

## Mal for sensorveiledning

Emnekode	Psy2103
Emnenavn	Miljøpsykologi
Emneansvarlig/oppgavegiver	Isabell Richter
Kvalitetssikret av	Christian Klöckner
Semester, år	Vår 2024
Vurderingsform, lengde	Skoleeksamen
Tillatte hjelpemidler	Ingen

Emnets læringsutbyttebeskrivelser angitt i kunnskaper, ferdigheter og generell kompetanse. (Henvi­sing med lenke til emnesiden på NTNUs nettsider er tilstrekkelig)	<a href="https://www.ntnu.no/studier/emner/PSY2103#tab=omEmnet">https://www.ntnu.no/studier/emner/PSY2103#tab=omEmnet</a>
Pensum	<p>Hovedpensum:</p> <p>Steg, L., van den Berg, A. E., &amp; De Groot, J. I. (2012). <i>Environmental psychology: An introduction</i>: John Wiley &amp; Sons.</p> <p>Tillegslitteratur:</p> <p>Richter, I., Sumeldan, J., Avillanosa, A., Gabe-Thomas, E., Creencia, L., &amp; Pahl, S. (2021). Co-created Future Scenarios as a Tool to Communicate Sustainable Development in Coastal Communities in Palawan, Philippines. <i>Frontiers in Psychology</i> (People-Environment Studies: Promoting Sustainable Places and Behaviors).</p> <p>Tam, K.-P., &amp; Milfont, T. L. (2020). Towards cross-cultural environmental psychology: A state-of-the-art review and recommendations. <i>Journal of Environmental Psychology</i>, 71, 101474. doi:<a href="https://doi.org/10.1016/j.jenvp.2020.101474">https://doi.org/10.1016/j.jenvp.2020.101474</a></p> <p>Fjællingsdal, K. (2021). <i>The Green Gaming Project: The Role of Games in Promoting Environmental Literacy</i>.</p>
Eventuelle formelle krav til besvarelsen	Velg 2 av 3 kortsvar spørsmål med maks 300 ord og en langsva­r med maks 1000 ord
Hvordan de ulike oppgavene i eksamenssettet er vektlagt	50% første to spørsmål

**Oppgave:**

This exam consists of two short answer questions (where you can select two out of three) and one long answer question.

Short answer:

Please select **two** of the following questions and answer them with **max. 300 words** per question:

1. Based on the course literature, describe why climate change is a difficult problem for humans to relate to. Then choose two of the underlying factors discussed in the course literature and elaborate on how they cause the problems with tackling climate change
2. Imagine you are tasked with designing a garden that can evoke restorative experiences in those who use it. With reference to theories of restorative environments, describe how you would approach this task.
3. How could ambient persuasive technology be used in daily life and what is its main advantage? Explain and give an example.

Long answer:

Please answer the following question with **max 1000 words**

In this course, you have gained knowledge about numerous psychological and non-psychological factors that can either support or impede pro-environmental behaviour. Additionally, you have become acquainted with theories that offer insights into the precise connections between these factors and pro-environmental behaviour.

For this question, please choose *three* of the factors discussed in the course that have the potential to influence pro-environmental behaviour. Subsequently, discuss the relationship between your selected factors and pro-environmental behaviour by drawing upon pertinent theories, scientific research, and practical examples. It will be evaluated positively when key references are added and referenced in correct APA style in-text.

**Sensorveiledning:**

Given the focus on "Environmental Psychology" by Steg and De Groot for these questions, here are some key bullet points that can guide responses based on the themes and concepts typically covered in such literature:

**1. Climate Change and Human Cognition**

**Psychological Distance:** Climate change often perceived as distant in time and space but also psychologically; people may not see immediate impacts on their personal lives, making it abstract and less urgent.

**Complexity and Uncertainty:** Climate change involves complex systems and uncertain outcomes, making it difficult for individuals to understand and relate to.

Underlying Factors:

Limited Cognitive Capacity: Humans have limited capacity to process information, leading to prioritization of immediate concerns over long-term, abstract issues like climate change. Hard to relate to long term future time horizons

Social and Cultural Influences: Social norms, cultural values, and peer behaviours can significantly impact individual perceptions and actions regarding climate change.

Little concrete action available that would solve the problem (helplessness)

## 2. Designing Restorative Gardens

Biophilia Hypothesis: Incorporate natural elements that humans are innately attracted to, such as water features, diverse plant life, and natural landscapes.

Attention Restoration Theory (ART):

- Soft Fascination: Design elements that gently capture attention without causing mental fatigue, such as naturally growing trees, flowing water or rustling leaves.
- Being Away: Create spaces that feel separate from everyday environments, offering a sense of escape.
- Extent: Design the garden to provide a rich, engaging environment that encourages exploration and immersion.
- Compatibility: Ensure the garden's design supports intended use, such as quiet contemplation or gentle walking paths.
- Biodiversity: Provide environments attractive for animals like insects and birds to make it as diverse and engaging as possible

## 3. Ambient Persuasive Technology

Definition: Technologies that subtly encourage sustainable behaviours through cues in the environment. The main advantage is their non-intrusive nature, influencing behaviour without requiring conscious attention or effort, they do not lead to rejection in the actors

Examples in Daily Life:

- Energy Consumption Feedback: Devices that provide real-time feedback on energy use, subtly encouraging users to reduce consumption.
- Nudging Towards Sustainable Choices: Lights that guide people towards stairs instead of elevators, promoting physical activity and energy saving.

Ambient persuasive technologies can be particularly effective because they leverage automatic cognitive processes, making sustainable choices easier and more intuitive.

### Spørsmål 4 (langsvar):

The students should select three factors that potentially hinder or facilitate pro-environmental behaviour and explain with the help of relevant theories and examples how these factors and pro-environmental behaviour are connected. These factors can include, but are not limited to, psychological factors such as emotions, habits, attitudes, values, norms (social and personal), self-efficacy or knowledge, symbolic and socio-demographical factors or environmental factors such as policies, messaging, incentives, design features or nudges.

Relevant theories can include, but are not limited to, the Theory of Planned Behaviour (TPB), the Value-Belief-Norm theory (VBN), the Norm Activation Model (NAM), the Comprehensive Action Determination Model (CADM), the Theory of Dual Activation Processing, Theories of Place Attachment, Value Theories, Social Dilemma Theories, Goal-Framing Theory, Protection Motivation Theory, Social Identity Theory and the Theory of Change.

The student shall provide at least **one practical example per factor**. If the example is illustrated with a scientific study, this will be evaluated positively. The students shall also point to key theories to explain the rationale of how each factor is related to pro-environmental behaviour.

It will be evaluated positively when key references for theories are added and referenced in correct APA style in-text. Bonus points can be given for additional references, such as the authors of scientific studies in addition to the founders of theories.

Example:

Social norms are a strong factor that can hinder or facilitate pro-environmental behaviour as people instinctively imitate the behaviour of relevant and similar others [...]. The behaviour can be illustrated with the example of littering. People do litter more in an already littered environment (Cialdini, Kallgren & Reno, 1991) [...]. Social norms are indirectly related to pro-environmental behaviour via behavioural intentions according to the Theory of Planned Behaviour (Ajzen, 1985).

### Karakterskala som er benyttet

Bokstavkarakter: <https://innsida.ntnu.no/wiki/-/wiki/Norsk/Karakterskalaen>