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Internacionalizacija doma in internacionalizacija kurikula v visokem šolstvu – konceptualne razmejitve in implementacija v praksi

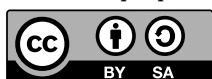
Povzetek: Globalizacija, internacionalizacija in drugi spreminjajoči se dejavniki sodobnega časa narokujejo izobraževanje, po katerem bodo diplomanti ustrezno opolnomočeni za uspešno delovanje v večkulturnem in hitro spreminjajočem se svetu. Visokošolske institucije morajo odzivno slediti potrebam globalnega, večkulturnega okolja s sistematičnim in celostnim vključevanjem mednarodne in medkulturne razsežnosti v študijske programe, kar obravnavata koncepta internacionalizacije doma in internacionalizacije kurikula v visokem šolstvu. Na podlagi interpretativne primerjave in vsebinske analize v članku predstavljam in utemeljujem teoretično ozadje omenjenih konceptov, pri čemer izhajam iz teoretične opredelitve internacionalizacije visokega šolstva in se osredotočam na vsebinske vidike internacionalizacije visokošolskega izobraževanja s poudarkom na motivih in pristopih za vpekljavo internacionaliziranega kurikula v visokošolski učni proces. Našteti so konkretni primeri za implementacijo internacionaliziranega kurikula na podlagi teorije konstruktivne skladnosti (*constructive alignment*), kar v sklepnem delu zaokrožim s kritičnim premislekom in izzivi, s katerimi se soočamo pri uresničevanju internacionaliziranega kurikula v visokošolski praksi.

Ključne besede: internacionalizacija doma, internacionalizacija kurikula, internacionalizacija visokega šolstva, konstruktivna skladnost kurikula

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Znanstveni prispevek



Uvod

Ob vse močnejših vplivih globalizacije, internacionalizacije, regionalizacije in drugih relevantnih dejavnikov je pomembno, da so diplomanti ustrezno opolnomočeni za uspešno delovanje v večkulturnem, večjezičnem in hitro spreminjajočem se sodobnem svetu. Visokošolske institucije morajo odzivno slediti potrebam sodobnega okolja, tako da bodoče diplomante z izobraževanjem opremijo tako s specifičnimi disciplinarnimi znanji in kompetencami njihove akademske stroke kot tudi s splošnimi, mehкими kompetencami in prečnimi ali prenosljivimi spretnostmi za učinkovito delovanje v vsakodnevem življenju, neločljivo vpetem v mednarodno in medkulturno okolje. V tem kontekstu je pomemben načrten razvoj posameznikove medkulturne kompetence ali medkulturne zmožnosti (*intercultural competence*),¹ ki jo D. Deardorff opredeljuje kot »zmožnost učinkovite in ustrezne komunikacije v medkulturnih situacijah, ki temelji na posameznikovem medkulturnem znanju, spretnostih in odnosih« (Deardorff 2004, str. 194).

Umeščanje mednarodnih, globalnih in medkulturnih razsežnosti v vse vidike visokošolskega učnega procesa, tj. v kurikulum v najširšem pomenu besede, je pomembno za razumevanje mednarodnih razsežnosti stroke in razvoj medkulturne zmožnosti med učečimi se (in učitelji), zato mora to potekati načrtno, postopoma in celostno skozi večletno obdobje posameznikovega izobraževanja. Mednarodne perspektive v stroki in medkulturno zmožnost je treba razvijati med vsemi udeleženci visokošolskega učnega procesa – nikakor ni dovolj, da jih razvija le peščica mobilnih posameznikov, ki imajo izkušnjo mednarodne mobilnosti z bivanjem v tujini. Mednarodne in medkulturne elemente je zato treba sistematično vključevati v formalni in neformalni visokošolski kurikulum v domačem učnem okolju, kar bo podrobneje obravnavano v nadaljevanju.

Namen članka je predstaviti in utemeljiti teoretično ozadje koncepta *internacionalizacija doma* v razmerju do sorodnega koncepta *internacionalizacija kurikula* v visokem šolstvu z osredotočenostjo na njun skupni »produkt oz. rezultat«, tj. *internacionaliziran kurikulum*. S tem namenom v članku izhajam iz širše

¹ M. A. Vižintin (2014) za izraz »intercultural competence« predlaga poslovenjen strokovni izraz »medkulturna zmožnost«.

teoretične opredelitve koncepta internacionalizacije visokega šolstva s poudarkom na internacionalizaciji visokošolskega *izobraževanja* (ne pa tudi raziskovanja). Osredotočam se na vsebinske vidike internacionalizacije visokega šolstva in pojasnujem, zakaj in kako načrtovati in implementirati internacionaliziran kurikulum v visokošolsko prakso, pri čemer sledim kvalitativni raziskovalni metodi z interpretativno primerjavo in vsebinsko analizo.

Internacionalizacija visokega šolstva in instrumentalizacija internacionalizacije – konceptualna izhodišča

Visokošolske institucije so po svojem ustroju in delovanju neizogibno vpete v mednarodne tokove oz. internacionalizacija od nekdaj prežema visokošolsko sfero, ob tem pa je bil, tako Zgaga (2009, str. 6), pogoj za internacionalizacijo izobraževanja obstoj nacionalnih držav ob hkratnem dejstvu, da univerze večinoma izvirajo iz 18. in 19. stoletja, ko sta se izoblikovali tudi njihovi »jasna nacionalna orientacija in funkcija« (de Wit 2011, str. 16). Pred več stoletji je bil primarni motiv za *peregrinatio academica* oz. »akademsko romanje« prek meja tedanjih državnih tvorb v bogatenju idej nastajajočih inovativnih kozmopolitskih centrov oz. evropskih univerz (Hudzik 2011), saj so bile tradicije evropskega visokega šolstva, kljub njegovi odprtosti in kozmopolizmu, tradicionalno povezane z (nacionalno) kulturo (Zgaga 2019).

Tudi program Erasmus, katerega začetki segajo v leto 1987, je v svoji prvotni obliki spodbujal mobilnost študentov in osebja na področju visokošolskega izobraževanja ter disciplinarno in institucionalno mreženje z osredotočenostjo na celostno institucionalno sodelovanje s poudarkom na vsebinskem vidiku, kamor sodijo kurikularni razvoj, oblikovanje skupnih visokošolskih kurikulumov, izvajanje intenzivnih seminarjev, jezikovni razvoj ipd. (de Wit 2002; Beelen in Jones 2015). S povečanjem mobilnosti je kasnejši program Socrates, ki je leta 1994 nasledil program Erasmus, podporni vidik akademskih izmenjav preusmeril v mednarodne pisarne, ki na visokošolskih institucijah podpirajo implementacijo mednarodnih aktivnosti, in jim dodelil administrativno vlogo z namenom zagotavljanja »prostora« visokošolskemu učnemu in raziskovalnemu osebju za osredotočenost na vsebinske oz. akademske vidike mednarodnih aktivnosti. S tem je prišlo do povečanja profesionalizma na področju internacionalizacije visokega šolstva v smislu ponujanja administrativne podpore (de Wit 2002, str. 54), ki jo izvajajo mednarodne pisarne v sklopu mednarodnih aktivnosti. Slednje je na področju internacionalizacije visokega šolstva prineslo nov pristop od zgoraj navzdol glede na prvotni pristop od spodaj navzgor (de Wit 2002; Beelen in Jones 2015). Novi pristop je bil tarča kritik tako podpornega kot tudi visokošolskega učnega osebja: administrativni fokus akademskih izmenjav je preusmeril pozornost stran od prvotnih vsebinskih vidikov internacionalizacije visokega šolstva, saj so se (tudi v strateških ciljih) začeli poudarjati predvsem kvantitativni elementi procesov mobilnosti, kot so štetje izvedenih izmenjav, število podpisanih mednarodnih sporazumov ipd.

Od devetdesetih let dalje je internacionalizacija postopoma preraščala v jedrni koncept visokošolskih institucij, ni šlo več za mobilnost majhne »elitne« skupine, ampak za množičen pojav (Brandenburg in de Wit 2011, str. 27). Kljub nedavni epidemiji, ki je po poročanju številnih visokošolskih institucij povzročila velik upad akademske mobilnosti v fizični obliki (Rumbley 2020), mednarodne akademske izmenjave danes še vedno pomenijo eno ključnih vodil internacionalizacije visokega šolstva. A kot poudarjajo različni avtorji, je internacionalizacija sredstvo za doseg »višjega«, vsebinskega cilja, in ni cilj sama po sebi oz. ne sme biti sama sebi namen, zato pretirana osredotočenost na kvantitativne elemente, kot je štetje opravljenih mobilnosti, ni ustrezen fokus in postavlja v ospredje »instrumentaliziran« pristop k internacionalizaciji (Brandenburg in de Wit 2011).

Zaželeni »višji« cilj internacionalizacije visokošolskega izobraževanja poudarja kvalitativne oz. vsebinske akademske razsežnosti, kot je vključevanje mednarodnih in medkulturnih elementov v najširšem pomenu besede v visokošolski kurikulum. Slednje vodi do razumevanja mednarodnih perspektiv v akademski stroki in do razvoja mehkih veščin, potrebnih za uspešno delovanje študentov in bodočih diplomantov v sodobnem medkulturnem svetu; s tem se dosega tudi širša dobrobit družbe, kot to v svoji posodobljeni definiciji internacionalizacije visokega šolstva poudarja de Wit s kolegi (2015). Internacionalizacijo visokega šolstva v študiji Evropskega parlamenta opredeljujejo kot »namerni proces vključevanja mednarodne, medkulturne ali globalne razsežnosti v namen, funkcije in izvajanje postsekundarnega² izobraževanja z namenom izboljšanja kakovosti izobraževanja in raziskovanja za vse študente in osebe, da se doseže pomemben prispevek k družbi« (de Wit, Hunter, Howard in Egron-Polak 2015, str. 29).

Po mnenju de Wita (2011) namreč internacionalizacije visokega šolstva ne moremo prepuščati naključju in samodejnim aktivnostim internacionalizacije, temveč jo je treba *načrtno* in celostno vpeljevati v visokošolske institucije, njihovo delovanje in strateško načrtovanje, kar poudarja tudi zadnja v strokovni javnosti vsesplošno sprejeta definicija. Slednja torej ne postavlja v ospredje le procesnega ali kvantitativnega vidika internacionalizacije v smislu tokov mobilnosti, temveč daje prednost vsebinskim elementom in učinkom internacionalizacije na način, da so tovrstnih razsežnosti deležni *prav vsi* predstavniki visokošolske skupnosti, kot tudi širša družba, kar bo podrobneje obravnavano v nadaljevanju.

Vsebinski vidiki internacionalizacije visokega šolstva – konceptualne in terminološke razmejitve

V kontekstu sodobnejšega razumevanja internacionalizacije visokega šolstva sta se že v začetku devetdesetih let pojavila termina *internacionalizacija doma* in *internacionalizacija kurikula*, ki nista sinonima, imata pa skupni rezultat, tj. in-

² Glede na specifične slovenskega visokošolskega sistema je sicer smiselno, da se izognemo dobesednemu prevodu izraza »postsekundarno« izobraževanje in namesto tega uporabljamo izraz »terciarno izobraževanje«, ki je v slovenskem visokošolskem okolju vsesplošno sprejet. Za potrebe tega članka kljub temu ohranjam izvirni zapis.

ternacionaliziran kurikulum. Na tedanjo pretirano osredotočenost na kvantitativne procesne elemente internacionalizacije (predvsem doseganje čim večjega števila mednarodnih mobilnosti) sta odgovorila z vsebinskim pristopom: koncepta poudarjata pomen celostnega vključevanja mednarodne in medkulturne razsežnosti v visokošolski učni proces oz. v vse faze načrtovanja in izvajanja kurikula z namenom razvijanja mednarodnih in globalnih perspektiv v stroki ter medkulturnih in zaposlitvenih spretnosti med študenti.

S poudarjanjem vsebinskih, kurikularnih vidikov *internacionalizacije doma in internacionalizacije kurikula* postane jasno, da je ključni akter za njuno implementacijo visokošolsko učno osebje (in ne podporno osebje v mednarodni pisarni). Uspešna implementacija konceptov je torej neizogibno povezana tudi z ustrezno strokovno in pedagoško usposobljenostjo visokošolskega učnega osebja za spodbujanje vsebinskih razsežnosti internacionalizacije v izobraževalnem procesu. Sporočilo Evropske komisije (COM(2017) 247, str. 6) med drugim opozarja na pomen strateške podpore visokošolskemu učnemu osebju z namenom razvoja znanj in spretnosti na področju pedagogike in oblikovanja visokošolskega kurikula prek pedagoških usposabljanj v procesih mobilnosti. *Strategija internacionalizacije visokega šolstva in znanosti v RS do 2030* (MVŠZI 2023, str. 30) poudarja pomen usposabljanj, na podlagi katerih lahko visokošolske institucije »uresničujejo proces internacionalizacije doma«.

Sodobna tehnološko visoko razvita realnost ponuja številne priložnosti za izvajanje didaktičnih pristopov ne le v klasični obliki, temveč tudi s sodobnejšimi pristopi, o katerih mora biti visokošolsko učno osebje ustrezno ozaveščeno in hkrati usposobljeno za implementacijo. Prek virtualnih in kombiniranih oblik učenja in poučevanja, z vključevanjem spletnih gostujočih predavanj in spletnih sodelovanj študentov iz različnih držav, uporabo tuje literature in spletnih gradiv itd. lahko študenti razvijajo svoja obzorja ter imajo stik z mednarodnimi in medkulturnimi razsežnostmi v domačem učnem okolju, tj. brez fizične mobilnosti v tujino. Poleg tega lahko trdimo – ne glede na pretekle epidemiološke razmere, ki so močno vplivale na tokove mobilnosti –, da so danes akademske izmenjave še vedno v velikem delu vezane na »socialno-kulturno elito«, ³ predvsem v smislu posameznikovega socialno-ekonomskega ozadja oz. »mobilnostnega kapitala« (*mobility capital*), kot je izobrazbena struktura staršev (Saarikallio-Torp in Wiers-Jenssen 2010, str. 45); s tem v zvezi je fizična mobilnost v tujino v velikem delu vezana tudi na motivacijo, osebnostne lastnosti, finančno ozadje in raznovrstne osebne situacije študentov. Vpliv teh dejavnikov je izrazit ne glede na to, da so mobilnosti željnimi posameznikom v Evropi v veliki meri zagotovljena finančna sredstva in da so razdalje med evropskimi državami relativno majhne (Saarikallio-Torp in Wiers-Jenssen 2010).

3 Cilj bolonjskega procesa, da bo vsaj 20 odstotkov študentov oz. diplomantov evropskega visokošolskega prostora del študija ali praktičnega izobraževanja opravilo v tujini, kar naj bi dosegli do leta 2020 (Leuvenski komuniké 2009; Rimski komuniké 2020), še do danes ni dosežen. Zadnji dostopni podatki za Slovenijo iz leta 2018 kažejo na nekoliko manj kot triodstotno mobilnost študentov terciarnega izobraževanja v tujino (CMEPIUS 2020; Aškerc Zadravec 2021).

S sistematičnim in ciljnim vključevanjem mednarodnih in medkulturnih elementov v visokošolski učni proces lahko mednarodne in medkulturne razsežnosti med študijem doživljajo *prav vsi* študenti, tudi nemobilni. Slednje obravnavata koncepta *internacionalizacija doma* in *internacionalizacija kurikula*, ki sta se razvijala v različnih visokošolskih okoljih (prvi v Evropi in drugi predvsem v Avstraliji). Koncepta se medsebojno prekrivata in dopolnjujeta, razlikujeta pa se predvsem v praktični izvedbi, saj internacionalizacija kurikula v visokem šolstvu po svoji definiciji dopušča tudi mobilnost v tujino, kar po definiciji ni značilnost internacionalizacije doma (Aškerc Zadavec 2021).

Internacionalizacija doma

Razvoj koncepta internacionalizacije doma sega v leto 1999, ko so večinsko nemobilnim študentom na novoustanovljeni Univerzi v Malmöju na Švedskem, ki še ni imela vzpostavljene mreže mednarodnega sodelovanja, želeli ponuditi mednarodno in medkulturno izkušnjo v domačem okolju. V okviru projekta *Nightingale*, katerega pomemben poudarek je bila kulturno-socialna razsežnost, so študenti Univerze v Malmöju v sklopu mentorskega programa sodelovali z otroki priseljenci (okoli 35 odstotkov populacije v mestu je bilo priseljencev). Tedanji prorektor za mednarodno sodelovanje Bengt Nilsson, oče pojma internacionalizacije doma, je torej fokus internacionalizacije preusmeril s prevladujoče prakse mednarodnih fizičnih mobilnosti na aktivnosti v domačem, lokalnem okolju (Sild Lönroth in Nilsson 2007).

V tem kontekstu je bila prvotna opredelitev internacionalizacije doma »kakršna koli dejavnost, povezana z mednarodno razsežnostjo, z izjemo mobilnosti študentov in osebja v tujino« (Crowther, Joris, Otten, Nilsson, Teekens in Wächter 2000, str. 8). Definicija je torej bolj poudarjala, kaj ta koncept ni, prav tako ni obravnavala pomena vključevanja mednarodnih perspektiv v visokošolski kurikulum (Beelen in Jones 2015, str. 67). Internacionalizacija doma je bila po predlogu prve definicije podvržena pogostemu uvajanju novih opredelitev, leta 2015 pa sta Beelen in E. Jones predlagala novo in trenutno zadnjo v strokovni javnosti sprejeto opredelitev koncepta internacionalizacije doma, ki pomeni »namensko vključevanje mednarodnih in medkulturnih razsežnosti v formalni in neformalni kurikulum za vse študente znotraj domačih/nacionalnih učnih okolij« (Beelen in Jones 2015, str. 69).

Internacionalizacija doma ni obravnavana kot didaktični koncept v smislu implementacije didaktičnih in metodoloških elementov, temveč kot nabor instrumentov in aktivnosti *v domačem učnem okolju*, ki poudarjajo razvoj medkulturne zmožnosti in mednarodnih perspektiv študentov v stroki kot del njihovega rednega študijskega programa (Beelen in Jones 2015). Internacionalizacija doma je torej neposredno povezana z internacionaliziranim kurikulumom v domačem učnem okolju, s poudarkom na formalnem visokošolskem kurikulumu, ki mu v sklopu rednega učnega procesa sledijo *vsí* študenti, ne le mobilna peščica. Definicija pa opozarja tudi na pomen neformalnega visokošolskega kurikula, ki npr. vključuje

razne neobvezne tečaje, ekskurzije, aktivnosti, povezane z večkulturno lokalno skupnostjo, ipd., ki se jih študenti udeležujejo prostovoljno.

Internacionalizacija kurikula v visokem šolstvu

Internacionalizacija doma ima številne skupne točke z internacionalizacijo kurikula v visokem šolstvu; pojma nista v podpomenskem ali sopomenskem razmerju. Razlikujeta se predvsem v praktični izvedbi, saj glede na definicijo internacionalizacija doma poudarja mednarodno razsežnost visokošolskega kurikula *le* v domačem oz. nacionalnem učnem okolju – torej ne vključuje mobilnosti v tujino. Nasprotno pa internacionalizacija kurikula po definiciji dopušča mednarodno mobilnost študentov v tujino, predvsem kadar je ta sestavni del študijskega programa (npr. tako imenovani *mobility window*).

Prvo opredelitev internacionalizacije kurikula je objavila Organizacija za gospodarsko sodelovanje in razvoj (OECD), ki je slednjo opredelila kot »kurikul z mednarodno usmeritvijo v vsebini, katerega cilj je priprava študentov na delovanje (strokovno/družbeno) v mednarodnem in večkulturnem kontekstu in je namenjen domačim in/ali tujim študentom« (van der Wende 1996, str. 186).

Po navedbah Beelna (2014) ima ta definicija preozek pogled na internacionalizirani kurikul, saj v domačem okolju ne predvideva dovolj vsebinskih medkulturnih in mednarodnih priložnosti; prav tako ni omenjena širša razsežnost visokošolskega kurikula, temveč le njegova vsebina. Leta 2009 je avtorica Leask dala novo, vsebinsko ustreznejšo opredelitev internacionalizacije kurikula (Leask 2009) ter jo kasneje še nadgradila in koncept opredelila kot »vključitev mednarodnih, medkulturnih in/ali globalnih razsežnosti v vsebino kurikula ter v učne izide, ocenjevanje, učne metode in podporne storitve študijskega programa« (Leask 2015, str. 9).

Avtorica poleg osredotočenosti na vsebino in vložek (*input*) visokošolskega učnega osebja v ospredje postavi tudi pomen osredotočenosti na učne izide študentov in s tem na visokošolski učni proces v najširšem pomenu besede. V tem kontekstu razlikuje med *internacionalizacijo kurikula* kot procesom in *internacionaliziranim kurikulumom* kot produktom tega procesa, kar omogoča razlikovanje med sredstvi in cilji.

Tako internacionalizacija doma kot internacionalizacija kurikula torej poudarjata pomen formalnega in neformalnega visokošolskega kurikula z vključeno mednarodno in medkulturno razsežnostjo, ki omogoča razvoj medkulturne zmožnosti študentov in njihovih mednarodnih perspektiv v stroki. Zaradi pojmovne prepletenosti konceptov, postopnega nadgrajevanja in oblikovanja jasnejših definicij ter skupnega produkta obeh konceptov, tj. internacionalizirani kurikul (v tuji literaturi se zanj v zadnjem času vedno pogosteje uporablja izraz »internacionalizirani domači kurikul« – *internationalised home curriculum*), pogosto prihaja do njunih napačnih in neustreznih razumevanj.

Neustrezna in nepopolna razumevanja konceptov internacionalizacije doma in internacionalizacije kurikula v visokem šolstvu

Internacionalizacije doma in internacionalizacije kurikula v visokem šolstvu nikakor ne gre razumeti kot alternative mobilnosti v tujino oz. alternativo »internacionalizaciji v tujino« (*internationalisation abroad*). Internacionalizacija doma in internacionalizacija v tujino sta namreč vzporedna procesa, ki drug drugega spodbujata in napajata, saj prek mednarodnih aktivnosti v domačem učnem okolju krepimo zavest o pomenu internacionalizacije v tujino in prispevamo k preseganju raznovrstnih zadržkov študentov pred tradicionalno fizično akademsko mobilnostjo v tujino. Hkrati s krepitvijo procesov internacionalizacije v tujino, npr. z večanjem števila fizičnih mobilnosti, odpiramo nove priložnosti in poznanstva za krepitev internacionalizacije doma.

Z opredelitvijo nepopolnih razumevanj konceptov je zagotovljena boljša podlaga za ustrezno implementacijo v praksi. De Wit (2011) opredeljuje devet napačnih predstav o internacionalizaciji visokega šolstva, ki so v tesni zvezi tudi z napačnimi predstavami o internacionalizaciji doma (Beelen 2016). Navajam tiste, ki se navezujejo zgolj na koncept internacionalizacije doma, in sicer: (i) napačna je predstava, da je internacionalizacija (doma) enaka izobraževanju in učnim gradivom v tujem jeziku. Četudi se visokošolski učni proces izvaja v tujem, prednostno angleškem jeziku, to še ne pomeni internacionalizacije izobraževanja, saj je jezik le komunikacijo orodje; (ii) internacionalizacije doma ne moremo enačiti z izvajanjem predmeta z mednarodno usmeritvijo oz. vsebino (npr. Evropske študije ali Mednarodno poslovanje), prav tako izbirni predmeti za peščico študentov še niso internacionaliziran kurikulum. Ključno je, da sta mednarodna in medkulturna razsežnost celostno vkomponirani v celoten študijski program za vse študente; (iii) prisotnost velikega števila tujih oz. mednarodnih študentov v predavalnici še ne pomeni internacionalizacije doma. Slednje sicer daje boljše dispozicije za uresničevanje ciljev internacionaliziranega kurikula v visokem šolstvu, zgolj prisotnost mednarodnih študentov v predavalnici pa sama po sebi ne omogoča razvoja medkulturne zmožnosti študentov, saj morajo biti naloge oblikovane tako, da spodbujajo medkulturno učenje; (iv) ker obstaja napačno prepričanje, da študenti spontano razvijajo medkulturno zmožnost, obstaja tudi napačna predstava, da razvoja in doseganja medkulturne zmožnosti ni treba preverjati in ocenjevati; (v) tudi prisotnost mednarodnega učnega osebja na visokošolski instituciji ne pomeni samodejnega uresničevanja ciljev internacionalizacije doma; (vi) visokošolskega izobraževanja zato ne moremo spontano enačiti z mednarodno razsežnostjo zaradi prepričanja, da je univerza že po svoji naravi od nekdaj mednarodna in da posledično ni potrebe po načrtnem vključevanju internacionalizacije v njeno delovanje. Implementacija internacionalizacije na univerzah ne poteka »naravno«, temveč jo je treba v visokošolske institucije načrtno vpeljevati in jo sistematično implementirati.

Načini za implementacijo internacionalizacije doma in s tem internacionaliziranega kurikula v visokem šolstvu so opredeljeni v nadaljevanju, vključno z argumenti, zakaj je slednje smiselno in kaj je tisto, kar ustrezno razumevanje in

udejanjanje internacionalizacije visokošolskega izobraževanja dodatno prinaša visokošolskim institucijam in deležnikom visokošolskega izobraževanja (v razmerju do predhodno predstavljenega razumevanja internacionalizacije visokega šolstva).

Kurikularno načrtovanje konceptov v praksi – zakaj in kako

Motivi in razlogi za internacionalizacijo kurikula v visokem šolstvu

Čeprav je glede na aktualne raziskave (Evropska komisija 2019; Rumbley in Hoekstra-Selten 2024; Marinoni, Bartolome in Cardona 2024) fizična mobilnost študentov v tujino še vedno obravnavana kot eden glavnih mehanizmov internacionalizacije, ki spodbuja razvoj medkulturne zmožnosti in znanj študentov, je, kot že poudarjeno, pomembno zavedanje, da zgolj stik z drugo kulturo v procesu mobilnosti še ne prinaša spontanega medkulturnega učenja.

Visokošolske institucije so odgovorne za pripravo bodočih diplomantov na uspešno delovanje v sodobnem okolju, vpetem v globalne, večkulturne tokove. Študente je treba ozavestiti, da je lokalni kontekst neločljivo povezan z mednarodnim, globalnim kontekstom; hkrati je pomembno zavedanje, da se lahko problemi in področja neke akademske discipline razlikujejo glede na okolje in proučevane situacije. Internacionalizirani kurikul omogoča izboljšanje medkulturne zavesti in občutljivosti ter spodbuja razvoj globalnega državljanstva v najširšem pomenu besede, kar vključuje tudi razvoj nacionalnega državljanstva z globalno, družbeno in moralno ozaveščenostjo in odgovornostjo (Clifford in Montgomery 2014). Slednje S. Robson (2015, str. 50) poimenuje družbeno odgovorno državljanstvo.

Tovrstne težnje po internacionalizaciji visokošolskega učnega procesa niso nedaven pojav. Harari (1992) je že pred tremi desetletji zapisal, da postaja klima bolj kot kadarkoli prej naklonjena internacionalizaciji izobraževanja kot rezultat povečane ozaveščenosti o *vlogi izobraževanja* pri pripravi študentov na večkulturnen, medsebojno povezan svet. Predpostavlja se, da bodoči diplomanti kot državljani ne bodo spontano razvili medkulturne zmožnosti ali samodejno postali aktivni globalni, evropski državljani, temveč ključno vlogo za doseganje teh ciljev nosijo izobraževalne institucije. Slednje je tudi ena glavnih usmeritev raznovrstnih strateških dokumentov Evropske unije (EU) in/ali bolonjskega procesa, ki neposredno ali posredno obravnavajo pomen razvoja medkulturne zmožnosti, aktivnega evropskega državljanstva ali državljanstva EU, zmožnosti posameznikovega uspešnega, odgovornega in strpnega delovanja v medkulturni družbi ipd.

Za uresničevanje ciljev internacionaliziranega kurikula je torej bistvenega pomena celosten pristop k načrtovanju in implementaciji, ki zajema vse elemente oz. razsežnosti visokošolskega kurikula.

Pristopi k implementaciji internacionaliziranega kurikula v visokem šolstvu

Elementi internacionaliziranega kurikula se v visokošolski izobraževalni praksi pogosto izvajajo nezavedno in nesistematično. Posledično obstajajo različne stopnje in pristopi vpeljevanja omenjenih konceptov v prakso – od povsem *ad hoc* pristopov do naprednega in celostnega načrtovanja internacionaliziranega kurikula. V kanadskem visokošolskem kontekstu je S. L. Bond (2003a, 2003b) opredelila naslednje pristope vpeljevanja mednarodnih razsežnosti v visokošolski kurikulum: pristop dodajanja (*add-on approach*), pristop infuzije (*infusion approach*) in pristop transformacije oz. preoblikovanja (*transformation approach*).

Čeprav je *pristop dodajanja* najlažji način vključevanja mednarodnih in medkulturnih razsežnosti v visokošolski kurikulum, npr. vključevanje mednarodnih govorcev v visokošolski učni proces, pa gre v praksi za najožji in najbolj okrnjen pogled na obravnavani problem z najmanj izrazitim učinkom zaradi umanjkanja celostnega vključevanja vsebinskih elementov internacionalizacije v visokošolski učni proces. Mednarodna razsežnost ni celostno, premišljeno vkomponirana v predmet ali program, k prvotnemu naboru učnih izidov pa se naknadno dodajo mednarodni in/ali medkulturni elementi. Pri *infuzijskem pristopu* učno osebje ponovno premisli cilje in izide predmeta, v katere načrtno vključi medkulturne in mednarodne razsežnosti, vključevanje mednarodnega učnega osebja v visokošolski učni proces pa je stalnica. Pri infuzijskem pristopu se medkulturni in mednarodni elementi v študijski program oz. učne izide in vsebino vključijo nesistematično, umanjka celosten razmislek o namenu tovrstnega pristopa. *Transformacijski pristop* se v praksi najredkeje izvaja, prinaša pa bistveno spremembo oz. transformacijo v delovanju in pogledih posameznika nase in svet s sprejemanjem kulturne, religiozne, rasne, spolne in drugih raznolikosti družbe. Zahteva nove didaktične pristope in učne materiale, vkomponiranje znanja v širši družbeno-kulturni in disciplinarni kontekst z upoštevanjem lokalne in globalne razsežnosti. Implementacija transformacijskega pristopa je težko dosegljiva v učnih okoljih, kjer prevladuje le ena večinska kultura, kar je značilnost slovenskega visokošolskega okolja (prav tam; Aškerc Veniger 2017).

V avstralskem kontekstu je Webb (2005 povzeto po E. Jones in Killicku 2007) opredelil štiri faze razvoja internacionaliziranega kurikula. Medtem ko prva faza v praksi pomeni predvsem »preživetje« mednarodnih študentov, ki študirajo ob večinsko domači »neangleško« govoreči študentski populaciji, druga faza vključuje predvsem celosten razvoj visokošolskega kurikula z mednarodno razsežnostjo. Kljub temu v tej fazi še ne gre za artikulacijo internacionaliziranih ciljev ali učnih izidov (*internationalised learning outcomes*). Tretja Webbova faza je internacionaliziran kurikulum v kontekstu transnacionalnega oz. mednarodnega (so)-delovanja, vključno z vzpostavljanjem in razvojem podružničnih kampusov. Četrta faza vključuje celostno integracijo mednarodnih in medkulturnih razsežnosti v visokošolski kurikulum, kar pomeni »normalizacijo« internacionaliziranega kurikula in njegovo celostno implementacijo.

Slovensko visoko šolstvo bi lahko uvrstili v prvo Webbovo fazo; ob tem lahko privzamem stališče Beelna (2017), ki kot razlog navaja večinsko prakso študija,

kjer mednarodni študenti študirajo ločeno od večinske domače študentske populacije, ki v znatnem deležu prisostvujejo študiju v lokalnem, torej slovenskem jeziku. Posledično sistematična, celostna in načrtna vpeljava mednarodnih in medkulturnih razsežnosti v visokošolski kurikulum v večini študijskih programov v Sloveniji (še) ne obstaja. Glede na premike v slovenskem visokem šolstvu na področju internacionalizacije doma in internacionalizacije kurikula, ki so bili izvedeni predvsem kot posledica sprejetja *Strategije internacionalizacije slovenskega visokega šolstva 2016–2020* (MIZŠ 2016) ter tudi kasnejšega *Nacionalnega programa visokega šolstva 2021–2030* (ReNPVŠ, Ur. l. RS, št. 49/22) in *Strategije internacionalizacije visokega šolstva in znanosti v RS do 2030* (MVŠZI 2023), pa lahko pričakujemo izrazitejše spremembe, ki bodo najverjetneje kazale na naprednejše oblike načrtovanja in implementacije internacionaliziranega kurikula v slovenski visokošolski praksi.

Tako predhodna kot tudi zadnja strategija namenjata internacionalizaciji doma oz. internacionalizaciji kurikula in razvoju medkulturne zmožnosti študentov poseben fokus z jasno opredelitvijo razlogov in ciljev njune implementacije. Visokošolske diplomante je namreč treba »opremiti tako s sodobnim znanjem iz stroke, ki temelji na najnovejših znanstvenih spoznanjih z različnih disciplinarnih področij, kot tudi z veščinami, potrebnimi za sodelovanje z deležniki iz različnih okolij. K temu lahko pomembno prispeva tako imenovana internacionalizacija doma.« (Prav tam, str. 30)

Kako internacionalizirati visokošolski kurikulum?

Uspešna implementacija internacionaliziranega kurikula zahteva celosten razmislek o vključevanju mednarodne in medkulturne razsežnosti v kurikulum. Smiselno je slediti Biggsovem modelu konstruktivne skladnosti ali usklajenosti (*constructive alignment*),⁴ ki v revidirani različici vključuje naslednje korake (Biggs in Tang 2011): (i) opredelitev predvidenih učnih izidov, (ii) izbira ustreznih aktivnosti učenja in poučevanja ter (iii) izbor nalog za preverjanje in ocenjevanje znanja.

V nadaljevanju navajam konkretne primere za internacionalizacijo kurikula v praksi na podlagi konstruktivno skladnega internacionaliziranega kurikula (*constructively aligned internationalised curriculum*; Aškerc Zadravec 2021; Aškerc Zadravec in Kočar 2023 – prirejeno po Biggs in Tang 2011). V sklopu formalnega visokošolskega kurikula je ključno načrtno vključevanje mednarodnih in medkulturnih elementov v kurikulum: (i) z ustrežno artikulacijo učnih izidov, ki zajemajo mednarodno in medkulturno razsežnost (tako imenovani internacionalizirani učni izidi), (ii) z načrtovanjem in izvajanjem didaktičnih pristopov, ki vključujejo tudi ustrezen izbor vsebin in gradiv z mednarodnimi, medkulturnimi in/ali globalnimi razsežnostmi; (iii) z izborom pristopov preverjanja in ocenjevanja, ki odsevajo mednarodno perspektivo in s tem doseganje načrtovanih internacionaliziranih uč-

⁴ Zasledimo različne predloge prevoda v slovenski jezik, npr. *konstruktivna poravnava* (Cvetek 2015), *konstruktivno ujemanje* (Skubic Ermenc in Mikulec 2020).

nih izidov; (iv) v kontekstu internacionaliziranega kurikula pa je smiselno dodati tudi dolgoročni učinek, katerega namen je razvoj medkulturne zmožnosti, mehkih in prenosljivih kompetenc ter mednarodnih perspektiv študentov v akademski stroki (Aškerc Zadavec in Kočar 2023; de Louw, Aškerc Zadavec in Marin 2023).

Ustrezno artikulirani *internacionalizirani učni izidi* naj bodo premišljeno vključeni v nabor učnih izidov, navedenih v učnih načrtih predmetov, kot tudi v kompetenčni profil diplomantov oz. kompetence, ki jih diplomanti usvojijo do konca študija. Vsebina predmeta, ki je zapisana v učnem načrtu, naj vključuje mednarodni, globalni in/ali medkulturni vidik, kjer je to smiselno in prinaša dodano vrednost predmetu oz. modulu.

Didaktični pristopi naj med drugim vključujejo mednarodno in medkulturno razsežnost, da bodo vodili do *doseganja* načrtovanih internacionaliziranih učnih izidov; sem sodijo npr.: obravnavo primerov in vsebin iz različnih nacionalnih oz. kulturnih kontekstov; vključevanje mednarodnih gostujočih predavateljev v visokošolski učni proces; virtualna izmenjava oz. mobilnost študentov in visokošolskega učnega osebja; različne oblike spletnih sodelovanj v mednarodnem učnem okolju (npr. Collaborative Online International Learning – COIL);⁵ obisk mednarodno usmerjenih organizacij v lokalnem oz. nacionalnem okolju ali tujini; širjenje v tujini pridobljenih pedagoških in/ali raziskovalnih izkušenj visokošolskega učnega osebja (ali študentov) med nemobilnimi študenti; izvajanje (so)mentorstva tujim oz. mednarodnim študentom; reševanje realnih problemov ali izvajanje projektov za mednarodno usmerjene organizacije s strani študentov; načrtno »mešanje« domačih in tujih študentov med visokošolskim učnim procesom, tako da naloge niso rešljive brez sodelovanja; študenti iz različnih kulturnih ali nacionalnih okolij prispevajo primere iz svoje države ali kulture; izvajanje mednarodnih projektnih tednov ali poletnih in zimskih šol; krepitev medkulturne ozaveščenosti z obravnavo tem o etničnih in etičnih vprašanjih, stereotipih, pravičnosti, človekovih pravicah; spodbujanje študentov h kritičnemu vrednotenju problemov in področij akademske stroke, ki se lahko razlikujejo glede na kulturno ali nacionalno okolje in proučevane situacije, ipd.

Medkulturna in mednarodna razsežnost naj bosta del *pristopov ocenjevanja*, s katerimi preverimo doseganje zastavljenih internacionaliziranih učnih izidov; npr.: projektne ali seminarske naloge in predstavitve študentov naj vključujejo mednarodno ali medkulturno perspektivo; kritično vrednotenje problemov in področij akademske stroke, ki se lahko razlikujejo glede na kulturno ali nacionalno okolje in proučevane situacije, je lahko del končne ocene; izkazovanje prilagodljivosti, kritičnega mišljenja, zmožnosti preseganja stereotipov, medkulturne zmožnost itd. je lahko zajeto v ocenjevanje itd.

5 Sodelovalno spletno mednarodno učenje (*Collaborative Online International Learning – COIL*) je razmeroma nov, a v tujini razširjen pedagoški pristop, ki ponuja izrazite priložnosti za implementacijo internacionaliziranega kurikula v visokem šolstvu. Za didaktične pristope je značilno, da: i) so sodelovalno zasnovani tako z vidika študentov kot tudi izvajalcev iz različnih držav (C); ii) se odvijajo prek spleta (O); iii) potekajo v mednarodnem okolju z udeleženci vsaj dveh držav (I); iv) poudarjajo vidik učenja z osredotočenostjo na študenta (L).

Predpostavljamo lahko, da celostni pristop k internacionalizaciji kurikula v skladu s teorijo konstruktivne skladnosti prinaša dolgoročen *učinek* v smislu postopnega razvoja *medkulturne zmožnosti* in mehkih kompetenc na eni strani ter na drugi zmožnosti kritičnega presojanja in poznavanja mednarodnih perspektiv, ki se nanašajo na akademsko stroko.

Sklep

Sodobni didaktični pristopi ponujajo številne priložnosti in načine za vključevanje vsebin in pogledov iz različnih socialno-kulturnih kontekstov v izobraževalni proces. To omogoča vključevanje mednarodnih in medkulturnih razsežnosti v visokošolski kurikulum tako, da so elementov internacionalizacije deležni *vsí* študenti v domačem učnem okolju, ne le peščica mobilnih študentov.

Nedavno objavljena poročila odmevnih mednarodnih raziskav (Rumbley in Hoekstra-Selten 2024; Marinoni, Bartolome in Cardona 2024) kažejo naraščajoč pomen internacionalizacije visokošolskega izobraževanja med vodstvi institucij in visokošolskim osebjem. V obdobju zadnjih petih let je opazno znatno povečanje pomena internacionaliziranega kurikula: izrazito je povečan pojav spletnih in/ali virtualnih oblik sodelovanj v mednarodnem okolju z osredotočenostjo na aktivnosti, ki omogočajo razvoj mednarodnih perspektiv študentov v domačem okolju; osredotočenost na definiranje internacionaliziranih učnih izidov ali kompetenc na ravni študijskega programa pridobiva vedno večji pomen; cilji na področju internacionalizacije so jasno oblikovani ter za prihodnje tri- do petletno obdobje med drugim prednostno usmerjeni v krepitev mednarodne in medkulturne vsebine visokošolskega kurikula ter virtualne aktivnosti internacionalizacije. Omenjene raziskave nakazujejo izboljšane dispozicije za uresničevanje internacionaliziranega kurikula v domačem učnem okolju.

Čeprav ima internacionalizirani kurikulum, prednostno pa koncept internacionalizacije doma, na splošno pozitivno konotacijo, je treba upoštevati tudi kritike (npr. gl. Beelen in Jones 2015; Beelen in Aškerc 2019), ki mu očitajo predvsem neustrezno implementacijo v praksi. Namreč visokošolski deležniki v zvezi z internacionalizacijo doma in internacionalizacijo kurikula pogosto dajejo »politično korektne odgovore«, kar pomeni, da v pojmovanjih različnih deležnikov koncept internacionalizacije doma sledi visokim moralnim načelom (de Wit in Beelen 2014), ki pa se v praksi ne izvajajo v skladu s pristopom, ki ga poudarja internacionalizacija doma. Brandenburg in de Wit (2011) opozarjata, da tudi ta vsebinsko, kvalitativno naravnani koncept (ki se je pojavil kot alternativa kvantitativno naravnani internacionalizaciji s poudarkom na procesih mobilnosti) pogosto izkazuje »instrumentalizirano držo« s pretirano osredotočenostjo na kvantitativne kazalnike, npr. v strateških dokumentih visokošolskih institucij in vsakodnevni praksi. Slednje se kaže predvsem v preštevanju študijskih programov in predmetov, ki se izvajajo v tujem jeziku, številu na visokošolskih institucijah zaposlenega tujega visokošolskega učnega osebja, številu ponujenih skupnih študijskih programov, zagotavljanju usposabljanj visokošolskega učnega osebja za poučevanje v tujem

jeziku ipd., kar ni ustrezen fokus internacionaliziranega kurikula. Pomanjkljivost, ki se kaže v praksi, je torej pogosta osredotočenost na aktivnosti same oz. na vnos, in ne na dosežene učne izide kot ključne kazalnike kakovosti (Whitsed in Green 2013; Beelen 2016), ki na dolgi rok omogočajo doseganje medkulturne zmožnosti in mednarodnih perspektiv študentov v stroki. V slovenskem kontekstu lahko pomeni oviro tudi tog proces spreminjanja učnih načrtov, kar je pogostejše na večjih javnih visokošolskih institucijah, kjer interni procesi pogosto sledijo zapletenim in dolgotrajnim birokratskim postopkom.

V članku sem prikazala in utemeljila, da koncepta internacionalizacije doma in internacionalizacije kurikula prek sistematičnega in celostnega načrtovanja internacionaliziranega kurikula, za katerega je smiselno, da sledi teoriji konstruktivne skladnosti, omogočata doseganje dolgoročnega učinka. Ta se nanaša na razvoj medkulturne zmožnosti študentov, njihovih mednarodnih in globalnih perspektiv v akademski stroki ter mehkih, prenosljivih kompetenc, da bodo lahko postali kritični, »refleksivni« *globalni državljani* in strokovnjaki prihodnosti. V tem kontekstu članek ponuja dispozicije za ustrezno načrtovanje in izvajanje internacionaliziranega kurikula v slovenski visokošolski izobraževalni praksi.

Smiselno je poudariti, da se agenda internacionalizacije (in s tem prej ali slej tudi internacionalizacije kurikula) ter njeni pristopi v praksi v različnih delih sveta medsebojno bistveno razlikujejo, specifične pa niso nič manj ali so lahko celo bolj izrazite med posameznimi državami, visokošolskimi institucijami ter posameznimi študijskimi programi. Na slednje zelo vplivajo (mednarodna) sestava študentskega telesa in visokošolskega učnega osebja, (lokalni) jezik poučevanja, regionalne, nacionalne in institucionalne ali univerzitetne strateške smernice ter cilji na področju internacionalizacije, individualne preference visokošolskega učnega osebja, predvsem pa tudi akademska disciplina. Posledično ne obstaja uniformiran pristop k implementaciji internacionaliziranega kurikula v praksi, temveč je potreben tehten razmislek vodstev in relevantnih visokošolskih deležnikov o dodani vrednosti tovrstnih premikov in sprememb, ki pa mora potekati v konstruktivnem dialogu z visokošolskim učnim osebjem, ki nosi osrednjo vlogo pri implementaciji internacionaliziranega kurikula.

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INTERNATIONALISATION AT HOME AND INTERNATIONALISATION OF THE CURRICULUM IN HIGHER EDUCATION – CONCEPTUAL DEMARCATIONS AND IMPLEMENTATION PRACTICE

Abstract: Globalization, internationalization, and other dynamic factors of modern world demand the development of graduates who are well-equipped to function successfully in a multicultural and rapidly changing world. It is crucial for higher education institutions to respond effectively to the needs of a global, multicultural environment by systematically and holistically integrating international and intercultural dimensions into their study programs. This is addressed through the concepts of internationalisation at home and the internationalisation of the curriculum. In this article, theoretical foundations of these concepts are presented and justified, beginning with the theoretical definition of the internationalisation of higher education and focusing on the key aspects of this process, with particular emphasis on the motivations and approaches for introducing an internationalised curriculum into the study process. Concrete examples of the implementation of an internationalised curriculum are provided based on the theory of constructive alignment, which is concluded with a critical discussion on the challenges faced in the practical implementation of an internationalised curriculum.

Keywords: internationalisation at home, internationalisation of the curriculum, internationalisation of higher education, constructive alignment of the curriculum

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Internationalisation at home and internationalisation of the curriculum in higher education – conceptual demarcations and implementation practice

Abstract: Globalisation, internationalisation, and other dynamic factors require higher education institutions to foster the development of graduates who are well-equipped to function in a multicultural and rapidly changing world. It is crucial for higher education institutions to respond effectively to the needs of a global, multicultural environment by systematically and holistically integrating international and intercultural dimensions into their study programmes. This can be achieved through implementation of *internationalisation at home* and *internationalisation of the curriculum*. In this article, the theoretical foundations of these concepts are presented and justified, beginning with theoretical definition of the internationalisation of higher education and focusing on key aspects of this process, with a particular emphasis on the motivations for and approaches to introducing an internationalised curriculum. Concrete examples of the implementation of an internationalised curriculum are provided based on the theory of constructive alignment. The article concludes with a critical discussion on the challenges faced in the practical implementation of an internationalised curriculum.

Keywords: internationalisation at home, internationalisation of the curriculum, internationalisation of higher education, constructive alignment of the curriculum

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Introduction

Due to the influences of globalisation, internationalisation, regionalisation, and other relevant trends, it is essential that graduates be adequately empowered to successfully operate in a multicultural, multilingual, and rapidly changing world. Higher education institutions must respond proactively to the demands of contemporary society by educating future graduates who possess not only specific disciplinary knowledge and competencies related to their academic field but also the general soft skills and transversal or transferable skills necessary for effective functioning in the workplace and everyday life, which is inextricably embedded in an international and intercultural context. In this context, the purposeful development of an individual's intercultural competence (slo. *medkulturna zmožnost*)¹ becomes crucial. Intercultural competence, as defined by D. Deardorff, is "the ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills, and attitudes" (Deardorff, 2004, p. 184).

Comprehensive integration of international, global, and intercultural dimensions into all aspects of study – i.e. into the curriculum in its broadest sense – is essential for understanding the international aspects of a discipline and for developing the intercultural competence of learners (and educators). This process must be deliberate, gradual, and holistic throughout the individual's educational journey, spanning several years. Developing international perspectives within a discipline and fostering intercultural competence must involve all students and faculty – it is by no means sufficient for only a small group of mobile individuals, who gain an international mobility experience by living abroad, to develop these skills. Therefore, international and intercultural elements must be systematically incorporated into both the formal and the informal curriculum within the domestic learning environment. This will be elaborated in the following sections.

The purpose of this article is to present and justify the theoretical background of the concept of *internationalisation at home* in relation to the related concept of *internationalisation of the curriculum* in higher education, with a focus

1 M. A. Vižintin (2014) proposes the Slovenian term *medkulturna zmožnost* as a translation for the term 'intercultural competence'.

on their shared “product or outcome”, i.e. an *internationalised curriculum*. To achieve this, the article draws on a broader theoretical definition of internationalisation of higher education, with an emphasis on internationalisation of teaching in higher education (and not research). The article focuses on the substantive aspects of internationalisation in higher education and explains why and how to plan and implement an internationalised curriculum in higher education practice. This is done by following a qualitative research methodology employing interpretative comparison and content analysis.

Internationalisation of Higher Education and the Instrumentalisation of Internationalisation – Conceptual Foundations

Although higher education institutions are inherently and operationally embedded in international flows – indeed, internationalisation has always permeated the higher education sphere – Zgaga (2009, p. 6) notes that the prerequisite for internationalisation of education was the existence of nation-states. This is coupled with the fact that universities predominantly originated in the 18th and 19th centuries, during which their “clear national orientation and function” were established (de Wit 2011, p. 16). Several centuries ago, the primary motive for *pergrinatio academica* or ‘academic pilgrimage’ across the borders of then-existing state entities was the enrichment of ideas in emerging, innovative cosmopolitan centres or European universities (Hudzik 2011), since European higher education traditions, despite their openness and cosmopolitanism, have historically been closely tied to (national) culture (Zgaga 2019).

The Erasmus programme, which began in 1987, initially promoted student and staff mobility in higher education, as well as disciplinary and institutional networking, with a focus on comprehensive institutional cooperation and an emphasis on content-related aspects such as curriculum development, the creation of joint higher education curricula, the implementation of intensive seminars, language development, etc. (de Wit 2002; Beelen and Jones 2015). With the increase in mobility, the later Socrates programme, which replaced Erasmus in 1994, shifted the support for academic exchanges to international offices at higher education institutions. These offices were assigned an administrative role aimed at providing ‘space’ for higher education teaching and research staff to focus on the academic aspects of international activities. This shift led to greater professionalism in the field of higher education internationalisation, specifically in terms of providing administrative support (de Wit 2002, p. 54), which international offices now offer within the framework of international activities. This development brought a new ‘top-down’ approach to internationalisation in higher education contrasting with the original ‘bottom-up’ approach (de Wit 2002; Beelen and Jones 2015). The new approach faced criticism from both support staff and higher education faculty, as the administrative focus of academic exchanges diverted attention from the original, content-related aspects of internationalisation in higher education. As a result, quantitative elements of mobility, such as the number of exchanges

implemented and the number of signed international agreements, began to be emphasised, even in the strategic objectives of universities.

Since the 1990s, internationalisation has gradually evolved into a core concept for higher education institutions, with the mobility of a small, 'elite' group expanding into a widespread phenomenon (Brandenburg and de Wit 2011, p. 27). Despite recent epidemiological events, which, according to reports from numerous higher education institutions, have caused a significant decline in physical academic mobility (Rumbley 2020), international academic exchanges still represent one of the key drivers of higher education internationalisation today. However, as various authors emphasise, internationalisation is a means to achieve a 'higher', content-driven goal and should not be an end in itself. Its excessive focus on quantitative elements, such as counting the number of mobility exchanges, does not represent an appropriate focus and highlights an 'instrumentalised' approach to internationalisation (Brandenburg and De Wit 2011).

The desired 'higher' goal of internationalising higher education highlights qualitative or content-driven academic dimensions, such as the integration of international and intercultural elements, in the broadest sense, into the curriculum. This leads to an understanding of international perspectives within academic disciplines and the development of soft skills necessary for students and future graduates to succeed in a modern, intercultural world – thereby also broadly benefitting society, as emphasised in de Wit and colleagues' (2015) updated definition of higher education internationalisation. In a study by the European Parliament, internationalisation of higher education is defined as "the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary² education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society" (de Wit, Hunter, Howard, and Egron-Polak 2015, p. 29).

According to de Wit (2011), internationalisation of higher education cannot be left to coincidence or spontaneous activities of internationalisation; rather, it must be *intentionally* and comprehensively integrated into higher education institutions, their operations, and strategic planning. This is also highlighted in the most recent, widely accepted definition by the professional community – it does not merely focus on procedural or quantitative aspects of internationalisation, such as mobility flows, but prioritises its content-driven elements and the impact of internationalisation. It ensures that *all members* of the higher education community, as well as broader society, benefit from these dimensions, which are discussed in the following sections.

2 Given the specifics of the Slovenian higher education system, a literal translation of the term 'post-secondary education' should be avoided, and instead, the term 'tertiary education' should be used, as it is widely accepted in the Slovenian higher education context. However, the original term will be retained for the purposes of this article.

Content-Related Aspects of Internationalisation of Higher Education – Conceptual and Terminological Demarcations

In the context of a contemporary understanding of the internationalisation of higher education, the terms *internationalisation at home* and *internationalisation of the curriculum* emerged as early as the 1990s. While these terms are not synonymous, they share a common outcome and are integral parts of an *internationalised curriculum*. These concepts responded to the then-excessive focus on quantitative, procedural elements of internationalisation (particularly the pursuit of maximising the number of international mobilities) by offering a more content-driven approach. The concepts emphasise the importance of comprehensively integrating international and intercultural dimensions into higher education study and all phases of curriculum planning and implementation, with the goal of developing international and global perspectives within disciplines as well as the intercultural and employability skills of students.

By emphasising the content-driven, curricular aspects of internationalisation at home and internationalisation of the curriculum, it becomes clear that the key actors for their implementation are higher education teaching staff rather than support staff in international offices. Successful implementation of these concepts is thus inevitably tied to the professional and pedagogical competence of teaching staff to address the content-related dimensions of internationalisation in education. A European Commission communication (COM(2017) 247, p. 6) highlights the importance of providing strategic support to higher education teaching staff for the development of knowledge and skills in pedagogy and curriculum design through pedagogical training in mobility processes. Slovenia's Strategy for the Internationalisation of Higher Education and Science until 2030 (MVŠZI 2023, p. 30) further underscores the importance of training enabling higher education institutions to effectively "implement the process of Internationalisation at Home".

Technological advancements offer numerous opportunities to implement didactic approaches not only in traditional forms but also through more contemporary methods which higher education teaching staff must be adequately informed on and trained to implement. Through virtual and blended learning and teaching methods, including online guest lectures and collaborations between students in different countries, the use of foreign literature, and digital resources, students can broaden their horizons and engage with international and intercultural dimensions within their domestic learning environment without the need for physical mobility abroad. Moreover, it can be argued – regardless of past epidemiological events, which significantly impacted mobility flows – that academic exchanges today are still largely linked to the 'socio-cultural elite', particularly in terms of an individual's socio-economic background or 'mobility capital', such as parental educational attainment (Saarikallio-Torp and Wiers-Jenssen 2010, p. 45). Physical mobility abroad is also significantly influenced by students' motivation, personality traits, financial background, and diverse personal circumstances. The impact of these factors is pronounced, despite the fact that financial resources are largely available to mobility-seeking individuals across Europe and that

distances between European countries are relatively small (Saarikallio-Torp and Wiers-Jenssen 2010).

When international and intercultural elements are systematically and purposefully integrated into the study process, all students, including non-mobile ones, can be exposed to international and intercultural dimensions during their studies. This is addressed by the concepts of *internationalisation at home* and *internationalisation of the curriculum*, which have developed in different higher education contexts – the former primarily in Europe and the latter mainly in Australia. While these two concepts overlap and complement each other, they differ primarily in practical implementation. Internationalisation of the curriculum, by definition, allows for mobility abroad, which is not a characteristic of internationalisation at home (Aškerc Zadavec 2021).

Internationalisation at Home

Development of the concept of *internationalisation at home* dates to 1999 when Malmö University, a newly established institution in Sweden without an existing network of international cooperation, aimed to offer an international and intercultural experience to its predominantly non-mobile students in a home environment. As part of the Nightingale Project, which placed significant emphasis on cultural and social dimensions, Malmö University students participated in a mentoring programme with immigrant children (about 35% of the city's population were immigrants). At the time, the university's pro-rector for international cooperation, Bengt Nilsson – the 'conceptual father' of internationalisation at home – shifted the focus of internationalisation from the prevailing practice of international physical mobility to activities within the local, home environment (Sild Lönroth and Nilsson 2007).

The original definition of internationalisation at home, then, was "any internationally related activity with the exception of outbound student and staff mobility" (Crowther, Joris, Otten, Nilsson, Teekens, and Wächter 2000, p. 8). This definition emphasised what the concept *was not* and did not address the importance of integrating international perspectives into the curriculum (Beelen and Jones 2015, p. 67). Although internationalisation at home, following this initial definition, underwent frequent revisions, in 2015 Beelen and Jones proposed a new and currently widely accepted definition of the concept. It describes internationalisation at home as the "purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments" (Beelen and Jones 2015, p. 69).

Internationalisation at home is not regarded as a didactic concept in the sense of implementing didactic and methodological elements but rather as a set of instruments and activities within the home learning environment that emphasise the development of students' intercultural competence and international perspectives in their discipline as part of their regular study programme (Beelen and Jones 2015). Internationalisation at home is therefore directly linked to an

internationalised home curriculum, with a focus on the formal curriculum, which is experienced by all students in their studies and not just a small, mobile group. The definition also highlights the importance of the informal curriculum, which includes various optional courses, excursions, and activities connected to the multicultural local community in which students participate voluntarily.

Internationalisation of the Curriculum in Higher Education

Internationalisation at home shares many similarities with internationalisation of the curriculum; however, the two concepts are in neither a subordinate nor a synonymous relationship. They differ primarily in practical implementation – according to its definition, internationalisation at home emphasises the international dimension of the curriculum strictly within the domestic learning environment, meaning it does not include mobility abroad. In contrast, internationalisation of the curriculum, by definition, allows for international student mobility, particularly when such mobility is an integral part of the academic programme, e.g. a so-called mobility window.

The first definition of *internationalisation of the curriculum* was provided by the Organisation for Economic Co-operation and Development, which defined it as “a curriculum with an international orientation in content and/or form, aimed at preparing students for performing (professionally/socially) in an international and multicultural context and designed for domestic and/or foreign students” (van der Wende 1996, p. 186).

According to Beelen (2014), this definition presents an overly limited perspective on an internationalised curriculum, as it does not offer sufficient substantive intercultural and international opportunities within the home environment; moreover, it focuses solely on content rather than addressing broader dimensions of the higher education curriculum. In 2009, B. Leask proposed a new, more comprehensive definition of internationalisation of the curriculum (Leask 2009) which she later refined, defining it as “the incorporation of international, intercultural and/or global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods and support services of a program of study” (Leask 2015, p. 9).

In addition to focusing on content and input from higher education teaching staff, the author highlights the importance of concentrating on student learning outcomes, thereby addressing higher education teaching in the broadest sense. She distinguishes between internationalisation of the curriculum as a process and the internationalised curriculum as the product of that process, which allows for a clear differentiation between means and ends.

Both internationalisation at home and internationalisation of the curriculum emphasise the importance of formal and informal curricula, with embedded international and intercultural dimensions that enable the development of students’ intercultural competence and international perspectives within their academic discipline. Due to the conceptual overlap of these terms, the gradual refine-

ment and formation of clearer definitions, and their shared outcome – namely, an internationalised curriculum (or more recently referred to in the literature as the *internationalised home curriculum*) – there are frequent misunderstandings and misinterpretations of the concepts.

Inadequate and Incomplete Understandings of the Concepts of Internationalisation at Home and Internationalisation of the Curriculum in Higher Education

Internationalisation at home and internationalisation of the curriculum in higher education should by no means be understood as alternatives to mobility abroad or to *internationalisation abroad*. These are parallel processes that complement and reinforce each other. By promoting international activities within the domestic learning environment, we enhance awareness of the importance of internationalisation abroad and help overcome the various hesitations students may have about traditional, physical academic mobility abroad. At the same time, by strengthening the processes of internationalisation abroad, such as increasing the number of physical mobilities, we create new opportunities and connections that support the development of internationalisation at home.

By identifying incomplete understandings of these concepts, a stronger foundation is provided for their proper implementation in practice. De Wit (2011) outlines nine misconceptions of the internationalisation of higher education, which are closely linked to misunderstandings of internationalisation at home (Beelen 2016). The focus here is placed on those aspects specifically related to the concept of internationalisation at home: (i) It is a misconception to equate internationalisation (at home) with education and teaching materials in a foreign language. Even if higher education teaching process is conducted in a foreign language, predominantly English, this does not constitute the internationalisation of education; the language is merely a tool for communication. (ii) Internationalisation at home cannot be equated with offering a course with an international orientation or content (e.g. European studies or international business), nor do elective courses for a small group of students represent an internationalised curriculum. The key is that international and intercultural dimensions must be fully integrated into the entire study programme for all students. (iii) The presence of a large number of foreign or international students in the classroom does not inherently mean internationalisation at home. While this provides better opportunities for achieving the goals of an internationalised curriculum, the mere presence of international students does not automatically foster the development of intercultural competence among students. Tasks must be designed to actively promote intercultural learning. (iv) There is also a misconception that students develop intercultural competence spontaneously, which leads to the mistaken belief that the development and achievement of intercultural competence do not need to be assessed or evaluated. (v) The presence of international teaching staff at a higher education institution does not automatically guarantee realisation of the goals of

internationalisation at home. (vi) Higher education study processes should not be equated with international dimensions merely because of the belief that universities have always been international by nature and there is therefore no need for the intentional integration of internationalisation into their operations. Internationalisation does not occur ‘naturally’ within universities; it must be intentionally introduced and systematically implemented.

The methods and approaches for implementing internationalisation at home, and consequently an internationalised curriculum in higher education, are outlined below, including arguments why this is valuable and what benefits a proper understanding and application of higher education internationalisation bring to higher education institutions and stakeholders (in relation to the previously presented background of the internationalisation of higher education).

Curriculum Planning of Concepts in Practice – Why and How?

Motives and Rationale for Internationalisation of the Curriculum

Although, according to recent research (European Commission 2019; Rumbley and Hoekstra-Selten 2024; Marinoni, Bartolome, and Cardona 2024), physical student mobility abroad is still regarded as one of the primary mechanisms of internationalisation that promotes the development of students’ intercultural competence and knowledge, it is, as has been emphasised, important to recognise that mere exposure to another culture during mobility does not automatically lead to spontaneous intercultural learning.

Higher education institutions are responsible for preparing graduates to operate successfully in a world that is embedded in global, multicultural flows. Students need to be aware that the local context is inextricably linked to the international and global context; at the same time, it is important to acknowledge that the challenges and dimensions of a particular academic discipline can vary depending on the environment and the contexts being explored. An internationalised curriculum enhances intercultural awareness and sensitivity while fostering the development of global citizenship, which includes cultivating national citizenship with global, social, and moral consciousness and responsibility (Clifford and Montgomery 2014), a concept S. Robson (2015, p. 50) refers to as socially responsible citizenship.

Such aspirations for internationalisation of higher education teaching are not recent. Harari (1992) highlighted more than three decades ago that the climate had become more favourable to the internationalisation of education, driven by a growing awareness of the role education plays in preparing students for a multicultural, interconnected world. It is assumed that future graduates and citizens will not spontaneously develop intercultural competence or automatically become active global or European citizens; rather, educational institutions play a crucial role in achieving these goals. This focus is also one of the key directives in various strategic documents of the European Union (EU) and/or the Bologna Process,

which directly or indirectly address the importance of developing intercultural competence, active European or EU citizenship, and the ability of individuals to function successfully, responsibly, and with tolerance in an intercultural society.

To achieve the goals of an internationalised curriculum, a comprehensive approach to planning and implementation, one encompassing all elements and dimensions of the higher education curriculum, is essential.

Approaches to Implementing an Internationalised Curriculum

The elements of an internationalised curriculum are often implemented unconsciously and unsystematically in higher education practice. As a result, there are varying levels and approaches to integrating these concepts in practice—ranging from entirely ad hoc methods to advanced and comprehensive planning of an internationalised curriculum. In the Canadian higher education context, S. L. Bond (2003a, 2003b) identified the following approaches to incorporating international dimensions into a higher education curriculum: the *add-on approach*, the *infusion approach*, and the *transformation approach*.

Although the *add-on approach* represents the easiest way to incorporate international and intercultural dimensions into the curriculum, such as by involving international lecturers, it is the narrowest and most limited approach in practice, with the least pronounced impact due to the lack of comprehensive integration of internationalisation elements. The international dimension is not fully or thoughtfully integrated into the course or study programme; rather, international and/or intercultural elements are added to the original learning outcomes. In the *infusion approach*, teaching staff reconsider the objectives and outcomes of the course and deliberately incorporate intercultural and international dimensions, and the involvement of international teaching staff becomes a constant feature. However, while intercultural and international elements are integrated into the programme's learning outcomes and content, this inclusion is unsystematic, lacking a comprehensive reflection on the purpose of this approach. The *transformation approach* is the least commonly implemented in practice, yet it brings about a significant change or transformation in individuals' perceptions of themselves and the world as they embrace cultural, religious, racial, gender, and other societal diversities. This approach requires new didactic methods and teaching materials integrating knowledge within a broader socio-cultural and disciplinary context while considering both local and global dimensions. Implementation of the transformation approach is difficult to achieve in learning environments dominated by a single majority culture, which is a characteristic of Slovenian higher education (ibid; Aškerc Veniger 2017).

In the Australian context, Webb (2005, as cited in Jones and Killick, 2007) identified four stages in the development of an internationalised curriculum. While the first stage primarily focuses on the 'survival' of international students studying alongside a majority domestic, non-English-speaking student population, the second stage involves the comprehensive development of a curriculum with an in-

ternational dimension. However, this stage does not yet include the articulation of internationalised objectives or learning outcomes. Webb's third stage represents the internationalised curriculum in the context of transnational or international collaboration, including the establishment and development of branch campuses. The fourth stage involves the full integration of international and intercultural dimensions into the curriculum, signifying 'normalisation' of the internationalised curriculum and its comprehensive implementation.

Slovenian higher education could be classified within Webb's first phase. In line with Beelen's (2017) perspective, the reason for this is the prevalent practice where international students study separately from the majority domestic student population, a significant portion of which participates in study programmes conducted in the local Slovenian language. As a result, systematic, comprehensive, and intentional integration of international and intercultural dimensions into the curriculum is (still) largely absent from most study programmes in Slovenia. However, given the shifts in Slovenian higher education regarding internationalisation at home and internationalisation of the curriculum – primarily prompted by the adoption of the *Strategy for the Internationalisation of Slovenian Higher Education 2016–2020* (MIZŠ 2016), as well as the subsequent *National Higher Education Programme 2021–2030* (ReNPVŠ, Ur. l. RS, no. 49/22) and the *Strategy for the Internationalisation of Higher Education and Science in the Republic of Slovenia until 2030* (MVŠZI 2023) – more significant changes can be anticipated. These changes are likely to indicate more advanced forms of planning and implementing internationalised curricula in Slovenian higher education practice.

Both the previous and the latest strategies in Slovenia focus on internationalisation at home and internationalisation of the curriculum, as well as on the development of students' intercultural competence, with a clear definition of the motives and objectives for their implementation. Higher education graduates must be "equipped not only with up-to-date disciplinary knowledge based on the latest scientific findings across various fields but also with the skills necessary to collaborate with stakeholders from diverse backgrounds. Internationalisation at Home can make a significant contribution to this" (ibid, p. 30).

How to Internationalise the Higher Education Curriculum?

Successful implementation of an internationalised curriculum requires a comprehensive approach to integrating international and intercultural dimensions into it. It is advisable to follow Biggs' model of *constructive alignment*, which, in its revised version, includes the following steps (Biggs and Tang 2011): (i) defining the intended learning outcomes, (ii) selecting appropriate learning and teaching activities, and (iii) choosing appropriate tasks for assessing and evaluating student learning.

Below are practical examples for internationalising a curriculum based on a *constructively aligned internationalised curriculum* (Aškerc Zadavec 2021; Aškerc Zadavec and Kočar 2023 – adapted from Biggs and Tang 2011). With-

in a formal higher education curriculum, it is crucial to intentionally integrate international and intercultural elements through: (i) appropriate articulation of learning outcomes that include international and intercultural dimensions (i.e. internationalised learning outcomes), (ii) planning and implementing didactic approaches that select content and materials with international, intercultural, and/or global dimensions, (iii) choosing assessment and evaluation methods that reflect an international perspective and thereby assess achievement of the planned internationalised learning outcomes, and (iv) adding a long-term impact within the context of an internationalised curriculum, one aimed at developing students' intercultural competence, soft and transferable skills, and international perspectives within their academic discipline (Aškerc Zadavec and Kočar 2023; de Louw, Aškerc Zadavec, and Marin 2023).

Appropriately articulated *internationalised learning outcomes* should be thoughtfully integrated into the learning outcomes listed in course syllabi as well as into the competency profile of graduates, i.e. the competencies that graduates are expected to achieve by the end of their studies. The content of a course or module, as outlined in the syllabus, should include international, global, and/or intercultural perspectives where they are relevant and provide added value.

Didactic approaches should incorporate international and intercultural dimensions to lead to the achievement of intended internationalised learning outcomes. Examples include addressing cases and content from various national or cultural contexts; involving international guest lecturers; facilitating virtual exchanges or mobility for students and teaching staff; engaging in different forms of online collaboration within an international learning environment (e.g. collaborative online international learning – COIL³); visiting internationally oriented organisations in a local, national, or international context; sharing pedagogical and/or research experiences gained abroad by teaching staff (or students) with non-mobile students; providing (co-)mentorship for foreign or international students; solving real-world problems or projects for internationally oriented organisations; intentionally 'mixing' domestic and international students in such a way that tasks are not solvable without collaboration; having students from different cultural or national backgrounds contribute examples from their countries or cultures; organising international project weeks or 'summer' and 'winter' schools; enhancing intercultural awareness through discussions on topics such as ethnic and ethical issues, stereotypes, justice, and human rights; encouraging students to critically evaluate problems and issues within their academic field, which may vary depending on cultural or national context and situation, etc.

The intercultural and international dimensions should be incorporated into *assessment approaches* to align and evaluate achievement of the intended inter-

3 COIL is a relatively new yet widely adopted pedagogical approach internationally, offering significant opportunities for implementing an internationalised curriculum in higher education. The key characteristics of this didactic approach are i) they are collaboratively designed from the perspectives of both students and instructors from different countries (C); ii) they take place online (O); iii) they occur in an international environment with participants from at least two countries (I); and iv) they emphasise student-centered learning (L).

nationalised learning outcomes. For example, student projects or seminar papers and presentations should include an international or intercultural perspective; critical evaluation of issues and dimensions within the academic field, which may vary depending on the cultural or national context and situation, can be part of the final grade; demonstrating adaptability, critical thinking, the ability to overcome stereotypes, intercultural competence, and similar skills can also be assessed; etc.

It can be assumed that a comprehensive approach to internationalisation of the curriculum, in accordance with the theory of *constructive alignment*, yields long-term impacts which include the gradual development of intercultural competence and soft skills on the one hand, and on the other, the ability to critically assess and understand international perspectives relevant to the academic discipline.

Conclusion

Modern didactic approaches offer numerous opportunities and methods for incorporating content and perspectives from various socio-cultural contexts. This facilitates the integration of international and intercultural dimensions into higher education curricula, ensuring that all students in the domestic learning environment benefit from elements of internationalisation, not just a small group of mobile students.

Recently published reports on prominent international studies (Rumbley and Hoekstra-Selten 2024; Marinoni, Bartolome, and Cardona 2024) highlight the growing importance of the internationalisation of higher education among institutional leadership and academic staff. Over the past five years, there has been a significant increase in emphasis on an internationalised curriculum. Specifically, there has been a notable rise in online and/or virtual forms of international collaboration with activities that foster the development of students' international perspectives within the domestic environment. Defining internationalised learning outcomes or competencies at the programme level is gaining increasing importance. Furthermore, internationalisation goals are clearly formulated, and for the next three to five years, there is a priority on strengthening international and intercultural content in higher education curricula and on enhancing virtual internationalisation activities. Studies indicate improved conditions for implementing an internationalised curriculum at home (ibid.).

Although the internationalised curriculum, particularly the concept of internationalisation at home, generally conveys a positive connotation, it is important to highlight criticisms (e.g. see Beelen and Jones 2015; Beelen and Aškerc 2019), which point primarily to its inadequate implementation in practice. Higher education stakeholders often provide 'politically correct answers' regarding internationalisation at home and internationalisation of the curriculum, meaning that stakeholders' perceptions of internationalisation at home align with high moral principles (De Wit and Beelen 2014), but in practice, these principles are not applied according to the approach the concept emphasises. Brandenburg and De Wit

(2011) warn that even this content-driven, qualitatively oriented concept (which emerged as an alternative to the quantitatively driven focus on mobility processes in internationalisation) often demonstrates an instrumentalised approach with an excessive focus on quantitative indicators. This is evident in strategic documents of higher education institutions and their daily practice, where the focus is often on counting the number of study programmes and courses taught in a foreign language, the number of international teaching staff employed at the institution, the number of joint degree programmes offered, or the availability of training for staff to teach in a foreign language. These are not the appropriate areas of focus for an internationalised curriculum. A common issue in practice is the emphasis on activities themselves, or input, rather than on the learning outcomes achieved as the key quality indicators (Whitsed and Green 2013; Beelen 2016), which in the long run enable the development of students' intercultural competence and international perspectives in their academic discipline. In Slovenia, another challenge may be the rigid process of curriculum change, which is more frequently observed in larger public higher education institutions where internal processes often follow complex and lengthy bureaucratic procedures.

This article has argued that the concepts *internationalisation at home* and *internationalisation of the curriculum* enable long-term impact through systematic and comprehensive planning and design of an internationalised curriculum, for which adherence to the theory of *constructive alignment* is deemed essential. This impact pertains to the development of students' intercultural competence, international and global perspectives within their academic discipline, and the acquisition of soft, transferable skills equipping them to become critical, 'reflective' global citizens and the professionals of the future. In this context, the article provides dispositions for the appropriate planning and implementation of internationalised curricula in Slovenian higher education practice.

It is important to highlight that the agenda of internationalisation (and consequently, internationalisation of the curriculum) and its practical approaches vary significantly throughout the world. These differences can be just as, if not more, pronounced between individual countries, higher education institutions, and the specific characteristics and core objectives of study programmes. Factors such as the (international) composition of the student body and academic staff, the (local) language of instruction, regional, national, and institutional or university-level strategic guidelines and goals regarding internationalisation, individual preferences of academic staff, and, most importantly, the academic discipline itself all greatly influence these variations. As a result, there is no uniform approach to implementing an internationalised curriculum in practice. Instead, careful consideration by leadership and relevant higher education stakeholders is necessary to assess the added value of such shifts and changes, which must take place within a constructive dialogue with academic staff, who play a central role in implementing the internationalised curriculum.

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INTERNACIONALIZACIJA DOMA IN INTERNACIONALIZACIJA KURIKULA V VISOKEM ŠOLSTVU – KONCEPTUALNE RAZMEJITVE IN IMPLEMENTACIJA V PRAKSI

Povzetek: Globalizacija, internacionalizacija in drugi spreminjajoči se dejavniki sodobnega časa narokujejo izobraževanje diplomantov, ki so ustrezno opolnomočeni za uspešno delovanje v večkulturnem in hitro spreminjajočem se svetu. Pomembno je, da visokošolske institucije odzivno sledijo potrebam globalnega, večkulturnega okolja s sistematičnim in celostnim vključevanjem mednarodne in medkulturne razsežnosti v študijske programe, kar obravnavata koncepta internacionalizacije doma in internacionalizacije kurikula v visokem šolstvu. Na osnovi interpretativne primerjave in vsebinske analize v članku predstavim in utemeljim teoretično ozadje omenjenih konceptov, pri čemer izhajam iz teoretične opredelitve internacionalizacije visokega šolstva in se osredotočim na vsebinske vidike internacionalizacije visokošolskega *izobraževanja* s poudarkom na motivih in pristopih za vpeljavo internacionaliziranega kurikula v visokošolski učni proces. Podani so konkretni primeri za implementacijo internacionaliziranega kurikula na osnovi teorije konstruktivne skladnosti (ang. *constructive alignment*), kar v zaključnem delu zaokrožim s kritičnim premislekom in z izzivi, s katerimi se soočamo pri uresničevanju internacionaliziranega kurikula v visokošolski praksi.

Ključne besede: internacionalizacija doma, internacionalizacija kurikula, internacionalizacija visokega šolstva, konstruktivna skladnost kurikula

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