

**COURSE DATA****DATA SUBJECT****Code:** 44374**Name:** Identity and ethics of the mediator**Cycle:** Master's Degree**ECTS Credits:** 3**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	Identity and ethics of the mediator	ELECTIVES

COORDINATION

GARCIA RAGA LAURA

CANDEL ARTAL LAURA

SUMMARY

The course will focus on the mediator, essential in any mediation process to facilitate the democratic management of conflicts that arise between the two parties involved, promote communication between people, promote cooperation and promote autonomy in decision-making. This highly relevant function requires the training of the mediator in a series of competences, values and skills essential to carry out their educational work, always considering minimum ethical criteria, such as impartiality, confidentiality, solidarity and respect. In this way, the mediator cannot intervene in all kinds of situations or accept any agreement. Thus, it will be necessary to work on specific dilemmas before the mediators can present themselves in their interventions, also reflecting on the need for these educational professionals to have a code of ethics.

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 críticamente los discursos de la relación educativa, y construir los elementos de revisión de la propia identidad profesional y de la relación con el otro.

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

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.

Conocer y analizar las tendencias de la intervención socioeducativa y sus consecuencias en las políticas públicas.

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 analizar críticamente los medios y las tecnologías para dinamizar la acción social y educativa.

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

Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.

Students should possess and understand foundational knowledge that enables original thinking and research in the field.



DESCRIPTION OF CONTENTS

- 1.- Conceptual clarification: Professionalization, profession, requirements and elements
- 2.- What do we understand by a good professional?
- 3.- Levels of concretion of professional ethics: teleological, deontological and practical
- 4.- The principles of professional ethics
- 5.- Professional ethics of the mediator
- 6.- Ethical dilemmas and problems related to the exercise of mediation

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	5,00
Seminar	10,50
Classroom practices	5,50
Total hours	21,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	17,00
Independent study and work	32,00
Preparation of lessons	5,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	54,00

TEACHING METHODOLOGY

The methodological strategies carried out are:

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



EVALUATION

The evaluation systems are:

- Exam, which will consist of taking one or more oral and / or written tests
- Portfolios, in which the different works carried out by the student will be included
- Class exhibitions of work done
- Interviews with students
- 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

Boqué, M.C. (2017). La naturaleza ética de la mediación. En R. Castillejo (dir.) y C. Alonso y A. Valiño (coords.), *La mediación a examen: experiencias innovadoras y pluralidad de enfoques* (pp. 333-364). Santiago de Compostela: Universidad de Santiago. DOI <http://dx.doi.org/10.15304/op.2017.1068>

Boqué, M.C. (2003). *Cultura de mediación y cambio social*, Barcelona: Gedisa.

Casanovas, P., Madre, J. y Lauroba, M.E. (2011). *Libro Blanco de Mediación en Cataluña*

CÓDIGO DE CONDUCTA DE LOS MEDIADORES DEL CENTRO DE MEDIACIÓN DEL ILUSTRE COLEGIO DE ABOGADOS DE VALENCIA. Recuperado de https://copbizkaia.org/gestor_nuevo/uploads/areas/CODIGO_CONDUCTA_MEDIADORES_VALENCIA-7.pdf