

# Experiential Learning in Conflict Analysis and Resolution Education: An Overview

Susan F Hirsch

## Introduction

Across higher education institutions, the study of conflict and its resolution takes place under many programmatic and departmental labels. These include, among others, Conflict Analysis and Resolution (CAR), Peace Studies, Peace and Conflict Studies, Social Justice Studies, and Dispute Resolution as well as Anthropology, International Relations, Political Science, Legal Studies, Psychology, Sociology, and other traditional disciplines. The variety of institutional homes helps to account for what is a widely diverse set of approaches to teaching about conflict. Relatedly, conflict pedagogy is shaped by other aspects of institutional histories. For example, the current School for Peace & Conflict Studies at Kent State University in Ohio (USA) traces its origins to an infamous event in 1971, when four students who were peacefully protesting on the campus were killed by Ohio National Guard troops. The Kent State program's long-standing curricular emphasis on peaceful forms of change reflects the institutional commitment made in response to the campus (and national) tragedy. Trends in conflict education can also follow from broader priorities, such as the post-9/11 proliferation of courses focused on preventing terrorism and countering violent extremism, and the new programs of study in social justice and human rights that take up longstanding concerns of the conflict field, such as structural violence, discrimination, identity conflicts, and inequality.

Notwithstanding the different origins of degree programs, a number of institutions share a commitment to the interdisciplinary study of conflict analysis and resolution, referred to herein as CAR. Over the past decade, the CAR field's development has yielded a wealth of teaching material in the form of theoretical treatises, case studies, textbooks, and handbooks. A distinguishing feature of some CAR programs is the attention in the curriculum to activities that aim to teach students how to engage in conflict resolution practice, such as negotiation, mediation at interpersonal, community, or international levels, diplomacy and diplomatic communication, organizational conflict resolution, problem-solving workshops with civil society leaders, grassroots peacebuilding, narrative mediation, and community dialogue among many others.

Although courses on mediation and negotiation are offered in many CAR programs,<sup>1</sup> the ratio between those classes that emphasize CAR theory and research and those that focus on practice differs across programs and is frequently a site of tension and disagreement. To use an example from my own institution, at the School for Conflict Analysis and Resolution at George Mason University in Virginia (USA), students often request more courses that provide the opportunity to learn and practice conflict resolution techniques. In 2010, several alumni of our graduate programs published a high profile report asserting that conflict resolution education had not prepared them to be effective conflict resolution practitioners because the practice element received only limited attention.<sup>2</sup> Their study polled employers and found a large gap between what employers wanted graduates to know how to do and what graduates of conflict programs had actually been taught. Their report contains the bold statement: "Graduate-level academic institutions are not adequately preparing students for careers in international peace and conflict management."<sup>3</sup> Their point got my attention and raised a key question: Were we teaching too much theory? Or, as I have come to believe, did our conflict pedagogy need to make better links between the theory students were being taught and the practice they hoped to do as professionals?

Partly as a response to the concerns raised by students and partly out of our own interests, my colleague Agnieszka Paczynska and I responded to these questions. From 2010 to 2015, we directed a large research project on curricular innovation in the CAR field called Linking Theory to Practice: Experiential Learning in the Conflict Field.<sup>4</sup> Our aims were to expand experiential learning in the CAR curriculum and assess the effects on students. The project team developed and tested ten experiential learning activities to be used in classrooms and also created several models of field-based courses to be delivered in conflict zones.<sup>5</sup> We conducted research on the learning activities and the field-based courses and, as general finding, concluded that experiential learning can be an excellent means of improving the ability of CAR students to connect theory to practice. Drawing on that research and additional literature, this article highlights some of the approaches to and effects of experiential learning in the CAR field. These include increased student engagement with CAR material and CAR courses generally and student learning outcomes that are deeper, broader, and more attuned to the connection between theory and practice.

As the following section describes, experiential learning is on the rise in higher education generally, and the conflict field is poised to take advantage of, and contribute to, this

pedagogical trend. Two subsequent sections highlight key forms of experiential learning that enhance the CAR curriculum, namely classroom-based experiential learning activities and field-based courses. The examples and recommendations herein are focused primarily on programs in U.S. institutions. The conclusion makes the point that the substantial benefits of experiential learning for both students and instructors can be enhanced by “centering” it in the conflict curriculum, that is, by connecting experiential learning—be it in the classroom, the field, or in extracurricular activities—to more conventional pedagogy, such as classroom lectures and discussions.

### **Approaches to Experiential Learning and CAR Pedagogy**

Experiential learning as a pedagogical approach has its roots in John Dewey’s emphasis on “learning by doing”<sup>6</sup> and Paulo Freire’s development of critical pedagogy, which emphasizes the need to make learning relevant to the context in which learners are located.<sup>7</sup> In scholarship from the mid-1980s, education psychologist David Kolb began providing the psychological rationale for experiential learning by asserting that students learn best when they engage in a learning process that includes a sequence of experience, reflection on that experience, opportunity to generalize, and finally application of their new-found knowledge.<sup>8 9</sup> A robust body of research establishes that experiential education increases student engagement and deepens the learning gained from a particular course.<sup>10</sup> The emphasis by Kolb and others on learning by reflecting on experience parallels the model of conflict resolution known as reflective practice, whereby practitioners improve their practice by intentionally reflecting on and learning from the experience of engaging in conflict resolution practice.<sup>11</sup>

Individual students learn in different ways. Some love the “sage on the stage” who delivers a powerful and entertaining lecture; others excel at hands-on, visual, or on-line learning. Given this diversity in student learning styles, it stands to reason that more students have a likelihood of performing well in higher education when a mix of pedagogical approaches is offered in any one class, course, or degree program. Research shows that students who have been exposed to one or two forays into experiential learning are more likely to finish their degree.<sup>12</sup> In the last decade, education scholars and policy-makers have embraced “High Impact” forms of learning and teaching that emphasize experiential approaches, such as inquiry- and project-based activities, service learning, field-based courses, and global

learning in the forms of study abroad and cross-national electronic classrooms. Given its prohibitive costs, High Impact learning is not always sought after or achieved for all students.

The CAR field has long provided students with experiential learning opportunities in courses focused on learning conflict resolution practice skills, such as negotiation and mediation. For instance, students might practice their mediation skills in a classroom setting through simulations, in a clinical setting through supervised experiences with clients, or in various extramural contexts where local partners participate in determining the nature of the intervention. These and other curricular and co-curricular activities open up opportunities for students to connect the theory taught in classes to the experience of CAR practice. Yet how and how often those connections are made depends on the approach to pedagogy of individual CAR faculty, courses, and degree programs. As the next two sections show, in our research project we created and studied two types of experiential pedagogy--in-class activities and field-based courses—with the aim of increasing the connection between theory and practice for CAR students.

### **Linking Theory to Practice in the Conflict Classroom**

In a classic text for the CAR field, Roger Fisher describes an activity known as “The Orange Negotiation,” which is designed to acquaint students of conflict with concepts and processes such as interests, needs, negotiation, and compromise.<sup>13</sup> In this experiential exercise students are divided into two groups and alerted that they will be negotiating over an orange. Each group is told confidentially about their interest in the orange: one group wants it for the thirst-quenching juice, while the other wants only the peel for the purpose of baking a cake. When the groups first encounter one another, the orange is almost invariably seized by one party, and the ensuing confrontation takes dramatic twists and turns until, in most instances, the underlying interests are revealed and a compromise reached. The exercise is lively, provocative, and ubiquitous in CAR classrooms. Students who have participated in the Orange Negotiation remember it fondly as a lesson in how initial assumptions can stand in the way of compromise.

Experiential learning activities created through the previously-mentioned Linking Theory to Practice project were designed to accomplish multiple aims, namely: helping students to comprehend CAR concepts and theories (e.g., mediator neutrality, conflict styles, and the dynamics of conflict escalation) and offering them training and practice in particular CAR

skills. Table One (see page 53) summarizes the exercises created through the project, the activities included, and the central learning outcomes. These exercises are available for free, with guides that demonstrate how to use them.<sup>14</sup> One exercise engages students first in planning and running a focus group centered on questions about conflict and second in analyzing results to inform future practice or research.<sup>15</sup> In two other exercises students conduct a conflict assessment using materials provided about an actual Liberian community and design an intervention based on their findings.<sup>16</sup> In the exercises students apply theories of conflict to practical interventions in contexts where they must weigh the utility and ethics of their actions. Each exercise highlights theories relevant to the CAR field, such as intersectional identity, conflict escalation, and structural violence.

The Linking Theory to Practice project tested the 10 experiential learning activities in over 50 classrooms, reaching over 1500 students in US-based and international higher education institutions. Our research demonstrates that these activities succeed in deepening student engagement, which means that students are more attentive to, interested in, and curious about the content of the course material. Methods of assessing student engagement included analysis of pre- and post-test surveys, course assignments, instructor observations and debriefings, and students' reflections and debriefings. Substantial increases in learning were evident in students' ability to apply theory to practice, to better grasp the geographical contexts and conflict dynamics, and to understand particular concepts, theories, and substantive issues. Our research was limited in that the learning outcomes of students who engaged in experiential learning activities were not compared with students who did not engage in such activities.

One activity designed through Linking Theory to Practice illustrates the many learning opportunities provided by an experiential learning scenario. The activity, called "Adding Fuel to the Fire," is a two-day, multi-session simulation focused on a real-world conflict over oil and gas drilling in the eastern Mediterranean.<sup>17</sup> The students take on roles (see Table Two at page 54) and engage in an unscripted United Nations (UN) summit that seeks to prevent interstate conflict over many issues, including who owns the resources and how they should be exploited, if at all. The bulk of the role play takes place through two formal meetings during which students present brief, pre-prepared Opening Statements and Position Statements. Any party who objects to elements of a Statement is given an opportunity to voice the objection during an allotted time period. Although controlled by mediators, the formal discussion can involve passionate objections and rebuttals, as the parties challenge

one another and attempt to expose underlying aims, strategies, and value commitments. Less formal encounters, such as brainstorming and problem-solving sessions, also take place, as well as attempts to mediate the immediate conflicts that flare up between parties who become frustrated with one another. The UN mediators draw on all of these interactions to create an agenda of issues for a negotiation that they facilitate toward the end of the summit. In most instances a summit document emerges from the negotiation and can vary from a low-bar agreement to engage in future negotiations to a treaty that resolves specific issues between two or more parties. More rarely, the summit document proposes a resolution to all the issues in the conflict as a whole. Although admirable, this unrealistic result is strongly discouraged by instructors. A reception caps off the role-play portion of the activity, and a debriefing follows.

Through Adding Fuel to the Fire, students become acquainted with a complex conflict over resources that takes place amidst longstanding and sometimes virulent inter- and intra-national political conflict (e.g., between Turkey and Greece, Israel and Lebanon, the Republic of Cyprus and opponents from the Turkish Cypriot community, among other adversarial relationships). It also requires some mastery of difficult technical issues, such as the economy and technology of commercial resource exploitation, the science of environmental impacts, and the legal framing of each party's position. Participation requires thorough preparation, and in the process students learn quite a bit about the conflict and the context.

Because the actual conflict is ongoing, students must react to current developments reported in the news media. The experience is even richer when run in Malta with students in our dual Master's program. In the Mediterranean context, students sense the issues as more immediate and real, and the role of the Maltese government, as host to the summit, can generate innovative applications of theory to practice. Our research on Adding Fuel to the Fire confirms high levels of student engagement, better understanding of key concepts, and an increase in students' ability to link theory to practice.<sup>18</sup> Given the richness and complexity of experiential learning activities, students frequently learn in ways unanticipated when the activities were originally created. In reflecting on Adding Fuel to the Fire, colleagues and I realized that the activity might be teaching students theories of global complexity, such as the nesting of local and global systems and their interconnection and co-evolution. We argue that by engaging in the activity many students come to more nuanced understandings of themselves as positioned within intersecting global and local processes.<sup>19</sup> We conclude: "Activities like Adding Fuel to the Fire are not only useful in

helping students to identify these overlapping sets of social structures, networks, and individual actors but also to consider what ethical and effective action may look like in a conflict resolution context."<sup>20</sup>

Not all students enjoy role plays. The more contrived the scenario, the harder it is for some students to stay "in role" and thus for everyone to be engaged in the activity.<sup>21</sup> The term "bad actors" takes on new meaning in conflict role plays where student overdramatize, break role, or check out entirely. Among the other liabilities of role play is that it can reinforce stereotypes especially when students mimic accents or demeanor. At the same time, taking the role of another person provides an excellent opportunity to cultivate empathy, particularly for students whose own perspective differs from that of the role play character.<sup>22</sup> Another liability is that CAR students typically "outsmart" simple role plays. When presented with a role play centered on a conflict, students seek to resolve it quickly using conflict resolution skills that most parties to a conflict would not realistically deploy. Counteracting this tendency requires coaching students to appreciate the complexity of motivations and depth of feeling of conflict parties and writing role plays in which compromise is not an easy option.

The shortcomings of role play and other experiential learning activities can be addressed during debriefings, when participants talk about what they learned.<sup>23</sup> Problems that emerged in the activity (e.g., uncooperative participants) can be explored to reveal similar problems in conflict resolution practice. Debriefings open space for in-depth discussion of the ethical challenges of conflict resolution practice. Although debriefings serve to cement learning, all too often instructors skip them, or abbreviate them, citing time constraints. Yet instructors need to appreciate that debriefings are a key element of experiential learning activities, where students make sense of the activity. Engaging in a debriefing can also prompt and guide students to continue to reflect on their own engagement with the process and with the target issues, theories, and concepts.

### **Transformative Learning through Field-based Courses in Conflict Zones**

Study elsewhere is an enormously popular form of experiential learning, and courses mounted in conflict and post-conflict zones are on the increase. Many CAR programs encourage their students to pursue such courses. The Kroc Institute Masters in International Peace Studies program at Notre Dame requires a six-month field project in such contexts as

Nairobi and Colombia. At the School for Conflict Analysis and Resolution at George Mason University, field-based courses are mounted in a wide range of contexts, including Israel/Palestine, Indonesia, Bosnia, Turkey, Liberia, Malta, and several places in the United States. Among the many challenges of courses taught in conflict and post-conflict zones are security risks and ethical dilemmas related to the potential of exploiting vulnerable populations or intervening unintentionally in the conflict. Such a complex environment ensures that the experience can be invaluable for CAR students, especially for future employment and their own engaged practice. Student reports affirm that field-based courses are nothing short of transformative, and research confirms that they can improve intergroup relations and foster peacebuilding.<sup>24</sup>

When the classroom is the field, the application of theory to practice is almost inevitable. A student's preconceived notions are confronted with realities in the form of people, organizations, practices, and outcomes. When well-planned and taught, field-based courses can help students to overcome the tendency to feel confused and overwhelmed in a conflict context, where complex reality calls into question tidy theoretical notions about causes, consequences, and other elements of conflict. As an example, in a short course taught to American students in Belfast, Northern Ireland, the concepts of "security" and "peace" are the focus of students' engagements with local NGOs, parties to the still simmering conflict, and even the built and created environment surrounding them.<sup>25</sup> The interrogation of these concepts *in situ* demonstrates to students how the "rubber" of theory meets the "road" of conflict and challenges them to develop their ideas about the potential effects on policy. As another example, The Olive Tree Initiative (OTI) brings a group of U.S.-based university students to Israel/Palestine as one component of a course focused on that longstanding conflict.<sup>26</sup> Diversity, in two senses, is central to the experiential pedagogy and contributes. First, through meetings with many people on all sides of the conflict, students are confronted with a range of perspectives and encouraged, through facilitated discussions, to develop a nuanced understanding of the conflict. Second, because the OTI intentionally chooses a diverse group of students, including some with strong views, those on the trip gain significant practice in dialogue and facilitation skills as they reflect together on what are emotionally and politically demanding experiences.

Through Linking Theory to Practice my colleagues and I devised an approach to short-term field-based courses in conflict zones that includes practice activities conducted with local partners who assist in the planning and delivery of aspects of the field-based component.



The primary aim of these courses, called Service Learning Intensives (SLIs), is for students to experience the sorts of logistical, conceptual, and ethical dilemmas routinely faced by practitioners in conflict zones. Using a reciprocal learning model, instructors combine formal study with learning by doing and in concert with local NGOs, universities, or other institutions.<sup>27</sup> In one SLI run in Liberia local partners asked the student group to mediate a longstanding land dispute. In West Virginia, USA, students used focus group methodology to determine patterns of conflict among youth living at a government-run training facility. What students learned from the focus groups informed their design and delivery of a conflict resolution skills training activity designed to prevent conflict. During these courses the direct engagement with partners raises ethical issues that students are expected to tackle. For aspiring practitioners such invaluable experience is difficult to obtain in other contexts, such as traditional classrooms. As another dimension of ethics in such courses, faculty must always ensure that no harm is done—to partners, students, or anyone else--through the interventions undertaken.<sup>28</sup>

I used the SLI model to design a course called Bridging Differences: Migration and Integration in the Mediterranean. The course brings two faculty and up to 15 students from the United States to Malta to carry out a week of practice activities with local partners. The course readings acquaint students with relevant areas of theory and policy related to migration, integration, and the politics of culture and identity. The projects with partners have included, among others, a spatial ethnography of integration in a Maltese village, focus groups to assess the utility of mounting campus dialogues on controversial issues, and facilitated discussions with NGOs on topics related to integration and inter-and intra-group conflict. Figure 1 (see page 54) depicts a workshop for a Maltese NGO called LIBICO that engaged participants in learning, discussing, and practicing conflict resolution skills. In Figure 2 (see page 55), the U.S.-based students are using a role play to teach a class on mediation to law students at the University of Malta; they then engaged the class in small group facilitated discussions about whether holding campus dialogues about migration would be a constructive activity. In course assignments, our students demonstrated their increased knowledge of key conceptual areas and also affirmed a growing confidence in their ability to deploy skills, such as facilitation, mediation, and various research techniques in practice work.

Field-based courses engage students intellectually and emotionally while offering opportunities to link theory to practice. Students gain direct experience by engaging in practice, reflection, and responding to partners' needs. Perhaps differently and more concerted than most other pedagogical approaches in the CAR field, field-based courses force a consideration of the ethical dilemmas inherent in all practice. The range of ethical concerns encountered on such courses goes well beyond challenges, such as "staying neutral" or being "culturally sensitive," that are typically taught in theories of practice. Depending on the context students can encounter new ethical imperatives, such as the need to acknowledge and bridge, if possible, the differences of power and privilege that distinguish them from local partners or parties in the field-based setting. It is easy for students to fall into inappropriate roles, such as naïve helper, empathetic conflict tourist, or eager consumer rather than seeking out more authentic and unpretentious relationships.<sup>29</sup> To counteract these tendencies, instructors must model appropriate relationships and rely on pedagogy that will foster them.

### **Conclusion: Centering Engaged Learning in the CAR Curriculum**

Critics of experiential learning assert that classroom exercises and field-based courses sometimes amount to little more than interesting one-off activities that are seemingly unrelated to course curriculum. The criticism is fair when an instructor uses an exercise solely to change the pace of class or to replace a lecture s/he does not feel like giving. Similarly, students who choose a field-based course for the scenery rather than after careful consideration of how the subject matter relates to their studies risks having a diminished learning experience. These risks can be addressed by expanding the opportunities for experiential learning in CAR curricula and placing them prominently in the center of the curriculum. For instance, including classroom-based experiential learning exercises in required courses, including theory courses, is one way of telegraphing to students that these activities are valued learning experiences. Relatedly, requiring field-based courses while making them financially accessible indicates to students that their classroom-based learning will be directly enhanced by a field experience. Making connections between traditional and experiential teaching techniques and between topics addressed through each approach helps students to appreciate all forms of pedagogy and to experience learning more deeply and effectively.

Centering experiential learning in the curriculum faces obstacles. Curricular change, especially when it involves innovative pedagogy, requires considerable energy from faculty, who are often pressed with other duties, such as publication deadlines, committee assignments, student advising, etc. In truth, it is not possible to center engagement, experience, and practice in the CAR curriculum without concerted, extensive changes to teaching methods. Making such changes requires administrative and faculty leadership and also concrete support for instructors so that they can gain the capacity to revamp pedagogy. For some faculty, the expanded use of experiential pedagogy in our teaching is not a burden. In my own case the process of incorporating more experiential methods has encouraged me to view my teaching as a form of conflict resolution practice, as experiential approaches offer me the chance to foreground attention to ethics, values, cultural awareness, and inclusivity in my classes and to cultivate empathy and reflection in my students.

In conclusion let me admit: I love to lecture. I love to be in front of and in charge of the class. In my view collective listening is an undervalued skill. However, my foray into the projects described in this article has convinced me absolutely that experiential learning opportunities can result in exceptional student learning. As my colleague Agnieszka Paczynska and I conclude in an edited volume on experiential learning in the conflict field: "It is not easy to quantify the transformative learning generated by the challenges--ethical, emotional, and analytical--that students face and overcome when pushed out of their comfort zones. Yet it is the experience of grappling with these challenges—whether students manage to succeed or fail on any one occasion--that makes experiential learning so valuable for educating students to be more skilled, confident, and self-reflective researchers and practitioners."<sup>30</sup>

Table One

<b>Exercise Title</b>	<b>Key Learning Outcomes</b>
Community at Odds in Voinjama, Liberia (Parts 1 and 2): Introduction to Conflict Mapping	<ul style="list-style-type: none"> <li>• Understand the relationship between theory and practice</li> <li>• Link the data collection to conflict analysis</li> <li>• Practice presenting findings to an audience</li> <li>• Link conflict dynamics to intervention strategies</li> <li>• Explore collaborations and tensions that result from intervention</li> <li>• Learn to work as a team</li> <li>• Explore the ethical implications of interventions</li> </ul>
Mediated Perceptions: An Introduction to Frame Analysis	<ul style="list-style-type: none"> <li>• Understand the concepts of text, framing and Frame Analysis</li> <li>• Appreciate the impact of framing on the interpretation of texts</li> <li>• Analyze a text using Frame Analysis</li> <li>• Evaluate the role of context in framing images or other texts</li> <li>• Assess the influence of media narratives and rhetoric on perceptions</li> <li>• Collaborate with fellow students</li> </ul>
Analyzing Conflict through Film: Applying Analytic Models	<ul style="list-style-type: none"> <li>• Recognize and distinguish among several models for analyzing conflict</li> <li>• Evaluate the relative utility of diverse analytic models</li> <li>• Identify the elements of a conflict</li> <li>• Analyze a complex conflict using appropriate analytic tools</li> <li>• Present a conflict analysis orally and visually</li> <li>• Collaborate with fellow students</li> </ul>
Can We Drink the Water?: Simulating Conflict Dynamics in an Appalachian Mining Community	<ul style="list-style-type: none"> <li>• Apply conflict theory to practice</li> <li>• Understand a community conflict (parties, history, interests, issues, etc.)</li> <li>• Identify the roles, positions, and interests of conflict stakeholders</li> <li>• Experience the intractable nature of an environmental conflict</li> <li>• Gain awareness of interpersonal and group dynamics</li> <li>• Take the perspective of diverse individuals and groups</li> </ul>
The Last Resort: Envisioning Change in an Appalachian Mining Town	<ul style="list-style-type: none"> <li>• Understand a community conflict (parties, history, interests, issues, etc.)</li> <li>• Identify the roles, positions, and interests of conflict stakeholders</li> <li>• Experience the intractable nature of an environmental conflict</li> <li>• Gain awareness of interpersonal and group dynamics</li> <li>• Take the perspective of diverse individuals and groups who are different</li> <li>• Apply theories, concepts, and frameworks presented in the course to the conflict dynamics that emerge in simulated meetings</li> </ul>
Adding Fuel to the Fire: A Resource-based International Negotiation Role Play	<ul style="list-style-type: none"> <li>• Appreciate the complex interdependence of global economic and political systems</li> <li>• Understand multiple approaches to international negotiation</li> <li>• Investigate conflict dynamics</li> <li>• Practice preparing and presenting position papers in public</li> <li>• Devise negotiation strategies in complex multi-party settings.</li> </ul>
Engaging Students through Focus Group Methodology	<ul style="list-style-type: none"> <li>• Appreciate the uses and limitations of focus groups for research</li> <li>• Understand informed consent and research ethics</li> <li>• Engage in research design, data collection, and data analysis</li> <li>• Organize and facilitate a group discussion</li> <li>• Apply theory and research findings to real world problems</li> <li>• Present research findings orally and audiovisually</li> <li>• Collaborate with fellow students</li> </ul>

<p>From Theory to Practice: Intervening in Interpersonal Conflict</p>	<ul style="list-style-type: none"> <li>• Apply theory to practice</li> <li>• Plan an intervention using concepts, theories, and techniques learned in class</li> <li>• Experience the challenges of intervening in interpersonal conflicts</li> <li>• Understand the dynamics of interpersonal conflict</li> <li>• Take the perspective of diverse individuals</li> <li>• Reflect on conflict resolution practice to improve skills</li> </ul>
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Table Two. Roles for Adding Fuel to the Fire

1. UN Mediators
2. Republic of Cyprus
3. Turkish Cypriot Administration/Turkish Republic of Northern Cyprus
4. Turkey
5. Israel
6. European Union (EU)
7. Greece
8. Lebanon
9. Energy Industry representatives
10. Environmental Advocacy Organizations
11. Host Country

Figure One



Figure Two



## Notes

<sup>1</sup> In some instances students have the option to pursue government-recognized certification as part their program of study, or as a parallel activity, thus earning the credential to practice as a mediator upon graduation.

<sup>2</sup> Nike Carstarphen et al., *Graduate Education and Professional Practice in International Peace and Conflict* (Washington, D.C.: U.S. Institute of Peace, 2010).

<sup>3</sup> Ibid., 1.

<sup>4</sup> "Experiential Learning Program," The School for Conflict Analysis and Resolution, accessed 2018. [https://scar.gmu.edu/impact/programs-and-projects/experiential-learning-program\\_files/15157/experiential-learning-program.html](https://scar.gmu.edu/impact/programs-and-projects/experiential-learning-program_files/15157/experiential-learning-program.html).

<sup>5</sup> Susan F. Hirsch and Agnieszka Paczynska, "Experiential Learning Activities (Elas) " The School for Conflict Analysis and Resolution, accessed 2018-09-16 10:11:12. [https://scar.gmu.edu/impact/programs-and-projects/experiential-learning-program/experiential-learning-activities-elas\\_files/15129/experiential-learning-activities-elas.html](https://scar.gmu.edu/impact/programs-and-projects/experiential-learning-program/experiential-learning-activities-elas_files/15129/experiential-learning-activities-elas.html).

<sup>6</sup> John Dewey, *Experience and Education* (New York: Kappa Delta Pi, 1938).

<sup>7</sup> Paulo Freire, "The 'Banking' Concept of Education," in *Ways of Reading*, ed. David Bartholomae and Anthony Petrosky (Boston: Bedford-St. Martins, 2008).

<sup>8</sup> David A. Kolb, *Experiential Learning: Experience as the Source of Learning and Development*, 2nd ed. (Upper Saddle River, NJ: Pearson Education, 2015).

<sup>9</sup> Alice Y. Kolb and David A. Kolb, "Learning Styles and Learning Spaces: Enhancing Experiential Learning in Higher Education," *Academy of Management Learning & Education* 4, no. 2 (2005 2005), accessed 2016/08/22/22:03:16, <http://www.jstor.org/stable/40214287>.

<sup>10</sup> Daniel Druckman and Noam Ebner, "Onstage or Behind the Scenes? Relative Learning Benefits of Simulation Role-Play and Design," *Simulation & Gaming* 39, no. 4 (2008); Ekaterina Levintova et al., "Global Citizens Are Made, Not Born: Multiclass Role-Playing Simulation of Global Decision Making," *Journal of Political Science Education* 7, no. 3 (2011).

<sup>11</sup> Sandra Cheldelin, Wallace Warfield, and January Makamba, "Reflections on Reflective Practice," in *Research Frontiers in Conflict Analysis and Resolution* (Fairfax, VA: Institute for Conflict Analysis and Resolution, George Mason University, 2004). Gina Cerasani and Rj Nickels, "When Context and Pretext Collide Reflective Practice as an Ethical Framework for Field-Based Learning Gina M. Cerasani and Rj Nickels," in *Conflict Zone, Comfort Zone: Ethics, Pedagogy, and Effecting Change in Field-Based Courses*, ed. Agnieszka Paczynska and Susan F. Hirsch (Athens, Ohio: Ohio University Press, 2019).

<sup>12</sup> George D. Kuh, *Excerpt from High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter* (Association of American Colleges and Universities, 2008), <http://www.cuny.edu/about/administration/offices/ue/cue/KuhHighImpactPractices2008.pdf>.

<sup>13</sup> Roger Fisher and William Ury, *Getting to Yes: Negotiating Agreement without Giving In* (New York, N.Y: Penguin Books, 1983). "Negotiation and Conflict Resolution Activities - Worksmart," *WorkSMART: Tips for a happier, more engaged workplace*, 2012, accessed, <http://blog.trainerswarehouse.com/negotiation-and-conflict-resolution-activities/files/15137/negotiation-and-conflict-resolution-activities.html>.

<sup>14</sup> Hirsch and Paczynska, [https://scar.gmu.edu/impact/programs-and-projects/experiential-learning-program/experiential-learning-activities-elas\\_files/15129/experiential-learning-activities-elas.html](https://scar.gmu.edu/impact/programs-and-projects/experiential-learning-program/experiential-learning-activities-elas_files/15129/experiential-learning-activities-elas.html).

<sup>15</sup> Susan F. Hirsch et al., "Pursuing Research through Focus Groups: A Capstone Experience Meets Disciplinary, General Education Goals," *Council on Undergraduate Research Quarterly* 33, no. 4 (2013 Summer 2013), accessed 2014/07/19/19:02:16,

<http://mutex.gmu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=88433068&site=ehost-live>.

<sup>16</sup> Agnieszka Paczynska, "15. Teaching Conflict and Conflict Resolution," *Handbook on Teaching and Learning in Political Science and International Relations* (2015).

<sup>17</sup> Hirsch and Paczynska,

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<sup>20</sup> Ibid., 273.

<sup>21</sup> See, e.g., Nadja Alexander and Michelle LeBaron, "Death of the Role-Play," in *Rethinking Negotiation Teaching: Innovations for Context and Culture*, ed. Honeyman Christopher, Coben James, and Palo Giuseppe De (Saint Paul, MN: DRI Press, 2009); Nadja Alexander and Michelle LeBaron, "Embodied Conflict Resolution: Resurrecting Roleplay-Based Curricula through Dance," in *Educating Negotiators for a Connected World: Volume 4 in the Rethinking Negotiation Teaching Series*, ed. Christopher Honeyman, James R. Coben, and Andrew Wei-Min Lee (Saint Paul, MN: DRI Press, 2013).

<sup>22</sup> Gina Cerasani, "Moments of Connection: Cultivating Empathy between Parties in Conflict Using Role Play" (Doctoral Dissertation, George Mason University, 2015).

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<sup>28</sup> See, e.g., Wallace Warfield, "Is This the Right Thing to Do?," in *A Handbook of International Peacebuilding*, ed. John Paul Lederach and Janice Moomaw Jenner (San Francisco: Jossey-Baass, 2002).

<sup>29</sup> Ibid.

<sup>30</sup> Agnieszka Paczynska and Susan F. Hirsch, *Conflict Zone, Comfort Zone: Ethics, Pedagogy, and Effecting Change in Field-Based Courses* (Athens: Ohio University Press, 2019).



# List of Contributors

**Brice Dickson** is Emeritus Professor of International and Comparative Law at Queens' University Belfast. He served as the first Chairperson of the Northern Ireland Human Rights Commission and has published extensively in the field of human rights law including the leading text on the impact of the European Convention on Human Rights in Northern Ireland published by Oxford University Press while his latest monograph, also published by Oxford University Press, is entitled *Human Rights and the United Kingdom Supreme Court* (2013).

**Omar Grech** is Director of the Centre for the Study and Practice of Conflict Resolution at the University of Malta. He is also Lecturer in International Law at the Mediterranean Academy of Diplomatic Studies. He has published on matters pertaining to human rights, migration and conflict while his most recent publication is entitled *Human Rights and the Northern Ireland Conflict* published by Routledge in 2018.

**Susan Hirsch** is Vernon M. and Minnie I. Lynch Chair of Conflict Analysis and Resolution and Professor of Conflict Analysis and Anthropology at the School for Conflict Analysis and Resolution, George Mason University. Her research has spanned widely over the whole field of conflict resolution with her forthcoming publication edited together with Agnieszka Paczynska is *Conflict Zone, Comfort Zone: Ethics, Pedagogy, and Effecting Change in Field-Based Courses* by Ohio University Press.

**Jack Jasper** is a graduate of the dual degree MA in Conflict Resolution and Mediterranean Security of the University of Malta and George Mason University. He served as research assistant at the Mediterranean Academy of Diplomatic Studies from September to December 2018.

**Colm Regan** is the founder and former Coordinator of 80:20 Educating and Acting for a Better World (Ireland). He lectures on Environmental Conflict within the Centre, has published widely on issues pertaining to human rights, development and education and is a regular contributor to the Times of Malta. He is the editor of the leading undergraduate textbook development education in Ireland: *80-20 Development in an Unequal World* now in its 7<sup>th</sup> edition.

**Monika Wohlfeld** is holder of the German Chair in Peace and Conflict Prevention and Lecturer in Security Studies at the Mediterranean Academy of Diplomatic Studies. Previously she was the Deputy Director of the Conflict Prevention Centre and Head of External Co-operation of the Organization for Security and Co-operation in Europe (OSCE) in Vienna. She has published extensively on issues relating to security, conflict and migration in the Mediterranean region.