## Subject Information

**Degree: Master's Degree in Conflict Resolution in the Classroom**

**Faculty: Teaching and Education Sciences**

**Code:** 1370002

**Name: Developmental psychology as an instrument for the detection of conflicts**

**Credits:      6 ECTS                    Course: 1      Semester: 1**

**Module: Conflicts in the school environment**

**Subject: Conflicts in the school environment                Character: Compulsory**

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

**Type of teaching: Virtual**

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

**Teaching staff:**

      Margarita Gutiérrez Moret                         margarita.gutierrez@ucv.es

# Module Organization

## BASIC THEORETICAL TRAINING

| Subject/Module | ECTS | Subject | ECTS | Course/semester |
|---|---|---|---|---|
| **Conflicts in the school environment** | 12 | **Conflicts in schools** | 3 | 1/1 |
| | | **Developmental psychology as a tool for conflict detection** | 6 | 1/1 |
| | | **Family, school and education** | 3 | 1/1 |

## Recommended insights

Not applicable

## Learning Outcomes

At the end of the course, the student must demonstrate that they have acquired the following learning outcomes:

| Code | Learning Outcomes |
|------|-------------------|
| R7 | The student will recognize each of the developmental stages that differentiate the development of the child and the adolescent. |
| R8 | The student will be able to identify which behaviors are linked to the evolutionary development of schoolchildren. |
| R9 | The student will be able to identify the behaviors that are indicators of problematic developmental development in children and adolescents. |

## Competences

Depending on the learning outcomes of the subject, the competencies to which it contributes are:

(values from 1 to 4, with 4 being the highest score)

| Code | General | Weighting | | | |
|------|---------|---|---|---|---|
| | | 1 | 2 | 3 | 4 |
| NG2 | Be able to identify the risk factors that underpin school conflict. | | | x | |
| NG3 | Understand the theoretical foundations of conflict resolution with a view to its application in prevention and intervention in the classroom. | x | | | |
| NG4 | Acquire the specific language of the discipline of conflict resolution in the classroom. | | | x | |
| CG6 | Know how to make appropriate use of technological resources that facilitate conflict resolution management in the classroom. | x | | | |

| Code | Basic | Weighting | | | |
|------|-------|---|---|---|---|
| | | 1 | 2 | 3 | 4 |
| CB6 | Possess and understand knowledge that provides a basis or opportunity to be original in the development and/or application of ideas, often in a research context. | | | x | |
| CB7 | Students must know how to apply the knowledge acquired and their problem-solving skills in new or little-known environments within broader (or multidisciplinary) contexts related to their area of study. | | | x | |
| CB8 | That students are able to integrate knowledge and face the complexity of formulating judgments based on information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments. | | | | x |
| CB9 | Students must know how to communicate their conclusions and the knowledge and ultimate reasons that support them to specialized and non-specialized audiences in a clear and unambiguous way. | | | x | |

| Code | Specific | Weighting | | | |
|------|----------|---|---|---|---|
| | | 1 | 2 | 3 | 4 |

| | | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| CE1 | Be able to identify the different conflicts that may occur between the different members of the Educational Community (students, families, teachers and other staff of the educational center) and the risk factors that sustain them. | | | x | |
| Third grade | Know how to identify the difference between conflict, indiscipline, disruption and violence, in order to establish appropriate intervention guidelines for the conflict. | | x | | |
| CE3 | Know the psychology of school development, to identify the appropriate or inappropriate behaviors that can generate conflicts at each educational stage. | | | | x |
| CE5 | To identify the various family educational models and their influence on the problems of coexistence in the classroom. | | | x | |

| Code | Transversales | Weighting | | | |
|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 |
| CT1 | To elaborate theoretical-practical responses based on the sincere search for the full truth and the integration of all the dimensions of the human being in the face of the great questions of life. | | | x | |
| CT2 | Apply the principles derived from the concept of integral ecology in their proposals or actions, whatever the scope and area of knowledge and the contexts in which they are proposed. | | | x | |
| CT3 | Respect and put into practice the ethical principles and proposals for action derived from the objectives for sustainable development, transferring them to all academic and professional activities. | | x | | |

## Competency Acquisition Assessment System and Grading System

| Learning outcomes assessed | Percentage awarded | Assessment instrument |
|---|---|---|
| R7,R8,R9 | 40% | Summative and final theoretical-practical test (open questions, objective test questions) |
| R7,R8,R9 | 40% | Portfolio of guided activities |
| R9 | 20% | Oral presentation of group and individual work (synchronous or asynchronous). Either through a videoconference |

| | exhibition or through a recording posted and available in the repository |
|---|---|

| **Criteria for awarding Honors**: *In accordance with the regulations governing the evaluation and grading of the subject in force at the UCV, the mention of "Honors" may be awarded to students who have obtained a grade equal to or greater than 9.0. The number of "Honors Degrees" may not exceed five percent of the students enrolled in the group in the corresponding academic year, unless the number of students enrolled is less than 20, in which case only one "Honors Degree" may be awarded.*<br><br>*Exceptionally, the honors may be assigned among the different groups of the same subject globally. However, the total number of honours to be awarded will be the same as if they were assigned by group, but these may be distributed among all students according to a common criterion, regardless of the group to which they belong.*<br><br>*The criteria for awarding "Honors" will be made according to the criteria stipulated by the professor responsible for the subject detailed in the "Observations" section of the evaluation system of the teaching guide.* |
|---|

# Training activities

The methodologies that we will use for students to achieve the learning outcomes of the subject will be:

| M1 | PARTICIPATORY MASTER CLASS (synchronous). Through videoconference. |
|---|---|
| M2 | VIRTUAL WORK SESSIONS (synchronous and asynchronous). |
| M4 | VIDEO CLASSES (asynchronous). Master classes broadcast by videoconference, recorded and available in the repository. |
| M5 | APPRENTICESHIP CONTRACTS. |
| M8 | GROUP AND INDIVIDUAL TUTORING (synchronous and asynchronous). |

## Distance learning

| TRAINING ACTIVITIES THROUGH SYNCHRONOUS COMMUNICATION | | | |
|---|---|---|---|
| Activity | Relationship with Learning Outcomes of the subject | Hours | ECTS |
| Masterclass | R7, R8, R9 | 24 | 0,96 |
| Guided activities | R7, R8, R9 | 21 | 0,84 |
| Individual and group tutorials | R7, R8, R9 | 9 | 0,36 |
| Continuous evaluation activities | R7, R8, R9 | 6 | 0,24 |
| | | Total | 2,40 |

| TRAINING ACTIVITIES THROUGH ASYNCHRONOUS COMMUNICATION | | | |
|---|---|---|---|
| Activity | Relationship with Learning Outcomes of the subject | Hours | ECTS |
| Group work | R8 | 13,5 | 0,54 |
| Discussion Forums | R7, R8, R9 | 4,5 | 0,18 |
| Continuous evaluation activities | R7, R8, R9 | 4,5 | 0,18 |
| | | Total | |

| TRAINING ACTIVITIES FOR SELF-EMPLOYMENT | | | |
|---|---|---|---|
| Activity | Relationship with Learning Outcomes of the subject | Hours | ECTS |
| Individual/freelance work | R7, R8, R9 | 22,5 | 0,9 |
| | | Total | |

## Description of the contents

Description of the contents necessary for the acquisition of learning outcomes.

| CONTENT BLOCK | Contents |
|---|---|
| Topic 1: Introduction to Developmental Psychology as an Instrument for Conflict Detection | Differences between normal and pathological development: normative and maladaptive behaviors. Typical problems and disorders. Perspective of Developmental Psychopathology. |
| Topic 2. Psychological development of the child from 0-6 years old | Cognitive changes. The limitations of preoperational thinking. Theory of mind. Appearance of lies. Cognitive bases for empathy. Emotional development. Bonds of secure attachment versus insecure attachment. Emotional regulation and self-control. Personality development. Temperamental differences at the base of difficult behaviors. Internal locus of control. Social interactions. Prosocial and antisocial behaviors. Moral development in the child of the nursery school. |
| Topic 3: Psychological Development of the Child from 6-12 Years | New ways of thinking and reasoning. Advances in executive functions allow children to analyze the possible consequences of conflict situations. Difficulties in self-concept. Perspectives on motivation. Social development. Social competencies; The importance of peers in the school context. Moral development in the child. |
| Topic 4: Psychological development of the adolescent | Physical and cognitive development in adolescence. Risk behaviors in adolescents. Adolescent thought processes. Cognition and emotional intelligence. Personality development. Paths to Identity. Social-emotional development. Gangs and social groups; Problems in the socio-emotional development of adolescents. Perspective-taking. Moral Development: The Feeling of Guilt |

## Temporal organization of learning

| CONTENT BLOCK/DIDACTIC UNIT | Number of sessions | Hours |
|---|---|---|
| Theme | (synchronous) | |

| | | |
|---|---|---|
| Topic 1: Introduction to Developmental Psychology as an Instrument for Conflict Detection | 2 | 4 |
| Topic 2. Psychological development of the child from 0-6 years old | 3 | 6 |
| Topic 3: Psychological Development of the Child from 6-12 Years | 3 | 6 |
| Topic 4: Psychological development of the adolescent | 4 | 8 |
| | | |

Universidad
**Católica de
Valencia**
San Vicente Mártir

**Course
guide**
Academic year 2024-2025
Subject

## References

López, F., Etxebarria, I., Fuentes, M. J., & Ortiz, M. J. (Coords.). (2005). *Affective and social development*. Madrid: Pirámide.

Berger, K. S. (2016). *Developmental Psychology: Childhood and Adolescence* (9th ed.). Madrid: Panamericana.

Marina, J. A. (2014). *The talent of teenagers*. Ariel.

García Madruga, J. A., & Delval Merino, J. (2019). *Developmental Psychology I*. Madrid: Editorial UNED.

Rodríguez-Arias, J. L. (2022). *Psychological Development in Adolescence: Theories and Applications*. Barcelona: Editorial UOC.