

Mediation Strategies

Code: 101637
ECTS Credits: 6

Degree	Type	Year	Semester
2500260 Social Education	OT	3	2
2500260 Social Education	OT	4	1
2500261 Education Studies	OT	4	1
2500797 Early Childhood Education	OT	4	1
2500798 Primary Education	OT	4	1

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Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

Prerequisites

- There are no prerequisites for proper follow-up the subject.

Objectives and Contextualisation

The training objectives to highlight are:

1. Understand the concepts of conflict and mediation. Theoretical approaches based on research and models of professional practice.
2. Understand the mediating process, its techniques and activities for the prevention of conflict.
3. Analyze conflict and mediation in the field of gender, intercultural and social relations from academic research methodologies.
4. Master the normative context about mediation in Catalonia and know the functions of the mediator.

Competences

- Social Education
- Accompany people in their processes of growth and emancipation.

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Adopt ethical behaviour and attitudes and act according to the ethical principles of the profession.
- Analyse and recognize one's own socio-emotional skills (in terms of strengths, potentials and weaknesses) to develop those necessary for work and professional development.
- Contextualize educational action based on the different theoretical paradigms that have developed in science and education in accordance with the socio-historical context of individuals, groups and institutions.
- Design and develop processes for citizen participation and socio-community action.
- Design evaluation plans and processes in accordance with different purposes, techniques and instruments, moments and perspectives of educational evaluation.
- In an articulated manner, design plans, programs, projects, activities and tasks in various socio educational contexts.
- Maintain a respectful attitude to the environment (natural, social and cultural) to promote values, behaviour and sustainable practices that address gender equality, equity and respect for human rights.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Master the theoretical and applied knowledge of Educational Sciences to develop the capacity for analysis and observation of the social and educational reality.
- Promote autonomy among participants and seek a balance between roles as advisor, facilitator and promoter of socio-educational dynamics.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Use information and knowledge from different sources and contexts (reports, articles, etc.) specific to the social sciences.
- Work in teams and with teams (in the same field or interdisciplinary).

Education Studies

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Adopt ethical behaviour and attitudes and act according to the ethical principles of the profession.
- Analyse and recognize one's own socio-emotional skills (in terms of strengths, potentials and weaknesses) to develop those necessary for work and professional development.
- Apply educational counselling, guidance, consultation and mediation strategies and techniques in professional fields and educational and training institutions and services.
- Introduce changes in the methods and processes of the field of knowledge to provide innovative responses to the needs and demands of society.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

Early Childhood Education

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Adopt ethical behaviour and attitudes and act according to the ethical principles of the profession.
- Analyse and recognize one's own socio-emotional skills (in terms of strengths, potentials and weaknesses) to develop those necessary for work and professional development.
- Create and maintain communication links with families to have an effective impact on the education process.
- Promote coexistence in and outside of the classroom and address the peaceful resolution of conflicts.
- Understand the pedagogical dimension of interaction with peers and adults and learn to promote participation in group activities, cooperative work and individual effort.

Primary Education

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.

- Adopt an ethical attitude and behaviour and act in accordance with the deontological principles of the profession.
- Analyse and recognise one's own socio-emotional skills (in terms of strengths, potentialities and weaknesses), to develop those that they are necessary for professional development.
- Foster coexistence in and outside of the classroom, resolve problems with discipline and bring about peaceful resolution of conflicts.

Learning Outcomes

1. Analyse and apply critical reasoning to the understanding of representative versus participatory democracy. Understand power, government and governance.
2. Analyse and apply the contributions of history, geography and social science to the teaching of human rights.
3. Analyse different types of communities and the main characteristics that define and shape them.
4. Analyse socio-cultural and community development experiences and projects from the perspective of different theoretical paradigms.
5. Apply participatory techniques: Participatory Action Research (PAR), to community diagnosis.
6. Apply systemic thinking to analysis of environmental problems and issues.
7. Being able to establish links between environmental knowledge and actions and sustainable consumption.
8. Communicate using language that is not sexist or discriminatory.
9. Consider how gender stereotypes and roles impinge on the exercise of the profession.
10. Critically analyse the principles, values and procedures that govern the exercise of the profession.
11. Design actions to implement education for development.
12. Design and develop participatory processes in social and community education.
13. Design health education programs.
14. Design socio-cultural promotion and community development activities, programs and projects.
15. Develop professional functions tailored to different social and community situations in ways that encourage the empowerment of the participants.
16. Evaluate policies and programs derived from the same concerning education for development.
17. Explain the explicit or implicit code of practice of one's own area of knowledge.
18. Foster democratic education of the population and the practice of critical and social thought fostering collaboration with families, organizations and institutions with a bearing on the education of the population.
19. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
20. Identifying, describing and analysing didactic models, strategies and curricular material on political culture and civic culture.
21. Incorporating into their analyses the contextual references needed, linked to specific problems and proposals about education for development.
22. Know the main lines of intervention in health education.
23. Maintaining an attitude of respect for practices and types of behaviour that address fairness and inclusion.
24. Promote coexistence, resolve discipline problems and contribute to peaceful conflict resolution.
25. Propose new experience-based methods or alternative solutions.
26. Propose new methods or well-founded alternative solutions.
27. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.
28. Propose projects and actions that incorporate the gender perspective.
29. Propose viable projects and actions to boost social, economic and environmental benefits.
30. Proposing strategies adapted to different mediation situations and requirements, appropriately developing strategies for mediation between individuals or groups in simulated situations and displaying social skills for understanding families and being understood by them.
31. Proposing strategies for exercising, compensating or minimising the weaknesses related to socio-emotional skills.
32. Recognising the different sustainability models in educational proposals.
33. Reflecting on, evaluating and applying the changes required in educational practice regarding the Concept of participation. Participation as an end and as a means for change.

34. Reflecting on, evaluating and applying the changes required in educational practice with regard to the Social Participation from the perspective of social players: social movements and associations.
35. Reflecting on, evaluating and applying the changes required in educational practice with regard to the participation of the public from the perspective of the administration: models and devices.
36. Understand existing research on socio-cultural and community development.
37. Understand the basic concept and the main methodologies and techniques of socio-cultural and community development.
38. Understand the basic legislation that encompasses social and community education.
39. Understand the factors that affect drug addiction and prevention and harm reduction programs.
40. Understand the main features of mental illness.
41. Understand the pedagogical dimension of interaction with peers and adults and learn to promote participation in group activities, cooperative work and individual effort showing an ethical attitude to mediation processes in different contexts and circumstances.
42. Understand the theoretical and methodological foundations of health education.
43. Understand the theoretical frameworks that enable sustainable development and responsible actions to assess individual and collective responsibility for achieving a sustainable future.
44. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.
45. Working in multidisciplinary teams, developing processes of social/community education.

Content

Block I: CONTEXT ELEMENTS

- Conflict: definitions, types, origin, phases, structure, positions, analysis (needs and interests).
- Conflict and violence, types of violence.
- Conflict and social relations.
- Intergroup conflicts. Definition and typologies.
- Transformational approach to conflicts (Galtung, Lederach and Vinyamata).
- Obstacles to overcome conflicts.
- The legal context.

Block II: ANALYSIS AREAS

- Context of sociocultural diversity: the intercultural conflict.
 1. Intercultural mediation: concept, principles and context of intervention.
 2. Actions of intercultural mediation.
 3. Case analysis.
- Gender conflict.
 1. Structural causes and local impact.
 2. Types of intervention.
- Coexistence at schools:
 1. Role of the mediator.

2. Mediation and resolution of conflicts.

3. School mediation programs: examples according to educational stages.

- Conflict to organizations:

Analysis elements.

- The conflict from a family perspective:

Tools for family mediation.

Block III: PRACTICAL ELEMENTS

- The mediating process: origins, concept, objectives, dimensions, principles, functions and phases.

- Main models of mediation: Harvard, circular - narrative, transformative.

- Basic elements for effective and non-violent communication: assertiveness, trust, healthy communication, cooperation, active listening and creativity.

- Professional competencies and mediation techniques.

- Group processes for conflict management: cooperation, decision making and negotiation.

- Professional ethics.

Methodology

The teaching-learning process will be developed in the classroom, counting at all times with the contribution and involvement of the student.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Face-to-face activity	45	1.8	10, 41, 24, 31, 30, 25, 27, 28, 9, 44
Type: Supervised			
Supervised activity	30	1.2	41, 24, 31, 30
Type: Autonomous			
Autonomous activity	75	3	10, 41, 17, 24

Assessment

CONTINUOUS

ASSESSMENT

The evaluation of the subject will be carried out throughout the academic year by passing the programmed activities. The average will be made from a minimum score of 5 in each of the evaluation activities. The subject will be approved with a minimum score of 5. All the evaluation evidence must be presented in order to average between them. Students, who during the course have carried out an adequate follow-up of the subject and still have some part not passed, will have the opportunity to pass it by making a final recovery. The possibility that the reassessment serves to raise the grade is not contemplated.

	WEIGHT IN THE EVALUATION	MINIMUM MARK TO TAKE AVERAGE
ACTIVITIES (INDIVIDUAL QUALIFICATIONS)		
WRITTEN TEST	40	5
ORAL PRESENTATION	25	5
WRITTEN WORK	35	5

The grades obtained in each of the evaluation activities will be delivered to the student body in a maximum of twenty days by posting the results on the Virtual Campus. Once the grades have been delivered, the students may request the review of the grade in the hours allocated to tutorials during the ten days after receiving the grade.

The oral presentations will be made in a staggered way in different sessions, they will be determined by lottery on the first day of class, and will not begin before the start of the second block.

In the case of written work, the deadline for delivery will be September 19, 2023.

The date for taking the written test will be December 12, 2023, while the recoveries and/or redelivery will be January 23, 2024.

Copying or plagiarism implies a zero in the entire subject.

SINGLE ASSESSMENT

The evaluation of the subject will be carried out only during a day, through the programmed activities. The average will be made from a minimum score of 5 in each of the evaluation activities. The subject will be approved with a minimum score of 5. It is necessary to present all the evaluation evidence to make an average between them. Students who do not pass any part will have the opportunity to do so through a final recovery. The possibility that the reassessment serves to raise the grade is not contemplated, nor is direct assistance to the final recovery. In case of reassessment, the maximum mark that can be obtained will be 6.

	WEIGHT IN THE EVALUATION	MINIMUM MARK TO TAKE AVERAGE
INDIVIDUAL ACTIVITIES		
WRITTEN TEST	40	5
ORAL TEST	45	5
REVIEW OF ACADEMIC ARTICLES / PRACTICAL ASSUMPTIONS	15	5

The date of completion of the three assessment tests will be January 23, 2024. The final recovery of the same will be on January 30, 2024.

The grades obtained in each of the assessment activities will be delivered to the students as soon as possible so that, if the case arises, they can prepare the reassessment at least 48 hours before it. Once received, you can request its review, which would be carried out in the hours allocated to tutorials prior to the final recovery.

In general, the tutorial spaces will be reserved to give space to doubts, not to the development of the agenda.

Copying or plagiarism implies a zero in the entire subject.

DATA OF INTEREST

The course is essentially professional, focused on student participation in theory and seminars. Consequently, attendance in person is mandatory.

When students do not attend a minimum of 80% of the teaching activities, it will not be possible to evaluate. For an absence to be considered excused, it must be documented. Only those derived from supervening force majeure such as illness or similar situations that prevent them from attending teaching activities can be justified absences. Carrying out another formative activity of the degree may be considered an excused absence if previously accepted by the teaching staff responsible for the subject.

Classes start on time. Entry into class is not allowed once it has started, nor is it allowed to leave early after it has finished.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
A1 - Team written work with individual qualification (Continuous evaluation modality)	35%	0	0	10, 3, 4, 1, 5, 16, 43, 8, 39, 42, 37, 41, 36, 38, 40, 22, 15, 11, 14, 12, 13, 18, 24, 31, 19, 20, 21, 23, 30, 25, 26, 27, 28, 29, 32, 33, 35, 34, 7, 45, 9, 44
A2 - Oral presentation of the work: defense of the mediation proposal (individual and oral)	25%	0	0	10, 41, 17, 24, 30, 31, 27, 29, 45, 9, 44
A3 - Practical evidence of the most relevant contents (individual and written)	40%	0	0	2, 6, 43, 41, 36, 15, 17, 18, 24, 23, 30, 31, 45

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Software

- This subject does not require specific software.