



Information about the subject

Degree: Master in Conflict Resolution in the Classroom

Faculty: Teacher and Education Sciences

Code: 1370003

Name: Family, school and education

Credits: 3 ECTS

Year: 1 **Semester:** 1

Module: Conflicts at School

Subject Matter: Conflicts at School

Type: Mandatory

Department: Psychology, Inclusive Education and Socio- Community Development

Type of learning: Virtual

Language(s) in which it is taught: Spanish

Lecturer/-s

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Module organization

BASIC THEORETICAL TRAINING

Subject/Module	ECTS	Course	ECTS	Year/Semester
Conflicts in the School Environment	12	Conflicts in Educational Institutions	3	1/1
		Developmental Psychology as an Instrument for Conflict Detection	6	1/1
		Family, School, and Education	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 identify risk factors associated with behavioral problems.
R2	The student will identify risk factors associated with violence.
R3	The student will identify risk factors associated with discipline problems in the classroom.
R10	The student will recognize the family educational models that can positively correlate with conflicts and behavioral problems in children.
R11	The student will identify each of the characteristics of the different family educational models and their relationship with the conflicts presented by school-age children.



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
CG2	Identify risk factors underlying school conflicts.				X
CG3	Understand theoretical foundations of conflict resolution for application in prevention and intervention in the classroom.		X		
CG4	Acquire the specific language of the discipline of conflict resolution in the classroom.				X
CG6	Appropriately use 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 foundation or opportunity for originality in developing and/or applying ideas, often in a research context.	X			
CB7	Apply knowledge and problem-solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study.				X
CB8	Integrate knowledge and handle complexity, formulating judgments based on incomplete or limited information, including reflections on social and ethical responsibilities linked to the application of their knowledge and judgments.				X
CB9	Communicate their conclusions and the ultimate knowledge and reasoning behind them to specialist and non-specialist audiences clearly and unambiguously			X	

Code	Specific	Weighting			
		1	2	3	4
CE1	Identify various conflicts among members of the Educational Community (students, families, teachers, and other school staff) and the risk factors that sustain them.			X	
CE2	Differentiate between conflict, indiscipline, disruption, and violence to establish appropriate			X	



	intervention guidelines.				
CE3	Understand the psychology of school development to identify appropriate or inappropriate behaviors that may cause conflicts at each educational stage.	X			
CE5	Identify various family educational models and their influence on coexistence problems in classrooms.				X

Code	Transversal	Weighting			
		1	2	3	4
CT1	Develop theoretical-practical responses based on a sincere search for complete truth and the integration of all dimensions of the human being in addressing life's big questions.			X	
CT2	Apply principles derived from the concept of integral ecology in their proposals or actions, regardless of the scope and area of knowledge and contexts in which they are presented.	X			
CT3	Respect and implement ethical principles and action proposals derived from sustainable development goals, transferring them to all academic and professional activities.		X		

Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R10 y R11	40%	Summative and final theoretical-practical test (open questions, objective test questions)
R1, R2, R3, R10 y R11	40%	Guided activity portfolio
R1, R2, R3, R10 y R11	20%	Oral presentation of group and individual works (synchronous or asynchronous). Either through a videoconference presentation or by uploading a recording available in the repository

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 LECTURE (synchronous). Through videoconference.
M2	VIRTUAL WORK SESSIONS (synchronous and asynchronous).
M4	VIDEO CLASSES (asynchronous). Recorded lectures available in the repository.
M8	GROUP AND INDIVIDUAL TUTORING (synchronous and asynchronous).
M9	PROJECT-BASED LEARNING.



On-line learning

SYNCHRONOUS LEARNING			
Activities	Relationship with Learning Outcomes	Hours	ECTS
Lecture	R1, R2, R3, R10 y R11	12	0,48
Guided Activities	R1, R2, R3, R10 y R11	10,5	0,42
Individual and Group Tutoring	R1, R2, R3, R10 y R11	4,5	0,18
Continuous Evaluation Activities	R1, R2, R3, R10 y R11	3	0,12
Total			1,2

ASYNCHRONOUS LEARNING			
Activities	Relationship with Learning Outcomes	Hours	ECTS
Group Work	R1, R2, R3, R10 y R11	13,5	0,54
Discussion Forums	R1, R2, R3, R10 y R11	4,5	0,18
Continuous Evaluation Activities	R1, R2, R3, R10 y R11	4,5	0,18
Total			0,9

AUTONOMOUS LEARNING			
Activities	Relationship with Learning Outcomes	Hours	ECTS
Trabajo individual/autónomo	R1, R2, R3, R10 y R11	22,5	0,9
Total			0,9



Description of the contents

Description of the necessary contents to acquire the learning outcomes:

CONTENT BLOCK	Contents
Topic 1: Introduction on the importance of the family in an educational context.	Family as the first and main socializing agent. Family functions. Attachment, parental competence and other relevant concepts.
Topic 2: Concept and types of behavioral problems.	Types of behavioral problems. Behavioral disorders.
Topic 3: Family educational models.	Main theories and classifications on educational models. Characteristics of family educational models.
Topic 4: Family factors involved in behavioral problems.	Bronfenbrenner's ecological model. Family risk and protective factors in behavioral problems.
Topic 5: Role of the family in the prevention of school conflicts.	Emotional education in the family environment. Parental competence. Establishment of limits. Intervention programs with the family.

Temporary organization of learning

BLOCK OF CONTENT/DIACATIC UNIT	Number of sessions	Hours
Topic 1: Introduction on the importance of the family in an educational context.	1	2
Topic 2: Concept and types of behavioral problems.	2	4
Topic 3: Family educational models.	1	2
Topic 4: Family factors involved in behavioral problems.	1	2
Topic 5: Role of the family in the prevention of school conflicts.	2	4



References

- APA (2023). *Manual diagnóstico y estadístico de los trastornos mentales. DSM-5R*. Editorial Médica Panamericana.
- Barudy y Dantagnan (2005). *Los buenos tratos a la infancia. Parentalidad, apego y resiliencia*. Barcelona: Gedisa.
- Nardone, G., Giannotti, E. y Rocchi, R. (2003): *Modelos de familia. Conocer y resolver los problemas entre padres e hijos*. Barcelona: Herder.
- Romera, M. (2017). *La familia, la primera escuela de emociones*. Barcelona: Planeta.
- Sanmartín, J. (2008.) (4ª ed.). *Violencia contra niños*. Barcelona: Ariel.
- Soler, V. (2016). *Desarrollo socioafectivo*. Madrid: Síntesis.