Yangon University of Distance Education Research Journal

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This paper attempts to make a way of data collection and present the data description of the knowledge sharing for the students and researcher who are interested in taking care of their knowledge and understanding with the purpose of providing a way in which the collect of the data presentation may be explicated, and also sharing the knowledge of geographical study to the students and researcher. In the data analysis of any variety of a presentation, there are a lot of facts, table and diagrams to be analyzed thoroughly. However, it is hoped that this paper will be of some provide to the students and researcher. Suggestions of my research work.

Acknowledgements

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A Geographical Study on Open University in New Zealand

Myint Myint Win[1], Yee Yee Myint[2]

Abstract

Open Education is a self-determining study which, as far as it is appropriate, affords students with the means to progress through sets of structured learning experiences at the individual paces, at their personal time, and position of their specific choosing. In New Zealand, Open Education is conducted by using a multimedia approach with open polytechnic. In this paper, it can be found the effectiveness of Open Education which depends largely on the quality of instructional media and the delivery system are found out. In addition, open teaching has shown that it could provide educational opportunities to a large number of students with overseas students. Open Education methods have a great deal to offer e-learning revolution, employment markets extending beyond national borders, and a well-travelled population of students, teaching staff and researchers.

Key wards: Open Education, Polytechnic¸ Delivery system¸ E-learning

Introduction

New Zealand was first called Atoearoa by the Maori. It contains two principal islands, the North Island and the South Island. University New Zealand –Te Pokai Tara is the representative body for New Zealand's eight Universities.

Study Area- New Zealand lies south-east of Australia in the south Pacific.

Aim and Objectives

The main aim of this study is "to highlight the development of Open Education Conditions in New Zealand." The Objectives are:

 (1)   to investigate the Education Systems of New Zealand, and
 (2)   to examine the development of "Open Education and Open   University"

Sources of Data and Methodology- Online Sources Data and Descriptive and Statistical Methods were used in this research.

[1]Associate Professor, Dr, Department of Geography, Yangon University of Distance Education
[2]Associate Professor, Dr, Department of Geography, Yangon University of Distance Education

Geographical Background of New Zealand

Location, Extent and Size –New Zealand lies south-east of Australia in the south Pacific (Figure 1). Its territories lying roughly between south latitude 33$^°$ and 48$^°$, west longitude 165$^°$ and 170$^°$. There are two principal islands, the North Island and the South islands, besides Steward Island, Chatham Island and small outlying islands, as well as the territories oversea.

Total landmass area is about 269 thousand sq- km¸ a similar size to the United Kingdom, Japan or California.

Figure 1.1 New Zealand in Oceania Region and The Physical Features of New Zealand

Physical Features – In both the North and South Island, the highlands are flanked by much lower terrain: rolling hill country in the south and east of the South Island and low, heavily eroded hills of the soft Tertiary in the North Island. There are also smaller scattered areas of alluvial plain land. The Canterbury plains of the South Island are the largest.

Climate – Lacking in great neighboring land mass together exert maritime influence from all directions. Thus lying in the cool temperate zone.

Demographic Factors

Population- Total population of the New Zealand was 4.4 million in 2016 (est.) and approximately 0.5 million travelling and living overseas at any one time. Population density was 14.2 per sq- km. In 2016, 85.7% of the population lived in urban areas.

Ethnic Groups, Language and Religions- About 85% of the population is classified as European. The most significant majority groups are the indigenous Maori people, a Polynesian group with a distinctive culture and a well-ordered social system.

New Zealand has three official languages – Māori, English, and New Zealand Sign Language. Christianity is the principle religion of New Zealand. Most people live around New Zealand's coastline and in the north.

The capital is Wellington and the largest city is Auckland.

Educational Conditions of New Zealand

Education and Education System of New Zealand

New Zealand's education system is world-class, modern and responsive. It combines proven, traditional principles with innovation, creativity and fresh thinking to produce leaders and citizens equipped for the 21st century. Education in New Zealand aims to be student-centred. It is focused on supporting students to problem-solving, process information, work with others, create and innovate. Each student is able to develop their potential along a number of possible pathways, academic and/or vocational. Many aspects of education in New Zealand have undergone transformation in the past two decades, including the areas of governance, curriculum, assessment, qualifications, and teaching and learning. As a result, a range of new ideas and methods have been adopted, based on evidence and research.

According to the 2013 Better Life index ¸ New Zealand is a top-performing country in terms of the quality of its educational system including Open University. In the 2015-16¸ World University Rankings, all eight New Zealand University feature in the top 500.

The Ministry of Education is responsible for education policy, designating funding to the individual education institutions, collecting and processing education data and information and monitoring the effectiveness of the education system. New Zealand's education system has three levels – early childhood education, school education, and tertiary education (university).

Between 2002 and 2004, the National Certificate of Educational Achievement (NCEA) was introduced as the national senior secondary school qualification. The certificate is divided into three different levels: level 1 for Year 11, level 2 for Year 12 and level 3 for Year 13.
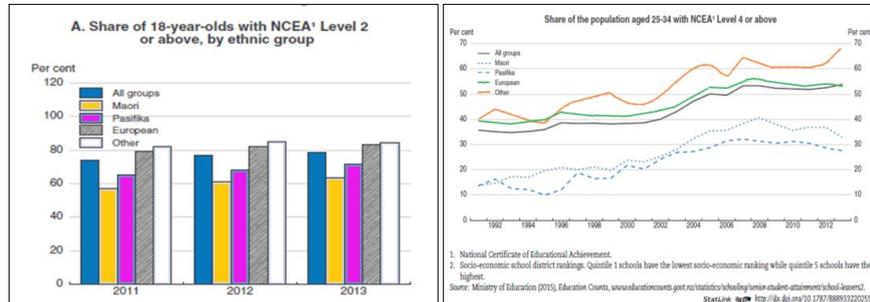

Figure 2 "Share of 18-year olds with NCEA' Level 2 or above and Share of Population aged 25-34 with NCEA' Level 4 by Ethnic Group"

According to Figure (2), 'assessment of three years': European and other ethnics group (18-year olds) comprised the larger percent of three successive years leading to NCEA's level 2 and above. Likewise, 'assessment of 1991-2013' other ethnics group and European population (aged 25-34) also consist of the larger percent of following thirteen years leading to NCEA's level 4 and above.

University Education

University education was established in New Zealand in 1870. University New Zealand – Te Pokai Tara is the representative body for New Zealand's eight University. New Zealand has eight public state-funded University. They are University of Canterbury ฺ The University of Auckland Technologyฺ University of Waikato ฺ Massey Universityฺ Vitoria University of Willingtonฺ AUT Universityฺ Lincoln University and University of Otago (Figure. 3). Maori culture, including Maori language, is a unique feature of New Zealand. All Universities have a Maori translation of their name to show that they are public institutions.

Figure 3 Location of NewZealand Universities

A number of University have more than one campus, often located in different cities. Many have overseas programmes, usually in partnership with an offshore provider, as a base for delivery of courses. A range of programmes are also delivered online.

Development of Open Education with Open University

Open education – policies and practices that permit entry to learning with no or minimum barriers with respect to age, gender, or time constraints and with recognition of prior learning. These policies need not be part of a distance education system but are complementary to it. Flexible education – the provision of learning opportunities that can be accessed at any place and time. Flexible learning relates more to the scheduling of activities than to any particular delivery mode. (Commonwealth of Learning, n.d.)

An open university is a university with an open-door academic policy, with minimal or no entry requirements. Open University may employ specific teaching methods, such as open supported learning or distance education. However, not all open Universities focus on distance education, nor do distance-education Universities necessarily have open admission policies.

With the Open University in New Zealand' supported open learning' programme now students can complete a postgraduate/master's degree qualification from a globally respected UK University without having to put their career on hold. Since its creation in 1969, the Open

University New Zealand – Te Pokai Tara has awarded more than 90,000 postgraduate qualifications including more than 43,000 master degrees.

The Open Polytechnic (Kuratini Tuwhera) of New Zealand

The Open Polytechnic began as the Technical Correspondence School, which was established in 1946 to provide resettlement training for returned servicemen and women following World War II. Because courses were offered by distance nationally, all apprentices, wherever they were in the country, could study uniform technical courses and sit examinations (Abbott, 2000). The Technical Correspondence School was renamed the Technical Correspondence Institution in 1963. As part of wider education reforms, the institution was renamed the Open Polytechnic of New Zealand in 1990, and became the specialist national provider of open and distance learning at tertiary level (The Open Polytechnic of New Zealand, n.d.).

The Open Polytechnic is a major educator of New Zealand's current workforce. Between the deliveries of qualifications in New Zealand own portfolio, and the collaborations of New Zealand Universities have developed with a number of other tertiary education organizations.

The current government expects polytechnics to enable a wide range of students to complete industry-relevant certificate, diploma and applied degree qualifications enable local access to appropriate tertiary education support students with low literacy, language and numeracy skills to improve these skills and progress to higher levels of learning work with industry to ensure that vocational learning meets industry needs (Ministry of Education, 2010).

New Zealand has a mixed economy that operates on free market principles. The country has a highly efficient primary sector, supplemented by an important services sector, including educational services (Statistics New Zealand, 2011). Therefore¸ open polytechnic of education contains a significant development service in New Zealand.

Findings and Results

Education plays a significant role in New Zealand'srelationships internationally. New Zealand' education aim is student-centred primarily. In the 2015-16¸ World University Rankings, all eight New Zealand University feature in the top 500. Three levels of New Zealand's education system across which students can follow a variety of flexible pathways. As shown by NCEA¸ Māori and Pasifika students are well below average and have also been falling. Thus¸ New Zealand's Māori and Pasifika students need to achieve NCEA level 2 above and 4 above students.

University New Zealand –Te Pokai Tara means by New Zealand's eight Universities. All University have a Maori translation of their name to show that they are public institutions.Not all open University focues on distance education, nor do distance-education Universities necessarily have open admission policies. Thus¸ Open University adopts with an open-door academic policy. Since 1969¸ the Open University New Zealand –Te Pokai Tara has rewarded postgraduate qualifications and master degrees.

The Open University has students in over 128 countries across the world studying for degree qualifications with over 70% continuing to work at the same time.

Open Polytechnics, also known as institutes of technology, are 53haracterized by a wide diversity of continuing education, including vocational training, that contributes to the maintenance, advancement, and dissemination of knowledge and expertise and promotes community learning, and by research, particularly applied and technological research.Open students can get to use free phone (New Zealand only) and email access to personal support from lecturers¸ internet access to course resources, forums where students can chat, and other learning and support resources¸ online access to library services and working with relevant government agencies to provide better information for students and so on.

Education providers establish personal communications with e-learners and provide a sense of social integration, online orientation, effective online navigation, improved access to

generic information, and technical support. E-learning (learning supported by or facilitated by ICT) should seek to further the worthy goal of open education in the country.

Conclusion

New Zealandlies south-east of Australia in the south Pacific. There are two principal islands, the North Island and the South Island. Total landmass area is about 269 thousand sq-km. Total population was about 4.4 million in 2016. Most of people are European; about 85% of the total. Maori and Polynesian are the most significant majority indigenous groups. Wellington is the capital and Auckland is the largest city.

New Zealand is a top-performing country in terms of the quality of its educational system including Open University. New Zealand's education system has three levels. University education was established in New Zealand in 1870. New Zealand has eight public state-funded University. All are well-recognized internationally, have strong international connections and collaborate with University in other countries on a range of research and teaching programmes including Open University.

Since its creation in 1969¸ the Open University New Zealand –Te Pokai Tara (including eight University) has awarded more than 90,000 postgraduate qualifications. E-learning is as varied as the pedagogies and technologies that facilitate in open education. E-learning success has yet to be optimal in New Zealand institutions.

Thus¸ New Zealand's open education activates a multimedia approach. The educational innovation seeks to delivery system and student satisfaction survey annually.

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Royal Administrative Practices in Konbaung Period(1752-1885)

Yin Yin Nwe *

Abstract

This paper chiefly illustrates the royal administrative practices exercised by the kings along with the crown princes, queens, princes and princesses and members of administrative body in the Konboung Period (1752-1885) from its founder, king Alaungmintayargyi to the last king Thibaw. According to the royal administrative traditional practice, the king was the chief of the administration. The king usually had to accept the ceremonies of the Muddha Beiktheik and the Yaza Beiktheik before ascending the throne and the declaration of his kingship. It can be regarded that only kings accepted the Muddha Beiktheik. The Kings Myaydu, Badon Min, Sagaing Min, Thayawaddy, Mindon Min and Thibaw, out of the ten kings in the Konbaung dynasty, accepted the Muddha Beiktheik. The Royal administrative practices can be divided into two categories: the palace and city administrative practices, and the remote area administrative practices. The administration was carried out with the ten precepts of kings only and seven principles to be observed by the kings.

Keywords: the Muddha Beiktheik, the Yaza Beiktheik, the Konbaung dynasty, remote area administration, administrative practices.

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* Professor (Head), Dr.,Department of History, Yangon University of Distance Education