

Professional Master's Degree

Classroom Mediation and Conflict Resolution





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.techtute.com/us/education/professional-master-degree/master-classroom-mediation-conflict-resolution

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01

Introduction

Working in classrooms, from kindergarten right through to high school, requires a great many skills and not just related to teaching, but also those connected to managing your emotions and relationships between all those involved in the educational process. Mediation as a way of intervening in the different types of situations that can arise in student-teacher relationships can mean progressing from moments of difficulty or conflict to an atmosphere of understanding which will allow the pupils and the educational center as a whole to develop and improve.





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Professional classroom mediation and conflict resolution skills are essential in any educational institution”

This program offers students an integral view of resolving classroom conflicts alongside successful models of approach, providing tools, experiences and advances that have been made in the sector and have been approved for this program by a specialized teaching faculty, all of them practising professionals. Each student will learn from the faculty's professional experience as well as evidence-based pedagogy, which will make their learning process even more effective and detailed.

Successful mediators possess skills that teachers can also develop and be of service to their institution as an intermediary between the students and the school; the educator's intention would be to encourage and facilitate this process so that students can achieve their objectives. The role of the mediator in the education system is emerging as a skill that can improve the relationship between teachers and students, and result in a more harmonious atmosphere for everyone.

When introducing a new set of values to an educational system it is important that it be inclusive in nature, based on a biopsychosocial model that values diversity and is aimed at including the entire educational community as a whole.

Teachers from all stages of the educational process, as well as other professionals from, for example, the social health service, must become familiar with the characteristics of these students, be capable of identifying their needs, and should have the knowledge and necessary tools to intervene at a personal, socio-familial and, above all, educational level.

This Professional Master's Degree is a pathway to achieving vital training and is directed mainly at kindergarten, primary, secondary and post-compulsory education teachers. This program provides the skills that will allow teachers to manage situations of conflict in the classroom as well as making them aware of the importance of diversity in the educational arena, creating diversity awareness plans and educational projects as well as mediation strategies which they can introduce in their schools.

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 latest online teaching software and technology
- ♦ Intensely visual teaching system, supported by graphic and schematic contents, easy to assimilate and understand
- ♦ Practical cases presented by practising experts
- ♦ State-of-the-art interactive video systems
- ♦ Teaching supported by telepractice
- ♦ Continuous updating and recycling systems
- ♦ Autonomous learning: full compatibility with other occupations
- ♦ Practical exercises for self-evaluation and learning verification
- ♦ Support groups and educational synergies: questions to the expert, debate and knowledge forums
- ♦ Communication with the teacher and individual reflection work
- ♦ Access to contents from any fixed or portable device with an internet connection
- ♦ Supplementary documentation databases are permanently available, even after the program



A highly informative Professional Master's Degree that will propel you to new levels of competitiveness in the job market"

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A contextualized and authentic learning experience that will allow you to put your learning into practice through the acquisition of new skills and competencies”

TECH's teaching staff includes professionals from the field of Classroom Mediation and Conflict Resolution, who bring their work experience to this training program, as well as renowned specialists belonging to leading societies and prestigious universities.

TECH's multimedia content, developed with the latest educational technology, will provide the professional with situational and contextual learning, i.e., a simulated environment that will provide immersive training for real situations.

This program is designed around Problem-Based Learning, whereby educators must try to solve the different professional practice situations that arise throughout the program. For this, the educator will be assisted by an innovative interactive video system developed by recognized experts in the field of Classroom Mediation and Conflict Resolution, who have extensive teaching experience.

Learn to make the classroom a place of development and growth by managing different contingencies skilfully and successfully.

A practical and realistic program that will provide you with the tools you require to help your students, their families and the staff at school move on from conflicts in a positive way.



02

Objectives

This Professional Master's Degree, will enable you to progress steadily whilst accomplishing your objectives in a consistent manner. The objective set out by the program is to make these goals attainable and maintain the student's motivation levels in order to promote professional growth and improvement from beginning to end.



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During this Professional Master's Degree, you will acquire the ability to identify problematic situations and resolve them in a professional manner”

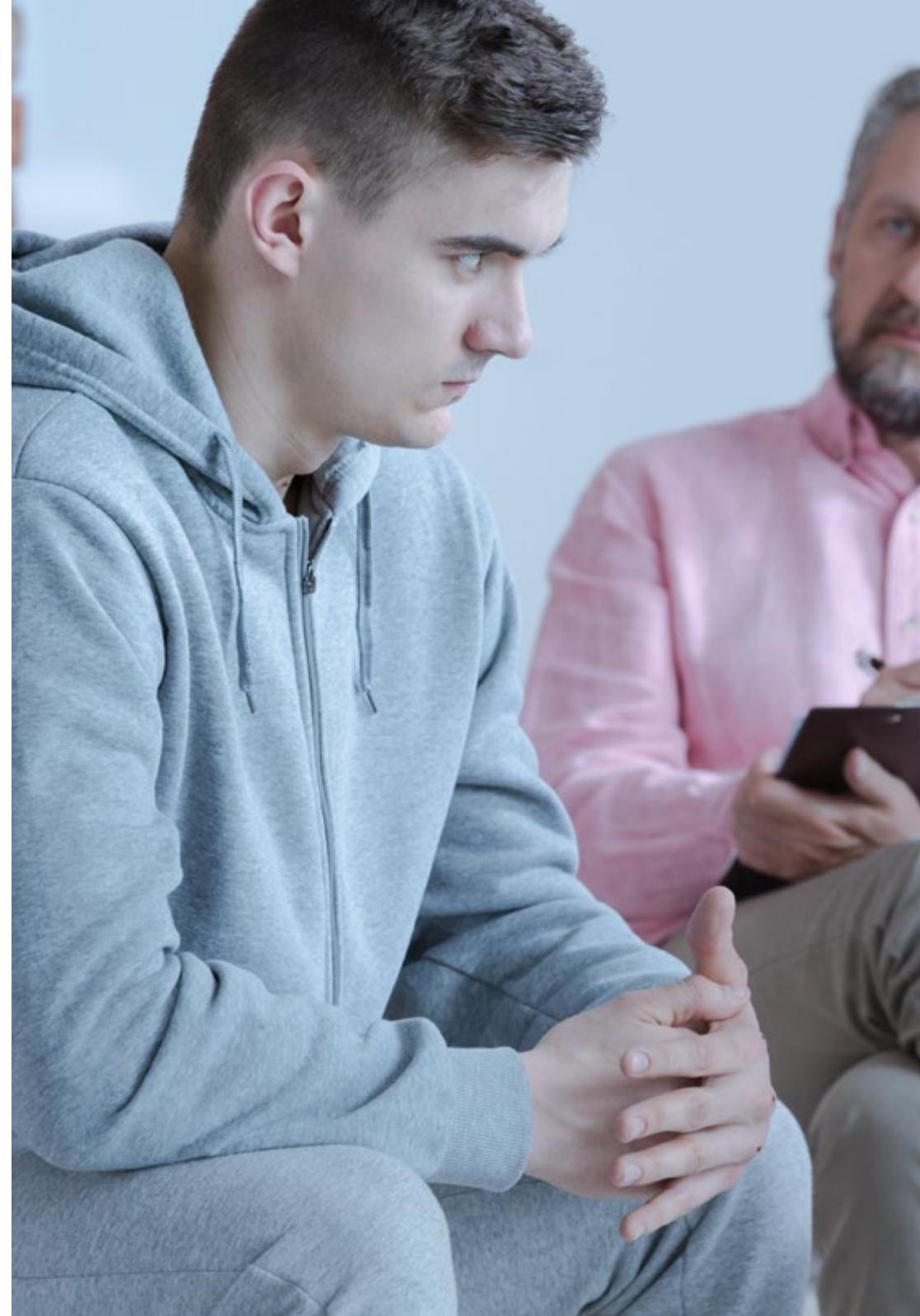


General objective

- ♦ Identify which students are displaying characteristics that are symptomatic of someone undergoing behavioral and/or family difficulties who may require intervention
- ♦ Use the main techniques for evaluation, as well as following the guidelines for identifying special educational needs that arise which may result in the display of behavioral problems
- ♦ Manage techniques and strategies specifically designed to respond to different areas where there are behavioral problems in the classroom
- ♦ Manage situations of conflict and maladaptive behavior in the classroom, and collaborate or promote integral programs and mediation plans within educational projects
- ♦ Value the active role of teachers in conflict resolution and mediation in the educational context
- ♦ Encourage habits and behaviors that promote coexistence at school
- ♦ Sensitize students to their active role and involvement in the recognition, avoidance and control of coexistence conflicts in educational centers
- ♦ Identify and confront problems that lead to intolerance and violence



Improve your handling of situations of conflict and develop as a confident professional capable of maintaining control in disruptive environments"





Specific objectives

Module 1. Introduction

- ♦ Uncover the ingredients of conflict
- ♦ Learn how to deal with the principle of conflict

Module 2. Bonding and its Importance in Education

- ♦ Discover the strength of the bond
- ♦ Learn to establish healthy bonds
- ♦ Realise that bonding is established based on unconditionality
- ♦ Learn the greatness of unconditionality and loyalty

Module 3. Methods of Analyzing Events

- ♦ Learn to objectively collect data on what has occurred
- ♦ Analyze parties involved in a conflict
- ♦ Analyze how the environment intervenes

Module 4. Validate Emotions and Discover Basic Emotions

- ♦ Become aware of how my internal motivations govern my way of being and behaving in the classroom
- ♦ Become aware of how my past, influences my day-to-day. The backpack
- ♦ Learn to name what I need
- ♦ Learn to communicate what I need

Module 5. Power Struggles are a Maze

- ♦ Learn to identify my manipulative behavior in the environment
- ♦ Learn to identify power struggle
- ♦ Identify roles involved in power struggle
- ♦ Learn how to get out of power struggles

Module 6. Conflict Phases

- ♦ Acknowledge the phases of a conflict
- ♦ Learn to set up phase transition aids

Module 7. Dramatic Play: Role-training in Conflict Resolution

- ♦ Learn the different ways to participate in a conflict
- ♦ Learn to arbitrate and cooperate in conflicts

Module 8. Teachers' Educational Styles

- ♦ Learn to establish win-win agreements
- ♦ Learn to specify the minimum requirements to be fulfilled
- ♦ Learn to make amendments for the pain caused

Module 9. Communication in Conflict

- ♦ Learn to communicate assertively
- ♦ Learn to connect with my basic limits in order to be respected
- ♦ Learn to set limits in a non-aggressive manner

Module 10. Ways of Expressing Agreements Reached

- ♦ Learn agreement expression techniques
- ♦ Develop creativity
- ♦ Learn to actively enjoy the end of conflicts

Module 11. Breathe and Cleanse Prejudices

- ♦ Remove the prejudices that hinder me
- ♦ Learn to focus on my own potential as a mediator
- ♦ Apply Mindfulness strategies that help me purge prejudices

03 Skills

Acquire the necessary skills to mediate in the field of education, and embark on a journey of personal and professional growth. By improving your personal management skills you will be able to take the necessary steps to become a solid source of support in educational centers.



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Develop the skills required to become a source of great support in your center and your classroom during situations of conflict, and provide solutions that will improve the well-being of everyone involved”



General skills

- ♦ Possess the knowledge that will provide a basis for the development and/or application of ideas, often in a research context
- ♦ Know how to apply acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to this area of study
- ♦ Be able to integrate knowledge and face the complexity of making judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities linked to the application of knowledge and judgments
- ♦ Know how to clearly and unambiguously communicate conclusions – and the ultimate knowledge and rationale behind them - to specialized and non-specialized audiences
- ♦ Acquire the learning skills that will enable continued study in a manner that will be largely self-directed or autonomous
- ♦ Raise awareness and sensitize the educational community and social agents to the importance of coexistence in schools
- ♦ Reduce antisocial, aggressive and violent behavior in children and adolescents
- ♦ Introduce students to the main characteristics in mediation and conflict resolution in the classroom
- ♦ Consider innovation and the application of new technologies as the backbone to the preventive education process
- ♦ Awaken, in students, the sensitivity and initiative required to become the driving force behind the necessary paradigmatic change that will make an inclusive educational system possible
- ♦ Apply various methods to help prevent and resolve conflicts in the classroom





Specific skills

- ♦ Analyze and expand your awareness of mediation and conflict resolution in the classroom, in order to carry out problem intervention from a practical point of view
- ♦ Develop your knowledge and apply it to conflict resolution so as to intervene in a positive manner in the classroom
- ♦ Encourage trust in the classroom so that students can express their disagreements, and therefore solve and mediate in conflicts
- ♦ Engage in conversations with students to develop assertive communication and avoid classroom conflicts
- ♦ Develop techniques to aid and strengthen mediation skills and apply them in the classroom
- ♦ Identify the main causes of conflict in high-school students and their possible solution
- ♦ Engage in conversations with parents to intervene in the education process from home, so that students are more tolerable and respectful to their classmates
- ♦ Provide practical mechanisms to help parents engage in assertive conversations with their children
- ♦ Apply acquired and advanced knowledge developed in recent years to evaluate the efficiency of mediation and conflict resolution
- ♦ Identify which children are prone to causing arguments in the classroom



Make the most of this opportunity and get up to date on the latest advances in Classroom Mediation and Conflict Resolution”

04

Course Management

TECH is proud to provide students with a teaching staff of the highest quality who have been selected for their proven and varied experience in the field of education. Professionals from different areas and fields of expertise brought together to make up a complete, multidisciplinary team and provide you with a unique opportunity to learn from the best.



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*Allow the experts in Classroom Mediation
and Conflict Resolution to guide you to the
top of your profession"*

Management



Mr Alonso Guardia, Enrique

- ♦ Avemarian Teacher
- ♦ Educational Coach
- ♦ Youth Technician
- ♦ Teacher-Trainer in Active Teaching and Humor, at CEP, and in Provincial Council. Granada, Spain
- ♦ Hospital Clown
- ♦ Conference Speaker
- ♦ Social Entrepreneur
- ♦ Community Manager
- ♦ Researcher, University of Granada - Hum727

Professors

Ms. Alonso Guardia, María Isabel

- ♦ Early Childhood Education Teacher at the Compañía de María School
- ♦ Primary Education and Therapeutic Pedagogy Teacher
- ♦ Junior Technician
- ♦ International Cooperating Partner

Ms. Álvarez Jiménez, María Concepción

- ♦ Pedagogue
- ♦ Educator
- ♦ Youth Technician in the Aldeas Infantiles Youth Program
- ♦ Teacher-Trainer in Active Teaching and Humor and in Provincial Council. Granada, Spain

Mr. Pérez de la Blanca Rodríguez-Contreras, José

- ♦ Early Childhood Teacher
- ♦ Cultural Manager
- ♦ Representative
- ♦ Drama Teacher
- ♦ Teacher-Trainer in Active Teaching
- ♦ Facilitator. Hospital Clown
- ♦ PhD. in Psychology from the University of Granada and CEO of Neuromindset.



05

Structure and Content

The contents of this Professional Master's Degree have been created based on two main objectives. Firstly, timeliness and efficacy, and secondly, the ability to aid students in a quick and efficient integration of the learning process. This enables students to learn in a progressive and consistent manner, and advance to the highest level of competence in this field of work.



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A highly educational program that will allow you to apply the new concepts and strategies from the very beginning, thanks to its practical and contextual approach"

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 for 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: Role-Training 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 Concerning 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. Conflict Characteristics
 - 1.4.4. Types of Conflict
 - 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?
 - 1.5.2.1. Intrapersonal Side of Conflict
 - 1.5.2.2. Interpersonal Side of Conflict: The Environment
 - 1.5.2.3. Part of the Conflict Process
 - 1.5.3. 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 Versus Shame and Doubt - 18 Months to 3 Years-Old
 - 1.7.6. Third Stage - Age of Play: Initiative Versus Guilt - 3 to 5 Years-Old
 - 1.7.7. Fourth Stage - Adolescence: Industriousness vs. Inferiority - 5 to 13 Years-Old
 - 1.7.8. Fifth Stage - Youth: Identity Versus Role Confusion - 13 to 21 Years-Old
 - 1.7.9. Sixth Stage - Maturity: Intimacy vs. Isolation -21 to 40 Years-Old
 - 1.7.10. Seventh Stage - Adulthood: Generativity Versus Stagnation - 40 to 60 Years-Old
 - 1.7.11. Eighth Stage - Old Age: Wholeness Versus Despair - Age 60 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 Theory
 - 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
 - 2.1.2. The Teacher Is Not in the Photo
 - 2.1.3. Navigate within Ourselves
 - 2.1.4. Confidence in Humor
 - 2.1.5. 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 Children
 - 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 Childhood
 - 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 a Child Opens the Door Becoming an Adult Reference
 - 2.5.8. Being Fun to a Child Opens the Door
- 2.6. The Adolescent World
 - 2.6.1. Introduction
 - 2.6.2. The 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 Anchor 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. Planning Stages
- 3.6. Teaching Models
 - 3.6.1. What is a Teaching Model?
 - 3.6.2. Different Models for Conflict Mediation

- 3.7. Conflict to Children in Kindergarten
 - 3.7.1. Active Listening
 - 3.7.2. Below the Iceberg: What Did You Want Deep Down?
 - 3.7.3. Reactions of Parties Involved
 - 3.7.4. I Am Honest with my Emotions about What I Am Experiencing
 - 3.7.5. I Fill in the Table
- 3.8. Conflict to Children in Primary Education
 - 3.8.1. Active Listening
 - 3.8.2. Below the Iceberg: What Did You Want Deep Down?
 - 3.8.3. Person-Related Elements
 - 3.8.4. Process-Related Elements
 - 3.8.5. Communication-Related Elements
- 3.9. Conflict to Adolescents
 - 3.9.1. Active Listening
 - 3.9.2. Below the Iceberg: What Did You Want Deep Down?
 - 3.9.3. Person-Related Elements
 - 3.9.4. Process-Related Elements
 - 3.9.5. Communication-Related Elements
- 3.10. Following Up
 - 3.10.1. How to Follow Up
- 3.11. Teacher Support Resources
 - 3.11.1. 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 Acquire a Validating Style
 - 4.2.1. Being Curious about the Details Given by Another Person
 - 4.2.2. Being Curious about the Details Given by My Body
 - 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 Shell: Responses that Prioritize Adapting to Surroundings
 - 4.4.3. The Anchor: Reality-Focused Responses
 - 4.4.4. The Cloud: Possibility-Focused Responses
- 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. Roles in Power Struggles
 - 5.2.1. The Oppressor
 - 5.2.1.1. Aggression: The Manipulator's Weapon
 - 5.2.1.2. Aggression Models
 - 5.2.1.3. Moral Harassment
 - 5.2.1.4. Governing through Aggression
 - 5.2.2. The Victim
 - 5.2.2.1. Crying as a Form of Manipulation
 - 5.2.2.2. Governing through Victimhood
 - 5.2.3. The Caregiver
 - 5.2.3.1. Misunderstood Gratitude
 - 5.2.3.2. Governing through the Caretaker
- 5.3. 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. Dramatic Play: Role-Training 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. Students Group Together 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: Mediating Chicks
 - 7.3.2. Role Play Technique
- 7.4. How to Identify Roles in Students
 - 7.4.1. Techniques to Identify the Different Roles
- 7.5. Shifting Roles: Context
 - 7.5.1. The Johari Window at the Service of Roles
 - 7.5.2. The Role Others Identify Me As What Others See and I Don't
 - 7.5.3. The Role I'd Like to Have and How to Get It
- 7.6. The Teacher's Role According to Their Participation
 - 7.6.1. Activities in Which the Educator's Role Predominates
 - 7.6.2. Activities Involving Educator and Students
 - 7.6.3. Activities According to the Group's Objectives
- 7.7. Dramatic Play: Role-Training in Conflict Resolution
 - 7.7.1. How to Conduct Dramatic Play as Conflict Resolution Training
- 7.8. Drama: Integrating Core Competencies for Life
 - 7.8.1. Play or Therapy?
 - 7.8.2. Role-Playing Conflict in the Classroom
- 7.9. Sense of Humor in Role Management
 - 7.9.1. Having a Sense of Humor in Role Management
- 7.10. Theater of the Oppressed as a Tool for Reflection in the Face of Conflict
 - 7.10.1. Theater of the Oppressed
 - 7.10.2. Using this Tool in the Face of Conflict

Module 8. Teachers' 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 Permissive 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 Permissive 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 Permissive 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 Permissive 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. Communication
 - 9.1.1. Emitter
 - 9.1.2. Receptor
 - 9.1.3. Message
 - 9.1.4. Communication Channels
- 9.2. Verbal, Non-Verbal and Paraverbal Communication
 - 9.2.1. Verbal Communication
 - 9.2.2. Non-Verbal Communication
 - 9.2.3. Paraverbal Communication
- 9.3. Invalidating Communication
 - 9.3.1. I Win/You Lose
 - 9.3.2. You Win/I Lose
- 9.4. Validating Communication
 - 9.4.1. I Win/You win
 - 9.4.2. I Win and Help You Win
- 9.5. Choosing Assertive Communication During Conflict
 - 9.5.1. Assertive Communication in Conflicts
- 9.6. How to Make Healthy Decisions
 - 9.6.1. Healthy Decision-Making
- 9.7. There are Three Fingers Pointing At Me: Me Because You
 - 9.7.1. Three Fingers Pointed at Me
- 9.8. Choosing Non-Violence: Non-Violent Communication. Four Versus One
 - 9.8.1. Non-Violent Communication
- 9.9. Technology at the Service of Communication
 - 9.9.1. Technology and Communication
- 9.10. Listening and Hearing
 - 9.10.1. Listening
 - 9.10.2. Hearing

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. Arbitration
 - 10.1.7. Lateral Thinking
 - 10.1.8. Plus Minus Interesting (PMI)
 - 10.1.9. Decision-Making 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. Uses the Sandwich Technique (Positive, Critical, Positive)
 - 10.9.1. Definition of the Sandwich Technique
- 10.10. Express Yourself in Terms of: I Am Very Happy That You Have ... With Me
 - 10.10.1. Knowledge of Positive Terms



Module 11. Breathing and Cleaning out Prejudices

- 11.1. Moving Deeper into Emotions
 - 11.1.1. How to Manage Emotions
- 11.2. James Gross's Model of Emotion Formation
 - 11.2.1. James Gross's Model
- 11.3. The Neuroscience of Emotions
 - 11.3.1. Neuroscience
 - 11.3.2. The Neuroscience of Emotions
- 11.4. Emotional Regulation
 - 11.4.1. How to Regulate Emotions
- 11.5. Emotional Regulation Strategies
 - 11.5.1. Different Strategies to Regulate Emotions
- 11.6. Assessment and Bias
 - 11.6.1. Assessment
 - 11.6.2. Prejudice
- 11.7. Techniques to Regulate Emotions: Mindfulness
 - 11.7.1. Techniques to Regulate Emotions
 - 11.7.2. Introduction to Mindfulness
- 11.8. What is Mindfulness?
 - 11.8.1. Definition
 - 11.8.2. Studying Mindfulness in Depth
- 11.9. Mindfulness Strategies to Regulate Emotions
 - 11.9.1. Different Mindfulness Strategies
 - 11.9.2. How to Regulate our Emotions through this Technique
- 11.10. How to Implement Mindfulness to Resolve Conflict
 - 11.10.1. Using Mindfulness in Conflict Resolution



Study with us and compete among the most valued professionals in the sector"

06

Methodology

This training program offers a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.





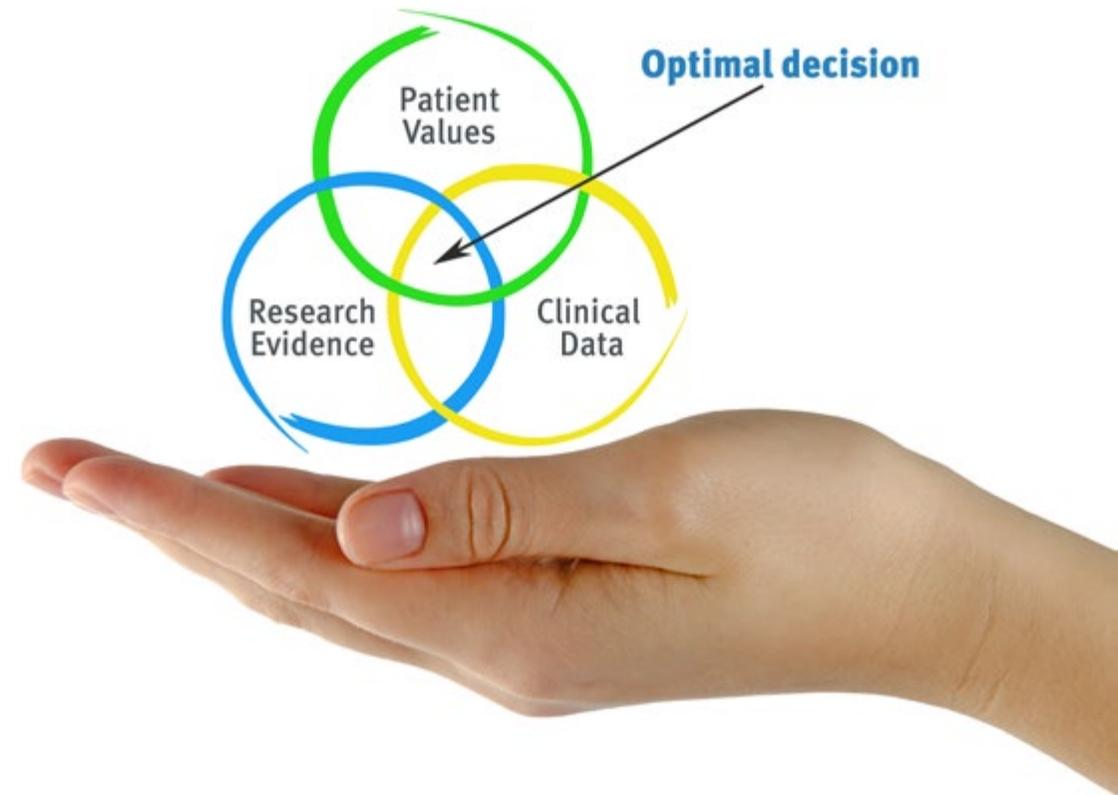
“

Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

At TECH Education School we use the Case Method

In a given situation, what should a professional do? Throughout the program students will be presented with multiple simulated cases based on real situations, where they will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method.

With TECH, educators can experience a learning methodology that is shaking the foundations of traditional universities around the world.



It is a technique that develops critical skills and prepares educators to make decisions, defend their arguments, and contrast opinions.

“

Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”

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

1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.
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.



Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

Our University is the first in the world to combine case studies with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing cases.



Educators will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.

At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology we have trained more than 85,000 educators with unprecedented success in all specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

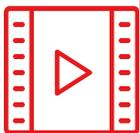
Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by our learning system is 8.01, according to the highest international standards.



This program offers the best educational material, prepared with professionals in mind:



Study Material

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

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



Educational Techniques and Procedures on Video

TECH introduces students to the latest techniques, with the latest educational advances, and to the forefront of Education. All this, first-hand, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.



Interactive Summaries

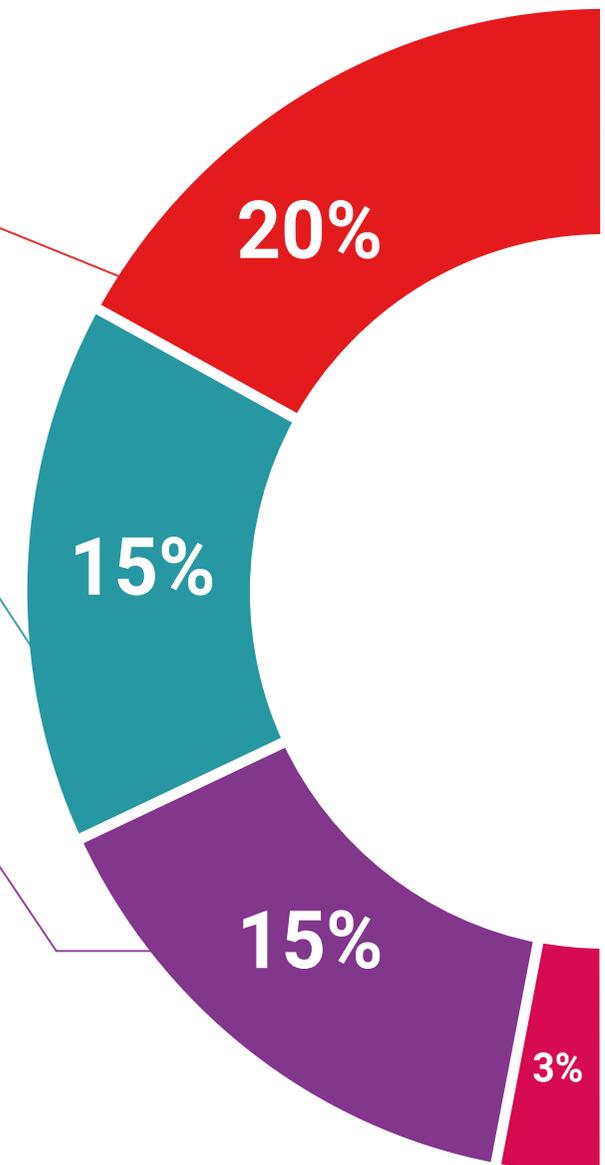
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

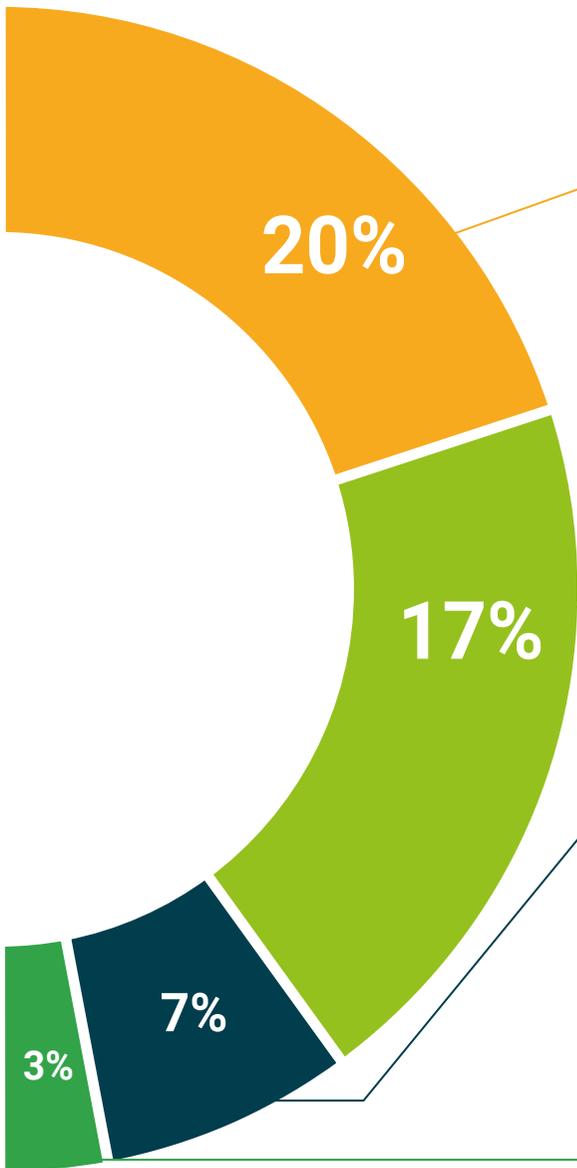
This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises: so that they can see how they are achieving your goals.



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 in 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

Certificate

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



“

*Successfully complete this program
and receive your university degree
without travel or laborious paperwork”*

This program will allow you to obtain your **Professional Master's Degree diploma 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.

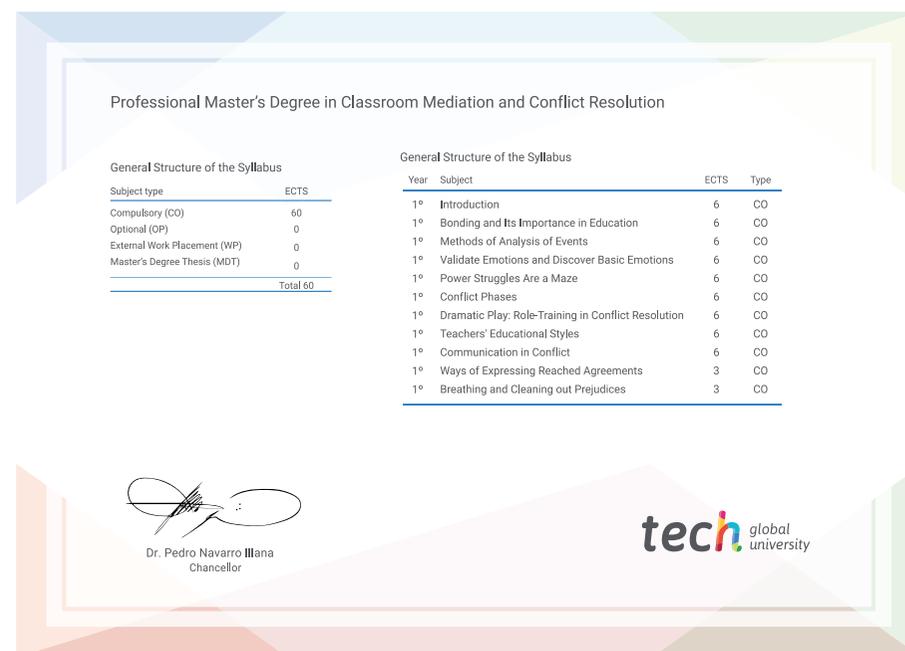
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

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

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**



*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.



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