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AC-ESI-2017

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EDUCATIONAL &
SOCIAL INNOVATIONS



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

In the era of globalization, spreading of modern knowledge and forms of education, re-evaluation of human resources for global competitiveness and self-sufficiency, an effectiveness of international collaboration in discussing on actual educational and social issues and challenges, searching for maximum effective solutions of local, regional and global development is timely increasing.

And I would like to express my deep gratitude to partnered journals, educational institutions of Thailand, Russia, Ukraine, Indonesia, Hungary and other countries whose efforts made possible this meeting of scholars and businessmen, interested in effective solution of global economy challenges using local resources of competitiveness and economical, 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 “golden city of Prague”.

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



On behalf of the Organizational Committee, I welcome you to the 2017 Academic Conference on Educational & Social Innovations, in the world most beautiful and interest city of Prague! Our conference always attracts researchers, educators and practitioners in all economic fields and related disciplines in the world.

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.

The AC-ESI – 2017 has been established on a global basis. We have received more than 90 submissions from 7 countries, each submission was peer-reviewed by at least two anonymous reviewers and a total of 55 papers were accepted for presentation in the conference.

Accepted papers are scheduled for presentation in 6 sessions. We would like to express our sincere appreciation to all the reviewers and chairs and members of various committees of AC-ESI -2017 conferences for their precious time and expertise. The welcoming dinner provides the opportunity to honor the best papers and to recognize the contributions of many of the people who made this meeting possible.

Lastly, 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, keynote speaker and 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 Prague!

*Asst. Prof. Dr. Krongthong Khairiree
Director (Dean) of International college
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 – 2017, to be involved in the process of new international tradition formation!



*Dr. Elena Zolocheskaya
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Hypothesis 8: Brand Affect → Attitudinal Loyalty	.345	2.615	.009
Hypothesis 9: Korean Drama → Purchase Loyalty	.100	1.355	.175
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ACADEMIC PROMOTION PROCEDURE OF UNIVERSITY LECTURERS: A CASE STUDY OF INTERNATIONAL COLLEGE, SUAN SUNANDHA RAJAPHAT UNIVERSITY, THAILAND

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This study focuses on the systems of promotions at Suan Sunandha Rajabhat University, Bangkok, Thailand. Eight (8) lecturers were interviewed comprising of six (6) Assistant Professors, and two (2) Associate Professors using a semi structured interview guide. Suan Sunandha Rajabhat University policy documents governing promotions, annual reports and other publication from The Office of Higher Education Committee in Thailand were examined and analyzed. The findings reveal that the procedure of academic promotion composed of three (3) steps: Step 1-Faculty/College Assessment, Step 2- University Committee for Academic Promotion, and Step 3-University Council. Additionally, the criteria for teaching load, supplementary text, and research were required to each profession standard. International College, Suan Sunandha Rajabhat University (SSRUIC) is currently high on the policy and agenda for higher education to support "the development of

professional standards". In addition to these policy developments at SSRUIC for academic practice, the Administrative Board Committee indicated three (3) projects for academic promotion procedure: Courses / Conferences Project, Fast Track Project (Experts Consulting), and Personal Research Project.

Introduction

Suan Sunandha Rajabhat University (SSRU) is one of public university in Thailand. SSRU vision is strongly to be 'Smart Archetype University of the Society' and strongly determined to accumulate wisdom for academic excellence through five (5) pillars: Knowledge Capital, Morality, Partnership, Professionalism, and Culture.

In accordance with its vision and the national higher educational development plan, SSRU has set up the following mission and value [1]:

Mission

- (1) *Educating*: To produce graduates focusing on the practical applications of the body of knowledge for Niche Guru.
- (2) *Research*: To conduct research in various fields in supporting of the Niche Guru. The outcomes of research are utilized in beneficial ways and correspond with the society and community for sustainable peace and growth.
- (3) *Academic services*: To provide academic services to the community answering questions or guiding the society in cooperation with the community and local organizations.
- (4) *Preservation of arts and culture*: To promote and support Thai arts and culture which are well known admired throughout the world.

Value

- (1) W (Wisdom and Creativity)
- (2) H (Happiness and Loyalty)
- (3) I (Integration and Collaboration)
- (4) P (Professionalism)

The International College, Suan Sunandha Rajabhat University (SSRUIC) is in one of the University's 8 autonomous colleges/ Schools. Its purpose is to develop programs to assist the students in acquiring the specific skills and experiences that the markets are looking for. All of SSRUIC lecturers have a strong background in industry and business. In addition, SSRUIC provided resources to implement incentives, processes and procedures for quality assurance in higher education, including the acceptance of professional standards in academics. However, the intended outputs of SSRUIC focus on four (4) qualities: Quality of graduates, Quality of college members, Quality of researchers, and Quality of education provisions.

Academic Promotion

In academic year 2016, one of the main recommendations of the external auditor committee is that SSRUIC should develop its own professional development policy following the higher education indicator-- 'Full-time instructors holding academic titles' as the following description [2]:

Higher education institutions are a national store-house of wisdom. Hence, they have a responsibility to encourage their instructors to study and conduct research to discover and add to the body of knowledge in each discipline ongoing basis. They should also apply this experience to teaching and learning, problem solving, and in promoting national development. The holding of academic title reflects an instructor's performance of these aforementioned duties in accordance with institutional missions.

The Bureau of Personnel Administration and Development, Office of the Higher Education Commission (OHEC), Thailand sets up the significant points relating to level of teaching personnel for holding academic titles are as follows:

- Lectures
- Assistant Professor (normal/special)
- Associate Professor (normal/special)
- Professor (normal/special track and Distinguished professors or Sor.11)

The general guideline for the evaluation criteria for academic promotion: Assistant Professorship, Associate Professorship and Professorship (2007, amended 2013) released by the Civil Service Committee for Higher Education Personnel (Kor Por Or Committee) is as follows [3]:

- **Faculty/College Assessment:**
 - Check on qualification criteria; employment year, quality of submitted work and other formal documentation;
- **University Committee for Academic Promotion:**
 - Set up specific criteria for the university (teaching experience, loads, research work, ethical standards);
 - Decide on the combination of readers and experts to evaluate submitted work.
- **University Council :**
 - Officially approve the result of the evaluation;
 - Forward the official results to the OHEC.

Criteria for teaching requirement are shown in the following diagram:

Professor				+ 2 years
Associate Professor				
Assistant Professor				+ 3 years
Lecturer	Bachelor's Degree	Master's Degree	Doctoral Degree	
	+ 9 years	+ 5 years	+ 2 years	

Academic Promotion Procedure

OECD-Institutional Management in Higher Education (IMHE) suggested the two main approaches to quality teaching: the *top-down* approach (determined by the institution leaders) and *bottom-up* approach (taken by the teachers) [4]. In addition, OECD mentioned three major factors to support for quality teaching as the following:

- Institution-wide and quality assurance policies: including global projects designed to develop a quality culture at institutional level, like policy design, and support to organization and internal quality assurance systems.
- Program monitoring: including actions to measure the design, content and delivery of programs (through program evaluation notably).
- Teaching and learning support: including initiatives targeting the teachers (on the teaching side), the students (on the learning side) or both (e.g. on the work environment).

Becher's research identified seven categories in continuing professional development in higher education [5] as the followings: (1) Courses and conferences, (2) Professional interactions, (3) Networking, (4) Consulting experts, (5) Personal research, (6) Learning by doing, and (7) Learning by teaching.

This study applied IMHE project to design system/procedure of academic promotion at SSRUIC by using two approaches—*top-down* approach and *bottom-up* approach as shown in Figure 1 and applied seven categories from Becker's research to develop questionnaire for semi structure interview.

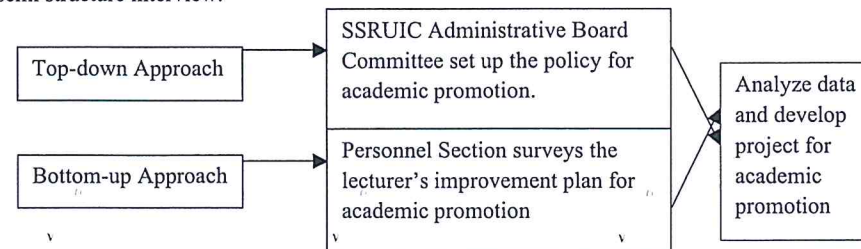


Figure 1 Framework for Academic Promotion Procedure
Data Collection

This methods employed in this study were analysis of Suan Sunandha Rajabhat University policy documents governing promotions, annual reports and other publication from The Office of Higher Education Committee in Thailand and interviews. The data collection based on criteria for academic works and experienced processes are as follows:

Criteria for Academic Works

- Supplementary teaching material (include teaching plans)
- Scholarly articles
- Research work
- Books
- Textbooks

Experienced Processes

- Courses and conferences
- Professional interactions
- Consulting experts
- Personal research
- Learning by doing

In the sample selection process, all the respondents did not get the same academic title or the same subject areas. Their experiences involvement in this study was benefit for processing of academic promotion in practices.

Findings and Analyses

For this study, eight (8) lecturers of SSRUIC were interviewed comprising of six (6) Assistant Professors, and two (2) Associate Professors. At the time of interview respondents, three of them had put in their applications for promotion to Assistant Professors and waiting to response (one in aviation management, one in restaurant management, other in tourism management). Five of respondents were PhD holders: three of them hold Assistant Professors in Mathematics, another two respondents hold Assistant Professors in International Business, and the remainder holds Assistant Professor in Physics. The two Associate Professors hold different subject areas, one in mathematics and other in agriculture.

The respondents submitted academic work 'Supplementary teaching material (include teaching plans) and 'Research works' 100 %, since they were the requirement for professionalism. The distributions of other academic works were varying in percent: 'Books 50%', 'Textbook 50%', and none submitted 'Scholarly articles'. However, 'Research article' must be attached to 'Research works'.

The study shows that the qualities of the set of academic works meet the criteria for promotion based on many experienced processes such as 'Courses and conferences' (40%), 'Professional interactions' (50%), 'Consulting experts' (40%), 'Personal research' (100%), and 'Learning by doing' (20%).

Conclusion and Recommendations

Analysis of interviews data indicated that the policy and agenda of the Administrative Board Committee encouraged the lecturers apply for academic promotion. The study also observed that inadequate information between Personnel Section and unpracticed lectures has resulted in delay the processing of application.

Based on the findings of the study the following recommendations are made:

- (1) For further academic promotion projects should be selected for experienced processes in three categories: 'Course / Conference', 'Expert Consulting', and 'Personal Research'.
- (2) The study should encompass all of lecturers on the appointment and promotions based on annual improvement plan.

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FLIPPED CLASSROOM AND COOPERATIVE LEARNING METHOD IN BUSINESS STATISTICS

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The purpose of this study was to explore the students' perceptions of teaching approaches using a flipped classroom and cooperative learning. In the 2017, action research was conducted in business statistics class of International College, Suan Sunandha Rajabhat University Thailand. The total of 26 students participated in this study. In the flipped classroom, the researcher created online lessons of her lectures and the students viewed them prior to attending class. Students worked on problem-solving activities in their classrooms. The research findings indicated that the flipped model of instruction was new teaching strategy that moved the lecture on business statistics outside classroom via technology and brought assignments/exercises of business statistics concepts inside the classroom via learning activities. The research findings shown the students engagement in