

## EDUC 370/570, Sec. 79: Workshop in Education

### Transforming Conflict

April 3-May 1, 2017

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#### Central Understanding:

Conflict is a normal part of human relationships and can be used to promote positive changes.

#### Learning Outcomes

1. Participants will be able to effectively implement the conflict transformation strategies, at developmentally appropriate levels, within their respective teaching practices.  
(InTASC Standard # 10)
2. Participants will be able to articulate how differences in culture, socio-economic status, gender, etc. will impact the implementation of conflict transformation strategies.  
(InTASC Standard # 3)

#### Course Objectives

1. Participants will understand how an individual's personality and assertiveness styles impact the ways in which their perspectives about conflict and conflict resolution/transformation are shaped.
2. Participants will identify communication skills that improve the conflict resolution/transformation processes.
3. Participants will identify the origins of conflict and the responses to conflict.
4. Participants will apply their knowledge of their individual personalities, their knowledge of the origins and responses to conflict, and their communication skills to improve their conflict resolution/transformation skills in teaching situations.
5. Participants will value the importance of having tools to deal with conflict between pupils and between pupils and adults.

**Required Text:** Available for purchase at the UWSP Bookstore.

Lederach, J.L. (2003). The Little Book of Conflict Transformation. Good Books: Intercourse, PA.

## Course Expectations

1. You are required to post in D2L a **minimum of 3 times** within each module (one module per week) including assignment posts and responses to other class participants. (Note: If messages are attached as documents, they must be posted in Microsoft Word or as PDF files. Messages posted in other programs, e.g. WordPerfect, will not be readable to most people.)
2. Posts should be clear and concise. Most ideas can be stated in a couple of paragraphs. Be reflective in your posts. Your posts should include a **brief analysis** of what was read or done and a **discussion of how it will impact you as a teacher**. You may pose a question for others to think about in response to your reading.
3. Post your initial message as early in the week as possible so people have time to read and respond to your contribution. Post additional messages throughout the week that are either new contributions or replies to someone else.
4. Be respectful of other's ideas, opinions, and beliefs. You may disagree with someone, but respect their right to think differently.
5. Maintain privacy of participants, including privacy comments made during electronic conversation that are to be shared only with those participating in the course.
6. Abide by Family Educational Rights and Privacy Act rules which find academic information is confidential and forbids disclosure of academic information without the participant's consent.
7. Operate within the guidelines of Appropriate Use of UWSP Information Technology Resources— <http://www.uwsp.edu/IT/about/policies/policiesnetworkfsv.aspx>
8. Notify the course instructor, Allan Wendland, as far in advance as possible, of any time exceeding 5 days in which participation will not be possible during the course.

## Course Assignments

### Week One—Understanding Yourself

April 3-9

1. Complete Keirsey Personality Inventory online. (**Note: You will need to sign in to take the inventory. Make sure you do not sign up to purchase anything unless you so choose!**)
2. Complete the “Conflict Resolution Profile Assessment” found at <http://www.learningnurse.com/personskills/conflict/cr-intro.php>
3. Write an introduction about yourself, a summary of your personality style and your test results, and a reflection on them (What did I learn about myself?). Post these in your group's section of “Discussions” in D2L. Please refer to the **discussion group list** to see which group you are in. The deadline for posting these is 10:00 p.m., Wednesday, April 5. (Also put your introduction and the summary of your inventories in the **dropbox**.) You then need to read and respond to at least two of the postings. These responses may include questions and/or comments reflecting critical thinking. Post responses (minimum of two) to other's summaries/reflections. These are due by 10:00 p.m., Friday, April 7. **Please use correct spelling, capitalization, and punctuation.**
4. The person assigned to post the weekly group discussion summary should post it to the Large Group Discussion Forum for Week One by 10:00 p.m., Sunday, April 9.

### Week Two—Understanding Origins of Conflict and the Responses to Conflict

April 10-April 16

1. Read Little Book of Conflict Transformation by J.L. Lederach (2003).
2. Post a summary of key ideas that you will take with you from this reading. Reflect on how it will influence you in the school or work setting by 10:00 p.m. on Wednesday, April 12.
3. Read and respond to at least two of the postings in your group by 10:00 p.m. on Friday, April 14.
4. The person assigned to post the weekly group discussion summary should post it to the Large Group Discussion Forum for Week Two by 10:00 p.m., Sunday, April 16.

### Week Three—Applying Concepts of Conflict Transformation to Real Life Situations

April 17-23

1. Observe conflict scenarios in school, home, grocery store, etc. or use one of the scenarios about conflict in education found in the content section of D2L. Choose one to comment on. Without violating confidentiality, post a description of the conflict and based on your readings last week, develop a plan to transform the conflict and if possible implement the conflict transformation strategies. Post your plan in the discussion box by 10:00 p.m. on Wednesday, April 19. **(Also put your plan in the dropbox.)**
2. Respond to two of the plans by 10:00 p.m. on Friday, April 21.
3. The person assigned to post the weekly group discussion summary should post it to the Large Group Discussion Forum for Week Three by 10:00 p.m., Sunday, April 23.

### Week Four—Reflecting on Learning

April 25-April 30

1. In this module, you will reflect on some of the key elements of dealing with conflict and discuss ways to enhance your personal skills of conflict transformation. Post your reflection by 10:00 p.m. on Wednesday, April 26. **(Also put your summary in the dropbox.)**
2. Respond to two of the summaries in your group by 10:00 p.m. on Friday, April 28.
3. The person assigned to post the weekly group discussion summary should post it to the Large Group Discussion Forum for Week Four by 10:00 p.m., Sunday, April 30.

For EDUC 570 students only: Think about how you could organize or in some way make a difference in the ways conflict is currently addressed in your school or workplace, or how a situation in your past might have been addressed. Give a description and analysis of the approach to conflict management/resolution/transformation in the situation that you have addressed. Be sure to include what you believe to be the strengths and weaknesses of what has been done. Also discuss how you would incorporate the strategies of conflict transformation to restructure and enhance what has been done in the situation that you have addressed. You may write a 3-5 page paper, create a PowerPoint, or do some other type of presentation to communicate your ideas. You will find a rubric for this assignment in the "Content" section of D2L. This assignment is due by 10 p.m. on Sunday, May 7.

## Grading

Assignments	Points/ Assignment	Total Points
Introduction of Yourself	10	10
Summary of and reflection on results of Keirsey Personality Inventory and Conflict Resolution Profile Assessment	20	20
Post for Week Two	20	20
Plan for transforming a conflict	25	25
Summary of key elements dealing with conflict	25	25
Weekly Reponses	5 points per post	40
Summary of the group's postings (Each person in the group is responsible for one week's summary. The person in charge of posting is designated on the "Discussion Groups" sheet in D2L.)	10	10
Total points possible		150
ED 570 project (Ed 570 students only)		100

### Grading Scale in Percent:

87-89=B+	77-79=C+	67-69=D+	Below 60=F
93-100=A	83-86=B	73-76=C	63-66=D
90-92=A-	80-82=B-	70-72=C-	60-62=D-

### Accessing Desire 2 Learn (D2L)

Go to this link and follow log on instructions: <https://uwsp.courses.Wisconsin.edu/>

Click on Content in menu bar to view the course modules. Links in each module will take you to assignments or discussions. You can check your points for each week by clicking on "Grades" on the menu bar.

My thanks go to Dr. Patricia Shaw for her guidance in teaching this course and her contributions to the syllabus.

### Rubric for ED 570 Project

		<b>Points</b>
<b>Presentation of Ideas and Description of Conflict</b>	Presentation clearly communicates ideas and describes the conflict.	20
<b>Strengths of Present Approach to the Conflict</b>	Clearly identifies the strengths of the approach to the conflict.	20
<b>Weaknesses of Present Approach to the Conflict</b>	Clearly identifies the weaknesses of the approach to the conflict.	20
<b>Incorporation of Strategies of Conflict Transformation to Restructure and Enhance</b>	Uses strategies of conflict transformation in the approach to the conflict.	30
<b>Clear Writing</b>	Writing has less than 10 errors in spelling, grammar, and punctuation. One point will be deducted for every two errors beyond those 10 errors.	10
<b>Total Points</b>		100

## Discussion Groups

### Group One

Amy Lambrecht—Week One Summary

Robby Wiener—Week Two Summary

Jennifer McGowan—Week Three Summary

Michael Messerli—Week Four Summary

### Group Two

Taylor Henderson—Week One Summary

Akela Huggins—Week Two Summary

Karissa Mueller—Week Three Summary

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