



Mediation and facilitation in conflict resolution Syllabus

Details of the discipline

Level of Higher Education	The Second (master's level)
Field of Knowledge	05 - social and behavioral sciences
Speciality	054 Sociology
Educational Program	Conflict Resolution and Mediation
Status of Discipline	Normative course
Form of Learning	Full-time/Distance Learning
Year of Education, Semester	1 year, spring semester
ECTS	4 credits
Form of Control	Exam
Schedule	Lecture per two week and Practical Classes per week
Language	English
Information about course leader / teachers	Lecturer: <i>Tetiana Kolomiets, PhD, associate professor, e-mail: tana.kolomiets@gmail.com</i> Practical Classes: <i>Tetiana Kolomiets, PhD, associate professor, e-mail: tana.kolomiets@gmail.com</i>
Course placement	

Curriculum of the discipline

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

The main purpose of the discipline: the formation of students' understanding of the essence of modern theories of conflict and peace, ways of conflict resolution by mediation and facilitation.

Thanks to learning the content of the course, students will have the opportunity to analyze the historical prerequisites and value bases of mediation and facilitation, ways of conflict resolution based on the latest sociological research. The teacher will provide a holistic overview of multifaceted approaches to defining modern conflicts and will characterize the social causes of their occurrence. The classes will reveal the features, principles and technologies of mediation and facilitation as the most optimal tools for conflict resolution. The teacher will demonstrate the role of mediation and negotiations in conflict resolution and transformation.

Students will be able to analyze the causes, dynamics and consequences of the conflict by constructing 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.

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 will be notified to students additionally.

The goal of the educational discipline is the formation of students' competencies:

- *To realize the essence and meaning of the interlocutor's message, to monitor conflict generators; reformulate the message with the exclusion of conflict generators, clarification of the content and meaning of the message (PC12);*

- *Explain to the parties the essence, principles and rules, possibilities and consequences of mediation, roles and limits of responsibility of participants in the procedure (PC 13);*

- *Monitor the current situation in the mediation procedure, forecast its development, direct negotiations according to the mediation stages (PC 14);*

The task of the discipline is the formation of the following learning outcomes:

- *Monitor the current situation in the mediation procedure, forecast its development, direct negotiations according to the stages of mediation (PR13);*

- *Explain to the parties the essence, principles and rules, possibilities and consequences of mediation, roles and limits of responsibility of the participants in the procedure (PR14);*

After attending this course students will show the results:

Knowledge:

- *sources of occurrence, structure and types of conflict;*
- *the nature of occurrence and concept of mediation;*
- *value principles of mediation and facilitation;*
- *the main stages of mediation as a procedure;*
- *dialogic principles of organization of the facilitation procedure;*
- *features of the application of mediation and facilitation in the field of public relations;*

Skills:

- *carry out a critical analysis of the causes of conflicts and methods of their settlement;*
- *work with the conflict map;*
- *find out the positions and interests of the participants in the conflict;*
- *conduct mediation and facilitation procedures in various social spheres;*
- *use knowledge of mediation and facilitation procedures in professional activities;*

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.

3. The content of the discipline

List of topics

Topic 1. Concept, essence, characteristics of social conflicts.

Topic 2. The essence, types and value bases of mediation.

Topic 3. Dialogue as a form of work with conflict, facilitation.

Topic 4. Concepts, principles and procedure of mediation.

Topic 5. Professional competencies of a mediator.

Topic 6. Mediation models and techniques.

Topic 7. Facilitation as a conflict transformation technology.

Topic 8. Peculiarities of the use of mediation in various spheres of social life.

Topic 9. Limitations of the application and prospects for the development of mediation in Ukraine.

4. Training materials and resources

Basic

1. Barash, D.P. and C. Webel (2009) *Peace and Conflict Studies*. Sage.

URL: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.384.7062&rep=rep1&type=pdf>

2. Christopher W. Moore. (2014). *The Mediation Process: Practical Strategies for Resolving Conflict*, 4th Edition.

<https://www.wiley.com/ensg/The+Mediation+Process:+Practical+Strategies+for+Resolving+Conflict,+4th+Edition-p-9781118304303>

3. Jordan, Thomas. *Glasl's Nine-Stage Model Of Conflict Escalation*. <https://www.mediate.com/glasls-nine-stage-model-of-conflict-escalation/>

4. *Best Practices for Government Agencies, Guidelines for Using Collaborative Agreement –Seeking Processes, Report and Recommendations of the SPIDR Environment/Public Disputes Sector, 1997.*

5. Webel, C. and J. Johansen (2011) *Peace and Conflict Studies: A Reader*. Routledge.

URL: <https://pestuge.iliauni.edu.ge/wp-content/uploads/2017/12/David-P.-Barash-Charles-P.-Webel-Peace-and-Conflict-Studies.pdf>

Additional:

1. Aiken, N. *Identity, Reconciliation and Transitional Justice: Overcoming Intractability in Divided Societies*, *Transitional Justice* Routledge, Oxon: 2013. – 280 p.

2. Crump, Larry (2006) *Multiparty negotiation: what is it?* // *ADR Bulletin* : Vol. 8: No. 7, Article 1
https://www.academia.edu/2801797/Multiparty_negotiation_what_is_it

3. Bercovitch, Jacob and Jackson, Richard. *Negotiation or Mediation?: An Exploration of Factors Affecting the Choice of Conflict Management in International Conflict* // *Negotiation Journal* · January 2001.p.42-54
https://www.academia.edu/2237824/Negotiation_or_Mediation_An_Exploration_of_Factors_Affecting_the_Choice_of_Conflict_Management_in_International_Conflict

4. Brett, Roddy (2017) *The Role of Civil Society Actors in Peacemaking: The Case of Guatemala*, *Journal of Peacebuilding & Development*. -12:1. -P. 49-64. 26.

5. Spangle, Michael & Mitchell, Kerry (2012). *Social Media and Mediating Public Policy*. // *ACResolution is published by the Association for Conflict Resolution (ACR)*. Volume 11, Issue 2 p.12-16

6. Siegfried, Matthias. *Conflict Prevention: the Use of Mediation and Facilitation in the Post-Agreement Phase1*

https://www.bundesheer.at/pdf_pool/publikationen/konfliktpraev_08_conflict_prev_mediation_m_siegfried_10.pdf

7. MacGinty, R. and Richmond. O. *Myth or Reality: Opposing Views on the Liberal Peace and Post-war Reconstruction* // *Global Society*. – Vol. 21. – No. 4. – 2007, pp. 491-497.

8. Miller, Z. *Effects of Invisibility: In Search of the Economic in Transitional Justice* // *The International Journal of Transitional Justice*. – Vol. 2. – 2008. – pp. 266–291. 3

9. Schirch, Lisa & Camp, David. *The little book of Dialogue for Difficult Subjects: A Practical Hands – On Guide*, Intercourse, PA: Good Books, 2007.

10. <http://www.sociology.kpi.ua/literature> - Department of Sociology, Igor Sikorsky KPI

5. Methods of mastering the discipline (educational component)

LECTURE CLASSES

In lectures, the teacher formulates the position theories of modern theories of socio-political conflicts and peacekeeping, demonstrates cases of modern conflicts, can reproduce the material in the form of a presentation. Lectures take place in the form of a dialogue, when the teacher asks counter-questions to the audience about training material, may ask to give an immediate answer to the current question, or material from previous classes. In the course of lectures there are 4 express control on knowledge of key concepts of a training course.

List of lectures:

Topic 1. The concept, essence, characteristics of social conflicts.

List of main 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).

Literature: Base: 2,3; Add.: 4, 6

Topic 2. The essence, types and values of mediation.

List of main 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.

Literature: Base: 2,4; Add.:8, 9.

Topic 3. Dialogue as a form of work with conflict, facilitation.

List of main 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.

Literature: Base:1, 4; Add.: 2, 8.

Topic 4. Concepts, principles and procedure of mediation.

List of main 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.

Literature: Base: 2, 4; Add.: 4, 10.

Topic 5. Professional competencies of a mediator.

List of main issues: 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.*

Literature: Base: 1, 4; Add .: 3, 9.

Topic 6. Models and techniques of mediation.

List of main issues: 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).

Literature: Base: 1, 4; Add .: 5, 7,8.

Topic 7. Facilitation as a technology of conflict transformation.

List of main issues: 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).

Literature: Base: 5; Add .: 7;9.

Topic 8. Features of the use of mediation in various spheres of public life.

List of main 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

Literature: Base: 5; Add .: 7.10;.

Topic 9. Limitations of application and prospects of mediation development in Ukraine.

List of main 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.

Literature: Base: 1;4; Add .: 2; 3.

SEMINAR CLASSES

The main objectives of the seminars are to consolidate and deepen the knowledge that received in lectures and in the process of independent training of students, assistance and development in students' skills of independent and analytical thinking, the ability to lead a discussion, to defend one's own point of view, to generalize the received information.

	The title of the topic of the seminar session and the purpose of the session
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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>Purpose: 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>Purpose: 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>Purpose: 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>Purpose: 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>Purpose: 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>Purpose: 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>Purpose: 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>Purpose: 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</p>

	mediation process (case "Orange", case "Two Sisters").
9	<p>Topic 5. Professional competencies of a mediator.</p> <p>Lesson 1. Mediator communication skills: active listening, nonverbal communication.</p> <p>Purpose: 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>Purpose: 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>Purpose: As a result of the seminar, students develop skills to use the basic principles of the Harvard School of Negotiation in the technique of mediation (people, interests, solutions, criteria).</p>
12	<p>Topic 6. Models and techniques of mediation.</p> <p>Lesson 2. M. Rosenberg's technique of nonviolent communication in the process of mediation</p> <p>Purpose: 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.</p> <p>Lesson 1. The potential of facilitation in resolving the conflicts of "divided societies".</p> <p>Purpose: 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.</p> <p>Lesson 2. Taking into account the principles of group dynamics in the process of facilitation, the stage of group development.</p> <p>Purpose: 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.</p> <p>Lesson 1. Scope and possibilities of business mediation, features of mediation in commercial disputes.</p> <p>Purpose: 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.</p> <p>Lesson 2. Models and techniques of mediation in education. Reconciliation services in conflict resolution.</p> <p>Purpose: 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.</p> <p>Lesson 1. Legislative and legal restrictions on the use of mediation, socio-psychological restrictions on the use of mediation.</p>

	Purpose: 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.
18	Topic 9. Limitations of application and prospects of mediation development in Ukraine. Lesson 2. Features and prospects of practical implementation of mediation in Ukraine. Purpose: 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.

6. Independent work of student

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

7. Course policy (educational component)

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

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 "Igor Sikorsky Kyiv Polytechnic Institute". 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 «Igor Sikorsky Kyiv Polytechnic Institute». Details: <https://kpi.ua/code>.

Attendance at lectures and seminars is mandatory. Missed tests can be rewritten, but until the intermediate certification, taking into account the time required by the teacher to test the work. Missed express checks are not worked out. Procedure for appealing the results of control measures Students have the opportunity to raise any issue related to the procedure of control measures and expect that it will be considered in accordance with predefined procedures.

To appeal the control measures, the student must submit a statement stating the reason for the appeal, the facts of the bias teacher. The teacher should discuss this statement with the student in person at consultations. In the absence of understanding of the outcome of the control measure, a commission of teachers of the department is formed, which evaluates the procedure control measure and student claims. The commission may decide to conduct a control measure

again, or reject the application. The decision of the commission is final and not appealed subject to.

Having received basic knowledge about the essence, typologies of conflict and forms peacekeeping activities, students will develop a conflict map that provides analysis its social causes. The results of the analysis are presented by students during one of seminars. It is planned to conduct a simulation exercise for training negotiation skills and the role of the "third party" in resolving conflicts. Home control work is aimed at developing the skills of scientific work of students, independent search for literature, formulation of hypotheses about socio-political conflicts of today. The topic of homework is arbitrary and limited to the subject of the discipline. In the course of classes the teacher can show students videos on conflict resolution.

The main form of work in a seminar is a speech that combines communicative abilities of the student with demonstration and consolidation of knowledge. Teacher evaluates both the depth, width, accuracy of definitions during the student's speech, ability promptly respond to questions from the audience. During the seminar additional the activity of students in formulating questions, participation in discussion is estimated, formulation of alternative hypotheses.

Calendar control

Calendar control (hereinafter - attestation) is a calendar boundary control. The purpose of the certification is to improve the quality of student learning and monitor the implementation of the schedule of the educational process by students. At the first intermediate attestation, a student receives a "credit" if his current rating at the time of attestation is 20 or more points. At the second intermediate attestation, a student receives a "credit" if his current rating at the time of attestation is 40 or more points. If this indicator does not meet the requirements, it is set "not certified". Practice of "non-certification" is carried out in consultation with the teacher by oral answer to the questions of the material not mastered by the student.

To appeal against control measures, the student must submit an application stating the reason for the appeal, the facts of the teacher's bias. The teacher should discuss this statement with the student in person at the consultation. In case of lack of understanding on the result of the control measure, a commission of teachers of the department is formed, which evaluates the procedure of the control measure and the student's claim. The Commission may decide to re-examine or reject the application. The decision of the commission is final and not subject to appeal.

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 «Igor Sikorsky Kyiv Polytechnic Institute». Details: <https://kpi.ua/code>. 3

Norms of ethical behavior

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8. Types of control and rating system for evaluation of learning outcomes (RSO)

The student's rating in the discipline consists of points that he receives for the following types works:

- 1) answers to seminars;
- 2) active work at seminars;
- 3) express control in the course of lectures;
- 4) performance of home control work (HCW);
- 5) writing two modular tests (MT).

I. Work during the semester

1. Speeches at seminars

When answering each question, the student receives:

"Excellent" - 5 points - a complete answer (at least 90% of the required information) if answers the student demonstrates a deep knowledge of the material, logically and consistently teaches it, gives reasonable conclusions, freely operates with specific data, easily and convincingly answers the questions;

"Good" - 4 points - a fairly complete answer (at least 75% of the required information) or complete answer with minor inaccuracies, answers most of the questions teacher and students;

"Satisfactory" - 3 points - incomplete answer (not less than 60% of the required information)

"Unsatisfactory" - 0 points - significant errors, the performance is not consistent, on the set the question is not answered at all, there is no work at the seminar.

2. Activity of work at seminars

"Excellent" - 4 points - the student takes an active part in discussing all issues of the plan seminar;

"Good" - 2 points - the student participates in the discussion of certain issues of the plan seminar.

"Satisfactory" - 1 point - the student participates in the discussion of one issue of the plan seminar.

"Unsatisfactory" - 0 points - the student does not participate in the discussion of the topic seminar.

3. Express control at lectures

Express tests are evaluated at 5 points each. Given that for semester is 4 express control, the maximum number of points for express control - 20 points.

"Excellent" - 5 points - complete answer (at least 90% of the required information);

"Good" - 4 points - a fairly complete answer (at least 75% of the required information) or complete answer with minor inaccuracies;

"Satisfactory" - 3 points - incomplete answer (not less than 60% of the required information) and minor errors;

"Unsatisfactory" - 0 points - no answer, or the student is absent at the time of writing work.

4. Home control work (DKR)

The maximum score is 20 points.

"Excellent" - 20-17 points - the ability to provide a consistent justification of the declared statements, which will combine both empirical evidence and theoretical principles. Clearly structure and expression of the essay structure, main and auxiliary arguments. Demonstration deep understanding of the problem. Effective and accurate use of evidence. Ability to demonstrate critical thinking and approaches (in particular, taking into account counter-evidence and counter-evidence statements). A certain degree of originality of arguments. The volume of studied sources - no less than 10;

"Good" - 16-13 points - a complete answer with minor inaccuracies, the ability to directly analyze the problem, a clear structure and expression of the structure of the essay, major and minor arguments. Identification of the main topics and arguments and the ability to apply the problem approach to the analysis of the proposed issues. Availability of researched sources;

"Satisfactory" - 12 points - definition of the topic and several arguments for solving the problem, some provisions of theories of peace and conflicts are given, concepts are used educational material;

"Unsatisfactory" - 0 points - there is no sequence of presentation of the material. The topic does not match the content of work. There are significant scientific and stylistic inaccuracies in the work. The task is not done.

For each week of delay in submitting the DCR, a penalty of -2 points is accrued (total not more than -8 points).

The presence of a positive assessment (not less than 12 points) with DKR is a condition of admission to the test control work.

5. Modular control work (MCR)

Two MCRs are scored with a maximum of 10 points each. Accordingly, the total weight score for MCR - 20 points.

Each MCR takes place after elaboration of the section of the discipline and provides a written answer to 1 question, the list of which is given in Annex 2, during one academic hour in seminars.

The evaluation of the answer to the question is carried out according to the following criteria:

"Excellent" - 10-9 points - accurate definitions are given, several are given theoretically substantiated arguments on the issue, giving the names of researchers who studied this the problem;

"Good" - 7-8 points - reflects the essence of the question, but there are inaccuracies in answers;

"Satisfactory" - 6 points - incomplete answer, there are significant errors;

"Unsatisfactory" - 0 points - no or incorrect answer.

6. Incentive points

A total of no more than 10 points for the following types of work:

- for research activities (participation in conferences, "Days of Science FSP", competitions of student works, publications);

- participation in faculty competitions in discipline and all-Ukrainian

The sum of the rating points obtained by the student during the semester, provided enrollment of MKR, is transferred to the final assessment according to the transfer table.

If the sum of points is less than 60, but the MCR is credited, the student performs a test work. In this case, the sum of points for the performance of MCR and test control work is translated to the final grade according to the translation table. A student who has received more than 60 points during the semester and has a positive grade on the MCR, receives a test assessment "automatically".

Scores	Mark
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

9. Additional information on the discipline (educational component)

Final test questions

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.*

Work program of the discipline (syllabus):

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

Approved by: the Department of Sociology (protocol N 12 dated 23.06.2023)

Agreed by the Methodical Commission of the Faculty (protocol N 11 dated 06/27/2023).