



COURSE GUIDE

Educational Coaching for the resolution of conflicts in classroom Prof. Juan Fernando Bou Pérez

MA in Conflict Resolution in School

**3rd Module. Resources for the resolution
conflicts in school**

2023-2024



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

EDUCATIONAL COACHING FOR THE RESOLUTION OF CONFLICTS IN CLASSROOM



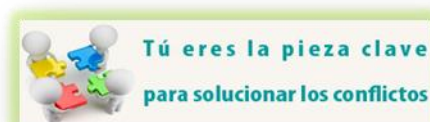
Degree in Psychology from the University of Valencia. Master in Conflict Resolution in the Classroom by the UCV (Catholic University of Valencia). Founder of BOU CONSULTORES (www.juanfernandobou.com), an educational consultant whose main purpose is to transform society, through the improvement of the quality of the Educational System. PEC (Psychologist Specialist in Coaching) by the Official College of Psychologists of the Valencian Community. Pedagogical Aptitude Course (CAP). He has published several books and articles on aspects related to psychology, conflict resolution, emotional intelligence and educational coaching.

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.

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1.- COURSE DETAILS

Course Name	Educational Coaching for the resolution of conflicts in classroom
ECTS Credits	3
Type of Learning	Obligatory
Calendar	2nd half year
Module Name	Resources for the resolution conflicts in school
Course Requirements	None
Lecturer	Juan Fernando Bou Pérez (bou@bouconsultores.com)

2.- BRIEF DESCRIPTION OF COURSE CONTENTS

- 1) Basic skills that every teaching professional must have to prevent or deal with a conflict in the classroom or outside it in a satisfactory manner.
- 2) tools or resources that can help us resolve them quickly and efficiently and also help students make aware of their situation

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3.- COURSE PROGRAM AND CALENDAR

<p>Module 1.</p> <ol style="list-style-type: none"> 1) What is educational Coaching? 2) Why the need for a coach in the classroom 	January 2024
<p>Module 2. Educational Coaching skills</p> <ol style="list-style-type: none"> 1) Perception 2) Listen 3) Communication 4) Context 5) Questions 6) Feedback 7) Intuition 	January 2024
<p>Module 3. Process of Coaching in the classroom</p> <ol style="list-style-type: none"> 1) Teacher Plan Action 2) Phases process educational Coaching 	February 2024
<p>Module 4. Application Coaching Tools in classroom</p> <ol style="list-style-type: none"> 1) Ladder of inferences 2) Cycle of actions coordination 3) Public identity 4) Johary Window 5) The Wheel of life 6) Metaphors 7) SWOT 8) Action Plan 	February 2024

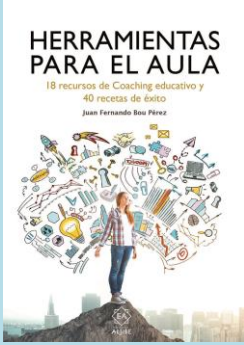
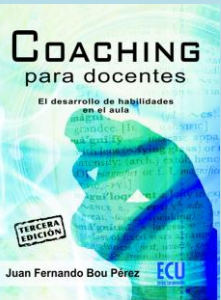
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4.- REFERENCES

4.1 Basic bibliography

b ₁	The subject text (Educational Coaching for the resolution of conflicts in classroom) of Juan Fernando Bou Pérez, accesible in the virtual classroom.
B2:	 <p>Bou Pérez, J. F. (2018). Herramientas para el Aula. Málaga. EDICIONES ALJIBE.</p>
B3:	 <p>Bou Pérez, J. F. (2013). <i>Coaching Educativo</i>. Madrid: LID EDITORIAL</p>
B4:	 <p>Bou Pérez, J. F. (2007). <i>Coaching para docentes: el desarrollo de habilidades en el aula</i>. Alicante: ECU EDITORIAL.</p>

B5:	 <p>Seligman, M. E. P. (2011). <i>La vida que florece</i>. Barcelona: EDICIONES B.</p>
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4.2 Further reading

C1:	 <p>Goleman, Daniel (1996): "Inteligencia Emocional". Barcelona, EDITORIAL KAIRÓS.</p>
C2:	 <p>Fritzen, Silvino Jose (1984): "La Ventana de Johari". Santander, SALTERRAE</p>

C3:	 <p>Bou Pérez, Juan Fernando (2004): <i>“Por la boca muere el pez”</i>. Alicante, ECU EDITORIAL.</p>
C4	 <p>Fritzen, Silvano Jose (1984): <i>“70 ejercicios prácticos de Dinámicas de grupos”</i>. Santander, SALTERRAE.</p>
C5	 <p>Nogales Sancho, Francesc V. (2020)</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.



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MASTER CLASSES

CREDITS: 1,2

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: 1,00

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

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CREDITS: 0,6

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: 3,20

METHODOLOGY OF TEACHING AND LEARNING: **SELF-STUDY.**

6.- COMPETENCIES TO BE ACQUIRED BY THE STUDENT

GENERAL COMPETENCIES (GC)

GC.2. Be able to identify the risk factors underlying school conflicts

GC.4. Develop the capacity to adopt different perspectives or alternative approaches to the resolution of conflicts in the exercise of the educational task.

SPECIFIC COMPETENCIES [SC]

SC.14. Know educational coaching strategies to intervene appropriately in the school disrupt behaviors.

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SC.15. Know apply methods, techniques and specific instruments for the resolution of various conflicts in the classroom through the theoretical and practical analysis of the case study.

7.- LEARNING OUTCOMES

LO₁. Students will make proposals on the solution to the various conflicts that can appear in a classroom.

LO₂. Students will learn educational coaching techniques most appropriate according to the age and the profile of the students.

LO₃. Students will design hands-on activities on educational coaching.

LO₄. Students will deepen on the techniques and strategies used in educational coaching.

8.- STUDENT WORKLOAD

¹

Item	HOURS
Attendance at master classes	12
Attendance at practical classes	10
Attendance at tutorials	6
Preparation of master classes (1.5 x number theory classes) +1	19
Preparation of practical classes (1.5 x number practical classes) +1	16
Preparation of work	21
Exam Preparation (3 days x 8 hours.)	3
Making final exam	3
	90

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.

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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.

9.- ASSESSMENT²

Portfolio Activity tours	Allocated Percentage
Assessment Tools (self-assessment questionnaire)	20%
Works Exhibition (audio final test)	20%
Practical Cases Solution (discussion forum)	20%
Final Test	40%

² 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.