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| **Course title** | Diversity, Special and Multicultural Education | | | | | |
| **Course code** | PSY319 | | | | | |
| **Course type** | Elective | | | | | |
| **Level** | Undergraduate | | | | | |
| **Year / Semester** | Year 3 | | | | | |
| **Teacher’s name** | Myrto Mavilidi | | | | | |
| **ECTS** | 7.5 | **Lectures / week** | 1 | **Laboratories / week** | | 0 |
| **Course purpose and objectives** | 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. | | | | | |
| **Learning outcomes** | The following learning outcomes are expected, where students will:   1. Understand the concepts of diversity, multiculturalism, and inclusion and their impact on educational settings. 2. Recognize and describe different special education needs and their psychological and educational implications. 3. Develop inclusive lesson plans and teaching methods considering diverse learners' needs and backgrounds. 4. Address biases, stereotypes, and prejudices in educational contexts and propose solutions. 5. Advocate for equitable educational practices and demonstrate empathy towards diverse learners. | | | | | |
| **Prerequisites** | PSY103 | | **Required** | | No | |
| **Course content** | 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.  Week 1: Introduction to Diversity and Multicultural Education  Week 2: Understanding Special Educational Needs  Week 3: Psychological Theories in Diverse Contexts  Week 4: Culturally Responsive Instructional Design  Week 5: Collaboration and Communication in Inclusive Education  Week 6: Behavior Management and Positive Supports  Week 7: Addressing Bias and Stereotypes  Week 8: Ethical Considerations in Diverse Education  Week 9: Case Studies and Practical Application  Week 10: Research Trends in Diversity and Special Education  Week 11: Self-Reflection and Professional Development  Week 12: Advocacy and Leadership for Inclusion | | | | | |
| **Teaching methodology** | Lecture | | | | | |
| **Bibliography** | Banks, J. A., & Banks, C. A. M. (Eds.). (2020). Multicultural education: Issues and perspectives (10th ed.). Wiley & Sons.  National Center for Universal Design for Learning: <https://www.cast.org/>  Council for Exceptional Children: <https://www.cec.sped.org/>  Teaching Tolerance: <https://www.tolerance.org/>  Division for Learning Disabilities: <https://www.teachingld.org/>  American Psychological Association (APA) Division 16 - School Psychology: <https://www.apadivisions.org/division-16> | | | | | |
| **Assessment** | 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** | English | | | | | |