**Course Syllabus**

1. **General Information**

|  |  |
| --- | --- |
| Course name | Environmental psychology |
| Programme |  |
| Level of studies (BA, BSc, MA, MSc, long-cycle MA) | MA (7 level of PRK) |
| Form of studies (full-time, part-time) | Full-time |
| Discipline | Psychology |
| Language of instruction | English |

|  |  |
| --- | --- |
| Course coordinator/person responsible | Bohdan Rożnowski |

|  |  |  |  |
| --- | --- | --- | --- |
| Type of class *(use only the types mentioned below)* | Number of teaching hours | Semester | ECTS Points |
| lecture | 30 |  | 5 |
| tutorial |  |  |
| classes |  |  |
| laboratory classes |  |  |
| workshops |  |  |
| seminar |  |  |
| introductory seminar |  |  |
| foreign language classes |  |  |
| practical placement |  |  |
| field work |  |  |
| diploma laboratory |  |  |
| translation classes |  |  |
| study visit |  |  |

|  |  |
| --- | --- |
| Course pre-requisites |  |

1. **Course Objectives**

|  |
| --- |
| Provide knowledge on human-environment interactions, |
| Underline an interdisciplinary approach to exploration relation man – environment |
| diversity of methods of introducing changes in environmental attitudes |

1. **Course learning outcomes with reference to programme learning outcomes**

|  |  |  |
| --- | --- | --- |
| Symbol | Description of course learning outcome | Reference to programme learning outcome |
| KNOWLEDGE | | |
| W\_01 | ma uporządkowaną i pogłębioną wiedzę na temat przedmiotu, metodologii i celów psychologii oraz jej subdyscyplin; | P7U\_W1  P7S\_WG1 |
| W\_02 | zna i rozumie terminologię używaną na gruncie psychologii i jej subdyscyplin;  posiada pogłębioną wiedzę o historii psychologii oraz jej współczesnych głównych nurtach i koncepcjach; | P7U\_W1  P7S\_WG1 |
| W\_12 | ma uporządkowaną i pogłębioną wiedzę na temat psychologicznych aspektów pracy, organizacji i zarządzania oraz doradztwa zawodowego, marketingu, psychologii reklamy i zachowań konsumenckich; | P7U\_W1  P7S\_WG1  P7S\_WG2 |
| SKILLS | | |
| U\_01 | potrafi wykorzystać wiedzę teoretyczną z zakresu psychologii oraz powiązanych z nią dyscyplin do analizowania i interpretowania ludzkich zachowań;  potrafi wskazać i opisać uwarunkowania (osobowe, społeczne oraz kulturowe) różnych zachowań człowieka oraz funkcjonowania określonych grup społecznych i organizacji posługując się wybranymi podejściami teoretycznymi; | P7U\_U1  P7S\_UW1 |
| U\_08 | potrafi integrować wiedzę z zakresu różnych subdyscyplin psychologicznych na temat prawidłowego i zaburzonego funkcjonowania człowieka, grup społecznych oraz organizacji; | P7U\_U1  P7S\_UK1 |
| K\_U11 | potrafi analizować przyczyny i źródła zachowań człowieka oraz przewiduje ich ogólne konsekwencje w aspektach psycho-bio-społecznym;  umie opracować propozycje oddziaływań ukierunkowanych na zmianę postaw i zachowań w różnych obszarach praktyki psychologicznej; | P7U\_U1  P7S\_UW1 |
| SOCIAL COMPETENCIES | | |
| K\_K01 | przyjęcia krytycznej postawy wobec stosowanych metod badawczych i uzyskanych dzięki nim wynikom, a także wobec różnych poglądów i praktyk w zakresie psychologii; | P7U\_K2  P7S\_KK2 |
| K\_03 | rozumienia znaczenia sfery psychicznej człowieka dla jakości jego funkcjonowania we wszystkich obszarach życia;  wspierania jednostek i grup w aspekcie ich kompetencji psychospołecznych;  odpowiedzialnego popularyzowania wiedzy z zakresu psychologii; | P7U\_K1  P7U\_K3  P7S\_KO1  P7S\_KO2 |
| K\_05 | wyrażania dbałości o zdrowie psychiczne i fizyczne, identyfikuje indywidualne, społeczne i środowiskowe zagrożenia dla zdrowia psychicznego i somatycznego; | P7U\_K1  P7S\_KO1  P7S\_KO2 |

1. **Course Content**

|  |
| --- |
| 1. Environmental Psychology: History, Scope, and Methods 2. Environmental Risk Perception and Stress 3. Human Landscape Perception and Assessment 4. Health Benefits of Nature 5. Appraising and Designing Built Environments that Promote Well-Being and Healthy Behaviour 6. Urban Environmental Quality and Environment and Quality of Life 7. Place Attachment 8. Theories to Explain Environmental Behaviour 9. Measuring Environmental Behaviour 10. Values and Pro-Environmental Behaviour 11. Social Norms and Pro-Environmental Behaviour 12. Emotions and Pro-Environmental Behaviour 13. Social Dilemmas: Motivational, Individual, and Structural Aspects Influencing Cooperation 14. The Role of Group Processes in Environmental Issues, Attitudes, and Behaviours 15. Strategies to Promote Pro-Environmental Behaviour: Changing Knowledge, Awareness, and Attitudes |

1. **Didactic methods used and forms of assessment of learning outcomes**

|  |  |  |  |
| --- | --- | --- | --- |
| Symbol | Didactic methods  *(choose from the list)* | Forms of assessment  *(choose from the list)* | Documentation type  *(choose from the list)* |
| KNOWLEDGE | | | |
| W\_01 | LECTURE | EXAM |  |
| W\_02 | CASE STUDY |  |  |
| W\_12 |  |  |  |
| SKILLS | | | |
| U\_01 | LECTURE | EXAM |  |
| U\_08 | CASE STUDY |  |  |
|  |  |  |  |
| SOCIAL COMPETENCIES | | | |
| K\_01 | LECTURE | EXAM |  |
| K\_02 | CASE STUDY |  |  |
| K\_... |  |  |  |

1. **Grading criteria, weighting factors.....**
2. **Student workload**

|  |  |
| --- | --- |
| Form of activity | Number of hours |
| Number of contact hours (with the teacher) | **30** |
| Number of hours of individual student work | **60** |

1. **Literature**

|  |
| --- |
| Basic literature |
| Gifford, R., Steg, L. and Reser, J.P. (2011). Environmental Psychology. In IAAP Handbook of Applied Psychology (eds P.R. Martin, F.M. Cheung, M.C. Knowles, M. Kyrios, J.B. Overmier and J.M. Prieto). <https://doi.org/10.1002/9781444395150.ch18>  Steg, L., van den Berg, A.E. and de Groot, J.I.M. (2018). Environmental Psychology. In Environmental Psychology (eds L. Steg and J.I.M. Groot). <https://doi.org/10.1002/9781119241072.ch1>  Marco Dettori, Paola Pittaluga, Giulia Busonera, Carmelo Gugliotta, Antonio Azara, Andrea Piana, Antonella Arghittu, Paolo Castiglia, Environmental Risks Perception Among Citizens Living Near Industrial Plants: A Cross-Sectional Study, International Journal of Environmental Research and Public Health, 10.3390/ijerph17134870, **17**, 13, (4870), (2020).  Bilotta, E., Vaid, U. and Evans, G.W. (2018). Environmental Stress. In Environmental Psychology (eds L. Steg and J.I.M. Groot). <https://doi.org/10.1002/9781119241072.ch4> |
| Additional literature |
| van den Berg, A.E. and Konijnendijk, C.C. (2018). Ambivalence Towards Nature and Natural Landscapes. In Environmental Psychology (eds L. Steg and J.I.M. Groot). <https://doi.org/10.1002/9781119241072.ch8>  Gifford, R. and McCunn, L.J. (2018). Appraising and Designing Built Environments that Promote Well-Being and Healthy Behaviour. In Environmental Psychology (eds L. Steg and J.I.M. Groot). <https://doi.org/10.1002/9781119241072.ch11> |

AU - Steg, Linda

AU - van den Berg, Agnes E.

AU - de Groot, Judith I. M.

C7 - pp. 1-11

TI - Environmental Psychology

SN - 9781119241089

UR - https://doi.org/10.1002/9781119241072.ch1

DO - https://doi.org/10.1002/9781119241072.ch1

SP - 1-11

KW - case studies

KW - environmental psychology

KW - human-environment interactions

KW - interdisciplinary approach

KW - laboratory experiments

KW - questionnaire studies

KW - simulation studies

PY - 2018

AB - Summary This introductory chapter gives a brief overview of the history of the field of environmental psychology, followed by a discussion of characteristics of the field and a description of the main methods used in research. It discusses four key features of environmental psychology that characterize the field as it stands today: a focus on human-environment interactions, an interdisciplinary approach, an applied focus, and a diversity of methods. Many environmental psychologists work in interdisciplinary settings, and closely collaborate with scholars from other disciplines. Environmental psychology has always worked closely with the disciplines of architecture and geography to ensure a correct representation of the physical-spatial components of human-environment relationships. Environmental psychology studies human-environment interactions at different scale levels, from domestic surroundings and the neighbourhood to cities, nature reserves and countries, and even the planet as a whole. The main research methods used in environmental research include questionnaire studies, laboratory experiments, simulation studies, field studies, and case studies.

ER -

AU - Böhm, Gisela

AU - Tanner, Carmen

C7 - pp. 13-25

TI - Environmental Risk Perception

SN - 9781119241089

UR - https://doi.org/10.1002/9781119241072.ch2

DO - https://doi.org/10.1002/9781119241072.ch2

SP - 13-25

KW - emotional reactions

KW - environmental risk

KW - moral values

KW - psychometric paradigm

KW - risk assessment

KW - risk perception

KW - subjective judgement

PY - 2018

AB - Summary This chapter points out several factors that have been proposed to explain perceived risk in general, and perceived environmental risk in particular. It discusses heuristics and biases, and presents the psychometric model that seeks to identify key characteristics of risk that underlie risk perception. The chapter elaborates on characteristics of the individual that influence risk perception, in particular values and moral dimensions. It discusses emotions, which result from perceived risk but also shape risk perception. Risk perception refers to people's subjective judgement about the risk that is associated with some situation, event, activity, or technology. One important example of biased risk assessment refers to people's tendency to overestimate small frequencies and to underestimate larger ones when judging the frequency of various dangers. A well-established approach to studying risk perception is the psychometric paradigm. Emotional reactions to natural risks (e.g. earthquakes) are generally weaker than those to risks that are caused by humans.

ER -

AU - Bilotta, Elena

AU - Vaid, Uchita

AU - Evans, Gary W.

C7 - pp. 36-44

TI - Environmental Stress

SN - 9781119241089

UR - https://doi.org/10.1002/9781119241072.ch4

DO - https://doi.org/10.1002/9781119241072.ch4

SP - 36-44

KW - crowding

KW - environmental stressors

KW - noise

KW - poor housing quality

KW - poor neighbourhood quality

KW - psychological models

KW - traffic congestion

PY - 2018

AB - Summary This chapter provides a brief summary of general stress models, followed by a discussion of empirical evidence on the effects of a selection of five environmental stressors. Psychological models of stress have developed independently of biological models and have focused on the influence of psychological factors on stress responses. The chapter reviews the most common and widely studied environmental stressors: noise, crowding, poor housing quality, poor neighbourhood quality, and traffic congestion. Chronic noise produces physiological stress, and can result in significant increase in blood pressure in adult. Crowding is a psychological state that occurs when a person perceives the number of people in the environment to be exceeding one's preference. High levels of traffic congestion may lead to elevated physiological stress and negative effect. Moreover, stressors may have a series of negative after-effects that persist even after the source of stress is removed.

ER -

AU - Tveit, Mari S.

AU - Ode Sang, Åsa

AU - Hagerhall, Caroline M.

C7 - pp. 45-54

TI - Scenic Beauty

SN - 9781119241089

UR - https://doi.org/10.1002/9781119241072.ch5

DO - https://doi.org/10.1002/9781119241072.ch5

SP - 45-54

KW - evolutionary theories

KW - landscape preferences

KW - scenic beauty estimation method

KW - visual quality assessment

KW - VisuLands framework

PY - 2018

AB - Summary This chapter discusses different approaches to studying the visual quality of landscapes, followed by an overview of theories explaining landscape preferences as either innate or learnt. Lothian proposed a distinction between the objectivist approach on the one hand, in which visual quality is viewed as inherent to the landscape and the subjectivist approach on the other hand, in which visual quality is considered a construct of the observer. Evolutionary theories explain landscape preferences as a result of human evolution, with landscape preferences of today being innate reflections of landscape qualities enhancing survival in early humans. The scenic beauty estimation (SBE) method is a psychophysical method developed by the US Forestry Department. The SBE method estimates scenic beauty judgements for various natural scenes. The VisuLands framework presents a comprehensive approach to describing visual landscapes and assessing visual effects of landscape change using data sources such as photographs, land cover data, aerial photographs, and field observations.

ER -

AU - Jacobs, Maarten H.

AU - Vaske, Jerry J.

AU - Teel, Tara L.

AU - Manfredo, Michael J.

C7 - pp. 85-94

TI - Human Dimensions of Wildlife

SN - 9781119241089

UR - https://doi.org/10.1002/9781119241072.ch9

DO - https://doi.org/10.1002/9781119241072.ch9

SP - 85-94

KW - cognitive hierarchy

KW - domination orientations

KW - emotional responses

KW - human dimensions

KW - wildlife value orientations

PY - 2018

AB - Summary This chapter briefly discusses a descriptive typology of attitudes towards wildlife that was quite influential in the pioneering years of research on human dimensions of wildlife. It describes a more recent theory-driven approach to understanding human relationships with wildlife, guided by the cognitive hierarchy. The theory of cognitive hierarchy stresses that individual behaviour is guided by a hierarchy of interrelated cognitions including values, value orientations, attitudes and norms, and behavioural intentions. Studies using the wildlife value orientation scales suggest that domination orientations are deeply engrained in the cultural transmission process and endure over generations. The usefulness of studying wildlife value orientations depends on the concept's predictive validity. The cognitive hierarchy does not explicitly consider emotions. The concepts and measurements may reflect emotional content, but they are not intended to directly capture emotional dispositions or responses. Future research on human dimensions of wildlife may benefit from the study of both cognitive and emotional responses to wildlife.

ER -

AU - Bonnes, Mirilia

AU - Scopelliti, Massimiliano

AU - Fornara, Ferdinando

AU - Carrus, Giuseppe

C7 - pp. 113-122

TI - Urban Environmental Quality

SN - 9781119241089

UR - https://doi.org/10.1002/9781119241072.ch12

DO - https://doi.org/10.1002/9781119241072.ch12

SP - 113-122

KW - environmental stressors

KW - multi-place approach

KW - multidimensional approach

KW - people-environment transactions

KW - psychological theories

KW - urban environmental quality

KW - urban settings

PY - 2018

AB - Summary This chapter reviews psychological theories and research on urban environmental quality, through the analysis of people-environment transactions in residential environments. It discusses negative influences of environmental stressors on urban residents' health and well-being along with theoretical explanations of these influences, and positive influences of urban infrastructure, green space, and other qualities of urban settings. Urban settings are not only sources of stress and illness, they may also offer possibilities for pleasant daily urban experiences for individual health and wellbeing. The chapter also introduces a multidimensional approach to studying environmental quality in terms of multicomponent constructs like residential satisfaction and affective quality of environments. It concludes with a multi-place approach, considering people-environment transactions with different places within the same urban environment. A more comprehensive and ecological understanding of the perception of urban environmental quality can be achieved through the multi-place approach that simultaneously considers the resident's experience in different urban settings.

ER -

AU - Perlaviciute, Goda

AU - Steg, Linda

C7 - pp. 123-134

TI - Environment and Quality of Life

SN - 9781119241089

UR - https://doi.org/10.1002/9781119241072.ch13

DO - https://doi.org/10.1002/9781119241072.ch13

SP - 123-134

KW - empirical studies

KW - environmental factors

KW - multidimensional measures

KW - quality of life

KW - unidimensional measures

PY - 2018

AB - Summary This chapter argues that a purely ecological perspective on sustainability is too limited and that a human perspective should also be considered. It approaches sustainability as well-balanced relationships between humans and their environments. The chapter introduces a measure of quality of life (QoL) as a way to assess social sustainability on the individual level. To assess environmentally determined QoL, objective and subjective measures can be used. Unidimensional measures of QoL describe the relationship between one environmental factor and one QoL aspect. To study multiple relationships between environmental factors and QoL, multidimensional measures of QoL are needed. Various empirical studies have examined relationships between environmental characteristics and individual QoL. The chapter discusses how individual QoL measures have been applied in studies on human-environment relationships. Many of these studies have used a multidimensional instrument for assessing individual QoL.

ER -

AU - Manzo, Lynne C.

AU - Devine-Wright, Patrick

C7 - pp. 135-143

TI - Place Attachment

SN - 9781119241089

UR - https://doi.org/10.1002/9781119241072.ch14

DO - https://doi.org/10.1002/9781119241072.ch14

SP - 135-143

KW - civic place attachment

KW - environmental destruction

KW - key themes

KW - natural place attachment

KW - urban design

PY - 2018

AB - Summary This chapter provides an overview of the key theoretical developments in the study of place attachments, and considers ways in which our understanding of place attachments can be applied to a variety of place-based subjects and problems. Civic place attachment occurs at the neighbourhood or city/town level and tends to be social and symbolic in nature. Natural place attachment is a type of emotional attachment directed towards the natural features of one's local area, as opposed to nature in general. Place attachments contribute to our understanding and addressing of a variety of real-world issues. Key themes in the application of place attachment research include: mobility and relocation, environmental destruction, tensions across social groups in local communities, and challenges in urban design and planning projects. The chapter provides examples from each of these themes to illustrate the ways in which place attachment research can make a difference.

ER -

AU - Gatersleben, Birgitta

C7 - pp. 155-166

TI - Measuring Environmental Behaviour

SN - 9781119241089

UR - https://doi.org/10.1002/9781119241072.ch16

DO - https://doi.org/10.1002/9781119241072.ch16

SP - 155-166

KW - Campbell paradigm

KW - environmental behaviour

KW - environmental psychologists

KW - pro-environmental behaviour

KW - unidimensional measure

PY - 2018

AB - Summary The goal of much environmental psychology research is to help understand and change environmental behaviour. This chapter reviews some of the ways in which scholars have approached environmental behaviour and its measurement to date. It addresses three important issues: what to measure (behaviour or impact of behaviour), how to measure it (by means of self-reports or observation), and how to conceptualize it. Environmental psychologists typically try to measure behaviours rather than the outcomes of such behaviours in terms of environmental impact. Environmental behaviour is often conceptualized as multidimensional. Several studies have suggested that different behaviours are not necessarily correlated, and behavioural antecedents may vary between behaviours. A unidimensional measure of goal-directed pro-environmental behaviour was developed by Kaiser and Wilson based on what is called the Campbell paradigm. According to this paradigm, all behaviours regarding a specific goal can be ordered on one single dimension from easy to difficult with regards to reaching that goal.

ER -

AU - de Groot, Judith I. M.

AU - Thøgersen, John

C7 - pp. 167-178

TI - Values and Pro-Environmental Behaviour

SN - 9781119241089

UR - https://doi.org/10.1002/9781119241072.ch17

DO - https://doi.org/10.1002/9781119241072.ch17

SP - 167-178

KW - ecological worldviews

KW - environmental concern

KW - pro-environmental values

KW - Schwartz's value theory

KW - social value orientations

PY - 2018

AB - Summary This chapter discusses features of values and value theories. It explains which values are important for environmental attitudes and behaviours, and how people can be encouraged to act upon their pro-environmental values. Values are desirable trans-situational goals that vary in importance and serve as guiding principles in the life of a person or other social entities. Social value orientations (SVO), originating from social dilemma research, reflect the extent to which individuals care about own and others' payoffs in a social dilemma situation. In Schwartz's value theory, a general and comprehensive taxonomy of 56 values is proposed. Environmental concern reflects a general attitude towards the environment, reflecting a personal evaluation of environmental issues. Ecological worldviews reflect fundamental beliefs on the relationship between humans and the natural environment. The chapter finally describes how values differ from related concepts that are used in environmental psychological research and how value research can be used in interventions.

ER -

AU - Keizer, Kees

AU - Schultz, P. Wesley

C7 - pp. 179-188

TI - Social Norms and Pro-Environmental Behaviour

SN - 9781119241089

UR - https://doi.org/10.1002/9781119241072.ch18

DO - https://doi.org/10.1002/9781119241072.ch18

SP - 179-188

KW - human behaviour

KW - moderators

KW - normative social influence

KW - pro-environmental behaviour

KW - social norms

PY - 2018

AB - Summary This chapter focuses on social norms and people's tendency to conform to pro-environmental behaviour. It explains what social norms are, how they influence (environmental) behaviour, and when. Social norms are rules and standards that are understood by members of a group, and that guide and/or constrain human behaviour without the force of laws. Although norms can exert a powerful influence on (environmental) behaviour, people tend to underestimate their own susceptibility to social pressure. The chapter examines several moderators that have been found to affect the strength of normative social influence. It focuses specifically on pro-environmental behaviour, and illustrates the effects with examples from recent studies. When designing messages to promote pro-environmental behaviour, it is essential that information regarding corresponding descriptive norms is in line with the targeted behaviour.

ER -

AU - Taufik, Danny

AU - Venhoeven, Leonie

C7 - pp. 189-197

TI - Emotions and Pro-Environmental Behaviour

SN - 9781119241089

UR - https://doi.org/10.1002/9781119241072.ch19

DO - https://doi.org/10.1002/9781119241072.ch19

SP - 189-197

KW - eudaimonic view

KW - hedonic view

KW - negative emotion

KW - positive emotion

KW - pro-environmental behaviour

PY - 2018

AB - Summary Every day, people make many decisions that can have important implications for the quality of the environment. This chapter describes the significant role emotions that can play in people's engagement in environmental behaviour. It discusses empirical research that shows how emotions can be a motive for environmental behaviour. The chapter discusses the hedonic and eudaimonic views of environmental behaviour, to gain more clarity into why pro-environmental behaviour can be associated with negative as well as positive emotions. It elaborates on conditions under which acting pro-environmentally elicits positive emotions. The extent to which people anticipate experiencing certain emotions as a result of environmental behaviour can have an important influence on whether or not they intend to engage in this behaviour. Based on the specific pro-environmental behaviour at hand, acting pro-environmentally may be pleasant or unpleasant to engage in, eliciting positive or negative emotions.

ER -

AU - von Borgstede, Chris

AU - Johansson, Lars-Olof

AU - Nilsson, Andreas

C7 - pp. 207-216

TI - Social Dilemmas

SN - 9781119241089

UR - https://doi.org/10.1002/9781119241072.ch21

DO - https://doi.org/10.1002/9781119241072.ch21

SP - 207-216

KW - cooperation

KW - defection

KW - fairness

KW - greed

KW - public good dilemma

KW - resource dilemma

KW - social dilemmas

PY - 2018

AB - Summary This chapter gives a brief overview of different types of social dilemmas. It describes motives that are important for choices in social dilemmas. Social dilemmas are situations in which individual interests are in conflict with collective interests. A resource dilemma arises when multiple individuals share a limited resource with free access, where each group member decides how much to withdraw from the common resource. In a public good dilemma the common goods depends on individual contributions but is accessible to all group members. Greed, efficiency, and fairness are three basic motives that promote either cooperation or defection. The lion's share of all social dilemma research has been concerned with the crucial question of what motivates people to act more (un)selfishly. The chapter finally discusses factors influencing people's choices to act in their self-interest or in the interest of the collective.

ER -

AU - Steg, Linda

AU - Nordlund, Annika

C7 - pp. 217-227

TI - Theories to Explain Environmental Behaviour

SN - 9781119241089

UR - https://doi.org/10.1002/9781119241072.ch22

DO - https://doi.org/10.1002/9781119241072.ch22

SP - 217-227

KW - goal-framing theory

KW - NAM theory

KW - protection motivation theory

KW - theory of planned behaviour

KW - VBN theory

PY - 2018

AB - Summary This chapter discusses the theory of planned behaviour (TPB) that focuses on the role of individual costs and benefits, and the protection motivation theory (PMT) that assumes people consider individual and collective costs and benefits of behaviour. The chapter explains two theories that focus on morality: the norm activation model (NAM) theory and the value-belief-norm (VBN) theory of environmentalism. The norm activation model proposes that pro-environmental actions follow from the activation of personal norms, reflecting feelings of moral obligation to perform or refrain from actions. The VBN theory proposes that problem awareness depends on values and ecological worldviews. Goal-framing theory proposes that three general goals govern or 'frame' the way people process information and act upon it: the hedonic goal 'to feel better right now', the gain goal 'to guard and improve one's resources', and the normative goal 'to act appropriately'.

ER -

AU - Jans, Lise

AU - Fielding, Kelly

C7 - pp. 228-237

TI - The Role of Group Processes in Environmental Issues, Attitudes, and Behaviours

SN - 9781119241089

UR - https://doi.org/10.1002/9781119241072.ch23

DO - https://doi.org/10.1002/9781119241072.ch23

SP - 228-237

KW - environmental attitudes

KW - environmental issues

KW - group processes

KW - SCT

KW - SIT

KW - social identity approach

PY - 2018

AB - Summary This chapter addresses the important role of group processes in the context of environmental issues, attitudes, and actions. It discusses why environmental attitudes and behaviours are not solely the product of individual attributes but are also affected by group memberships and the group processes associated with these memberships. The social identity approach is an account of how group memberships influence individuals' attitudes and behaviours. It incorporates two interrelated theories: social identity theory (SIT) and self-categorization theory (SCT). SCT assumes that when a social identity is salient, the self is depersonalized and people do not behave in line with their individual motives, but instead in accordance with the needs, goals, and motives associated with their shared group membership. The social identity approach addresses the important question of how particular group memberships become salient and how new social identities are formed.

ER -

AU - Abrahamse, Wokje

AU - Matthies, Ellen

C7 - pp. 261-272

TI - Informational Strategies to Promote Pro-Environmental Behaviour

SN - 9781119241089

UR - https://doi.org/10.1002/9781119241072.ch26

DO - https://doi.org/10.1002/9781119241072.ch26

SP - 261-272

KW - commitment intervention

KW - feedback intervention theory

KW - goal setting

KW - information provision

KW - informational strategies

KW - knowledge-deficit model

KW - positive attitude

KW - pro-environmental behaviour

KW - prompting techniques

PY - 2018

AB - Summary This chapter focuses on strategies for behavioural change, as they have been studied in the past three decades. Informational strategies are aimed at changing knowledge, awareness, norms, and attitudes. Structural strategies are aimed at changing the circumstances in which behavioural decisions are made. The chapter outlines some basic principles of intervention research, followed by an overview of research into the following informational strategies: provision of information, goal setting, commitment, prompting, and feedback. Information provision is probably the most widely used intervention to promote behaviour change. Goal setting is most effective when goals are high but, at the same time, realistic. In a commitment intervention, individuals, or groups are asked to sign a pledge (commitment) to change their behaviour. Feedback consists of giving people information about their performance, for instance, energy savings, or amount of recycled materials. The chapter finally provides recommendations and avenues for future research.

ER -

AU - Bolderdijk, Jan Willem

AU - Lehman, Philip K.

AU - Geller, E. Scott

C7 - pp. 273-282

TI - Encouraging Pro-Environmental Behaviour with Rewards and Penalties

SN - 9781119241089

UR - https://doi.org/10.1002/9781119241072.ch27

DO - https://doi.org/10.1002/9781119241072.ch27

SP - 273-282

KW - ABC model

KW - extra consequences

KW - monetary consequences

KW - motivational interventions

KW - penalties

KW - pro-environmental behaviour

KW - rewards

PY - 2018

AB - Summary According to applied behaviour analysis, in order to change behaviour, one has to analyse and alter the consequences of behaviour. The Antecedent Behaviour Consequence sequence is known as the three-term contingency or ABC model. The three-term contingency suggests two behaviour-based approaches for encouraging pro-environmental behaviour. Determining when to use extra consequences to increase occurrences of pro-environmental behaviour requires a careful analysis of the behaviour in question, using the ABC model to evaluate the context in which the behaviour occurs. Motivational interventions encourage pro-environmental behaviour through incentives and rewards, or discourage environmentally harmful behaviours via disincentives and penalties. The application of monetary, instead of non-monetary consequences bears some risks, but the potentially negative effects may be curbed by ensuring monetary consequences are perceived to support, rather than undermine, people's moral obligation to preserve the environment.

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AU - Midden, Cees

AU - Ham, Jaap

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KW - ambient intelligence

KW - cognitive resources

KW - environmental behaviour

KW - persuasive technology

KW - social influence strategies

PY - 2018

AB - Summary This chapter discusses the dimensions and scope of persuasive technology and its potential to promote sustainable use of the environment surrounding us. Persuasive technology aims to bridge the gap between technological and psychological contributions to solving environmental problems by intervening in user-system interactions that have environmental consequences. Various approaches to persuasive technology will be introduced including the use of persuasive agents, the provision of new experiences, the use of persuasive ambient technology, and persuasive technology at the group level that acknowledges the social nature of environmental behaviour. A crucial advantage of ambient persuasive technology is that it can continue influencing people, even in daily situations in which cognitive resources are taxed and where interventions that need cognitive attention would not be influential. The use of ambient intelligence decreases the use of cognitive resources which helps to ease behaviour change.

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