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Learning soft skills in the digital age: Challenges and insights from development and teaching 'Negotiation Management' MOOC

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Abstract

Massive Open Online Courses (MOOCs), growing in number in recent years, occupy a significant place as an open educational resource, and provide insights into the development process as well as offer an innovative educational experience. This reflective article examines insights gathered during the development and offering of two sessions of a Negotiation Management MOOC. The article reviews the development process of the course which is built as a series of situations that simulate real-life moments. The episodes are displayed in a mini case format, based on the principle of sitcoms and the 'edutainment' (educational entertainment) approach. The video clips combine the simulations with the lecturer's analysis, using theories, models, and concepts from their course and training. This is intended to produce a strong emotional engagement in the course content and to motivate the students to continue learning. The developmental stages raised pedagogical questions around content and training, relating to the length of the video clips, interactive learning, and communication. Those stages are presented in the first part of this article. In addition, in its second part, the article offers insights from two target audiences as reported in the student experience reports. The surveys refer to the teaching method, the length of the videos, interactive learning and the unique integration of lecturers and actors in the videos. The student surveys and the lecturer's perspective give insights concerning course development and teaching approach for the Edutainment MOOC approach. These insights will assist other MOOC development and teaching teams, specifically soft skill MOOCs.

Keywords: "Negotiation Management" Massive Open Online Course (MOOC), educational entertainment (edutainment), videos in MOOC, engagement, flipped classroom

Introduction

Massive Open Online Courses (MOOCs) have grown at a rapid pace since their first appearance in 2008 (Schuwer et al., 2015; Soffer & Cohen, 2015). By the end of 2020, more than 110 million students had enrolled in more than 13K MOOCs, conducted by about 900 universities all over the globe (Dhawal, 2019). Despite their growing popularity, MOOCs face challenges such as a large number of dropouts, validation of the learner's identity, difficulties in studying complicated subjects and learning sophisticated quantitative materials (Dalipi et al., 2018). In addition to the challenges all MOOC courses share, there are a few challenges unique to soft skills MOOCs. The two most prominent of these challenges are 'behavioral components' (Cinque, 2017), and building a bridge between theory and practical implementations. Therefore, understanding the challenges and considerations, involved in the process of MOOC development and analyzing learning

patterns, might provide important insights for lecturers interested in developing MOOC courses or using them in class. Certainly, this reflective article attempts to fill the absence by presenting the author's insights as a creator and lecturer of the "Negotiation Management" MOOC. The course was developed as part of an award, by a National Project for Digital Learning. The course is on a digital platform named Campus IL (https://campus.gov.il/en/about/), enabling free MOOCs based on the edX platform. Numerous insights were gathered while developing the course; the first and main part of the article will describe the course and its development, while presenting different challenges and insights related to the process. In this section, the process of creating video clips is addressed, interactive learning, and communication between the instructors and students. Later, insights regarding the teaching of the course will be shared, as they were reflected in students' feedback and, from the author's perspective, as a lecturer and the course's director. At the very moment of writing this article**,** the third version of the course is running, in which most insights mentioned above have been implemented. In addition and further to the feedback, content was added, such as; preparing for job interviews and advanced topics sections to some units.

Pedagogical and Didactic Aspects of Teaching Soft Skills in General and in Negotiation

Soft skills, commonly defined as non-technical skills, enable individuals to interact effectively and cooperatively with others. The 'World Economic Forum Report: Mapping Opportunity in the New Economy' (2020), takes an in-depth look, shifting the focus of employment to emerging professions of the future. The report shows a clear demand for both hard and soft skills, stating that "the transition to the new world of work will be both human and tech-centric" (p. 18). Smarter technology requires softer skills. These skills are vital to organizations and can impact culture, mindsets, attitudes, and behaviors throughout an enterprise. The recognition of soft skills as a necessary discipline has increased in recent years. The same trend applies to the understanding that those skills have beyond academic or technical knowledge (Schulz, 2008).

Negotiation management as a soft skill, was also found to be a predictor of professional success, and related to attributes, such as leadership and effective management (Deming 2018). In the last decade, there has been a significant increase in teaching negotiation management, both in academic and professional training programs. Currently, tens of billions of dollars are spent every year on negotiation and soft skills training. Yet, little systemic research has been conducted on the actual effectiveness of negotiation training, (Ebner, 2016). Major criticism of most negotiation training programs, is for not basing their instruction on a well-established body of theory (Andrew & Meligrana, 2012). As an academic discipline, Negotiation Management is a comparatively new, multidisciplinary field. It seems that it has required a more organized teaching method for years (Lewicki, 1986). There is an absence of a clear methodological discussion regarding the teaching methods, which could allow the practical implementation of the existing theoretical discussion. And even in the application of role-playing simulations which is among the most researched topics, there is an absence of a well-established theory on the subject (Ebner, 2016).

The "Negotiation Management" MOOC

The Negotiation Management course was developed by the author over two decades ago, and was taught frontally for many years in classroom sessions that combined lecture with practice through simulations and role play. The course aims to impart research-based knowledge and skills in

negotiation, to understand complex negotiation processes and to allow learners to build a 'personal toolbox' that will allow them to negotiate optimally. In addition, the course establishes the understanding that negotiation is a skill that all need and use every day, in a wide variety of situations, in our personal and professional life. Course topics include: "Identify conflicts and resolve them through negotiation"; "Getting to yes' Principled negotiation"; "Conflict negotiation styles"; "Negotiation strategies and tactics"; "Addressing objections in negotiations"; "Culture and cross-culture negotiations"; and "Non-verbal communication" ('body language') (Ilan et al., 2020).

The development and production were done at Holon Institute of Technology (HIT), an academic institution of higher education in Israel, and took approximately a year. The first delivery of the course was in the fall of 2018. To date, three rounds of free MOOC and nine rounds of the academic sessions have been taught, to approximately 13,000 participants. The course is asynchronous, meaning students could log onto the course at any time, study, engage and participate, regardless of time zones, work hours, and family commitments. The MOOC is offered in Hebrew, in two modes: The first mode is as a free instructor-led MOOC. The second mode is a blended academic course for the HIT students that combines five face-to-face meetings in flipped classroom approach. The latter is independent learning from textbooks and various multimedia materials which integrates traditional models and classroom activities (Kurtz, 2014). From the early stages of development, the development team was driven by two main questions: The first is about how to teach soft skills, with all the complexity of human behavior, via MOOC courses, while transforming the soft skills theory and models, into a life toolbox. In other words, how do we link theory and practical implementations? The second research question deals with the major drop-out issue all MOOCs face. How does the course preserve the interest and engagement of the learners, and lower the high dropout rate?

Indeed, the first motivation was to solve the question: how can negotiation skills be taught through a MOOC course, and how can learners understand those skills in the context of their daily lives. The main challenge in developing a digital course was to construct the bridge between theory and practical implementations. It was done by designing educational content that creates complicated situations, while including a multitude of perceptible and understandable behavioral components. The end-result presents an authentic and complicated environment in which negotiation takes place, so that the learners will be given practical and relevant-to-all knowledge (Ilan et al., 2020). This is also relevant to our second motivation: based on the common notion that when learners are more motivated to learn, they are likely to better engage and have a higher likelihood of completing a MOOC (Lee & Martin, 2017). The aspiration was to encourage learners to take part in the content, hoping that it would provide a solution to the second question as well. Finding an answer to our second question is extremely important because, despite the advantages of MOOCs, their course completion rates are lower than those of other learning environments (Reich & Ruipérez-Valiente, 2019). Both questions are related to the development process as well as to the teaching phase: how to engage learners, make them see the relevance and usefulness of the course for their lives, and increase their motivation and commitment for learning. Acknowledging that persistence levels play a key role in learners' performance has guided us in the course development process.

Methodology

The basis of this chapter is to document the "knowledge of practice", with the aim of advancing knowledge and insights and improving practice in the field (Cochran-Smith & Lytle, 1999). The main research tools are the documentation of the process done and the researcher's reflection as is common in action research (Clark & Peterson, 1986). The reflective perspective, based on the developing process, is intended to complement knowledge and insights that emerged mainly during the development phase. From this angle the process is viewed from the outside inward, offering a unique perspective and outlining the limitations of the chapter. The first part of the chapter presents the development process from the lecturer's perspective. The second part presents the findings relating to the learning process and is based on quantitative and qualitative metrics. The data is based on feedback from the course completion of 405 external students and 96 classroom students. The insights are mostly based on the students' comments in the open section of the feedback and the lecturer's teaching experience.

Insights on learning habits can be gathered using data analysis provided by real-time information on the learning patterns, of large heterogeneous groups of users, and by examining them. Still, there is an absence of instructor perspective insider information regarding the planning process of the MOOC and effective learning design (Drachsler & Kalz, 2016). Insights on learning habits can be collected through analysis of analytical applications (data mining), which provide real-time information about the number of participants and the learning patterns of large and heterogeneous groups of students in a MOOC. These figures measure the degree of involvement in learning and predict the chances of success in the course (Gaševićet et al., 2016). They also provide many opportunities to measure performance in different aspects of teaching and learning (Jorno & Gynther, 2018). However, it should be noted that the optimal combination of analytical instruments in the instructional-studies process is still evolving, especially in the context of continuous data collection and analysis throughout the learning period (Mattingly et al., 2012). Moreover, there are almost no useful models or practical advice for effective use of the analytical tools to support and improve learning and prevent dropouts (Arnold & Pistilli, 2012; Conijn et al., 2018). Therefore, despite the well-known limitations of action research, it still brings an internal perspective, which is another component towards building a body of knowledge that will help developers and lecturers (Arnold, 2010).

Course Development Process

Course Description

The development team included experts from related, but not identical fields, (Psychology, Cinematography, Techno-Pedagogy, & Education), and the author, as negotiation management expert. The variety allowed the team to examine the content from different perspectives. The starting point was a standard academic course taught by the author at HIT for two decades. The result, a completely new and completely different course, suitable for digital mediums and heterogeneous target audiences.

The process of knowledge mapping and selection of topics to be included in the course was based on the research by Honeyman et al. (2004), who identified six key issues that they claimed to

include in negotiation courses. The development team decided to add more topics relevant to the target audience and culture, such as: cross-cultural and multicultural negotiations and non-verbal communication. The next step, which was long and deliberate, was to decide the course design. The easiest choice would have been a fairly simple course design that would deliver basic content: a top-down course, relying only on videotaped lectures as sources of information, self-paced, with little interaction between teacher and students and even less between classmates, with little teacher intervention in real time, and no interactive exercises requiring close monitoring such as negotiation simulations (Ebner, 2016). All the courses reviewed in the first phase were conducted using this method. Content design in this way is common in MOOC courses and relatively simple to execute. However, it did not provide a satisfactory response to the goals set by the team. It was important to show how relevant and necessary negotiation skills are in a variety of everyday situations, to generate learners' interest and engagement in the learning process and address the problem of learner dropout typical of MOOC courses. In addition, due to the complex nature of negotiating skills and the multitude of intervening factors, it was decided to use video clips that have the ability to convey a situational simulation, in which the learner can experience complex and multivariate situations (Chesler et al., 2015) and engage him in the learning process (Chen, et al., 2019). Therefore, the development team chose to design the course in the Edutainment (Educational Entertainment) approach, a hybrid genre that combines learning and fun (Okan, 2011), education and entertainment (Gros, 2003), and relies on visuals, story or game-like formats, and less formal address styles or didactic style (Buckingham & Scanlon, 2000). Pedagogically, the approach is based on several key principles including: relevance of the content as beneficial to the target audience, incremental learning done in a timely and timely manner for learners and presentation of knowledge in a way that is easy for learners to absorb it (Zin & Zain, 2010). The edutainment approach was chosen based on the advantages mentioned above. It should be noted, that negotiation educators have long considered the use of role-play simulations as an essential classroom teaching method, and have had high expectations regarding their suitability and efficacy for teaching. (Druckman, & Ebner, 2013). Asynchronous edutainment takes role-playing a step further and therefore is still in its innovative stages and needs more research in relation to negotiation management. Consequently, a series of episodes representing everyday situations was created. In the characterization and development phase, topics were outlined to include various aspects to examine concerning each topic. Then the characters who would present the situations were defined. The situations are presented by four main actors (three of whom play students working in the campus cafeteria, the fourth as cafeteria manager) and guest actors. Each of the main characters represents personal and behavioral characteristics, reflecting typical behavior according to the models and theories studied (Ilan et al., 2020). The challenge was to create characters that would be interesting and complex, but also authentic. After each episode, the lecturer analyzes it, abstracts and generalizes the situations using theories, models and concepts of the course. Each episode has its plot but from episode to episode the fabric of the relationship weaves itself, and the characters undergo changes together. The discourse between the characters revolves around negotiating situations from the learners' personal and work lives. These situations promote authentic learning (Horizon report preview: Higher education edition, 2018), which stimulates identification with the characters, and curiosity about their relationship. As a result, the learners develop a strong emotional involvement with the course content and motivation to continue learning and it contributes to their engagement levels (Guo et al., 2014).

Figure 1. From 'Real Life Moments' to a Theoretical Model

Based on research recommendations, the course has eight modular units of the same structure (Kopp & Lackner, 2014), each unit stands on its own while, also linked to the other units, thus producing a synergy of knowledge and process. At the end of each learning unit, the participants are required to perform a task or answer a multiple-choice quiz that examines the level of knowledge and understanding of the content studied.

The writing process included many discussions and consultations between the development team to create authenticity in the writing. In addition, much of the content was tested at various development stages, on small focus groups, which included about ten people of different ages, some students. The comments gathered in these groups brought further accuracy in writing. In addition, three main components were emphasized: (1) Video clips, (2) interactive learning, and (3) communications, which are further discussed below.

Video Clips

Video watching learning is used in a wide spectrum of instructional settings, ranging from the flipped class model (Kurtz et al., 2014), online learning and MOOCs (Guo et al., 2014). It is suitable for soft skills learning due to its complex nature and multitude of interfering factors (Koedinger et al., 2015). Videos convey a situational simulation where the learner can experience complex and multivariate situations, and bring them into the learning process (Chen et al., 2019; Chesler et al., 2015). Much thought was invested in the design of the videos with reference to the content and the visual environment, structure, and length of the videos.

As mentioned before, the four actors were photographed at several locations, mainly outdoor photography in natural settings, with the aim of producing authentic “life moments”. Lecturer-shots were conducted in a different setting than the actors, to create a distinction between situations and their explanation. The location chosen for the lecturer’s photography simulates a workspace, with emphasis on soft lighting and minimal décor, which creates a pleasant and user-friendly approach. At the editing stage, the actors' videos were combined with those of the lecturer and motion graphics were added on them. videos of the actors were also used to accompany the lecturer’s explanations by voice-over technique, by creating a brief flash of reminiscence from the explained scene. The latter further supports the learning process and facilitates the understanding of the explanation (Bannert & Mengelkamp, 2013; Lin & Lehman, 1999).

Figure 2. The Actors Setting: Natural and Authentic

In the design and the editing phase, close attention was paid to the videos. Initially, the six-minute video "myth" was adopted as an ideal time (Geri et al., 2017), but additional considerations, such as the level of difficulty and complexity of the content being studied, the dynamic of the scene (especially because most of the videos incorporate episodes of the actors, the lecturer's explanations and, graphic effects), place the video within the study unit and the like. Still, the video units were kept short and dynamic and, following Gou et al. (2014), adhered to a friendly and informal style that would allow learners to identify and raise the level of engagement.

Interactive Learning

Interactive learning has been essential for years (Moreno & Mayer, 2007). While watching videos alone is considered a passive form of learning (Chi, 2009), it is necessary to integrate interactive activities such as short exams, discussion forums, etc., to increase learner engagement (Mitrovic et al., 2016) and the level of attention (Cherrett et al., 2009; Kim et al., 2014). In our case, these combined; learning strategies, careful planning and creative thinking required at every stage, planning every detail of active learning as self-contained and at the same time integrating with the entire course image and contributing to the process. The campus platform enables the use of many interactive tools, of which the team have mainly chosen to use the Quiz (Tester) assessment, which allows assessment through multiple-choice closed questions, which include instant and automatic feedback, designed to strengthen understanding and continue the learning process. There are exams at the end of each unit and at the end of the course, there is a concluding test.

Communication

Interactions, particularly between the instructors and students, were found to be a significant factor determining student engagement and, thus, increasing the completion rate (Hew, 2015; Hone & El Said, 2016). The aim was to create customized communication channels for each of our target audiences: All the learners had the discussion groups in the course forum, a course team email, and a dedicated Facebook group set up for the course. And the enrolled students could also communicate with us through a Moodle model system, which is the medium of communication for all courses at the institution.

Insights and Practical Implications from the Development Phase

Unlike traditional teaching where the lecturer can spontaneously change the pace of teaching, or the content according to the learner's responses, the instructional design of MOOC should be pre-planned for, in detail. In a virtual learning environment, it is more difficult to respond

spontaneously since teachers do not see their students' faces and behavior (Kopp & Lackner, 2014). Another engaging challenge that accompanied us throughout the design phase was the fact that the course is open to heterogeneous audiences and attracted a great number of learners. This required careful planning for each component of the course and its connection to the other components.

The development phase called for a break with existing knowledge and a new accurate reconstruction, paying close attention to many details: The script intended for the actors covers factual content yet is not too didactic and leaves space for authenticity and identification with them. The script written for the lecturer, conceptualizes and simplifies the episodes, in a friendly and pleasant way that combines personal stories from the teacher's professional experience. The production phase was extraordinarily complex and labor-intensive, most of the videos were filmed several times to achieve an exact result in both the message and the experience conveyed.

The editing was done in cooperation with a professional editor and it combines many knowledge items and videos of the cast, lecturer and info-graphics, to highlight, explain and summarize the content visually. In the editing phase, there was extensive use of voice-over technique to create visual anchors for the learners and keep them engaged. Great attention was paid to every second to generate on-screen movement and ongoing interest for learners. In addition to the video clips, a shell of interactive exercises was integrated to the course platform and designed in two stages: in the first stage, un-scored practice and in the second stage a practice with a score. In addition, original text units were written to enrich the content for interested learners.

In the work process, the team incorporated dimensions of assessment and control, which were reflected in both the experts' comments and feedback. Following the many discussions, the writing was refined and the course design improved to the final version. One of the teaching team's goals was that each of the eight lessons would stand on its own, and at the same time blend in with the other lessons to form an overall picture. In addition, the relationship between the characters as a frame story evolves from lesson to lesson and becomes a multi-component frame story. This required macro and micro thinking at all times. Designing the course as Edutainment was the most significant challenge, mainly because there was no example of such a course to learn from. This required a two-way mindset, one that would bring learners the most meaningful content to learn negotiation management, but at the same time, tell the story in an accessible and lighthearted way.

Teaching the Course

The findings and discussion in this section are based on quantitative and qualitative Indicators in the reports of external learners registered students as evidenced by the graduation feedback, which included 405 external learner feedbacks and another 96 classroom registered student feedbacks.

The External Learners

The self-report data shows that it is a heterogeneous group, with a wide age range between 18-86, some with a college education and some without. About 40% of them stated that they had a high technology orientation, while about 20% stated they had none whatsoever. Since the external learners did not have the opportunity to share their learning experience, as HIT students did, it was of importance to analyze external comments on the various components of the course in the final feedback:

Platform: During the course session and especially in the first lecture, many questions arose from the lack of technological and self-learning skills, but these subsided as the course progressed. In the summary feedback, about 58% of learners stated that after getting used to the system, it was easier for them to focus on learning and enjoying themselves.

Content: about 85% of learners stated that the course contributed to their understanding or their conduct in negotiations. A recurring comment in open-ended feedback, in various formulations, referred to the fact that the content presentation format helped them understand issues they considered complex. "It always seemed to me that negotiation is something complex and difficult to learn. The course simplifies things and makes it possible."

The combination of actors and lecturer received a great deal of attention from the learners. In the open comments, they noted, for example: "There was a feeling that you are not at all in an academic course but a television series"; "the characters are real and easy to identify with"; "The combination of the scenes with the lecturer's explanations was innovative and contributed to the understanding"; and "the lecturer is interesting, pleasant and easy to follow." About one-third of the survey respondents stated their desire for a face-to-face meeting for further practice of the material.

Some learners shared their learning process with us. Results showed that some choose to study with a family member or co-worker, with whom they scheduled a predetermined time, to view the lesson, usually once a week. This appears to address the need for peer support in the online learning process (Hirumi, 2006; Kurtz et al., 2014). It is also possible that shared viewing contributed to a sense of belonging to a learning community that was ultimately conducive to the learning process (Li et al., 2015).

Figure 3. Negotiation Management Edutainment: Academic Course or a Television Series?

The Registered Students

The combination of independent learning and classroom sessions has, in many students' opinions, created a process of continuous learning, space and time. These are students who have defined themselves as having significant technological orientation (90%). A third also stated that they had prior experience in technology-based learning. About 54% said that independent study allowed them to replay videos to better understand the content. "You learn and progress at your own pace and can always step back, if you are not sure you understand something." In the open comments, the students stated that it was easy to identify with the characters "I really found myself there"; "as if it was written about me." Some of them noted that the situations reminded them of situations they had been through: "That's exactly what I went through with my boss."

In this group as well, students reported learning together with a family member or classmate, though most preferred to view content alone. For most of them, the blending face-to-face sessions were a significant experience. In reference to the meetings, they stated: "Meetings were another stage, very meaningful after taking the course"; "Suddenly you understand how to take the content and translate it into meaningful tools for yourself"; and "Meetings furthered learning beyond an academic course, to knowledge that becomes part of your skills." Around 80% of the students stated that early viewing of the class made them come to class meetings feeling that they "knew the lecturer," which contributed to a sense of belonging. About 94% of them indicated that for them it was "beyond an academic course" and that practicing and acquiring the skills in person at the class meetings gave them a feeling they were "really in executive training"; "You run into a simulation that is similar to what you learned, and you know how to approach it."

The students also stated that the quick response they received to questions, from the lecturer and staff, supported and encouraged the ongoing process, or as one student wrote, in a remark that repeated itself in various formulations, "The course accompanies you all the time, well beyond a regular course." In the feedback, more than 90% of the students favorably mentioned the "different" learning experience and referred to the convenience of learning at any time and place. In contrast, about 8% of students wrote that it was difficult for them to study alone and took time to adapt to the new form of learning.

Figure 4. Classroom 'Body Language' Simulations

Insights and Practical Implications from the Teaching Phase

Online learning offers new challenges both for teachers and for learners: From learners it requires discipline, perseverance, and the ability to cope with difficulties. From the teachers, it requires innovative and creative thinking, huge investment in resources, and careful planning alongside thought and operational flexibility. Positive results were obtained, even in quantitative indices such as drop-out percentages which are significantly lower in MOOC courses and data was gathered in the final feedback and the qualitative data in the open feedback section. However, it is important to say that independent learning through MOOC is not suitable for everyone.

As for external learners, they learned that there was an initial and significant phase of orientation, which was about learning how to learn effectively. Although most registered students reported high technology orientation, there was still an initial process of getting used to the learning environment and self-learning. Learners who overcame this phase report on smoother learning from then on. Therefore, it is important to provide synchronous support at this stage to keep the learners in the course. Keeping in mind that this is a heterogeneous audience of thousands of people

at a time, their anonymous learning patterns were tracked on a daily basis, using the analytics data available (those results will be devoted to a separate article). Further research is still needed for this reflective study, one that will examine learners' motivations and learning habits and provide useful conclusions for course developers and teachers.

The course design in the Edutainment approach was undoubtedly the main reason for the learners' involvement. It is primordial to address relevant content to the target audience worlds, along with inspirational characters, professional and pleasant lecturers, to create an innovative approach for the course, which makes it accessible and sophisticated. The latter may be the main reasons for learners' engagement in the course. However, from the point of view of developers, there is a lack of information, based on experience, on how to develop an Edutainment MOOC. This article suggests points for thought concerning course topic and target audience, and along with other articles, will provide insights for future developers.

Important observations related to preparing the teaching staff revolved around the first course which brought-up a variety of questions, every day. These questions addressed both the learning process itself and the interpretation and application of the content studied. With progress came experience, and the ability to script the more common questions and answers. Thus, a bank of simulations was created for the staff to respond more effectively and quicker to students. Mainly, the team learned that in a large and diverse audience of learners, optimal preparation is compulsory while at the same time maintaining a thoughtful and operative flexibility. The team also learned the importance of blending sessions from two directions: The external learners expressed the need for an occasional meeting with the lecturer and other students, while internal students saw added value to the blending sessions, both at the learning experience and content level. In addition, comments showed that our availability to the learners, instilled confidence and enabled an experience of continuous learning. In view of this, offering a blending option to external learners who may be interested, for example by virtual means, is recommended A future trial is intended. It should be noted that our insights reflect the process in relation to one course. The benefit of submitting things in first place is also its drawback and, causes limitations in the research. Massive research is needed from which to draw conclusions and build a knowledge base that will help MOOC developers and teachers.

Conclusion

The first experience in developing and teaching a MOOC course has brought forth much insight and inspired new directions. This is a labor-intensive and challenging course, which required deconstructing existing knowledge and rebuilding it accurately and up to teaching the course which required very complex management, which included answering questions on many fronts, maintaining high student engagement and daily attention to questions and comments from learners. This must be considered and prepared in advance before uploading a MOOC course: Train the teaching staff to work with a heterogeneous and multi-age population and with learners whose motivations for learning the course are diverse. The development and teaching of the MOOC course does not amount to transferring content to digital media, it is a more substantial change that creates something new. Experience has shown that this process is not comparable to the preparation or study of a regular academic course. This is an experience that brings new challenges

both at the content design and teaching stages. For example, working with student dropout prevention, or managing a learning system of thousands of learners simultaneously, are the kinds of challenges that academic lecturers are not usually exposed to. In addition, the entire process brings with it, important research questions, both in terms of MOOCs development and teaching, in learning experiences and more.

In conclusion, teaching Negotiation Management through MOOC is designed to increase the access to negotiation management knowledge and skills for the broader public that will never study in our formal educational institutions, and to create a significant educational change. Further research and further development of learning analytics are ongoing to study and understand the behavior of MOOC learners and analyze their learning patterns. The goal is for learners to complete the course and gain real value from something they invested so much in. Current research aimed at understanding the pattern of Replay-Peak in order to create a performance measure for improving online video lecture design (Geri at al., 2020). The aim of future research will be to explore and develop tools and insights that emerge from one case and can help future MOOC developers and teachers.

New York Times columnist Friedman, (2013) wrote:

> Nothing has more potential to lift more people out of poverty- by providing them an affordable education to get a job or improve in the job they have. Nothing has more potential to unlock a billion more brains to solve the world's biggest problems. And nothing has more potential to enable us to reimagine higher education than the massive, online open courses, or MOOC platforms that are being developed. (p. 1)

Friedman (2013) cemented the idea that MOOCs are the ultimate educational equalizer because they eliminate barriers such as cost, age, prerequisites, or competitive admission policies. When it comes to negotiating, it's much more than an education; it's an empowering skill for life.

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