



## COURSE DATA

### DATA SUBJECT

**Code:** 44539  
**Name:** Intervention strategies in organisational conflicts  
**Cycle:** Master's Degree  
**ECTS Credits:** 3  
**Academic year:** 2025-26

### STUDY (S)

Degree	Center	Acad. year	Period
2216 - Master's Degree in Policies, Administration and Management of Educational O	Facultat de Filosofia i Ciències de l'Educació	1	Second quarter

### SUBJECT-MATTER

Degree	Subject-matter	Character
2216 - Master's Degree in Policies, Administration and Management of Educational O	Administration, management and organisation of education	COMPULSORY

### COORDINATION

GARCIA RAGA LAURA

## SUMMARY

The conflicts are natural in any educational organization and the target to be managed peacefully and democratically results enabling strategies necessary to promote a climate of coexistence and learning.

The course will deepen the intervention strategies to school conflicts, as well as skills and techniques necessary to detect, prevent and intervene in conflict situations associated with educational contexts. Also here, it will affect the need for Coexistence Plan as an integrating instrument performancesimproving coexistence of a school.

## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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



## OTHER REQUIREMENTS

requirements and previous recommendations

## COMPETENCES / LEARNING OUTCOMES

### 2216 - Master's Degree in Policies, Administration and Management of Educational O

Que los estudiantes sean capaces de establecer modelos y pautas para la resolución de problemas, gestión, mediación y toma de decisiones en un marco participativo de la comunidad educativa

Ser capaces de establecer implementar relaciones interpersonales positivas y efectivas, en comunicación abierta con la comunidad 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 demonstrate self-directed learning skills for continued academic growth.

## DESCRIPTION OF CONTENTS

### 1. PLACES AND EFFECTS OF POWER, FORMAL AND INFORMAL, IN ORGANIZATIONS: GENESIS OF SCHOOL CONFLICTS

- The school as a space for coexistence and conflicts
- Types of conflicts in an educational organization
- Negative perspective of conflicts versus positive perspective
- Frequent conflicts in an educational organization: causes and consequences

### 2. THE DIFFERENT WAYS OF MANAGING POWER AND THE MANIFESTATIONS OF CONFLICTS WITHIN EDUCATIONAL ORGANIZATIONS.

- Basic principles in the culture of peaceful conflict resolution
- Conflict management models
- Actions and resources to implement the culture of peaceful conflict resolution



### 3. INSTITUTIONAL DECLINE OF EDUCATIONAL ORGANIZATIONS IN TIMES OF CRISIS: TENSION BETWEEN SOCIAL SPHERES AND COMPLEXITY MANAGEMENT

- Conflicts between the educational community and governments
- Innovation and change in times of crisis

### 4. THE PUBLIC DIMENSION OF INSTITUTIONAL EDUCATION: PREPARATION AND ASSUMPTION OF CENTER PROJECTS

- Normative regulation of coexistence in an educational center
- Justification of the development of a coexistence plan in an educational center
- Conditions necessary to design and implement a coexistence plan
- Phases of a coexistence plan

### 5. MEDIATION AS A CONFLICT RESOLUTION STRATEGY IN EDUCATIONAL ORGANIZATIONS

- Approach to mediation: concepts, models and phases of a mediation process
- Conditions to implement mediation in an educational center
- School mediation experiences and projects

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Tutorials	4,00
Theory	7,00
Group work	5,00
Classroom practices	5,00
<b>Total hours</b>	<b>21,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	10,00
Independent study and work	44,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>54,00</b>

## TEACHING METHODOLOGY



Various methods will be used

Participatory masterclass.

Study of cases.

Individualized and/or group attention.

Collaborative learning.

## EVALUATION

The instruments and criteria for student evaluation are the following:

1-Oral and/or written test. The maximum value will be 30%

2-Portfolios, which will include the different works carried out by the student. Although its development has been group, the preparation and presentation is individual. The maximum value will be 45%

The following criteria were considered to evaluate: conceptual mastery and precision, clarity and capacity for analysis and synthesis, grammatical and spelling correctness, and compliance with delivery deadlines.

3- Presentations of work to class. The maximum value will be 15%

4- Participation. The maximum value will be 10%

La realització fraudulenta de proves d'avaluació i el plagi en treballs d'avaluació seran considerats conforme al Reglament d'avaluació i qualificació de la UV (ACGUV 108/2017) i al Protocol d'actuació davant pràctiques fraudulentes (ACGUV 123/2020).

L'ús de tecnologies (inclosa IA), que no siga prèvia i expressament autoritzat pel professorat, per a confeccionar materials d'avaluació, permetrà que aquests no siguen considerats com d'autoria pròpia i seran tractats segons la reglamentació vigent i el Codi de Convivència i Bones Pràctiques de la UV (ACGUV 300/2023, DOGV, núm. 9747/18.12.2023).

## REFERENCES

- Referència b1: BOQUÉ, M. c. (2003). Cultura de mediación y cambio social. Barcelona: Gedisa.
- Referència b2: CASAMAYOR, G. (Coord.) (1998). Cómo dar respuesta a los conflictos. La disciplina en la enseñanza secundaria. Barcelona: Graó.
- Referència b3: JARES, X. (2006). Pedagogía de la convivencia. Barcelona: Graó.
- Referència b4: GARCÍA RAGA, L. y LÓPEZ MARTÍN, R. (2010). La convivencia escolar. Una mirada pedagógica, política y prospectiva. Valencia: Universitat de València.
- Referència b5: GARCÍA RAGA, L. (2012). Los planes de convivencia en los centros educativos. Marco teórico y propuestas de actuación. Alemania:



Editorial Académica Española. Referència b6: TORREGO, J.C. (Coord.) (2006). Modelo integrado de mejora de la convivencia. Barcelona: Graó. Referència b7: TUVILLA, J.C. (2004). Convivencia escolar y resolución pacífica de los conflictos. Andalucía: Junta de Andalucía Referència b8: VIÑAS, J. (Coord.)(2004). Conflictos en los centros educativos. Cultura organizativa y mediación para la convivencia. Barcelona: Graó. Referència b9: BOQUÉ, MC. (2018). La mediación va a la escuela. Hacia un buen plan de convivencia en el centro. Madrid: Narcea

- Referència c1: BOQUÉ, M.C. (2002). Guía de mediación escolar. Programa comprensivo de actividades de 6 a 16 años. Barcelona: Octaedro- Rosa Sensat. Referència c2: Boqué, M. C. (2005). Tiempo de mediación. Barcelona: CEAC Referència c3: FERNÁNDEZ GARCÍA, I. (2004). Prevención de la violencia y resolución de conflictos. Madrid: Narcea. Referència c4: JARES, X.R. (2001). Educación y conflicto. Guía de educación para la convivencia. Madrid: Editorial Popular. Referència c5: ORTEGA, R. y DEL REY (2003). La violencia escolar. Estrategias de prevención. Barcelona: Graó. Referència c6: SEGURA, M. (2002). Ser persona y relacionarse. Madrid: Narcea. Referència c7: TORREGO, J.C. (coord.) (2000). Mediación de conflictos en Instituciones Educativas. Manual de formación de mediadores. Madrid: Narcea. Referència c8: TUVILLA, J. (2004). Cultura de paz. Fundamentos y claves educativas. Bilbao: Desclée. Referència c9: VAELLO, J. (2003). Resolución de conflictos en el aula. Madrid: Santillana