



COURSE GUIDE

Conflicts in Educational Centres

Ángela Serrano Sarmiento

Master in conflict resolution in the
classroom

Module. Conflicts at School

2023-2024



Tú eres la pieza clave
para solucionar los conflictos

UCV ONLINE

CONFLICTS IN EDUCATIONAL CENTRES



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Accredited Doctor Professor. Expert in intervention in coexistence and school violence.

PhD in Pedagogy from the University of Valencia. Child educator and psycho-pedagogue.

Master in family mediation and conflict resolution. Doctor in the program in methods, evaluation, diagnosis, and educational guidance of the University of Valencia. Expert in intervention in school violence.



JOSÉ SANMARTÍN ESPLUGES (POSTUMOUS TRIBUTE TO HIS MEMORY)

University professor in logic and philosophy of science (since 1984-). Expert in the study of the neurobiological and social bases of violence. Expert in violence.

Director of the Reina Sofia Center for the study of violence (1997-2008). Degree in Philosophy and Literature from the University of Valencia (1971).

Extraordinary degree award). Doctorate in philosophy and letters from the University of Valencia (1973. Extraordinary Doctorate Award)

Universidad Católica de Valencia

MA in Conflict Resolution in School



Preliminary remarks:

The teaching on this course is online. As specified in the Methodology section of this guide, it is interactive e-learning that is undertaken using audiovisual resources.

1.- COURSE DETAILS

Course Name	Conflicts in Educational Centres
ECTS Credits	3
Type of Learning	Compulsory
Calendar	First Semester
Module Name	Conflicts at School
Course Requirements	None
Lecturer	Ángela Serrano (angela.serrano@ucv.es)

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2.- BRIEF DESCRIPTION OF COURSE CONTENTS

This course deals —generally speaking — with the concepts of aggression, violence and conflict and, namely, with the concepts of disruptive behaviour, violence and bullying at school.

The family, school and cultural risk factors of school violence are also analysed. This enables to establish, thus, the base for the prevention thereof in an effective and efficient way.

3.- COURSE PROGRAM AND CALENDAR

1: Concept and types of conflicts and disruptive behaviour	Sept. de 2023
2. Violence: concept and types	Sept. de 2023 Oct de 2023 .
3. School violence and bullying: concept, types and figures. Risk factor's.	Oct. de 2023 Oct. de 2023
4: Cyber bullying.	Oct. de 2023 .

4.- REFERENCES

4.1 Basic bibliography

b ₁	Nájera, P. M. U. (2017). <i>Trabajar la convivencia en los centros educativos. Una mirada al bosque de la convivencia</i> , Madrid, España: Editorial Narcea
b ₂ :	Sanmartín Esplugues, J. (2016). <i>La violencia y sus claves</i> . Barcelona, España: Ariel Quintaesencia [Se trata de la septima edición actualizada del libro que con el mismo título fue publicado por vez primera en el año 2000 por la editorial Ariel].

4.2 Further Reading

Referencia c1:	Garaigordobil, Maite, Martínez-Valderrey, Vanesa, Machimbarrena, Juan M., (2017). Intervención en el bullying y cyberbullying: Evaluación del caso Martín. <i>Revista de Psicología Clínica con Niños y Adolescentes</i> . Disponible en: https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&cad=rja&uact=8&ved=2ahUKEwjrcqpmODjAhWJkhQKHc8kAjsQFjACegQIAxAC&url=http%3A%2F%2Fwww.redalyc.org%2Fpdf%2F4771%2F477152555003.pdf&usg=AOvVawo4zV44w1iFrSC9cJKmaheT
Referencia c2:	Nájera, P. M. U. (2013). Trabajar la convivencia en los centros educativos. <i>Aula de innovación educativa</i> , (221), 36-40. https://books.google.es/books?hl=es&lr=&id=any9DAAAQBAJ&oi=fnd&pg=PA11&dq=Uru%C3%B1uela&ots=gSWQvAVzTb&sig=OL1nQOyVjwwVI2GW5mySKcpkcvo#v=onepage&q=Uru%C3%B1uela&f=false
Referencia c3:	Serrano Sarmiento, A. (2015). Reflexiones en torno a la respuesta educativa frente a la violencia escolar. <i>Edetania</i> (47): 194-204 (Digitalizado en https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved
Referencia c4:	Sanmartín Esplugues, J. (2007). ¿Qué es violencia? Una aproximación al concepto y a la clasificación de la violencia. <i>Daímon</i> (42): 9-21. (Digitalizado en http://online.ucv.es/wp-content/blogs.dir/3/files/daimon_violencia.pdf)
Referencia c5:	Galtung, J., Fischer, D., & Fischer, D. (2013). <i>Johan Galtung: Pioneer of peace research</i> (Vol. 5). New York, US: Springer. Serrano Sarmiento, Á. e Iborra Marmolejo, I. (2005): <i>Violencia entre compañeros en la escuela. España, 2005</i> . Valencia: Centro Reina Sofía para el Estudio de la Violencia, Serie Documentos 9.
Referencia c6	(Digitalizado en http://www.fapaes.net/pdf/informe_escuela.pdf)

Virtual Classroom and therefore can be watched 24 hours a day, 365 days a year.

b) Without the real-time participation of students:

Asynchronous learning using videotaped lectures by the lecturer or an invited expert.

GUIDED ACTIVITIES

CREDITS: **0,4**

METHODOLOGY OF TEACHING AND LEARNING:

Synchronous learning using multimedia resources via interactive web conferencing.

Understanding theories and concepts is the key aim of these practical classes.

Although the activity is synchronous, the webinar is recorded and stored in the Virtual Classroom and therefore can be watched 24 hours a day, 365 days a year.

(INDIVIDUAL OR GROUP) TUTORIALS

CREDITS: **0,1**

METHODOLOGY OF TEACHING AND LEARNING:

- Individual interview via skype.
- Virtual group interactions via web conferencing:
 - a) for the analysis of the literature;
 - b) for the reparation of assessments;
 - c) for the monitoring of the course progress.

STUDY, TASK PREPARATION AND TESTING.

CREDITS: **2**

6.- COMPETENCIES TO BE ACQUIRED BY THE STUDENT

BASIC COMPETENCIES [BC]

BC6. Master and understand knowledge contributing to a base or opportunity to be original in the development and /or implementation of ideas mostly in a research context.

BC7. Students will be able to implement the acquired knowledge and their ability to solve problems in new or little known settings within broader (or multidisciplinary) contexts related to their study areas.

BC8. Students will be able to incorporate knowledge and face the complexity of making judgments from certain information which, being incomplete or limited, includes considerations of the social and ethic responsibilities related to the implementation of their knowledge and judgments;

BC9. Students will be able to communicate their conclusions — and the last knowledge and reasons on which such conclusions have been based — to specialized and non-specialized public in a clear way avoiding any kind of ambiguities.

GENERAL COMPETENCIES [GC]

GC2. Students will be able to identify the risk factors on which school conflicts are based.

GC3. Students will be able to understand the theoretical foundations of the conflict resolution regarding the implementation thereof to prevent it and subsequent involvement in the classroom.

GC4. Students will be able to acquire the specific language of the discipline of conflict resolution in the classroom.

GC6. Students will be able to properly use the technological resources facilitating the management in conflict resolutions in the classroom.

SPECIFIC COMPETENCIES [SC]



SC1. Students will be able to identify the different conflicts that may arise among all the members of the Educational Community (students, families, teachers and other staff from the educational centre) and the risk factors on which they are based.

SC2. Students will be able to identify the difference between conflict, indiscipline, disruption and violence in order to establish intervention guidelines appropriate for such conflict.

7.- LEARNING OUTCOMES

- The student will be able to identify the risk factors related to behavioural problems.
- The student will be able to identify the risk factors related to violence.
- The student will be able to identify the risk factors related to discipline problems in the classroom.
- The student will be able to identify the different conflicts that may arise in educational contexts.
- The student will be able to identify the risk factors related to disruptive problems and school absenteeism.
- The student will be able to distinguish between the concepts of conflict, disruption, indiscipline and violence.

8.- ASSESSMENT

Students should self-assess following the development of each topic. There will be an assessment of the content of the theory and practical lectures, following the procedure set out for the MA.

Assessment Tool	Type of Learning	Allocated Percentage
On-going assessment	Report of the activities	40%
	Explanation of works	20%
Final Assessment	Exam or final paper	40%

The rating is distributed in the following percentages:

1. **Up to 4 points** (maximum percentage: 40% of the final score) is obtained by:
 - a) Participation in Forums.
 - b) Assistance and participation in the classes taught through BlackBoard Web Conference ..
2. **Up to 2 points** (maximum percentage: 20% of final score):
 - a) Conducting guided activities.
3. **Up to 4 points** (maximum percentage: 40% of final score): Final task: evaluation in test form.