

**Meditation Strategies**

Code: 101637  
ECTS Credits: 6

Degree	Type	Year	Semester
2500260 Social Education	OT	3	2
2500260 Social Education	OT	4	0
2500261 Education Studies	OT	4	0
2500797 Early Childhood Education	OT	4	0
2500798 Primary Education	OT	4	0

**Contact**

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**Use of Languages**

Principal working language: catalan (cat)  
Some groups entirely in English: No  
Some groups entirely in Catalan: Yes  
Some groups entirely in Spanish: No

**Teachers**

Cristina Laborda Molla

**Prerequisites**

There are no prerequisites in this subject.

**Objectives and Contextualisation**

The training objectives to highlight are:

1. Understand the concepts of conflict and mediation. Theoretical approaches and models of professional practice.
2. Understand the mediating process, its techniques and activities for the prevention of conflict.
3. Analyze conflict and mediation in the field of gender, intercultural and social relationships.
4. Master the normative context about mediation in Catalonia and know the functions of the mediator

**Competences**

Social Education

- Accompany people in their processes of growth and emancipation.
- Adopt ethical behaviour and attitudes and act according to the ethical principles of the profession.
- Analyse and recognize ones own socio-emotional skills (in terms of strengths, potentials and weaknesses) to develop those necessary for work and professional development.

- Contextualize educational action based on the different theoretical paradigms that have developed in science and education in accordance with the socio-historical context of individuals, groups and institutions.
- Design and develop processes for citizen participation and socio-community action.
- Design evaluation plans and processes in accordance with different purposes, techniques and instruments, moments and perspectives of educational evaluation.
- Develop critical thought and reasoning and be able to communicate them effectively, both in your own language and second or third languages.
- Develop strategies for autonomous learning.
- In an articulated manner, design plans, programs, projects, activities and tasks in various socio educational contexts.
- Maintain a respectful attitude to the environment (natural, social and cultural) to promote values, behaviour and sustainable practices that address gender equality, equity and respect for human rights.
- Master the theoretical and applied knowledge of Educational Sciences to develop the capacity for analysis and observation of the social and educational reality.
- Promote autonomy among participants and seek a balance between roles as advisor, facilitator and promoter of socio-educational dynamics.
- Respect the diversity and plurality of ideas, people and situations.
- Use information and knowledge from different sources and contexts (reports, articles, etc.) specific to the social sciences.
- Work in teams and with teams (in the same field or interdisciplinary).

#### Education Studies

- Adopt ethical behaviour and attitudes and act according to the ethical principles of the profession.
- Analyse and recognize ones own socio-emotional skills (in terms of strengths, potentials and weaknesses) to develop those necessary for work and professional development.
- Apply educational counselling, guidance, consultation and mediation strategies and techniques in professional fields and educational and training institutions and services.
- Respect the diversity and plurality of ideas, people and situations.

#### Early Childhood Education

- Adopt ethical behaviour and attitudes and act according to the ethical principles of the profession.
- Analyse and recognize ones own socio-emotional skills (in terms of strengths, potentials and weaknesses) to develop those necessary for work and professional development.
- Create and maintain communication links with families to have an effective impact on the education process.
- Promote coexistence in and outside of the classroom and address the peaceful resolution of conflicts.
- Respect the diversity and plurality of ideas, people and situations.
- Understand the pedagogical dimension of interaction with peers and adults and learn to promote participation in group activities, cooperative work and individual effort.

#### Primary Education

- Adopt an ethical attitude and behaviour and act in accordance with the deontological principles of the profession.
- Analyse and recognise ones own socio-emotional skills (in terms of strengths, potentialities and weaknesses), to develop those that they are necessary for professional development.
- Foster coexistence in and outside of the classroom, resolve problems with discipline and bring about peaceful resolution of conflicts.
- Respect the diversity and the plurality of ideas, people and situations.

## Learning Outcomes

1. Analyse and apply critical reasoning to the understanding of representative versus participatory democracy. Understand power, government and governance.
2. Analyse and apply the contributions of history, geography and social science to the teaching of human rights.
3. Analyse different types of communities and the main characteristics that define and shape them.

4. Analyse socio-cultural and community development experiences and projects from the perspective of different theoretical paradigms.
5. Apply participatory techniques: Participatory Action Research (PAR), to community diagnosis.
6. Apply systemic thinking to analysis of environmental problems and issues.
7. Being able to establish links between environmental knowledge and actions and sustainable consumption.
8. Deliver proposed activities on time and in the right way.
9. Design actions to implement education for development.
10. Design and develop participatory processes in social and community education.
11. Design and regulate learning spaces in contexts of diversity that attend to gender equality, equity and respect for human rights as involved in the values of public education.
12. Design health education programs.
13. Design socio-cultural promotion and community development activities, programs and projects.
14. Develop professional functions tailored to different social and community situations in ways that encourage the empowerment of the participants.
15. Develop the capacity of analysis and scientific thinking to improve professional action.
16. Evaluate policies and programs derived from the same concerning education for development.
17. 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.
18. Identifying the features of neutrality and impartiality in real or simulated mediation processes.
19. Identifying, describing and analysing didactic models, strategies and curricular material on political culture and civic culture.
20. Incorporating into their analyses the contextual references needed, linked to specific problems and proposals about education for development.
21. Know the main lines of intervention in health education.
22. Knowing how to relate to (empathise with) the different ideological and life options that make up the communities.
23. Maintaining an attitude of respect for practices and types of behaviour that address fairness and inclusion.
24. Orally and in writing express their ideas and knowledge sufficient theoretical foundation and argumentative.
25. Organising the work in a structured way in terms of the demands.
26. Produce models for teaching programs for the promotion of democratic freedom, gender equality, social justice and solidarity.
27. Promote coexistence, resolve discipline problems and contribute to peaceful conflict resolution.
28. 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.
29. Proposing strategies for exercising, compensating or minimising the weaknesses related to socio-emotional skills.
30. Recognising the different sustainability models in educational proposals.
31. 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.
32. 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.
33. 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.
34. Understand and develop critical thinking and reasoning to analyse the complexity of the challenges of social education.
35. Understand existing research on socio-cultural and community development.
36. Understand the basic concept and the main methodologies and techniques of socio-cultural and community development.
37. Understand the basic legislation that encompasses social and community education.
38. Understand the diversity and plurality of ideas, people and situations that make up a community.
39. Understand the factors that affect drug addiction and prevention and harm reduction programs.
40. Understand the main features of mental illness.

41. Understand the pedagogical dimension of interaction with peers and adults and learn to promote participation in group activities, cooperative work and individual effort showing an ethical attitude to mediation processes in different contexts and circumstances.
42. Understand the theoretical and methodological foundations of health education.
43. Understand the theoretical frameworks that enable sustainable development and responsible actions to assess individual and collective responsibility for achieving a sustainable future.
44. Working in multidisciplinary teams, developing processes of social/community education.

## **Content**

### Block I: CONTEXT ELEMENTS

- Conflict: definitions, types, origin, phases, structure, positions, analysis (needs and interests)
- Conflict and violence, types of violence
- Conflict and social relations
- Intergroup conflicts. Definition and typologies
- Transformational approach to conflicts (Galtung, Lederach and Vinyamata)
- Obstacles to overcome conflicts
- The legal context

### Block II: ANALYSIS AREAS

- Context of sociocultural diversity: the intercultural conflict.

Intercultural mediation: concept, principles and context of intervention

Actions of intercultural mediation

Case analysis

- Gender conflict.

Structural causes and local impact

Types of intervention

- Coexistence at schools:

1. Role of the mediator

2. Mediation and resolution of conflicts

3. School mediation programs: examples according to educational stages

- Conflict to organizations:

Analysis elements

- The conflict from a family perspective:

Tools for family mediation

### Block III: PRACTICAL ELEMENTS

- The mediating process: origins, concept, objectives, dimensions, principles, functions and phases

- Main models of mediation: Harvard, circular - narrative, transformative
- Basic elements for effective and non-violent communication: assertiveness, trust, healthy communication, cooperation, active listening and creativity
- Professional competencies and mediation techniques
- Group processes for conflict management: cooperation, decision making and negotiation
- Professional ethics

## Methodology

The teaching-learning process will be developed in the classroom, counting at all times with the contribution and involvement of the student.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Face-to-face activity	45	1.8	41, 15, 27, 29, 18, 28, 24
Type: Supervised			
Supervised activity	30	1.2	34, 41, 27, 29, 18, 28, 24
Type: Autonomous			
Autonomous activity	75	3	34, 38, 15, 8, 25, 24

## Assessment

The average will be based on a score of 5 in each one of the evaluation activities. The subject will be approved with a minimum score of 5. All evaluation evidence must be presented to pass the subject. Students who have successfully followed the course during the course and still have some aspect not achieved, will be given the opportunity to pass the subject to a final recovery. In this case, the maximum grade block of the re-evaluated evidence will be 5. The possibility of re-evaluating is not considered to be used to raise a note.

Class attendance is mandatory: the student must attend a minimum of 80% of classes, otherwise it will be considered not presented.

The evaluation of the subject will be carried out throughout the academic year through the programmed activities.

The marks obtained in each of the assessment activities will be delivered to the student in a maximum of 20 days by publication of the results on the Virtual Campus. Once the qualifications have been awarded, the student can do the revision of the note in the hours devoted to tutorials during the ten days after receiving the qualification.

The copy or plagiarism of the material will be reviewed with the URKUND tool, both in the case of works and in the case of exams, it implies a zero in the entire subject.

Dates of evaluation interest:

The date of the individual written test is 12/16/19, and the reassessment on 20/01/20. The dates of the presentations will be decided on the first day of class.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
A1 - Written work + oral presentation in class: real case analysis (group: written 25% and oral 10%)	35%	0	0	3, 4, 1, 5, 16, 39, 42, 36, 35, 37, 40, 21, 14, 15, 9, 13, 10, 12, 27, 29, 19, 20, 8, 28, 30, 31, 33, 32, 24, 7
A2 - Audiovisual work: case design (group: video presented in class)	25%	0	0	34, 41, 38, 15, 11, 26, 27, 18, 8, 25, 28, 29, 24, 22, 44
A3 - Practical evidence of the most relevant contents (individual and written)	40%	0	0	2, 6, 43, 34, 41, 35, 14, 15, 17, 27, 18, 23, 28, 29, 24, 44

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