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Spring 2-1-2023

### EDLD 677.01: Globalization in Education

Liqin Tang

University of Montana, Missoula, liqin.tang@umontana.edu

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# Syllabus of EDLD 677: Globalization in Education

Department of Educational Leadership

University of Montana

Phyllis J. Washington College of Education

## COURSE RELATED INFORMATION

### Instructor Information

Liqin (Shirley) Tang  
Department of Educational Leadership  
Email: [liqin.tang@umontana.edu](mailto:liqin.tang@umontana.edu)  
Office: ED 213  
Office phone: 406-2435586

### Classes Dates & Location

This is a face-to-face course runs from 4:30 to 6:50 p.m. every Wednesday.  
Room: ED 112

### Virtual office hours by appointment

Please send an email with any questions you may have, or if you prefer, we can make an appointment to talk over the phone or on campus.

### Research Support

Kate Zoellner  
Associate Professor and Education Librarian  
Maureen and Mike Mansfield Library  
406.243.4421 phone  
800.240.4939 toll-free  
[kate.zoellner@umontana.edu](mailto:kate.zoellner@umontana.edu)

### Tech Support

UMOnline: 406-2434999  
[umonline-help@umontana.edu](mailto:umonline-help@umontana.edu)

## COURSE DESCRIPTION

This course is aimed to help graduate students to explore globalization in education from the perspective of International Programs at the post-secondary level. In this course, students will develop an understanding of globalization in education as worldwide network, processes, and institutions affecting local educational practices and policies. Global educational policies and practices exist in a superstructure above national and local schools. Nothing is static in this superstructure. This course helps students to understand the efforts that higher education institutions should make to respond to the challenges and obstacles of globalization, and prepares students for leadership positions in the field of International Programs and other related fields to develop a view of educators as powerful change agents who can affect their schools' (and/or other institution's) cultures, values, and curricula in ways that benefit schools, students and communities.

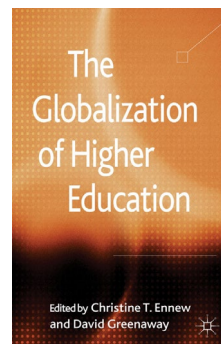
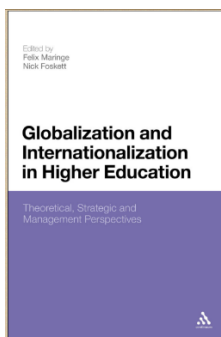
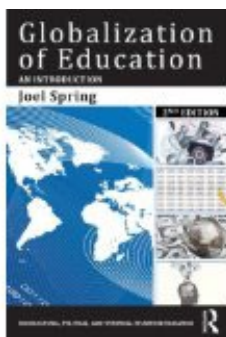
## COURSE OBJECTIVES

- Understand global education superstructure.
- Understand the concept and components of educational globalization.
- Understand global or world education theories (World Education Culture Theory, World system and Colonial/Critical Theories, and Culturalist Theory) and four world educational models (Economic Education World Model, Progressive Education World Model, Religious Education World Model, and Indigenous Education World Model).
- Understand economic principles of globalization.
- Understand the global work force and world trade.
- Understand the application of globalization theory to modern educational institutions.
- Understand the relationship between globalization and internationalization and their interaction.
- Understand the responses to the globalization in universities and community colleges.
- Understand the concept and connotation of global citizenship.
- Understand the trends and future directions of global education.

## REQUIRED READINGS

### Required textbook:

Spring, J. (2015, 2<sup>nd</sup> Ed). *Globalization of Education: An Introduction (Sociocultural, Political, and Historical Studies in Education)*. New York: Routledge.



### Optional textbook:

Maringe, F. & Foskett, N. (2010). *Globalization and Internationalization in Higher Education: Theoretical, Strategic and Management Perspectives*. New York: Continuum International Publishing Group.

Ennew, C. T. & Greenaway, D. (eds.) (2012). *The Globalization of Higher Education*. Palgrave Macmillan UK

### Other Materials or Media:

Other materials or media mainly come from two sources: one is selected by students who have taken this course, and the other is chosen by the instructor. Those materials will be uploaded to the Moodle shell by the instructor before the due date.

## COURSE EVALUATION

Students will be assessed based on their class attendance and participation in the class discussion and completion of assignments. The grading plan will be based on the following:

ASSESSMENT EVENTS	PERCENTAGE
Class Attendance and Participation in Activities	20%
Presentation on Journal Articles or Other Materials	30%
Summary of each Chapter	20%
Final Paper	30%

### Class Attendance and Participation in Activities (20%)

You are expected to attend every class, complete the reading ahead of time (including any supplements that may be added), and participate in class discussions. Class participation will play an integral role in how much learning takes place during this class. Participation will be evaluated in terms of your contribution to class discussions. Both quality and quantity will be evaluated. The most valuable contributions you can make come through integrating discussion outcomes with what you have learned from other courses, and what you have experienced in the outside world.

### Presentations on Journal Articles or Other Materials (30%)

You are required to bring one journal article, or any chapter of a book, or other materials (video, documentary, or movie) related to the topic of each week to the class, make a copy or electronic version for the instructor and every student, and finally make a presentation on the material you select to the whole class. Your presentation should cover at least three aspects: the main idea of the material, the implication for education, and questions for discussion. You should use the visual aid, such as ppts whenever you present. There is no exact time limit for your presentation. The length of your presentation depends on your design and the material that you have selected. You are required to email your material (journal article, chapter of the book, or other media) and ppts to the instructor before the due date, that is, 12:00 pm every Tuesday. The purpose of this assignment is to provide you with additional resources specific to your area of interest to help you understand globalization in education thoroughly or comprehensively. Your choice of materials, therefore, should be related to your area of interest and preferably focused on the issues or practices of globalization in education.

*Due Date: 12:00 pm. Every Tuesday, 2023.*

*Assessment criteria for this assignment is at the end of the syllabus.*

### Summary or Reflection on each Chapter (20%)

For this assignment, you are required to read each chapter of our textbook, *Globalization of Education: An Introduction*. After reading and reflecting, you should write a summary or reflection on it. The summary or reflection should include at least two paragraphs: (a) The first paragraph will be a brief summary of the chapter, which involves the main ideas of the chapter; (b) The second paragraph will give details on what you have learned from the chapter about issues of globalization and how you will apply it to your current or future career as a powerful change agent. The summary or reflection must follow the APA Style with a cover page.

*Length: 1-2 pages (without the cover page), double-spaced.*

*Due Date: 12:00 pm. Every Tuesday, 2023*

*Assessment criteria for this assignment is at the end of the syllabus.*

### **Final Paper (30%)**

You are required to write a final paper on globalization in higher education that will include the following components:

- The origin and development of globalization.
- The characteristics of globalization viewed from different cultural and regional backgrounds.
- Theoretical perspectives concerning globalization of education and the appropriate attitude towards them.
- The responses to the globalization in different universities and community colleges (Since a key strategy responding to the influence of globalization adopted by universities across the world is internationalization, you may talk about how to internationalize the universities and colleges comprehensively in this section).
- The practice of globalization in higher education by demonstrating cases or examples.
- Challenges and obstacles encountered in the process of globalization.
- Trends and future directions of globalization in education

**Note:** The final paper is a synthesis of course learning, where you will demonstrate your knowledge of the themes, theories, and concepts discussed in the course.

*Length: 10 -15 pages without the cover page, double-spaced, APA style. Due: April 26, 2023*

*Assessment criteria for the final paper is at the end of the syllabus*

### **Due Date of Assignments**

Refer to the Moodle Page for each unit to see topics and readings. The assignments are due based on the following table.

<b>DEADLINES</b>	<b>ASSIGNMENTS</b>
<b>11:59 pm, Every Tuesday</b>	<b>Summary or Reflection</b>
<b>11:59 pm, Every Tuesday</b>	<b>PPTs</b>
<b>11:59 pm, April 26</b>	<b>Final Paper</b>

### **Final Grading**

<b>PERCENTAGE GRADE</b>	<b>LETTER GRADE</b>
<b>90-100%</b>	<b>A</b>
<b>80-89%</b>	<b>B</b>
<b>70-79%</b>	<b>C</b>

<b>60-69%</b>	D
<b>Below 60%</b>	F

### Specification for Assignments

All assignments are expected to be free of grammatical errors. They should be saved in Microsoft Word and emailed to the instructor before the due date. Citations and references should follow the American Psychological Association (APA) style of citation. For an in-depth review of APA formatting and style guidelines, please visit: <http://owl.english.purdue.edu/owl/resource/560/02/>

## COURSE POLICIES, PROCEDURES, AND EXPECTATIONS

### Student Conduct Code

All students will be expected to comply with the academic honesty policies described in the *University of Montana Student Conduct Code*, which embodies the ideals of academic honesty, integrity, human rights and responsible citizenship. It is also expected that each student will foster a collegial learning environment by sharing his or her experiential and academic knowledge and practices, as well as respectfully listening to the viewpoints of others and following basic netiquette rules. Students who need individualized accommodation due to a disability should contact the professor at the beginning of the course. For more information, visit the Disability Services website or call (406) 243-2243 (voice).

### Assignment Due Dates/Times

All activities are due on the designated day by 12:00 PM Mountain Standard Time. If you have extenuating circumstances let the instructor know before the work is due, so that an accommodation can be considered. Assignments not submitted on the due date will not be considered for grading, unless you contact the instructor prior to the due date. You are responsible for investing the time necessary to consider the issues at a level appropriate for a graduate student.

### Technical Requirements

You need computer or laptop access to open files, download all the reading materials and email written assignments to the instructor before the due date. Course content includes PPTs, PDF files or Microsoft Word Documents.

## Course Schedule

DATES	TOPICS AND READINGS
<b>January 18</b> <b>WEEK 1</b>	<b>Introduction to the Course</b> Introduction to the course and participants. <b>Assignments:</b> (a) Read Chapter One and write a summary or reflection on it. (b) Select an article or media concerning Globalization in HE (c) Make a presentation of the material you have selected.

<p><b>January 25</b> <b>WEEK 2</b></p>	<p style="text-align: center;"><b>Globalization of Education</b></p> <p><u>Contents</u></p> <ul style="list-style-type: none"> <li>✧ An overview of Educational Globalization</li> <li>✧ Global Flows and Networks in Education</li> <li>✧ Interpretations by Theorists: World Education Culture, World System and Postcolonial/Critical, and Culturalist</li> </ul> <p><b>Assignments:</b> (a) Read Chapter Two and write a summary or reflection on it.  (b) Select an article or media concerning International Organizations or Tertiary Education Sector.  (c) Make a presentation of the material you have selected.</p>
<p><b>February 1</b> <b>WEEK 3</b></p>	<p style="text-align: center;"><b>The World Bank</b></p> <p><u>Contents</u></p> <ul style="list-style-type: none"> <li>✧ World Bank Structure and Networks</li> <li>✧ Schooling for the Knowledge Economy</li> <li>✧ Criticisms of Education for the Knowledge Economy</li> <li>✧ The World Bank’s Global Education Agenda</li> </ul> <p><b>Assignment:</b> (a) Read Chapter Three and write a summary of it.  (b) Select an article or media concerning International Organizations or human rights education.  (c) Make a presentation of the material you have selected.</p>
<p><b>February 8</b> <b>WEEK 4</b></p>	<p style="text-align: center;"><b>The World Ministry of Education and Human Rights Education</b></p> <p><u>Contents</u></p> <ul style="list-style-type: none"> <li>✧ Labor Market and Educational Concerns of OECD Countries</li> <li>✧ Economization of Education, Personality and Family Life</li> <li>✧ Global Testing &amp; Sustainable Development</li> <li>✧ Conclusion: Spreading a World Education Culture</li> </ul> <p><b>Assignment:</b> (a) Read Chapter Four and write a summary or reflection on it.  (b) Select an article or media concerning International Organizations or world/global culture education.  (c) Make a presentation of the material you have selected.</p>
<p><b>February 15</b> <b>WEEK 5</b></p>	<p style="text-align: center;"><b>The World Trade Organization and the Global Culture of Higher Education</b></p> <p><u>Contents</u></p> <ul style="list-style-type: none"> <li>✧ WTO, GATS, and TRIPS</li> <li>✧ Four Modes of Trade or Supply in Higher Education</li> <li>✧ Global University and Higher Education Network</li> </ul> <p><b>Assignment:</b> (a) Read Chapter 18: <i>International Organizations and the Tertiary Education Sector: Understanding UNESCO, the OECD, and the World Bank Linking-pin Organizations</i>  (b) Read Chapter Five and write a summary or reflection on it.  (c) Select an article or media concerning corporatization of global education  (d) Make a presentation of the material you have selected.</p>

<p><b>February 22</b> <b>WEEK 6</b></p>	<p style="text-align: center;"><b>Corporatization of Global Education</b></p> <p><u>Contents</u></p> <ul style="list-style-type: none"> <li>✧ Global Civil Society and INGOS</li> <li>✧ Culturalists: Progressive Education World Model</li> <li>✧ Corporation of Global Education, English and the Rejection of Consumerist Economics</li> <li>✧ Chapter 18:</li> </ul> <p><b>Assignment:</b> (a) Read Chapter Six and write a summary or reflection on it.  (b) Select an article or media concerning religious and indigenous education.  (c) Make a presentation of the material you have selected.</p>
<p><b>March 1</b> <b>WEEK 7</b></p>	<p style="text-align: center;"><b>Religious and Indigenous Education Models</b></p> <p><u>Contents</u></p> <ul style="list-style-type: none"> <li>✧ The Clash of Civilization and the Role of Religion</li> <li>✧ Types of Religious Education</li> <li>✧ Characteristics of Indigenous Education</li> </ul> <p><b>Assignment:</b> (a) Read Chapter Seven and write a summary or reflection on it.  (b) Select an article or media concerning global education or global workforce.  (c) Make a presentation of the material you have selected.</p>
<p><b>March 8</b> <b>WEEK 8</b></p>	<p style="text-align: center;"><b>A Global Workforce</b></p> <p><u>Contents</u></p> <ul style="list-style-type: none"> <li>✧ Global, International, and Rural to Urban Migration</li> <li>✧ Knowledge Wars: Brain Drain, Gain, and Circulation</li> <li>✧ Different Forms of Multicultural Education in a world of Mass Migrations</li> </ul> <p><b>Assignment:</b> (a) Read Chapter Eight and write a summary or reflection on it.  (b) Consider the future research into the Globalization of Education  (c) Make a presentation of the material you have selected.</p>
<p><b>March 15</b> <b>WEEK 9</b></p>	<p style="text-align: center;"><b>Globalization and Complex Thought</b></p> <p><u>Contents</u></p> <ul style="list-style-type: none"> <li>✧ Theories Concerning the Globalization of Education</li> <li>✧ Morin’s Principle of Rational Uncertainty</li> <li>✧ Future Research into the Globalization of Education</li> </ul> <p><b>Assignment:</b> (a) Read Chapter 1, 2 &amp; Chapter 1  (b) Make a presentation on each of them</p>



<p><b>March 22</b> <b>WEEK 10</b></p>	<p align="center"><b>Globalization and Internationalization: An Overview (by Maringe &amp; Foskett)</b></p> <p><u>Contents</u></p> <ul style="list-style-type: none"> <li>✧ Chapter 1: Introduction: Globalization and Universities</li> <li>✧ Chapter 2: The Meanings of Globalization and Internationalization in HE: Findings from a World Survey</li> <li>✧ Chapter 1: From Right to Education to Rights in Education: A Dialogical Roadmap for Autonomy Development</li> </ul> <p><b>Assignment:</b> (a) Read Chapter 8, 21, &amp; 33. (b) Make a presentation on each of them</p>
<p><b>March 29</b> <b>WEEK 11</b></p>	<p align="center"><b>Globalization and Community College Model (by Raby &amp; Valeau)</b></p> <p><u>Contents:</u></p> <ul style="list-style-type: none"> <li>✧ Chapter 8: Modeling Social Justice Through the Community College</li> <li>✧ Chapter 21: College-University Dialogue: From Confrontation to Cooperation</li> <li>✧ Chapter 33: Globalization Theory and Policy Implications for Community College Leaders</li> </ul> <p><b>Assignment:</b> (a) Read Chapter 5, 16, &amp; Chapter 7 (b) Make a presentation on each of them</p>
<p><b>April 5</b> <b>WEEK 12</b></p>	<p align="center"><b>Globalization and Marketization of HE</b></p> <p><u>Contents:</u></p> <ul style="list-style-type: none"> <li>✧ Chapter 5: Globalization and Marketization of Higher Education: Some Insights from the Standpoint of Institutional Theory</li> <li>✧ Chapter 16: The Commoditization and Standardization of HE</li> <li>✧ Chapter 7: Privatization and Marketing of Higher Education in Mexico: Contributions to a Debate</li> </ul> <p><b>Assignment:</b> (a) Read Chapter 4, 17, &amp; Chapter 2 (b) Make a presentation on each of them</p>
<p><b>April 12</b> <b>WEEK 13</b></p>	<p align="center"><b>Global Citizenship</b></p> <p><u>Contents:</u></p> <ul style="list-style-type: none"> <li>✧ Chapter 4: Global Citizenship for All: Putting the ‘Higher’ Back into UK Higher Education?</li> <li>✧ Chapter 17: Higher Education Partnerships for Studying and Improving Leadership Preparation and Development around the World</li> <li>✧ Chapter 2: Employment, Democratic Citizenship and education: Considering Alternatives to Commodification in South Africa.</li> </ul> <p><b>Assignment:</b> (a) Read Chapter 5, 8, &amp; one article (b) Make a presentation on them</p>

<b>Trends and Future Directions of Global Education</b>	
<b>April 19</b> <b>WEEK 14</b>	<u>Contents</u> ✧ Chapter 5: How higher education System in Asian-Pacific Respond to the Challenges Posed by Globalization ✧ Chapter 8 Education, Knowledge and the Righting of Wrongs ✧ Journal article: Globalization and higher education: Changing trends in cross border education <b>Assignment:</b> Write the final paper
<b>April 26</b> <b>WEEK 15</b>	<b>Final Paper</b> <b>Final paper is due</b>

## PRESENTATION RUBRIC

	<b>Exemplary (3 points)</b>	<b>Adequate (2 points)</b>	<b>Unacceptable (1-0 point)</b>	<b>9 PTS</b>
<b>Key Concept</b>	Concept is powerful enough to organize a large quantity and scope of data and information; Concept is strong enough to organize and classify information from a range of disciplines and subject areas; Concept is proper enough for the developmental level of students.	Concept is powerful to organize a large quantity and scope of data and information; Concept is strong to organize and classify information from a range of disciplines and subject areas; Concept is proper for the developmental level of students.	Concept is partly or not powerful to organize a large quantity and scope of data and information; Concept is partly or not strong enough to organize and classify information from a range of disciplines and subject areas; Concept is partly or not proper for the developmental level of students.	3 PTS
<b>Generalizations</b>	High-level, intermediate-level and lower-level generalizations are presented and elaborated in an excellent, proper and effective way .	High-level, intermediate-level and lower-level generalizations are presented and elaborated in a proper way.	High-level, intermediate-level and lower-level generalizations are poorly presented and elaborated.	3 PTS
<b>Teaching strategies and activities</b>	Effective teaching strategies and activities are carried out in class in an exemplary.	Teaching strategies and activities are carried out in class.	Teaching strategies and activities are poorly carried out in class.	3 PTS

## SUMMARY RUBRIC

	<b>Exemplary (3 points)</b>	<b>Adequate (2 points)</b>	<b>Unacceptable (1-0 point)</b>	<b>9 PTS</b>
<b>Focus of first paragraph</b>	Summary consists of main idea and important details only.	Summary contains main idea and some minor details.	Summary contains main idea and only minor details or main idea is not discussed.	3 PTS
<b>Reflection of second paragraph</b>	Summary gives details on what have learned from the chapter about issues of globalization and how to apply it to the current or future career as a powerful change agent.	Summary gives most details on what have learned from the chapter about issues of globalization and how to apply it to the current or future career as a powerful change agent.	Summary gives a few details on what have learned from the chapter about issues of globalization and how to apply it to the current or future career as a powerful change agent.	3 PTS
<b>Writing style of the summary</b>	Follow the APA style with few or no grammatical and spelling mistakes.	Follow the APA style with several grammatical and spelling mistakes.	Follow the APA style with some or many grammatical and spelling mistakes.	3 PTS

## FINAL PAPER RUBRIC

<b>Criteria</b>	<b>Above Proficient 30-28 points</b>	<b>Proficient 27-26 points</b>	<b>Part Proficient 25-23</b>	<b>Not Proficient 22-0</b>
<b>Rationale for the Final paper</b>	Displays a comprehensive understanding of concepts, theories, and prepositions of globalization of education. Fully	Displays a good understanding of concepts, theories, and prepositions of globalization	Displays some knowledge of concepts, theories, and prepositions of globalization of education.	Does not provide a rationale for the final paper. Displays little or no knowledge of concepts, theories, and

	implements global concepts and theory to design the paper.	of education. Appropriate global concepts and theory are selected to design the project.		prepositions of globalization of education.
<b>Illustration of response to the globalization in HE</b>	Description of the response to globalization (internationalization of HE) is very clear, comprehensive, including all necessary information to illustrate the nature of the paper.	Description of the response to globalization (internationalization of HE) is clear. Includes information to illustrate the nature of the paper.	Description of the response to globalization (internationalization of HE) is somewhat unclear. Limited information to illustrate the nature of the paper.	Description of the response to globalization (internationalization of HE) is unclear and disorganized. Missing information in some components of the lesson unit.
<b>Demonstration of the practice of globalization in HE</b>	Excellent support for the practice of globalization in HE from the literature with extensive and appropriate connections to texts.	Good support for the practice of globalization in HE from the literature with appropriate connections to texts.	Limited support for the practice of globalization in HE from the literature with almost no connections to texts.	Minimal or no support for the practice of globalization in HE from the literature and no connections to texts
<b>Challenges and obstacles in the process of globalization</b>	Challenges and obstacles in the process of globalization are well thought through and clearly discussed.	Challenges and obstacles in the process of globalization are discussed.	Challenges and obstacles in the process of globalization are not discussed adequately.	Challenges and obstacles in the process of globalization are not discussed or discussed poorly.
<b>Trends and future directions of globalization in education</b>	Trends and future directions of globalization in education are well elaborated.	Trends and future directions of globalization in education are elaborated.	Trends and future directions of globalization in education are not elaborated adequately.	Trends and future directions of globalization in education are not elaborated or elaborated poorly
<b>Quality of the Paper</b>	The paper is very well elaborated, creative, and demonstrates a deep and	The paper is clear and creative and demonstrates a good understanding of	The paper is somewhat unclear and demonstrates some understanding	The paper is unclear and disorganized. Displays little or no knowledge of globalization in HE.

	detailed understanding of globalization in HE.	globalization in HE.	Of globalization in HE.	
<b>Structure of the paper</b>	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner, with no significant errors. All sources are cited appropriately according to APA style of citation. References are appropriately cited at the end of the document.	Writing is clear, organized, well written, with few errors. Most sources are cited appropriately. References are cited at the end of the document.	Organization and errors detract from overall quality of writing. Sources are not cited appropriately. Some references are missing in the reference list.	Disorganized and poorly written. No citation or references at the end of the document.

**Note that this syllabus is tentative. It will be revised if necessary. After it has been updated, the instructor will upload the new version to the Moodle shell immediately.**

**APPENDIX A****PROFESSIONAL STANDARDS FOR STUDENT PERFORMANCE**

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Graduate students in the Department of Educational Leadership at  
The University of Montana are expected to:

- Demonstrate professional vision in the practice of educational administration
- Accept responsibility and accountability for class assignments in their role as members of the class
- Demonstrate growth during the period of their graduate career
- Demonstrate good decision making and an awareness of organizational issues from a variety of perspectives
- Demonstrate imagination and originality in the discussion of educational leadership issues
- Understand the relationship between theory and practice and the value of reflective leadership
- Demonstrate a moral, humanistic, ethical and caring attitude toward others
- Demonstrate an ability to build trust and positive relationships with others
- Demonstrate a tolerance for diversity and a warm acceptance of others regardless of their backgrounds or opinions
- Demonstrate emotional stability and an ability to work well with other members of the class, including the instructor
- Demonstrate an ability to express himself/herself well in speech and writing, and
- Demonstrate mastery of fundamental knowledge of course content and an understanding of its application

<p><b>FAILURE TO DEMONSTRATE THE AFOREMENTIONED QUALITIES ON A CONSISTENT BASIS MAY RESULT IN REMOVAL FROM CLASSES AND/OR THE EDUCATIONAL LEADERSHIP PROGRAM.</b></p>
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**APPENDIX B: COVER PAGE**

Name of the Assignment

Your Title

by  
Your Name  
790 number

Submitted to  
Instructor: Liqin (Shirley) Tang

In Partial Fulfillment of the Requirements of  
EDLD 677: Globalization in Education

The University of Montana  
Spring 2021