

Conceptual map of Conflict Mediation in school context: literature review with webQDA®

Elisabete Pinto da Costa and Susana Oliveira Sá

Lusófona University of Porto and Research Centre for Education and Development (CeIED), Universidade Lusófona de Humanidades e Tecnologias (ULHT), IMULP, Portugal
elisabete.pinto.costa@gmail.com, susanaemiliasa@gmail.com

1 Introduction

The topics on which this article deals contribute to identify how conflict, coexistence and school mediation are elements of study in the field of Educational Sciences.

In the 70s in the United States and in the 80s in Europe (Cunha & Monteiro, 2019), in to what extent the current School can be built as a space to implement intervention strategies to improve their social and educational context, one can find the first conflict mediation projects. In Portugal, they date back to the year 2000 (Ferreira, 2002).

The school mediation devices are pointed out as good practice, according to the confirmed results, by foreign studies which have determined the research agenda, and in the national context, in Masters and PHD studies, simultaneously with some scientific articles. From a literature review for another study (Pinto da Costa, 2016), one determined that the contribution to list advantages and virtues of school mediation outnumber those which share typologies and results of methodologies of intervention, research or evaluation. One also determined that the research on the topic has been increasing. In the path of the statement of Torremorell (2002), contributions are required to convince the scientific community and the school of the utility of this kind of projects.

The argumentative strategy woven throughout the study was based on a qualitative research methodology, based on a literature review of the areas in question, which contributed to the construction and analysis of categories, concepts and theories that support what has been produced in the research board in the last decade about conflicts, mediation and interaction at school, as one envisions a triad of cause-action-consequence associated with school mediation as a methodology of social innovation.

2 Methodological proceedings



The theoretical argument, based on the qualitative methodological vision (Flick, 2014, 2018), which sustains a literature review of narrative nature, supports the study of school conflicts, interaction and conflict mediation as research objects in Education Sciences.

The systematic literature review followed the Cronin, Ryan and Coughlan research Protocol (Cronin, Ryan & Coughlan, 2008), and its procedures (step by step).

In the first study, of exploratory nature, which comprised three stages, the selected metadata formed the literature review data *corpus* and will be used to develop the conceptual map, with the aid of webQDA[®] software, in the fourth stage of the work.

The conceptual map will be essential to extract and analyse the data considering the proposed categories (Bardin, 2013).

The research reports to a decade, more specifically between 2008 and 2018, consulting the databases: Scopus and EBSCO/host and the reference manager: Mendeley. The referred databases and the reference manager were processed resorting to webQDA[®] software (Costa, Moreira & de Souza, 2019). To import the metadata (articles database) we saved the articles in BibTex format, resorting to one of the operations permitted by the software.

The proposal of the study's theoretical argument arises from the following research question: How does conflict mediation in the school context emerge in studies in Educational?

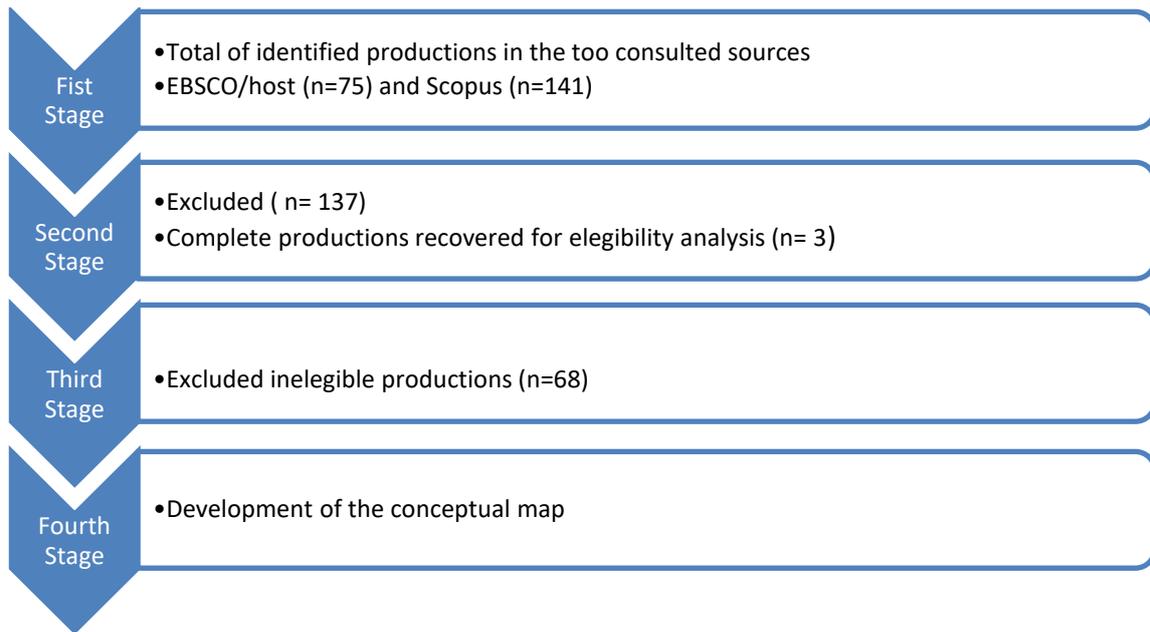
Thus, the main research object aims to identify the conflict, interaction and conflict mediation's outputs in Education Sciences.

The search occurred in two databases (EBSCO/host and Scopus). These sources were chosen because they gather productions of Education areas, beyond the multidisciplinary studies.

The inclusion and exclusion criteria were: a) Mediation; b) Conflict; c) School Mediation; d) Peer Review; e) Open Access; f) Articles and g) Last 10 years. Eight metadata were obtained.

The biographical research occurred during the months of March and April 2019, as summarized in picture 1.





Pic. 1 – Flowchart of articles search and selection

The exclusion in the second stage (n=137) derives from the researched dissertations and thesis deal with Conflict in the Law or ambiental area. From these, we recovered three (n=3), since they were conflict mediation in Education.

The reason for the ineligible exclusion in the third stage (n=68) is due to the fact that the dissertations and thesis researched in the source web Science had a “conflict” inserted in the concerns of other areas, such as environment or health, and not necessarily in mediation in School or in Education Sciences or databases the incompatible format with the software (BibTeX (*.bib); XML (*.xml) or RIS (*.ris).

For a better acknowledgement of the operations performed, and as it is a function recently integrated in the software, one chooses to provide a brief presentation of them. In the option “Notes” of the webQDA®, one uploads both metadata files (EBSCO/host and Scopus) with the selected articles, arising three folders: Included (n=14), Excluded (n=68) and Duplicated (n=3. Therefore, in “Notes” one only has the tittle, the summary, the authors, the keywords and the DOI of each article. To encode, one places the articles (n=14) in the internal sources, selected through the DOI and saved on the desktop. One exports, one article at a time, to “Notes” and creates a Note for each article, highlighting the key points for this study and has been sorted out into three categories: 1) Conflict; 2) Mediation 3) Coexistence.



After these stages, the fourth stage will begin, whose aim is to develop a conceptual map, developed with webQDA[®] software.

3 Conclusions

The literature review highlights the theoretical contributions on the conflict around the concept, theories, typologies, causes, consequences, approaches and diagnosis. Regarding mediation and conflict mediation, the following contributions are pointed out: concept, principles, models, types, advantages and empirical studies. For the last reference in analysis, interaction, which arose in a smaller number, the following stand out: concept, articulation between coexistence and discipline, regulatory models, intervention proposals and empirical studies. Using webQDA[®], one intends to present a more systematic conceptual map about this topic, that has been emerging in metadata, which analyse and evaluate, with scientific accuracy, the social phenomenon of conflict, the intervention methodology of mediation and the interaction as socio-educational constructs in School (Cunha & Monteiro, 2019), that (still) seeks answers to deal with the challenges of the “mass schooling” (Pinto da Costa, 2016), the “school for all” and (more recently) an increasingly multi-intercultural society.

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