

# Postgraduate Diploma

## Addressing Conflict in Bullying





## Postgraduate Diploma Addressing Conflict in Bullying

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtitute.com/pk/education/postgraduate-diploma/postgraduate-diploma-addressing-conflict-bullying](http://www.techtitute.com/pk/education/postgraduate-diploma/postgraduate-diploma-addressing-conflict-bullying)

# Index

01

Introduction

---

*p. 4*

02

Objectives

---

*p. 8*

03

Structure and Content

---

*p. 12*

04

Methodology

---

*p. 18*

05

Certificate

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*p. 26*

# 01

# Introduction

Fights or arguments between students can often lead to bullying situations in the classroom. Thus, the proper management of these conflicts in their initial phase is crucial to solve these problems and preserve a first-class coexistence in schools. In order to do so, educators must be highly skilled in dealing with possible disputes between students. For this reason, TECH has created this program, which allows the professional to know the strategies to improve the environment among peers through new technologies or techniques for conflict resolution in children and adolescents. Thus, it will adapt to the current demands of the sector, 100% online and without time constraints.



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*The Postgraduate Diploma in Addressing Conflict in Bullying allows you to master the best techniques to resolve disputes between children of different ages and adolescents"*

In schools, conflicts between students are the order of the day, especially latent due to the popularization and use of social networks and the Internet by children and adolescents at an early age. This fact forces schools to have strategies in place to deal with them and avoid bullying situations that affect the quality of life of the youngest students. Consequently, teachers must be familiar with the techniques and strategies that allow them to solve these problems in a peaceful and solvent way, ensuring the full welfare of their students.

That is why TECH has created this Postgraduate Diploma, through which the student will increase their knowledge in the field of Addressing Conflict in Bullying, becoming a professional at the forefront of education. During 150 hours of intensive teaching, students will identify the protocols to design a coexistence program in the classroom, in order to prevent problems between students and bullying situations. Likewise, you will learn how to properly manage the risks produced by ICT in the generation of disputes or manage the resources that allow the teacher to establish a follow-up and support for the young person being bullied.

All this, without the need to make uncomfortable daily commutes to a study center, since this program is developed through a 100% online mode of delivery. Likewise, it has a wide range of didactic formats, among which the readings, video or interactive summary stand out. Thanks to this, the student will be able to achieve individualized, enjoyable and fully effective learning.

This **Postgraduate Diploma in Addressing Conflict in Bullying** contains the most complete and up-to-date educational program on the market. Its most notable features are:

- ♦ The development of case studies presented by experts in Psychology and Education
- ♦ The graphic, schematic, and practical contents with which they are created, provide practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where self-assessment can be used to improve learning
- ♦ Its special emphasis on innovative methodologies
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



*Manage the best techniques to establish monitoring and support the student who suffers bullying through this TECH qualification"*

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*This Postgraduate Diploma has been designed by excellent experts in the field of Educational Psychology, in order to fully optimize your specialization in this area"*

The program's teaching staff includes professionals from the sector who contribute their work experience to this educational program, as well as renowned specialists from leading societies and prestigious universities.

Its multimedia content, developed with the latest educational technology, will allow the professional a situated and contextual learning, that is, a simulated environment that will provide an immersive training programmed to train in real situations.

The design of this program focuses on Problem-Based Learning, in which the professional will have to try to solve the different professional practice situations that will arise throughout the academic course. For this purpose, the student will be assisted by an innovative interactive video system created by renowned experts.

*Study from wherever you want and 24 hours a day, since this program is taught 100% online.*

*Through this program, you will learn the protocols to create a Coexistence Plan that contributes to avoid conflicts and bullying in the classroom.*



# 02

# Objectives

The Postgraduate Diploma in Addressing Conflict in Bullying has been designed with the intention of providing students with an excellent knowledge in this area, enriching their daily professional practice. Through this program, you will delve into the relationship between attachment and social relationships or the important role played by teachers and the school coordination team to manage problems between students. Moreover, you will do it in only 6 months and enjoying a cutting-edge educational methodology.





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*Deepen in the relevant role played by the coordination team of the educational centers to manage bullying situations towards students"*



## General Objectives

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- ♦ Deepen in the prevention and intervention in school bullying
- ♦ Delve into the different areas in which bullying has an impact
- ♦ Offer a system of in-depth study for a comprehensive approach to school bullying
- ♦ Inquire into the educational, psychological, social and legal aspects of school bullying
- ♦ Acquire in-depth knowledge of the relationship between bullying and its psychological consequences
- ♦ Describe school conflict management, assertive communication and problem solving tools
- ♦ Explain the tools to know how to prevent school bullying
- ♦ Explain the tools to know how to intervene in school bullying
- ♦ Enable to work collaboratively with all the actors involved in bullying



*Specialize in Addressing Conflict in Bullying and contribute to improve the quality of life of your students"*





## Specific Objectives

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### **Module 1. Importance of attachment development and social relationships in school bullying**

- ♦ Deepen in what attachment is and to take into account what produces it
- ♦ Take into account the skills necessary to develop attachment
- ♦ Delve into the types of attachment
- ♦ Describe all the aspects involved in attachment
- ♦ Explain what social relationships are
- ♦ Discover how social relationships are produced
- ♦ Understand the impact of social relationships

### **Module 2. Coexistence Facing Bullying**

- ♦ Delve into what school coexistence is
- ♦ Explain common coexistence problems
- ♦ Develop the role of students in school coexistence
- ♦ Learn about the role of teachers in school coexistence
- ♦ Get to know how to achieve an adequate school coexistence

### **Module 3. Conflict as the basis of bullying**

- ♦ Deepen in what is a school conflict
- ♦ Describe the main types of school conflicts
- ♦ Learn about the role of students in school conflict
- ♦ Delve into the role of teachers in school conflict
- ♦ Understand the importance of the school in dealing with school conflicts
- ♦ Get to know the situation of the family in a context of school conflict
- ♦ Learn how to approach a school conflict



# 03

## Structure and Content

The syllabus of this Postgraduate Diploma is made up of 3 modules through which the student will obtain the best knowledge for the Addressing Conflict in Bullying. All the didactic contents that you will enjoy throughout this program are available in supports such as complementary readings, the explanatory video or the interactive summary. This fact, added to its 100% online methodology, guarantees that learning will be completely adapted to the educational and timetable needs of the student.



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*Obtain the most updated knowledge of the pedagogical environment on the Addressing Conflict in Bullying thanks to this Postgraduate Diploma"*

**Module 1. Importance of attachment development and social relationships in school bullying**

- 1.1. Introduction to the Study of Affective and Social Development
  - 1.1.1. Bowlby's attachment theory
  - 1.1.2. Later contributions to attachment theory
  - 1.1.3. Types of Attachment
- 1.2. Beginning of Affective Relationships
  - 1.2.1. Conditions Necessary for an Attachment to Form
  - 1.2.2. The Formation of the First Attachment
  - 1.2.3. Components of the Attachment Relationship
  - 1.2.4. Evolution of Attachment During Childhood
- 1.3. Development and Evolution of Attachment in Infancy
  - 1.3.1. Theories on Affective Development
  - 1.3.2. Affective Development
  - 1.3.3. Emotional development
- 1.4. Development of Attachment from Adolescence to Adulthood
  - 1.4.1. Attachment in Adolescence
  - 1.4.2. Attachment in Young Adults
  - 1.4.3. Attachment in middle-aged and elderly adults
  - 1.4.4. Differences in Attachment in Adulthood
- 1.5. Development of Personal Identity
  - 1.5.1. The Development of the Self-Concept
  - 1.5.2. Self-Esteem: the Evaluation Component of Self-Esteem
  - 1.5.3. The Development of Self-Control
  - 1.5.4. Concept of Identity
  - 1.5.5. Social Cognition
- 1.6. Peer-to-Peer Relationships
  - 1.6.1. Relationships between colleagues
  - 1.6.2. Sibling relationships
  - 1.6.3. Relationships between friends
  - 1.6.4. Social interactions in play, aggression, and prosocial behavior
  - 1.6.5. Peer power relationships
  - 1.6.6. Factors of social experience
- 1.7. Social Development in Adolescence
  - 1.7.1. Theories of development of social relationships
  - 1.7.2. Self-Concept and Self-Esteem
  - 1.7.3. Family Relationships
  - 1.7.4. Relationships with Peers
- 1.8. Moral in Childhood
  - 1.8.1. Development of Moral Concept
  - 1.8.2. Moral Thinking
  - 1.8.3. Moral Behavior
  - 1.8.4. Values
- 1.9. Early Promotion of Emotional Development
  - 1.9.1. Factors that Determine Parental Performance
  - 1.9.2. Intervention Models
  - 1.9.3. Parental Educational Styles
- 1.10. Intervention in Social Development
  - 1.10.1. Family Education and Social Competence
  - 1.10.2. Assessment of social competence in children
  - 1.10.3. Development of social competence in children
  - 1.10.4. Prevention of Antisocial Behavior



## Module 2. Coexistence Facing Bullying

- 2.1. School Coexistence as a Main Strategy
  - 2.1.1. Definition of Coexistence
  - 2.1.2. Models on School Coexistence
  - 2.1.3. Development of Basic Skills for Good Coexistence
  - 2.1.4. School Spaces for Coexistence
- 2.2. Coexistence Plan as the main prevention strategy
  - 2.2.1. The Coexistence Plan
  - 2.2.2. Objectives of the Coexistence Plan
  - 2.2.3. Phases of the Coexistence Plan
  - 2.2.4. Actions of the Coexistence Plan
  - 2.2.5. Evaluation of the follow-up of the Coexistence Plan
- 2.3. The discrimination process in bullying
  - 2.3.1. Concept of Discrimination
  - 2.3.2. Types of Discrimination
  - 2.3.3. Causes of Discrimination and How to Detect It
  - 2.3.4. Guidelines for Detecting Situations of Discrimination
- 2.4. Peculiarities of school conflict
  - 2.4.1. The Definition of Conflict
  - 2.4.2. Causes of the Conflict
  - 2.4.3. Characteristics of the Conflict
  - 2.4.4. Types of School Conflict
  - 2.4.5. Forms of Positive Conflict Resolution
- 2.5. Prevention, intervention and search for alternatives
  - 2.5.1. School Conflict Prevention Programs
  - 2.5.2. Negotiation at School
  - 2.5.3. School Mediation
  - 2.5.4. Intervention in Cases Detected

- 2.6. The Importance of Families and School in the Bullying
  - 2.6.1. Family-school Relationship
  - 2.6.2. Influence of the Family on School Coexistence
  - 2.6.3. Conflict Between the Family and the Education Center
  - 2.6.4. Action Protocol for School Conflict
  - 2.6.5. Recommendations for Families
- 2.7. Media and technologies as generators of conflict
  - 2.7.1. The Technological Era and its Influence in Social Relationships
  - 2.7.2. Advantages and Disadvantages of ICTs for Coexistence
  - 2.7.3. Influence of ICTs on School Conflict
  - 2.7.4. Cyber Risks in the Student Body
  - 2.7.5. Educational Tools for the Responsible Use of ICTs
- 2.8. Programs used for teacher professional development in the area of school bullying
  - 2.8.1. Principles Guiding Effectiveness
  - 2.8.2. The Student as an Indicator
  - 2.8.3. Program Evaluation and Program Improvement
  - 2.8.4. Use of ICTs to improve coexistence
- 2.9. Adequate teacher professional development in the field of bullying
  - 2.9.1. Premises and Basic Principles of Teacher Professional Development
  - 2.9.2. Elements for achieving excellence
  - 2.9.3. Educational policies for improving teacher professional development
- 2.10. Continuing teacher education on bullying
  - 2.10.1. Continuing Education Concept
  - 2.10.2. The Teacher as an Object of Research
  - 2.10.3. Methodological Approach
  - 2.10.4. Motivations for Carrying Out Continuing Education Activities
  - 2.10.5. Level of Participation in Educational Activities





**Module 3. Conflict as the basis of bullying**

- 3.1. Analysis of the conflict produced in bullying
  - 3.1.1. Conflict in Education
  - 3.1.3. Historical journey
  - 3.1.4. Learning from conflict
- 3.2. Conflict theory applied to school bullying
  - 3.2.1. The Conflict
  - 3.2.2. Data Collection
  - 3.2.3. Perspectives of the conflict
- 3.3. Contextual approach to bullying
  - 3.3.1. What is Context?
  - 3.3.2. Personality and context interaction
- 3.4. Planning the analysis of a bullying situation
  - 3.4.1. Suitability or not of the mediator
  - 3.4.2. Conflict detection plan
- 3.5. Stages of the planning of the intervention in school bullying
  - 3.5.1. Target Population
  - 3.5.2. Use of instruments
  - 3.5.3. Design of data collection
  - 3.5.4. Commissioning
  - 3.5.5. Results and conclusions
- 3.6. Didactic models involved in school bullying
  - 3.6.1. The dyadic conflict
  - 3.6.2. Data on dyadic conflict
- 3.7. School bullying in children in Early Childhood Education
  - 3.7.1. Active Listening
  - 3.7.2. In-depth exploration of the conflict beyond the surface
  - 3.7.3. Reactions of Parties Involved
  - 3.7.4. Experience of emotions

- 3.8. Bullying in primary school children
  - 3.8.1. Active Listening
  - 3.8.2. In-depth exploration of the conflict beyond the surface
  - 3.8.3. Person-Related Elements
  - 3.8.4. Process-Related Elements
  - 3.8.5. Communication-Related Elements
- 3.9. Bullying in adolescents
  - 3.9.1. Active Listening
  - 3.9.2. In-depth exploration of the conflict beyond the surface
  - 3.9.3. Person-Related Elements
  - 3.9.4. Process-Related Elements
  - 3.9.5. Communication-Related Elements
- 3.10. Importance of monitoring and support in school bullying
  - 3.10.1. Following Up
  - 3.10.2. Different resources to support teachers



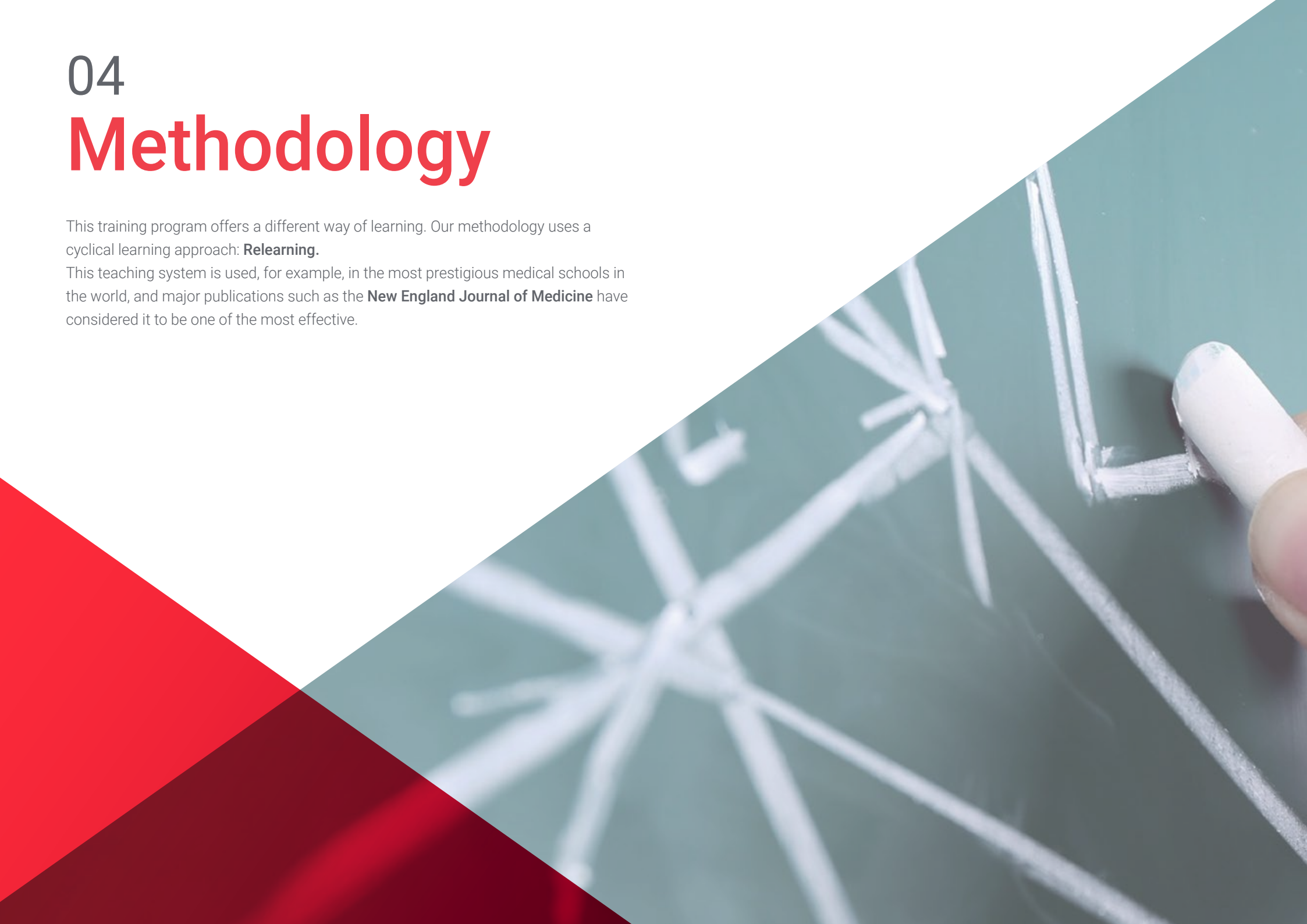
*Enroll in this program and learn through the Relearning method, which will allow you to study at your own pace and without external teaching limitations"*

04

# 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

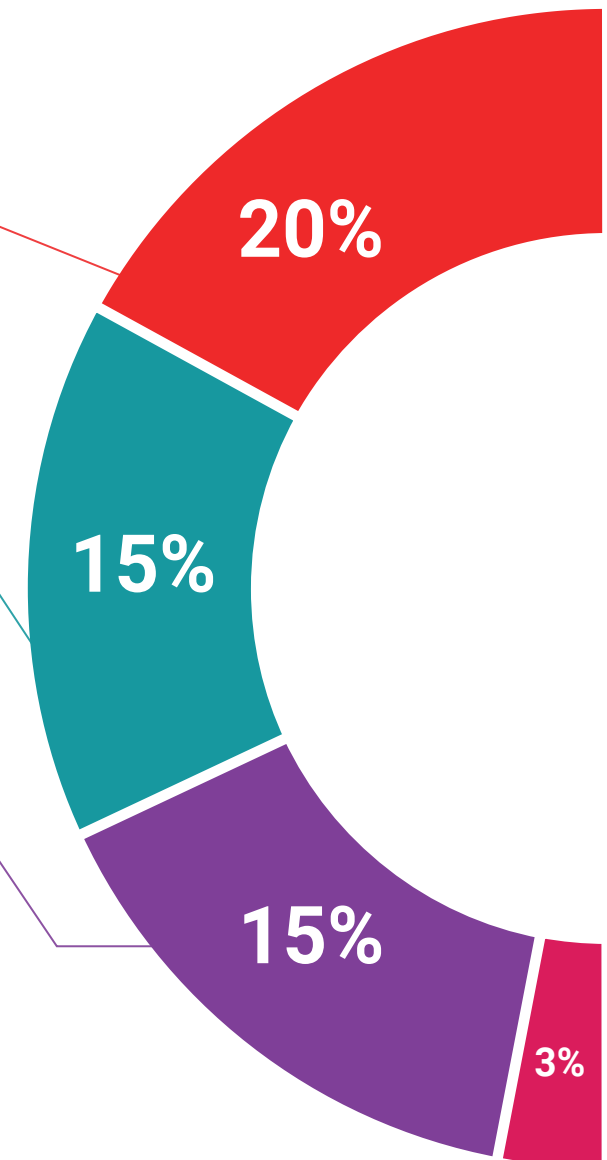
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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

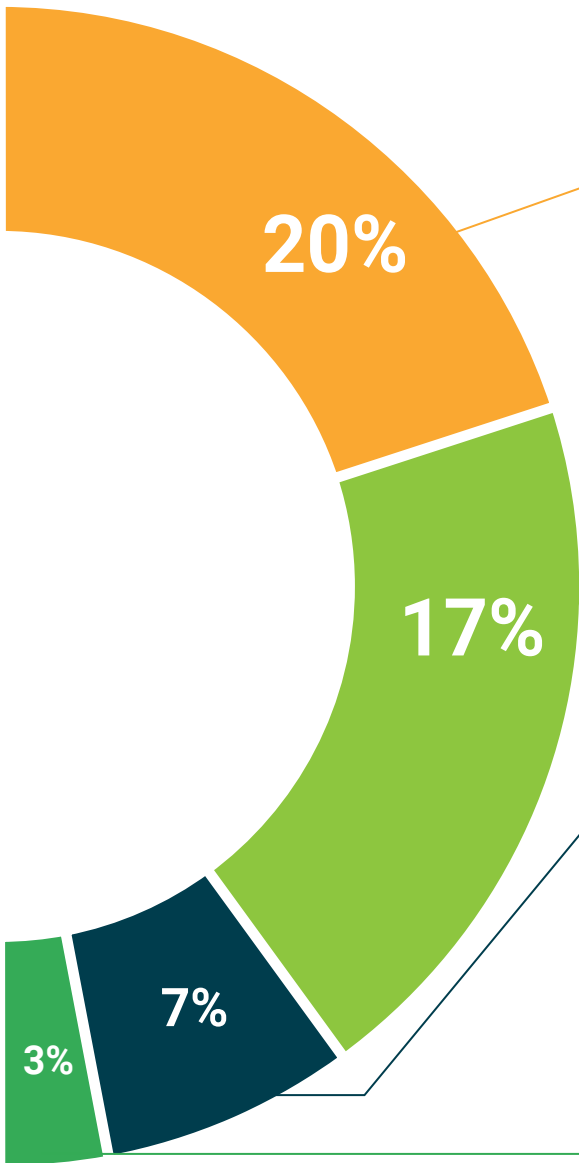


#### Additional Reading

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.



05

# Certificate

The Postgraduate Diploma in Addressing Conflict in Bullying guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Technological University.



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

This **Postgraduate Diploma in Addressing Conflict in Bullying** contains the most complete and up-to-date educational program on the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate Diploma** issued by **TECH Technological University** via tracked delivery\*.

The certificate issued by **TECH Technological University** will reflect the qualification obtained in the Postgraduate Diploma, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Postgraduate Diploma in Addressing Conflict in Bullying**

Official N° of Hours: **450 h.**



\*Apostille Convention. In the event that the student wishes to have their paper certificate issued with an apostille, TECH EDUCATION will make the necessary arrangements to obtain it, at an additional cost.



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- » Modality: online
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