

Postgraduate Diploma

Classroom Conflict Mediation and Detection





Postgraduate Diploma Classroom Conflict Mediation and Detection

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitute.com/pk/education/postgraduate-diploma/postgraduate-diploma-classroom-conflict-mediation-detection

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01

Introduction

Working successfully in the classroom requires an appropriate, safe and satisfying environment for everyone in it. However, continuous interaction inevitably produces conflictive situations that the teacher must know how to manage. The ability to detect them before their intense manifestation will be a step that facilitates their management and resolution. This program is designed to give you the tools you need to be able to act effectively as a mediator in any contingency that may arise.



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Acquire the skills you need to understand relational flows in the classroom, intervene before conflicts emerge and become a highly effective professional"

This Postgraduate Diploma is a response to the demand for continued training among education professionals and is fundamentally aimed at kindergarten, elementary, secondary and post-compulsory education teachers.

It offers an integral vision of classroom conflict resolution as well as of successful approach models, and provides tools, experiences and advances in the area that have been approved by a specialized teaching faculty, all of them practising professionals. Each teacher will learn based on professional experience, as well as on evidence-based pedagogical methods, which will make students' learning process more effective and specific.

The skills that a mediator possesses are the same skills that the teacher must cultivate, in order to serve as a vehicle between the student and the learning process. The teacher's intention should be to encourage and facilitate this process, in order for students to achieve their objectives. Mediation in the educational system is an emerging element that strengthens communicative development and support systems among teachers and students, and which brings improved academic learning and balanced human growth by contemplating the relationships established in these environments.

The perspective of a modern educational paradigm must be inclusive, and also based on a biopsychosocial model that contemplates attention to diversity from a comprehensive approach which is aimed at the entire educational community. Teachers at all educational stages, as well as other professionals in both the educational and socio-health fields, need to know the characteristics of different students, how to identify their needs, and possess the knowledge and tools that will allow them to intervene at a personal, socio-familial and, above all, educational level.

With this program, teachers will acquire skills with which to manage classroom conflict and diversity in the educational context, and adjust attention to diversity and educational projects in their schools, while it will also enable them to create mediation plans for these centers.

This **Postgraduate Diploma in in Classroom Conflict Mediation and Detection** offers you the characteristics of a high-level teaching program that uses the latest educational technology. These are some of its most notable features:

- ♦ The latest technology in online teaching software
- ♦ 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



Theory is simply not enough: we will give you the 'know-how' to act through practical and competent means"

“

A practical program that will provide you with the tools you require to help your students, school staff and families move forward from conflicts in a positive and enriching way”

Our teaching staff is made up of working professionals. In this way TECH ensures that it delivers the educational up-to-date objectives that it aims for. A multidisciplinary and specialized teaching faculty with extensive experience in different environments, who will develop theoretical knowledge in an efficient way, and, above all, bring practical knowledge derived from their own experience to the course: one of the differential qualities of this program.

The efficiency of the methodological design of this master's degree, enhances the student's understanding of the subject. Developed by a multidisciplinary team of *e-learning* experts, it integrates the latest advances in educational technology. In this way, you will be able to study with a range of easy-to-use and versatile multimedia tools that will give you the skills you need for this specialization.

The design of this program focuses on Problem-Based Learning: an approach that conceives learning as an eminently practical process. To achieve this remotely, we use telepractice: with the help of an innovative interactive video system and a *Learning from an Expert* approach, you will be able to acquire knowledge as if you were actually dealing with the situation you are learning about. A concept that will make it possible to integrate and fix learning in a more realistic and permanent way.

Realistic learning, full of practical cases that you will have to solve in order to gain the practical vision you need.

A contextualized and authentic learning experience that will allow you to put your knowledge into practice through new skills and abilities.



02 Objectives

Throughout this Postgraduate Diploma, you will be able to follow a comprehensive path that will enable you to accomplish your objectives progressively and consistently. The purpose of this program is to make goals attainable, while also maintaining a high level of motivation to encourage growth and improvement from start to finish.



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During this Postgraduate Diploma, you will acquire the ability to identify problematic situations and act on them in a professional manner, which will, in turn, allow you to become a generator of growth opportunities in any educational context"



General Objectives

- ♦ Identify students with characteristics that are compatible with behavioral and/or family difficulties and that may need mediation
- ♦ Use main evaluation instruments and specific criteria to complete the process of identifying specific educational needs that arise as a result of educational variability, and which may present behavioral problems
- ♦ Manage techniques and strategies employed in educational intervention, and for orienting responses to different situations in which behavioral problems emerge in the classroom
- ♦ Manage conflictive situations 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
- ♦ Sensitise students about 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





Specific Objectives

Module 1. Introduction

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

Module 2. Methods of Analysis of Events

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

Module 3. 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



Enhance your personal abilities in conflictive situations and reach a level of confidence that will allow you to grow in teaching environments"

03

Course Management

For our program to be of the highest quality, we are proud to work with a teaching staff of the highest level, chosen for their proven track record in the field of education. Professionals from different areas and fields of expertise that make up a complete, multidisciplinary team. A unique opportunity to learn from the best.





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Put yourself in the hands of the best experts in Classroom Mediation and Conflict Resolution and take a leap to the front line of your profession"

Management



D. Guardia, Enrique Alonso

- ♦ 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
- ♦ Youth Technician
- ♦ International Cooperating Partner



04

Structure and Content

The contents of this program have been developed on the basis of two main objectives: on the one hand, their timeliness and effectiveness, and on the other, the ability of the students to quickly and efficiently integrate learning processes. This enables students to learn in a progressive and constant way, and evolve from the first moment to the highest level of competence in this area of work.



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A high-level teaching program that will allow you to apply new concepts and strategies from the very first moment, 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 of the Online Professional Master's Degree
 - 1.1.5. Contents of the Online Professional Master's Degree
 - 1.1.5.1. The Reception
 - 1.1.5.2. Establishing the Bond is the First Step in Collaboration for Conflict Resolution
 - 1.1.5.3. Data Collection is Essential for Conflict Analysis
 - 1.1.5.4. Basic Needs Drive Conflicts
 - 1.1.5.5. Power Struggles Are a Maze
 - 1.1.5.6. Conflicts Have Their Phases, and These Must Be Understood
 - 1.1.5.7. Dramatic Play: 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. Methods of Analysis of Events

- 2.1. Why Analyze Conflict?
 - 2.1.1. Conflict in Education
 - 2.1.2. Why Analyze Conflict?
 - 2.1.3. A Journey through History
 - 2.1.4. Positive Contributions of Conflict
- 2.2. Theoretical Approach
 - 2.2.1. Based on Theory
 - 2.2.2. Our Approach to Collecting Data
 - 2.2.3. Differing Points of View
- 2.3. Contextual Approach
 - 2.3.1. What is Context?
 - 2.3.2. Relationships and Personality
 - 2.3.3. Forms of Communication
- 2.4. How to Plan Analysis
 - 2.4.1. Profile of the Mediator
 - 2.4.2. The Need for a Plan
 - 2.4.3. Planning Stages
- 2.5. Planning Stages
- 2.6. Didactic Models
 - 2.6.1. What is a Teaching Model?
 - 2.6.2. Different Models for Conflict Mediation
- 2.7. Conflict to Children in Kindergarten
 - 2.7.1. Active Listening
 - 2.7.2. Below the Iceberg What Did you Want Deep Down?
 - 2.7.3. Reactions of Parties Involved
 - 2.7.4. I Am Honest about the Emotions that My Experience Brings
 - 2.7.5. I Fill in the Table
- 2.8. Conflict to Children in Primary Education
 - 2.8.1. Active Listening
 - 2.8.2. Below the Iceberg What Did you Want Deep Down?
 - 2.8.3. Person-Related Elements
 - 2.8.4. Process-Related Elements
 - 2.8.5. Communication-Related Elements

- 2.9. Conflict to Adolescents
 - 2.9.1. Active Listening
 - 2.9.2. Below the Iceberg What Did you Want Deep Down?
 - 2.9.3. Person-Related Elements
 - 2.9.4. Process-Related Elements
 - 2.9.5. Communication-Related Elements
- 2.10. Following Up
 - 2.10.1. How to Follow Up
- 2.11. Teacher Support Resources
 - 2.11.1. Different Teacher Support Resources

Module 3. Validate Emotions and Discover Basic Emotions

- 3.1. How do People Establish Contact?
 - 3.1.1. The Environment
 - 3.1.2. Contact Zone
 - 3.1.3. The Body
 - 3.1.4. Basic Needs
 - 3.1.5. I Choose
 - 3.1.6. I Build
- 3.2. How to Acquire a Validating Style
 - 3.2.1. Being Curious about the Details Given by Another Person
 - 3.2.2. Being Curious about the Details Given by My Body
 - 3.2.3. Extrinsic Emotional Attention: How did that make you feel?
 - 3.2.4. Intrinsic Emotional Attention: What does what you are telling me sound like?
- 3.3. How do I recognize my basic needs?
 - 3.3.1. Identifying my Childhood Wound
 - 3.3.2. How can I become aware of my fears?
 - 3.3.3. How can I empathize with someone else's fears?
- 3.4. Honesty in my Response
 - 3.4.1. The Shell: Responses that Prioritize Self-Protection
 - 3.4.2. The Shell: Responses that Prioritize Adapting to Surroundings
 - 3.4.3. The Anchor: Reality-Focused Responses
 - 3.4.4. The Cloud: Possibility-Focused Responses

- 3.5. The World of Emotions
 - 3.5.1. Emotions in the World
 - 3.5.2. Galaxies and Constellations of Emotions
 - 3.5.3. The Galaxy of Fear
 - 3.5.4. The Galaxy of Rage
 - 3.5.5. The Galaxy of Sadness
 - 3.5.6. The Galaxy of Joy
 - 3.5.7. The Galaxy of Surprise
 - 3.5.8. The Galaxy of Affinity
 - 3.5.9. The Galaxy of Disgust
- 3.6. Analysis Sheets for the Recognition of Basic Needs
 - 3.6.1. Types of Worksheets
- 3.7. Online Resources on Basic Needs and Emotions
 - 3.7.1. Online Resources on Needs
 - 3.7.2. Online Resources on Basic Emotions



A unique, key, and decisive educational experience that will boost your professional development"

05

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.





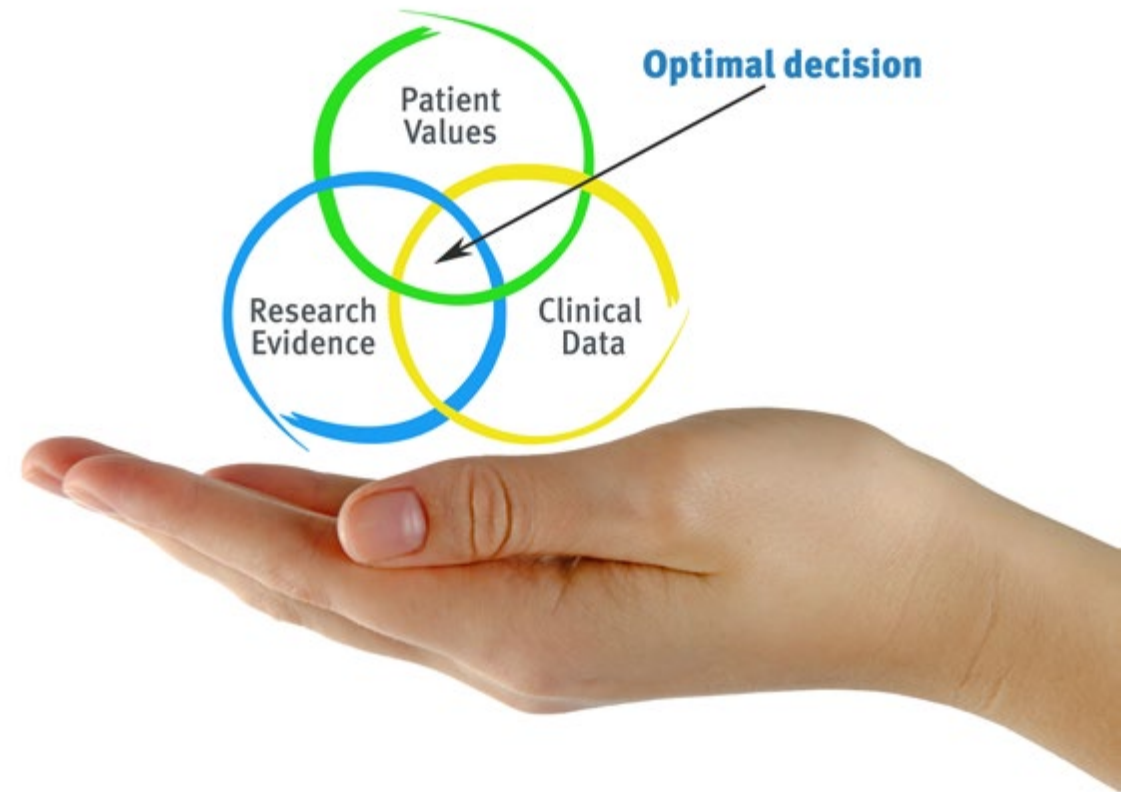
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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization”

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.

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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 adapted in 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, students can watch them as many times as they want.



Interactive Summaries

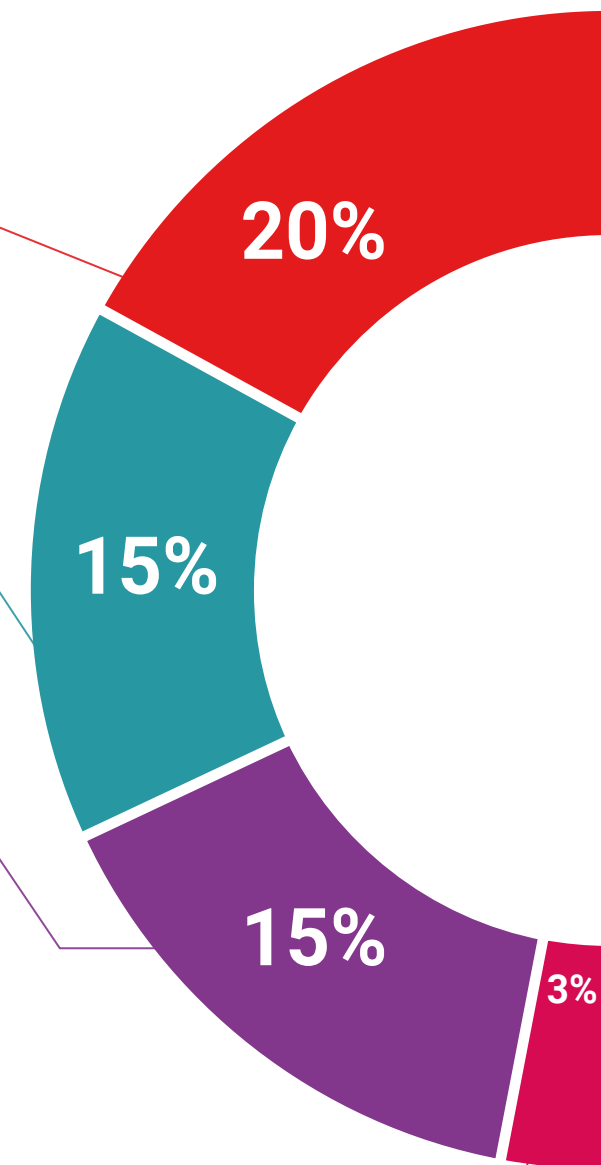
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

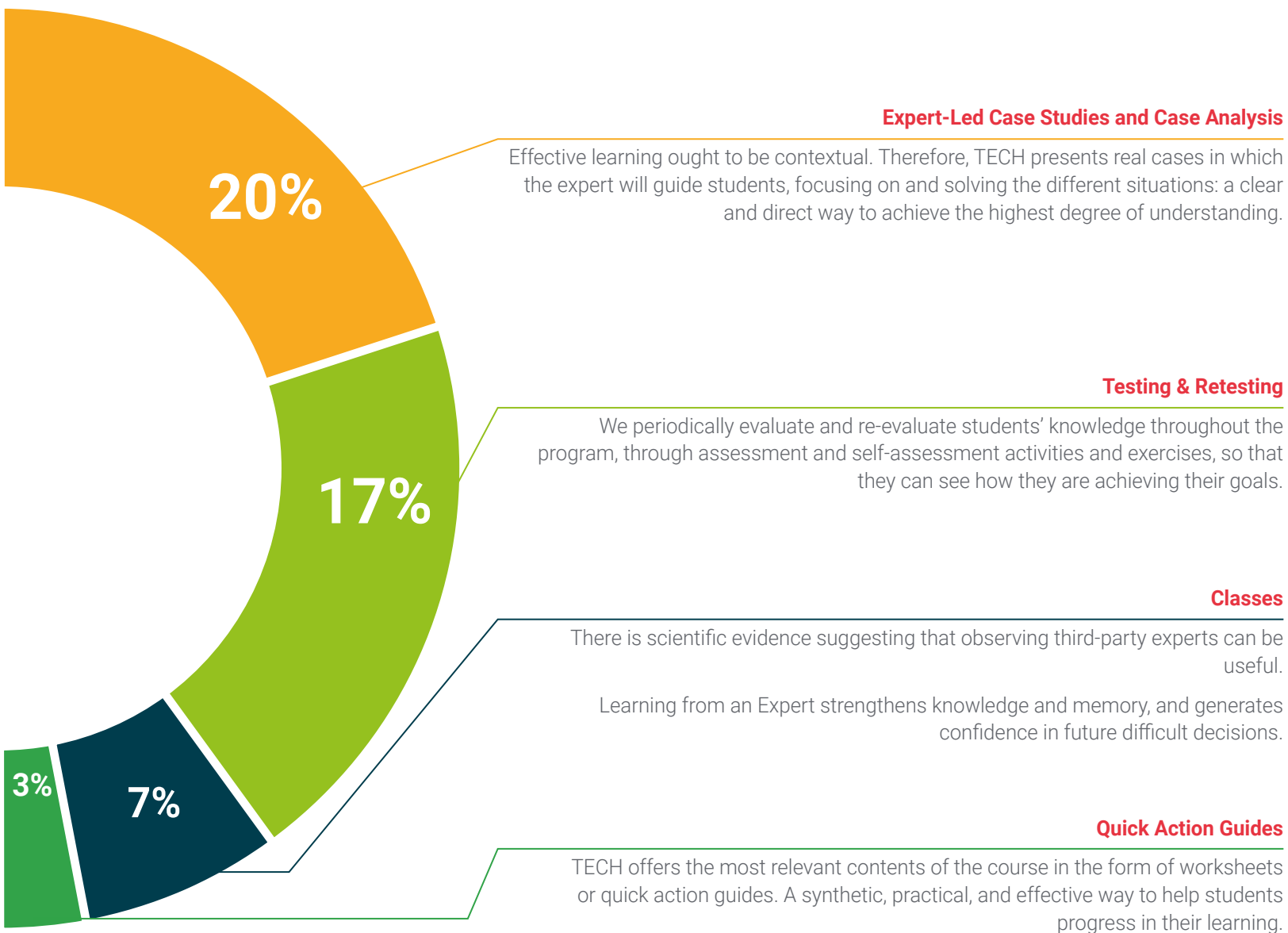
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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.





06

Certificate

The Postgraduate Diploma in Classroom Conflict Mediation and Detection guarantees students, in addition to the most rigorous and up-to-date education, access to a qualification issued by TECH Technological University.



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

This **Postgraduate Diploma in Classroom Conflict Mediation and Detection** contains the most complete and up-to-date program on the market.

After the student has passed the assessments, they will receive their corresponding Postgraduate Diploma issued by **TECH Technological University** via tracked delivery*.

The certificate issued by **TECH Technological University** will reflect the qualification obtained in the Postgraduate Diploma, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Postgraduate Diploma in Classroom Conflict Mediation and Detection**

Official N° of hours: **450 h.**



*Apostille Convention. In the event that the student wishes to have their paper certificate issued with an apostille, TECH EDUCATION 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



Postgraduate Diploma
Classroom Conflict
Mediation and Detection

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Postgraduate Diploma

Classroom Conflict Mediation and Detection

