



GÖTEBORGS UNIVERSITET
Faculty of Education

PDG081 CONFLICT RESOLUTION IN PRE-SCHOOL AND SCHOOL 1, 7,5 higher education credits

Konfliktlösning i förskola och skola 1, 7,5 högskolepoäng

First cycle/ Grundnivå

1. RATIFICATION

The course was accepted by the Board of the Faculty of Education, 2006-11-10.

This syllabus is valid from the term of autumn 2007.

Responsible department: Department of Education and Special Education

Content area: Social Scienc

2. POSITION OF COURSE

The course is a single subject course, and as such elective in the subject Education within the main subject area of Education and Didactics.

3. ENTRY REQUIREMENTS

To be eligible for this course, students need to satisfy the general basic entrance requirements for Swedish universities and also have a working knowledge in the English language.

4. LEARNING OUTCOMES

After finishing the course, students shall:

- understand the complexity of the term conflict in the specific context of the (pre-) school setting.
- have insights in the nature and dynamics of conflict situations
- understand the difference between constructive and destructive conflicts
- know various conflict resolution theories
- are able to map and analyse conflict situations
- know different conflict resolution models
- understand the conflict pyramid for conflict resolution models
- have developed an understanding of other people's perception as well as learned about their own perception, role and ways of dealing with conflicts.

5. CONTENT

Conceptual and epistemological frames - foundations (theory):

- How are conflicts defined and perceived within the local and international arena?
- The distinction between constructive and destructive conflicts.
- Different types of conflicts such as intra-personal, inter-personal, inter-group, conflicts between a person and its environment, and organisational conflicts.
- Differences in the nature of conflict like verbal harassment or aggression, verbal arguments, rumours or gossip, physical fights and racial incidents.
- Mapping experienced conflicts
- Various conflict resolution theories

Overview of conflict resolution models:

- Richard Cohen's conflict pyramid
- Different theoretical models will be presented and discussed in relation to the conceptual discussion.

Education programmes in conflict resolution:

- Conflict resolution programmes from different countries in different parts of the world.
- Application of different programmes in the participants' own context.

Field studies

Literature studies will be mixed with lectures, seminars and field visits.

6. LITERATURE

See separate list.

7. FORMS OF EXAMINATION

The course demands active participation from the students. Examination requirements are that students show progression of their knowledge orally and in written form. This will be examined during several discussion seminars and at the end of the course each student is expected to hand in a written assignment that include the description and analysis of an experienced conflict related to the literature, seminar discussions and exercises.

8. CREDENTIALS

The course examination will result in the award of one of three grades: Fail, Pass or Pass with Distinction.

To Pass active participation, an oral group presentation and a written assignment is required.

To pass with Distinction students need to show critical reflections in seminar discussion and a holistic perspective (combining theory and praxis) in their oral presentation as well as in their written assignment.

9. EVALUATION

Evaluation is part of the course and should function as a guide for the ongoing activities and also for the development of future courses.

10. FURTHER DETAILS

Further details are contained in the local curriculum guidelines for the single subject course. A student who fails an examination on two successive occasions has the right to demand a new examiner for the third examination.

Professionals with experiences of working with children are encouraged to attend the course.

LITERATURE

PDG081

CONFLICT RESOLUTION IN PRE-SCHOOL AND SCHOOL 1

<http://www.co-operation.org/pages/conflict.html> (4 pages)

Deutsch, Morton (2006). Cooperation and Competition. In Morton Deutsch & Peter T. Coleman (Eds.). *The Handbook of Conflict Resolution. Theory and Practice* (pp. 23-42). San Francisco: Jossey-Bass Publishers. (19 pages)

Donald, David, Lazarus, Sandy, and Lolwana, Peliwe (2002). *Educational Psychology in Social Context. Challenges of development, social issues & special need in southern Africa*. Cape Town: Oxford University Press. (selected pages, total 70 pages)

Bodine, Richard J. and Crawford, Donna K. (2001). *The Handbook of Conflict Resolution Education. A Guide to Building Quality Programs in Schools*. National Institute for Dispute Resolution. San Francisco: Jossey-Bass Publishers. (selected pages, total 80 pages)

Cohen, Richard (2002). *Students resolving conflict. Peer mediation in schools*. GoodYear Pub. Co. (selected pages, 150 pages)

Cornelius, Helena & Faire, Shoshana (2006, 2nd edition) *Everyone can win. How to resolve conflict*. Australia: Simon & Schuster. Chapter Eight Mapping the conflict (12 pages).

Hakvoort, I. (2010) The conflict pyramid: a holistic approach to study conflict resolution in schools. *Journal of Peace Education, vol 7 (2)*, 157-169. (11 pages).

Johnson David W. and Johnson Roger T. (1998). Cooperative Learning and Social Interdependence Theory. Social Psychological Applications to Social Issues. Available via internet (22 pages)

Löfgren, Horst and Malm, Birgitta (Eds) (2005). *Bridging the fields of Drama and Conflict management. Empowering students to handle conflicts through school-based programmes*. Malmö: DRACON international, Malmö university. Available via internet (selected pages, 150 pages)

Patfoort, Pat (2001). *I want, You don't want. Nonviolence education*. Freeport: Cobblesmith. (128 pages)

One of the following books for an oral group presentation:

Rosenberg, Marshall (2007). *Nonviolent Communication. A language of compassion*. Pubble DancerPress. (204 pages)

Stone, Douglas, Patton, Bruce & Heen, Sheila (2004). *Difficult conversations. How to discuss what matters most*. Pinguin book ltd. (247 pages)