

Postgraduate Certificate

Conflict Phases and Resolution in the Classroom





Postgraduate Certificate Conflict Phases and Resolution in the Classroom

- » Modality: online
- » Duration: 12 weeks
- » Certificate: TECH Global University
- » Credits: 12 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitute.com/us/education/postgraduate-certificate/conflict-phases-resolution-classroom

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01

Introduction

Knowing how classroom conflicts begin and evolve is the way to prevent negative flows and unwanted movements around interactions. Prepared teachers will be able to exercise positive control of complicated situations with the necessary foresight to turn each one into an opportunity for growth and learning.



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Intervening at the appropriate stages of the conflict can mean the difference between success or failure in bringing the situation to a point of encounter” This Postgraduate Certificate will give you all the tools you need”

This program offers a comprehensive view of conflict resolution in the classroom, as well as successful models of approach, providing tools, experiences and advances in this field, which have also been guaranteed by the program's faculty, as all of them work in this field. Each teacher will learn, based on professional experience as well as evidence-based pedagogy, which makes this program more effective and accurate.

The skills that a mediator possesses are the same as those that the teacher can develop, serving as a mediator between students and the learning process; their intention would be to facilitate the learning process so that students achieve their objectives. Mediation in the educational system is emerging, capable of strengthening, both in teachers and students, a positive point of improvement so the result is to allow both academic and human learning of the relationships that are established in this environment.

The perspective from the emerging educational paradigm must be inclusive and based on a biopsychosocial model that contemplates attention to diversity from a comprehensive approach aimed at the entire educational community.

Teachers, at all educational stages, and related professionals in both the educational and socio-health fields need to know the characteristics of these students, know how to identify their needs and have the knowledge and tools to intervene at a personal, socio-familial and, above all, educational level.

This Postgraduate Certificate responds to the demand for continued specialization of educational agents and is aimed primarily at kindergarten, primary, secondary and post-compulsory education teachers. With this educational course, teachers will acquire the skills to manage conflict situations in the classroom and diversity in the context of education, adjust the plans of attention to diversity and the educational projects of the centers, as well as to be able to design a mediation plan in the educational center.

This **Postgraduate Certificate in Conflict Phases and Resolution in the Classroom** contains the most complete and up-to-date educational program on the market. The most important features include:

- » The latest technology in online teaching software
- » Intensely visual teaching system, supported by graphic and schematic contents, easy to assimilate and understand
- » Practical cases presented by practising experts
- » State-of-the-art interactive video systems
- » Teaching supported by telepractice
- » Continuous updating and recycling systems
- » Autonomous learning: full compatibility with other occupations
- » Practical exercises for self-evaluation and learning verification
- » Support groups and educational synergies: questions to the expert, debate and knowledge forums
- » Communication with the teacher and individual reflection work
- » Content that is accessible from any fixed or portable device with an Internet connection
- » Supplementary documentation databases are permanently available, even after the program



A proprietary, highly skilled Postgraduate Certificate that will propel you to the highest level of competitiveness in the teaching market”

“

A practical and realistic program that will provide you with the tools you require to help your students, school staff and families, move forward from conflicts in a positive and enriching way”

Our teaching staff is made up of working professionals. In this way TECH ensures that it delivers the educational update that it aims to. A multidisciplinary team of professors experienced in different environments, who will develop the theoretical knowledge in an efficient way, but above all, will bring their practical knowledge from their own experience to the program: one of the differential qualities of this program.

The efficiency of the methodological design of this master's degree, enhances the student's understanding of the subject. Developed by a multidisciplinary team of e-learning experts, it integrates the latest advances in educational technology. In this way, you will be able to study with a range of comfortable and versatile multimedia tools that will give you the operability you need in your specialization.

The design of this program is centered on: Problem-Based Learning: an approach that conceives learning as an eminently practical process. To achieve this remotely, telepractice will be used: with the help of an innovative system of interactive videos, and learning from an expert you will be able to acquire the knowledge as if you were facing the case you are learning at that moment. A concept that will make it possible to integrate and fix learning in a more realistic and permanent way.

We are not satisfied with just theory: we bring you the most practical and competent expertise.

A contextualized and real educational program that will allow you to put your learning into practice through new skills.



02

Objectives

During this Postgraduate Certificate, students will be able to delve into the knowledge necessary for the achievement of their objectives and the completion of the program will maintain the level of demand required by today's professionals.





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You will learn to recognize the stages of conflict development to create an appropriate and timely intervention”



General Objectives

- » Identify students with characteristics that are compatible with behavioral and/or family difficulties and that may need mediation
- » Use main evaluation instruments, as well as criteria employed to complete the process of identifying specific educational needs that arise from educational variability and which may present behavioral problems
- » Manage techniques and strategies for educational intervention, in order to respond in different areas where there are behavioral problems in the classroom
- » Manage conflictive situations and maladaptive behavior in the classroom, and collaborate or promote integral programs and mediation plans within educational projects
- » Value the active role of teachers in conflict resolution and mediation in the educational context
- » Encourage habits and behaviors that promote coexistence at school
- » Sensitise students about their active role and involvement in the recognition, avoidance and control of coexistence conflicts in educational centers
- » Identify and confront problems that lead to intolerance and violence





Specific Objectives

- » Know the stages a conflict goes through
- » Learn how to set up phase transition aids
- » Learn the different ways to participate in a conflict
- » Learn to arbitrate and cooperate in conflicts



Grow as a professional in the educational field with the necessary skills to be an essential element in any educational center”

03

Course Management

Within the concept of a total quality program, TECH is proud to provide students with teaching staff of the highest level, chosen for their proven and varied experience in the educational field. Professionals from different areas and fields of expertise that make up a complete, multidisciplinary team. A unique opportunity to learn from the best.





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Put yourself in the hands of the best experts in Classroom Mediation and Conflict Resolution and make headway to the front line of your profession"

Management



Mr. Guardia, Enrique Alonso

- ♦ Avemarian Teacher
- ♦ Educational Coach
- ♦ Youth Technician
- ♦ Teacher-Trainer in Active Teaching and Humor, at CEP, and in Provincial Council. Granada, Spain
- ♦ Hospital Clown
- ♦ Conference Speaker
- ♦ Social Entrepreneur
- ♦ Community Manager
- ♦ Researcher, University of Granada - Hum727

Professors

Ms. Alonso Guardia, María Isabel

- » Early Childhood Education Teacher at the Compañía de María School
- » Primary Education and Therapeutic Pedagogy Teacher
- » Junior Technician
- » International Cooperating Partner

Mr. Pérez de la Blanca Rodríguez-Contreras, José

- » Early Childhood Teacher
- » Cultural Manager
- » Representative
- » Drama teacher
- » Teacher-Trainer in Active Teaching
- » Facilitator. Hospital Clown
- » PhD. in Psychology from the University of Granada and CEO of Neuromindset



04

Structure and Content

The contents of this Postgraduate Certificate in Conflict Phases and Resolution in the Classroom are based on the current skills required by educational institutions, therefore the content of this agenda seeks to strengthen the weaknesses of professional educators and update their knowledge with the most complete and up-to-date information.





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A high-level teaching program that will allow you to apply the new concepts and strategies from the very first moment, thanks to its practical and contextual approach”

Module 1. Conflict Phases

- 1.1. Disagreement
 - 1.1.1. Beginning of the Conflict, Possible Causes
 - 1.1.2. The Problem Concerns Both
 - 1.1.3. Conflict Comes First
- 1.2. Personal Adversity
 - 1.2.1. Blame and Reasons
 - 1.2.2. People Come First
- 1.3. Mediation between Both Sides
 - 1.3.1. Rights within a Dispute
 - 1.3.2. Responsibilities within a Dispute
- 1.4. The Background, Just the Tip of the Iceberg
 - 1.4.1. External Agents
 - 1.4.2. Attitude toward External Agents
 - 1.4.3. What is Really Happening Here?
- 1.5. What Can Each Party Do?
 - 1.5.1. Proposed Solutions
 - 1.5.2. Strengths, Threats, Weaknesses and Opportunities
- 1.6. New Developments in Each Party's View
 - 1.6.1. Putting Oneself in the Other's Shoes
 - 1.6.2. Lateral Thinking
 - 1.6.3. Thinking Patterns
- 1.7. Fitting in New Proposals
 - 1.7.1. Feelings About Proposals
 - 1.7.2. Strategies to Fit Them In
- 1.8. Ending the Conflict
 - 1.8.1. What Does Ending a Conflict Involve?
 - 1.8.2. Why Ending Conflicts is Important





- 1.9. Restoring Pain
 - 1.9.1. Introduction
 - 1.9.2. How Long Does Love/ Hate Last?
 - 1.9.3. I Still Have Reasons to Hate
 - 1.9.4. Lights in the "Winter"
- 1.10. Erase Prejudices, Continue to Build
 - 1.10.1. Introduction
 - 1.10.2. How to Erase Prejudices
 - 1.10.3. New Ways to Relate
 - 1.10.4. New Ways to Communicate

Module 2. Dramatic Play: Role-Training in Conflict Resolution

- 2.1. The Group
 - 2.1.1. What is a Group?
 - 2.1.1.1. Groups on Social Media
 - 2.1.2. Group Dynamics
 - 2.1.2.1. Participation Methods
 - 2.1.2.2. Group Characteristics
 - 2.1.2.3. Interrelation in School Groups
 - 2.1.3. When Are Students Considered as Group?
 - 2.1.3.1. Group Elements
 - 2.1.4. Group Operation
 - 2.1.4.1. How Do We Know When a Group Works?
 - 2.1.4.2. Group-Class Roles
 - 2.1.5. Conclusions
- 2.2. Group Dynamics, What Are They?
 - 2.2.1. Etymological Definition
 - 2.2.2. Objectives
 - 2.2.3. Group Dynamic Laws
 - 2.2.4. Factors
 - 2.2.5. Differences Between Play and Dynamics

- 2.2.6. Group Dynamic Techniques
 - 2.2.6.1. Technique Objectives
 - 2.2.6.2. Types of Techniques
 - 2.2.6.2.1. General and Specific Dynamics
 - 2.2.6.2.2. Role Playing
 - 2.2.6.2.3. Flash and Pause Technique
 - 2.2.6.2.4. Theater
 - 2.2.6.2.5. Radio-Theater
 - 2.2.6.2.6. Children's Literature and/or Dramatized Reading
 - 2.2.6.2.7. Forum Cinema
 - 2.2.6.2.8. Clown-Empathy
 - 2.2.6.2.9. Oppressed Cinema
 - 2.2.6.2.10. Group Work
 - 2.2.7. Piaget's Contributions to Teamwork
 - 2.2.8. Phases of Application of Group Dynamics Techniques
 - 2.2.9. Our Conclusions
- 2.3. Role Types in Conflicts
 - 2.3.1. Role Classification
 - 2.3.2. Where is Each Role Placed? Where Do We Mediate?
 - 2.3.3. Role Classification According to the Willingness of those Involved
 - 2.3.4. Classification by End of Conflict
 - 2.3.5. Possible Teacher Roles
 - 2.3.6. Role-Playing Technique
 - 2.3.6.1. Introduction and Definition of this Technique
 - 2.3.6.2. The 4 Phases of the Classical Model
 - 2.3.7. Our Conclusions
- 2.4. The Importance of Context. Changing Roles
 - 2.4.1. Johari Window
 - 2.4.2. Johari Window Modalities
 - 2.4.3. Positive Self-Concept, a Fundamental Educational Objective
 - 2.4.4. Self-Concept in Childhood
 - 2.4.5. Humor and Laughter as Tools for Building Confidence and Self-Esteem
 - 2.4.6. The Clown's Poetics
 - 2.4.7. Our Conclusions
- 2.5. Teacher's Role According to Their Participation
 - 2.5.1. Activities with a Predominant Role of the Educator
 - 2.5.2. Activities Involving Teacher-Student Participation
 - 2.5.3. Collaborative and Cooperative Activities
 - 2.5.4. A New Role for Teachers and Students
 - 2.5.5. Teachers in the Digital Era
 - 2.5.5.1. Digital Competencies
 - 2.5.5.2. Teacher Roles
 - 2.5.6. Our Conclusions
- 2.6. Dramatic Play as Conflict Resolution Training
 - 2.6.1. Dramatic Play Approach
 - 2.6.2. Dramatic Expression and Young People
 - 2.6.2.1. Aspects Involved in Dramatization
 - 2.6.3. Stages of Dramatic Aptitude
 - 2.6.4. Dramatic Techniques According to Students Age
 - 2.6.5. Symbolic Play as a Preamble to Dramatic Play in the Infant Stage
 - 2.6.5.1. From Spontaneous Symbolic Play to Dramatic Play in Schools
 - 2.6.6. Our Conclusions
- 2.7. Theater: Integrating Life Skills
 - 2.7.1. Introduction
 - 2.7.2. Game or Therapy?
 - 2.7.3. Theater as a Pedagogical Space
 - 2.7.3.1. Theater Practices and Dramatic Expression in an Educational Environment
 - 2.7.3.2. Creativity and Autonomy vs. Dependence
 - 2.7.4. Criteria Formulation, Statements and Organizing Principles of a Theater Experience
 - 2.7.5. Role Play vs. Dramatic Play
 - 2.7.6. Educational Foundations of Inclusive Theater
 - 2.7.7. Inclusive Principles: Adapt, Help, Support
 - 2.7.8. The Body and Movement as a Source of Expression and Communication for People with SEN
 - 2.7.9. Artistic Collectives as Mediators for Life
 - 2.7.10. Our Conclusions



- 2.8. Sense of Humor in Role Management
 - 2.8.1. Laughter, Our First Teacher
 - 2.8.1.1. Approaches to the Concept of Humor
 - 2.8.2. The Pedagogical Value of Humor (and Laughter)
 - 2.8.3. Positive Mood Functions
 - 2.8.3.1. Social and Educational Roles
 - 2.8.4. The Profile of the Cheerful, Positive and Fun Educator
 - 2.8.5. Barriers, Obstacles and Myths about the Use of Humor in Education
 - 2.8.6. Fundamental Skills as a Social Educator
- 2.9. Oppressed Theater as a Tool of Rediffusion in the Face of Conflict
 - 2.9.1. Relevant Theories: Origin and Evolution
 - 2.9.1.1. Augusto Boal and Jacobo Levy Moreno
 - 2.9.2. Theoretical Bases of Psychodrama and Sociodrama
 - 2.9.3. Analogs and Differences: Psychodrama, Sociodrama and Oppressed Theater
 - 2.9.3.1. Theater of the People and for the People
 - 2.9.3.2. Theater as a Language
 - 2.9.3.3. Theater as Discourse
 - 2.9.4. Theater, What For? Areas of Non-Conventional Theater
 - 2.9.5. Map of Applied Theater
 - 2.9.6. Express Representation Process



A unique, key, and decisive program to boost your professional development"

05

Methodology

This training program offers a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.





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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

At TECH Education School we use the Case Method

In a given situation, what should a professional do? Throughout the program students will be presented with multiple simulated cases based on real situations, where they will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method.

With TECH, educators can experience a learning methodology that is shaking the foundations of traditional universities around the world.



It is a technique that develops critical skills and prepares educators to make decisions, defend their arguments, and contrast opinions.

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Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”

The effectiveness of the method is justified by four fundamental achievements:

1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

Our University is the first in the world to combine case studies with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing cases.

Educators will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.



At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology we have trained more than 85,000 educators with unprecedented success in all specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by our learning system is 8.01, according to the highest international standards.



This program offers the best educational material, prepared with professionals in mind:



Study Material

All teaching material is produced by the specialist educators who teach the course, specifically for the course, so that the teaching content is really specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



Educational Techniques and Procedures on Video

TECH introduces students to the latest techniques, with the latest educational advances, and to the forefront of Education. All this, first-hand, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.



Interactive Summaries

The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises: so that they can see how they are achieving your goals.



Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.



06

Certificate

The Postgraduate Certificate in Conflict Phases and Resolution in the Classroom in Classroom guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Global University.



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Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork”

This program will allow you to obtain your **Postgraduate Certificate in Conflict Phases and Resolution in the Classroom** endorsed by **TECH Global University**, the world's largest online university.

TECH Global University is an official European University publicly recognized by the Government of Andorra ([official bulletin](#)). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

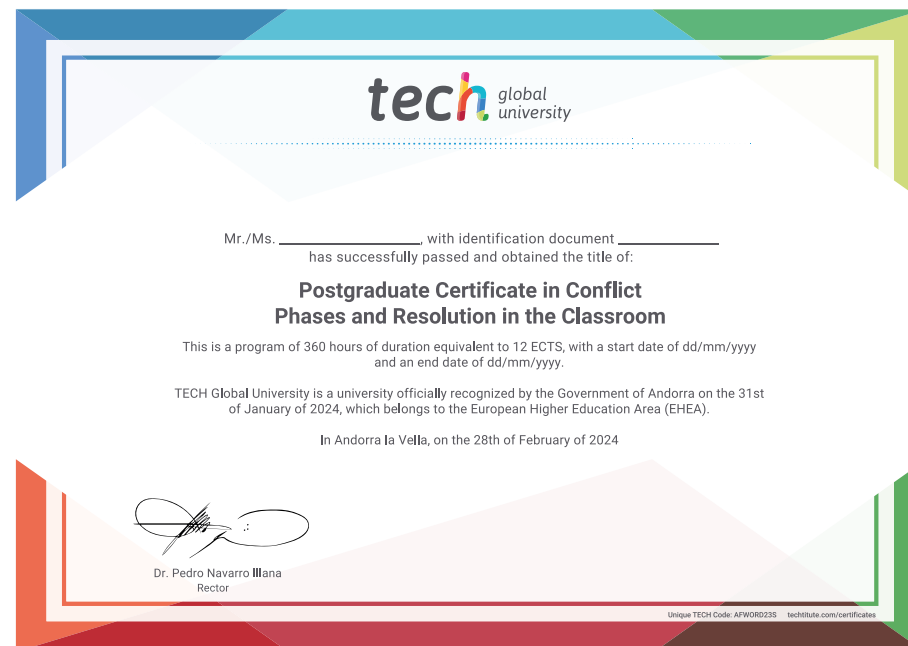
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Certificate in Conflict Phases and Resolution in the Classroom**

Modality: **online**

Duration: **12 weeks**

Accreditation: **12 ECTS**



future
health confidence people
education information tutors
guarantee accreditation teaching
institutions technology learning
community commitment
personalized service innovation
knowledge present
development language
virtual classroom



Postgraduate Certificate Conflict Phases and Resolution in the Classroom

- » Modality: online
- » Duration: 12 weeks
- » Certificate: TECH Global University
- » Credits: 12 ECTS
- » Schedule: at your own pace
- » Exams: online

Postgraduate Certificate

Conflict Phases and Resolution in the Classroom

