



Національний технічний університет України
«КИЇВСЬКИЙ ПОЛІТЕХНІЧНИЙ ІНСТИТУТ
імені ІГОРЯ СІКОРСЬКОГО»



Кафедра соціології

Mediation and facilitation in conflict resolution

Syllabus

Details of the discipline

Level of Higher Education	The Second (master's level)
Field of Knowledge	<i>05 - social and behavioral sciences</i>
Speciality	<i>054 Sociology</i>
Educational Program	<i>Conflict Resolution and Mediation</i>
Status of Discipline	<i>Elective Course</i>
Form of Learning	<i>Full-time/Distance Learning</i>
Year of Education, Semester	<i>1 year, autumn semester</i>
ECTS	<i>5 credits</i>
Form of Control	<i>Exam</i>
Schedule	<i>Lecture per two week and Practical Classes per week</i>
Language	<i>English</i>
Information about course leader / teachers	Lecturer: <i>Tatiana Kolomiets, PhD, associate professor, e-mail: tana_kol@ukr.net</i> Practical Classes: <i>Tatiana Kolomiets, PhD, associate professor, e-mail: tana_kol@ukr.net</i>
Course placement	

Curriculum of the discipline

1. Description of the discipline, its purpose, subject of study and learning outcomes

The problems of conflict as a clash of opposing values, needs and interests and the associated conflict interaction in society remain relevant throughout the existence of civilization. Exacerbating the turning points of history - the period of wars, revolutions and crises, during the struggle for power or property, due to the unbridled desire of some to dominate others, conflicts manifest themselves in various spheres: economic, political, cultural, social and at all levels: micro-, meso-, macro-, global. Therefore, the 21st century has posed an unalterable dilemma for humanity: either to master the science and art of conflict prevention, diagnosis and resolution, or to get the illusory chances and prospects of human survival through the fatal consequences of ignoring this problem.

Among the various tools for resolving conflicts: conciliation, arbitration, facilitation and mediation, one of the most effective and optimal is mediation and facilitation. Mediation is an informal but clearly structured procedure for resolving a conflict with the participation of a neutral mediator who supports the parties in reaching a mutually beneficial solution. Facilitation is a form of dialogue based on the organization in the group of the process of collective problem solving with the mediation and participation of the facilitator. At present, mediation and facilitation are widely used in the world practice of conflict resolution, becoming an integral part of the social and legal culture of society. The basic principles of mediation - equality of the parties, impartiality, confidentiality and voluntariness allow in the process of resolving the conflict to reach a consensus with maximum regard to the wishes and requirements of the conflicting parties (win-win).

By mastering the content of the course, students will have the opportunity to analyze the historical background and values of mediation and facilitation, ways to resolve the conflict, based on the latest sociological research. The teacher will provide a comprehensive overview of the diverse approaches to the definition of modern conflicts and characterize the social causes of their occurrence. The classes will reveal the features, principles and technologies of mediation and facilitation as the best tools for conflict resolution. The teacher will demonstrate the role of mediation and negotiation in conflict resolution and transformation.

Students will be able to analyze the causes, dynamics and consequences of the conflict by building a map of the conflict in practical classes. Students are expected to be able to apply modern principles, models and techniques of mediation and facilitation in the process of conflict resolution. To pursue further professional activities, students acquire skills of active listening, nonviolent communication, development of emotional intelligence in the process of conflict resolution, gain knowledge about the peculiarities of the mediation process and the dialogue principles of mediation.

Communication with the teacher is possible and will be encouraged within the framework of educational classes, as well as within the framework of consultations with the teacher, the place and time of which are communicated to students additionally.

The purpose of the discipline is to form students' abilities:

- Ability to apply knowledge in practical situations ;
- Interpersonal skills ;
- Ability to analyze the social causes and consequences of conflict;
- Ability to organize and maintain a safe and comfortable space for constructive negotiations;
- Ability to carry out the mediation procedure, establish and maintain communication between different parties to the conflict;

2. Prerequisites and post-requisites of the discipline (place in the structural and logical scheme of education according to the relevant educational program)

The discipline is selective and strengthens the competencies provided by normative disciplines. Basic knowledge in sociology and political science is necessary.

The discipline is in some connection with such disciplines as "Regional and ethnic conflicts: socio-political context and peacebuilding", "Sociology of conflicts and wars in the context of transformations

and modernizations", which create a general worldview and methodological basis for students' perception of the proposed content. discipline.

Studying the discipline will allow you to more effectively master communication skills and resolve complex conflict situations during professional activities.

3. The content of the discipline

Names of sections and topics	Number of hours			
	Total:	including:		
		Lectures	Seminars	Independent work of students
1	2	3	4	5
Topic 1. The concept, essence, characteristics of social conflicts.	12	1	5	6
Topic 2. The essence, types and values of mediation.	12	1	5	6
Topic 3. Dialogue as a form of work with conflict, facilitation.	13	1	5	7
Topic 4. Concepts, principles and procedure of mediation.	14	1	5	8
Topic 5. Professional competencies of a mediator.	14	1	5	8
Topic 6. Models and techniques of mediation.	14	1	5	8
Topic 7. Facilitation as a technology of conflict transformation.	13	1	5	7
Topic 8. Features of the use of mediation in various spheres of public life.	12	1	4	7
Topic 9. Limitations of application and prospects of mediation development in Ukraine.	12	1	4	7
Control measures	2			2
exam			2	
Hours in general	120	9	45	66

4. Training materials and resources

For successful study of the discipline it is enough to study the educational material, which is taught in lectures, as well as to get acquainted with the literature.

4.1 Basic literature:

1. Дарендорф Р. Элементы теории социального конфликта. Социологические исследования. 1994. № 5. С. 142–146. URL: http://ecsocman.hse.ru/data/968/645/1216/019_darendorf.pdf
2. Вступ до альтернативного вирішення спорів : навч. посіб. / Г. В. Анікіна, Ю. В. Білоусов, Н. Л. Бондаренко-Зелінська [та ін.] ; під ред. У. Хелльманна, Н. Л. Бондаренко-Зелінської. Хмельницький : Хмельницький університет управління та права, 2017. 234с.

https://opac.kpi.ua/F/UJEY5A5JSEA14IBUCUC19L6GE8MSSVLX9HNK665F5AQSAAEJAU-45868?func=full-set-set&set_number=003286&set_entry=000001&format=037

3. Конфліктологія : навчальний посібник / Г.В. Гребеньков, І.І. Ковальова, Ю.М. Красноносів, В.С. Ромадікіна, А.О. Смоктей, О.В. Тимченко ; за редакцією Г. В. Гребенькова ; Міністерство внутрішніх справ України, Донецький юридичний інститут Луганського державного університету внутрішніх справ імені Е. О. Дідоренка. - Львів : Видавництво "Магнолія 2006", 2019. - 228 с.
https://opac.kpi.ua/F/UJEY5A5JSEA14IBUCUC19L6GE8MSSVLX9HNK665F5AQSAAEJAU-44654?func=full-set-set&set_number=003278&set_entry=000002&format=037
4. Кутуєв, Павло Володимирович. Конфліктологія: соціологічна перспектива : навчальний посібник / П.В. Кутуєв. - Київ : НПУ ім. М. П. Драгоманова, 2014. - 187 с.
https://opac.kpi.ua/F/UJEY5A5JSEA14IBUCUC19L6GE8MSSVLX9HNK665F5AQSAAEJAU-45559?func=full-set-set&set_number=003278&set_entry=000005&format=040
5. Луцишин Г. І. Конфліктологія та теорія переговорів : навчальний посібник / Г.І. Луцишин ; Міністерство освіти і науки України, Національний університет "Львівська політехніка". - Львів : Видавництво Львівської політехніки, 2015. - 197 с.
https://opac.kpi.ua/F/UJEY5A5JSEA14IBUCUC19L6GE8MSSVLX9HNK665F5AQSAAEJAU-45239?func=full-set-set&set_number=003278&set_entry=000004&format=037

4.2 Secondary literature:

1. Амеліна С.М. Культура діалогу як основна характеристика якості професійного спілкування // е-журнал «Педагогічна наука: історія, теорія, практика, тенденції розвитку» / Архів номерів / Випуск №2 [2009] Режим доступу: http://www.intellect-invest.org.ua/pedagog_editions_e-magazine_pedagogical_science_arhiv_pn_n2_2009_st_15/
2. Арендт Х. Что такое свобода? / Х. Арендт. Между прошлым и будущим. Восемь упражнений в политической мысли [Текст] / пер. с англ. и нем. Д. Аронсона. М.: Изд-во Института Гайдара, 2014. – 416 с.– Режим доступу: <https://postnauka.ru/longreads/25091>
3. Від співпраці до примирення: посібник для лідерів громадянського суспільства / Під заг.ред. Смірнова О.К. Автори-упорядники: Араджіоні А.А., Брунова-Калісецька І.В., Гусєв А.І., Терещенко І.Г., Тищенко Ю.А. – Київ: Видавництво ЧП «Золоті ворота», 2015р., 207 стор.
4. Збірка статей «5 років діалогу і 25 років медіації в Україні: від протистояння до порозуміння» [редактори-укладачі: А. Гусєв, К.Гусєва, Г. Похмелкіна. За заг. ред. І. Терещенко] - К.: ВАІТЕ, 2019. - 340 с.: іл. – Англ., рос., укр.
<https://www.osce.org/files/f/documents/3/6/448168.pdf>
5. Гоулман Д. Емоційний інтелект/ Деніел Гоулман. – К.: Vivat, 2018. – 512с.
6. Буш Роберт А. Бэрк, Фолджер Джозеф П. Что может медиация. Трансформативный подход к конфликту. – Пер. с англ. – К.: Издатель Захаренко В.А., 2007. – 264 с.
7. Экман П. Узнай лжеца по выражению лица / Пол Экман, Уоллес Фризен. – СПб: Питер, 2011. – 272с.
8. Коломієць Т.В. Подолання гендерної асиметрії як механізм регулювання соціальних конфліктів українського суспільства // Політологія. Соціологія. Право. Вісник КПІ ім. Ігоря Сікорського. С.74-79. Режим доступу: <http://visnyk-ppsp.kpi.ua/article/view/195641/195986>
9. Розенберг М. Язык жизни. Ненасильственное общение. – Издательство «София», 2009. – 272 с.
10. Стоун Д., Петтон Б., Гін Ш. Складні розмови: як обговорювати те, що хвилює найбільше; пер. з англ. О.Ліпської. – Х.: Віват, 2019. – 272 с.
11. Тоффлер Е. Третья Хвиля [Текст] / Елвін Тоффлер ; пер. з англ. А. Євса; ред. пер. Ш.В. Шовкун. - К. : Видавничий дім "Всесвіт", 2000. - 475 с.

12. Lisa Schirch & David Camp, The little book of Dialogue for Difficult Subjects: A Practical Hands – On Guide, Intercourse, PA: Good Books, 2007.
13. Best Practices for Government Agencies, Guidelines for Using Collaborative Agreement –Seeking Processes, Report and Recommendations of the SPIDR Environment/Public Disputes Sector, 1997.

As auxiliary materials it is offered to use information resources of the department of sociology, containing video materials with lectures of leading scientists, their monographs and articles, and also methodical materials and archive of the professional scientific edition of the department.

<http://www.sociology.kpi.ua/literature> - Department of Sociology, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”

1. <http://www.socio-journal.kpi.kiev.ua/> - Вісник КПІ ім. Ігоря Сікорського. Соціологія. Політологія. Право.
2. <http://i-soc.com.ua/journal/content.php> – Социология: теория, методы, маркетинг.
3. <http://www.nbuv.gov.ua> – Національна бібліотека України імені В.І. Вернадського.
4. <https://prometheus.org.ua/>. Найкращі онлайн-курси України та світу.
5. <https://nsuworks.nova.edu/pcs/about.html> – Peace and Conflict Studies Journal

Educational content

5. Methods of mastering the discipline (educational component)

Full-time

Lectures

№ з/п	The title of the lecture topic and a list of key issues (tasks for independent work of the student)
1	<p>Topic 1. The concept, essence, characteristics of social conflicts. Key issues: The concept of conflict. Basic approaches to the study of conflicts. The essence, characteristics and types of conflicts. Factors and sources of conflicts. Objective and subjective components of the conflict. Functions of the conflict. Participants in the conflict. Conflict map. The role of a mediator in conflict resolution. Strategies of behavior in conflict situations (avoidance, smoothing, compromise, confrontation, cooperation). IWS: Consideration of group and interpersonal conflicts</p>
2	<p>Topic 2. The essence, types and values of mediation. Key issues: The nature and concept of mediation. History of mediation development in Ukraine and abroad. Types of mediation (narrative, transformational, problem-solving). The concept of values. Value principles of mediation. Ethical principles of understanding and restoring justice in mediation. Forgiveness and reconciliation: essence, characteristics.</p>

	IWS: Historical roots of mediation in Ukraine.
3	<p>Topic 3. Dialogue as a form of work with conflict, facilitation.</p> <p>Key issues: Conflict as a communicative phenomenon. Origins, basic principles of an understanding approach to the study of communicative phenomena. Phenomenology. M. Buber's dialogical principle, the role of dialogue in conflict resolution. Concepts and key principles of dialogue (confidentiality, security, ability to hear the Other, equal opportunity to express oneself). Signs of dialogue as a transformative process. The concept of facilitation. The role of the facilitator in the dialogue process. Prerequisites for a successful dialogue.</p> <p>IWS: The main components of effective dialogue.</p>
4	<p>Topic 4. Concepts, principles and procedure of mediation.</p> <p>Key issues: The concept of mediation as an alternative tool for conflict resolution. Basic principles of mediation (Neutrality / Invaluability, Division of responsibilities, Voluntariness, Confidentiality) and their characteristics. Mediation procedure (premeditation, stages of mediation, separate meetings, results of mediation). Win-win strategy in mediation.</p> <p>IWS: The role of the premeditative stage in the mediation process.</p>
5	<p>Topic 5. Professional competencies of a mediator.</p> <p>Key questions: Mediator communication skills: active listening. Active listening techniques: non-verbal communication (look, facial expressions, psychological space, gestures, posture, speech rate, tone and tone of voice), use of pauses (silence), naming of feelings, clarification / clarification, paraphrasing, summarizing. Analysis of the process of distortion of information during mediation: situational exercise "Ivan the Great". Emotional intelligence.</p> <p>IWS: The role of empathy in nonviolent communication.</p>
6	<p>Topic 6. Models and techniques of mediation.</p> <p>Key questions : Dispute settlement mediation. Extrajudicial and adjudication mediation. Voluntary and mandatory mediation. Online mediation. Restorative model. Narrative model. Classic model. Estimation model. M. Rosenberg's technique of nonviolent communication in the process of mediation (jackal model and giraffe model). Using the basic principles of the Harvard School of Negotiation in the technique of mediation (people, interests, solutions, criteria).</p> <p>IWS: Describe preventive mediation.</p>
7	<p>Topic 7. Facilitation as a technology of conflict transformation.</p> <p>Key issues:</p> <p>The potential of facilitation in resolving the conflicts of "divided societies". Concepts and manifestations of divided societies (dehumanization, depersonalization, delegitimization). Historical aspects of facilitation development. Taking into account the principles of group dynamics in the facilitation process. Stages of group development. Types of problem behavior in the group and methods of working with them. Group culture. The theory of multiple intelligence in the facilitation of David Wayne (linguistic, logical-mathematical, body-kinesthetic, spatial, interpersonal, intrapersonal, naturalistic types of intelligence).</p> <p>IWS: Explain the philosophy of facilitation.</p>
8	<p>Topic 8. Features of the use of mediation in various spheres of public life.</p> <p>Key issues: Family mediation. Features of the procedure of family mediation. Participation of minors in the mediation procedure. Scope and possibilities of business mediation. Features of mediation in commercial disputes. Models and techniques of mediation in education. Reconciliation services in conflict</p>

	resolution. Ukrainian model of mediation in education. Features of mediation in resolving labor disputes. Phases of mediation in resolving labor disputes. IWS: Identify indicators of the mediability of the labor dispute.
9	<p>Topic 9. Limitations of application and prospects of mediation development in Ukraine.</p> <p>Key issues: Legislative and legal restrictions on the use of mediation. Socio-psychological limitations of mediation. Rights and responsibilities of mediation participants in international practice. Tools for the development of mediation in Ukraine. World experience and development of mediation in Ukraine. Features of practical implementation of mediation in Ukraine. Acquaintance with draft laws on mediation.</p> <p>IWS: Cultural features of the use of "classical" models of mediation.</p>

Примечание [A1]: Це заняття чи години? визначтесь

Seminar (practical) classes

The main tasks of the cycle of seminars (practical) classes:

- to form students' notions of the essence and types of conflict;
- to form students' understanding of the concept of mediation, its essence and principles;
- assimilation by students of knowledge on the peculiarities of the application of techniques and methods in mediation;
- assimilation by students of knowledge about the peculiarities of behavior during the conflict;

№	Topic title and list of main questions
1	<p>Topic 1. The concept, essence, characteristics of social conflicts.</p> <p>Lesson 1. Provides analysis of the nature, characteristics, approaches to the definition of social conflicts, their structure, characteristics, factors and sources of conflict.</p> <p>As a result of the seminar, students have the opportunity to identify the main essential characteristics of social conflicts and consider the features of behavioral strategies in conflict situations (avoidance, smoothing, compromise, confrontation, cooperation).</p>
2	<p>Topic 1. The concept, essence, characteristics of social conflicts.</p> <p>Lesson 2. Consideration of conflict situations on the example of the scale of conflict escalation F. Glazl.</p> <p>As a result of the seminar, students under the guidance of a teacher will consider conflict cases. Develop a map of the conflict. Determine the level of emotional tension of the conflicting parties, and choose a strategy for resolving the conflict.</p>
3	<p>Topic 2. The essence, types and values of mediation.</p> <p>Lesson 1. Study of the nature and concept of mediation. History of mediation development in Ukraine and abroad.</p> <p>As a result of the seminar, students will explore the nature, concepts and types of mediation in Ukraine.</p>

4	<p>Topic 2. The essence, types and values of mediation.</p> <p>Lesson 2: The concept of values. Value principles of mediation.</p> <p>As a result of the seminar, students will formulate ethical principles of understanding and restoring justice in mediation, consider forgiveness and reconciliation as a result of successful mediation.</p>
5	<p>Topic 3. Dialogue as a form of work with conflict, facilitation.</p> <p>Lesson 1. Conflict as a communicative phenomenon. Origins, basic principles of an understanding approach to the study of communicative phenomena Signs of dialogue as a transformative process. Prerequisites for a successful dialogue.</p> <p>As a result of the seminar, students will learn the concepts and key principles of dialogue (confidentiality, security, ability to hear the Other, equal opportunity to express themselves).</p>
6	<p>Topic 3. Dialogue as a form of work with conflict, facilitation.</p> <p>Lesson 2. The concept of facilitation. The role of the facilitator in the dialogue process.</p> <p>As a result of the seminar, students carry out the facilitation procedure, working with the proposed practical case.</p>
7	<p>Topic 4. Concepts, principles and procedure of mediation.</p> <p>Lesson 1. The concept of mediation as an alternative tool for conflict resolution. Basic principles of mediation.</p> <p>As a result of the seminar, students will identify and analyze Neutrality / Invaluability, Division of responsibilities, Voluntariness, Confidentiality as the basic principles of mediation.</p>
8	<p>Topic 4. Concepts, principles and procedure of mediation.</p> <p>Lesson 2. Mediation procedure (premeditation, stages of mediation, separate meetings, results of mediation). Win-win strategy in mediation.</p> <p>As a result of the seminar, students consider conflict cases that help to understand the difference between the interests and needs of participants in the mediation process (case "Orange", case "Two Sisters").</p>
9	<p>Topic 5. Professional competencies of a mediator.</p> <p>Lesson 1. Mediator communication skills: active listening, nonverbal communication.</p> <p>As a result of the seminar with the help of simulation exercises students will get acquainted with the techniques of active listening: the use of pauses (silence), naming of feelings, clarification / clarification, paraphrasing, summarizing.</p>
10	<p>Topic 5. Professional competencies of a mediator.</p> <p>Lesson 2. Emotional intelligence.</p> <p>As a result of the seminar, students work with cases to practice techniques of emotional intelligence, analyze the process of distortion of information during mediation.</p>
11	<p>Topic 6. Models and techniques of mediation.</p> <p>Lesson 1. Dispute settlement mediation (narrative model, classical model, evaluation model).</p> <p>As a result of the seminar, students develop skills to use the basic principles of the</p>

	Harvard School of Negotiation in the technique of mediation (people, interests, solutions, criteria).
12	<p>Topic 6. Models and techniques of mediation. Lesson 2. M. Rosenberg's technique of nonviolent communication in the process of mediation</p> <p>As a result of the seminar, students understand and on the basis of simulation exercises apply the basic models of nonviolent communication of M. Rosenberg (giraffe model).</p>
13	<p>Topic 7. Facilitation as a technology of conflict transformation. Lesson 1. The potential of facilitation in resolving the conflicts of "divided societies".</p> <p>As a result of the seminar, students will form knowledge about the concept and manifestations of divided societies (dehumanization, depersonalization, delegitimization), historical aspects of the development of facilitation.</p>
14	<p>Topic 7. Facilitation as a technology of conflict transformation. Lesson 2. Taking into account the principles of group dynamics in the process of facilitation, the stage of group development.</p> <p>As a result of the seminar, students will determine the types of problem behavior in the group and methods of working with them, taking into account the theory of multiple intelligence in David Wayne's facilitation (linguistic, logical-mathematical, body-kinesthetic, spatial, interpersonal, intrapersonal, naturalistic).</p>
15	<p>Topic 8. Features of the use of mediation in various spheres of public life. Lesson 1. Scope and possibilities of business mediation, features of mediation in commercial disputes.</p> <p>As a result of the seminar, students should be ready to argue the sequence of the procedure of business mediation and the chosen technique.</p>
16	<p>Topic 8. Features of the use of mediation in various spheres of public life. Lesson 2. Models and techniques of mediation in education. Reconciliation services in conflict resolution.</p> <p>As a result of the seminar, students argue the sequence of the mediation procedure in education and the chosen technique, work with practical cases.</p>
17	<p>Topic 9. Limitations of application and prospects of mediation development in Ukraine. Lesson 1. Legislative and legal restrictions on the use of mediation, socio-psychological restrictions on the use of mediation.</p> <p>As a result of the seminar, students will form knowledge about the possibilities and limitations of mediation, will reveal the concept of "mediaability" of the conflict.</p>
18	<p>Topic 9. Limitations of application and prospects of mediation development in Ukraine. Lesson 2. Features and prospects of practical implementation of mediation in Ukraine.</p> <p>As a result of the seminar, students will get acquainted with the draft law on mediation, reflect on the reasons for its slow entry into the Ukrainian legal field.</p>

1. Independent student work

In order to deepen students' knowledge of the discipline, gain experience of independent work with scientific literature, it is proposed to independently study the scientific literature on problematic issues. Students are required to know the main problems and definitions of seminar topics, fluency in the categorical apparatus of the discipline.

In addition, students must independently consider the tasks designed for independent work and on the basis of this information freely answer the questions.

Policy and control

The policy of the discipline (educational component)

Working on the course material credit module, students will perform tasks to seminars, home quiz in the form of creative essay writing modular test and pass the oral exam (annex Syllabus). These jobs contribute to deepening the theoretical knowledge of students on selected topics of the module, develop skills of independent work with primary sources, contribute to the formation of theoretical thinking and sociological imagination.

Attendance and performance of tasks

It will be difficult for a student to properly prepare for a practical lesson and test if he or she misses lectures. For students who want to demonstrate excellent learning outcomes, active work in lectures is necessary. However, it is not necessary to work out the missed lectures.

Active student participation in practical classes is mandatory. The student's rating will be largely formed based on the results of his work in practical (seminar) classes. Each missed practical lesson (regardless of the reasons for skipping) reduces the final rating of the student in the discipline. There is no specific number of missed practical classes that will require independent study by the student of relevant topics (tasks) and additional communication in this regard with the teacher. At the same time, a student who missed practical classes may receive a low grade, which will not allow him to enter the exam. In this case, the topics from the missed seminars must be studied, and practical tasks must be completed. The control of knowledge (understanding) of the student of the missed subjects (performance of tasks) will take place during communication with the teacher according to the schedule of consultations available on a site of chair of sociology or during a break in educational employment. The student who completes the relevant tasks (answers the questions) will receive the appropriate points for the rating depending on the quality of the answers (task completion).

Students who missed practical classes may not allow the final rating to decrease by timely (during the semester) working on the relevant topics and completing the tasks provided for missed classes. It is not necessary to wait for the approach of the credit-examination session for the appropriate communication with the teacher. It is worth doing this as soon as the student is ready to demonstrate their knowledge and skills on missed topics.

Topics and tasks for practical classes are provided by syllabus, available from the student's personal account in the system "Campus" or Moodle.

The use of laptops, smartphones, written notes is allowed in lectures and practical classes, but only for the purposes determined by the topic of the lesson and the relevant thematic task. It is not necessary to answer the teacher's questions while reading from the screen of a smartphone, laptop, textbook or notes. This characterizes the level of preparation of the student is not the best. The student's answers can be based on improvised materials, but should be free from reading the text.

Forms of work

Lectures and seminars are held in accordance with the requirements of regulatory and methodological documents and rating system for assessing students' knowledge. Computer presentations with coverage of the main provisions of the topics, taking into account the topics of classes: textbooks, manuals and dictionaries of sociology are used in the lectures.

In seminars, students discuss lecture materials, texts of articles, sociological research, primary sources and professional comments on their content. The seminar gives an opportunity to assess, on the one hand, the level of preparation for it (speech, participation in the discussion, expression of one's own opinion), on the other - to master the tasks of module control. The results of the student's work are evaluated by the teacher according to the current scoring system and indicate the effectiveness of control over the student's work. Criteria for evaluating the performance of seminar tasks are: logical sequence of answers; completeness of disclosure of each issue; analytical reasoning in response; references to sources; validity of personal conclusions.

University policy

Academic integrity

The policy and principles of academic integrity are defined in Section 3 of the Code of Honor of the National Technical University of Ukraine "Kyiv Polytechnic Institute named after Igor Sikorsky". Details: <https://kpi.ua/code>. (other necessary information regarding academic integrity)

Norms of ethical behavior

Norms of ethical behavior of students and employees are defined in Section 2 of the Code of Honor of the National Technical University of Ukraine "Kyiv Polytechnic Institute named after Igor Sikorsky". Details: <https://kpi.ua/code>.

2. Types of control and rating system of evaluation of learning outcomes (RSE)

Current control: survey on the topic of the lesson, task performance.

Calendar control: conducted twice a semester as a monitoring of the current state of compliance with the requirements of the syllabus.

Semester control: exam.

Evaluation and control measures

The student's rating in the discipline consists of points obtained for:

- 1) answers, problem solving and supplementing the answers of other students in the process of discussion in seminars, case studies and participation in simulation exercises;
- 2) writing DKR in the format of an academic essay;
- 3) the results of express control in lectures;
- 4) passing the exam;

The work on seminars is evaluated in 3 points according to the following criteria:

- "excellent" - a creative approach to solving the problem, participation in simulation exercises, compiling cases - 3 points;
- "good" - deep disclosure of the problem, reflected own position, compilation of cases - 2 points;
- "satisfactory" - reasonable disclosure of the problem with certain shortcomings - 1 point;
- "unsatisfactory" - complete passivity in the seminar - 0 points.

The teacher evaluates the student's work in each practical lesson, but the specific total number of points for work in practical lessons is set by the teacher during the first and second stages of intermediate certification - in the eighth and sixteenth weeks of study, respectively. The student's rating as of the 8th week (according to the results of work on 6-8 practical classes) and the 16th week (according to the

results of work on the next 6-8 practical classes) of training is reported to the student in class or in the personal office of the electronic campus.

The student may appeal the teacher's assessment by submitting a complaint to the teacher no later than the next day after the student's acquaintance with the teacher's grade. The complaint will be considered according to the procedures established by the university.

№ з/п	Evaluation control measure	%	Weight score	quantity	Total
1.	Speeches at seminars	36	3	12	36
3.	Express control at lectures	4	2	2	4
4.	Modular control work (MCR)	10	10	1	10
5.	Exam	50	50	1	50
	Total	100			100

Table of correspondence of rating points to grades on the university scale:

шкалою:

<i>scores</i>	<i>Mark</i>
100-95	Perfectly
94-85	Very good
84-75	Fine
74-65	Satisfactorily
64-60	Enough
Less than 60	Not allowed
Admission conditions are not met	Not allowed

3. **Additional information on the discipline (educational component)**

Recommendations for students

Working on the lecture, the student should take notes of the basic concepts, features, classifications, definitions, algorithms, which will be described by the teacher. This will allow the student to better present their position (opinion), critically evaluate the positions (opinions) of other students, ask questions to the teacher and students. The amount of learned material and the depth of its understanding will increase. Preparing for the practical lesson of the student, it is desirable to study the lecture material on a particular topic, to get acquainted with additional resources in the bibliography. If the student is not familiar with the study material, he should listen more carefully to the speakers, and thanks to the information received, try to compensate for the shortcomings of preparation for the lesson. You should not refuse to answer the teacher's questions. Even if the student does not know the answer, it is advisable to try to answer, express their opinion based on their own knowledge, experience, logic of the question and so on. At the same time, one should not be afraid to make mistakes - one of the important tasks of studying social and humanitarian disciplines is to develop skills of logical thinking, conducting discussions and expressing one's own opinions. However, it should be remembered that ignorance of the material of the discipline is a significant disadvantage of the student's work and will negatively affect his overall rating.

4. **Distance Learning**

Synchronous distance learning using video conferencing platforms and a distance learning educational platform at the university is possible.

5. **Inclusive education**

Allowed

Work program of the discipline (syllabus):

Compiled by Tatiana Kolomiets, PhD, Associate Professor, Associate Professor of the Department of Sociology,

Approved by the department _____ (protocol № ___ from _____)

Approved by the Methodical Commission of the faculty (protocol № ___ from _____)

Topics of the academic essay:

1. Advantages and disadvantages of mediation.
2. Is a conflict-free society possible?
3. Comparative characteristics of mediation and other conflict resolution tools.
4. Structure and stages of the mediation process.
5. Work with interests: types, techniques.
6. Non-violent communication of M. Rosenberg: a panacea or utopia.
7. Competences of the mediator (own experience).
8. Models and techniques of mediation in education.
9. Features of family mediation.
10. The process of mediation and mediation in political conflicts.
11. Facilitating street protests: benefits and threats.
12. Dialogue as a form of communication.
13. "Other" in dialogue: rivalry or cooperation.
14. Cartography of the conflict.
15. Emotional intelligence and its role in facilitation.
16. Active listening in the process of mediation.
17. Nonverbal communication: importance for mediation and communication.
18. Criteria for the mediability of conflicts.