



Universidad  
Católica  
de Valencia  
San Vicente Mártir

## COURSE GUIDE

### Programs on Peer Cooperation in the Classroom Matilde Chisvert

### MA in Conflict Resolution in School

**2<sup>nd</sup> Module. School Conflict Prevention  
Programs**

**2023-2024**



Tú eres la pieza clave  
para solucionar los conflictos

## PROGRAMS ON PEER COOPERATION IN THE CLASSROOM



Professor Matilde Chisvert

Professor at the Catholic University of Valencia, Director of the secondary school of Salesianos San Juan Bosco School. Expert in issues of attention to diversity and coexistence programs.

### Preliminary remarks:

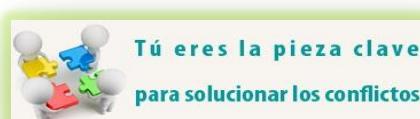
The teaching on this course is online. As specified in the Methodology section of this guide, it is interactive e-learning that is undertaken using audiovisual resources.

### 1.- COURSE DETAILS

<b>Course Name</b>	Programs on Peer Cooperation in the Classroom
<b>ECTS Credits</b>	6
<b>Type of Learning</b>	Compulsory
<b>Calendar</b>	Second Semester
<b>Module Name</b>	School Conflict Prevention Programs
<b>Course Requirements</b>	None

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Lecturer

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Professor: Matilde Chisvert (mati.chisvert@ucv.es)

## 2.- BRIEF DESCRIPTION OF COURSE CONTENTS

This course deals with the concept of peer cooperation at school and will analyse how it is understood and how to favour it at school. Certain resources for its promotion will be studied, namely, peer mediation classroom, mediation or education of ethical values. The main programs on peer cooperation existing in different Spanish Autonomous Communities will also be presented, though special emphasis will be placed on PREVI (Program on Violence Prevention and Promotion of Peer Cooperation at Schools of the Autonomous Community of Valencia). [PREVI (Plan de Prevención de la Violencia y Promoción de la convivencia en los centros escolares de la Comunidad Valenciana)]

## 3.- COURSE PROGRAM AND CALENDAR

<b>Module 1: Peer cooperation at schools</b>  1.1. Concept of Peer Cooperation. 1.2. Interpersonal relationships. 1.3. How to favour peer cooperation at school.	November 2023
<b>Module 2: Plans and Programs on peer cooperation in different Spanish Autonomous Communities.</b>  1.1. PREVI Program from the Autonomous Community of Valencia. 1.1. Programs from other Spanish Autonomous Communities.	November 2023

<p><b>Module 3: Elements and planning of a program on peer cooperation</b></p> <ul style="list-style-type: none"> <li>1.1. Peer mediation classrooms.</li> <li>1.2. Cooperative learning.</li> <li>1.3. Mediation.</li> <li>1.4. Social abilities and emotional intelligence.</li> <li>1.5. Education of ethical values.</li> <li>1.6. Standard Procedure Protocol, in accordance to Spanish Decree 39 of 2008, on peer cooperation at schools.</li> </ul>	December 2023
<p><b>Module 4: Aspects to be considered to create the appropriate school environment and a positive classroom atmosphere.</b></p>	December 2023

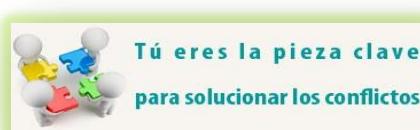
## 4.- REFERENCES

### 4.1 Basic bibliography

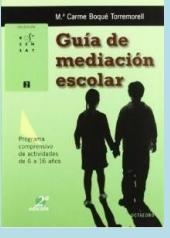
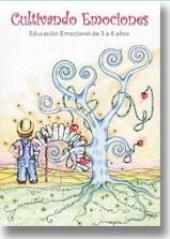
<b>Reference b1:</b>	Course text ( <b>Programs on Peer Cooperation in the Classroom</b> ), by Matilde Chisvert and Esmeralda Llorca, access available from the Virtual Classroom.
<b>Reference b2:</b>	 A.D.C.A.R.A. (2006). <i>Contigo (convivencia en los centros educativos)</i> . Módulo 1: convivencia entre iguales. Departamento de Educación, Cultura y Deporte de Aragón.
<b>Reference b3:</b>	 CONSELLERIA DE CULTURA, EDUCACIÓ I ESPORT. (s.f.). <i>Formación para la convivencia. Guía para el profesorado de primaria</i> . Generalitat Valenciana.

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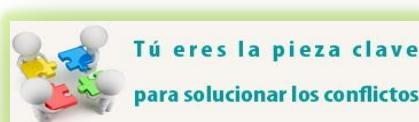


#### 4.2 Further reading

<b>Reference C1:</b>		BALLESTER, F. y CALVO, A. R. (2007). <i>Cómo elaborar planes para la mejora de la convivencia</i> . EOS.
<b>Reference C2:</b>		BISQUERRA, R. (Coord.) (2012). <i>¿Cómo educar las emociones? La inteligencia emocional en la infancia y la adolescencia</i> . Hospital Sant Joan de Déu.
<b>Reference C3:</b>		BOLIVAR, A. (1995). <i>La evaluación de valores y actitudes</i> . Anaya.
<b>Reference C4:</b>		BOQUÉ, M.C. (2007). <i>Guía de mediación escolar. Programa comprensivo de habilidades de 6 a 16 años</i> . Rosa Sensat.
<b>Reference C5:</b>		CARUANA, A. y TERCERO, M.P. (2011). <i>Cultivando emociones</i> .: Generalitat Valenciana.

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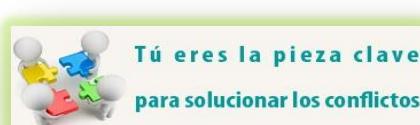
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<b>Reference C6:</b>	 <p>CAVA, M.J. y MUSITU, G. (2002). <i>La convivencia en la escuela</i>. Paidós.</p>
<b>Reference C7:</b>	 <p>CONSELLERIA DE CULTURA, EDUCACIÓ I ESPORT. (s.f.). <i>Formación para la convivencia. Guía para el profesorado de secundaria</i>. Generalitat Valenciana.</p>
<b>Reference C8:</b>	 <p>CUADRADO, M. y PASCUAL V. (Coord.). (2007). <i>Educación emocional. Programa de actividades para la Educación Secundaria Obligatoria (12 a 16 años)</i>. WoltersKluwer.</p>
<b>Reference C9:</b>	 <p>EQUIPO SATI (2012). <i>AULAS FELICES</i>.: Catedu.</p>
<b>Reference C10:</b>	 <p>GARAIGORDOBIL, M. y MARTÍNEZ-VALDERREY, V. (2014). <i>Programa de intervención para prevenir y reducir el ciberbullying</i>. Pirámide.</p>
<b>Reference C11:</b>	 <p>IBARROLA-GARCÍA, S. y IRIARTE, C. (2012). <i>La convivencia escolar en positivo. Mediación y resolución de conflictos</i>. Pirámide.</p>

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<b>Reference C12:</b>	 <p>LÓPEZ CASSÁ, E. (2008). <i>Educación emocional. Programa para 3-6 años</i>. Wolters Kluwer.</p>
<b>Reference C13:</b>	 <p>LÓPEZ MELERO, M. (2003). <i>El proyecto Roma. Una experiencia de educación en valores</i>. Aljibe</p>
<b>Reference C14:</b>	 <p>PUJOLÀS MASET P. <i>9 ideas clave. El aprendizaje cooperativo</i>. Graó</p>
<b>Reference C15:</b>	 <p>RENON PLANAS, A. (Coord.). (2003). <i>Educación emocional. Programa para la educación primaria (6 a 12 años)</i>. Praxis.</p>
<b>Reference C16:</b>	 <p>TORREGO, J. C. (coord.), et al. (2006). <i>Modelo integrado de mejora de la convivencia</i>. Graó.</p>

<b>Reference C17:</b>	 <p>TORREGO, J.C. (Coord.) (2008). <i>El Plan de Convivencia. Fundamentos y estrategias para su elaboración y desarrollo.</i> Alianza Editorial.</p>
<b>Reference C18:</b>	 <p>TORREGO, JC. y MONGE, C. (Coords.) (2018). <i>Inclusión educativa y aprendizaje cooperativo.</i> Síntesis.</p>
<b>Reference C19:</b>	 <p>VAELLO, J. (2017). <i>Como dar clase a los que no quieren.</i> Graó.</p>
<b>Reference C20:</b>	 <p>URUÑUELA, P. Mª (2017). <i>Trabajar la convivencia en los centros educativos. Una mirada al bosque de la convivencia.</i> Narcea</p>
<b>Reference C21:</b>	 <p>AVILÉS, J.M. (2019). <i>Los sistemas de ayuda entre iguales.</i> Graó.</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: 1

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.

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: 0,8

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: **0,2**

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 preparation of assessments;
  - c) for the monitoring of the course progress.

**STUDY, TASK PREPARATION AND TESTING.**

CREDITS: **4**

METHODOLOGY OF TEACHING AND LEARNING: **SELF-STUDY.**

## 6.- COMPETENCIES TO BE ACQUIRED BY THE STUDENT

### BASIC COMPETENCIES [BC]

**BC6.** Students will be able to 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.

**BC10.** Students will be able to possess the learning abilities enabling them to carry on studying mostly in a self-directed or autonomous way.



### GENERAL COMPETENCIES [GC]

**GC1.** Students will be able to develop cognitive and emotional abilities enabling them to perform the educational functions both ethically and professionally.

**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.

**GC7.** Students will be able to develop interest for improvement programs proposed from the different educational settings and related sciences.

SPECIFIC COMPETENCIES  
[SC]

**SC4.** Students will be able to know the different programs focused on considering and solving the behavioural problems in the classroom.

**SC6.** Students will be able to know the main methods, techniques and specific strategies to prevent conflicts in educational settings, bearing in mind the available resources.

**SC10.** Students will be able to know the different programs on conflict resolution intervention and on promotion of peer cooperation at schools.

**SC14.** Students will be able to identify the most useful methods and techniques for the resolution of different conflicts in the classroom.

**SC15.** Students will be able to develop the ability to adopt different perspectives or alternative approaches for the resolution of conflicts in the performance of their educational task.

**SC17.** Students will be able to present a conflict resolution approach always focused on the student, the family or the context, following the different psycho-educational intervention approaches.

**SC20.** Students will be able to assess the existing prevention or intervention programs to solve conflicts in the classroom.

**SC21.** Students will be able to plan or adapt a prevention or intervention program to solve conflicts

## 7.- LEARNING OUTCOMES

- The student will be able to identify the most effective strategies to make pupils develop social abilities.
- The student will be able to identify the most effective programs to prevent every type of conflict at school.

- The student will be able to know the different programs on promotion of peer cooperation at school.
- The student will be able to identify the most effective measures to respond to difficulties among those presented in the classroom.
- The student will be able to make theoretical proposals on the solution to different conflicts that may arise in the classroom.
- The student will be able to identify the strategies used in the different programs on school conflict prevention.

## 9.- 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%