



COURSE GUIDE

Family, School and Education
Prof. Isabel Iborra Marmolejo

Máster in Conflict Resolution in School

1st Module. Conflicts at School

2023-2024



**Tú eres la pieza clave
para solucionar los conflictos**

Professor: Isabel Iborra Marmolejo



PhD in psychology from the University of Valencia. Psychologist from the University of Valencia, Professor at the Faculty of Psychology Catholic University of Valencia. Diploma in forensic psychology (University of Valencia). Postgraduate Coordinator at the Faculty of Psychology. 2016-present: Member of the Research Group The Mel Lab (UCV).

FAMILY, SCHOOL AND EDUCATION

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.

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1.- COURSE DETAILS

Course Name	Family, School and Education
ECTS Credits	3
Type of Learning	Compulsory
Calendar	First Semester
Module Name	Conflicts at School
Course Requirements	None
Lecturer	Isabel Iborra Marmolejo (isabel.iborra@ucv.es)

2.- BRIEF DESCRIPTION OF COURSE CONTENTS

This course deals with the main family educational styles (indulgent and neglecting permissive, authoritarian, hyper-protective, self-sacrificing, inconsistent and democratic) and their relation with future conflicts and behavioural problems through infancy and adolescence. It also focuses on other key concepts which may be related to future school conflicts—even though such conflicts are arisen in the very heart of families— such as parental competition, limit establishment and emotional education, always emphasising the importance of establishing a positive family-school relationship, with the purpose of considering the family as an intervener in conflict resolutions.

3.- COURSE PROGRAM AND CALENDAR



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Module 1: Introduction on the importance of the family in an educational context.	September de 2023
Module 2: Concept and types of behavioural problems.	September de 2023
Module 3: Family educational patterns.	October de 2023
Module 4: Family factors involved in behavioural problems.	October de 2023
Module 5: Family role in the prevention of school conflicts.	November de 2023

4.1 Basic bibliography

b ₁	Course text (Family, School and Education), by Isabel Iborra Marmolejo, access available from the Virtual Classroom.
b ₂ :	 <p>Nardone, G., Giannotti, E. & Rocchi, R. (2003). <i>Modelos de familia. Conocer y resolver los problemas entre padres e hijos</i>. Barcelona: Herder.</p>
b ₃ :	 <p>Sanmartín, J. (coord.): <i>Violencia contra niños</i>, Barcelona: Ariel.</p>

4.2 Further reading

c ₁ :	 <p>APA (2014). <i>Manual diagnóstico y estadístico de los trastornos mentales. DSM-5</i>. Editorial Médica Panamericana.</p>
c ₂ :	 <p>Barudy & Dantagnan (2005). <i>Los buenos tratos a la infancia. Parentalidad, apego y resiliencia</i>. Barcelona: Gedisa.</p>

Referencia C3:	 <p>Romera, M. (2017). La familia, la primera escuela de emociones. Barcelona: Planeta.</p>
Referencia C4:	<p>Soler, V. (2016). Desarrollo socioafectivo. Madrid: Síntesis.</p>

5. METHODOLOGY

The teaching on this course uses three online resources:

- 1) **dynamic** textbook or workbook, to facilitate learning;
- 2) **webinars**, through which master classes, guided activities (practices, text comments, seminars, ...), and group tutorials are carried out. All the Web conferences are interactive;
- 3) **video-lessons** on crucial issues.



MASTER CLASSES

CREDITS: **0,5**

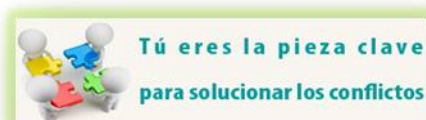
METHODOLOGY OF TEACHING AND LEARNING:

- a) With the real-time participation of students:

Synchronous learning (in principle this means that both students and teachers are simultaneously connected through their respective computers) using multimedia resources via interactive web conferencing.

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Synchronous learning has the obvious advantage of providing immediate access and feedback from the lecturer.

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.

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

METHODOLOGY OF TEACHING AND LEARNING: SELF-STUDY.

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.

SC5. Students will be able to identify the different family educational patterns and their influence on peer cooperation problems in the classroom.

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 recognize the family educational patterns that may correlate with conflicts and behavioural problems in minors in a positive way.
- The student will be able to identify every one of the features of the different family educational patterns and their relation with the conflicts observed in school-aged minors.

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%

This evaluation is specified as follows:

Portfolios of guided activities: the compendium of practices requested to the student throughout the subject will be valued.

Exhibition of works (synchronous or asynchronous): it will be valued through the participation of the student in the videoconferences and in the forums enabled in the subject for that purpose.

Final evaluation: a final work will be evaluated in which the student must present a case of a minor with a behavior problem and the proposal of intervention from the family.