

University of Montana

ScholarWorks at University of Montana

University of Montana Course Syllabi, 2021-2025

Spring 2-1-2021

EDLD 677.00: Globalization in Education

Liqin Tang

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

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi2021-2025>

Let us know how access to this document benefits you.

Recommended Citation

Tang, Liqin, "EDLD 677.00: Globalization in Education" (2021). *University of Montana Course Syllabi, 2021-2025*. 1117.

<https://scholarworks.umt.edu/syllabi2021-2025/1117>

This Syllabus is brought to you for free and open access by ScholarWorks at University of Montana. It has been accepted for inclusion in University of Montana Course Syllabi, 2021-2025 by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

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
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

Tech Support

UMOnline: 406-2434999
umonline-help@umontana.edu

COVID-19 RISK MITIGATION ON CAMPUS

- Mask use is required within the classroom. [View UM's face covering policy.](#)
- Each student is provided with a Healthy Griz kit. We expect students to clean their personal work space when they arrive for class, and before they leave the classroom.
- Refill stations for cleaning supplies/hand sanitizer will be set up around campus - please learn where they are and use them.
- Classrooms may have one-way entrances / exits to minimize crowding.
- Students are discouraged from congregating outside the classroom before and after class. In the case of 3 hour-long classes, instructors should stagger breaks for small groups of students.
- Instructors should assign seating to ensure social distancing and take attendance to support contact tracing efforts.

- Instructors should not allow more students in their classrooms at any time, for any reason, than the [maximum approved capacity](#).
- Additional seating should not be added to classrooms.
- Drinking liquids and eating food (which requires mask removal) is strongly discouraged within the classroom.
- There is high demand for spaces on campus to accommodate students with inadequate WiFi in their homes or quick turnarounds between face-to-face and remote classes. A list of remote learning spaces with the days and times available for student use will be posted on [the Keep on Learning website](#). There will be signs posted outside of these buildings and rooms to indicate their availability.
- Stay home and contact the Curry Health Center at (406) 243-4330 if you feel sick and/or if exhibiting COVID-19 symptoms.
- If you are diagnosed with COVID-19, follow instructions for quarantine and contact your advisor so they can help you stay on track academically.
- Students, please remain vigilant outside the classroom and help mitigate the spread of COVID-19.

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.

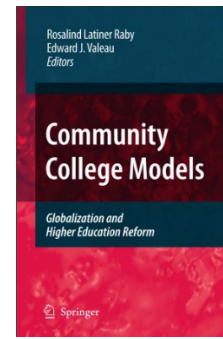
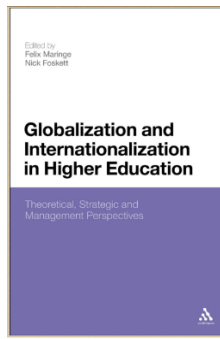
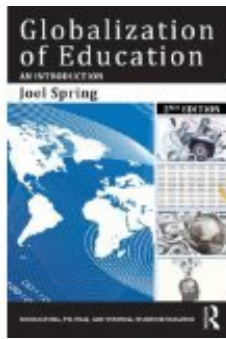
COURSE OBJECTIVES

- 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, 2nd 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.

Raby, R. L. & Valeau, E. J. (2009). *Community College Models: Globalization and Higher Education Reform*. California: Springer

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, 2021.

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, 2021

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 21, 2021

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.

DEADLINES	ASSIGNMENTS
Every Tuesday	Summary or Reflection
Every Tuesday	PPTs
April 21	Final Paper

Final Grading

PERCENTAGE GRADE	LETTER GRADE
90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below 60%	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
January 13 WEEK 1	<p style="text-align: center;">Introduction to the Course</p> <p>Introduction to the course and participants.</p> <p>Assignments: (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>
January 20 WEEK 2	<p style="text-align: center;">Globalization of Education</p> <p><u>Contents</u></p> <ul style="list-style-type: none">✧ An overview of Educational Globalization✧ Global Flows and Networks in Education✧ Interpretations by Theorists: World Education Culture, World System and Postcolonial/Critical, and Culturalist <p>Assignments: (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>
January 27 WEEK 3	<p style="text-align: center;">The World Bank</p> <p><u>Contents</u></p> <ul style="list-style-type: none">✧ World Bank Structure and Networks✧ Schooling for the Knowledge Economy✧ Criticisms of Education for the Knowledge Economy✧ The World Bank's Global Education Agenda <p>Assignment: (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>
February 3 WEEK 4	<p style="text-align: center;">The World Ministry of Education and Human Rights Education</p> <p><u>Contents</u></p> <ul style="list-style-type: none">✧ Labor Market and Educational Concerns of OECD Countries✧ Economization of Education, Personality and Family Life✧ Global Testing & Sustainable Development✧ Conclusion: Spreading a World Education Culture <p>Assignment: (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>February 10 WEEK 5</p>	<p style="text-align: center;">The World Trade Organization and the Global Culture of Higher Education</p> <p><u>Contents</u></p> <ul style="list-style-type: none"> ✧ WTO, GATS, and TRIPS ✧ Four Modes of Trade or Supply in Higher Education ✧ Global University and Higher Education Network <p>Assignment: (a) Read Chapter 18: <i>International Organizations and the Tertiary Education Sector: Understanding UNESCO, the OECD, and the World Bank Linking-pin Organizations</i></p> <p>(b) Read Chapter Five and write a summary or reflection on it.</p> <p>(c) Select an article or media concerning corporatization of global education</p> <p>(d) Make a presentation of the material you have selected.</p>
<p>February 17 WEEK 6</p>	<p style="text-align: center;">Corporatization of Global Education</p> <p><u>Contents</u></p> <ul style="list-style-type: none"> ✧ Global Civil Society and INGOS ✧ Culturalists: Progressive Education World Model ✧ Corporation of Global Education, English and the Rejection of Consumerist Economics ✧ Chapter 18: <p>Assignment: (a) Read Chapter Six and write a summary or reflection on it.</p> <p>(b) Select an article or media concerning religious and indigenous education.</p> <p>(c) Make a presentation of the material you have selected.</p>
<p>February 24 WEEK 7</p>	<p style="text-align: center;">Religious and Indigenous Education Models</p> <p><u>Contents</u></p> <ul style="list-style-type: none"> ✧ The Clash of Civilization and the Role of Religion ✧ Types of Religious Education ✧ Characteristics of Indigenous Education <p>Assignment: (a) Read Chapter Seven and write a summary or reflection on it.</p> <p>(b) Select an article or media concerning global education or global workforce.</p> <p>(c) Make a presentation of the material you have selected.</p>
<p>March 3 WEEK 8</p>	<p style="text-align: center;">A Global Workforce</p> <p><u>Contents</u></p> <ul style="list-style-type: none"> ✧ Global, International, and Rural to Urban Migration ✧ Knowledge Wars: Brain Drain, Gain, and Circulation ✧ Different Forms of Multicultural Education in a world of Mass Migrations <p>Assignment: (a) Read Chapter Eight and write a summary or reflection on it.</p> <p>(b) Consider the future research into the Globalization of Education</p> <p>(c) Make a presentation of the material you have selected.</p>

<p>March 10 WEEK 9</p>	<p style="text-align: center;">Globalization and Complex Thought</p> <p><u>Contents</u></p> <ul style="list-style-type: none"> ✧ Theories Concerning the Globalization of Education ✧ Morin’s Principle of Rational Uncertainty ✧ Future Research into the Globalization of Education <p>Assignment: (a) Read Chapter 1, 2 & Chapter 1 (b) Make a presentation on each of them</p>
<p>March 17 WEEK 10</p>	<p style="text-align: center;">Globalization and Internationalization: An Overview (by Maringe & Foskett)</p> <p><u>Contents</u></p> <ul style="list-style-type: none"> ✧ Chapter 1: Introduction: Globalization and Universities ✧ Chapter 2: The Meanings of Globalization and Internationalization in HE: Findings from a World Survey ✧ Chapter 1: From Right to Education to Rights in Education: A Dialogical Roadmap for Autonomy Development <p>Assignment: (a) Read Chapter 8, 21, & 33. (b) Make a presentation on each of them</p>
<p>March 24 WEEK 11</p>	<p style="text-align: center;">Globalization and Community College Model (by Raby & Valeau)</p> <p><u>Contents:</u></p> <ul style="list-style-type: none"> ✧ Chapter 8: Modeling Social Justice Through the Community College ✧ Chapter 21: College-University Dialogue: From Confrontation to Cooperation ✧ Chapter 33: Globalization Theory and Policy Implications for Community College Leaders <p>Assignment: (a) Read Chapter 5, 16, & Chapter 7 (b) Make a presentation on each of them</p>
<p>March 31 WEEK 12</p>	<p style="text-align: center;">Globalization and Marketization of HE</p> <p><u>Contents:</u></p> <ul style="list-style-type: none"> ✧ Chapter 5: Globalization and Marketization of Higher Education: Some Insights from the Standpoint of Institutional Theory ✧ Chapter 16: The Commoditization and Standardization of HE ✧ Chapter 7: Privatization and Marketing of Higher Education in Mexico: Contributions to a Debate <p>Assignment: (a) Read Chapter 4, 17, & Chapter 2 (b) Make a presentation on each of them</p>

<p>April 7 WEEK 13</p>	<p style="text-align: center;">Global Citizenship</p> <p><u>Contents:</u></p> <ul style="list-style-type: none"> ✧ Chapter 4: Global Citizenship for All: Putting the ‘Higher’ Back into UK Higher Education? ✧ Chapter 17: Higher Education Partnerships for Studying and Improving Leadership Preparation and Development around the World ✧ Chapter 2: Employment, Democratic Citizenship and education: Considering Alternatives to Commodification in South Africa. <p>Assignment: (a) Read Chapter 5, 8, & one article (b) Make a presentation on them</p>
<p>April 14 WEEK 14</p>	<p style="text-align: center;">Trends and Future Directions of Global Education</p> <p><u>Contents</u></p> <ul style="list-style-type: none"> ✧ 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 <p>Assignment: Write the final paper</p>
<p>April 21 WEEK 15</p>	<p style="text-align: center;">Final Paper</p> <p>Final paper is due</p>

PRESENTATION RUBRIC

	Exemplary (3 points)	Adequate (2 points)	Unacceptable (1-0 point)	9 PTS
Key Concept	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

Generalizations	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
Teaching strategies and activities	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

	Exemplary (3 points)	Adequate (2 points)	Unacceptable (1-0 point)	9 PTS
Focus of first paragraph	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
Reflection of second paragraph	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
Writing style of the summary	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

Criteria	Above Proficient 30-28 points	Proficient 27-26 points	Part Proficient 25-23	Not Proficient 22-0
Rationale for the Final paper	Displays a comprehensive understanding of concepts, theories, and prepositions of globalization of education. Fully implements global concepts and theory to design the paper.	Displays a good understanding of concepts, theories, and prepositions of globalization of education. Appropriate global concepts and theory are selected to design the project.	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 prepositions of globalization of education.
Illustration of response to the globalization in HE	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.
Demonstration of the practice of globalization in HE	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
Challenges and obstacles in the process of globalization	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.

Trends and future directions of globalization in education	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
Quality of the Paper	The paper is very well elaborated, creative, and demonstrates a deep and detailed understanding of globalization in HE.	The paper is clear and creative and demonstrates a good understanding of globalization in HE.	The paper is somewhat unclear and demonstrates some understanding Of globalization in HE.	The paper is unclear and disorganized. Displays little or no knowledge of globalization in HE.
Structure of the paper	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**

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

**FAILURE TO DEMONSTRATE THE AFOREMENTIONED QUALITIES ON A CONSISTENT BASIS MAY
RESULT IN REMOVAL FROM CLASSES AND/OR THE EDUCATIONAL LEADERSHIP PROGRAM.**

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