



Universidad
Católica de
Valencia
San Vicente Mártir

COURSE GUIDE

External Practices
Teacher: Laura Padilla

Master in Conflict Resolution in School

Módulo IV. External Practices

2023-2024



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

UCV ONLINE

PI-02-F-16 ED.00

Catholic University of Valencia "San Vicente Mártir".

External Practices



Teacher Laura Padilla Bautista

- PhD from the Catholic University of Valencia.
- Coordinator of the Early Childhood Degree of the Faculty of Education and Education Sciences.
- Coordinator of Practices and TFM of the Master of Conflict Resolution in the classroom
- Coordinator of practices of the degree of Primary Education online modality
- Secretary of the Socio-Educational Research Institute Francisco Ferrer Luján (IFFL) of the Catholic University of Valencia San Vicente Mártir.



Teacher 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:

Universidad Católica de Valencia

Máster Universitario en Resolución de Conflictos
en el Aula



The teaching of this course is online. As specified in the section on Teaching Methodology of this guide, it is interactive teaching mediated primarily audiovisual resources. However assistance center practices receiver is entirely face.

The practices consist 300 hours, distributed as follows: 150 hours of student work, including its reporting practices and mentoring coordinator and tutor practices and 150 hours of classroom practices in an educational center or collaborating institution.

1.- COURSE DETAILS

Course Name	External Practices
ECTS Credits	12
Type of Learning	Compulsory
Calendar	Four Semester
Module Name	Conflicts at School
Course Requirements	None
Teachers	Laura Padilla laura.padilla@ucv.es Ángela Serrano angela.serrano@ucv.es

Universidad Católica de Valencia

Máster Universitario en Resolución de Conflictos
en el Aula



2.- BRIEF DESCRIPTION OF COURSE CONTENTS

In this course all the knowledge and techniques for the detection, prevention and conflict resolution, acquired in theoretical subjects apply.

3.- COURSE PROGRAM AND CALENDAR

Session 1: Practicum: presentation and follow-up (I)

September 2023

- 1.1. Practices centers
- 1.2. Location in the curriculum
- 1.3. Mode practicum
- 1.4. Procedure for / the alumni / ae who will perform the practice.
- 1.5. Procedure for / the alumni / ae who choose the option recognition recognition practices.

Universidad Católica de Valencia

Máster Universitario en Resolución de Conflictos
en el Aula



Session 2: Practicum: presentation and follow-up (II) 2.1. contents 2.2. Competitions 2.3. Learning outcomes 2.4. Memory practicum (internship recognition mode) 2.5. Memory practicum (ordinary mode)	October 2023
Session 3: Practicum: presentation and follow-up (III) 3.1. By way of example, some programs can be implemented.	October 2023
Sesions 4,5, 6,7, 8 , 9, 10, 11 Case Lab	December 2023, january 2024, february 2024, march 2024

4.1.Bibliography

4.1.1 Basic bibliography

Reference b1:	Text of the course (Practice Guide's Guidance) accessible in the Virtual Classroom.
Reference b2:	DIAZ, F. (2007) model for self-assessment of teaching practice (aimed at teachers of kindergarten and primary). Madrid: Wolters Kluwer.



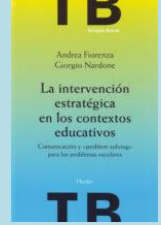
Universidad Católica de Valencia

Máster Universitario en Resolución de Conflictos
en el Aula



Reference b3	Catholic University of Valencia. (2011) Master in Teacher Education Secondary Education, Vocational Training and Language Teaching: A Guide for the realization of external practices. Valencia. UCV.
---------------------	---

4.1.2 Complementary bibliography



Referencia c1:	 <p>Bou Pérez, J. F. (2018). Herramientas para el aula. Málaga: Ediciones Aljibe.</p>
Referencia c2:	 <p>Sanmartín Esplugues, J. (2016). La violencia y sus claves. Barcelona, España: Ariel Quintaesencia [Se trata de la séptima edición actualizada del libro que con el mismo título fue publicado por vez primera en el año 2000 por la editorial Ariel].</p>
Referencia c3:	 <p>Fiorenza, A. y Nardone, G. (2008): La intervención estratégica en los contextos educativos, Barcelona, Herder.</p>

Universidad Católica de Valencia

Máster Universitario en Resolución de Conflictos en el Aula



Referencia c4:	 <p>Selekman, M (2015). Abrir caminos para el cambio. Madrid: editorial Gedisa</p>
Referencia c5:	 <p>Nardone, G., Giannotti, E. y Rocchi, R. (2003): Modelos de familia. Conocer y resolver los problemas entre padres e hijos. Barcelona: Herder</p>
Referencia c6:	 <p>Echeita, G., Sánchez, M., Gómez, I., Orrantía, J., Montón, M.J., García, J. (2011). Orientación educativa. Atención a la diversidad y educación inclusiva. Barcelona: Graó.</p>
Referencia c7:	 <p>Formación para la convivencia. Guía para el profesorado de primaria. Disponible en: http://www.ceice.gva.es/documents/162793785/162793912/guia_secundaria.pdf/6ed05273-19c1-4ae2-944a-b8dba60a11eb</p>
Referencia c8:	 <p>Bisquerra, R. (Coord.), Colau, C., Colau, P., Collell, J., Escudé, C., Pérez-Escoda, N., Avilés, J. M., y Ortega, R. (2014). Prevención del acoso escolar con educación emocional. Bilbao: Desclée de Brower.</p>

Referencia c9:		Desarrollo emocional en los primeros años de vida. Debates actuales y retos futuros Marta Giménez-Dasí, Laura Quintanilla Cobián (2018) Desarrollo emocional en los primeros años de vida. Debates actuales y retos futuros Madrid: Pirámide.
Referencia c10:		Olivares Rodríguez, J. y Mendez Carrillo, F.X. (2010). Técnicas de modificación de conducta. Madrid: Biblioteca Nueva (6ª ed.).

5. METHODOLOGY

The teaching of this subject rests mainly on three sources online:
1) a text, facilitator of learning;

2) videoconferencing, through which theory lessons are taught and guided activities (practices, text commentaries, ...), seminar sessions and group tutorials are. Video conferencing is, in all cases, interactive;

3) video-lessons on topics considered of interest.

SEMINARS PRACTICES:

CREDITS: 1.8

LEARNING METHODOLOGY:

a) with live participation of students:

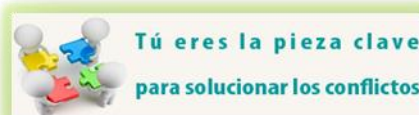
Synchronous teaching (teaching that, in principle, required to be students and teachers to their respective computers simultaneously) using multimedia resources via videoconference.

This modality e-classroom teaching provides students with immediate access to the teacher, who



Universidad Católica de Valencia

Máster Universitario en Resolución de Conflictos
en el Aula



can see and hear, and who can interact as in a physical classroom.

Although activity is synchronous, video is recorded and stored in a repository, being available to students 24 hours. 365 days a year.

b) without the direct participation of students:

A-synchronous, which employs videotaped the subject teacher or teaching interventions invited experts.

CLASSROOM PRACTICES IN CENTERS 9.6 ECTS **TUTORIALS (INDIVIDUAL OR GROUP)**

CREDITS: 0.6

LEARNING METHODOLOGY:

- Individual interviews via skype.
- virtual group interactions via videoconference type:

a) to analyze literature;

b) to prepare the final evaluation;

c) to analyze the progress of the course.

6.- COMPETENCIES TO BE ACQUIRED BY THE STUDENT

(The numbering corresponds to the general powers of the check list of the Masters in Conflict in the Classroom, which we have selected those competencies to be achieved by the subject Practices External)

BASIC SKILLS

CB 6. Possess knowledge and understanding that provides a basis or opportunity for originality in developing and / or applying ideas, often in a research context.

CB7. That the students can apply their knowledge and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.

CB8. Students should be able to integrate knowledge and handle complexity, and formulate judgments based on information that was incomplete or limited, include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments

Universidad Católica de Valencia

Máster Universitario en Resolución de Conflictos
en el Aula



CB9. Students can communicate their conclusions -and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously.

CB10. That students have the learning skills that enable them to continue studying in a way that will be largely self-directed or autonomous.

GENERAL SKILLS

CG1. Develop cognitive and emotional capacities to exercise ethical and professional educational functions.

CG2. Being able to identify risk factors that underpin school conflicts.

CG3. Understand the theoretical foundations of conflict resolution on its application in the prevention and intervention in the classroom.

CG5. Developing learning skills that enable them to propose new methodological approaches to teaching and learning.

CG56. Saber make appropriate use of technology resources that facilitate the management in conflict resolution in the classroom.

CG7. Develop interest in improvement programs that are proposed from different educational environments and related sciences.

SPECIFIC SKILLS

CE 24 - Develop solving skills against the school conflicts.

CE25 - To differentiate and identify different types of conflicts that may arise in the educational context.

CE26 - Being able to detect risk situations and conflicts, facing early intervention.

CE27 - Know how to apply methods, techniques and specific instruments for conflict prevention in education.

CE28 - Be able to implement a program to prevent conflicts in the classroom (living, social skills, emotional intelligence, etc.).

CE29 - Be able to apply the techniques and more appropriate for addressing and resolving various types of conflict that may arise in school context strategies.

Universidad Católica de Valencia

Máster Universitario en Resolución de Conflictos
en el Aula



CE30 - Can develop socio reports to the school, parents and institutions.

CE15 - Develop the ability to adopt different perspectives and alternative approaches to conflict resolution in the exercise of the educational task.

CE21 - Be able to design or adapt a prevention or intervention in conflict resolution in the classroom.

CE18 - Develop capacity to adapt strategies and intervene in conflicts and educational contexts.

CE31 - Develop the capacity of observation for behavior problems in the classroom and school conflicts.

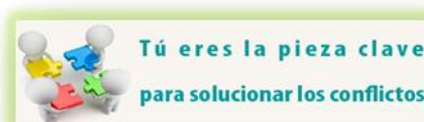
CE32 - Develop the integration of theory and practice through decision making in professional practice.

7.- LEARNING OUTCOMES

- Students will be able to develop an intervention in the school context to properly manage conflict.
- The student will develop specific programs as the problem behavior is detected in the shortest.
- Students will apply strategies emotional education to the cases studied
- Students evaluate the cases of conflict, depending on your risk factors, facing early intervention.
- The student will implement the most suitable program in each case for the prevention of conflicts at school.
- The student will design practical activities on educational coaching.
- Students apply different cognitive-behavioral strategies cases raised in class.
- The student will apply the measures implemented in the programs of conflict resolution cases analyzed.
- The student will apply various techniques of conflict resolution cases raised in class

Universidad Católica de Valencia

Máster Universitario en Resolución de Conflictos
en el Aula



- The student will prepare reports socio cases worked in practice.

8.- STUDENT WORKLOAD¹

Concepte	Numbers hours
Attendance at lectures	20
Assistance receptor training center	150
Attendance at tutorials	40
Self-Employment	90
Total	300

9.- EVALUATION

The table below shows the different percentages granted to the evaluative instruments.

Percentage Assessment	Tool
External Memory Practices	40%
Tutoring of external practices	60%

¹ 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.