



New approaches to teaching International human resource management: a case study from a Slovenian Intercultural management program

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Abstract: This study explores the innovative pedagogical design, implementation, and student outcomes of the International Human Resource Management (IHRM) course, a graduate-level module delivered in a hybrid and bilingual format at a Slovenian university. The course is co-taught by two professors, with lectures in English and seminars in Slovenian, using both languages interchangeably to foster intercultural dialogue. Instruction integrates Zoom sessions, hybrid teaching, recorded lectures, and structured group work, with Moodle serving as the central platform for materials, communication, and assessment. The course emphasizes practice-oriented, digitalized, student-centered learning, incorporating case studies, collaborative projects, and AI-based simulations to develop competencies in HRM within global and intercultural contexts. The model includes AI-based tools, including GPT chatbots, supporting students in preparing training and onboarding materials for international teams.

Keywords: flexibilization of higher education, human resource management education, practice-oriented learning, artificial intelligence in HRM, hybrid and online teaching, assessment methods in graduate programs

JEL classification: I21

Novi pristopi k poučevanju mednarodnega upravljanja človeških virov: študija primera iz slovenskega programa Medkulturnega managementa

Povzetek: Ta študija raziskuje inovativno pedagoško zasnovo, izvedbo in učne izide predmeta Mednarodni menedžment človeških virov (IHRM), magistrskega predmeta, ki se izvaja v hibridni in dvojezični obliki na slovenski univerzi. Predmet izvajata dva profesorja, pri čemer predavanja potekajo v angleščini, seminarji pa v slovenščini, oba jezika pa se izmenično uporabljata za spodbujanje medkulturnega dialoga. Poučevanje vključuje uporabo Zoom srečanj, hibridnega poučevanja, posnetih predavanj ter strukturiranega skupinskega dela, pri čemer Moodle služi kot osrednja platforma za gradiva, komunikacijo in preverjanje znanja. Predmet temelji na praktično usmerjenem in na študenta osredinjenem učenju, ki vključuje študije primerov, sodelovalne projekte in simulacije z namenom razvijanja kompetenc na področju menedžmenta človeških virov v globalnem in medkulturnem okolju. Model vključuje tudi orodja, ki temeljijo na umetni inteligenci, vključno z GPT klepetalnimi roboti, ki študentom pomagajo pri pripravi izobraževalnih in uvajalnih programov za mednarodne time.

Ključne besede: fleksibilnost visokošolskega izobraževanja, izobraževanje na področju upravljanja človeških virov, na prakso usmerjeno učenje, umetna inteligenca v upravljanju človeških virov, hibridno in spletno poučevanje, metode ocenjevanja v podiplomskih programih

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DOI 10.32015/JIBM.2026.18.1.8

Mednarodno inovativno
poslovanje =
Journal of Innovative Business
and Management

ISSN 1855-6175

1 INTRODUCTION

Internationalization and flexibilization of the curriculum have become critical priorities for graduate-level education, as universities aim to prepare students for increasingly globalized and dynamic labor markets (Jonker et al., 2018; Tucker & Morris, 2011). For master's students, exposure to international perspectives and flexible learning pathways enhances intercultural competence and equips them with the skills needed to navigate complex professional environments (Morgan, 2013). In the European Union, key trends include the harmonization of degree structures under the Bologna Process, increased mobility of students and staff, and the integration of digital tools and online learning platforms to create more adaptive and learner-centered programs (EHEA, 2012; European Commission, 2022). Innovations in curricula increasingly emphasize applied learning, interdisciplinary projects, and the integration of emerging technologies, reflecting broader trends in human resource management education (Benuyenah & Boukareva, 2018; Changbo, 2023). At the pedagogical level, curriculum flexibility and negotiation are also recognized as key principles for enhancing student engagement and responsiveness to diverse learning needs (Boomer, 1992; Jonker et al., 2018). In Slovenia, ongoing educational reforms focus on aligning higher education with European standards, fostering innovation in curriculum design, including online, hybrid, and practice-oriented approaches that better link theory with professional practice (Aškerc Zadavec, 2023). At the national level, Slovenia's Resolution on the National Program of Higher Education until 2030 (OG RS, No. 49/2022) highlights internationalization and digitalization as a key priorities, focusing on enabling intercultural dialogue and digital transformation, strengthening the role of higher education, promoting digital skills, and ensuring broadband infrastructure.

Contemporary HRM teaching increasingly incorporates artificial intelligence for recruitment and training, optimization of HR processes, and simulations of real-world organizational challenges (Martin-Rios et al., 2017; Kasneci et al., 2023). The integration of digital platforms and information-based learning environments further supports the combination of theoretical knowledge and practical application in HRM education (Chen & Hu, 2020). Such approaches ensure that graduates are not only theoretically knowledgeable but also capable of applying their skills in practical, digitally enhanced, and globally diverse contexts (Herman, 2007; Benuyenah & Boukareva, 2018).

Building on the broader discussion of internationalization and flexibilization in higher education, this paper turns to an empirical case that illustrates how these principles can be operationalized in practice. Specifically, it examines the design, implementation, and outcomes of an International Human Resource Management (IHRM) course delivered at a Slovenian university. The course represents a concrete example of a hybrid, bilingual, and technology-enhanced learning model, combining English and Slovenian instruction to foster intercultural dialogue, alongside flexible delivery formats and AI-supported learning tools. Through a quantitative case study based on student survey data, the research evaluates how such a pedagogical approach influences student satisfaction, engagement, and learning outcomes. Research provides insight into the effectiveness of integrating intercultural, digital, and practice-oriented elements within graduate-level HRM education, linking theoretical developments in curriculum innovation with measurable educational outcomes in the Slovenian national context.

2 CASE STUDY

2.1 Intercultural management MA program

The Intercultural Management MA program is a 2-year (4 semesters) part-time or full-time program of Faculty of Applied Social Studies (FUDS)/Fakulteta za uporabne družbene študije (FUDŠ) for adult learners (120 ECTS), implemented on two campuses of FUDS university: in the capital city and in the borderland with Italy. The MA Program is implemented in a unique hybrid format (onsite, online and video recordings) to meet the needs of working adult students. The program enables students to study in an intercultural setting in Nova Gorica (Slovenia)-Gorizia (Italy), offering opportunities to engage with cross-border dynamics and international collaboration. In the Ljubljana cohort, students experience an intercultural environment, thanks to the large number of international students who study there each year.

2.2 Student demographics in MA program

The student body consists of graduate-level adult learners, with approximately 65% being Slovenians, many of whom are employed in the public sector. Due to the hybrid nature of the program, some Slovenian students living or working abroad choose to continue their education online within the Slovenian academic context. The international component of the cohort includes around 35% of international students: from former Yugoslav republics in the Balkans (Bosnia, Croatia, Serbia, North Macedonia), as well as a smaller number of learners from outside Europe (Ukraine, Russia, India etc.), and a few Italians (from the borderlands), creating a diverse and multicultural learning environment that supports intercultural exchange and collaboration.

2.3 Syllabus and HRM course

International Human Resource Management / HRM (Human Resource Management and Intercultural Environment/ Menedžment človeških virov in medkulturno okolje) is one of the core courses designed to help students manage international teams (5 ECTS). The course focuses on talent management within intercultural environments, blending core HRM principles with the challenges of culturally diverse teams and global labour markets. Students study competency-based approaches to sourcing and selecting intercultural staff, including diversity, equity, and inclusion (DEI) strategies, along with tools for recruitment, screening, interviewing, onboarding, and off-boarding in multinational contexts. The syllabus highlights managing employee relations, conflict resolution, leadership and AI skills, performance management and motivation, designing professional development and training programs, and handling compensation and benefits for mixed cultural teams. Special topics include HRM in virtual and intercultural teams, and broader international settings, with a strong emphasis on practical skills and strategic thinking for contemporary HR roles impacted by AI.

During the semester students in this course are expected to develop a blend of theoretical knowledge and practical skills in human resource management within intercultural settings. They learn essential HRM concepts and distinguish key HR categories in global business contexts, gaining insight into effective HR practices and their strategic role in organizations. Competencies include practical HR skills such as contributing to recruitment and implementation of intercultural staffing, managing and assessing performance in diverse teams, and designing onboarding and development programs. Students are trained in intercultural communication and teamwork, including the ability to collaborate with others in developing, implementing, and evaluating HRM systems in multicultural environments.

The course is positioned in the second year of the MA program, following students' prior specialization in intercultural management, where they are introduced to key theoretical frameworks and models of intercultural communication. Building on this foundational knowledge acquired during the first year, the HRM course requires students to apply comparative and intercultural frameworks in the design and implementation of onboarding programs tailored to international organizational contexts.

2.4 Co-teaching and bilingual instruction process

Effective co-teaching in a bilingual classroom relies heavily on strong alignment between instructors to ensure coherence in content delivery, learning objectives, and student experience. Close coordination allows instructors to cross-check materials, terminology, and expectations across languages, reducing the risk of inconsistencies or misunderstandings. Linguistic scaffolding plays a crucial role in this context, as instructors intentionally support students in navigating subject-specific vocabulary and concepts in both languages, gradually building confidence and competence. Equally important is clarity in assessment, where aligned criteria, transparent instructions, and consistent feedback across both languages (English and Slovenian) help maintain fairness and support student success. Together, alignment, continuous communication, and deliberate pedagogical strategies enable a more inclusive, structured, and effective intercultural learning environment.

Effective co-teaching in a bilingual classroom relies heavily on strong alignment between two HRM course instructors to ensure coherence in content delivery, learning objectives, and mixed student cohort experience. Close coordination allows instructors to cross-check materials, terminology, and expectations across languages, reducing the risk of inconsistencies or misunderstandings. Linguistic scaffolding plays a particularly important role for international students, including those from India, Russia, Ukraine, and other countries whose first language is not Slovenian. Both instructors are multilingual and proficient in Slovenian and English, enabling them to provide flexible language support. During Slovenian-taught seminars, key concepts and subject-specific terminology were clarified in English when needed, and students were encouraged to ask questions in English to ensure full comprehension. Course materials, instructions, and summaries were made available bilingually through Moodle in both Slovenian and English, providing students with access to equivalent learning resources in both languages. In addition, international students were offered English-language consultations outside regular class sessions, allowing them to clarify concepts, discuss subject-specific terminology, and receive additional academic support. This combination of in-class linguistic support and supplementary consultations helped ensure that all students could engage meaningfully with course content regardless of their linguistic background.

Assessment practices (exams) were similarly designed to promote inclusivity and fairness. Examination instructions, assessment criteria rubrics, and feedback were provided consistently across both languages. Oral examinations could be conducted in either Slovenian or English, allowing Slovenian students to choose their preferred language while enabling international students to demonstrate their knowledge in English. Together, bilingual materials, targeted language support, aligned assessment practices, and continuous communication between instructors created an inclusive, structured, and effective intercultural learning environment in which the needs of both local and international students were recognized and supported.

2.5 Implementation format: pedagogical instructional design model.

The pedagogical design of the HRM course is built around a flexible, practice-oriented, and technology-enhanced learning model and is delivered collaboratively by two professors in

multilingual format: in English and Slovenian, with lectures conducted in English and seminars held in Slovenian in a mixed (onsite, online, and hybrid) format, while both languages are used interchangeably to actively practice intercultural dialogue. Content delivery combines Zoom sessions, hybrid teaching, recorded lectures, and structured group work to ensure accessibility and engagement. Moodle serves as the central platform for all learning materials, communication, and submissions. Continuous assessment is emphasized through hands-on, practice-oriented activities in which students work with real HRM cases and apply theoretical concepts to authentic organizational challenges. Assessment methods include individual assignments with case solutions discussed through in-class discussions and asynchronous blogs in Moodle. The final assessment component is collaborative group work, carried out virtually, onsite, or in hybrid format, where students design and present a simulated HRM onboarding program for interculturally mixed teams, including an onboarding program document, a video pitch, and a live or online team presentation of the program structure. Innovative use of AI is integrated into the course, as students employ GPT-based chatbots as assistants to support the preparation of training and onboarding materials for international teams, strengthening both digital literacy and responsible AI use in HRM practice. Overview of the teaching model is provided in the table 1 below.

Table 1: Pedagogical Design Summary Model

Key Pedagogical Element	Description
Teaching & Intercultural Environment	The course is taught by two professors in English and Slovenian. Lectures are in English, seminars in Slovenian, delivered in onsite, online, and hybrid formats. The bilingual approach fosters intercultural dialogue, communication, and competence through collaborative interaction.
Instructional Design & Delivery Format	A flexible, technology-enhanced model combining Zoom sessions (synchronous and recorded), hybrid teaching, pre-recorded lectures, and structured group work. The approach is student-centered and practice-oriented, focusing on applying theory to real HRM challenges through case-based and collaborative learning.
Digital Learning Infrastructure	Moodle serves as the central platform for materials, communication, assignments, and submissions. GPT-based AI chatbots are used to support students in preparing training and onboarding materials, promoting digital literacy and responsible AI use.
Case-based	Teaching is shaped as practical HRM case work, encouraging students to apply concepts in real-world organizational and intercultural contexts.
Individual Assessment Strategy	Individual assignments based on case solutions are supported by in-class discussions and asynchronous blog activities, ensuring active engagement and individual accountability.
Collaborative & Final Assessment Design	Final assessment is based on group work (virtual, onsite, hybrid), where students design and present a simulated HRM onboarding program. Outputs include a written program document, video pitch, and team presentation.

The pedagogical design of the HRM course is structured as a flexible, practice-oriented, and technology-enhanced learning model tailored to adult learners. Teaching is organized in intensive five-hour blocks delivered in the evenings and on weekends, allowing students to participate either synchronously via Zoom or onsite in the classroom. The learning flow follows a structured sequence in which the first four sessions are lecture-based and led by the professor, followed by two interactive seminar sessions facilitated by the professor's assistant. While lectures are conducted in English and seminars in Slovenian, both languages are used interchangeably across activities, supported by bilingual materials and jointly prepared pre-recorded videos featuring both instructors, thereby fostering intercultural

dialogue and linguistic scaffolding. Moodle functions as the central platform for organizing learning materials, assignments, and asynchronous activities, enabling flexible engagement for students who prefer to access recorded sessions or require extended time for task completion.

Clear role division between instructors ensures pedagogical alignment and consistency, with the professor responsible for conceptual input and theoretical framing, and the assistant professor guiding applied learning through discussions, case work, and feedback. Continuous assessment is embedded through individual and group-based activities, supported by in-class checkpoints, asynchronous blog discussions, and regular feedback loops. Students work in small, intentionally diverse groups of three to five members, combining different cultural backgrounds and participation modes (online and onsite), to simulate hybrid international teamwork environments. Group formation is guided by instructors during initial sessions to ensure diversity and balance.

The course explicitly targets the development of intercultural competence, practical HRM skills, and digital literacy, including the use of AI tools. Students engage in applied tasks such as recruitment simulations, onboarding design, performance evaluation, and conflict management in intercultural contexts, while also using GPT-chatbot support the preparation of HRM materials. The final assessment consists of a collaborative project in which students design and present a simulated onboarding program for interculturally mixed teams, acting as HR managers. Deliverables include a written onboarding plan, a recorded video pitch, and a live or online presentation, ensuring alignment between theoretical knowledge, practical application, and professional communication skills in digitally mediated environments.

Overall, the teaching model represents a holistic, student-centered approach that effectively integrates intercultural, digital, and practice-oriented dimensions of learning. By combining bilingual instruction with flexible hybrid delivery formats, the course creates an inclusive environment that fosters intercultural dialogue and collaboration. The integration of technology through Moodle and AI-based tools supports both accessibility and the development of digital competencies, while case-based learning ensures strong links between theoretical knowledge and real-world HRM practice. The balance between individual and collaborative assessment further promotes both personal accountability and teamwork skills. The goal of the model is to prepare graduates for professional work in complex, global, and digitally evolving environments.

3 CASE STUDY METHODOLOGY

Quantitative descriptive approach was used for the case study methodology. A total of 74 students participated in an online survey conducted via the university-wide Quality Management QM system to evaluate the effectiveness of the course's newly implemented teaching didactics and assessment methods. The survey was administered one week after the completion of the course, allowing students sufficient time to reflect on their overall learning experience. It was designed using a Likert-scale format, enabling systematic measurement of students' perceptions and levels of agreement across multiple dimensions of the course. The questionnaire was structured around key thematic categories, including quality of teaching, instructor engagement and support, course organization and assessment, learning materials, and perceived learning outcomes. This methodological approach provided quantitative basis for assessing the impact of the redesigned pedagogical strategies on student engagement, satisfaction, and learning effectiveness. Summary of the key these is give in the table 2 below.

Table 2: Key evaluation categories

Key Category	Evaluation categories
1. Quality of Teaching	1. Well-delivered lectures 2. Clear and understandable explanations 3. Appropriate selection of course topics 4. Respectful and supportive behaviour 5. Encouragement of critical thinking and participation
2. Instructor Engagement and Support	1. Availability for questions 2. Understanding of individual student needs 3. Encouragement of discussion 4. Inspiring confidence
3. Course Organization and Assessment	1. Clear communication of assessment criteria 2. Fair and appropriate evaluation methods 3. Consistent and timely conduct of classes 4. Use of AI
4. Learning Materials	1. Easy access to required literature 2. Clarity and usefulness of course materials
5. Learning Outcomes	1. Acquisition of new knowledge 2. Achievement of expected competencies 3. Relevance of the course within the curriculum 4. Practical applicability of content to work and real-life situations (cases)

These categories are essential for evaluating student satisfaction with HRM course design because they collectively capture the key dimensions of an effective learning experience, aligning pedagogical intent with student perception. The quality of teaching reflects how clearly and effectively knowledge is delivered, directly influencing comprehension and engagement. Instructor engagement and support assess the relational and interactive aspects of teaching, which are critical for fostering a supportive learning environment and enhancing motivation. Course organization and assessment address transparency, structure, and fairness, ensuring that students understand expectations and perceive evaluation processes as credible. Learning materials evaluate the accessibility and clarity of resources that support independent and guided learning, particularly important in hybrid and technology-enhanced settings. Finally, learning outcomes measure the extent to which the course achieves its core objectives, including knowledge acquisition, competency development, and real-world applicability. Together, these categories provide a comprehensive framework that links instructional design, delivery, and outcomes, enabling a holistic assessment of student satisfaction and the overall effectiveness of the HRM course.

Quantitative data is analyzed with the use of descriptive statistics, it enables a clear and systematic interpretation of student satisfaction and highlights both strengths and areas with slightly greater variability within the course evaluation.

4 FINDINGS AND RESULTS

The survey data were analyzed using descriptive statistical methods, specifically by calculating the arithmetic mean (average) and standard deviation for each item. The average values provide an overall indication of students' perceptions of different aspects of the course, such as teaching quality, instructor engagement, course organization, and learning outcomes, based on Likert-scale responses. Higher mean scores reflect more positive evaluations, allowing for straightforward comparison across items. The standard deviation was used to assess the variability or dispersion of responses, indicating the degree of agreement among students; lower values suggest stronger consensus, while higher values point to more diverse opinions. With the number of responses ranging from 72 to 74 per item, this approach ensures a reliable overview of central tendencies and response consistency.

The results of the student survey indicate a consistently high level of satisfaction across all evaluated aspects of the course. Mean scores range from 4.42 to 4.61, suggesting very positive perceptions of teaching quality, course organization, and learning outcomes. Students particularly valued the appropriateness of the course content ($M = 4.61$), the encouragement of participation ($M = 4.58$), and the respectful and supportive behaviour of instructors ($M = 4.57$). High ratings were also observed for the practical applicability of the content ($M = 4.56$), clarity of assessment criteria ($M = 4.55$), and overall course organization. Slightly lower, though still strong, scores were recorded for the clarity of learning materials ($M = 4.42$) and assessment methods ($M = 4.46$), indicating minor variability in these areas. Overall, the relatively low standard deviations (ranging from 0.83 to 1.08) demonstrate a strong consensus among students, confirming the effectiveness of the course design and delivery. Summary of the results is outline in the table 3 below.

Table 3: Results

Question	Number of Responses	Average	Std. Deviation
a) The lectures were well delivered (for online and onsite).	74	4.46	0.95
b) The covered content was presented in a clear and understandable way.	74	4.45	1.00
c) The covered content was appropriately designed with digital elements	72	4.61	0.83
d) The instructor presented the applicability of the study content in organizational work or real-life situations.	73	4.56	0.95
e) The instructor encouraged discussion and student participation.	73	4.58	0.92
f) The instructor informed students about the assessment criteria.	74	4.55	0.93
g) The methods of assessment and knowledge evaluation were appropriate and clear	74	4.46	1.08
h) The instructor is always available for questions and resolving our dilemmas.	74	4.53	1.00
i) The instructor adhered to the scheduled timetable.	74	4.55	0.96
j) The instructor inspires my trust.	73	4.47	1.06
k) There were no difficulties in obtaining the required literature.	74	4.51	1.00
l) The literature and materials provided by the instructor are clear and understandable.	74	4.42	1.04
m) We learned a lot of new things in this course.	74	4.47	1.03
n) The course is appropriately positioned within the study program MA curriculum.	74	4.53	0.98
o) We acquired the expected competencies in this course.	74	4.53	0.98
p) The instructor understands my individual needs.	72	4.51	1.00

Question	Number of Responses	Average	Std. Deviation
r) The instructor encourages me to think critically.	74	4.54	0.96
s) The instructor treats students with respect.	74	4.57	0.90

4.1 Overall Student Satisfaction

Student feedback on the International HRM course indicates very high overall satisfaction. Mean ratings across all survey items, excluding the attendance check, range from 4.42 to 4.61 on a 5-point Likert scale, reflecting strong approval of the course structure, content, and instructional quality. The highest-rated aspects of the course included the appropriateness of the course content ($M = 4.61$, $SD = 0.83$), respectful behavior of the instructor ($M = 4.57$, $SD = 0.90$), encouragement of discussion and participation ($M = 4.58$, $SD = 0.92$), and the usefulness of study materials for real-life professional situations ($M = 4.56$, $SD = 0.95$). These high means combined with relatively low standard deviations indicate substantial agreement among students regarding the course's quality.

4.2 Instructor Performance

Instructor-related items consistently received high ratings, ranging from 4.46 to 4.58. Students highlighted strong presentation skills, high accessibility, clear communication of requirements, supportive and respectful behavior, and the ability to encourage critical thinking. Overall, the results suggest that instructors played a key role in creating an engaging and supportive learning environment.

4.3 Course Design and Learning Outcomes

The empirical findings indicate a consistently high level of student satisfaction across all evaluated dimensions of the International Human Resource Management (IHRM) course, confirming the effectiveness of its hybrid, and bilingual pedagogical design. Students perceived the course as well integrated within the broader curriculum ($M = 4.53$), while also reporting that it enabled them to successfully acquire the expected competencies ($M = 4.53$) and gain substantial new knowledge ($M = 4.47$). These results suggest that the course not only meets its intended learning objectives but also contributes meaningfully to students' overall academic and professional development. Students highly valued the applicability of the course content to real-world organizational and intercultural contexts (cases), reflecting the effectiveness of case-based learning, simulations, and collaborative project work. The integration of AI-supported tools, such as GPT-based chatbots, further enhanced learning outcomes by fostering digital literacy and equipping students with contemporary skills required in global HRM practice.

While all evaluated aspects received high ratings, slightly lower mean scores were observed in the clarity of learning materials ($M = 4.42$, $SD = 1.04$) and assessment methods ($M = 4.46$, $SD = 1.08$), indicating some variability in student experiences. This suggests potential areas for further refinement, particularly in ensuring consistency in the presentation of materials. The model is new for many students with the mixed background and diverse BA level experiences. Overall, these variations remain within a high satisfaction range. The relatively low standard deviations (ranging from 0.83 to 1.08) indicate a strong level of agreement among students, reinforcing the reliability of the findings.

Overall, the findings demonstrate that the IHRM course successfully operationalizes key principles of internationalization and flexibilization in higher education. The combination of bilingual delivery (English and Slovenian), hybrid learning formats (Moodle, Zoom), technology-enhanced instruction, and practice-oriented pedagogy effectively supports the development of intercultural competence, collaborative skills, and professional readiness. These results show the value of integrating flexible, inclusive, and technologically enriched teaching models in graduate education, particularly in fields such as human resource management, where global, digital and intercultural competencies are increasingly critical.

5 RECOMMENDATIONS

On the practical side, universities and educators can use this sample model to continue integrating practice-oriented and technology-enhanced teaching methods, including AI tools for training and onboarding simulations, to better prepare students for globalized and digitally driven workplaces. Ongoing evaluation of assessment methods, curriculum structure, and student engagement strategies will help refine pedagogical approaches, ensuring that MA-level programs remain flexible, inclusive, and aligned with evolving labor market demands and emerging trends in human resource management. Future research should explore the long-term impact of internationalized and flexible curricula on graduate students' professional competencies and employability across diverse organizational contexts. Comparative studies between institutions could provide insights into best practices for implementing hybrid, bilingual, and AI-supported learning models in HRM and other professional programs.

6 CONCLUSION

In conclusion, the International HRM course demonstrates a highly effective pedagogical design model that successfully combines hybrid, bilingual, and technology-enhanced teaching with practice-oriented and collaborative learning. Quantitative empirical data indicates strong satisfaction across all dimensions of the course, including teaching quality, instructor engagement, course organization, assessment methods, and accessibility of learning materials.

Case study data on the International HRM course reveal consistently high satisfaction across all major dimensions of the learning experience. Overall, students rated the quality of teaching very positively, highlighting the clear and well-delivered lectures, the appropriateness of the course content, and the instructor's respectful, supportive, and engaging approach. The instructors were viewed as highly accessible, encouraging active participation, critical thinking, and providing understanding for individual student needs. Course organization and assessment were also well regarded, with students reporting clear communication of assessment criteria, appropriate evaluation methods, and reliable adherence to the scheduled timetable. Learning materials were considered accessible and understandable, while the course itself was seen as valuable in contributing to new knowledge, relevant competencies, and practical insights applicable to real-life professional contexts. Together, these findings indicate a strong overall learning experience and affirm the course's effective placement and role within the MA program "Intercultural Management".

The results of this case study reinforce broader trends in higher education, demonstrating that the intersection of internationalization, and flexibilization, is essential for effective curriculum design.

The course model design is aligned with the requirements outlined in Slovenia's Resolution on the National Program of Higher Education until 2030 (OG RS, No. 49/2022), particularly in its emphasis on digitalisation, flexible learning pathways, and the integration of innovative

teaching approaches. By offering a course “International Human Resource Management (IHRM)” in a hybrid, bilingual, and practice-oriented learning environment, the university demonstrates how programs can be structured to be flexible, inclusive, and responsive to the evolving demands of adult learners and the labor market. These insights suggest that similar approaches could be successfully applied across other graduate-level programs in the Slovenian and European context.

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