



**COURSE DATA**

**DATA SUBJECT**

**Code:** 44372  
**Name:** Social and education policy for mediation and conflict resolution at school  
**Cycle:** Master's Degree  
**ECTS Credits:** 4  
**Academic year:** 2025-26

**STUDY (S)**

Degree	Center	Acad. year	Period
2192 - Master's Degree in Social and Education Action	Facultat de Filosofia i Ciències de l'Educació	1	Second quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
2192 - Master's Degree in Social and Education Action	Social and education policy for mediation and conflict resolution at school	ELECTIVES

**COORDINATION**

BELLVER MORENO MARIA CARMEN

VIANA ORTA MARIA ISABEL

**SUMMARY**

In this subject, one of the topics that are fundamental in formal non-university education is addressed, such as the prevention of violence and the peaceful resolution of conflicts. For this, the legal framework that regulates the use of mediation in school conflicts is analyzed, the theoretical-practical foundations of school mediation are identified as a pedagogical instrument that will allow us to confront conflicts positively, school mediation plans and programs are studied, School mediation projects and strategies for the formation of mediation teams in educational centers are designed.

Conflict is approached as a normal phenomenon in a context such as that of the classroom or the school in which a group of people coexist, which does not have to become negative, but on the contrary, if properly addressed, it has It has great educational potential and can serve to strengthen relationships between people, which is why it is not about eliminating conflicts, but rather taking advantage of them to progress, to develop people's capacity for dialogue and to improve the basis of coexistence. In this matter, educational strategies and resources are provided for the prevention and constructive resolution of conflicts, intervention programs that have obtained positive results are analyzed, and students are taught to design their own resources for educational intervention.



**Previous knowledge. Relationship with subjects of the same degree:**

Together with the rest of the subjects of the Mediation specialty, it completes the master's training and facilitates the acquisition of basic, general, transversal and also specific itinerary skills.No enrollment restrictions specified with other subjects in the curriculum.

**PREVIOUS KNOWLEDGE**

**RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

There are no specified enrollment restrictions with other subjects of the curriculum.

**OTHER REQUIREMENTS**

**COMPETENCES / LEARNING OUTCOMES**

-

Analizar los entornos, los contextos y las experiencias de la acción social y educativa, para revisar críticamente, diseñar y desarrollar los principios y presupuestos de la intervención.

Analizar y sintetizar situaciones, aportaciones teóricas y metodológicas, y estrategias diversas de intervención.

Anticipar consecuencias y situar en el desarrollo histórico las problemáticas concretas del contexto de intervención socioeducativa.

Asumir la responsabilidad de su propio desarrollo profesional y de su especialización en el ámbito social y educativo.

Comprender y utilizar conocimientos avanzados en el contexto de la investigación socioeducativa.

Evaluar teorías y metodologías para formular juicios críticos sobre la propia práctica socioeducativa y el contexto en el que se desarrolla.

Integrarse y liderar equipos de trabajo interdisciplinares, para ofrecer una perspectiva compleja en el análisis de situaciones y el diseño de intervenciones.

Problematizar realidades sociales complejas e intentar resolver situaciones y conflictos, que desde una perspectiva socioeducativa requieren la comprensión y puesta en relación de intereses divergentes.

Saber diseñar, utilizar y evaluar estrategias de comunicación y habilidades sociales, tanto en grupos interdisciplinares de expertos como en la relación con los sujetos de intervención.

Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.

Students should communicate conclusions and underlying knowledge clearly and unambiguously to both



specialized and non-specialized audiences.

## DESCRIPTION OF CONTENTS

- The school as a space for school coexistence
- Mediation as a socio-educational tool at the service of school coexistence
  - Theoretical-practical foundations of school mediation
  - Normal framework of school mediation in Spain
  - Plans and programs for mediation and conflict resolution at school

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Theory	7,00
Seminar	14,00
Classroom practices	7,00
<b>Total hours</b>	<b>28,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	0,00
Independent study and work	70,00
Preparation of lessons	2,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>72,00</b>

## TEACHING METHODOLOGY

- Participatory Master Lesson
- Problem resolution
- Collaborative and / or cooperative learning
- Design and development projects
- Exhibition, debate and coordination



## Workshops

Study and student work to integrate the skills of the module (linked to self-employment)

Individualized and / or group attention (linked to tutorials)

## EVALUATION

Portfolios, in which the different works carried out by the student will be included

Exhibitions in class of work done

Participation in the different class activities.

In exceptional situations, classified as such by the CCA of the MASE, the teaching staff will establish specific evaluation systems.

Fraudulent conduct in assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020). The use of technologies (including AI) to create assessment materials without prior and express authorization from the teaching staff will prevent them from being considered as self-authored and will be treated according to current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

## REFERENCES

Alzate, R. (1999). Enfoque global de la escuela como marco de aplicación de los programas de resolución de conflictos. En Brandoni, F. (Ed), *Mediación Escolar: Propuestas, Reflexiones y Experiencias*. Buenos Aires: Paidós.

Alzate, R. (2005). Programas de convivencia en el ámbito educativo. Enfoque global de transformación de conflictos y mediación escolar. *Proyecto Hombre: Revista Trimestral de la Asociación Proyecto Hombre*, 66, 15-18.

Amstutz, L. S. y Mullet, J. H. (2005). *The little book of Restorative Discipline for Schools*. Teaching Responsibility; creating caring climates. Pennsylvania: Good books.

Arellano, N. (2008). Violencia entre pares escolares (bullying) y su abordaje a través de la mediación escolar y los sistemas de convivencia. *Informe de Investigaciones educativas*, 22, 211-230.

Bickmore, K. (1997). Teaching conflict and conflict resolution in schools: (extra-) curricular considerations. Paper presented at *Connections 97*. International Social Studies Conference. Sydney: Australia.

Burrell, N. A., Zirbel, Z.S. y Allen, M. (2003). Evaluating peer mediation outcomes in educational settings: a meta-analytic review. *Conflict Resolution Quarterly*, 21(1), 7-26.

Casella, R. (2000). The benefits of peer mediation in the context of urban conflict and program status. *Urban Education*, 35(3), 324-355.

Cowie, H. (2010). Restorative practice in school: a psychological perspective, documento presentado al ESRC en los Seminarios de Justicia Restaurativa: Inter-disciplinary perspectives on restorative approaches to reducing conflicts in schools: exploring theory and practice from cross-national and international settings, Seminar 3, University of Cambridge. Recuperado de: <http://www.justicereparatrice.org/www>.



restorativejustice.org/10fulltext/ cowiehelen/view

Cowie, H., Hutson, N., Dawn, J., y Myers, A. M. (2008a). Taking stock of violence in U.K. Schools risk, regulation, and responsibility. *Education and Urban Society*, 40(4), 494-505.

Cowie, H., Hutson, N., Oztug, O. y Myers, C. (2008b). The impact of peer support schemes on pupils' perceptions of bullying, aggression and safety at school. *Emotional and Behavioural Difficulties*, 13(1), 63 ¿ 71.

Drewery, W. (2004). Conferencing in schools: punishment, restorative justice, and the productive importance of the process of conversation. *Journal of Community & Applied Social Psychology*, 14, 332¿344.

García, L., Chiva, I., Moral, A. & Ramos, G. (2016). Fortalezas y debilidades de la mediación escolar desde la perspectiva del alumnado de educación secundaria. *Pedagogía Social. Revista Interuniversitaria*, (28), 203-215.

Ibarrola-García, S., & Redín, C. I. (2013). La influencia positiva de la mediación escolar en la mejora de la calidad docente e institucional: percepciones del profesor mediador. *Profesorado. Revista de Currículum y Formación de Profesorado*, 17(1), 367-384.

Johnson, D.W. y Johnson, R. (2001). Peer mediation in an inner-city elementary school. *Urban Education*, 36, 165. Johnson, D.W. y Johnson, R. (2004). Implementing the ¿Teaching Students To Be Peacemakers Program¿. *Theory into Practice*, 43, 68-79.

Kane, J., Lloyd, G., McCluskey, G., Riddell, S., Stead, J. y Weedon, E. (2008). Collaborative evaluation: balancing rigor and relevance in a research study of restorative approaches in schools in Scotland. *International Journal of Research & Method in Education*, 31(2), 99¿111.

Kane, J., Lloyd, G. McCluskey, G., Maguire, R., Riddell, S., Stead, J. y Weedon, E. (2009). Generating an inclusive ethos? Exploring the impact of restorative practices in Scottish schools. *International Journal of Inclusive Education*, 13(3), 231¿251.

Martín, E., Fernández, I., Andrés, S., Del Barrio, C. y Echeíta, G. (2003). La intervención para la mejora de la convivencia en los centros educativos: modelos y ámbitos. *Infancia y Aprendizaje*, 26 (1), 79-95.

Martín-Seoane, G. (2008). La mediación como herramienta de prevención de la violencia escolar. *Revista de Mediación*, 1, 26-31.

Martin-Seoane, G., Pulido, R. y Vera, R. (2008). Maltrato entre iguales y exclusión social en la Comunidad de Madrid: análisis y posibilidades de intervención. *Psicología Educativa*, 14(2), 103-113.

Macready, T. (2009). Learning social responsibility in schools: a restorative practice. *Educational Psychology in Practice*. 25(3), 211-220.

McWilliam, N. (2010). A school peer mediation program as a context for exploring therapeutic jurisprudence (TJ): Can a peer mediation program inform the law? *International Journal of Law and Psychiatry*, 33, 293¿305.

Pulido, R., Martín-Seoane, G. y Lucas-Molina, B. (2010). La mediación como herramienta educativa para estimular el razonamiento y la comprensión social. *Revista de Mediación*, 6, 10-21.

Pulido, R., Martín-Seoane, G. y Lucas-Molina, B. (2011). Risk profiles and peer violence in the context of school and leisure time. *Spanish Journal of Psychology*, 14(2), 701-711, DOI: dx.doi.org/10.5209/rev\_SJOP.2011.v14.n2.18

Pulido, R., Martín-Seoane, G., & Lucas-Molina, B. (2013). Orígenes de los Programas de Mediación Escolar: Distintos enfoques que influyen en esta práctica restaurativa. *Anales de psicología*, 29(2), 385-392.

Reimer, K. (2011). An exploration of the implementation of Restorative justice in an Ontario public school. *Canadian Journal of Educational Administration and Policy*, 119, 1-42.

Torrego, J. C. (Coord.) (2003). *Mediación de Conflictos en Instituciones Educativas*. Madrid: Narcea.

Torrego, J.C. (Coord.) (2006). *Modelo Integrado de Mejora para la Convivencia: Estrategias de Mediación y Tratamiento de Conflictos*. Editorial Grào.

Torrego, J. y Galán, A. (2008). Investigación evaluativa sobre el programa de mediación de conflictos en centros escolares. *Revista de Educación*, 347, 369-394. Viana Orta, M. I. (2014). La mediación escolar en los planes y programas institucionales



VNIVERSITAT DE VALÈNCIA

**Course Guide**  
**44372 Social and education policy for mediation and**  
**conflict resolution at school**

---