Summary of practice:
Preparing for Virtual Teaching

Course: MG 473 Negotiations Analysis

Professor David Marsden
Department of Management
D.Marsden@lse.ac.uk

Dr. Karin A. King
Department of Management
k.a.king@lse.ac.uk

Mrs. Aurelie Cnop-Neilsen
Department of Management
a.cnop@lse.ac.uk

LSE Department of **Management**

Virtual Negotiations Class - Pilot

This document

1. Our course & key considerations specific to virtual teaching

2. Aims of the virtual teaching pilot simulation & testing activities

3. MG473 Course learning design & the function of a class

4. Class design – Moving from face-to-face to virtual

5. Preparation – How we prepared (teachers & students)

6. Class teaching – How the class operated

7. Other considerations

8. Checklist – Virtual Teaching

9. Sharing advice and considerations for full virtual delivery

10. Appendices – Additional information

LSE Department of **Management**

Teaching Negotiations Virtually

1 - Our course & key considerations specific to virtual teaching

- ### Overview: MG473 Negotiations Analysis

  - Negotiation Analysis is an experiential learning course in which students learn to become better negotiators. As such, learning occurs by "doing" and reflections on one's performance, integrated with analytical concepts.

  - Taught in 10 teaching weeks. Core structure weekly is a 90 minute lecture followed by a 90 minute highly interactive case. Currently delivered synchronously in classroom. Class size is large: 60 students.

- ### Specific considerations

  - Weekly, a negotiation case is taught, designed to provide the learner with an opportunity to apply the core concepts of negotiations taught in the lecture, deepening their understanding of the mechanisms at play in effective negotiations based on their knowledge of the literature

  - The case is a live, synchronous, highly interactive activity, carefully timed and facilitated by the teachers. The negotiations case is a highly interactive activity requiring all students to contribute to the negotiation. For effective learning, students need time to voice their contributions to the case and in doing so, to practice their use of concepts and competence. It's important that each student finds an opportunity to speak rather than deferring to others to represent them which may be a risk in the virtual context if communications are hindered.

  - Participation in the cases is required in order to submit the assessed Learning Log for the week. The case and associated Learning Log forms a core part of the assessment

  - We expect that it will take time for students to become familiar with the new format as well as the new tools required (Zoom). Negotiations as an activity may require additional time in the virtual environment due to the number of 1:1 and 1:many negotiations conversations required to complete a complex case (in contrast to a 1:many lecture)

Teaching Negotiations Virtually

2- Aims of the pilot testing and simulation activities

- Aims

  - Prepare proactively for a possibly very short-notice shift to 100% virtual delivery of MG473 Negotiations analysis without impact to the learner and quality of learning outcomes and without interruption of access to the Lent Term 2020 course or successful completion of the course.

  - Ensure uninterrupted student access for participation in the case exercise which is an assessed activity in our course.

  - Provide visibility of the preparation activities to students in order to support them should their be a need to close the School; aim to signal assurance and help instil confidence during uncertainty regarding Coronavirus , that their success in their studies will not be constrained, remove perceived barriers to continuance in their learning.

- Expected outcomes

  - A teaching model which we can scale up for the remaining teaching weeks of the Lent Term 2020, if the shift to full virtual teaching is required

  - An approach which we can then use for some exercises in future academic years to study the difference between face-to-face and virtual negotiations. This is relevant to management students particularly in the recognized frequent use of virtual media (phone, internet VOIP calls, meetings) in modern business practice, such as for example, recruitment interviews which are often Skype-based.

  - We are additionally considering future empirical research on the use of virtual methods in negotiations teaching and their consequences for the management sciences learner in regards to core competence for careers in management.

  - Insightful learning as to what works, what did not work well and what else is required to move to 100% virtual teaching for our course.

Teaching Negotiations Virtually

3- MG473 course learning design and the function of a class

- Weekly learning design
  - Negotiation Analysis is taught weekly using this design:
  - 90 minute interactive lecture; 90 minute taught negotiations case (roles-based, highly interactive) = 180 minute hybrid lecture-class seminars weekly for 10 weeks

- Function of a class in MG473
  - In the class weekly, students participate in a taught negotiations case. The case is selected for its relevance in teaching key concepts identified within the course curriculum.
  - The learning outcomes of the case exercise correspond directly to the core concepts taught in the weekly lecture which takes place immediately prior to the interactive case exercise.
  - As a live synchronous activity, students engage directly in an interactive negotiation, adopting roles as assigned in the case and undertake a specific negotiation, applying their knowledge of negotiations literature (from readings and lectures) and their practical negotiations skills and competence (developing across exercises weekly).
  - Cases range in design and may be 2-party negotiations (such as negotiating an employment contract between candidate and recruiter) or complex multi-party, multi- issue negotiations (such as the purchase or sale of a Wind Farm or the agreement of a commercial investment in a rural are by 4 township mayors with differing priorities and regional interest)
  - As we approach the latter weeks of the Lent Term, the cases are multi-party and complex. As such they require multiple stages of negotiation and interactions across and between multiple actors in the case. This involves 1:1, 1:multiple and coalitions-based negotiations elements rather than a single "meeting".

Teaching Negotiations Virtually

4- Class design – Moving from face-to-face to virtual

- A new teaching model to prepare for virtual delivery of lectures & classes

  - **Now** – the urgent priority is teaching continuity. In the immediate term, for speed of transition to virtual and lowered risk of error or impact to student learning outcomes, we aimed for largely a direct transfer from classroom to virtual, with some necessary adjustments.

  - **Longer term** – We foresee other changes we can make longer term to innovate our teaching practices, which we will continue to explore (such as flipped lectures, town hall meetings, lecturer pod casts) as students and teachers become familiar with the virtual environment and Zoom functionality.

Element & sequence	Learning component	Current model	Virtual model	Differences of note
Pre-lecture / class preparation	Read core readings Access lecture slides posted on Moodle	Asynchronous independent study	Asynchronous independent study	Class preparation materials are distributed in advance to allow greater individual preparation time
Lecture	Interactive lecture	Face-to-face classroom	Virtual synchronous via Zoom *(offer "make-up assignment for non-attendees)*	Lecture recording available in advance and on Moodle
Class	Negotiations case exercise			Preparation for case distributed in advance to create additional time in virtual case tea exercise
Post-lecture / class	Learning Log assignment & submission	Asynchronous independent study	Mixed synch & asynchronous independent study	Students now conduct peer-to-peer feedback activity via independent activity post-class rather than during class
Student learning support	Office hours	Individual in-office	Individual or collective office hours via Zoom meeting	Ease of access for students. Shift to option of individual or collective office hours (where common queries). "Nudge" to upskill on Zoom

Teaching Negotiations Virtually

5. Preparation – How we prepared (teachers)

Preparation	Core activities
Planning for virtual attendance (lectures, classes, office hours)	- Discuss set-up and proactive planning with Admin Team- agree tasks, timing, roles - Develop materials proactively to the extent possible and upload to Moodle "hidden" for access across all teaching team in case of interrupted access by one of more teaching team member - Prepare roles for all future cases this term as a precaution
Brief students for possible virtual delivery & what that means for ongoing participation in your course	- Brief students on planned approach to 100% virtual delivery to reassure no barriers to successful course completion - Brief students on measures to submit logs and summative essays - Support upskilling on needed technology. Note some students will be more or less familiar with technologies (Zoom or others) and more or less comfortable than others with use of technology, this takes time to build confidence and competence.
Prepare advance communications of class guidance and instructions to the extent possible	- Prepare and send "Joining Instructions & Preparation Activities" email to students explaining what is required as independent work before virtual class - Assign case roles in advance of class (currently done in class) - Distribute roles by email in advance - Confirm student contact details in advance - Distribute class materials and guidance information in advance - Anticipate student questions and instruction needs – prepare and communicate in advance, clearly and concisely, ideally in one email (aim for fewest possible to avoid confusion)
Organisation & scheduling of lectures & classes	- Hold virtual class during normal timetabled hours so students do it together & class leaders can coordinate and lead feedback - Allow extra time for negotiation online than for face-to-face in class - Create extra time needed by shifting some preparation activity (such as case role reading" to outside of class time (pre-work)

Teaching Negotiations Virtually

5. Preparation – How we prepared (teachers & students)

Technical prep	Core activities

Prepare Teachers for use of Zoom	- Teachers upskill on use of Zoom,
	    - develop competence particularly overall meeting management, use of microphone, use of slide share, use of chat, use of breakout rooms
	- Plan to use BOTH video and audio
	    - not rely solely on audio. Video link is closer simulation of in classroom experience and will enable students better to see the reaction of their counterparts when proposing offers etc.
	- LSE guidance
	    - Request update on Eden Centre guidance on Zoom license for LSE
	- Record your Zoom meetings
	    - Remember to RECORD Zoom Meeting and upload to Moodle (link to 360 Echo- pending)
	- Technical note:
	    - Put Zoom in LSE 'Self Service' Folder so can be sure to download genuine version of software.

Prepare Students for use of Zoom	- Present a Zoom How to Tutorial to Students
	    - Provide guidance on how to use Zoom
	    - Point students to specific functionality of Zoom required for the class (such as chat functions for 1:1 and 1:many negotiations discussions required to complete the case activity)
	- Activity: Zoom training
	    - Ask students to access the available online training from Zoom (free of charge, pre-corded or live) - ZOOM MEETING training
	    - NUDGE – as a behavioral nudge to build confidence in use of Zoom, hold Zoom office hours and ask students to join – if not needing an office hour, they can join a "collective office hour" to learn more about Zoom with fellow students
	    - Accelerate student competence development with use of Zoom technology

LDL Management

Teaching Negotiations Virtually

6. Class teaching – How the class operated

Virtual teaching	Core activities
Lecture	Pre-record option – - Present slides with commentary and record via Zoom Meeting - Upload to Moodle Live option - Present lecture as usual, using Zoom instead of classroom - Continue to foster interaction, posing questions and facilitating student response and focused interaction as specific points as designed in the lecture Lecture timing & messaging - At next lecture- allow time to introduce virtual teaching preparations, instruct on Zoom How To – to set expectations and accelerate student preparation for possible participation in virtual teaching
Class – Negotiations Case exercise	Plenary - Introduction of case exercise - Use "slides share" functionality - Remember use of microphones and ask students to mute until small group activities or questions Small group activities - Use Zoom "breakout room" functionality - Explain to students how this functions and what core steps or functions they will be using - Be clear on time expected to complete small group work and return to plenary for reporting and debrief Plenary Debrief - Debrief of case exercise - Wrap up of classes

Management

Teaching Negotiations Virtually

7. Other considerations

Student support	Core activities
Office hours	Virtual office hours – via Zoom - Use this is as a behavioural "nudge" to facilitate student (and teacher) upskilling and familiarly with use of Zoom - Offer "pilot" sessions in advance of any School Closure if possible, to help build confidence in use of tool and proactive planning to avoid interrupted access to faculty and to signal support for learning needs - Can hold individual or "collective" office hours (when students interested in collective discussion of assignments or feedback, maintain individual office hours to address individual-specific confidential queries such as related to illness or absence or grades)
Further technical testing for virtual teaching	- Run further pilots of Zoom for lecture, Zoom for office hours, Zoom for interactive class seminar activities. Test the "breakout rooms" functionality, test chat functions, test whiteboard, test slides sharing, test recording functionality - Develop an online session for next academic year to study impact of online v. face-to-face negotiation
Teaching planning	- Continue to refine the cases, to consider what modifications needed in a specific exercise in order to better support effectiveness in virtual teaching. - For example: QuickMove case has "Agent" role which can be a challenge due to the number of interaction points required to successfully complete the exercise, each requiring a separate "chat" or negotiation interaction.

Other considerations	- Headphones
	  - Can be used to reduce "feedback" on audio
	- Back up planning
	  - Provide contact in teaching team for live support if students encounter issues during class, which can be handled separately to avoid disruption to class and to enable student continued participation after resolving issue (Skype, phone, email of the other teacher or DOM HRO)

Virtual Negotiations Class - Pilot

8. Checklist - Virtual teaching

	Pre-virtual class	Virtual Class	Post-virtual class
Communica-tions	Announce virtual class & rationale Set up Zoom meeting Invitation Email Joining Instructions & pre-class preparation	Introduction to the Virtual Class & Guidelines for today's class via Zoon	Class wrap up email. Reminders of next steps required to complete the week's learning assignment.
Plenary teaching	Prepare revised case teaching plan, revise teaching notes to align to new format and timing Prepare pre-class guidance, post-class follow up	Teach live case, use revised timing	Post recorded Zoom lecture on Moodle
Live negotiation exercise	Distribute case roles briefing packs, allocated individually (send by email batch) Prepare revised case teaching plan	Watch for issues in activity functioning	Post recorded Zoom class exercise on Moodle
Alternative assessed assignment	Prepare and post guidance on Moodle for an alternative "make-up assignment for students not able to join either on campus or virtual classes	Student, self-timed virtual exercise with peers, for those who were not able to attend either teacher-led class option (campus or virtual)	Provide guidance to students how to complete the self-led "make-up assignment
Technology & support	Teachers test Zoom (upskill) Instructions to students – Zoom download and how to guide (consider a taught virtual How to Zoom module)	Observer monitors and provides support or communicates to lead teacher if issue or question	Moodle updates after virtual teaching Link with 360 Echo when available
Learning materials	Prepare all materials Revise reaching plan to virtual Post materials on Moodle (hidden) for access by all team	Share plenary teaching slides on Zoom via "share slides" function	Upload case debrief slides to Moodle
Time	Closely review the timing needed for each activity	Prepare clear guidance on timing for students	Follow up promptly to support learning completion & embededness

Teaching Virtually

9. Sharing advice & considerations for full virtual delivery

- **Prepare** - Preparation is 90% of the game, planning and preparation is crucial

- **Simplify** - Keep it as simple as possible (while not impacting learning outcomes). Start with a simple translation from in-classroom to virtual teaching, then develop and evolve with practice

- **Coordinate** – between teaching and course admin teams

- **Communicate** - with students concisely and clearly - before, during, after

- **Pause** – Create space for participation in the virtual session.

- **Design** - Shift preparation tasks to pre-class activities (conserve live synchronous time as it will take longer than expected!)

- **Enhance –** Upgrade your teaching / lecturing slides as a facilitation tool to engage, focus and guide the session

- **Focus** – Remember to focus on the learning activity as central (in addition to the medium or tool) in order to deliver on the learning promise. The learning is the thing! (not the tool).

- **New technology takes time** - Build student competence and confidence in use of technology (Zoom) over time

- **Adapt** - Have a plan B, have an Observer to spot and support learner needs during teaching

- **Collaborate** - Work as a team, share feedback, keep learning!

- **Record & post** – Post everything on Moodle (even if "hidden" to avoid interrupted access to materials if any team member unavailable at short notice

- **Enjoy your virtual teaching!** This is a great way to explore opportunities for greater impact in our teaching pedagogy and practice!

Virtual Negotiations Class - Pilot

10. Appendix / additional information

Virtual Negotiations Class - Pilot

Virtual class simulation outcomes: Traffic lights

	Worked quite well in the virtual class today	Didn't work well enough in the virtual class today	What else do we need to consider if we want to teach Negotiations 100% virtually?
Course Communications	Clear simple guidance from teachers	Pre-class module to familiarise with Zoom (instructions not enough)	Concise clear, coordinated communications about virtual classes, joining instructions, timing, make-up assignments, how to access teachers and office hours and how to use Zoom and specific functionality needed
Plenary teaching	Clear materials Concise communications	Needed more time for interaction with students virtually for activity debrief	Taught mini-module on how to use Zoom
Live negotiation exercise	Complex case Student engagement and focus on learning tasks	Completed the activity, but adjusted timing would allow deepen learning	Additional alternative make-up assignment if students cannot participate in either campus or virtual
Technology & support	Used Zoom effectively to complete the core activity – a negotiation Good technical assistant during pilot	Zoom functionality under-utilised	"How to Zoom" orientation module for students, self-directed, to be posted on Moodle, to leverage the available Zoom resources (training)Very closely managed coordination with Course Admin Team
Learning materials	Roles assigned correctly Role-specific briefings allocated by email	Not enough info on how to use specific Zoom functions such as 1:1 chat function	Revise learning materials to carve out pre-work where possible, extend time allowance when virtual, enhance clarity of communications on written teaching slides which are more heavily relied upon when in virtual
Time	Effective simulation in tight timing	Needed more time to connect in 1:1 and 1:2 meetings	Modify the planned timing to allow for virtual "logistics" of small group activity

Virtual Negotiations Class - Pilot

Example communications: Invitation to participate in pilot

MG473 - Volunteers invited! To join our virtual negotiations class (Thursday March 5, 14:00 for 60 minutes)
Hello everyone,
We are seeking 6 student volunteers to participate in a pilot exercise of a virtual negotiations class.
This 60 minute class will take place immediately following our Thursday class tomorrow. This is not required as part of your registration in the course MG473 and student participation in the case will not be assessed.
Please reply to DOM HRO to confirm your interest. DOM HRO will confirm back to the 6 volunteers once confirmed. Here are the details:
Best regards,
Your MG473 Negotiations Teaching Team

Who	6 student volunteers needed
Where & when	Immediately following Thursday's Negotiations class (same room) 14:00-15:00, Thursday March 5th 2020, Parish Hall LG.03
What	A virtual negotiations class lasting 60 minutes, including a negotiations exercise. Similar to regular classroom-based negotiations classes, except this class will be done using Zoom Meeting
Why	The purpose of our pilot is to prepare for virtual teaching of MG473 negotiations classes if required in future. This could be necessary if there were any School closures due to Coronavirus. Our focus will be on testing and evaluating the use of virtual teaching of negotiations
How	Please reply to this email to Dom.Hro@lse.ac.uk. The first 6 volunteers will be confirmed by DOM HRO.
Questions?	Contact Aurelie (a.cnop@lse.ac.uk) or Karin (k.a.king@lse.ac.uk)
Important note	There are currently no planned School closures. This is only a test of virtual teaching methods.

LSE | Department of **Management**

Virtual Negotiations Class - Pilot

Example communications: Virtual class joining Instructions

Thank you for volunteering for today's virtual negotiations session.

Our virtual class simulation exercise Thursday will be held at 14:00pm-15:00pm in the Parish Hall LG.03 classroom.

You will receive shortly, a **Zoom Meeting invitation**.

In advance of the virtual class session, please:
1. Download ZOOM MEETING ro your personal laptop for use in the class https://zoom.us/download#client_4meeting
2. Register/ create an account for ZOOM (free, no charge). Log in and save your log in details.
3. Please test ZOOM with a fellow student to confirm audio / video
4. View a Zoom training webinar (live or pre-recorded) available at this link to familiarise yourself with ZOOM

What you will need on the day:
- Your laptop and power cable, your mobile phone and charger, your headphones

What to expect about this pilot class session:
- This is a simulation of a virtual negotiations class and case exercise using Zoom Meeting.
- Students and teachers will be seated, one person per table, in the room. Each person will set up their laptop and their headphones and join the Zoom meeting. The room set-up aims to simulate a virtual negotiation in which each participant is in their own location, and will communicate via virtual tools (Zoom). However, for this pilot test, being together in one room allows us to provide technical support if needed.
- The virtual "class" will be held via ZOOM MEETING from start to finish and will include the usual components of our negotiations classes: Introduction of the case, preparation for the negotiation, live negotiation, peer feedback, plenary debrief.
- Briefly at the end of the virtual class, we will ask your feedback on the virtual class.

We look forward to seeing you at 14:00 pm Thursday! Thank you.
Your MG473 Negotiations Teaching Team

LSE Department of Management