Professional Master's Degree

Classroom Mediation and Conflict Resolution

tech global university

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Professional Master's Degree
Classroom Mediation and Conflict Resolution

- Modality: **online**
- Duration: **12 months**
- Certificate: **TECH Global University**
- Credits: **60 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Website: www.techtitute.com/us/education/professional-master-degree/master-classroom-mediation-conflict-resolution

Index

01 Introduction to the Program — p. 4

02 Why Study at TECH? — p. 8

03 Syllabus — p. 12

04 Teaching Objectives — p. 22

05 Career Opportunities — p. 26

06 Study Methodology — p. 30

07 Teaching Staff — p. 40

08 Certificate — p. 44

01

Introduction to the Program

Educational environments are dynamic spaces where constant challenges arise in school coexistence. The presence of conflicts, if not properly managed, can affect both academic performance and students' emotional well-being. According to UNESCO, over 30% of students worldwide have experienced some form of school bullying, underscoring the need for effective classroom conflict resolution strategies. This high-level university program from TECH provides professionals with an innovative approach to intervene effectively in conflict situations.

You will master the most innovative strategies to prevent and resolve Classroom Conflicts, fostering a harmonious learning environment"

Education is not only a process of teaching and learning but also a space where interpersonal challenges arise, potentially affecting both coexistence and academic performance. In this context, school mediation serves as a key tool for reducing levels of violence in classrooms and strengthening student resilience. However, the lack of adequate strategies and the shortage of trained professionals in this field have created a growing demand for experts in educational conflict resolution.

In response, TECH offers a groundbreaking program in Classroom Mediation and Conflict Resolution. This academic experience provides a comprehensive exploration of the most innovative methodologies and approaches in educational mediation. Through a theoretical-practical journey, graduates will examine the dynamics of school conflicts, the psychosocial factors that influence them, and the most effective strategies for managing them in a peaceful and constructive manner.

In this framework, the effectiveness of assertive communication is highlighted as a key tool in dispute resolution, along with the impact of emotional education on conflict prevention. Additionally, recent case studies and proven intervention models are presented, enabling graduates to design school coexistence programs tailored to diverse educational contexts.

All of this is delivered through a 100% online methodology, allowing professionals to specialize without compromising their work or personal schedules. The content is available 24/7 and can be accessed from any device. As an exclusive benefit, TECH implements its innovative Relearning method, which optimizes knowledge retention through the strategic repetition of key concepts.

This **Professional Master's Degree in Classroom Mediation and Conflict Resolution** contains the most complete and up-to-date educational program on the market. The most important features include:

- The development of practical cases presented by experts in Classroom Mediation and Conflict Resolution
- The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- Practical exercises where the self-assessment process can be carried out to improve learning
- Special emphasis on innovative methodologies in Classroom Mediation and Conflict Resolution
- Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- Content that is accessible from any fixed or portable device with an Internet connection

You will implement educational mediation methodologies that promote dialogue, reduce the incidence of conflicts, and improve the classroom climate"

Specialized readings will expand and reinforce the knowledge acquired, enabling you to apply effective strategies for resolving educational conflicts"

You will be able to address disputes and challenges in the school environment effectively, applying best practices in mediation and emotional education.

With the Relearning system you will not have to invest a great amount of study hours and you will focus on the most relevant concepts.

The teaching staff includes professionals from the field of Classroom Mediation and Conflict Resolution, who contribute the experience gained from their practical work, as well as renowned specialists from leading professional societies and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an immersive learning experience designed to prepare for real-life situations.

This program is designed around Problem-Based Learning, whereby the student must try to solve the different professional practice situations that arise throughout the program. For this purpose, the professional will be assisted by an innovative interactive video system created by renowned and experienced experts.

02

Why Study at TECH?

TECH is the world's largest online university. With an impressive catalog of more than 14,000 university programs, available in 11 languages, it is positioned as a leader in employability, with a 99% job placement rate. In addition, it has a huge faculty of more than 6,000 professors of the highest international prestige.

Study at the largest online university in the world and ensure your professional success. The future begins at TECH"

The world's best online university, according to FORBES

The prestigious Forbes magazine, specialized in business and finance, has highlighted TECH as "the best online university in the world" This is what they have recently stated in an article in their digital edition in which they echo the success story of this institution, "thanks to the academic offer it provides, the selection of its teaching staff, and an innovative learning method oriented to form the professionals of the future".

The best top international faculty

TECH's faculty is made up of more than 6,000 professors of the highest international prestige. Professors, researchers and top executives of multinational companies, including Isaiah Covington, performance coach of the Boston Celtics; Magda Romanska, principal investigator at Harvard MetaLAB; Ignacio Wistuba, chairman of the department of translational molecular pathology at MD Anderson Cancer Center; and D.W. Pine, creative director of TIME magazine, among others.

The world's largest online university

TECH is the world's largest online university. We are the largest educational institution, with the best and widest digital educational catalog, one hundred percent online and covering most areas of knowledge. We offer the largest selection of our own degrees and accredited online undergraduate and postgraduate degrees. In total, more than 14,000 university programs, in ten different languages, making us the largest educational institution in the world.

The most complete syllabuses on the university scene

TECH offers the most complete syllabuses on the university scene, with programs that cover fundamental concepts and, at the same time, the main scientific advances in their specific scientific areas. In addition, these programs are continuously updated to guarantee students the academic vanguard and the most demanded professional skills. and the most in-demand professional competencies. In this way, the university's qualifications provide its graduates with a significant advantage to propel their careers to success.

A unique learning method

TECH is the first university to use Relearning in all its programs. This is the best online learning methodology, accredited with international teaching quality certifications, provided by prestigious educational agencies. In addition, this innovative academic model is complemented by the "Case Method", thereby configuring a unique online teaching strategy. Innovative teaching resources are also implemented, including detailed videos, infographics and interactive summaries.

The official online university of the NBA

TECH is the official online university of the NBA. Thanks to our agreement with the biggest league in basketball, we offer our students exclusive university programs, as well as a wide variety of educational resources focused on the business of the league and other areas of the sports industry. Each program is made up of a uniquely designed syllabus and features exceptional guest hosts: professionals with a distinguished sports background who will offer their expertise on the most relevant topics.

Leaders in employability

TECH has become the leading university in employability. Ninety-nine percent of its students obtain jobs in the academic field they have studied within one year of completing any of the university's programs. A similar number achieve immediate career enhancement. All this thanks to a study methodology that bases its effectiveness on the acquisition of practical skills, which are absolutely necessary for professional development.

Google Premier Partner

The American technology giant has awarded TECH the Google Premier Partner badge. This award, which is only available to 3% of the world's companies, highlights the efficient, flexible and tailored experience that this university provides to students. The recognition not only accredits the maximum rigor, performance and investment in TECH's digital infrastructures, but also places this university as one of the world's leading technology companies.

The top-rated university by its students

Students have positioned TECH as the world's top-rated university on the main review websites, with a highest rating of 4.9 out of 5, obtained from more than 1,000 reviews. These results consolidate TECH as the benchmark university institution at an international level, reflecting the excellence and positive impact of its educational model.

03

Syllabus

The syllabus of this university program has been designed to provide graduates with a comprehensive understanding of classroom mediation and conflict resolution. Throughout the academic journey, professionals will specialize in analyzing conflicts, identifying behavioral patterns, and applying effective strategies to promote a harmonious school environment. They will also develop skills in assertive communication, emotional validation, and dispute management, utilizing approaches based on emotional education and behavioral psychology.

You will manage advanced mediation strategies and emotional validation, learning to analyze the causes of classroom conflicts and implement effective resolution strategies"

Module 1. Introduction

1.1. Instructions for Awakening a Butterfly
- 1.1.1. Introduction
- 1.1.2. Bridging Gaps
- 1.1.3. Iconography of a Metamorphosis
- 1.1.4. Objectives of the Online Professional Master's Degree
- 1.1.5. Contents of the Online Professional Master's Degree
  - 1.1.5.1. The Reception
  - 1.1.5.2. Establishing the Bond is the First Step in Collaboration for Conflict Resolution
  - 1.1.5.3. Data Collection is Essential for Conflict Analysis
  - 1.1.5.4. Basic Needs Drive Conflicts
  - 1.1.5.5. Power Struggles Are a Maze
  - 1.1.5.6. Conflicts Have Their Phases, and These Must Be Understood
  - 1.1.5.7. Dramatic Play: Practicing Roles in Conflict Resolution
  - 1.1.5.8. Teacher Validating Style
  - 1.1.5.9. Communication during Conflict
  - 1.1.5.10. Express Reached Agreements
  - 1.1.5.11. Breathe and Cleanse Prejudices

1.2. Chrysalis Moment
- 1.2.1. The Brain "Envelops" the Chrysalis
- 1.2.2. Two or Three Brains
- 1.2.3. The Amygdala is the Queen of Hearts
- 1.2.4. Conclusions for Moving within the Chrysalis

1.3. Ten Educational Truths in Conflict
- 1.3.1. Ten Educational Truths
- 1.3.2. Two Styles for 10 Educational Truths
- 1.3.3. Invalidation Model - Damian's View
- 1.3.4. Validation Model - Damian's View

1.4. What is Conflict?
- 1.4.1. Introduction
- 1.4.2. Towards a Definition of Conflict
- 1.4.3. Characteristics of the Conflict
- 1.4.4. Types of Conflicts
- 1.4.5. Most Frequent Causes of Conflict
- 1.4.6. What is Conflict Resolution?

1.5. Paradigm Shift
- 1.5.1. Introduction
- 1.5.2. What Elements are Involved in Conflicts?
- 1.5.3. Intrapersonal Side of Conflict
- 1.5.4. Interpersonal Side of Conflict: the Environment
- 1.5.5. Part of Conflict Process
- 1.5.6. Conflict Analysis

1.6. Person's Model Description for the 21st Century
- 1.6.1. Our Model Rationale
- 1.6.2. People and Relationships
- 1.6.3. Environment
- 1.6.4. Contact Zone
- 1.6.5. I Choose
- 1.6.6. Basic Needs
- 1.6.7. Organism/Body
- 1.6.8. Awareness
- 1.6.9. I Build

1.7. Description of Erikson's Psychosocial Processes of the Person
- 1.7.1. About the Author and His Theory
- 1.7.2. Erikson's Developmental Stages
- 1.7.3. Why Choose Erikson's Model for Our Conflict Resolution Proposal?
- 1.7.4. First Stage – Infancy: Trust vs. Mistrust – First 18 months of life
- 1.7.5. Second Stage – Early Childhood: Autonomy vs. Shame and Doubt – From 18 months to 3 years

1.7.6. Third Stage – Play Age: Initiative vs. Guilt – From 3 to 5 years
1.7.7. Fourth Stage – School Age: Industry vs. Inferiority – From 5 to 13 years
1.7.8. Fifth Stage – Adolescence/Youth: Identity vs. Role Confusion – From 13 to 21 years
1.7.9. Sixth Stage – Young Adulthood: Intimacy vs. Isolation – From 21 to 40 years
1.7.10. Seventh Stage – Adulthood: Generativity vs. Stagnation – From 40 to 60 years
1.7.11 Eighth Stage – Old Age: Integrity vs. Despair – From 60 years until death
1.7.12. Critique of Erikson
1.7.13. Phrases by Erikson
1.8. Bandura's Social Learning Theory
1.8.1. Introduction
1.8.2. The Role of Imitation
1.8.3. Two Videos for Drawing Conclusions
1.8.4. Why Talk About Bandura's Social Learning Theory?
1.9. Kohlberg's Social Learning The
1.9.1. Introduction
1.9.2. Piaget's Stages of Moral Development
1.9.3. Kohlberg's Stages of Moral Development
1.9.4. Cognitive Operations
1.10. Techniques to Manage Conflict at the First Stage
1.10.1. Introduction
1.10.2. Piaget's Stages of Moral Development
1.10.3. Kohlberg's Stages of Moral Development
1.10.4. Cognitive Operations

Module 2. Bonding and Its Importance in Education

2.1. The Teaching Bond
2.1.1. Introduction
2.2.2. The Teacher Is Not in the Photo
2.2.3. Navigate within Ourselves
2.2.4. Confidence in Humor
2.2.5. In Conclusion
2.2. Bonding and Attachment
2.2.1. Introduction: Early Attachment Theory
2.2.2. Attachment Theory
2.2.2.1. Types of Attachment
2.2.2.2. Attachment Functions
2.2.2.3. Multiple Attachments
2.2.3. The Reference Figure in Bonding
2.2.4. In Conclusion
2.3. Strategies to Establish a Bond
2.3.1. Introduction
2.3.2. Observation
2.3.3. Empathy
2.3.4. Patience, Stability and Being
2.3.5. Humility
2.3.6. Believing in the Possibility
2.3.7. Authenticity and Consistency
2.3.8. Creativity
2.3.9. Joy and Humor. Positivity
2.3.10 In Conclusion
2.4. The World of Child
2.4.1. Introduction
2.4.2. The Child's Brain
2.4.3. The Moral Brain in Childhood
2.4.4. Characteristics of Childhood
2.4.4.1. Physical Changes
2.4.4.2. Cognitive Changes
2.4.4.3. Psychological Changes
2.4.4.4. Changes at the Social Level
2.4.5. Children Today
2.4.6. In Conclusion

2.5. Bonding in Childho
- 2.5.1. Introduction
- 2.5.2. Feeling Appreciated and Noticed by Adults
- 2.5.3. Uncovering the Message of Disruptive Behavior
- 2.5.4. Boundaries Develop the Bond
- 2.5.5. Dogma vs. Affection
- 2.5.6. Here I Am, What Can We Do?
- 2.5.7. Being Interesting to the Child Opens the Door. Becoming a Reference Adult
- 2.5.8. Being Fun for the Child Opens the Door

2.6. The Adolescent World
- 2.6.1. Introduction
- 2.6.2. Adolescent Brain
- 2.6.3. Characteristics of Adolescence
  - 2.6.3.1. On a Cerebral Level
  - 2.6.3.2. On a Physical Level
  - 2.6.3.3. On a Cognitive Level
  - 2.6.3.4. On a Social and Emotional Level
  - 2.6.3.5. On a Level of Identity
- 2.6.4. Myths during Adolescence
- 2.6.5. In Conclusion

2.7. Bonding in Adolescence
- 2.7.1. Introduction
- 2.7.2. The Peer Group
- 2.7.3. Group Pressure
- 2.7.4. Adolescent Self-Centeredness
- 2.7.5. Humor in Adolescent Bonding
- 2.7.6. Common Problems in Adolescence

2.8. Here And Now: Learning To Anchor
- 2.8.1. How To Develop Anchoring Learning?

2.9. Utopia And Utopianism: The Given And The Possible
- 2.9.1. Utopia
- 2.9.2. Utopianism

2.10. A Concept to be Recovered: Teacher Loyalty I'll Be Here Always
- 2.10.1. Teacher Loyalty

Module 3. Methods of Analysis of Events

3.1. Why Analyze Conflict?
- 3.1.1. Conflict in Education
- 3.1.2. Why Analyze Conflict?
- 3.1.3. A Journey through History
- 3.1.4. Positive Contributions of Conflict

3.2. Theoretical Approach
- 3.2.1. Based on Theory
- 3.2.2. Our Approach to Collecting Data
- 3.2.3. Differing Points of View

3.3. Contextual Approach
- 3.3.1. What is Context?
- 3.3.2. Relationships and Personality
- 3.3.3. Forms of Communication

3.4. How to Plan Analysis
- 3.4.1. Profile of the Mediator
- 3.4.2. The Need for a Plan

3.5. Didactic Models
- 3.5.1. What is a Teaching Model?
- 3.5.2. Different Models for Conflict Mediation

3.6. Conflict For Pre-School Education Children
- 3.6.1. Active Listening
- 3.6.2. Below the Iceberg. What Did you Want Deep Down?
- 3.6.3. Reactions of the Involved Parties
- 3.6.4. I Am Honest with my Emotions about What I Am Experiencing
- 3.6.5. I Fill in the Table

3.7. Conflict For Primary Education Children
- 3.7.1. Active Listening
- 3.7.2. Below the Iceberg. What Did you Want Deep Down?
- 3.7.3. Elements Relating to Individuals
- 3.7.4. Elements Relating to the Process
- 3.7.5. Elements Relating to Communication

3.8. Conflict to Adolescents
- 3.8.1. Active Listening
- 3.8.2. Below the Iceberg. What Did you Want Deep Down?
- 3.8.3. Elements Relating to Individuals
- 3.8.4. Elements Relating to the Process
- 3.8.5. Elements Relating to Communication

3.9. Follow-up
- 3.9.1. How to Follow Up

3.10. Teachers Support Resources
- 3.10.1. Different Teacher Support Resources

Module 4. Validate Emotions and Discover Basic Emotions

4.1. How do People Establish Contact?
- 4.1.1. The Environment
- 4.1.2. Contact Zone
- 4.1.3. The Body
- 4.1.4. Basic Needs
- 4.1.5. I Choose
- 4.1.6. I Build

4.2. How To Learn A Validator Style?
- 4.2.1. Be Curious About The Details The Other Gives Us
- 4.2.2. Be Curious About The Details My Body Gives
- 4.2.3. Extrinsic Emotional Attention: How did that Make you Feel?
- 4.2.4. Intrinsic Emotional Attention: What does What you are Telling me Sound Like?

4.3. How do I Recognize my Basic Needs?
- 4.3.1. Identifying my Childhood Wound
- 4.3.2. How can I Become Aware of my Fears?
- 4.3.3. How can I Empathize with Someone Else's Fears?

4.4. Honesty in my Response
- 4.4.1. The Shell: Responses That Prioritize Self-Protection
- 4.4.2. The Water: Responses that Prioritize Adapting to Surroundings
- 4.4.3. The Anchor: Responses Focused on Reality
- 4.4.4. The Cloud: Responses Focused on Possibility

4.5. The World of Emotions
- 4.5.1. Emotions in the World
- 4.5.2. Galaxies and Constellations of Emotions
- 4.5.3. The Galaxy of Fear
- 4.5.4. The Galaxy of Rage
- 4.5.5. The Galaxy of Sadness
- 4.5.6. The Galaxy of Joy
- 4.5.7. The Galaxy of Surprise
- 4.5.8. The Galaxy of Affinity
- 4.5.9. The Galaxy of Disgust

4.6. Analysis Sheets for the Recognition of Basic Needs
- 4.6.1. Types of Worksheets

4.7. Online Resources on Basic Needs and Emotions
- 4.7.1. Online Resources on Needs
- 4.7.2. Online Resources on Basic Emotions

Module 5. Power Struggles Are a Maze

5.1. We All Manipulate
- 5.1.1. The Importance of Self-Esteem
- 5.1.2. Defending our Living Space
- 5.1.3. Emotional Manipulation

5.2. The Roles in the Power Struggle
- 5.2.1. The Carer
  - 5.2.1.1. Misunderstood Gratitude
  - 5.2.1.2. Governing Through Care

5.3. The Power
- 5.3.1. The Need for Power Soils
- 5.3.2. Honest Search for Solutions
- 5.3.3. Searching for the Basic Need Underlying a Conflict
- 5.3.4. How to Ask Questions to Get out of a Power Struggle

5.4. Focus the Search on What I Can Do
- 5.4.1. Neither Power Struggle, Nor the Environment, Nor the Other Is to Blame
- 5.4.2. How to Discover What I Can Do

5.5. Manipulation at the Service of the Mediator
- 5.5.1. Manipulation, Just Another Technique
- 5.5.2. Role-Playing in the Power Struggle Game
- 5.5.3. Negotiation Techniques

5.6. Creating a New Identity
- 5.6.1. How to Save Aggressors from Themselves
- 5.6.2. How to Save Victims from Themselves
- 5.6.3. How to Save Caregivers from Themselves

Module 6. Conflict Phases

6.1. Disagreement
- 6.1.1. Beginning of the Conflict, Possible Causes
- 6.1.2. The Problem Concerns Both
- 6.1.3. Conflict Comes First

6.2. Personal Adversity
- 6.2.1. Blame and Reasons
- 6.2.2. People Come First

6.3. Mediation between Both Sides
- 6.3.1. Rights within a Dispute
- 6.3.2. Responsibilities within a Dispute

6.4. The Background, Just the Tip of the Iceberg
- 6.4.1. External Agents
- 6.4.2. Attitude toward External Agents
- 6.4.3. What is Really Happening Here?

6.5. What Can Each Party Do?
- 6.5.1. Proposed Solutions
- 6.5.2. Strengths, Threats, Weaknesses and Opportunities

6.6. New Developments in Each Party's View
- 6.6.1. Putting Oneself in the Other's Shoes
- 6.6.2. Lateral Thinking
- 6.6.3. Thinking Patterns

6.7. Fitting in New Proposals
- 6.7.1. Feelings About Proposals
- 6.7.2. Strategies to Fit Them In

6.8. Ending the Conflict
- 6.8.1. What Does Ending a Conflict Involve?
- 6.8.2. Why Ending Conflicts is Important

6.9. Restoring Pain
- 6.9.1. How to Restore Pain

6.10. Erase Prejudices, Continue to Build
- 6.10.1. How to Erase Prejudices

Module 7. Roles in Conflict Resolution

7.1. What is a Group?
- 7.1.1. What is a Group?
- 7.1.2. Characteristics of a Group
- 7.1.3. Grouping Students. How to Recognize Them

7.2. Group Dynamics
- 7.2.1. What Are the Techniques and Activities for?
- 7.2.2. What are the Core Competencies for Working with Drama?
- 7.2.3. Group Dynamics Techniques

7.3. Role Types in Conflicts
- 7.3.1. Classification: Roleplay Mediators
- 7.3.2. Roleplay Technique

7.4. The Importance of Context. Changing Roles

7.5. The Teacher's Role According to Their Participation
- 7.5.1. Activities Where the Role of the Educator Predominates
- 7.5.2. Activities in Which the Educator and Students Participate
- 7.5.3. Activities According to the Group's Objectives

7.6. Dramatic Play as Training for Conflict Resolution
- 7.6.1. How to Implement Dramatic Play as Training for Conflict Resolution?

7.5. Theater: Integrating Basic Life Skills
- 7.5.1. Play or Therapy?
- 7.5.2. Playing Conflict Roles in the Classroom

7.6. The Role of Humor in Role Management
- 7.6.1. Using Humor to Manage Roles

7.7. Theater of the Oppressed as a Reflection Tool for Conflict
- 7.7.1. Theater of the Oppressed
- 7.7.2. The Use of This Tool in Conflict Situations

Module 8. Teacher's Educational Styles

8.1. Becoming Aware of My Educational Style
- 8.1.1. Starting by Knowing Oneself
- 8.1.2. Everyone Educates from their Own Backpack
- 8.1.3. On the Concept of Authority
- 8.1.4. Four Educational Styles/Approaches

8.2. Permissive Style
- 8.2.1. Characteristics of the Cooperative Style
- 8.2.2. Adult Characteristics
- 8.2.3. Some Ideas If You Follow this Style
- 8.2.4. Consequences of this Style with Children

8.3. Overprotective Style
- 8.3.1. Characteristics of the Cooperative Style
- 8.3.2. Adult Characteristics
- 8.3.3. Some Ideas If You Follow this Style
- 8.3.4. Consequences of this Style with Children

8.4. Authoritarian Style
  8.4.1. Characteristics of the Authoritarian Style with Adults
  8.4.2. Some Ideas If You Follow this Style
  8.4.3. Consequences of this Style with Children
8.5. Cooperative Style
  8.5.1. Characteristics of the Cooperative Style
  8.5.2. Adult Characteristics
  8.5.3. Some Ideas If You Follow this Style
  8.5.4. Consequences of this Style with Children
8.6. How to Speak so that Children Listen
  8.6.1. Speaking Mechanisms so that Children Listen
8.7. How to Listen so that Children Speak
  8.7.1. Speaking Mechanisms so that Children Speak
8.8. Active Listening Based on Validation from Others
  8.8.1. Listening through Behavior
  8.8.2. Naming Feelings
  8.8.3. Discovering Basic Needs
  8.8.4. Time to Listen
  8.8.5. Establishing Eye Contact
8.9. Steps to Modify the Behavior of My Students
  8.9.1. Defining the Problem
  8.9.2. Approaching Problems One at a Time
  8.9.3. Being Consequential and Consistent
  8.9.4. Being Positive
  8.9.5. Letting the Child Know What is Expected of Them
8.10. Basic Disciplinary Techniques
  8.10.1. How to Give Praise
  8.10.2. How to Ignore
  8.10.3. How to Reward
  8.10.4. How to Reprimand
  8.10.5. Time-Out Technique
  8.10.6. Problem Chairs
  8.10.7. How to Use Overcorrection?

Module 9. Communication in Conflict

9.1. Verbal Language
9.2. Non-Verbal Language
9.3. The Paraverbal Language
9.4. Communication
9.5. Assertive Communication
9.6. Decision Making in Communication
9.7. Listening
9.8. Communication and New Technologies
9.9. Clown Language as an Educational Experience
9.10. Communication and Bond: Keys to Educational Communication

Module 10. Ways of Expressing Reached Agreements

10.1. Reaching Agreement
  10.1.1. Consensus
  10.1.2. Commitment
  10.1.3. Voting
  10.1.4. Postponing the Decision
  10.1.5. Customizable Solution
  10.1.6. Arbitrage
  10.1.7. Lateral Thinking
  10.1.8. *Plus Minus Interesting* (PMI)
  10.1.9. Decision Matrix
  10.1.10. Negotiation
10.2. Remember Your Goal
  10.2.1. The Goal and How to Remember It
10.3. Listen to What the Other Person Is Telling You
  10.3.1. Learning to Listen to Others
10.4. Speak for Yourself, Not for Others
  10.4.1. How to Speak for Oneself

10.5. Do not Start on Another Melon until you Finish the One you are Eating
10.5.1. How to Finish One Thing Before Starting Another
10.6. Put on Someone Else's Glasses
10.6.1. How to Put Yourself in the Other's Place
10.7. Choose the Right Moment to Tell Them
10.7.1. How to Find the Right Moment to Start a Conversation
10.8. Don't Take It Personally
10.8.1. Don't Take Matters into Private Domains
10.9. Use the Sandwich Technique (Positive, Critical, Positive)
10.9.1. Definition of the Sandwich Technique
10.10. Express Yourself in Terms: I'm Very Glad That You Have..
10.10.1. Knowledge of Positive Terms

Module 11. Breathing and Clearing Prejudices

11.1. Emotions
11.2. How Emotions Arise: Gross Model
11.3. The Neuroscience of Emotions
11.4. Regulating Emotions
11.5. Emotional Regulation Strategies
11.6. What is Mindfulness
11.7. Using Mindfulness to Regulate Our Emotions
11.8. Implementing Mindfulness to Resolve Conflicts

Identify behavioral patterns in the classroom and design interventions that foster school coexistence"

04

Teaching Objectives

This academic opportunity has been designed for education professionals to acquire the necessary skills to effectively manage and resolve conflicts in the classroom. In this way, graduates will learn to identify the causes of conflicts, analyze their phases, and apply innovative strategies for their resolution. At the same time, they will develop key skills in mediation, negotiation, and interpersonal relationship management, promoting school coexistence.

You will lead mediation projects in educational institutions, promoting a culture of dialogue and peaceful conflict resolution"

General Objectives

- Understand the importance of bonding in education and its impact on conflict resolution in the classroom
- Analyze the emotional and behavioral factors that influence the origin and evolution of school conflicts
- Apply effective methods to analyze conflicts and develop appropriate intervention strategies
- Validate and manage the emotions of those involved in a conflict, promoting empathy and mutual understanding
- Identify and handle power struggles within the classroom, preventing them from escalating into major disputes
- Recognize the different stages of a conflict and apply the best resolution techniques at each stage
- Develop mediation and negotiation skills to intervene effectively in school disputes
- Analyze the different roles in conflict resolution and their impact on classroom dynamics

Specific Objectives

Module 1. Introduction
- Understand the fundamental concepts of mediation and conflict resolution in the educational context
- Identify the main challenges teachers face in managing conflicts in the classroom

Module 2. Bonding and Its Importance in Education
- Analyze the influence of the bond between teachers and students in the prevention and resolution of conflicts
- Apply strategies to strengthen interpersonal relationships and promote a positive school climate

Module 3. Methods of Analysis of Events
- Explore different methodologies for analyzing school conflicts and their triggering factors
- Develop skills to assess conflict situations and design appropriate intervention plans

Module 4. Validate Emotions and Discover Basic Emotions
- Identify and understand the basic emotions that influence conflicts in the classroom
- Apply emotional validation techniques to improve the management of school disputes

Module 5. Power Struggles Are a Maze
- Analyze the power dynamics in the classroom and their impact on conflict generation
- Design strategies to balance authority relationships and foster collaboration

Module 6. Conflict Phases
- Recognize the different stages of a conflict and their key characteristics
- Apply appropriate strategies to intervene at each stage and prevent the escalation of disputes

Module 7. Roles in Conflict Resolution
- Examine the different roles that teachers and students can assume in conflict mediation
- Implement techniques to distribute responsibilities and encourage active participation in problem-solving

Module 8. Teacher's Educational Styles
- Identify the different teaching styles and their influence on conflict management
- Adapt the pedagogical approach to foster harmonious coexistence in the classroom

Module 9. Communication in Conflict
- Analyze the importance of effective communication in preventing and resolving conflicts
- Apply assertive communication techniques to facilitate dialogue and mutual understanding

Module 10. Ways of Expressing Reached Agreements
- Explore different ways to formalize agreements after a mediation process
- Design strategies to ensure the fulfillment of agreements and the commitment of the parties involved

Module 11. Breathing and Cleaning out Prejudices
- Develop self-awareness and emotional self-regulation skills to manage conflicts objectively
- Implement strategies to eliminate prejudices and foster an environment of respect and equity in the classroom

05

Career Opportunities

This Professional Master's Degree in Classroom Mediation and Conflict Resolution will provide graduates with the latest tools to address the challenges that arise in the educational environment. Teachers will gain advanced skills to foster an inclusive and harmonious classroom environment. Graduates will be highly prepared to intervene effectively in conflict situations, with a focus on professionalism and ethics, promoting peaceful resolutions and mutual understanding, while creating equitable and inclusive learning spaces.

Become a highly skilled professional capable of transforming classroom challenges into opportunities for growth and learning"

Graduate Profile

Graduates of this program will be distinguished by their ability to apply cutting-edge techniques to resolve conflicts in the classroom. Specialists will foster an inclusive and balanced academic environment. At the same time, professionals will be able to intervene effectively in conflict situations with a rigorous and ethical approach. This will allow them to promote peaceful, just, and inclusive teaching spaces.

You will master strategies for Mediation and Conflict Resolution to foster a respectful educational environment, significantly enhancing your professional profile"

- **Coexistence Strategy Implementation:** Ability to design and implement school coexistence programs that foster respect and inclusion.
- **Efficient Conflict Management:** Ability to identify, analyze, and resolve disputes in educational settings using innovative mediation strategies
- **Assertive and Empathetic Communication:** Development of skills to clearly express ideas, validate emotions, and facilitate dialogue in the classroom
- **School Mediation Techniques:** Ability to apply effective methodologies to intervene in conflicts involving students, teachers, and families.

After completing the university program, you will be able to apply your knowledge and skills in the following positions:

1. **School Mediator in Educational Institutions:** Responsible for managing conflicts between students, teachers, and families, promoting peaceful and constructive solutions.
2. **Coordinator of School Coexistence and Well-being:** In charge of designing and implementing coexistence and conflict resolution programs in educational institutions.
3. **Education and Mediation Manager:** A professional dedicated to integrating emotional education into mediation strategies and the resolution of school disputes.
4. **Pedagogical Advisor in Conflict Management:** Collaborator in educational institutions to train teachers in identifying and managing conflicts in the classroom.
5. **Administrator of School Violence Prevention Programs:** Designer of strategies to minimize violence and foster a culture of dialogue in the educational environment.
6. **Family Counseling and Mediation Technician:** Professional who advises families and students in conflict management to strengthen relationships within the educational setting.

You will facilitate effective mediation processes between students, teachers, and families to promote optimal communication in the classroom"

06

Study Methodology

TECH is the world's first university to combine the **case study** methodology with **Relearning**, a 100% online learning system based on guided repetition.

This disruptive pedagogical strategy has been conceived to offer professionals the opportunity to update their knowledge and develop their skills in an intensive and rigorous way. A learning model that places students at the center of the educational process giving them the leading role, adapting to their needs and leaving aside more conventional methodologies.

TECH will prepare you to face new challenges in uncertain environments and achieve success in your career"

The student: the priority of all TECH programs

In TECH's study methodology, the student is the main protagonist.
The teaching tools of each program have been selected taking into account the demands of time, availability and academic rigor that, today, not only students demand but also the most competitive positions in the market.

With TECH's asynchronous educational model, it is students who choose the time they dedicate to study, how they decide to establish their routines, and all this from the comfort of the electronic device of their choice. The student will not have to participate in live classes, which in many cases they will not be able to attend. The learning activities will be done when it is convenient for them. They can always decide when and from where they want to study.

"At TECH you will NOT have live classes (which you might not be able to attend)"

The most comprehensive study plans at the international level

TECH is distinguished by offering the most complete academic itineraries on the university scene. This comprehensiveness is achieved through the creation of syllabi that not only cover the essential knowledge, but also the most recent innovations in each area.

By being constantly up to date, these programs allow students to keep up with market changes and acquire the skills most valued by employers. In this way, those who complete their studies at TECH receive a comprehensive education that provides them with a notable competitive advantage to further their careers.

And what's more, they will be able to do so from any device, pc, tablet or smartphone.

> *TECH's model is asynchronous, so it allows you to study with your pc, tablet or your smartphone wherever you want, whenever you want and for as long as you want"*

Case Studies and Case Method

The case method has been the learning system most used by the world's best business schools. Developed in 1912 so that law students would not only learn the law based on theoretical content, its function was also to present them with real complex situations. In this way, they could make informed decisions and value judgments about how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

With this teaching model, it is students themselves who build their professional competence through strategies such as Learning by Doing or Design Thinking, used by other renowned institutions such as Yale or Stanford.

This action-oriented method will be applied throughout the entire academic itinerary that the student undertakes with TECH. Students will be confronted with multiple real-life situations and will have to integrate knowledge, research, discuss and defend their ideas and decisions. All this with the premise of answering the question of how they would act when facing specific events of complexity in their daily work.

Relearning Methodology

At TECH, case studies are enhanced with the best 100% online teaching method: Relearning.

This method breaks with traditional teaching techniques to put the student at the center of the equation, providing the best content in different formats. In this way, it manages to review and reiterate the key concepts of each subject and learn to apply them in a real context.

In the same line, and according to multiple scientific researches, reiteration is the best way to learn. For this reason, TECH offers between 8 and 16 repetitions of each key concept within the same lesson, presented in a different way, with the objective of ensuring that the knowledge is completely consolidated during the study process.

Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

A 100% online Virtual Campus with the best teaching resources

In order to apply its methodology effectively, TECH focuses on providing graduates with teaching materials in different formats: texts, interactive videos, illustrations and knowledge maps, among others. All of them are designed by qualified teachers who focus their work on combining real cases with the resolution of complex situations through simulation, the study of contexts applied to each professional career and learning based on repetition, through audios, presentations, animations, images, etc.

The latest scientific evidence in the field of Neuroscience points to the importance of taking into account the place and context where the content is accessed before starting a new learning process. Being able to adjust these variables in a personalized way helps people to remember and store knowledge in the hippocampus to retain it in the long term. This is a model called Neurocognitive context-dependent e-learning that is consciously applied in this university qualification.

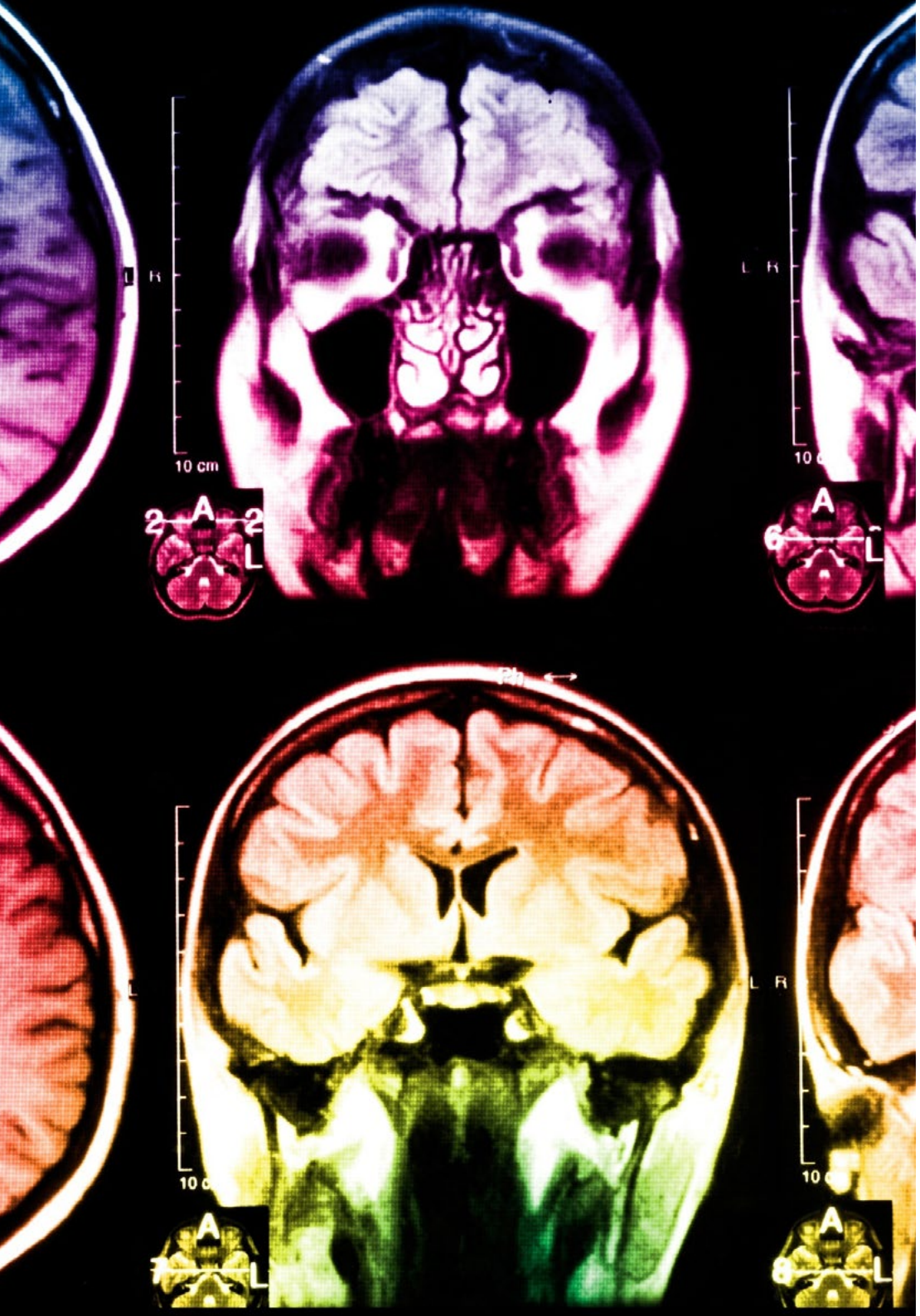
In order to facilitate tutor-student contact as much as possible, you will have a wide range of communication possibilities, both in real time and delayed (internal messaging, telephone answering service, email contact with the technical secretary, chat and videoconferences).

Likewise, this very complete Virtual Campus will allow TECH students to organize their study schedules according to their personal availability or work obligations. In this way, they will have global control of the academic content and teaching tools, based on their fast-paced professional update.

The online study mode of this program will allow you to organize your time and learning pace, adapting it to your schedule"

The effectiveness of the method is justified by four fundamental achievements:

1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that assess real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



The university methodology top-rated by its students

The results of this innovative teaching model can be seen in the overall satisfaction levels of TECH graduates.

The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

Access the study contents from any device with an Internet connection (computer, tablet, smartphone) thanks to the fact that TECH is at the forefront of technology and teaching.

You will be able to learn with the advantages that come with having access to simulated learning environments and the learning by observation approach, that is, Learning from an expert.

As such, the best educational materials, thoroughly prepared, will be available in this program:

Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly specific and precise.

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.

Practicing Skills and Abilities

You will carry out activities to develop specific competencies and skills in each thematic field. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop within the framework of the globalization we live in.

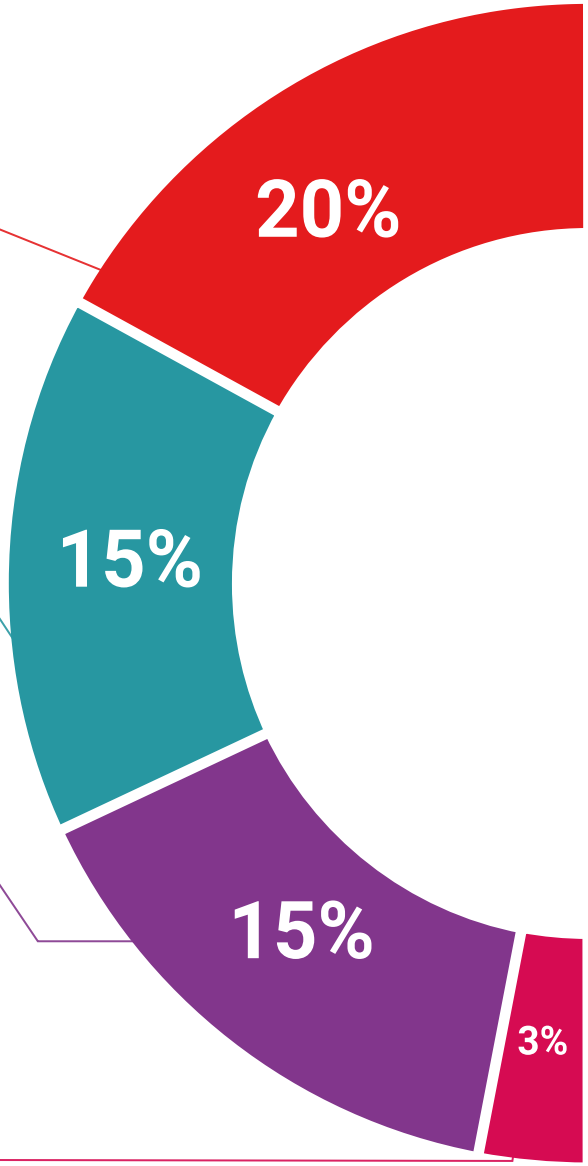
Interactive Summaries

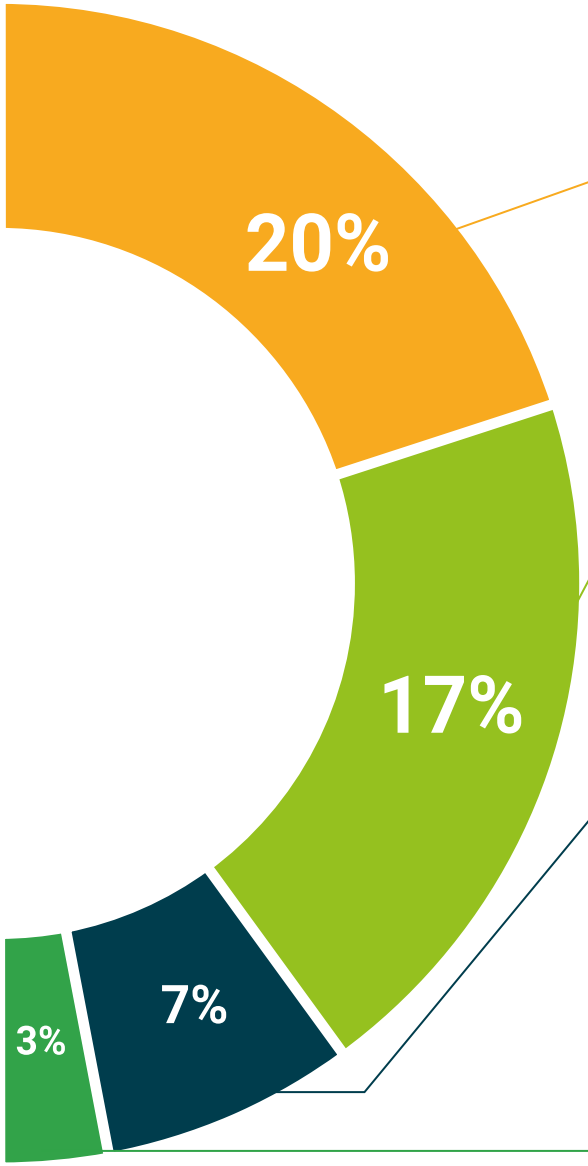
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".

Additional Reading

Recent articles, consensus documents, international guides... In our virtual library you will have access to everything you need to complete your education.





Case Studies

Students will complete a selection of the best case studies in the field. Cases that are presented, analyzed, and supervised by the best specialists in the world.

Testing & Retesting

We periodically assess and re-assess your knowledge throughout the program. We do this on 3 of the 4 levels of Miller's Pyramid.

Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an expert strengthens knowledge and memory, and generates confidence for future difficult decisions.

Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical and effective way to help students progress in their learning.

07

Teaching Staff

The teaching team of this university program consists of specialists with a solid background in School Mediation, Emotional Education, and Conflict Management in educational environments. Professionals with experience in the implementation of coexistence strategies, negotiation, and peaceful dispute resolution will guide students through a dynamic learning process based on real-life cases. Additionally, students will benefit from the support of experts in pedagogy and assertive communication, who will provide key insights to improve classroom interactions.

You will have the support of the teaching team, made up of renowned experts in Classroom Mediation and Conflict Resolution"

Management

Mr. Alonso Guardia, Enrique

- Teacher at Ave María San Isidro
- Trainer of Trainers in Active Teaching and Humor
- Educational Coach and Speaker
- Hospital Clown
- Researcher of the HUM 727 Project at the University of Granada

Teachers

Ms. Alonso Guardia, María Isabel

- Teacher and Educational Therapist
- Pre-School Education Teacher at the Compañía de María School
- Primary Education and Therapeutic Pedagogy Teacher
- Youth Technician
- International Cooperant

Dr. Pérez de la Blanca Rodríguez-Contreras, José

- Expert Teacher in Cultural Education
- Cultural Manager
- Theater Professor
- Trainer of Trainers in Active Teaching
- PhD. in Psychology from the University of Granada and CEO of Neuromindset

A unique, essential, and decisive educational experience to boost your professional development"

08

Certificate

The Professional Master's Degree in Classroom Mediation and Conflict Resolution guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Global University..

Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork"

This private qualification will allow you to obtain a **Professional Master's Degree in Classroom Mediation and Conflict Resolution** endorsed by **TECH Global University**, the world's largest online university.

TECH Global University is an official European University publicly recognized by the Government of Andorra (***official bulletin***). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Professional Master's Degree in Classroom Mediation and Conflict Resolution**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**

tech global university

Mr./Ms. _____, with identification document _____
has successfully passed and obtained the title of:

Professional Master's Degree in Classroom Mediation and Conflict Resolution

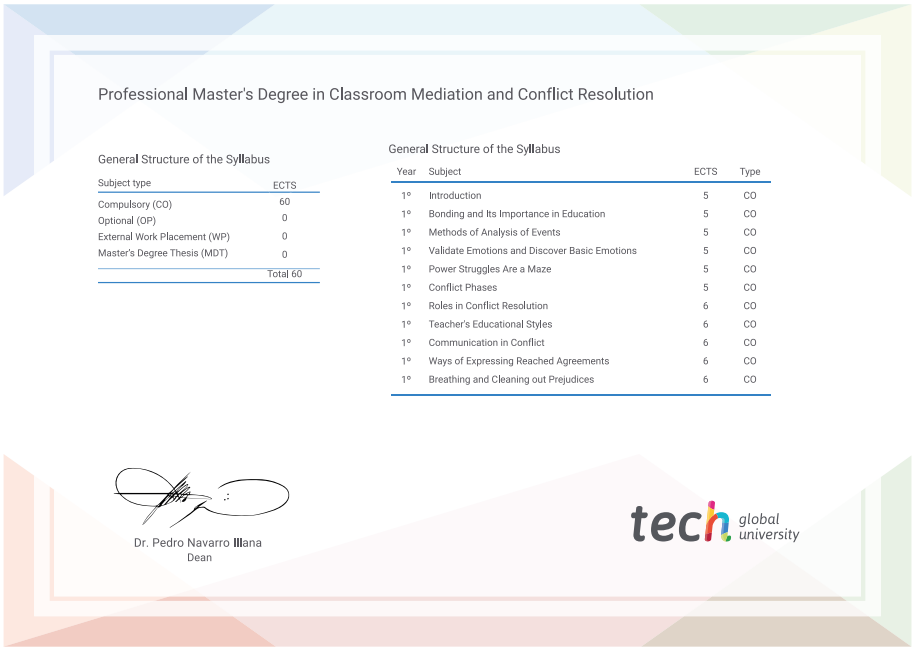
This is a private qualification of 1,800 hours of duration equivalent to 60 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH Global University is a university officially recognized by the Government of Andorra on the 31st of January of 2024, which belongs to the European Higher Education Area (EHEA).

In Andorra la Vella, on the 28th of February of 2024

Dr. Pedro Navarro Illana
Dean

Unique TECH Code: AFWORD23S techtitute.com/certificates


Professional Master's Degree in Classroom Mediation and Conflict Resolution

General Structure of the Syllabus

Subject type	ECTS
Compulsory (CO)	60
Optional (OP)	0
External Work Placement (WP)	0
Master's Degree Thesis (MDT)	0
	Total 60

General Structure of the Syllabus

Year	Subject	ECTS	Type
1º	Introduction	5	CO
1º	Bonding and Its Importance in Education	5	CO
1º	Methods of Analysis of Events	5	CO
1º	Validate Emotions and Discover Basic Emotions	5	CO
1º	Power Struggles Are a Maze	5	CO
1º	Conflict Phases	5	CO
1º	Roles in Conflict Resolution	6	CO
1º	Teacher's Educational Styles	6	CO
1º	Communication in Conflict	6	CO
1º	Ways of Expressing Reached Agreements	6	CO
1º	Breathing and Cleaning out Prejudices	6	CO

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*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH Global University will make the necessary arrangements to obtain it, at an additional cost.

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Professional Master's Degree

Classroom Mediation and Conflict Resolution

- Modality: **online**
- Duration: **12 months**
- Certificate: **TECH Global University**
- Credits: **60 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Professional Master's Degree

Classroom Mediation and Conflict Resolution

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