



COURSE DATA

Data Subject

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|----------------------|---|
| Code | 44539 |
| Name | Intervention strategies in organisational conflicts |
| Cycle | Master's degree |
| ECTS Credits | 3.0 |
| Academic year | 2022 - 2023 |

Study (s)

| Degree | Center | Acad. year | Period |
|--|--|------------|------------|
| 2216 - Master's Degree in Policies, Administration and Management of Educational O | Faculty of Philosophy and Educational Sciences | 1 | First term |

Subject-matter

| Degree | Subject-matter | Character |
|--|--|------------|
| 2216 - Master's Degree in Policies, Administration and Management of Educational O | 2 - Administration, management and organisation of education | Obligatory |

Coordination

| Name | Department |
|--------------------|------------------------|
| GARCIA RAGA, LAURA | 335 - Education Theory |

SUMMARY

The conflicts are natural in any educational organization and the target to be managed peacefully and democratically results enabling strategies necessary to promote a climate of coexistence and learning.

The course will deepen the intervention strategies to school conflicts, as well as skills and techniques necessary to detect, prevent and intervene in conflict situations associated with educational contexts. Also here, it will affect the need for Coexistence Plan as an integrating instrument performancesimproving coexistence of a school.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

requirements and previous recommendations

COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

2216 - Master's Degree in Policies, Administration and Management of Educational O

- Ser capaces de implementar programas de formación en gestión de la calidad de las organizaciones educativas.
- Ser capaces de transmitir la importancia del ejercicio de un liderazgo transformador y democrático en las organizaciones e instituciones educativas, promoviendo un proyecto educativo compartido.
- Que los estudiantes sean capaces de establecer modelos y pautas para la resolución de problemas, gestión, mediación y toma de decisiones en un marco participativo de la comunidad educativa

LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

English version is not available

DESCRIPTION OF CONTENTS

1. Approach to conflicts of educational organizations.

- The School as space of coexistence and conflict
 - Types Conflict in an educational organization
 - Perspective Conflict negative versus positive outlook
- Frequent-conflicts in an educational organization: causes and consequences

2. Culture and peaceful resolution of conflicts

- Basic principles in the culture of peaceful conflict resolution
- models Conflict management
 - Actions And resources to implement the culture of peaceful conflict resolution.



3. Approach to mediation: concepts, models and phases of a mediation process.

Approach to mediation: concepts, models and phases of a mediation process
 Conditions for implementing mediation in a school
 -Experiences And school mediation projects

4. COEXISTENCE PLAN TO OPERATE AS AN INSTRUMENT OF LIVING TOGETHER AN EDUCATIONAL ORGANIZATION

-Regulation Rules of coexistence in a school
 Rationale for developing a plan for coexistence in a school
 Conditions necessary to design and implement a plan for coexistence
 Phases of a plan for coexistence

WORKLOAD

| ACTIVITY | Hours | % To be attended |
|--|--------------|------------------|
| Theory classes | 7,00 | 100 |
| Group work | 5,00 | 100 |
| Classroom practices | 5,00 | 100 |
| Tutorials | 4,00 | 100 |
| Attendance at events and external activities | 3,00 | 0 |
| Development of group work | 10,00 | 0 |
| Development of individual work | 7,00 | 0 |
| Study and independent work | 5,50 | 0 |
| Readings supplementary material | 3,00 | 0 |
| Preparation of evaluation activities | 3,00 | 0 |
| TOTAL | 52,50 | |

TEACHING METHODOLOGY

English version is not available

EVALUATION

**English version is not available****REFERENCES****Basic**

- Referència b1: BOQUÉ, M. c. (2003). Cultura de mediación y cambio social. Barcelona: Gedisa.
- Referència b2: CASAMAYOR, G. (Coord.) (1998). Cómo dar respuesta a los conflictos. La disciplina en la enseñanza secundaria. Barcelona: Graó.
- Referència b3: JARES, X. (2006). Pedagogía de la convivencia. Barcelona: Graó.
- Referència b4: GARCÍA RAGA, L. y LÓPEZ MARTÍN, R. (2010). La convivencia escolar. Una mirada pedagógica, política y prospectiva. Valencia: Universitat de València.
- Referència b5: GARCÍA RAGA, L. (2012). Los planes de convivencia en los centros educativos. Marco teórico y propuestas de actuación. Alemania: Editorial Académica Española.
- Referència b6: TORREGO, J.C. (Coord.) (2006). Modelo integrado de mejora de la convivencia. Barcelona: Graó.
- Referència b7: TUVILLA, J.C. (2004). Convivencia escolar y resolución pacífica de los conflictos. Andalucía: Junta de Andalucía
- Referència b8: VIÑAS, J. (Coord.) (2004). Conflictos en los centros educativos. Cultura organizativa y mediación para la convivencia. Barcelona: Graó.

Additional

- Referència c1: BOQUÉ, M.C. (2002). Guía de mediación escolar. Programa comprensivo de actividades de 6 a 16 años. Barcelona: Octaedro- Rosa Sensat.
- Referència c2: Boqué, M. C. (2005). Tiempo de mediación. Barcelona: CEAC
- Referència c3: FERNÁNDEZ GARCÍA, I. (2004). Prevención de la violencia y resolución de conflictos. Madrid: Narcea.
- Referència c4: JARES, X.R. (2001). Educación y conflicto. Guía de educación para la convivencia. Madrid: Editorial Popular.
- Referència c5: ORTEGA, R. y DEL REY (2003). La violencia escolar. Estrategias de prevención. Barcelona: Graó.
- Referència c6: SEGURA, M. (2002). Ser persona y relacionarse. Madrid: Narcea.
- Referència c7: TORREGO, J.C. (coord.) (2000). Mediación de conflictos en Instituciones Educativas. Manual de formación de mediadores. Madrid: Narcea.
- Referència c8: TUVILLA, J. (2004). Cultura de paz. Fundamentos y claves educativas. Bilbao: Desclée.
- Referència c9: VAELO, J. (2003). Resolución de conflictos en el aula. Madrid: Santillana