

Course title	Diversity, Special and Multicultural Education				
Course code	PSY13##				
Course type	Lecture				
Level	Undergraduate				
Year / Semester	Year 3				
Teacher's name	STF				
ECTS	7.5	Lectures / week	1	Laboratories / week	0
Course purpose and objectives	<p>The purpose of this course is to give students a thorough grasp of the relationships between diversity, psychology, and education. The goal of this course is to give students the knowledge, abilities, and views necessary to collaborate successfully with people from various backgrounds, especially those who have special educational needs. Students will have a well-rounded understanding of the role of psychology in fostering inclusive and equitable education by analyzing the impact of culture, identity, and special learning requirements.</p>				
Learning outcomes	<p>The following learning outcomes are expected, where students will:</p> <ol style="list-style-type: none"> 1. Show a thorough grasp of the ideas of diversity, multiculturalism, and inclusion, as well as how they affect educational settings and psychological growth. 2. Be able to recognize and distinguish between different special education needs, while also comprehending the psychological and educational implications of each type. 3. Use pertinent psychological theories to describe how people from various backgrounds and those with special needs develop cognitively, emotionally, and socially. 4. Acquire the ability to detect unique educational needs and evaluate the strengths and challenges of diverse learners. 5. Develop inclusive lesson plans and teaching methods that take into account different learner types, cognitive capacities, and cultural backgrounds. 6. Demonstrate great communication skills in addressing the needs of various learners while working cooperatively with educators, families, psychologists, and community members. 7. Learn how to control conduct in a variety of educational settings, including those that include students with special needs, while also encouraging good behavior. 				

	<ol style="list-style-type: none"> 8. Critically examine how biases, stereotypes, and prejudices affect learning outcomes and suggest solutions to counteract these impacts. 9. Interact with various demographics including people with special needs, whilst taking ethical principles into consideration and exhibiting cultural awareness. 10. Use case studies to apply theoretical knowledge to actual situations, showcasing their ability to think critically and solve problems. 11. Analyze research studies on diversity and special education critically and apply what they learn to their knowledge and practices. 12. Examine their own prejudices, cultural savvy, and attitudes as well as build a dedication to continued professional development in the fields of diversity and special education. 13. Advocate for fair educational methods and show that they have an empathic grasp of the perspectives of various learners. 14. Assume a leadership position in supporting inclusive and varied learning environments, both within the contexts of the classroom and the larger community. 		
Prerequisites	PSY103	Required	No
Course content	<p>The purpose of this course is to give students a thorough grasp of the relationships between diversity, psychology, and education. The goal of this course is to give students the knowledge, abilities, and views necessary to collaborate successfully with people from various backgrounds, especially those who have special educational needs. Students will have a well-rounded understanding of the role of psychology in fostering inclusive and equitable education by analyzing the impact of culture, identity, and special learning requirements.</p> <p>Week 1: Introduction to Diversity and Multicultural Education</p> <p>Week 2: Understanding Special Educational Needs</p> <p>Week 3: Psychological Theories in Diverse Contexts</p> <p>Week 4: Culturally Responsive Instructional Design</p> <p>Week 5: Collaboration and Communication in Inclusive Education</p> <p>Week 6: Behavior Management and Positive Supports</p> <p>Week 7: Addressing Bias and Stereotypes</p> <p>Week 8: Ethical Considerations in Diverse Education</p> <p>Week 9: Case Studies and Practical Application</p> <p>Week 10: Research Trends in Diversity and Special Education</p> <p>Week 11: Self-Reflection and Professional Development</p>		

	Week 12: Advocacy and Leadership for Inclusion
Teaching methodology	Lecture
Bibliography	<p>Banks, J. A., & Banks, C. A. M. (Eds.). (2020). Multicultural education: Issues and perspectives (10th ed.). Wiley & Sons.</p> <p>National Center for Universal Design for Learning: https://www.cast.org/</p> <p>Council for Exceptional Children: https://www.cec.sped.org/</p> <p>Teaching Tolerance: https://www.tolerance.org/</p> <p>Division for Learning Disabilities: https://www.teachingld.org/</p> <p>American Psychological Association (APA) Division 16 - School Psychology: https://www.apadivisions.org/division-16</p>
Assessment	<ol style="list-style-type: none"> 1. Midterm & Final Exam (30% & 30%): Mid-term and final exams will be conducted covering the entire course. Both exams will include multiple-choice, short-answer, and essay questions. 2. Group assignment and presentation (20%): Assign group projects where students collaborate to design inclusive lesson plans, strategies, or resources for diverse learners. Require them to present their projects and explain their rationale. 3. Individual assignments (10%): Assign case studies involving diverse learners and individuals with special needs. Ask students to analyze the cases, identify challenges, propose interventions, and reflect on ethical considerations. 4. Presence & Participation (10%): Students should be present and actively participate in in-class discussions.
Language	Greek