Master's Degree
Classroom Mediation and Conflict Resolution

tech global university

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Master's Degree
Classroom Mediation and Conflict Resolution

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

Website: **www.techtitute.com/us/psychology/master-degree/master-classroom-mediation-conflict-resolution**

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01

Introduction

The work in classrooms from kindergarten to high school requires numerous skills, especially from psychologists, who are responsible for the proper management of emotional flows and interrelationships that occur between all those involved in the educational process. Mediatory intervention in the different parts of a conflict can provide impetus and progress. It is also a skill that only the best in the industry have mastered and can offer in the competitive job market.

Mediation and professional conflict resolution is already becoming an essential resource for any institution working with children and adolescents"

This program offers a comprehensive view of conflict resolution in psychological therapy, as well as successful approach models, providing tools, experiences and advances in this field, which have also been guaranteed by the program's faculty, all of whom work in this field. Each psychologist will learn, based on professional experience, as well as evidence-based pedagogy, which makes patient training more effective and accurate.

The skills that a mediator possesses are the same skills that the psychologist can cultivate, serving as an appeaser between the child and the learning process. Its intention would be to encourage and facilitate this process in order for the students to achieve their goals. Mediation in healthcare institutions is an emerging component, capable of taking hold in psychologists to achieve a positive point of improvement and that the result is to allow both academic and human learning of the relationships that are established in this environment.

The perspective from the emerging psychological paradigm must be inclusive and must be based on a biopsychosocial model that contemplates attention to diversity from a comprehensive approach aimed at the entire community of children and adolescents.

Psychologists, in the different educational stages, as well as related professions both in the psychological and socio-health fields, need to know the characteristics of children in order to identify their needs and have the knowledge and tools to intervene both at a personal and socio-family level and, above all, at an educational level.

This program, in the format of a Master's Degree, responds to this demand for continuous updating of educational agents and is aimed primarily at psychologists working with children. With this specialized action, the psychologists will acquire skills to manage conflict situations and diversity in the educational context, adjusting the plans of attention to diversity and the educational projects of the centers, as well as being able to design a mediation plan in their practice.

This **Master's Degree in Classroom Mediation and Conflict Resolution** contains the most complete and up-to-date program on the market. Its most notable features are:

- The latest technology in online teaching software
- A highly visual teaching system, supported by graphic and schematic contents that are 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
- Content that is accessible from any fixed or portable device with an Internet connection
- Supplementary documentation databases are permanently available, even after the program

We don't settle for theory: we take you to the most practical and competent qualification"

This Master's Degree is the best investment you can make when selecting a refresher program, for two reasons: in addition to updating your knowledge in Classroom Mediation and Conflict Resolution, you will obtain a qualification endorsed by TECH Global University"

Our teaching staff is made up of working professionals. In this way, TECH ensures to offer you the updating objective it intends. A multidisciplinary teaching staff of qualified and experienced professors in different environments, who will develop theoretical knowledge efficiently, but, above all, will put at the service of the course the practical knowledge derived from their own experience: one of the differential qualities of this specialization.

This mastery of the subject is complemented by the effectiveness of the methodology used in the design of this program. 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 comfortable and versatile multimedia tools that will give you the operability you need in your specialization.

The design of this program is based on Problem-Based Learning: an approach that views learning as a highly practical process. To achieve this remotely, telepractice will be used: with the help of an innovative system of interactive videos, and learning from an expert you will be able to acquire the knowledge as if you were facing the case you are learning at that moment. A concept that will allow students to integrate and memorize what they have learnt in a more realistic and permanent way.

Increase your decision-making confidence by updating your knowledge through this Master's Degree.

Take the opportunity to learn about the latest advances in this field and apply it to your daily practice.

02

Objectives

During this Master's Degree, the professionals will be able to follow a very complete path that will lead them to achieve their objectives in a progressive and constant way. This program has been created to make your goals attainable, maintaining a level of motivation that will drive you to grow and improve from start to finish. As a result, after completing the course, you will have become a prestigious psychologist, capable of approaching problem solving in children and adolescents from a different and enriching perspective.

During the Master's Degree, you will acquire the ability to identify problematic situations and act on them in a professional manner, becoming a generator of growth opportunities for any health and social entity"

General Objectives

- Detect patients presenting characteristics compatible with behavioral and/or family difficulties that may predispose to a need for mediation
- Use the main assessment tools, as well as the criteria to complete the process of identifying the specific educational needs that arise from this educational variability and may present behavioral problems
- Manage techniques and strategies for educational intervention, as well as for the orientation of the response in the different areas where there are behavioral problems in the classroom
- Manage conflict situations and maladaptive behaviors in the classroom, as well as to collaborate or promote integral programs within the educational project and the mediation plan in a center
- Value the active role of the teacher in conflict resolution and mediation in the educational context
- Encourage habits and behaviors that promote coexistence at school
- Make students aware of their active role and involvement in the recognition, avoidance and control of coexistence conflicts in the centers
- Detect and confront problems that lead to intolerance and violence

Boost your personal tools in conflict situations to a level of confidence that will allow you to grow in the field of psychology"

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 faithfulness

Module 3. Methods of Analysis of Events

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

Module 4. Validate Emotions and Discover Basic Emotions

- Become aware of my internal motivations that govern my way of being and doing in the classroom
- Become aware of how my past influences my day-to-day life 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 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. Roles in Conflict Resolution

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

Module 8. Teacher's Educational Styles

- Learn to establish win-win agreements
- Learn how to specify the minimum requirements that must be met
- Learn to restore the pain of the offended party

Module 9. Communication in Conflict

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

Module 10. Ways of Expressing Reached Agreements

- Learn techniques for expressing 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
- Learn to focus on my own potential as a mediator
- Apply Mindfullness strategies that help me to cleanse prejudices

03

Skills

Acquiring the skills of a mediator in the psychological field is a very interesting personal growth path for any professional, which will allow them to make a significant leap in their career. This increase in the ability to manage conflict situations in children and adolescents will allow the psychologist to take the necessary steps to become the support of any social and health center. This, in addition to making you a first-class professional, will allow you to practice your profession in different fields with greater guarantees of success.

Acquire the necessary skills to provide support in conflict situations and to provide solutions that advance the well-being of all parties involved"

Basic 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
- Gain in-depth knowledge of 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 judgments
- Be able to communicate its conclusions and the ultimate knowledge and rationale behind them to specialized and non-specialized audiences in a clear and unambiguous manner
- Acquire the learning skills that will enable the professional to continue studying in a manner that will be largely self-directed or autonomous
- 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 patient 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 patient to become the driving force behind the necessary paradigmatic change that will make possible a humanizing psychological system
- Apply various methods to help prevent and resolve conflicts in the classroom

This program is aimed at all psychologists who want to achieve a high degree of specialization in the area of educational and health psychology"

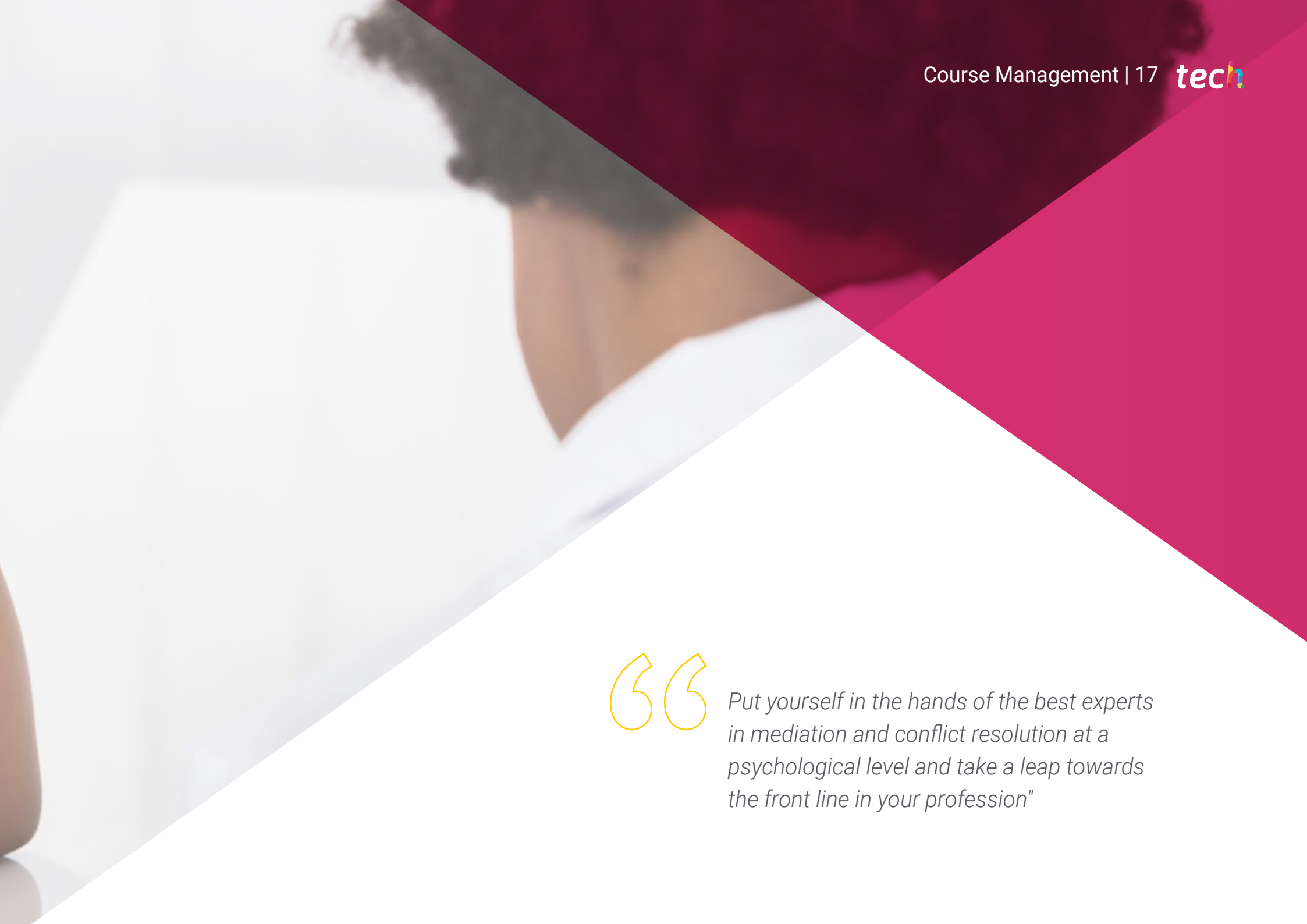
Specific Skills

- Understand the principles by which conflicts arise in the classroom
- Know the main conflict resolution techniques, their uses and the results they bring about
- Understand and put into practice the strength of the bond in therapies
- Learn how to generate relationships that help establish healthy bonds
- Understand how to analyze the parties involved in the conflict and their role in each case
- Understand in depth the importance of the environment in conflict resolution
- Be aware of the importance of instilling in the patient the notions of their motivations, which govern them and determine the way they act
- Become aware of how my past influences the day-to-day life of patients The backpack
- Know how to identify manipulative behaviors in the environment
- Understand how power struggles work
- Understand how to help patients out of power struggles
- Understand and know how to identify the phases a conflict goes through
- Know how to arbitrate and cooperate in conflicts
- Be able to teach patients to communicate assertively
- Know how to teach patients to set limits in a non-aggressive way
- Be able to teach the patient to show their emotions
- Master the techniques for the expression of agreements
- Know-how and creativity development in patients
- Assist patients to be able to clear the prejudices that hinder them
- Help patients to focus on their own potential

04

Course Management

Within the concept of total quality of the Master's Degree, TECH is proud to put at your disposal a teaching staff of the highest level, chosen for their proven experience in the psychological and educational field. Professionals from different areas and fields of expertise that make up a complete, multidisciplinary team. A unique opportunity to learn from the best that will catapult your professional career to the next level and allow you to grow in daily practice without neglecting other day-to-day activities.



Put yourself in the hands of the best experts in mediation and conflict resolution at a psychological level and take a leap towards the front line in your profession"

Management

Mr. Guardia, Enrique Alonso

- Avemarian Master
- Educational Coach
- Adolescent Technician
- Trainer of trainers in Active Teaching and Humor, at CEP and Granada Provincial Council
- Hospital Clown
- 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
- Adolescent Technician
- International Cooperating Partner

Ms. Álvarez Jiménez, María Concepción

- Pedagogue
- Teacher
- Adolescent Technician in the Aldeas Infantiles Youth Program
- Trainer of trainers in Active Teaching and Humor and in Granada Provincial Council

Dr. Pérez de la Blanca Rodríguez-Contreras, José

- Early Childhood Education Teacher
- Cultural Manager
- Representative
- Theater teacher
- Trainer of trainers in Active Teaching
- Dynamizer. Hospital Clown

05

Structure and Content

The contents of this program have been developed on the basis of two main principles: on the one hand, their timeliness and effectiveness, and on the other hand, the ability of patients to quickly and efficiently integrate what they have learned. This combination allows children and adolescents to learn in a progressive and constant way, evolving from the first moment to the highest level of competence in this area of work and will allow the psychology professionals to grow and position themselves as prestigious psychologists.

A high-level 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 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 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 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 - 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 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 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 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. Roles in conflict resolution

7.1. What is a Group?
- 7.1.1. What is a Group?
- 7.1.2. Characteristics of a Group
- 7.1.3. 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 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 Overprotective 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-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. 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 ...
- 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

A unique, key and decisive program to boost your professional development"

06

Methodology

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

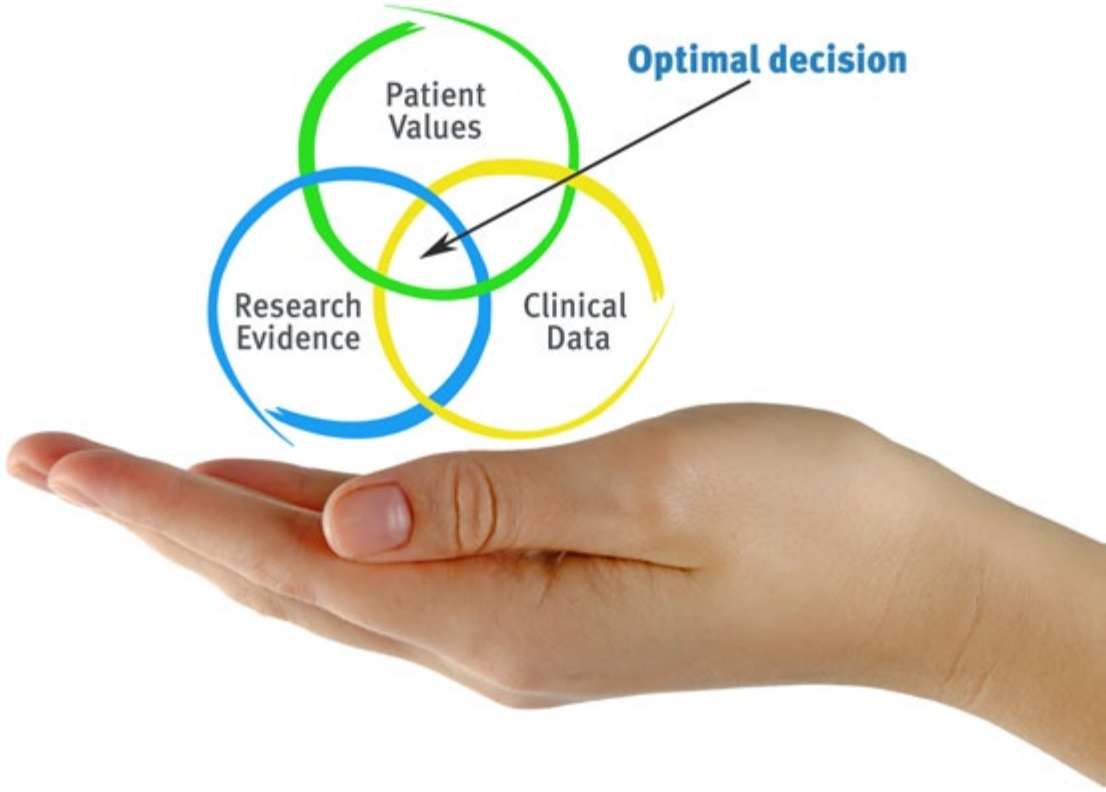
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

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 we use the Case Method

What should a professional do in a given situation? Throughout the program, students will face multiple simulated clinical cases, based on real patients, in which they will hav to do research, establish hypotheses, and ultimately resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Specialists learn better, faster, and more sustainably over time.

With TECH the psychologist experiences a way of learning that is shaking the foundations of traditional universities around the world.



According to Dr. Gérvas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, trying to recreate the real conditions in the psychologist's professional practice.

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:

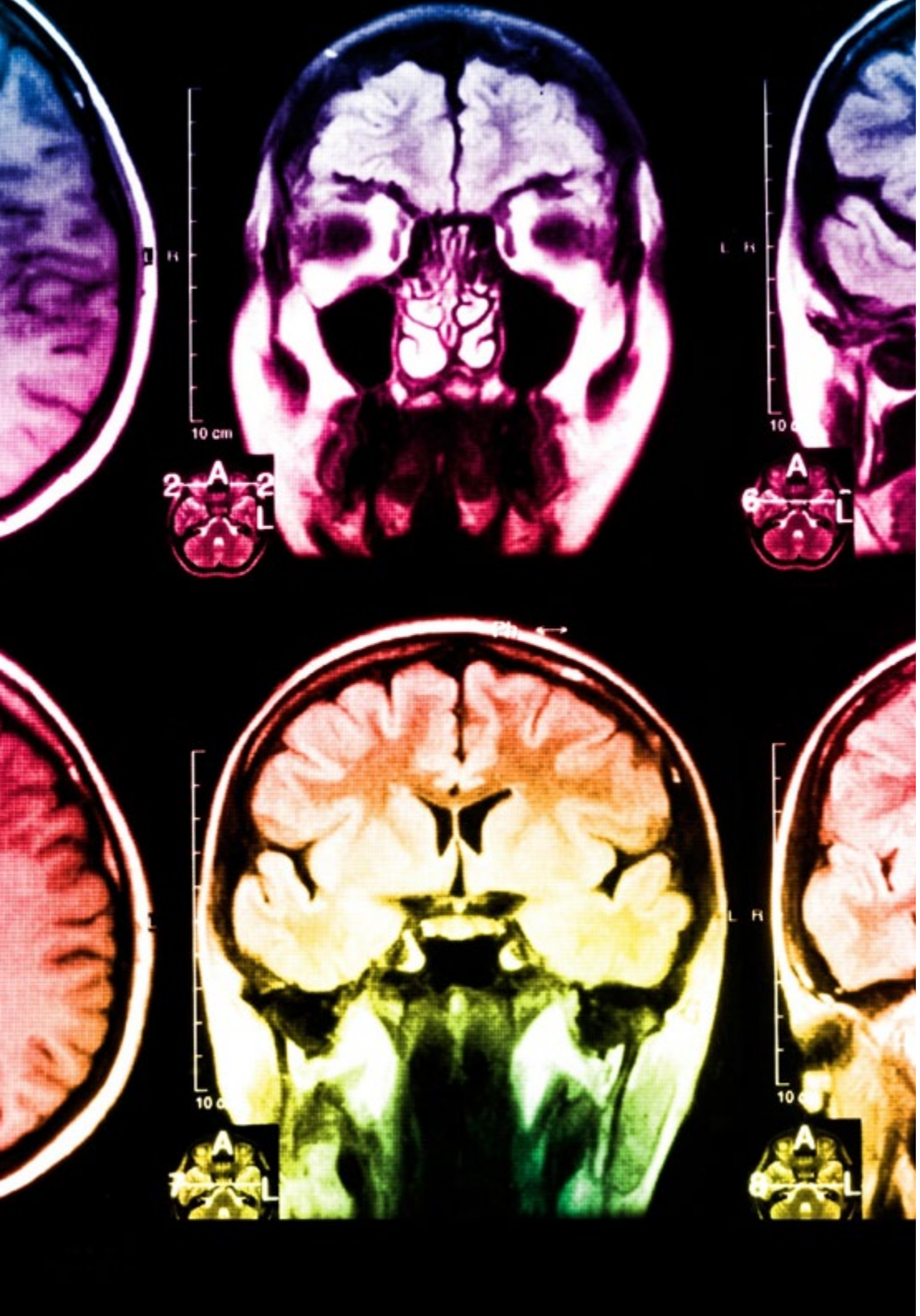
1. Psychologists who follow this method not only master the assimilation of concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. Learning is solidly translated into practical skills that allow the psychologist to better integrate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

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 the study of clinical cases with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which is a real revolution compared to the simple study and analysis of cases.

The psychologist 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).

This methodology has trained more than 150,000 psychologists with unprecedented success in all clinical specialties. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

Relearning will allow you to learn with less effort and better performance, involving you more in your training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for 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 specialists who teach the course, specifically for the course, so that the teaching content is highly 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.

Latest Techniques and Procedures on Video

TECH introduces students to the latest techniques, to the latest educational advances, to the forefront of current psychology. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch the videos as many times as you like.

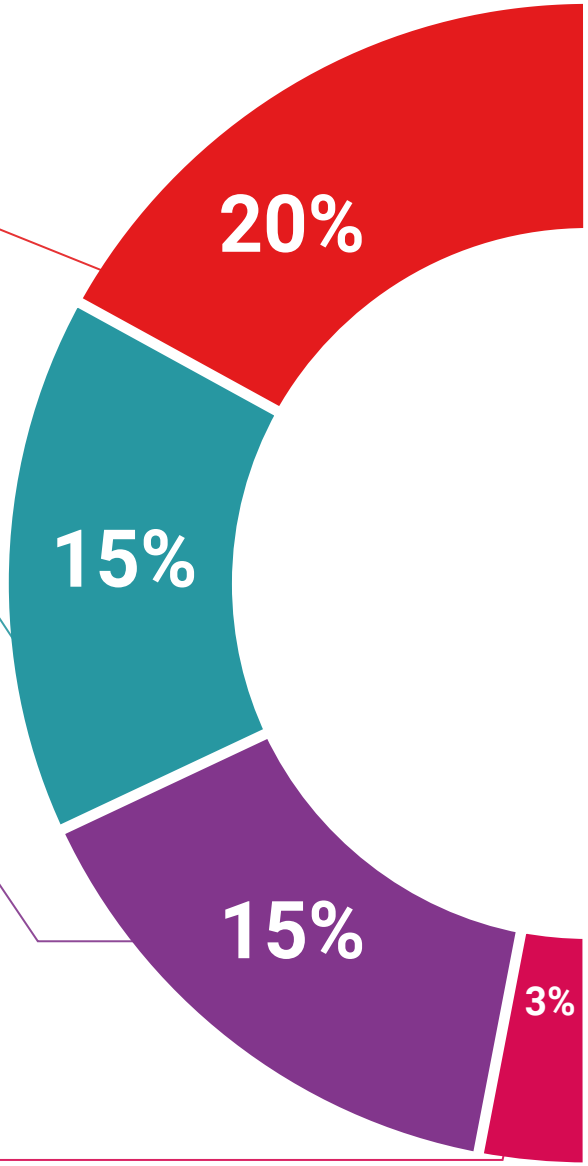
Interactive Summaries

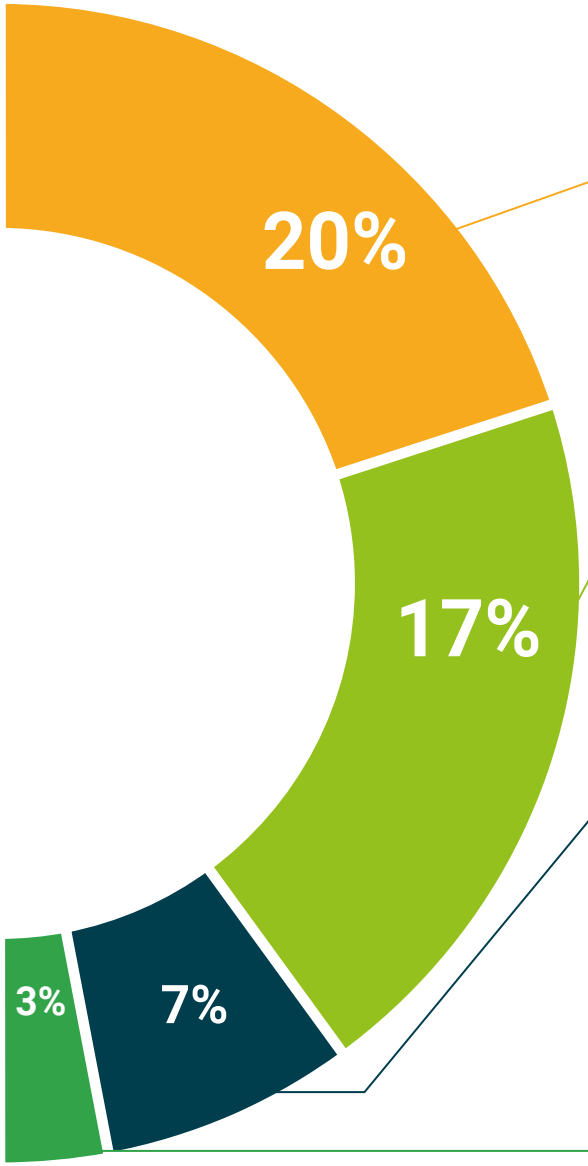
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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.





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

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

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

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

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**

tech global university

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

Master's Degree in Classroom Mediation and Conflict Resolution

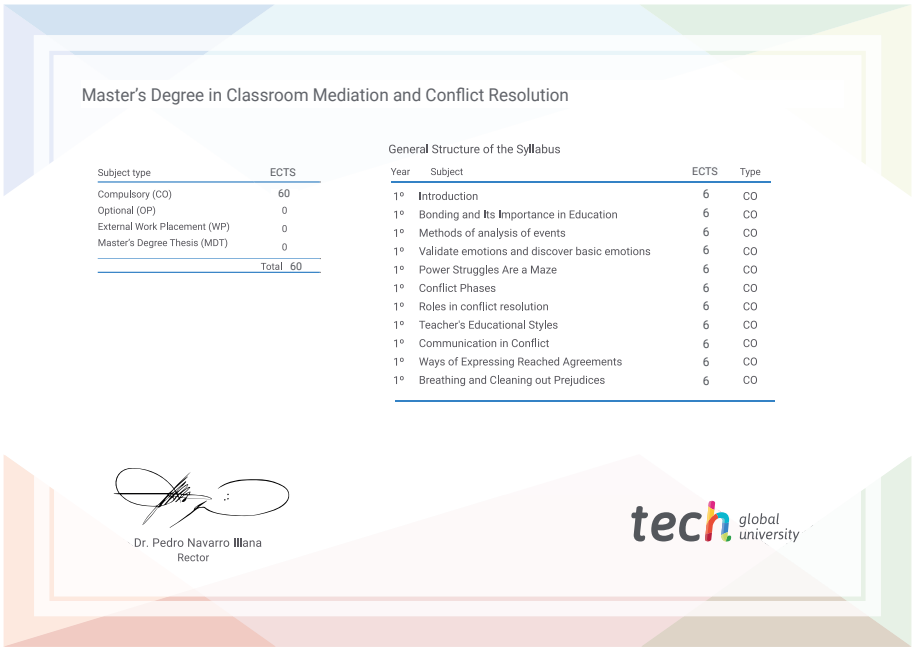
This is a private qualification of 1,800 hours of duration equivalent to 60 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

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

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

Dr. Pedro Navarro Illana
Dean

This qualification must always be accompanied by the university degree issued by the competent authority to practice professionally in each country. Unique TECH Code: AFWORD23S techtitute.com/certificates


Master's Degree in Classroom Mediation and Conflict Resolution

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

General Structure of the Syllabus

Year	Subject	ECTS	Type
1º	Introduction	6	CO
1º	Bonding and Its Importance in Education	6	CO
1º	Methods of analysis of events	6	CO
1º	Validate emotions and discover basic emotions	6	CO
1º	Power Struggles Are a Maze	6	CO
1º	Conflict Phases	6	CO
1º	Roles in conflict resolution	6	CO
1º	Teacher's Educational Styles	6	CO
1º	Communication in Conflict	6	CO
1º	Ways of Expressing Reached Agreements	6	CO
1º	Breathing and Cleaning out Prejudices	6	CO

Dr. Pedro Navarro Illana
Rector

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

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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**

Master's Degree

Classroom Mediation and Conflict Resolution

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