

Pedagogical narrative for a significant learning in positive conflict management

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This paper presents an innovation project in the degree of Education of University of Barcelona, concretely, in the course of Mediation and Conflict. This project is ongoing and aims experiential and meaningful learning of students in their training as mediators of quality teaching through pedagogical narratives. This project involves 120 students with the finality to have a significant, analytical and experiential learning in conflict management.

Innovation, pedagogical narratives, mediation, conflict resolution, high education.

I. INTRODUCTION

It presents a teaching innovation project that aims to improve the teaching-learning process in key skills in mediation of the students of Education Grade at the University of Barcelona through the narrative as a teaching methodology on analysis and positive management of conflict.

The training of mediators and mediation for conflict resolution is a real need and necessary in today's society. For over 20 years, Catalonia (Spain) opted for mediation. Currently, the Law 15/2009, of 22 July, mediation in private law in Catalonia and the Royal Decree-Law 5/2012, of 5 March, of Mediation in Civil and Commercial Affairs, highlights the importance of mediation, providing a professional profile for the students of the Faculty of Education.

For this reason, teachers in mediation of Department of Methods of Research and Diagnosis in Education was established in the 2010-2011 academic year teaching mediation team consisting of teachers of the subjects of mediation. Furthermore, as an added value to the project presented, this teaching team also is formed by professionals in the field of active mediation; This aspect gives the project a much more practical nature, near and actual work area. The goal of this team is to make teaching methodologies that promote meaningful learning in students to develop their mediation skills. The technical characteristics of this

alternative dispute resolution (mediation) implies that it is a practical-applied; therefore, it is necessary and essential to make a meaningful learning-teaching process from "know-how" and "know how to be."

Last year 2012-13, as shown in the background section, this teaching group conducted another innovative project in which it was found necessary to train students in key of mediation skills. Students acquire the knowledge to be taken to carry out mediation; however, over 90% say they do not feel qualified to deal with mediation because they lack training in mediation skills.

It is, therefore, our aim as a team and responsible for teaching mediation matters in this field taught in our faculty detected respond to this need by encouraging experiential methodology that accompanies the process of teaching and learning from an analytical perspective and significance. This is speaking from the beginning of the course a real conflict situation experiential and group level. Students must write a case that one of their group members have experienced. From there I start the process of narrative: it is a mode of inquiry and action-oriented teaching reconstruct and interpret meanings that students produced and put into play when writing, reading, reflection and discussion with colleagues relation to their own educational experience and conflict initially drafted [1] and [2]. This methodology aims to be an educational practice (very common among teachers in schools to reflect on their teaching practice) that aims to generate dynamic and productive readings on the experiences and pedagogical relations that take place in situations of conflict. So their devices work focuses on the development of individual and collective bargaining pedagogical stories and interpretative texts by teachers and students [4]. All texts and narratives that occur in these areas of work collaborative oriented to develop and test new ways to consider in pedagogical terms "what happens" in areas of conflict and "what happens" to actors involved in its management. Thus, from a live analyzes and

constructs individually and collective bargaining from the reflection gives meaning to positive mediation and conflict management.

II. BACKGROUND

The training of mediators and mediation for conflict resolution is a real need and necessary in today's society. For over 20 years Catalonia commitment to mediation. Currently, the new Law on Mediation in private law in 2009 highlights the importance of mediation, providing a professional profile for the students of the Faculty of Education.

In this sense the University of Barcelona has also committed to training our students in mediation; implementation of the EHEA has been an opportunity: obligatory creation of this subject and other optional specialization.

Last academic year 2012-13 we conducted a teaching innovation project based on the need for a participatory process-training students in the same subjects mediation. Parallel workshops were conducted with students participating. The process generated a significant learning, but linear, and although it was not the end, led to the publication of a teaching text (accompanied by an audiovisual support) published by Editions and Publications of the University of Barcelona being useful, both for students and for teachers to teach this academic year 2013-14: Luna, E. (coord.). Blasco, C.; Lozano, P.; Mas, S. and Panchón, C. (2013). *Conflict mediation community, educational, employment and juvenile justice*. Barcelona: Publicacions i Edicions UB [3].

Simultaneously, this process was accompanied by an initial, processual and final assessment. The evaluation was very positive when compared to students who had not participated in this process of teaching and learning. The publication of this ongoing work is being useful for teaching in this field; students a very positive approach to the reality in the classroom; analyzes of conflicts and mediation. However, the conclusions drawn from the previous project, demonstrated the challenge of developing strategies, skills, etc. as mediators and mediators. It was analytical, but very linear. For this reason, this year we have undertaken the extension of the learning process meaningful to all students and from a more dynamic and reflective: pedagogical narratives.

III. PARTICIPANTS

The participants of the innovation project are part of the teaching and research and it is an interdepartmental team (Methods of Research and Diagnosis in Education and Didactic and Educational Organisation). Meanwhile, the majority are also working professionals in the field of mediation.

As for the application context, pedagogical narratives are carried out within the framework of the obligatory subject in Education degree: Mediation and Conflict (4t course). The students who have participated are from two groups (morning and afternoon class) with a total of 120 students.

IV. AIMS

The objectives of this innovation to respond primarily to one of the main areas for innovation in our university: new active methodologies and proposals for improving learning. In this sense, the objectives pursued relate to improving students' learning:

1. To promote meaningful learning and reflective of students in positive management of conflicts.
2. Develop analytical skills in conflict management.
3. Build a process of change and transformation from the construction joint analysis of the conflict.

To achieve these goals, we had five main phases present (dynamic and reflexive) in the project:

1. Introduction in pedagogical narratives in the teaching mediation team.
2. Constitution of the team (maximum 4 students per group) and drafting of conflict experienced. At this stage every teacher start to work with each class group.
3. Share reading experience and promote reflective process from generating questions for the reconstruction and analysis of written text. This process is done for several sessions and stop by the criterion of saturation.
4. Final redaction of the experience has been an educational practice learning analysis and conflict management.
5. This process is repeated with the writing of another conflict experienced by another student group.

V. RESULTS

This educational innovation has started the new academic year 2014-15. Therefore, since September the students have started pedagogical narratives as training methodology. Therefore, the results obtained are being process outcomes.

We believe that, as university teachers are responsible for the education of students in the Faculty of Education and must respond to social demands in order to form professionals quality mediation. This is why you need to emphasize the acquisition of meaningful learning. This project, involving not only the achievement of improved learning, but also the achievement of the following more specific skills:

- a. Being able to analyze conflict situations from a broad comprehensive approach allowing neutral respect the feelings of each party.
- b. Being able to establish communication paths between the parties in order to unlock situations of isolation away from their interests.
- c. Be able to provide new perspectives on the conflict situation in order to complement the various parts of speech, and generate possibilities approach in finding a solution.
- d. Be able to design agreements that may lead to the acceptance and satisfaction of the parties in conflict.
- e. Being able to ask specific programs and take part in different areas of management conflicts.
- f. Be able to design alternative arrangements that may lead to the acceptance and satisfaction of the parties in conflict.

Therefore, assuming an impact is to the extent that students participating in the project to develop these skills, which is allowing comprehensive training as mediators/s.

Moreover, the results obtained from the data analysis of different techniques for gathering information, refer to:

- Significant improvement of students' learning in terms of meaningful learning and experiential (connects theory and practice from experience), greater mastery of content (mediation and conflict), more motivation and interest mediation, acquisition specific skills and greater analysis capability.
- Establishment of the key elements that are making this possible improvement that relate to learning: a

teaching-learning meaningful and true experience-based, tracking the training process with the students, the format of the sessions (seminar group work) and reflective practice sessions generated.

This has been possible as:

- The student relates the theoretical learned with each session with his own experience, thus improve their professional teaching practice.
- The student is the key actor in the teaching-learning process, which helps to improve learning [5].
- It promotes reflection, being an essential tool through which students acquire knowledge and skills [6].

VI. REFERENCES

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