

63308 - Conflict Prevention and Resolution

Syllabus Information

Academic year: 2023/24

Subject: 63308 - Conflict Prevention and Resolution

Faculty / School: 107 - Facultad de Educación

202 - Facultad de Ciencias Humanas y de la Educación

301 - Facultad de Ciencias Sociales y Humanas

Degree: 584 - Master's Degree in Teaching Compulsory Secondary Education

585 - Master's Degree in Teaching Compulsory Secondary Education

586 - Master's Degree in Teaching Compulsory Secondary Education

590 - University Master's Degree in Teaching, specializing in Geography and History

591 - Master's Degree in Teaching, specializing in Philosophy

592 - Master's Degree in Teaching, specializing in Business and Economics

593 - Master's Degree in Teaching, specializing in Mathematics

594 - Master's Degree in Teaching, specializing in Technology and Computer Science

595 - Master's Degree in Teaching, specializing in Biology and Geology

596 - Master's Degree in Teaching, specialization in Physics and Chemistry

597 - Master's Degree in Teaching, specializing in Spanish Language and Literature. Latin and Greek

598 - Master's Degree in Teaching, specialization in Foreign Language: French

599 - Master's Degree in Foreign Language Teaching: English

600 - University Master's Degree in Teaching, specializing in Music and Dance

601 - University Master's Degree in Teaching, specializing in Industrial and Construction Processes

602 - University Master's Degree in Teaching, specializing in Administration, Marketing, Tourism, Services to the

Community and FOL

603 - Master's Degree in Teaching, specializing in Sanitary, Chemical, Environmental and Health Processes Agri-

food

ECTS: 3.0

Year: 1

Semester: First semester

Subject type: Optional

Module:

1. General information

The relations of coexistence in the educational centres are a natural and dynamic process generated within the educational community. Society understands that through education it is possible to foster democratic coexistence and respect for individual differences, as stated in the Preamble of the Organic Law 2/2006, of May 3, 2006, on Education..

Coexistence within and between the different sectors that make up the educational centres presents different difficulties and conflicts, in line with those presented by today's complex and diverse society. Teachers, in addition to managing the conflicts in which they participate, need to actively intervene in the management of conflicts among students, and for this they need to equip themselves with a set of tools, techniques and psychosocial skills that allow them to do so in a positive way.

The subject and its expected results respond to the following approaches and objectives:

- To analyse the works of authors who study and conceptualize conflicts in the educational field.
- To know the current norms that regulate the way to face conflictive situations in the educational centre.
- To know how to apply action protocols to intervene in conflicts in symmetrical and asymmetrical relationships.
- To know the different actions (student mediators, assistants,...) that are being implemented in the centres to prevent and deal with conflict situations
- To provide guidelines for action to promote coexistence and develop the teaching activity in an appropriate way, such as cooperative learning, learning communities, happy classrooms

These approaches and objectives are aligned with the following Sustainable Development Goals (SDGs) of the Agenda 2030 of the United Nations (<https://www.un.org/sustainabledevelopment/en/>), in such a way that the acquisition of the subject learning results provides training and competence to contribute to some extent to their achievement:

- Goal 3: Health and wellness
- Goal 4: Quality Education.
- Goal 10: Reduction of Inequalities

- Goal 16: Peace, Justice and Strong institutions
- Goal 17: Alliances to Achieve Objectives.

2. Learning results

1. Know and identify the basic components of conflicts.
2. To know tools, communicative techniques and strategies and use them to positively manage conflicts in the resolution of conflictive cases in educational contexts
3. Explain the models, phases and agents involved in mediation as a conflict resolution tool and apply them in the analysis and resolution of conflict cases in educational contexts
4. To know techniques and strategies that favour attention to equity, emotional and values education, equal rights and opportunities between men and women and to use them when planning the resolution of conflictive cases in the educational context .

3. Syllabus

1. Conflict structure and basic conflict management skills.
2. Good practices in Secondary Education: group techniques, cooperative negotiation and school mediation
3. Regulation of school coexistence: the coexistence plan, the internal rules and regulations and the coexistence commission

4. Academic activities

Area of Social Psychology:

1. Analysis and discussion of case studies.
2. Academic debates on socio-educational issues.

DOE Area:

1. Theoretical-practical expositions of a participative nature.
2. Design, analysis and proposal of educational intervention for the improvement of school coexistence in Secondary Education.
3. Elaboration of group role-play applying legislative and organizational bases, educational programs and/or techniques, as well as social-emotional-teaching skills for peaceful conflict resolution in educational communities.

5. Assessment system

Modality A: class-related activities and supervised work

Modality A: activities related to classes and directed work. These tasks represent 100% of the final grade of the subject through the completion of oral or written evaluation activities (40% [20% for each area]) and the participation in practical classes and practical dossier (60% [30% for each area]). The oral or written evaluation activities may be carried out individually or in groups, depending on the teacher's requirements and the characteristics of the activity.

The practices dossier will be elaborated as a group in the format indicated by the teacher.
This evaluation modality will be subject to a minimum attendance of 80% to the practices.

Modality B: global evaluation and second call

Students who cannot follow the proposed classroom development of the subject will opt for the global evaluation. For this purpose, they will have to take two parts in the exam, a theoretical part consisting of a multiple-choice test and a practical part consisting of the resolution of a case presented by the teacher, answering some questions related to the practical part of the

subject . The grade will be from 0 to 10 and represents 100% of the grade of the subject.

Fifth and sixth calls

In the same terms as the global evaluation.

Finally, it must be taken into account that the Rules of Coexistence Regulations of the University of Zaragoza to the irregularities committed in the evaluation tests through academic fraud, as well as article 30 of the Regulation of Standards for the Evaluation of Learning in relation to irregular practices other than academic fraud will be applied.