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Abstract: The present diachronic study describes an innovative experience with the postgraduate students who study within the Master of mediation: strategies and methodologies of prevention and conflict resolution of the Pablo de Olavide University, during two academic years 2016/17 and 2017/18. The priority objective that was sought with this diachronic investigation was to assess the prevalence of the concepts of "Mediation" incorporated into the repository over the period of time studied. Through a methodology of descriptive character and of qualitative cut, the design and elaboration on the part of the students of clouds of ideas developed with the social software WordArt was analyzed on the conceptions related to the process of mediation from the contents taught in the theoretical and practical modules. Finally, to make a comparison between the prevalence of the relevant concepts for the group of students, we observe a predominance of four concepts that stand out from the diachronic study: "Communication" "Empathy" "Agreement/Solution" and "Resolution of Conflicts". There are, therefore, the main concepts in which they formed.

Key-Words: Mediation, Concepts Cloud, University Innovation, Information Technology.

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1. Introduction

This experience develops in graduate Master in Mediation: Strategies and methodologies prevention and resolution of conflicts linked to the Center for Postgraduate Studies at the Pablo de Olavide University (UPO) in Seville.

It is a blended Master's degree with teaching and virtual support through the Blackboard learning platform (UPO) and with internships in companies. It consists of 60 credits (ECTS) and belongs to the branch of Social and Legal Sciences of the Pablo de Olavide University. Its URL is https://www.upo.es/postgrado/Master-La-mediacion-estrategias-y-metodologias-de-prevencion-y-resolucion-de-conflictos (Figure 1).

As indicated in its presentation, the Master is based on the assumptions of mediation, and, in its resolution of conflicts. In addition, one of the training units developed in this postgraduate course refers to mortgage mediation and the module on "Mediation and new technologies".

![Figure 1. Virtual space of Mediation Master: strategies and methodologies for conflict prevention and resolution.](image)

Regarding the contents of the Master's Degree, they are specified in the following training modules: (1) concept, legislation and general aspects of mediation; (2) Phases, methods and techniques in mediation; (3) Preparation of social projects in mediation; (4) Psychological and social aspects of interpersonal conflict; (5) Employability in mediation. Mediating entities; (6) Mediation as a family conflict management system; (7) Intercultural mediation; (8) Mortgage mediation; (9) Community mediation; (10) Legal and economic aspects of family conflicts and (11) Mediation and new technologies.
Finally, there is the last module: Final Project and Practices, constituted by the End of Master Project and the practices in City Council, Seville Provincial Council and Mediation Entities.

Regarding mediation in conflicts is not a modern invention; in all cultures there have been men and women who used mediation to solve the problems that existed between people. This nonviolent strategy is establishing itself as a good instrument to solve some conflicts in fields related to law, consumption, education, marital separations, and neighborhood disputes, international conflicts, etc. (De Prada and López-Gil, 2008).

The ten principles of mediation developed by Munné and MacCragh (2006), in agreement with Iglesias (2013) can be considered as the philosophy of mediation, so they must be present in any mediation scenario, regardless of their context of intervention:

1. The humility of admitting that external help is often needed to solve one's own difficulties.
2. The responsibility of the acts themselves and their consequences.
3. The search for one's own desires, needs and values. Respect for oneself.
4. Respect for others the understanding of the other's desires, needs and values.
5. The need for privacy in difficult times.
6. The recognition of moments of crisis and conflict as inherent to the person.
7. The understanding of suffering produced by conflicts.
8. The belief in one's own possibilities and those of the other.
9. The empowerment of creativity on a reality basis.
10. The ability to learn from critical moments. The bet on an advance that cannot always be through an uncomplicated path.

2. Research context and objectives

2.1 Context

In our case, the research describes a postgraduate experience with clouds of concepts about conceptions on mediation in a broad sense. The development of the same ideas may be considered as a continuation of the experience of innovative character that was developed initially during the academic course 2016-17. In this academic year, the innovative experience was developed with the intention of being able to contrast the results obtained, and assess the real relevance of the concepts already studied.

The postgraduate experience is framed in module XI: Mediation and New Technologies (Figure 2).
The educational research consisted of posing to the student an introspective reflection through clouds of concepts on the main aspects that characterize the concept of "mediation", with the social software WordArt /Tagul (Word Cloud ArtCreator) its link is: https://wordart.com/ during the 2016-17 and 2017-18 courses. This social software allows one to design clouds of labels ("tag clouds") dynamically and easily from the concepts that are provided (López Meneses & Gómez Galán, 2010).

In the postgraduate experience, students must indicate the 4 or 5 concepts that are most relevant and significant to them in "Mediation" and in this way the acquisition of the concepts studied in the first formative module of the Master is also valued. Later, they sent the link of the cloud of concepts with a brief comment to the teacher's e-mail and a web space was designed <<ad hoc>> to spread it with the free Jimdo application: https://oyonudeceg.jimdo.com and that served as a repository for students to then make a reflective discussion of the different opinions expressed by the student body of previous courses. Also, a rubric was designed to assess e-activity (figure 3).

Figure 2. Organizational chart of the XI module: Mediation and New Technologies (extracted from the blackboard platform Learning UPO).

Figure 3. E-activity assessment matrix. https://oyonudeceg.jimdo.com
In relation to the word cloud studied in class, I explain briefly the reason of the selected concepts. Conflict resolution because mediation itself is a process of conflict resolution; extrajudicial because it is a process foreign to the judicial system that precisely seeks to avoid this path or even stop it if it has already begun; communication because it is the way through which the process is carried out and sometimes it is even restored when the communication is broken between the parties at the beginning of the process; Y agreement because although it is not always reached, the ideal in a mediation is that the parties reach a mutual agreement Word cloud link: https://wordart.com/8zv6ymar8lox/word-art-2

Next, it shows the didactic intentions, the development of the research and the most relevant results achieved during the development of the two academic courses in the Master of Mediation: strategies and methodologies of prevention and resolution of conflicts

2.2 Objectives
The main objectives of the innovative experience carried out were the following: (1) Personal reflection on the conception of mediation; (2) Stimulate the active role of postgraduate students in the process of knowledge construction; (3) Encourage digital learning; (4) Encourage the use of social software; (5) Design a repository of concepts about "Mediation".

The priority objective that was sought with this diachronic investigation over two academic years (2016-17 and 2017-18) was to assess the prevalence of the concepts of "Mediation" incorporated into the repository throughout the period of the time studied.

3. Methodology
The methodology of the investigation was qualitative and descriptive. The sample consisted of a total of 20 students of the Master's Degree in Mediation: strategies and methodologies for prevention and resolution of conflicts at the Pablo de Olavide University in Seville for the academic courses 2016/17 and 2017-2018.

For the present analytical study, the contributions made by the student group were approached by analyzing the words, or sets of meanings, as units of registration. Subsequently, the guidelines established by different authors (Bogdan and Biklen, 1992, Miles and Huberman, 1994 and Monje, 2011; López Meneses, Gómez Galán and Vázquez Cano, 2016; López Meneses, Cobos and Gómez Galán, 2016) were taken as a frame of reference. Specifically, in an initial phase the data was reduced by categorizing and coding the information obtained. The categorization involved simplifying and selecting the information to make it more manageable. For this we follow the following steps: (1) Separation of units to identify significant segments of
information on the reflections formulated on the concept of Mediation; (2) Identification and classification of the units to gather them conceptually in groups that shared the same topical meaning; (3) Synthesis and grouping of the different information units.

During coding each textual unit was identified with its category through a mixed procedure (inductive-deductive) to proceed next to its frequency count and percentages. Ultimately, the various categorized information units were analyzed to facilitate the phase of inference and interpretation of the results that is set out below.

3. Results

The students of the Master of Mediation: strategies and methodologies of prevention and conflict resolution of the Pablo de Olavide University, in the two academic years (2016-18), were fulfilling in a satisfactory way the objectives set in the study, reflecting in the clouds of words what they understood as the meaning of the concept of "Mediation" based on their introspective reflection on the conception of old age and on active aging. On the other hand, the methodology developed has encouraged at all times the active and autonomous role of students in the process of knowledge construction, achieving multimodal learning among students and the use of social software. Finally, a collective repository of previous conceptions in relation to Mediation has been built. The link is: https://oyonuduceg.jimdo.com/

To present the results obtained throughout the diachronic study, we will first expose the results collected for each of the courses, to then make an assessment of those concepts that prevail over time.

Regarding the 2016-17 academic year, in Figure 1, the concepts associated with Mediation are expressed.
In reference to the percentage analysis of the students of the Mediation Master: strategies and methodologies of prevention and resolution of conflicts corresponding to the academic year 2016/17 linked to the concept of Mediation are the following: Agreement / solution (19.15%); Empathy (17.02%); Conflict resolution (12.77%); Communication (17.02%); Emotion to guide (2.13%); Harmony / balance (8.51%); Improve relations (8.51%); Extrajudicial (6.38%); Voluntariness (6.38%); Confidentiality (2.13%).

In this sense, it can be seen in graph 1 that the most representative concept associated with mediation is the establishment of "Agreements / Solutions", with (19.15%), followed by "Empathy" and "Communication" (17.02%, respectively) and "Resolution of conflicts" (12.77%). On the other hand, with a lower percentage, "Improve relations" and "Harmony" stand out (8.51%, respectively). Finally, it is worth highlighting with less than 7%, the concepts of "Extrajudicial", "Voluntariness" and with less than 3%, the meanings: "Confidentiality" and "Emotion to guide".

Once the perceptions of the students of the academic year 2016/17 have been described, Graph 2 shows the frequencies of the students' answers on the conceptions of Mediation of the academic year 2017/18.

In reference to the percentage analysis of university students linked to the 2017/18 academic year, the perceptions related to the concept of "Mediation" are the following: "Communication" and "Empathy" (23.68%, respectively); Agreement / solution (18.42%); "Resolution of conflicts" (13.16%); with less than 8% highlight: "Improve relationships" (7.89%); "Voluntariness" (7.89%) and with just 3%: "Extrajudicial" and "Emotion to guide" (2.63%, respectively).
Once the results of the two academic years have been presented, the prevalence of the concepts on "Mediation" over time is shown, in order to observe its oscillation (Graph 3).

Graph 3. Comparison of the prevalence of concepts on student mediation of the academic courses 2016-2017 and 2017-18 of the Master’s Degree in Mediation: strategies and methodologies for conflict prevention and resolution.

When making a comparison between the prevalence of the relevant concepts for the group of students, we observe a predominance of four concepts that stand out from the diachronic study: "Communication" (17.02%, course 2016/17 and 23.68% course 2017/18); "Empathy" (17.02%, course 2016/17 and 23.68% course 2017/18); "Agreement / Solution" (19.05%, course 2016/17 and 18.42% course 2017/18); and "Resolution of conflicts" (12.77%, course 2016/17 and 13.16% course 2017/18). With less than 9%, the concepts of "Improving Relationships", "Voluntariness" and "Extrajudicial" stand out in both academic years. Finally, it is noteworthy that only the concepts of "Harmony / Balance" and "Confidentiality" appear in the 2016-17 academic year.

4. Conclusions

Among the main conclusions that are obtained, it is worth mentioning that the objectives set out in the postgraduate experience: to reflect and analyze through clouds of concepts the meaning of "Mediation", and to
stimulate digital learning through the use of applications related to the social software, has been fully achieved, as can be seen in the work carried out by the postgraduate students in the virtual space https://oyonuduceg.jimdo.com/

It is also noteworthy that the group of students has linked the concept of mediation with aspects related to the "search for agreements, dialogues and conflict resolution" in agreement with other authors (Álvarez et al, 2002, Boqué, 2003, De Armas, 2003, Munné & Mac-Cragh, 2006, Iglesias, 2013; Sánchez, 2013, Dorado, 2014, Hinojosa, 2015) or with "communication" as indicated by Diez (2014) and Binaburo & Muñoz (2007). Or, linking mediation with processes of agreement and empathy (Ortega & Del Rey, 2004; Lane-Garon, 2005, Luz-Clara, 2018), improvement (Munné and MacCragh, 2006) and volunteers (De Diego & Guillén, 2010).

Ultimately, as indicated by Martín-González (2008), Torrego (2013 and 2017) and Pizarro (2018), there are numerous definitions of mediation but, in one way or another, they all affect the following key aspects: it is an instrument for managing and resolving conflicts; it is complementary to the jurisdictional path; its purpose is to achieve a peaceful exit between the parties; it is characterized by being a voluntary, confidential, cooperative and structured process in which a neutral third party intervenes that facilitates communication and the achievement of decisive agreements, restores the protagonism to people, enhancing their commitment and responsibility. And we add, thanks to the mediation processes, synergies are created and elaborated in favor of social cohesion for the sustainable development of global citizenship.

References


