



## Information about the subject

**Degree:** Máster In Conflict Resolution in the Classroom

**Faculty:** Teaching and Sciences of the Education

**Code:** 1370005

**Name:** Programs of convival

**Credits:** 6 ECTS

**Year:** 1    **Semester:** 1

**Module:** Programs of prevention of the conflicts in the school

**Subject Matter:** Programs of prevention of the conflicts in the school

**Type:** Compulsory

**Department:** Psychology, Inclusive Education and Socio-Community Development

**Type of learning:** Classroom-based learning

**Language(s) in which it is taught:** Spanish

### Lecturer/-s

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## Module organization

### BASIC THEORICAL TRAINING

Subject Matter	ECTS	Subject	ECTS	Year/semester
Programs of prevention of the conflicts in the school	15	Programs of attention to the diversity as a measure of conflict prevention in the school	6	1/1
		Programs of convival	6	1/1
		Programs of training in social skills and emotional intelligence	3	1/1



## Recommended Knowledge

Not required

## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

Code	Learning outcomes
R1	The student will be able to identify which are the most effective strategies to develop social skills in the students.
R3	The student will be able to identify which programs can result more effective for the prevention of each type of conflict in the school.
R4	The student will understand the different programs to promote social convivial at school.
R5	The student will identify which are the most effective measures of attention to the difficulties presented in the classroom.
R6	The student will make theoretical proposals on the solution to different conflicts that can present in a classroom.
R10	The student will identify the most used strategies in the different programs promoting the social convivial.

## Competences

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

Code	General	Weighting			
		1	2	3	4
CG1	Develop cognitive and emotional capacities that allow to exert in an ethical and professional form the educational functions.				X
CG3	Understand the theoretical foundations of conflict resolution for its application in the prevention and intervention in the classroom.			X	
CG4	Acquire the specific language of conflict resolution in the classroom.				X
CG6	Use appropriately the technological resources that facilitate the management in resolution of conflicts in the classroom.		X		
CG7	Develop an interest for the programs of improvement that are proposed from the different educational fields and affine sciences.				X

Code	Basic	Weighting			
		1	2	3	4
CB6	Possessing and understanding knowledge that serve as a base or opportunity to be original in the development and/or application of ideas, often in a context of investigation.		X		
CB7	Knowing to apply the acquired knowledge and their conflict's resolution skills in new or unknown surroundings in wider or multidisciplinary contexts related with their scoop of study.				X
CB8	Being able to integrate knowledge and confront the complexity to make a judgement from an information that, although being incomplete or limited, include reflections on the social and ethical responsibilities linked to the application of his knowledge and judgements.				X
CB9	Knowing how to communicate their conclusions and the knowledge and reasons backing them to skilled and no specialized audiences in a clear way and without ambiguities.			X	
CB10	Possessing the skills of learning that allow them to continue studying in an autonomous way.		X		

Code	Specific	Weighting			
		1	2	3	4
CE4	Knowing the different programs oriented to approach and solve behavioral problems in the classroom.				X
CE6	Knowing the main methods, technical and specific strategies for the prevention of the conflicts in the educational field, depending on the type of available resources.				X
CE7	Knowing the Programs of attention to the diversity as a measure of attention and prevention of the conflicts in the school.		X		
CE8	Knowing which are the basic strategies related to emotional education to prevent school conflicts.		X		
CE9	Understanding social skills that can allow to successfully manage the different types of conflicts that present in the classroom.				X
CE10	Knowing the different programs of intervention in resolution of conflicts and promotion of the school convivial.				X
CE14	Differentiating which methods and techniques are the most useful for the resolution of diverse conflicts in the classroom.				X
CE15	Developing the ability to adopt different perspectives or alternative approaches in the solution of conflicts.			X	
CE17	Being able to pose the approach of resolution of conflicts centered on the student, the family or the context following the diverse approaches of psico-educative intervention.			X	
CE20	Being able to evaluate existing prevention or intervention programs				X
CE21	Being able to design or adapt a prevention or intervention plan when resolving conflicts in the classroom.			X	

Academic year 2024-2025  
Subject

Code	Transversal	Weighting			
		1	2	3	4
CT1	Elaborating theoretical and practical responses based on the sincere research of the full truth and the integration of all the dimensions of the		X		



	human being facing the big questions of the life.				
CT2	Applying the principles of the concept of integral ecology on their proposals or actions, whatever the scope and the area of knowledge is and the contexts in which they appear.			X	
CT3	Respecting and practice the ethical principles and the action proposals derived of the aims for the sustainable development transferring them to all academic and professional activity.				X

## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5, R6	40%	Summative test and theoretical and practical final (open questions, objective test)
R1, R2, R3, R4, R5, R6	40%	Portfolio of guided activities
R1, R2, R3, R4, R5, R6	20%	Oral presentation of group or individual projects (synchronous or asynchronous).

**Mention of Distinction:** In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with 9 Distinction) may be awarded.

Exceptionally, these distinctions may be assigned globally across different groups of the same subject.

Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong.

The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

M1	PARTICIPATORY MASTERCLASS (synchronous). Through videoconference.
M2	VIRTUAL SESSIONS OF WORK (synchronous and asynchronous).
M3	CASE STUDY. (Synchronous and asynchronous).
M4	VIDEO-CLASSES (Asynchronous). Masterclasses issued by videoconference, recorded and available in the repository.
M8	INDIVIDUAL AND GROUP TUTORSHIPS (synchronous and asynchronous).



## FORMATIVE ACTIVITIES BY MEANS OF SYNCHRONOUS COMMUNICATION

Activity	Learning Outcomes	Hours	ECTS
Masterclass (synchronous)	R1, R2, R3, R4, R5, R6	24	0,96
Guided activities (synchronous)	R1, R2, R3, R4, R5, R6	21	0,84
Individual or group tutorships (synchronous)	R1, R2, R3, R4, R5, R6	9	0,36
Activities of continuous evaluation (synchronous)	R1, R2, R3, R4, R5, R6	6	0,24
Total			2,4

## FORMATIVE ACTIVITIES BY MEANS OF ASYNCHRONOUS COMMUNICATION

Activity	Learning Outcomes	Hours	ECTS
Activities of continuous evaluation (asynchronous)	R1, R2, R3, R4, R5, R6	9	0,36
Forums of discussion (asynchronous)	R1, R2, R3, R4, R5, R6	9	0,36
Group work (asynchronous)	R1, R2, R3, R4, R5, R6	27	1,08
Total			1,8

## FORMATIVE ACTIVITIES OF AUTONOMOUS WORK

Activity	Learning Outcomes	Hours	ECTS
Activities of continuous evaluation (asynchronous)	R1, R2, R3, R4, R5, R6	45	1,8
Total			1,8





## Description of the contents

Description of the necessary contents to acquire the learning outcomes:

CONTENT BLOCK	Contents
The school convival	Concept of convival interpersonal Relationships How convivial may be promoted
Convivial plans and programs by Autonomous Communities	Plan PREVI of the Valencian Community Acting protocols according to law Plans of other Autonomous Communities
Components and design of a convivial plan	Convivial plans Cooperative learning Service-based learning Mediation Restorative acts Equal tutorship Prevention and resolution of conflicts focusing on dialogue Social skills and emotional intelligence Education in values
Things to consider when creating a positive class and school environments	A world in continuous change A climate of positive school center Classroom management Emotionally positive environment in the classroom,



## Temporary organization of learning

CONTENT/DIACATIC UNIT	Number of sessions	Hours
School convival	2	4
Plans and programs of convivial by Autonomous Communities	4	8
Components and design of a convivial plan	4	8
Things to consider when creating a positive class and school environments	2	4

## References

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- Bolívar, A. (1995). *La evaluación de valores y actitudes*. Anaya.
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- Boqué, M<sup>a</sup> C. (2020). *Prácticas restaurativas para la prevención y gestión de los conflictos. 20 Círculos de la palabra y una Asamblea en el aula*. Narcea.
- Caruana, A. y Tercero, M.<sup>a</sup> P. (2011). *Cultivando emociones*. Generalitat Valenciana.
- Cava, M.J, y Musitu, G. (2002). *La convivencia en la escuela*. Paidós.
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López Cassá, E. (2008). *Educación emocional. Programa para 3- 6 años*. Wolters Kluwer.

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#### WEBS DE INTERÉS

<https://ceice.gva.es/es/web/inclusioeducativa/igualtat-i-convivencia>

<https://www.educacionfpydeportes.gob.es/mc/sgctie/convivencia-escolar.html>

<https://www.educacionfpydeportes.gob.es/mc/sgctie/convivencia-escolar/mapa-ccaa.html>

