



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Environmental Psychology Aplinkos psichologija	

Academic staff	Core academic unit(s)
Coordinating: Dr. Dovilė Šorytė Other: -	Vilnius University Faculty of Philosophy, Universiteto str. 9, LT-01513 Vilnius, tel. (8 5) 266 7600, el. p. fsf@fsf.vu.lt

Study cycle	Type of the course unit
First	Optional

Mode of delivery	Semester or period when it is delivered	Language of instruction
Face-to-face	3 rd semester (autumn)	English

Requisites	
Prerequisites: English level B2	Co-requisites (if relevant): -

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	130	32	98

Purpose of the course unit		
The course is aimed to develop the following competencies: 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, explain human behaviours toward the environment, and analyse societal challenges; ability to collect, analyse, organize and present knowledge from EP research in order to propose solutions for behavioural/societal change.		
Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
Students will know about the basic concepts and theories applied in the field of EP, will be able to relate this knowledge to complex sustainability issues, and will know about EP connections with other scientific fields.	Lectures (problem-based teaching) with video demonstration, self-study of literature, discussions, reflections	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 environmental behaviour.		

Students will reflect on their environmental attitudes and behaviours, as well as their experiences in different settings.		
Students will understand the possibilities of the practical application of EP. They will be able to use EP knowledge when analysing societal challenges and proposing solutions for behavioural/societal change.		
Students will be able to collect reliable scientific literature, analyse and systematize it to propose practical solutions.	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
Students will be capable to present and argue their ideas, communicate clearly in writing and verbally, and collaborate in interdisciplinary groups.		

Content	Contact hours							Individual work: time and assignments	
	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship	Contact hour total	Individual work	Tasks for individual work
1. Introduction to environmental psychology. History of the field. Current scope and methods. Interdisciplinary collaborations. Psychology of sustainability.	2		2				4	8	Self-study of literature: 1 [number of the resource in required reading list] – p. 541-568, or other relevant selected paper.
2. Environmental impacts on people. Links between the environment (urban and natural) and human health and well-being. The human-nature connectedness. Application of psychology knowledge in architecture and design.	2		2				4	9	Self-study of literature: 3 – p. 10-41, or other relevant selected paper.
3. Perceiving and experiencing the environment. Environmental risk perception and emotional reactions to the risks. Landscape perception.	2		2				4	2	Self-study of literature: 2 – p. 77-84, or other relevant selected paper.
4. Environmental behaviour (EB). Conception of EB and theoretical approaches used to explain the behaviour. Developmental perspective. Moral, cultural, and demographic aspects of EB. Psychological barriers limiting pro-environmental actions.	4		4				8	14	Self-study of literature: 4 – p. 290-298 + other relevant selected literature (about 40 pages).
5. Interventions promoting pro-environmental behaviour. Antecedent versus consequence strategies. Informational versus structural interventions. The role of technologies in	2		4				6	14	Self-study of literature: 5 – p. 309-315 + other relevant selected literature (about 40 pages).

the promotion of pro-environmental behaviour.									
6. Climate change and adaptation to changes. Psychological impacts of climate change. Psychological preparation and adaptation to the impacts of climate change.	2		2				4	8	Self-study of literature: 6 – p. 9-35, or other relevant selected paper.
7. Environmental psychology and group processes. Resource and other social dilemmas. Environmental conflict and social identity.	2						2	3	Self-study of literature: 2 – p. 229-237, or other relevant selected paper.
Preparation for the exam								16	
Preparation of intervention project								24	
Total	16		16				32	98	

Assessment strategy	Weight %	Deadline	Assessment criteria
Exam test	60	During the examination session	The test comprises 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. The ten-point grading scale is applied.
Intervention project prepared in groups (12.000-15.000 characters for the written paper) and its presentation	40	During the semester	<p>The intervention project aims to propose solutions for behavioural/societal change and sustainability, i.e. promote pro-environmental behaviours or design an environment that enhances human health and well-being. Student groups (2 to 4 members each) will select a specific societal challenge and apply EP knowledge to address the issue. Ten-point grading scale is applied.</p> <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 (i.e. formulation of the problem, description of the target group, theoretical background, and detailed description of the intervention); the paper is of appropriate length (20% of the evaluation). 2. The intervention is 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 (60%). 3. The oral presentation is clear and engaging; the presented ideas are reasoned (20%). <p>All the groups will indicate the percentage of each member's contribution to the joint work.</p>

Author (-s)	Publishing year	Title	Issue of a periodical or volume of a publication	Publishing house or web link
Required reading				
1. Gifford R.	2014	Environmental Psychology Matters	<i>Annual Review of Psychology</i> , 65	https://doi.org/10.1146/annurev-psych-010213-115048
2. Steg L., de Groot J. I. M. (editors)	2019	Environmental Psychology: An Introduction	2nd ed.	Hoboken, NJ: John Wiley & Sons

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. Gifford R.	2011	The Dragons of Inaction: Psychological Barriers that Limit Climate Change Mitigation and Adaptation	<i>American Psychologist</i> , 66(4)	https://doi.org/10.1037/a0023566
5. Steg L., Vlek C.	2009	Encouraging Pro-environmental Behaviour: An Integrative Review and Research Agenda	<i>Journal of Environmental Psychology</i> , 29(3)	https://doi.org/10.1016/j.jenvp.2008.10.004
6. Van Valkengoed A., Steg L.	2019	The Psychology of Climate Change Adaptation		Cambridge: Cambridge University Press
Recommended 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. Soderholm P. (editor)	2013	Environmental Policy and Household Behaviour: Sustainability and Everyday Life		Earthscan