

Hybrid Master's Degree

Classroom Mediation and Conflict Resolution





Hybrid Master's Degree Classroom Mediation and Conflict Resolution

Modality: Hybrid (Online + Clinical Internship)

Duration: 12 months

Certificate: TECH Global University

60 + 5 ECTS Credits

Website: www.techtute.com/us/education/hybrid-master-degree/hybrid-master-degree-classroom-mediation-conflict-resolution

Index

01

Introduction

p. 4

02

Why Study this Hybrid
Master's Degree?

p. 8

03

Objectives

p. 12

04

Skills

p. 16

05

Course Management

p. 20

06

Educational Plan

p. 24

07

Clinical Internship

p. 34

08

Where Can I Do the
Clinical Internship?

p. 40

09

Methodology

p. 44

10

Certificate

p. 52

01

Introduction

The school environment is characterized, among other aspects, by the continuous presence of conflicts among students for various reasons. This is a context in which the teaching professional must intervene arduously in order to prevent the situation from worsening. But it is also responsible for working on the prevention of these cases. For this reason, TECH has developed a complete program based solely on conflict resolution, through which the graduate will be able to work on improving their skills for the effective management of such conflict through a 100% online theoretical training and whose syllabus also includes a 120-hour internship in an academic center of reference.



“

Would you like to improve your mediation and conflict resolution skills in a theoretical and practical way? TECH provides you with the perfect program for this, through 1,625 hours of unparalleled training”

Dialogue and mutual empathy are the two pillars that support the prevention and effective management of conflict resolution. In the school environment, the emergence of complex situations involving differences between different students has led to fights that can have serious consequences for the physical and psychological health of those involved. An example of this is the increase in bullying cases in recent years, motivated by the lack of assertive education and the inability of children to manage their behavior, generating an unstable climate in the classroom and interfering in the correct and comfortable development of the victims.

And given the very important role that the teaching professional plays in this type of cases as a mediating agent, TECH has developed a perfect Hybrid Master's Degree so that they can work in a specialized way in the effective resolution of conflicts. It is an academic experience that combines the most exhaustive and innovative theory with practice in an academic center of reference. In addition, they will learn in detail the latest advances related to the management of power struggles, mindfulness in the classroom, ways to express agreements or the different educational styles to motivate assertiveness, being able to share 120 hours with experts through active participation in the day to day classes of different levels.

To this end, the university will make available 1,500 hours of the best theoretical and additional content 100% online so that you can access it from wherever and whenever you want, without limits and from any device with an internet connection. Once passed, you will have access to a 3-week internship where you will have the support of a tutor who will ensure that the objectives for which the program was designed are met. Therefore, this is a unique opportunity to elevate your talent to the maximum through an unparalleled academic experience, complete and at the forefront of teaching for mediation and conflict resolution.

This **Hybrid 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:

- ♦ Development of more than 100 case studies presented by teaching professionals in Primary and Early Childhood Education, experts in conflict mediation and effective conflict resolution
- ♦ Its graphic, schematic and eminently practical contents, which are designed to provide technical and assistance information on those teaching disciplines that are essential for professional practice
- ♦ Practice guides on how to deal with different conflict situations in the classroom
- ♦ All this will be complemented by 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
- ♦ In addition, you will be able to do an internship in one of the best academic centers in the world



This program's course will give you the keys to effectively end the most common conflicts in the school environment through more dynamic agreement expression techniques"

“

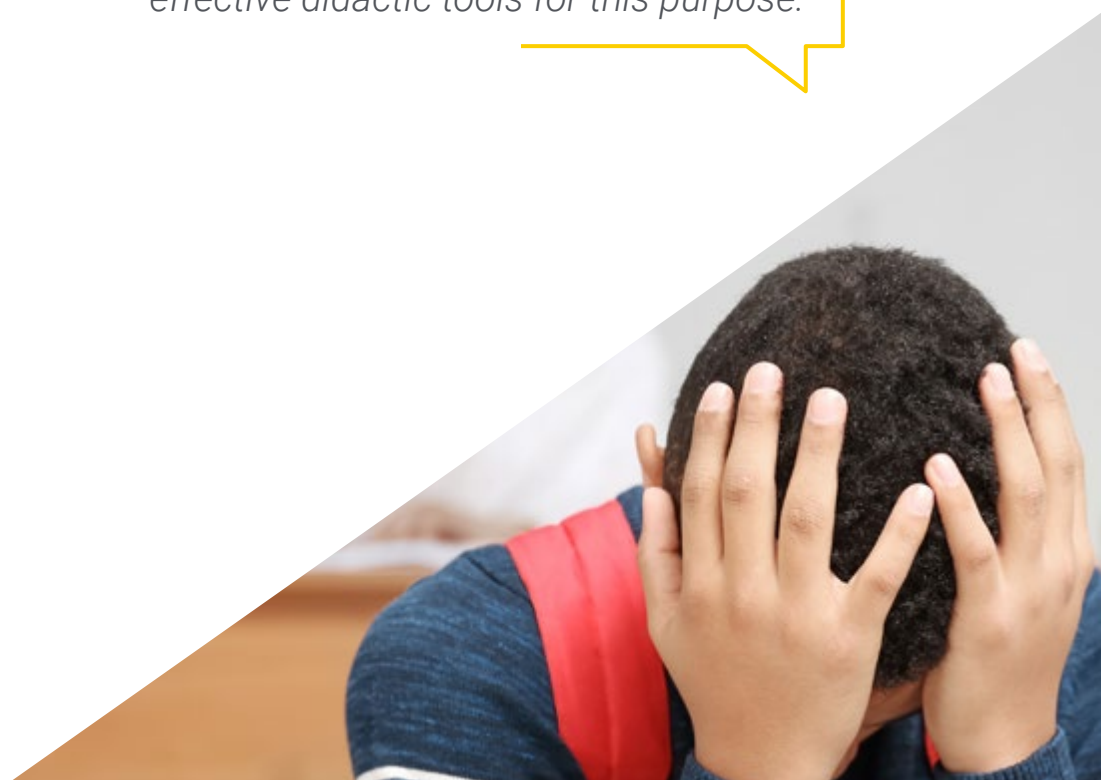
The program includes a specific section dedicated to mindfulness for children, through which you will be able to implement the best strategies to avoid prejudices in your school practice”

In this proposal for a Hybrid Master's Degree, of a professional nature and blended learning modality, the program is aimed at updating education professionals who perform their functions in the current educational environment when conflict situations arise among students. The contents are based on the latest technical evidence and oriented in a didactic way to integrate theoretical knowledge in teaching practice and in the resolution and mediation of complex situations through empathy, effective management of emotions and unconditionality.

Thanks to its multimedia content developed with the latest educational technology, they will allow the professional to learn in a contextual and situated learning environment, i.e., a simulated environment that will provide immersive learning programmed to train in real situations. This program is designed around Problem-Based Learning, whereby the physician must try to solve the different professional practice situations that arise during the course. For this purpose, the students will be assisted by an innovative interactive video system created by renowned and experienced experts.

In the Virtual Campus you will find 1,500 hours of theoretical, practical and additional content of the highest quality so that you can perfect your educational skills 100% online.

Would you like to work on unconditionality and fidelity as indispensable resources in Education? In this program you will find the most effective didactic tools for this purpose.



02

Why Study this Hybrid Master's Degree?

Conflict management in the school environment, either with the students themselves or with their family environment is of utmost importance in the work of the teacher. That is why TECH provides in this program, an advanced theoretical framework on educational styles, the different techniques to solve problems and act as a mediator, while combining it with an internship in a prestigious center. In this way, the professional will obtain a much broader vision of Medication and Conflict Resolution in the Classroom, guided by the best specialists in this field.



“

TECH is the only university that offers you the possibility of entering a first class school where you will be able to put into practice the existing techniques and methodologies for conflict resolution”

1. Updating from the Latest Technology Available

New technologies are used daily in the classroom, integrated into teaching methods. But in the resolution of conflicts they are also used to address problems, promote communication and understanding among students. That is why this Hybrid Master's Degree brings teachers closer to digital advances in this field, which will allow them to integrate progress in this field into their daily lives.

2. Gaining In-depth Knowledge from the Experience of Top Specialists

During this academic process, the teaching professional will be accompanied, in the first instance, by real specialists in the management and resolution of conflicts in the classroom. Likewise, during their internship in a top-level educational center, they will be tutored by a teacher who will guide them at all times so that they can obtain the most valuable information on the processes currently used in mediation with students.

3. Entering top-notch professional environments

TECH carries out a rigorous selection process of all the professionals who teach its programs, as well as the centers where students carry out internships. In this way, the graduate will have the guarantee of obtaining the most exhaustive knowledge from the best specialists in Mediation and Conflict Resolution in the Classroom. In this way, they will be able to integrate the most efficient methods to successfully solve any problem in their educational center.



4. Combining the Best Theory with State-of-the-Art Practice

Currently there are many programs focused on theory, but few bring the professional closer to a complete academic experience, where advanced knowledge is combined with intensive practice. For this reason, TECH has decided with this Hybrid Master's Degree to offer a global learning experience that brings the teaching professional closer to real situations in which they will have to develop successfully in their daily teaching practice.

5. Expanding the Boundaries of Knowledge

This academic institution opens a range of possibilities with the completion of this Hybrid Master's Degree. Students will have at their disposal an excellent teaching team specialized in Mediation and Conflict Resolution, which will accompany them throughout the academic journey, showing them the different techniques and methods used. This knowledge can be applied in the center where you perform your current duties or in any other prestigious educational center. An excellent opportunity that only TECH offers.



You will have full practical immersion at the center of your choice"

03

Objectives

Conflict resolution in the classroom is an area that any teaching professional should master, since it is very common that during classes problems are generated among students. For this reason, the objective of this program is none other than to provide the teaching professional with the information and resources to effectively master this type of situations, which will allow them not only to increase their quality, but also to contribute to the creation of a favorable climate for teaching through the effective management of the disparities that may arise between children without reaching greater evils.





“

You will work intensively on improving your skills to detect early the problems that lead to intolerance and violence in the classroom”



General Objective

- The general objective of the Hybrid Master's Degree in Mediation and Conflict Resolution in the Classroom is none other than to provide the specialist with the tools that will allow them to detect students who present characteristics compatible with behavioral and/or family difficulties that may predispose them to a need for mediation. In addition, it aims to teach you how to use the main assessment tools, as well as the criteria to complete the process of identifying the specific educational needs that arise from this variability and that can lead to severe behavioral problems at different school levels



A program that will give you the necessary tools to make students aware of their active role and their involvement in the recognition, avoidance and control of coexistence conflicts”





Specific Objectives

Module 1. Introduction

- ◆ Discover the ingredients of the 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
- ◆ Discover that the bond is established through unconditionality
- ◆ Learn the greatness of unconditionality and fidelity

Module 3. Methods of Analysis of Events

- ◆ Learn how to objectively take data on what has happened
- ◆ Analyze the parties involved in the conflict
- ◆ Study how the environment intervenes

Module 4. Validate Emotions and Discover Basic Emotions

- ◆ Become aware of the internal motivations that govern the way of being/doing in the classroom
- ◆ Learn how the past influences the day to day. The backpack
- ◆ Learn to name what I need
- ◆ Learn to communicate what I need

Module 5. Power Struggles Are a Maze

- ◆ Identify manipulative behaviors of the environment
- ◆ Learn to identify power struggles
- ◆ Recognize the roles involved in the power struggle
- ◆ Learn how to get out of power struggles

Module 6. Conflict Phases

- ◆ Know the phases a conflict goes through
- ◆ Learn how to set up phase transition aids

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

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

Module 8. Teacher's Educational Styles

- ◆ Establishing win-win agreements
- ◆ Learn how to specify the minimum requirements that must be met
- ◆ Learn how to restore the victim's pain

Module 9. Communication in Conflict

- ◆ Learn to communicate assertively
- ◆ Learn to connect with my minimums to be respected
- ◆ Setting limits in a non-aggressive manner

Module 10. Ways of Expressing Reached Agreements

- ◆ Identify the different techniques for the expression of agreements
- ◆ Develop creativity
- ◆ Learn to enjoy the end of the conflict in an active way

Module 11. Breathing and Cleaning out Prejudices

- ◆ Clean out the prejudices that hinder me
- ◆ Develop the mediating potential
- ◆ Apply mindfulness strategies that help to clean prejudices

04 Skills

The syllabus of this Hybrid Master's Degree has been designed in such a way that graduates who access the course will not only be able to broaden their specialized knowledge in relation to mediation and conflict resolution, but will also have the necessary resources to improve their teaching skills in a guaranteed way. Therefore, through an exhaustive approach to the different situations that may arise in the school that can occur in the school environment, they will be able to master the psycho-pedagogical strategies to be applied in each case, contributing to the achievement of a stable and beneficial climate for all their students.





“

After completing this program, you will master the various methods to help prevent and resolve conflicts in the classroom in an effective and early manner”



General Skills

- ♦ Possess and understand knowledge that provides a basis or opportunity to be original in the development and/or application of ideas, often in a research context
- ♦ Know how to apply acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to the 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 their knowledge and judgment
- ♦ Know how to communicate conclusions, knowledge, and supporting arguments to specialized and non-specialized audiences in a clear and unambiguous way
- ♦ Acquire the learning skills that will enable further studying in a largely self-directed or autonomous manner
- ♦ Raise awareness and sensitize the educational community and social agents on the importance of an adequate school coexistence
- ♦ Reduce antisocial and aggressive behavior in children and violence in adolescents
- ♦ Make the Students aware of the main characteristics of mediation and conflict resolution in the classroom
- ♦ Consider innovation and the application of new technologies as a backbone and useful element in the preventive psychological process
- ♦ Awaken the sensitivity and initiative necessary for the student to become the driving force behind the necessary paradigmatic change that will make an inclusive educational system possible





Specific Skills

- ♦ Analyze and delve into the basic knowledge of mediation and conflict resolution in the classroom in order to carry out a good intervention of the problems from a practical point of view
- ♦ Develop knowledge and apply it in problem solving to intervene positively in the classroom
- ♦ Develop trust with students in the classroom so that they can express their disagreements and therefore solve and mediate conflicts
- ♦ Engage in conversations with students to develop assertive communication and avoid classroom problems
- ♦ Develop mechanisms to strengthen the mediation of parties and apply them in the classroom
- ♦ Identify the main causes of conflict in school students and their possible resolution
- ♦ Engage in conversations with parents to intervene in the process of education from home, so that the student is more tolerant and respectful with their classmates
- ♦ Develop practical mechanisms to help parents engage in assertive conversations with their children
- ♦ Put into practice the acquired and most up-to-date knowledge of the last few years to evaluate the efficiency of mediation and resolution
- ♦ Identify the children most likely to generate arguments in the classroom

05

Course Management

Both the direction and the teaching of this Hybrid Master's Degree will be carried out by a top-level team within the area of Primary and Early Childhood Education, experts in the resolution and mediation of conflicts in the classroom and in the school environment. In this way, the graduate will be able to learn from their successful strategies, as well as from their experience, to approach even the most complex cases with total guarantee and, above all, for the safety and psycho-pedagogical benefit of the parties involved.



“

The teaching team has selected cases from their own experience so that you can work in advance in the application of the most innovative and effective pedagogical strategies”

Management



Mr. Alonso Guardia, Enrique

- ♦ Teacher at Ave Maria San Isidro
- ♦ Trainer of trainers in Active Teaching Humor
- ♦ Educational Coach and Speaker
- ♦ Hospital Clown
- ♦ Researcher of the Hum 727 Project of the University of Granada

Professors

Ms. Alonso Guardia, María Isabel

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

Ms. Álvarez Jiménez, María Concepción

- ♦ Pedagogue Expert in Mediation
- ♦ Teacher in Primary Education
- ♦ Adolescent Technician in the Aldeas Infantiles Youth Program
- ♦ Trainer of Trainers in Active Teaching and Humor and in the Diputación de Granada



Dr. Pérez de la Blanca Rodríguez-Contreras, José

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

“ *Having the support of a team of the highest quality versed in teaching will allow you to obtain a critical and realistic view of the current situation, as well as the best strategies to mediate conflicts”*

06

Educational Plan

The syllabus of this program is the result of an exhaustive work of analysis and design, which has resulted in a syllabus of the highest level, as well as dozens of hours of high quality additional material presented in different formats. In this way, the graduate will have the opportunity to attend an academic experience that adapts to their needs and demands, with the possibility of expanding each section in a personalized way. In addition, its convenient 100% online format will allow you to access your course from anywhere, thanks to the compatibility of TECH's Virtual Campus with any device with an internet connection.





“

*Do you know the Relearning methodology?
Thanks to its use in the development of
this program, you will attend a natural and
progressive training, without having to
invest extra hours in memorizing”*

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 Master's Degree
 - 1.1.5. Contents of the Online 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 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?
 - 1.5.2.1. Intrapersonal Side of Conflict
 - 1.5.2.2. Interpersonal Side of Conflict: the Environment
 - 1.5.2.3. Part of 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-from 5 to 13 years of age
 - 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-from 40 to 60 years of age
 - 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 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
 - 2.1.2. 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 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 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. 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. Didactic Models
 - 3.6.1. What is a Teaching Model?
 - 3.6.2. Different Models for Conflict Mediation
- 3.7. Conflict to Children in Early Childhood Education
 - 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. Teachers 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. The Roles in the Power Struggle
 - 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 Caregiver
- 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. 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. 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. 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 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 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. Delve into Mindfulness
- 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



A program that will give you the keys to motivate students to become aware of how to control their aggressive impulses through psycho-pedagogical strategies adapted to their level"

07

Clinical Internship

The highlight of this program is undoubtedly the internship. Once the theoretical period is over, the graduate will have access to 120 hours in an academic center of the highest level, where they will become part of a team of educators versed in mediation and conflict resolution in the current educational context. In this way, you will not only be able to apply the strategies developed in the syllabus, but you will also have the opportunity to improve your teaching practice through the guidance of the best professionals, who will share with you their successful strategies for arbitration and effective cooperation in complex situations.





“

During the 120 hours of internship you will be able to delve into the different games played by top level professionals to learn how to mediate conflicts in a playful way”

For the design of this program's internship, TECH has worked intensively with a team of professionals in the educational area, who have determined that 120 hours are perfect for the graduate to perfect his or her professional skills, as well as to apply the most innovative pedagogical strategies for mediation and conflict resolution. In this way, it offers students the possibility of accessing a reference school on the international scene in which they can actively participate in the children's daily lives.

This is a unique opportunity to be part of a team of professionals of the highest level for 3 weeks, allowing you to learn from their techniques and their guidelines for action in different situations, contributing to the creation of an optimal climate for teaching. In addition, you will be able to make use of the main academic tools to design innovative and multidisciplinary methods and strategies to work, for example, on the validation of emotions and the discovery of feelings through the practice of assertiveness and empathy, among other aspects.

You will also have the support of a tutor at all times, who will ensure that all the objectives for which this program was designed are met. In this way, the graduate will be able to access his or her course with peace of mind and with the certainty that, after passing it, he or she will have managed to perfect his or her skills in mediation and conflict resolution in a guaranteed manner.

The practical part will be carried out with the active participation of the student performing the activities and procedures of each area of competence (learning to learn and learning to do), with the accompaniment and guidance of teachers and other training partners that facilitate teamwork and multidisciplinary integration as transversal competencies for the praxis of physical therapy (learning to be and learning to relate).





The procedures described below will be the basis of the practical part of the training, and their implementation will be subject to the center's own availability and workload, the proposed activities being the following:

Module	Practical Activity
Communication methods in conflict in the classroom	Carry out actions that promote the correct management of students' emotions
	Use online resources to work on basic needs and emotions
	Apply communication techniques that promote empathy among students
	Develop activities that promote self-esteem and dialogue in the classroom
Conflict analysis in the classroom	Conduct an assessment to provide a psychological analysis in various situations
	Define preventive measures to avoid possible problems
	Elaborate a diagnosis of the performance and the actors involved in order to avoid problems in the school development
	Analyze the multiple options for reaching consensus or negotiation in the face of conflict
Processes of mediation and conflict resolution in the classroom	Design an action plan to improve training performance and other psychological skills
	Support in mediation, through different techniques and dynamics applicable to conflict resolution
	To carry out group dynamics in order to solve problems among students
	Apply the technique of dramatic play to solve conflicts with students
Techniques for expressing agreement	Support the improvement of school climate and coexistence
	Develop actions where non-violent communication is used
	Actively listen to those involved in mediation to extract an analysis and be able to use the best communication techniques for conflict resolution
	Work on assertive communication with students

Civil Liability Insurance

This institution's main concern is to guarantee the safety of the trainees and other collaborating agents involved in the internship process at the company. Among the measures dedicated to achieve this is the response to any incident that may occur during the entire teaching-learning process.

To this end, this entity commits to purchasing a civil liability insurance policy to cover any eventuality that may arise during the course of the internship at the center.

This liability policy for interns will have broad coverage and will be taken out prior to the start of the practical training period. That way professionals will not have to worry in case of having to face an unexpected situation and will be covered until the end of the internship program at the center.



General Conditions for Practical Training

The general terms and conditions of the internship program agreement shall be as follows:

1. TUTOR: During the Hybrid Master's Degree, students will be assigned with two tutors who will accompany them throughout the process, answering any doubts and questions that may arise. On the one hand, there will be a professional tutor belonging to the internship center who will have the purpose of guiding and supporting the student at all times. On the other hand, they will also be assigned with an academic tutor whose mission will be to coordinate and help the students during the whole process, solving doubts and facilitating everything they may need. In this way, the student will be accompanied and will be able to discuss any doubts that may arise, both clinical and academic.

2. DURATION: The internship program will have a duration of three continuous weeks, in 8-hour days, 5 days a week. The days of attendance and the schedule will be the responsibility of the center and the professional will be informed well in advance so that they can make the appropriate arrangements.

3. ABSENCE: If the students does not show up on the start date of the Hybrid Master's Degree, they will lose the right to it, without the possibility of reimbursement or change of dates. Absence for more than two days from the internship, without justification or a medical reason, will result in the professional's withdrawal from the internship, therefore, automatic termination of the internship. Any problems that may arise during the course of the internship must be urgently reported to the academic tutor.

4. CERTIFICATION: Professionals who pass the Hybrid Master's Degree will receive a certificate accrediting their stay at the center.

5. EMPLOYMENT RELATIONSHIP: the Hybrid Master's Degree shall not constitute an employment relationship of any kind.

6. PRIOR EDUCATION: Some centers may require a certificate of prior education for the Hybrid Master's Degree. In these cases, it will be necessary to submit it to the TECH internship department so that the assignment of the chosen center can be confirmed.

7. DOES NOT INCLUDE: The Hybrid Master's Degree will not include any element not described in the present conditions. Therefore, it does not include accommodation, transportation to the city where the internship takes place, visas or any other items not listed.

However, students may consult with their academic tutor for any questions or recommendations in this regard. The academic tutor will provide the student with all the necessary information to facilitate the procedures in any case.

08

Where Can I Do the Clinical Internship?

TECH always prioritizes in the selection of the best centers for internships in this type of program. In this way, it guarantees graduates who decide to enroll in this program an internship of the highest level, in which, in addition to actively participating in the day-to-day life of the classroom, they interact with different student profiles, allowing them to obtain a realistic, critical and functional vision of the current situation. In addition, you can work on perfecting your skills, as well as mastering the best and latest tools in the industry.






“

A unique opportunity to be part of an internationally prestigious academic center where you will be able to put your teaching skills into practice with children of all ages”

tech 42 | Where Can I Do the Clinical Internship?



The student will be able to complete the practical part of this Hybrid Master's Degree at the following centers:



Education

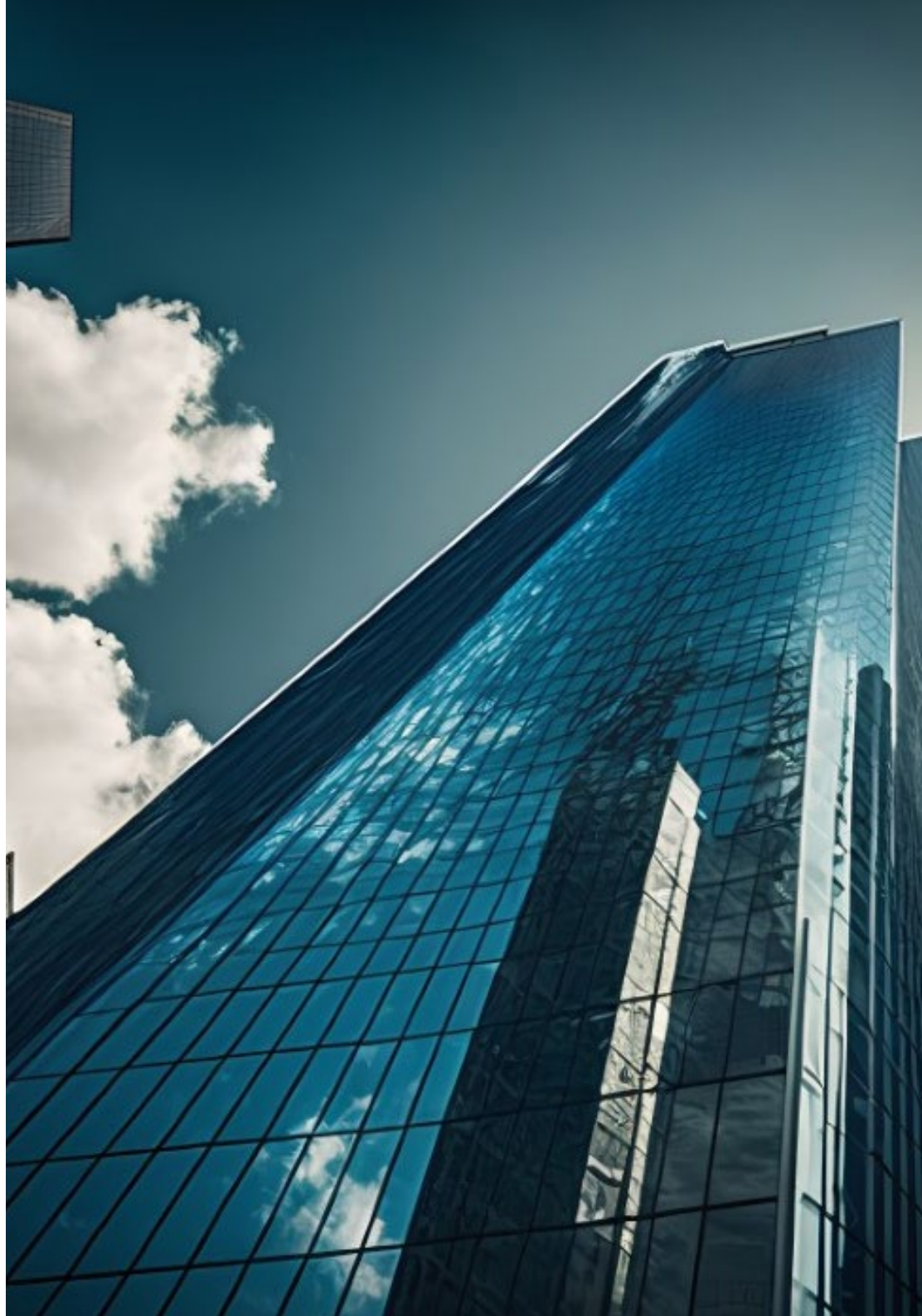
ITYC

Country	City
Mexico	Mexico City

Address: Xochicalco 495 Col. Vértiz Navarte
Alcaldía Benito Juárez CDMX C.P. 03600

Trilingual school with secular and coeducational humanistic education.

Related internship programs:
- Programming and Implementing Educational Projects





“

Make the most of this opportunity to surround yourself with expert professionals and learn from their work methodology”

09

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 Methodology

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.



10

Certificate

This Hybrid 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 Hybrid Master's Degree diploma issued by TECH Global University.



“

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

This program will allow you to obtain your **Hybrid 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.

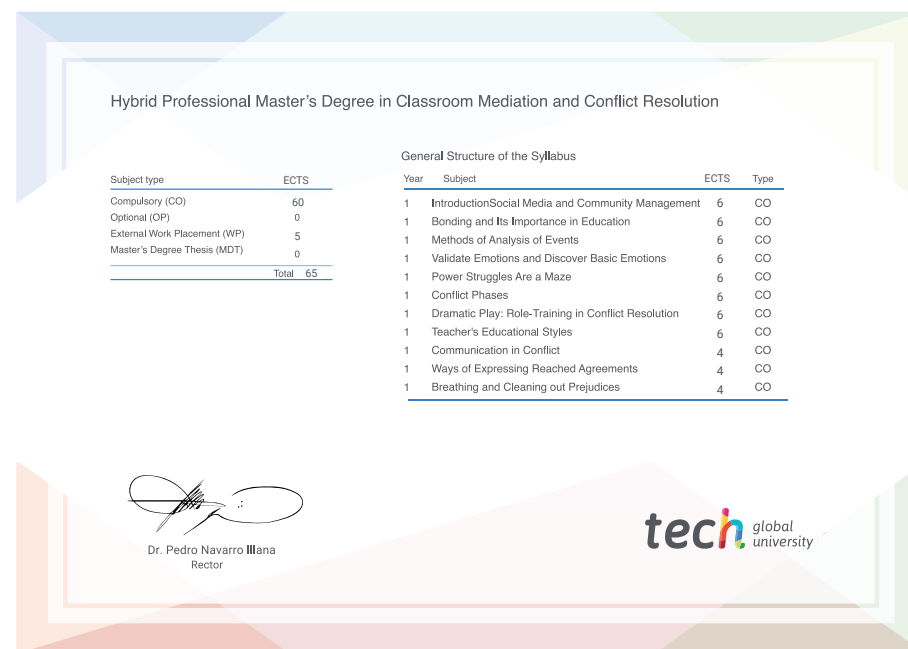
Title: **Hybrid Master's Degree in Classroom Mediation and Conflict Resolution**

Course Modality: **Hybrid (Online + Clinical Internship)**

Duration: **12 months**

Certificate: **TECH Global University**

Recognition: **60 + 5 ECTS Credits**



*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.

future
health confidence people
education information tutors
guarantee accreditation teaching
institutions technology learning
community commitment
personalized service innovation
knowledge present quality
development languages
virtual classroom



Hybrid Master's Degree Classroom Mediation and Conflict Resolution

Modality: Hybrid (Online + Clinical Internship)

Duration: 12 months

Certificate: TECH Global University

60 + 5 ECTS Credits

Hybrid Master's Degree Classroom Mediation and Conflict Resolution