



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Environmental Psychology	

Lecturer(s)	Department(s) where the course unit (module) is delivered
Coordinator: Dovilė Šorytė	Faculty of Philosophy, Institute of Psychology

Study cycle	Type of the course unit (module)
First	Optional

Mode of delivery	Period when the course unit (module) is delivered	Language(s) of instruction
Face-to-face	Year 1, 2, 3, Autumn semester	English

Requirements for students	
Prerequisites: none	Additional requirements (if any): none

Course (module) volume in credits	Total student's workload	Contact hours	Self-study hours
5	130	32	98

Purpose of the course unit (module): programme competences to be developed		
<p>The course is aimed to develop the following competences: knowledge about the key concepts and theories applied in the field of environmental psychology (EP); understanding of interactions between people and their environments as well as application of EP; ability to apply EP knowledge to analyse environmental impacts on individuals and to explain human behaviours toward the environment; ability to collect, analyse, organize and present knowledge from EP research.</p>		
Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
Students will know about the basic concepts and theories applied in the field of EP and about its connections with other scientific fields.	Lectures (problem-based teaching) with video demonstration, self-study of literature, discussions	Exam test (open- and closed-ended questions)
Students will be able to explain the impacts of urban and natural environments on human health and well-being, patterns of individuals' responses to the environment and psycho-social factors of their environmental behaviour; students will also reflect on their own environmental attitudes and behaviour as well as their experiences in different settings.	Lectures (problem-based teaching) with video demonstration, self-study of literature, discussions, active learning methods	Exam test (open- and closed-ended questions)
Students will understand the possibilities of practical application of EP; they will be able to use EP knowledge when analysing various physical locations and when proposing solutions to promote pro-environmental behaviours.	Lectures (problem-based teaching) with video demonstration, self-study of literature, discussions, active learning methods	Exam test (open- and closed-ended questions)
Students will be able to collect reliable scientific literature, analyse and systematize it as well as apply the knowledge when addressing particular issues; they will be able to present and argue their ideas, and cooperate in groups.	Group work, research methods (literature search, analysis and synthesis, preparation of intervention project and its presentation), discussions	Intervention project prepared in groups – written paper and its presentation

Content: breakdown of the topics	Contact hours							Self-study work: time and assignments	
	Lectures	Tutorials	Seminars	Exercises	Laboratory work	Internship/work placement	Contact hours	Self-study hours	Assignments
1. Introduction to environmental psychology. History of the field. Current scope and methods. Interdisciplinary collaborations.	2		2				4	8	Self-study of literature: 1 [number of resource in compulsory reading list] – p. 541-568.
2. Environmental impacts on people. Links between the environment (urban and natural) and human health and well-being. The human-nature relationship. Eco-psychology. Psychological impacts of climate change. Application of psychology knowledge in architecture and design.	2		2				4	8	Self-study of literature: 2 – p. 98-106. 3 – p. 10-41.
3. Perceiving and experiencing the environment. Environmental risk perception and emotional reactions to the risks. Landscape perception. Human responses to wildlife.	2		2				4	4	Self-study of literature: 2 – p. 68-76.
4. Environmental behaviour. Conception, measurement and theoretical approaches used to explain environmental behaviour. Developmental perspective. Moral, cultural and demographic aspects of such behaviour. Psychological barriers limiting pro-environmental actions. ‘Zero waste’ movement and psychology of consumption.	4		4				8	12	Self-study of literature: 2 – p. 294-302. 4 – p. 5-28. 5 – p. 290-298.
5. Interventions promoting pro-environmental behaviour. Antecedent versus consequence strategies. Informational versus structural interventions. The role of technologies in the promotion of pro-environmental behaviour.	2		2				4	8	Self-study of literature: 2 – p. 256-266. 6 – p. 309-315.
6. Climate change and adaptation to changes. Perception and misperception of climate change. Psychological preparation and adaptation to the impacts of climate change.	2		2				4	14	Self-study of literature: 7 – p. 1-46.
7. EP and group processes. Resource and other social dilemmas. Environmental conflict and social identity.	2		2				4	4	Self-study of literature: 8 – p. 125-137.
Preparation for the exam								16	
Preparation of intervention project								24	
Total	16		16				32	98	

Assessment strategy	Weight, %	Deadline	Assessment criteria
Exam test (could take place in E-learning and Examination Centre of Vilnius University)	50	During the examination session	The test is comprised of 15 to 20 (open- and closed-ended) questions of varying weight. The questions are based on the assigned readings (self-study) and the materials provided during lectures and seminars. Ten-point grading scale is applied.
Intervention project prepared in groups (10.000-15.000 characters for the written paper) and its presentation	40	During the semester	The aim of the intervention project is to develop a project to promote human pro-environmental behaviour based on the knowledge from EP. Student groups (2 to 4 members each) will formulate a real problem that requires solutions for behavioural/societal change.

			<p>Project assessment criteria are as follows:</p> <ol style="list-style-type: none"> 1. The structure of the project paper is clear and logical with all the necessary parts included (formulation of the problem; description of the behaviour to be changed and the target group; identification of behavioural determinants; a detailed description of the intervention), the paper is of appropriate length (1 point). 2. The intervention and the identification of behavioural factors are based on the analysis and generalization of reliable scientific literature; the intervention is tailored to a specific problem in a specific context; the chosen measures are reasoned and clearly described/illustrated (2 points). 3. Oral presentation is clear and interesting; the ideas are reasoned (1 point). <p>All the groups will indicate the percentage of each member's contribution to the joint work.</p>
Participation in seminars	10	During the semester	<p>1 point: active participation in discussions and activities; responding to questions; formulating problems and questions.</p> <p>0.5 point: participation in discussions and activities; responding to questions.</p> <p>0 points: hardly participates in discussions or attends less than 2/3 of the seminars.</p>

Author	Year of publication	Title	Issue of a periodical or volume of a publication	Publishing place and house or web link
Compulsory reading				
1. Gifford R.	2014	Environmental Psychology Matters	<i>Annual Review of Psychology</i> , 65, 541–579	https://doi.org/10.1146/annurev-psych-010213-115048
2. Steg L., van Den Berg A. E., de Groot J. I. M. (editors)	2013	Environmental Psychology: An Introduction	1st ed.	Chichester, West Sussex: BPS Blackwell
3. Clayton S., Manning C., Hodge C.	2014	Beyond Storms & Droughts: The Psychological Impacts of Climate Change		Washington, DC: American Psychological Association and ecoAmerica
4. Norton M. I., Rucker D. D., Lambertson C. (editors)	2015	The Cambridge Handbook of Consumer Psychology		Cambridge: Cambridge University Press
5. Gifford R.	2011	The Dragons of Inaction: Psychological Barriers That Limit Climate Change Mitigation and Adaptation	<i>American Psychologist</i> , 66(4), 290–302	https://doi.org/10.1037/a0023566
6. Steg L., Vlek C.	2009	Encouraging pro-environmental behaviour: An integrative review and research agenda	<i>Journal of Environmental Psychology</i> , 29(3), 309–317	https://doi.org/10.1016/j.jenvp.2008.10.004
7. van Valkengoed A., Steg L.	2019	The psychology of climate change adaptation		Cambridge: Cambridge University Press
8. Van Lange P. A. M., Joireman J., Parks C. D., Van Dijk E.	2013	The psychology of social dilemmas: A review	<i>Organizational Behavior and Human Decision Processes</i> , 120(2), 125–141	https://doi.org/10.1016/j.obhdp.2012.11.003
Optional reading				
1. Garling T., Evans G. W. (editors)	2020	Environment, cognition, and action: an integrated approach		New York: Oxford University Press

2. Devlin A. S. (editor)	2018	Environmental Psychology and Human Well-Being: Effects of Built and Natural Settings		Academic Press
3. Bechtel R., Churchman A. (editors)	2002	Handbook of environmental psychology		New York: J. Wiley
4. Kopec D.	2006	Environmental psychology for design		New York: Fairchild Publications
5. Soderholm P. (editor)	2013	Environmental Policy and Household Behaviour: Sustainability and Everyday Life		Earthscan