

# Postgraduate Diploma

## Classroom Manipulation, Roles and Conflict





## Postgraduate Diploma Classroom Manipulation, Roles and Conflict

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 18 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/us/education/postgraduate-diploma/postgraduate-diploma-classroom-manipulation-roles-conflict](http://www.techtute.com/us/education/postgraduate-diploma/postgraduate-diploma-classroom-manipulation-roles-conflict)

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# 01

# Introduction

There are many aspects of human interrelationships that professionals working with children and young people must deal with, to be able to intervene in conflictive situations in a proactive and enriching way. This type of approach requires knowledge of the tools that can be applied in the school context to manage conflicts proactively, efficiently and safely. This program covers all aspects for professionals to be able to incorporate theoretical and practical knowledge and become effective mediators, thereby making them figures of reference in the educational system.





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*Acquire the personal and professional tools you need to intervene in conflictive situations, and help classrooms thrive and grow emotionally and personally”*

This program offers a comprehensive view of classroom conflict resolution. An intensive study of the tools that teachers can apply to facilitate an appropriate classroom environment, through the review of real-life situations. It offers an integral vision of classroom conflict resolution, as well as of successful approach models, and provides tools, experiences and advances in the area that have been approved by a specialized teaching faculty, all of them practising professionals. Teachers will learn, based on professional experience and an approach centered on evidence-based educational practice.

The skills that a mediator possesses are the same skills that the teacher must cultivate, in order to serve as a vehicle between the student and the learning process. The teacher's intention should be to encourage and facilitate this process, in order for students to achieve their objectives. Mediation in the educational system is an emerging element that strengthens communicative development and support systems among teachers and students, and which brings improved academic learning and balanced human growth by contemplating the relationships established in that environment.

The perspective of a modern educational paradigm must be inclusive, and also based on a biopsychosocial model that contemplates attention to diversity from a comprehensive approach which is aimed at the entire educational community. Teachers at all educational stages, as well as other professionals in both the educational and socio-health fields, need to know the characteristics of different students, how to identify their needs, and possess the knowledge and tools that will allow them to intervene at a personal, socio-familial and, above all, educational level.

With this program, teachers will acquire skills with which to manage classroom conflict and diversity in the educational context, and adjust attention to diversity and educational projects in their schools, while it will also enable them to create mediation plans for these centers.

This **Postgraduate Diploma in in Classroom Manipulation, Roles and Conflict** offers the characteristics of a high-level teaching program which uses the latest educational technology. These are some of its most notable features:

- ♦ The latest technology in online teaching software
- ♦ A highly visual teaching system, supported by graphic and schematic contents that are 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
- ♦ Access to contents from any fixed or portable device with an internet connection
- ♦ Supplementary documentation databases are permanently available, even after the program



*A highly specialized Postgraduate Diploma that will propel you to an optimum level of competitiveness in teaching"*



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*Theory is simply not enough: we will give you the 'know-how' to act through practical and competent means”*

Our teaching staff is made up of working professionals. In this way, TECH fulfils its objectives in providing students with education that is up to date. A multidisciplinary and specialized teaching faculty with extensive experience in different environments, who will develop theoretical knowledge in an efficient way, and, above all, bring practical knowledge derived from their own experience to the course: one of the differential qualities of this program.

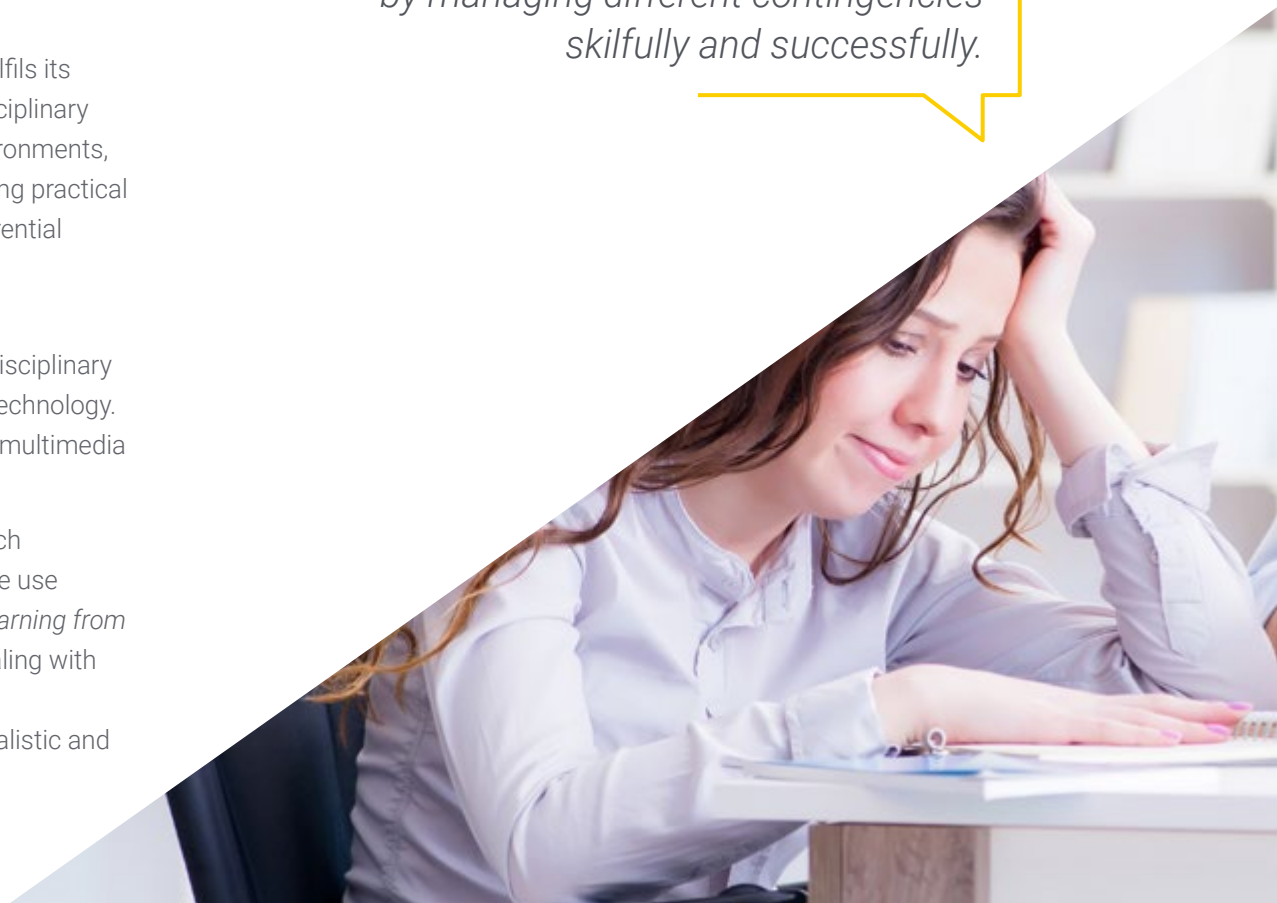
This mastery of the subject is complemented by the effectiveness of the methodological design of this Postgraduate Diploma. Developed by a multidisciplinary team of *e-Learning* experts, it integrates the latest advances in educational technology. This way, you will be able to study with a range of comfortable and versatile multimedia tools that will give you the operability you need to fulfil the program.

The design of this program is based on Problem-Based Learning: an approach that views learning as a highly practical process. To achieve this remotely, we use telepractice: with the help of an innovative interactive video system and a *Learning from an Expert* approach, you will be able to acquire knowledge as if you were dealing with the situation you are learning about.

A concept that will make it possible to integrate and fix learning in a more realistic and permanent way.

*A contextualized and authentic learning experience that will allow you to put your learning into practice through new skills and abilities.*

*Learn to make the classroom a place of development and growth, by managing different contingencies skilfully and successfully.*



# 02

# Objectives

Throughout this Postgraduate Diploma, you will be able to follow a comprehensive path that will enable you to accomplish your objectives progressively and consistently. The purpose of this program is to make goals attainable, while also maintaining a high level of motivation to encourage growth and improvement from start to finish.







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*You will learn to turn conflictive situations into a growth opportunity for the whole group"*



## General Objectives

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- ♦ Identify students with characteristics that are compatible with behavioral and/or family difficulties and that may need mediation
- ♦ Use main evaluation instruments and specific criteria to complete the process of identifying specific educational needs that arise as a result of educational variability, and which may present behavioral problems
- ♦ Manage techniques and strategies employed in educational intervention, and for orienting responses to different situations in which behavioral problems emerge 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

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### Module 1. Validate Emotions and Discover Basic Emotions

- ♦ Become aware of how my internal motivations govern my way of being and behaving in the classroom
- ♦ Become aware of how my past, influences my day-to-day. The backpack
- ♦ Learn to name what I need
- ♦ Learn to communicate what I need

### Module 2. Power Struggles Are a Maze

- ♦ Learn to identify my manipulative behaviors of the environment
- ♦ Learn to identify power struggle
- ♦ Identify roles involved in power struggle
- ♦ Learn how to get out of power struggles

### Module 3. Conflict phases

- ♦ Acknowledge the phases of a conflict
- ♦ Learn to set up phase transition aids

### Module 4. Dramatic Play: Role-Training in Conflict Resolution

- ♦ Learn the different ways to participate in a conflict
- ♦ Learn to arbitrate and cooperate in conflicts



*Enhance your personal abilities in conflictive situations and reach a level of confidence that will allow you to grow in teaching environments"*



03

# Course Management

For our program to be of the highest quality, we are proud to work with a teaching staff of the highest level, chosen for their proven track record in the field of education. 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 take a leap to the front line of your profession"*



## Management



### D. 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
- ♦ Youth Technician
- ♦ International Cooperating Partner

### D. Pérez de la Blanca Rodríguez-Contreras, José

- ♦ 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 program have been developed with two main objectives: to provide timeliness and effectiveness, and to enable students to integrate the learning process quickly and efficiently. This enables students to learn in a progressive and constant way, and evolve from the first moment to the highest level of competence in this area of work.





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



## Module 1. Validate Emotions and Discover Basic Emotions

- 1.1. How do People Establish Contact?
  - 1.1.1. The Environment
  - 1.1.2. Contact Zone
  - 1.1.3. The Body
  - 1.1.4. Basic Needs
  - 1.1.5. I Choose
  - 1.1.6. I Build
- 1.2. How to Acquire a Validating Style
  - 1.2.1. Being Curious about the Details Provided by Another Person
  - 1.2.2. Being Curious about the Details of My Body
  - 1.2.3. Extrinsic Emotional Attention: How did that make you feel?
  - 1.2.4. Intrinsic Emotional Attention: What does what you are telling me sound like?
- 1.3. How do I recognize my basic needs?
  - 1.3.1. Identifying my Childhood Wound
  - 1.3.2. How can I become aware of my fears?
  - 1.3.3. How can I empathize with someone else's fears?
- 1.4. Honesty in my Response
  - 1.4.1. The Shell: Responses that Prioritize Self-Protection
  - 1.4.2. The Shell: Responses that Prioritize Adapting to Surroundings
  - 1.4.3. The Anchor: Reality-Focused Responses
  - 1.4.4. The Cloud: Possibility-Focused Responses
- 1.5. The World of Emotions
  - 1.5.1. Emotions in the World
  - 1.5.2. Galaxies and Constellations of Emotions
  - 1.5.3. The Galaxy of Fear
  - 1.5.4. The Galaxy of Rage
  - 1.5.5. The Galaxy of Sadness
  - 1.5.6. The Galaxy of Joy
  - 1.5.7. The Galaxy of Surprise
  - 1.5.8. The Galaxy of Affinity
  - 1.5.9. The Galaxy of Disgust







- 1.6. Analysis Sheets for the Recognition of Basic Needs
  - 1.6.1. Types of Worksheets
- 1.7. Online Resources on Basic Needs and Emotions
  - 1.7.1. Online Resources on Needs
  - 1.7.2. Online Resources on Basic Emotions

## Module 2. Power Struggles Are a Maze

- 2.1. We All Manipulate
  - 2.1.1. The Importance of Self-Esteem
  - 2.1.2. Defending our Living Space
  - 2.1.3. Emotional Manipulation
- 2.2. Roles in Power Struggles
  - 2.2.1. The Oppressor
    - 2.2.1.1. Aggression Manipulator's Weapon
    - 2.2.1.2. Aggression Models
    - 2.2.1.3. Moral Harassment
    - 2.2.1.4. Governing through Aggression
  - 2.2.2. The Victim
    - 2.2.2.1. Crying as a Form of Manipulation
    - 2.2.2.2. Governing through Victimhood
  - 2.2.3. The Caregiver
    - 2.2.3.1. Misunderstood Gratitude
    - 2.2.3.2. Governing through the Caretaker
- 2.3. Power
  - 2.3.1. The Need for Power Soils
  - 2.3.2. Honest Search for Solutions
  - 2.3.3. Searching for the Basic Need Underlying a Conflict
  - 2.3.4. How to Ask Questions to Get out of a Power Struggle
- 2.4. Focus the Search on What I Can Do
  - 2.4.1. Neither Power Struggle, Nor the Environment, Nor the Other Is to Blame
  - 2.4.2. How to Discover What I Can Do

- 2.5. Manipulation at the Service of the Mediator
  - 2.5.1. Manipulation, Just Another Technique
  - 2.5.2. Role-Playing in the Power Struggle Game
  - 2.5.3. Negotiation Techniques
- 2.6. Creating a New Identity
  - 2.6.1. How to Save Aggressors from Themselves
  - 2.6.2. How to Save Victims from Themselves
  - 2.6.3. How to Save Caregivers from Themselves

### Module 3. Conflict Phases

- 3.1. Disagreement
  - 3.1.1. Beginning of the Conflict, Possible Causes
  - 3.1.2. The Problem Concerns Both
  - 3.1.3. Conflict Comes First
- 3.2. Personal Adversity
  - 3.2.1. Blame and Reasons
  - 3.2.2. People Come First
- 3.3. Mediation between Both Sides
  - 3.3.1. Rights within a Dispute
  - 3.3.2. Responsibilities within a Dispute
- 3.4. The Background, Just the Tip of the Iceberg
  - 3.4.1. External Agents
  - 3.4.2. Attitude toward External Agents
  - 3.4.3. What is Really Happening Here?
- 3.5. What Can Each Party Do?
  - 3.5.1. Proposed Solutions
  - 3.5.2. Strengths, Threats, Weaknesses and Opportunities
- 3.6. New Developments in Each Party's View
  - 3.6.1. Putting Oneself in the Other's Shoes
  - 3.6.2. Lateral Thinking
  - 3.6.3. Thinking Patterns



- 3.7. Fitting in New Proposals
  - 3.7.1. Feelings About Proposals
  - 3.7.2. Strategies to Fit Them In
- 3.8. Ending the Conflict
  - 3.8.1. What Does Ending a Conflict Involve?
  - 3.8.2. Why Ending Conflicts is Important
- 3.9. Restoring Pain
  - 3.9.1. How to Restore Pain
- 3.10. Erase Prejudices, Continue to Build
  - 3.10.1. How to Erase Prejudices
- 4.7. Dramatic Play: Role-Training in Conflict Resolution
  - 4.7.1. How to Conduct Dramatic Play as Conflict Resolution Training
- 4.8. Drama: Integrating Core Competencies for Life
  - 4.8.1. Play or Therapy?
  - 4.8.2. Role-Playing Conflict in the Classroom
- 4.9. Sense of Humor in Role Management
  - 4.9.1. Having a Sense of Humor in Role Management
- 4.10. Theater of the Oppressed as a Tool for Reflection in the Face of Conflict
  - 4.10.1. Theater of the Oppressed
  - 4.10.2. Using this Tool in the Face of Conflict

#### Module 4. Dramatic Play: Role-Training in Conflict Resolution

- 4.1. What is a Group?
  - 4.1.1. What is a Group?
  - 4.1.2. Characteristics of a Group
  - 4.1.3. Students Group Together How to Recognize Them
- 4.2. Group Dynamics
  - 4.2.1. What Are the Techniques and Activities for?
  - 4.2.2. What are the Core Competencies for Working with Drama?
  - 4.2.3. Group Dynamics Techniques
- 4.3. Role Types in Conflicts
  - 4.3.1. Classification: Mediating Chicks
  - 4.3.2. Role Play Technique
- 4.4. How to Identify Roles in Students
  - 4.4.1. Techniques to Identify the Different Roles
- 4.5. Shifting Roles: Context
  - 4.5.1. The Johari Window at the Service of Roles
  - 4.5.2. The Role Others Identify Me As What Others See and I Don't
  - 4.5.3. The Role I'd Like to Have and How to Get It
- 4.6. The Teacher's Role According to Their Participation
  - 4.6.1. Activities in Which the Educator's Role Predominates
  - 4.6.2. Activities Involving Educator and Students
  - 4.6.3. Activities According to the Group's Objectives



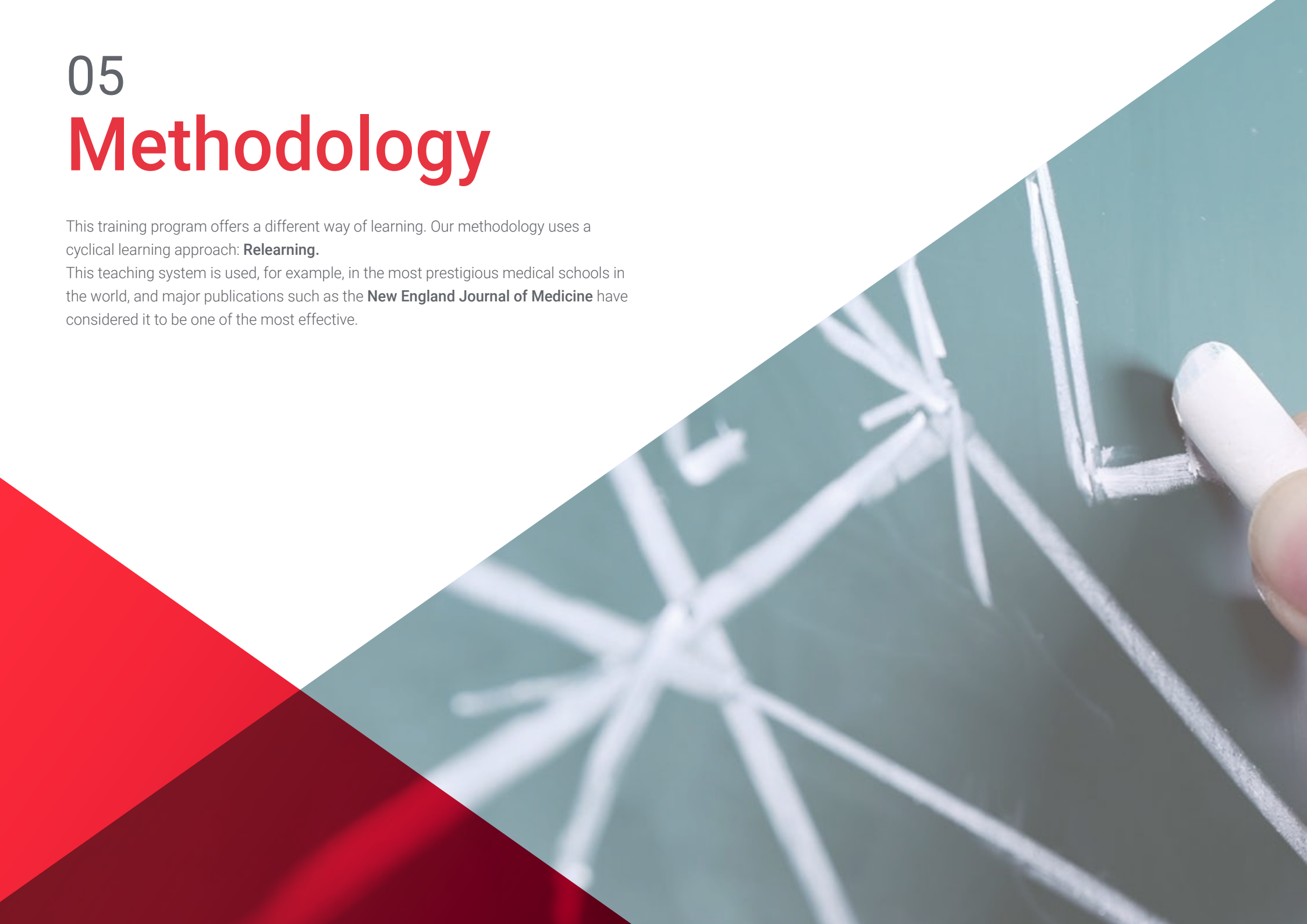
*Study with us to compete among the most valued professionals in the sector"*

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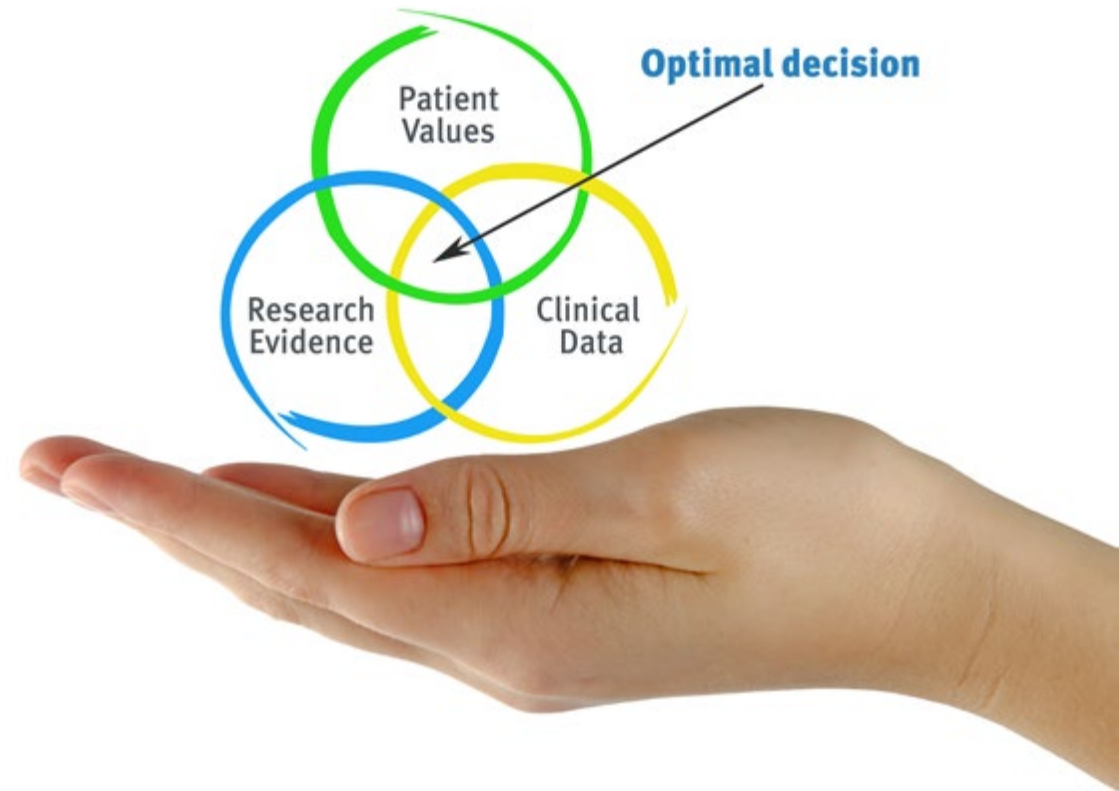
*Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"*



## At TECH Global University 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 Diploma in Classroom Manipulation, Roles and Conflict guarantees students, in addition to the most rigorous and up-to-date education, access to a qualification 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 Diploma in Classroom Manipulation, Roles and Conflict** 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.

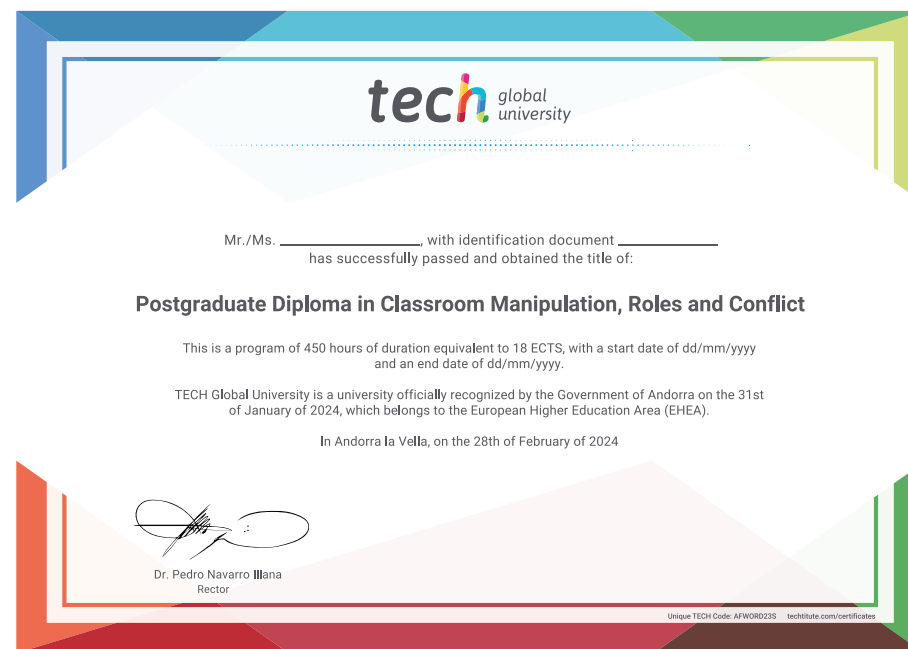
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Classroom Manipulation, Roles and Conflict**

Modality: **online**

Duration: **6 months**

Credits: **18 ECTS**





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



## Postgraduate Diploma Classroom Manipulation, Roles and Conflict

- » Modality: online
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- » Exams: online

# Postgraduate Diploma

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