructor will need to design and evaluate the learning outcomes for the learners.

2. The project-based learning management design process

From the exchange of knowledge of Suan Sunandha Rajabhat University to use the teaching method of proactive learning the whole course only some topics and courses use a variety of proactive teaching methods. Some courses use the same teaching method. So in the knowledge management strategy, there is a group working together to exchange knowledge. Recruiting the best way to manage project-based learning is a part of proactive learning management. Steps to design a project-based learning project are 7 steps that are 1) Analyze the course nature 2) Target learning outcomes with Project Based Learning 3) Design of Project Based Learning 4) Develop Project Based Learning 5) Teaching 6) Measure and evaluate and 7) Provide feedback

2.1 Analyze the course nature: Analysis of course descriptions and learning management trends (Content analysis Analyze the description), Analyze the distribution map, Responsibility, Curriculum
mapping. Define objectives in line with the distribution of responsibilities and analyzing learners Environmental Analysis (Media, Documentation Equipment).

2.2 Target learning outcomes with Project Based Learning. Students achieve the desired graduate characteristics or desired attributes according to the standard framework, there are 6 bachelor degrees in ethics, knowledge, intellectual, skills, interpersonal relationships and responsibilities, numerical analysis, communication and use of information technology and learning management skills.

2.3 Design a project-based learning approach. Multi-format learning management design can be used integrally and integrate the use of learning management, where the project is the base. There are different processes and procedures for each theory. The Office of the Secretary of the Education Council and the Ministry of Education (5) has defined the project-based learning process in four stages: presentation, planning, implementation, and evaluation. The trader's critique (6) defines a step-by-step learning cycle based on the PBL model. There are five steps in the PBL cycle: Define Plan Do Review and Presentation. So that there are many forms of project-based learning can be used as appropriate for the context of the learner, the instructor, and the subject.

2.4 Develop project-based learning activities. From knowledge management conclusions that project-based learning management is the appropriate base for Suan Sunandha Rajabhat University. There are six stages of learning management.

   Step 1: Preparing, the instructor gives you the basic knowledge about pre-learning projects because the project has a clear and concise format and procedure. Therefore, it is essential for the learner to have a basic knowledge of the project to use in practice while working on a real project. In the quest for knowledge

   Step 2: Defining, the instructor Prepare activities to stimulate the learner's attention. The instructor must provide opportunities for the student to determine the problem or explore the interest. The instructor presents a problematic situation or sample and encourages the learner to find a solution to the problem or encourage the learner to have a desire to learn. In one matter The instructor instructs the learner to set clear goals for what the project will do to solve the problem. This allows the learner to set up a project-oriented approach to the project.

   Step 3: Planning, instructor, grouper, group, collaborate, seek knowledge. Use group processes to plan activities. By the students, they are planning their own learning activities. By brainstorming and discussing Division of duties as a common practice. Then propose a plan of action for the instructor to consider. Give advice, help, and project planning suggestions to the students. Students write the project by topic: project title Principle and purpose or purpose Project owner Project consultant, the source of knowledge, place of operation is how long does it take to process a budget? Used tools expected results, etc.

   Step 4: Doing, learning (Doing) according to topics of the interesting groups. The learner performs his or her duties in accordance with the terms of the group acts or solves the problems as defined by the plan. The instructor gives consult the data collection and records the results with patience, have a discussion. The Consult periodically instructors will be involved as necessary. Learners are people who use their ideas, knowledge, planning skill and making decisions.

   Step 5: Reviewing, instructors instruct learners to evaluate their performance before proceeding during and after the operation is known to consider that before the operation is conditional. What's the problem during the operation of the project? There is nothing wrong or defective. What else to fix? How to fix? Once done, what is the concept? Are you satisfied results of project implementation what did the students know? How can it benefit and bring that knowledge to work better or how to apply that knowledge exchange of learning.

2.5 Teaching. Project Based Learning can be used for course management in tqf3. Providing education and parental guidance to young children that use 6 steps for teaching.
2.6 Measurement and Evaluation: Measure and evaluate results to meet learning outcomes.

2.6.1 Moral and ethical aspects, as noted by Classroom feedback, attendance, responsibility for assignments By observing the gauge (rubric score), etc.

2.6.2 Knowledge by midterm exam Case study case study Activity evaluation form using assessment form, etc.

2.6.3 Cognitive skills by observation, inquiry, critical thinking, reflection and problem solving using interview assessment, etc.

2.6.4 Skills, interpersonal relationships and responsibilities by participating in activities. Interact with others Acceptance of other people's comments by observation, etc.

2.6.5 Numerical Analysis, Communication, and Technology Skills By observing the presentation method, the case study model, the research, the statistics used in the analysis, the use of communication technology, the evaluation form, the observation, etc.

2.6.6 Learning Management Skills observe the actuality

2.7 Provide feedback: Providing feedback during and after class, the instructor will inform the learner. And tell the students how to improve.

3. Conclusion

It is a form that allows learners to participate in learning, where the learners have developed their self-study skills, advanced thinking skills, ability to solve problems and apply knowledge in the future according to Komanasin [7], teachers and students have set up a project to give students the experience they need to develop empirical learning skills and desires. The acquisition of the model is driven by the participation of the learners before making the teaching approach in education is the same, only adjusted to be in line with the content of each course can be integrated science and learning together in the field, thus reducing the burden on students and teachers make the students happy and stimulate the learner interest in learning.

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REFERENCE


