



## COURSE GUIDE

**Study of Cases**  
**Prof. Ángela Serrano Sarmiento**

### MA in Conflict Resolution in School

**3<sup>rd</sup> Module. Techniques for Conflict Resolution at School**

**2023-2024**



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

## STUDY of CASES

**ÁNGELA SERRANO SARMIENTO**



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.

### Preliminary remarks:

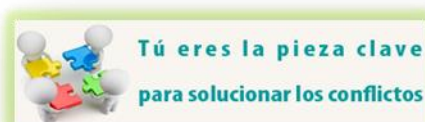
The teaching on this course is online. As specified in the Methodology section of this guide, it is interactive e-learning that is undertaken using audiovisual resources.

### 1.- COURSE DETAILS

Course Name	Case Study
ECTS Credits	3

Universidad Católica de Valencia

MA in Conflict Resolution in School



Type of Learning	Compulsory
Calendar	Second Semester
Module Name	Techniques for Conflict Resolution at School
Course Requirements	None
Lecturer	Ángela Serrano ( <a href="mailto:angela.serrano@ucv.es">angela.serrano@ucv.es</a> )

## 2.- BRIEF DESCRIPTION OF COURSE CONTENTS

This course deals with the implementation of the different psycho-educational interventions regarding real cases leading to conflicts in the classroom at the different educational levels.

## 3.- COURSE PROGRAM AND CALENDAR

1. Module 1: Conceptual analysis of the type of conflicts.	February 2024
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Universidad Católica de Valencia

MA in Conflict Resolution in School



<p><b>2. Module 2: Practical implementation of conflict resolution according to the type of conflict.</b></p> <ol style="list-style-type: none"> <li>1. Cases where to implement cognitive-behavioural strategies.</li> <li>2. Cases where to implement strategic therapy strategies.</li> <li>3. Cases where to implement systemic psycho-educational strategies.</li> </ol>	February 2024
<p><b>3. Module 3: Practical implementation of intervention according to the type of conflicts.</b></p> <ol style="list-style-type: none"> <li>1. Indiscipline cases.</li> <li>2. Disruption cases.</li> <li>3. Behaviour problem cases.</li> <li>4. Behaviour disorder cases.</li> <li>5. Violence and bullying at school cases.</li> </ol>	March, 2024
<p><b>Module 5: Practical case study in family-school conflicts.</b></p> <ol style="list-style-type: none"> <li>1.1. Psycho-educational intervention in family-school conflicts.</li> </ol>	March, 2024

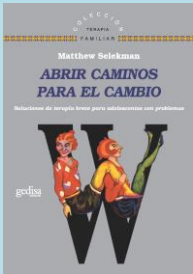


## 4.- REFERENCES

### 4.1 Basic bibliography

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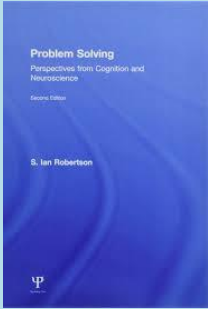
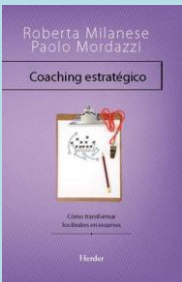
Reference b <sub>1</sub>	Course text ( <b>Case study</b> ), by Ángela Serrano Sarmiento, access available from the Virtual Classroom.
Reference b <sub>2</sub>	 <p><b>Selekman, M (2015).</b> Abrir caminos para el cambio. Madrid: editorial Gedisa</p>
Reference b <sub>3</sub>	 <p><b>Nardone, G., &amp; Milanese, R. (2019).</b> <i>El cambio estratégico: Cómo hacer que las personas cambien su forma de sentir y de actuar.</i> Herder Editorial.</p>
B <sub>4</sub> :	 <p>Nardone G. (2010). <i>Problem Solving Estratégico.</i> Barcelona: Herder.</p>

## 4.2 Further reading

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C1:	 <p><b>Robertson, S. I. (2016).</b> <i>Problem solving: Perspectives from cognition and neuroscience</i>. Psychology Press</p>
C2:	 <p><b>Milanese R, Mordazzi P. (2008).</b> <i>Coaching Estratégico</i>. Barcelona: Herder.</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.

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**

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MA in Conflict Resolution in School



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.** 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.

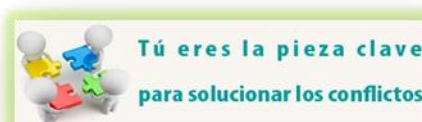
### GENERAL COMPETENCIES [GC]

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

**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.

**SC 11.** Students will be able to know the main school conflict resolution strategies according to the different education levels.

**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.

**SC 16.** Students will be able to identify the appropriate type of strategy to solve the different school conflicts.

**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.

## 7.- LEARNING OUTCOMES

- The student will be able to identify the most effective programs to solve every type of conflict at school.



- The student will be able to distinguish the conflict prevention strategies that may be more useful in every case.
- The student will be able to make theoretical proposals on the resolution of different conflicts that may arise in the classroom.
- The student will be able to identify the most appropriate strategies according to the type of difficulties that may arise in the classroom.

## 8.- STUDENT WORKLOAD<sup>1</sup>

Item	Hours
Attendance at master classes	6
Attendance at practical classes	5
Attendance at tutorials	3
Preparation of master classes	10
Preparation of practical classes	8
Exam Preparation (3 days x 8 hours.)	10
Making final exam	3
<b>Total</b>	<b>45</b>

<sup>1</sup> Student workload is the amount of time spent by students on university study, including both scheduled contact time (lectures, tutorials, practical classes, workshops, etc.) and individual (or group) study, and it is measured through the allocation of ECTS credits.



## 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	Attendance, taking part in activities, papers	40%
Works exposition		20%
Final Assessment (written work)	Exam or final paper	40%