

## Mediation Strategies

Code: 101637  
ECTS Credits: 6

**2025/2026**

Degree	Type	Year
Social Education	OT	3
Social Education	OT	4
Education Studies	OT	4
Early Childhood Education	OT	4
Primary Education	OT	4

## Contact

Name: José Ramón Tello Sánchez  
Email: jose.tello@uab.cat

## Teaching groups languages

You can view this information at the [end](#) of this document.

## Prerequisites

- The course will be taught with consideration of the Sustainable Development Goals perspective.

## 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 participation of the public from the perspective of the administration: models and devices.
35. 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.
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:

### 1. Analysis elements.

- The conflict from a family perspective:

### 1. 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.

## Activities and Methodology

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

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.

## Assessment

### Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
A1 - Team written work, with individual qualification	35%	0	0	10, 3, 4, 1, 5, 16, 43, 8, 39, 42, 37, 41, 36, 38, 40, 22, 15, 11, 14, 12, 13, 31, 24, 18, 20, 19, 21, 23, 30, 26, 25, 27, 28, 29, 32, 33, 34, 35, 7, 45, 9, 44

A2 - Group oral presentation: defense of the mediation proposal (individual grades).	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, 24, 18, 23, 30, 31, 45

### General criteria for continuous and single assessment

This course is essentially professional in nature and focuses on the active participation of students in both theoretical and practical sessions. Therefore, attendance is mandatory in both assessment modalities: continuous and single.

To pass the course, students must:

- Submit all required assessment tasks.
- Obtain a minimum grade of 5 out of 10 in each of the assessment activities.

The final grade will only be calculated if these requirements are met. If not, it will be considered "not assessable".

Students must attend a minimum of 80% of teaching activities. Otherwise, students will have to go directly to make up. Only duly documented absences due to illness or other force majeure situations will be considered justified.

This course is not suitable for students who regularly need to leave before the session ends. Classes start on time and no late entry or early departure is permitted.

Copying or plagiarism implies a failing grade for the entire subject. The works go through the URKUND anti-plagiarism detection system.

In this subject, the use of Artificial Intelligence (AI) technologies is not allowed in any of its phases. Any work that includes fragments generated with AI will be considered a lack of academic honesty and may lead to a partial or total penalty in the grade of the activity, or greater sanctions in serious cases.

The teaching methodology and assessment system may be adapted due to public health restrictions or organizational needs.

To pass this subject, the student must demonstrate good general communication skills, both orally and in writing, and a good command of the language or languages included in the teaching guide. In all activities (individual and group), linguistic correctness, writing and formal aspects of presentation will therefore be taken into account. Students must be able to express themselves fluently and correctly and must show a high degree of understanding of academic texts. An activity may be returned (not assessed) or suspended if the teacher considers that it does not meet these requirements.

This subject does not require a summary test for students enrolling for the second time.

### Continuous assessment

The course will be assessed throughout the semester via the following activities:

Assessment Tasks (Individual Grades)	Weight	Minimum grade to average
Evidence 3: CONTENT TEST	40%	5
Evidence 2: ORAL PRESENTATION	25%	5

- Both the oral presentation and group project may result in different grades for each group member, based on participation, self-assessment, peer evaluation, and instructor assessment.
- Attendance is mandatory for all group members on the day of the presentation.
- Oral presentations will be assigned by lottery at the beginning of the course, will not begin before the second block, and will follow a schedule adjusted to organisational needs and the size of the class.
- The written report must be submitted no later than two days after the oral presentation. For example, if the presentation is on 2 December 2025, the deadline for submission will be 4 December 2025.
- The content test will take place on 9 December 2025, provided that student volume and logistics allow. The schedule will be aligned with the course timetable, subject to the same organisational considerations.

### Reassessment

- Reassessment of Evidence 1 will take place on 16 December 2025, and may not involve the whole group.
- Reassessment of Evidences 2 and 3 will take place on 27 January 2026.
- If any group member fails Evidence 2, they must complete an individual and full reassessment of the task.
- Only students who have previously completed the original assessment task will be eligible for reassessment.
- Reassessment cannot be used to raise the final grade, and the maximum grade obtainable is 5.

### Single assessment

Students opting for the single assessment will complete all tasks in a single session:

Individual Task	Weight	Minimum grade to average
WRITTEN EXAMEN	30%	5
ORAL EXAM	35%	5
DESIGN OF A MEDIATION PROGRAM	20%	5
REVIEW OF AN ARTICLE/PRACTICAL CASE STUDY	15%	5

- All tasks will be carried out on 9 December 2025, if allowed by class size and logistics. Scheduling will follow the same organizational criteria as the continuous assessment.
- Only students who have completed all assessment activities will be allowed to take the reassessment.
- Reassessment cannot be used to increase the grade, and the maximum grade obtainable is 5.
- Reassessment of all three tasks will take place on 27 January 2026, with specific scheduling subject to organizational needs.

### Communication of grades and tutorials

- The grades will be communicated to students within 20 days after the evaluation, always guaranteeing a minimum margin of 48 hours before any retake, if applicable.

- Students may request a review of their grades within the designated tutorial hours, by email request to the instructor.
- Tutorials will be primarily dedicated to specific questions and clarifications, not to revisiting course content.

#### Additional considerations

- Communication with the teaching staff must be carried out exclusively by email, not through the virtual campus.
- Late submissions of assignments or activities will not be accepted.
- Any changes to the schedule will be communicated in advance and carried out only if organizational conditions allow.

## **Bibliography**

Alzate, F., & Castañeda, J. (2020). Mediación pedagógica. *Revista Electrónica Educare*, 24(1).

Armada, I. (2023). Mediació, conflictes i salut: el paper del llenguatge i la comunicació. *Llengua, Societat i Comunicació*. <https://doi.org/10.1344/lsc-2023.21.7>

Arrizabalaga Crespo, C., Aierbe Barandiaran, A., & Medrano Samaniego, C. (2024). Usos de Internet y mediación parental en adolescentes hiperactivos. *Revista Latina de Comunicación Social*, 65. <https://doi.org/10.4185/rllcs-2010-1077>

Ayora, L., & Casado, C. (2017). La mediación penal a Catalunya en l'àmbit d'adults i de menors: anàlisi de la situació i propostes de millora. *Centre d'Estudis Jurídics i Formació Especialitzada*.

Bisquerra, R. (2008). *Educación para la ciudadanía y convivencia: El enfoque de la educación emocional*. Wolters Kluwer.

Blanco, S. Y., Contreras, A. M., Contreras, H. T., Fajardo, E., & Céspedes, N. E. (2020). La mediación escolar rural y su potencial en el fomento de la mediación policial. *Revista Boletín Redipe*, 9(10). <https://doi.org/10.36260/rbr.v9i10.1090>

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

Boueri, S., & Salazar, M. (2004). Aportaciones teóricas para el abordaje del conflicto y los medios alternativos de resolución con especial énfasis en la mediación. *Cenipe*, 23, 159-191.

Casado Casado, L. (2023). L'oportunitat de la mediació com a mecanisme d'obertura i flexibilitat del procediment administratiu en el context d'una Administració pública relacional. *Revista Catalana de Dret Públic*, 67. <https://doi.org/10.58992/rcdp.i67.2023.4117>

CEFJE. (2012). La reincidència en el programa de mediació i reparació de menors. *Butlletí Justícia*, 52.

Chávez, H., Torres, J., & Cadenillas, V. (2021). La mediación en el acompañamiento de estudiantes y padres de familia en un contexto digital. *Revista Innova Educación*, 3(2). <https://doi.org/10.35622/j.rie.2021.02.003>

Conforti, F. (2010). Comentando el libro *Transformación de conflictos*. *Pequeño manual de uso* de John Paul Lederach. [Versión digital].

Díaz-Jiménez, R. M., Yerga-Míguez, M. D., & Serrato-Calero, M. M. (2021). Mediation, disability and social work: A systematized review. *Alternativas*, 28(2). <https://doi.org/10.14198/ALTERN2021.28.2.07>



- Ferrari Rebull, A., & Panchón Iglesias, C. (2006). La mediación en problemas de convivencia familiar. *Temps d'Educació*, 31, 67-84. <http://www.raco.cat/index.php/TempsEducacio/article/view/126446/176901>
- Figueras, C. (2023). Emocions i empatia en la mediación. *Llengua, Societat i Comunicació*. <https://doi.org/10.1344/lsc-2023.21.5>
- Galtung, J. (1998). *Tras la violencia, 3R: Reconstrucción, reconciliación, resolución*. Bakeaz.
- Godoy Gálvez, M. H., Cortes Veliz, J., Espinoza Vásquez, R., & Rengifo Oyarce, M. (2021). Diez reflexiones sobre mediación pedagógica. *Revista Infancia, Educación y Aprendizaje*, 7(2). <https://doi.org/10.22370/ieya.2021.7.2.2886>
- Huang, C. C., Tu, B., Zhang, H., & Huang, J. (2022). Mindfulness practice and job performance in social workers: Mediation effect of work engagement. *International Journal of Environmental Research and Public Health*, 19(17). <https://doi.org/10.3390/ijerph191710739>
- Jiménez Suárez, B. A. (2020). Mediación y trabajo social: Dos conceptos que van de la mano. *Trabajo Social Hoy*, 89. <https://doi.org/10.12960/tsh.2020.0002>
- Lederach, J. P. (1996). El proceso de mediar en conflicto. *Aula de Innovación Educativa*, 63, 79-80.
- Martínez Seijas, D. M. (2020). La mediación como estrategia de resolución de conflictos pacífica en el ámbito escolar. *Revista EDUCARE - UPEL-IPB - Segunda Nueva Etapa*, 24(1). <https://doi.org/10.46498/reduipb.v24i1.1276>
- Martínez, O., Steffens, E. J., Ojeda, D. C., & Hernández, H. G. (2018). Estrategias pedagógicas aplicadas a la educación con mediación virtual para la generación del conocimiento global. *Formación Universitaria*, 11(5). <https://doi.org/10.4067/s0718-50062018000500011>
- Mayer, B. S. (2008). *Más allá de la neutralidad: Cómo superar la crisis de la resolución de conflictos*. Gedisa.
- Merino, M. T. (2021). La mediación escolar: Alternativa para la resolución de conflictos. *Revista Cognosis*, 6 (2). <https://doi.org/10.33936/cognosis.v6i2.2669>
- Moreira, M. A. (2017). Aprendizaje significativo como un referente para la organización de la enseñanza. *Archivos de Ciencias de la Educación*, 11(12). <https://doi.org/10.24215/23468866e029>
- Munné, M., et al. (2006). *Els 10 principis de la cultura de mediación*. Ed. Graó.
- Orbegoso, L. A., & Ledesma Pérez, F. E. (2023). Saberes previos, mediación pedagógica y aprendizaje en la gestión de la educación universitaria. *Regunt*, 2(1). <https://doi.org/10.18050/regunt.v2i1.02>
- Ordellin, J. L. (2021). El uso de la inteligencia artificial en la mediación: ¿Quimera o realidad? *Revista IUS*, 15 (48). <https://doi.org/10.35487/rius.v15i48.2021.707>
- Pérez-Sánchez, R., & Brenes-Peralta, C. (2022). Efectos de la mediación parental, habilidades digitales, género y condición socioeconómica en el uso de internet en niñas, niños y adolescentes. *Revista Electrónica Educare*, 26(1). <https://doi.org/10.15359/ree.26-1.1>
- Rebollo, S. (2022). Provención, prevención y solución del conflicto humano desde las prácticas restaurativas. *Familia. Revista de Ciencia y Orientación Familiar*, 60. <https://doi.org/10.36576/2660-9525.60.89>
- Rubio, L., & Nogués, M. (2017). Interpretación o mediación intercultural? El caso de los usuarios magribins de los servicios públicos de salud. *Quaderns*, 24.
- Soto Carrillo, J. A., & Navia Antezana, C. S. (2022). Taller de reflexión narrativa para desarrollar herramientas ante conflictos y violencias escolares. *Journal de Comunicación Social*, 15. <https://doi.org/10.35319/jcomsoc.2023151269>

Torrego, J. C. (Coord.). (2000). *Mediación de conflictos en instituciones educativas: Manual para la formación de mediadores*. Narcea.

Ury, W. L. (2005). *Alcanzar la paz: Resolución de conflictos y mediación en la familia, el trabajo y el mundo*. Paidós.

Verge, I. (2023). Espai Avan: Un model de mediació situada en contextos rurals i perifèrics. *Kult-ur*, 10(20). <https://doi.org/10.6035/kult-ur.7162>

Villanueva, L., Usó, I., & Adrián, J. E. (2023). Los programas de mediación entre iguales: Una herramienta eficaz para la convivencia escolar. *Apuntes de Psicología*, 31(2). <https://doi.org/10.55414/ap.v31i2.319>

Vinyamata, E. (2001). *Conflictología: Curso de resolución de conflictos*. Ariel.

Vinyamata, E. (Coord.). (2004). *Guerra y paz en el trabajo*. Tirant lo Blanch.

Viola Demestre, I. (2023). La mediació dels conflictes en l'habitatge: De l'accés i les relacions de veïnatge a la seva sostenibilitat. *Llengua, Societat i Comunicació*. <https://doi.org/10.1344/lsc-2023.21.8>

Wagner, B., & Koob, C. (2022). The relationship between leader-member exchange and work engagement in social work: A mediation analysis of job resources. *Heliyon*, 8(1). <https://doi.org/10.1016/j.heliyon.2022.e08793>

## Software

- This subject does not require specific software.

## Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(TE) Theory	4	Catalan	first semester	morning-mixed