

SYLLABUS
CONF 690 003 CRN 74784 and CONF 890 003 CRN75672
Conflict Resolution Education in Schools
Applied Practice and Theory Course (APT)
Fall/Spring 2012-2013

Instructor:

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Course Description:

Conflict 690/890, Conflict Resolution Education in Schools APT, is a six credit, year-long course taught over two semesters. Students register for both semesters in Fall and then Spring. The students will work as a team to complete a project(s) regarding conflict resolution education in schools focusing on District of Columbia Public Schools (or other schools). The instructor provides overview, guidance, and consulting for the team and serves as a member of the team. The course builds on other practice and theory courses and provides knowledge, skills, and abilities for the students' further work in the field either for research, for a thesis or dissertation, independent study, or upon graduation.

The purpose of the course is to create an intervention (and/or to continue an existing CRE APT intervention project) to support the development of the requisite processes and conditions for the productive analysis and resolution of conflicts of children and adults in elementary and/or secondary school settings. Topics include an overview of education settings and issues; identification of conflict sources, processes and stakeholders; review of existing CRE program designs and resources; understanding child and youth development; observation, interview and other field research techniques; working with schools – entry and exit, consulting, contracting, monitoring and evaluation; planning, team work and reflective practice.

Course Structure:

The APT is a fieldwork course in the sense that a portion of the time is spent in the field interviewing stakeholders, investigating conflicts and conflict resolution processes and interrelating with those in school-based conflict resolution education situations. The APT members will work with the stakeholders to help in the identification and achievement of goals/objectives regarding conflict resolution education. Each year's APT members will review the work of prior APT teams as background for their work and/or to continue ongoing projects.

The APT group will work as a team planning the schedule, what needs to be done and who will do it. Team members also spend time writing meeting agendas, meeting reports, interview notes, book/article notes, research summaries, and other work products regarding the field work. The team designs their own process and projects in cooperation with the instructor and taking into account their needs and the needs and expectations of the stakeholders in conflict resolution education programming. The team meets with the

instructor on a regular basis (weekly) to discuss program design and work products, reflect on the field experience, work toward the integration of theory and practice, and to discuss ethical considerations.

As part of the team learning experience, the team members take on different leadership roles, divide up tasks, conduct interviews and/or survey research regarding school-based conflict resolution, structure their goals both individually and collectively, set their own rules for interacting with each other, structure their own time, and collaboratively define their criteria for success. The team constructs a final project or portfolio of work. Students may also keep journals or logs, etc. to add to the final product or portfolio of work.

Course Requirements:

Participation: All students must participate in and support all the activities of the team. This includes work on theory, practice, research, service, and ethics. All students must visibly and substantially contribute to team projects and products. While in the field, all team members conduct themselves in ways that promote and honor the field of conflict resolution, S-CAR, and their fellow team members. This includes:

- a) Honestly representing their qualifications and status as students
- b) Maintaining confidentiality
- c) Building trust and cooperation
- d) Respecting and empowering others
- e) Doing no harm to stakeholders, themselves, or anyone else.

Course Products:

Portfolio: The APT group will prepare a portfolio of information, writing, project descriptions, work-in-progress to be kept in the John Burton Library for use by future APT groups. This information can be kept in hard copy or in electronic storage forms.

Time in School: Each student should plan to spend an average of 6-8 hours per month in a school setting learning about school issues, observing, presenting information, etc. Reflections on school observations, etc., will be shared with the team.

Knowledge Paper: Each student will prepare a paper on what they have learned about schools and school-related conflicts referencing observations and theoretical frameworks (conflict resolution, education, or other) at the end of the first semester.

Book and Article reviews: Each team will prepare summaries and outlines of books and/or articles regarding conflict resolution in schools, including research on CRE, to be used as references in work and writing. Alternatively, each person will prepare a topic paper on a topic in CRE for all to use as a reference.

Skills development: Each student will learn/practice a specific skill for use in CRE such as meeting facilitation, workshop/training facilitation, peer mediation supervision, restorative practice. Each student will demonstrate competency in the skill learned in a school setting to the professor and/or other team members before the end of the second semester.

Integration Paper: Each student will write a final reflection paper about the year's work focusing on what has been learned that can be used in future professional work and what needs to be learned.

Team Evaluations: At the end of the first semester and the end of the second semester each member of the team including the professor will evaluate the work of each other team member including the professor. If appropriate, a “client” may also be asked to evaluate the work of a team member. The form of the evaluations will be decided by the team and may include some of the following: contributions to teamwork, integration of theory in practice, personal growth, contribution to the project, contribution to the field.

At the end of the first semester, all students receive an “IP” (In Progress) grade. At the end of the Spring semester, the students receive the same grade for both semesters (all six credits).

Required Readings:

The instructor will provide background and overview reading for the team. The instructor and team will decide what readings are relevant to their project; members report to the group orally or in writing regarding what they have read. The team constructs a bibliography of readings relevant to their project.

Exams:

There are no midterms or final exams in this course.

Course Schedule:

The team project and schedule is unique. The team will meet weekly during the first semester; the team will meet as needed the second semester. The overall schedule for the work will be planned by the team. Members of the team should expect to begin work in schools within the first month. At the end of the first semester, a Knowledge paper will be prepared by each student. Before the end of the second semester each student will demonstrate a practice skill. At the end of the second semester, each student will prepare an Integration paper.

References: This syllabus referenced Dr. Linda Johnston’s GMU/ICAR Syllabus for Conflict 690/890 Domestic Applied Practice and Theory (APT) Fall/Spring 2004-5.