



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: 2026-27

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

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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

2192 - Master's Degree in Social and Education Action

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 interdisciplinarios, 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 interdisciplinarios 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 |
| Total hours | 28,00 |

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 |
| Total hours | 72,00 |

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).

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