

Degree programme	Type	Course
Social Education	OP	3
Social Education	OP	4
Education Studies	OP	4
Early Childhood Education	OP	4
Primary Education	OP	4

Contact lecturer

Name : Jose Tello Sánchez

Email : jose.tello@uab.cat

Prerequisites

There are no specific prerequisites. Teaching in this course will incorporate the perspective of the Sustainable Development Goals, especially in relation to coexistence, inclusion, justice and the peaceful management of conflicts.

Group languages

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

Objectives

The main learning objectives are:

1. To understand the concepts of conflict, positive conflict management, mediation, negotiation, conflict prevention and restorative culture.
2. To analyse conflict situations by identifying parties, positions, interests, needs, emotions, power imbalances and contextual factors.
3. To understand the main models, stages, principles, techniques and areas of mediation, as well as its ethical, professional and institutional limits.
4. To apply communication skills and mediation intervention criteria in case analysis and in simulated professional situations.

Learning outcomes

1. Understand the factors that affect drug addiction and prevention and harm reduction programs.
2. Analyse socio-cultural and community development experiences and projects from the perspective of different theoretical paradigms.
3. Understand the basic legislation that encompasses social and community education.
4. Understand the theoretical and methodological foundations of health education.
5. Know the main lines of intervention in health education.
6. Promote coexistence, resolve discipline problems and contribute to peaceful conflict resolution.

7. Identifying, describing and analysing didactic models, strategies and curricular material on political culture and civic culture.
8. Evaluate policies and programs derived from the same concerning education for development.
9. Design actions to implement education for development.
10. 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.
11. 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.
12. Proposing strategies for exercising, compensating or minimising the weaknesses related to socio-emotional skills.
13. Proposing strategies for exercising, compensating or minimising the weaknesses related to socio-emotional skills.
14. Proposing strategies for exercising, compensating or minimising the weaknesses related to socio-emotional skills.
15. Understand the main features of mental illness.
16. Analyse different types of communities and the main characteristics that define and shape them.
17. Understand the basic concept and the main methodologies and techniques of socio-cultural and community development.
18. Analyse and apply critical reasoning to the understanding of representative versus participatory democracy. Understand power, government and governance.
19. 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.
20. 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.
21. 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.
22. Design health education programs.
23. Design socio-cultural promotion and community development activities, programs and projects.
24. Design and develop participatory processes in social and community education.
25. Apply participatory techniques: Participatory Action Research (PAR), to community diagnosis.
26. Develop professional functions tailored to different social and community situations in ways that encourage the empowerment of the participants.
27. Understand existing research on socio-cultural and community development.
28. Analyse and apply the contributions of history, geography and social science to the teaching of human rights.
29. Apply systemic thinking to analysis of environmental problems and issues.
30. Recognising the different sustainability models in educational proposals.
31. Being able to establish links between environmental knowledge and actions and sustainable consumption.
32. Incorporating into their analyses the contextual references needed, linked to specific problems and proposals about education for development.
33. Maintaining an attitude of respect for practices and types of behaviour that address fairness and inclusion.
34. Working in multidisciplinary teams, developing processes of social/community education.
35. 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.
36. Understand the theoretical frameworks that enable sustainable development and responsible actions to assess individual and collective responsibility for achieving a sustainable future.
37. 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.
38. Explain the explicit or implicit code of practice of one's own area of knowledge.
39. 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.
40. Propose new experience-based methods or alternative solutions.

41. Critically analyse the principles, values and procedures that govern the exercise of the profession.
42. Consider how gender stereotypes and roles impinge on the exercise of the profession.
43. Propose viable projects and actions to boost social, economic and environmental benefits.
44. 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.
45. Propose projects and actions that incorporate the gender perspective.
46. Communicate using language that is not sexist or discriminatory.
47. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
48. Propose new methods or well-founded alternative solutions.

Contents

Block 1. Conflict, positive conflict management and mediation culture

- Concept of conflict: definitions, typologies, origin, stages and structure.
- Differences between problem, conflict, dispute and violence.
- Positions, interests and needs in conflict analysis.
- Personal, relational, emotional, social and institutional factors.
- Power imbalances, conflict management styles and obstacles to conflict management.
- Positive conflict management, conflict provvention, prevention and mediation culture.

Block 2. Mediation, negotiation and intervention models

- Differences between negotiation, conciliation, arbitration and mediation.
- Mediation: definition, principles, characteristics, aims and limits.
- Voluntariness, confidentiality, impartiality, neutrality, equity and co-responsibility.
- Suitability of mediation and criteria for referral or non-intervention.
- Competitive and cooperative negotiation.
- Mediation models: Harvard, circular-narrative and transformative.
- Restorative approach, reparation of harm and reconstruction of relationships.

Block 3. Communication skills, mediator role and professional simulation

- Role of the mediator: functions, limits and responsibilities.
- Active listening, open questions, reframing, clarification, legitimisation and summarising.
- Verbal and non-verbal communication.
- Emotional management and containment of conflict escalation.
- Case analysis, design of mediation scenes and professional decision-making.
- Brief simulation of a mediation or conflict management scene.
- Technical observation, formative peer assessment and reflection on the professional role.

Block 4. Areas, contexts and professional limits of mediation

- Mediation in educational and socio-educational contexts.
- School, family, community, intercultural, organisational and restorative mediation.
- Conflicts related to coexistence, sociocultural diversity, gender, vulnerability and institutional relations.
- Legal and institutional framework of mediation.
- Resources, services and referral pathways.
- Professional ethics, ethical dilemmas and limits of mediation.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Face-to-face activity	45	1.8	1, 17, 23, 26, 27, 28, 32, 33
Autonomous activity	75	3	1, 16, 17, 23, 24

Supervised activity	30	1.2	17, 23, 24, 26, 27
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The teaching and learning process will take place in the classroom through lectures, case analysis, practical activities, cooperative work, simulations, technical observation and individual reflection, with the active participation of students.

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	Weight	Hours	ECTS	Learning outcomes
EV3 - Technical observation, formative peer assessment and individual reflection on the mediation process	15%	0	0	1, 10, 16, 17, 23, 24, 26, 27, 29, 32, 33
EV2 - Professional simulation of a mediation or conflict management scene	45%	0	0	1, 16, 17, 18, 19, 20, 21, 22, 25, 26, 28, 30, 31
EV1 - Individual applied test on contents, cases and learning developed in class	40%	0	0	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48

General criteria for continuous and single assessment

The course is professionally oriented and based on the active participation of students in theoretical, practical and simulation sessions. For this reason, attendance is compulsory in both assessment modalities: continuous assessment and single assessment.

To pass the course, students must:

1. Submit all assessment evidence.
2. Obtain a minimum grade of 5 in each item of assessment evidence.
3. Attend at least 80% of the sessions.

The final grade will only be calculated if these requirements are met; otherwise, it will be considered no assessable. If any item of assessment evidence receives a grade below 5, the course cannot be passed, even if the weighted average is equal to or higher than 5.

Only absences duly documented due to illness, force majeure or other unexpected circumstances accepted by the teaching staff will be considered justified. Assessment evidence must be completed on the established dates. No submission or activity will be accepted after the indicated date and time, except in duly justified situations accepted by the teaching staff.

To access retake for an item of assessment evidence, students must have previously completed the corresponding ordinary assessment activity. Students who do not complete an item of assessment evidence in the ordinary assessment period will not be able to recover it later, except in duly justified cases accepted in accordance with current academic regulations.

Retake may not be used to improve a grade and, under no circumstances, may a grade higher than 5 be obtained in the reassessed item of evidence.

In this course, generative Artificial Intelligence technologies may be used exclusively as support tools for

preliminary information searches, language correction and text translation. They may not be used to generate, either wholly or partially, assessment answers, case analyses, simulation scripts, intervention proposals, personal reflections or oral presentations. Students must disclose any use of these tools, specify the technology used and state its purpose. Students remain fully responsible for the accuracy, quality, authorship and appropriateness of the submitted content. Unauthorised or undisclosed use of generative AI in an assessed activity will be considered a breach of academic integrity and will result in a grade of 0 for the affected assessment evidence. In cases of repeated or particularly serious misconduct, the measures established in the university's current academic regulations will apply. The use of Artificial Intelligence tools is not permitted during written tests, oral assessments or assessed simulations, unless expressly authorised by the teaching staff.

To pass the course, students must demonstrate adequate communicative competence, both orally and in writing, and a good command of the teaching language or languages of the course. Linguistic accuracy, clarity of expression and formal presentation will be taken into account in all activities.

This course does not include a synthesis test for students enrolling for the second time.

The dates indicated in this course guide correspond to the planned schedule of the course and to the assessment calendar established by the faculty. Any necessary adjustment for organisational reasons will be communicated to students in advance.

Continuous assessment

Continuous assessment will be carried out throughout the course through the following items of evidence:

Continuous assessment activities / Weight / Minimum grade

EV1. Individual applied test on contents, cases and learning developed in class /	40% /	5
EV2. Professional simulation of a mediation or conflict management scene /	45% /	5
EV3. Technical observation, formative peer assessment and individual reflection on the mediation process /	15% /	5

EV1 will consist of an individual written test aimed at assessing the applied understanding of the course contents, case analysis and the justification of mediation decisions.

EV2 will consist of the design and development of a professional mediation or conflict management scene. The grade will be group-based, with individual adjustments when necessary, depending on the role performed, effective participation and the evidence observed during the activity.

EV3 will consist of an individual activity involving technical observation, formative peer assessment and reflection on the simulations developed in class.

Attendance of all group members is compulsory in the simulation sessions linked to EV2 and EV3. In the event of a duly justified absence, the teaching staff may establish an equivalent alternative activity.

Planned dates for continuous assessment evidence

- EV2. Professional simulation of a mediation or conflict management scene: 13 and 20 October 2026.
- Submission of the EV2 preparation sheet: 5 October 2026.
- EV1. Individual applied test: 12 January 2027.
- EV3. Technical observation, formative peer assessment and individual reflection: 27 October 2026.

Retake of continuous assessment

Retake of failed assessment evidence will take place on 26 January 2027, depending on the pending item of evidence and the criteria established in this course guide.

Retake of EV1 may be carried out through a new individual applied test.

Retake of EV2 may be carried out through an equivalent individual activity, determined by the teaching staff. This activity may consist of the analysis and resolution of a practical case, an individual oral defence, an individual simulation or a technical mediation intervention proposal based on a case.

Retake of EV3 may be carried out through a new individual activity involving observation, analysis and technical reflection on a mediation or conflict management process.

Single assessment

Single assessment is intended for students who request this assessment modality in accordance with the procedures established by the university.

This modality does not modify the face-to-face, practical and professionally oriented nature of the course, nor does it exempt students from compulsory attendance at the established sessions. Students who opt for single assessment must also attend at least 80% of the sessions.

Single assessment will maintain the same weighting, the same level of demand and the same general passing criteria as continuous assessment, but will adapt the format of the evidence to an individual, applied and competency-based modality.

Single assessment does not consist of a single written test, but of the completion, on the same date, of three differentiated items of evidence:

Single assessment activities / Weight / Minimum grade

EV1. Individual applied test on course contents, cases and learning / 40% / 5

EV2. Individual oral defence of a mediation or conflict management case / 45% / 5

EV3. Technical analysis and individual reflection on a mediation case or scene / 15% / 5

EV1 will consist of a written test aimed at assessing the applied understanding of the course contents.

EV2 will consist of an individual oral defence of a practical case proposed by the teaching staff. Students must analyse the case and justify a possible mediation intervention, taking into account the professional role, communication skills, emotional management, power imbalances, ethical limits and the suitability or unsuitability of mediation.

EV3 will consist of an individual technical analysis and reflection activity on a mediation case or scene proposed by the teaching staff.

The three items of single assessment evidence will take place on 12 January 2027, at the time determined by the teaching staff according to organisational needs.

To pass single assessment, students must obtain a minimum grade of 5 in each of the three items of evidence.

Retake of single assessment will take place on 26 January 2027. To access retake for an item of single assessment evidence, students must have previously completed the corresponding ordinary assessment activity. Retake will maintain the individual, applied and competency-based nature of the ordinary evidence, and may include a written test, oral defence and/or technical case analysis, depending on the failed item of evidence.

Communication of grades and tutorials

Grades will be communicated to students within the period established by current regulations, ensuring, where applicable, a minimum interval of 48 hours before retake.

Students may request a review of their grades during the assigned tutorial hours, by prior request via email to the teaching staff.

Tutorials will be mainly devoted to resolving specific questions, not to developing class contents.

Communication with the teaching staff will take place through institutional email.

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Software

This course does not require any specific software.

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TE) Theory	4	Catalan	first semester	morning-mixed