



Subject Information

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

Faculty: Teaching and Education Sciences

Code: **Name:** Case Study

Credits: 3 ECTS **Course:** 1 **Semester:** 2

Module: Techniques for conflict resolution in school

Subject: Techniques for conflict resolution in school **Character:** Compulsory

Department: Psychology, Inclusive Education and Socio-Community Development

Type of teaching: Virtual

Language(s) in which it is taught: Spanish

Teaching staff:

Ángela Serrano Sarmiento

angela.serrano@ucv.es



Module Organization

BASIC THEORETICAL TRAINING

Subject/Module	ECTS	Subject	ECTS	Course/semester
Techniques for conflict resolution in school	15	Behavior Modification Techniques	6	1/2
		Educational Coaching for Conflict Resolution at School	3	1/2
		Case Studies	3	1/2
		Strategies for conflict resolution in school	3	1/2



Recommended insights

It is 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
R1	The student will be able to identify which programs may be most effective for the resolution of each type of conflict in the school.
R2	The student will be able to distinguish which conflict prevention strategies may be most useful in each case.
R3	The student will make theoretical proposals on the solution to different conflicts that may arise in a classroom.
R7	The student will identify the most appropriate strategies according to the type of difficulties that may arise in a classroom.



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
CG1	To develop cognitive and emotional capacities that allow them to exercise educational functions ethically and professionally.				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	
CG7	Develop interest in the improvement programs that are proposed from the different educational fields and related sciences.			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.			xx	
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		
CB10	Students must possess the learning skills that will enable them to continue studying in a way that will be largely self-directed or autonomous.		x		

Code	Specific	Weighting			
		1	2	3	4



CE4	Know the different programs aimed at addressing and solving behavior problems in the classroom.				x
CE6	To know the main methods, techniques and specific strategies for the prevention of conflicts in the educational field, according to the type of resources available.				x
EC10	To know the different intervention programs in conflict resolution and promotion of school coexistence.				x
CE11	Know the main strategies for resolving school conflicts according to the different educational levels.				x
EC12	Be able to recognize, understand and differentiate the various cognitive-behavioral techniques useful for the resolution of educational conflicts.			x	
EC13	To have knowledge about the most useful educational coaching strategies to intervene appropriately in the behaviours that alter school coexistence.			x	
EC14	Differentiate which methods and techniques are most useful for the resolution of various conflicts in the classroom.			x	
EC15	Develop the ability to adopt different perspectives or alternative approaches in conflict resolution in the exercise of the educational task.			x	
CE16	Be able to identify the type of appropriate strategy to resolve different school conflicts.				x
EC17	Be able to propose the conflict resolution approach focused on the student, the family or the context following the various approaches of psychoeducational intervention.				x
CE20	Be able to evaluate existing prevention or intervention programs in conflict resolution 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
A7. The student will identify the most appropriate strategies according to the type of difficulties that may arise in a classroom.	40%	Summative and final theoretical-practical test (open questions, objective test questions)
A3. The student will make theoretical proposals on the solution to different conflicts that may arise in a classroom.	20%	Portfolio of guided activities
A1. The student will be able to identify which programs may be most effective for the resolution of each type of conflict in the school. R2. The student will be able to distinguish which conflict prevention strategies may be most useful in each case.	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
A7. The student will identify the most appropriate strategies according to the type of difficulties that may arise in a classroom.	20%	Case Study Solution
Criteria for awarding Honors: <i>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. 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. 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.</i>		

Training activities

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

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M1	PARTICIPATORY MASTER CLASS (synchronous). Through videoconference.
M2	VIRTUAL WORK SESSIONS (synchronous and asynchronous).
M3	CASE STUDIES. (synchronous and asynchronous).
M7	PROBLEM-BASED LEARNING.
M8	GROUP AND INDIVIDUAL TUTORING (synchronous and asynchronous).
M9	PROJECT-BASED LEARNING.





Distance learning

TRAINING ACTIVITIES THROUGH SYNCHRONOUS COMMUNICATION			
Activity	Relationship with Learning Outcomes of the subject	Hours	ECTS
Masterclass (synchronous)	R1	12	0,48
Guided activities (synchronous)	R2; R4	10,5	0,42
Individual or group tutorials (synchronous)	R3; R7	4,5	0,18
Chat (stretchcrons)	R1; R2; R3; R4 and R7	3	0,12
Face-to-face assessment (synchronous)	R1; R2; R3; R4 y R7	6	0,24
Total			1.44

TRAINING ACTIVITIES THROUGH ASYNCHRONOUS COMMUNICATION			
Activity	Relationship with Learning Outcomes of the subject	Hours	ECTS
Discussion forums (asynchronous)	R7	3	0,12
Group work (asynchronous)	R1	13,5	0,54
Total			0.66



TRAINING ACTIVITIES FOR SELF-EMPLOYMENT			
Activity	Relationship with Learning Outcomes of the subject	Hours	ECTS
Individual/autonomous student work (asynchronous)		22,5	0,9
Total			0.9

Description of the contents

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

CONTENT BLOCK	Contents
Topic 1. Conceptual definition	Conceptual analysis of the type of conflicts
Topic 2.	Practical application of conflict resolution according to the type of conflict.
Topics 3.	Practical application of intervention according to the types of conflicts
Topic 4.	Practical Case Studies in Family-School Conflicts

Temporal organization of learning

CONTENT BLOCK/DIDACTIC UNIT	Number of sessions	Hours
Conceptual analysis of the type of conflicts. <ul style="list-style-type: none">• Violence, bullying, behavior problems, behavioral disorders	2	4
Practical application of conflict resolution according to the type of conflict: <ul style="list-style-type: none">• Cases in which to apply cognitive behavioral strategies• Cases in which to apply strategic therapy strategies	4	8

<ul style="list-style-type: none"> • Cases in which psycho-educational – systemic strategies can be applied 		
Practical application of intervention according to the types of conflicts <ul style="list-style-type: none"> • Cases of indiscipline • Disruption Cases • Cases of Behavior Problems • Cases of conduct disorders • Cases of school violence and bullying (bullying and cyberbullying) 	4	8
Practical Case Studies in Family-School Conflicts	2	4



References

- Serrano, A. (2024).** Conflict resolution, detecting, preventing and intervening from nursery school. In Sanz, R. and Beut, J., *Ser docente hoy. Competencies and skills for Early Childhood Education*. (Vol. 11). Narcea Ediciones.
- Serrano, A., & Sanz, R. (2020).** Reflections and practical proposals to develop resilience in the face of conflicts in schools. Publications Magazine.
- Serrano, A. (2019).** Good practices to prevent violence. A response from education with a vision of global citizenship. In J.L. García (coord.). *The Labyrinth of social networks*. Madrid: Rudelgraf.
- Nardone, G., & Milanese, R. (2019).** *Strategic change: How to get people to change the way they feel and act*. Herder Editorial.
- Robertson, S. I. (2016).** *Problem solving: Perspectives from cognition and neuroscience*. Psychology Press.
- Selekman, M (2015).** Opening paths for change. Madrid: Editorial Gedisa