SENSURVEILEDNING

Emnekode og navn: PSY2014/PSYK4314 – Social Psychology 2	**Semester / År / Eksamenstype:** Spring/2022/Written home examination, 4 hours

<div align="center">Instructions to students:</div>

Choose 1 of the (2 presented) assignments. The assignment can be responded to in English or a Scandinavian language.

It is expected that you respond to the chosen assignment by using several theoretical perspectives and reflect and relate the material to the presented assignment.

Copy and paste from any source is not allowed, this includes own or others' preparation materials.

Present names of theories and/or authors, as well as relevant publication year in the text, but do <u>not</u> include a reference list.

<div align="center">Assignments:</div>

Assignment 1.

Climate change is expected to include more extreme weather, a warmer atmosphere, and higher sea levels. These changes will pose extreme challenges for humans in the years to come.

Discuss social psychological theory that may explain pro-environmental intentions and behaviour in humans.

Assignment 2.

Thanks to the internet, you have become friends with a group of people from all around the world who use a video-chat website that translates speech in real time. There is currently a bit of tension in the group. A friend from England, Charles, works as a nurse and often talks about the 'team' of nurses he is on. When talking to a French friend, Luis, the translation software used the masculine-specific 'infirmier' when Charles talked about his own work, and the same word in the 'masculine intended as generic' form when talking about his 'team'. This led to Luis assuming that Charles works in a team of male nurses, which in turn led to Luis calling Charles a liar when Charles started talking about how he was the only man on the team. While the issue was eventually resolved, emotions are still high, and you are asked to give insight into how this misunderstanding could have happened.

Drawing on course papers by Fausey & Boroditsky (2011), Gygax et al. (2008), and others, discuss language-related psychological factors that explain how language and language choice influence people's perceptions, reactions, and behaviours in A) a general manner, and B) in relation to this specific scenario.

<div align="center">Relevant course literature:</div>

Ajzen, I. (1991). The theory of planned behavior. Organizational Behavior and Human Decision Processes, 50, 179 – 211.

Bouman, T., van der Werff, E., Perlaviciute, G., & Steg, L. (2021). Environmental values and identities at the personal and group level. Current Opinion in Behavioral Sciences, 42, 47 – 53.

Bouman, T., Steg, L., & Dietz, T. (2021). Insights from early COVID-19 responses about promoting sustainable action. Nature Sustainability, 4, 194 – 200. Bouman, T., & Steg, L. (2019). Motivating society-wide pro-environmental change. One Earth, 1, 27 – 30.

Böhm, G., & Tanner, C. (2013). Environmental risk perception. In L. Steg, A. E. van den Berg, & J. I. M. de Groot (Eds.), Environmental psychology: An introduction (pp. 15–25). BPS Blackwell.

Fausey, C. M., & Boroditsky, L. (2011) Who dunnit? Cross-linguistic differences in eye-witness memory. Psychonomic Bulletin & Review, 18, 150-157.

Gabriel, U., Gygax, P. M., & Kuhn, E. A. (2018). Neutralising linguistic sexism: Promising but cumbersome? Group Processes & Intergroup Relations, 21(5), 844–858.

Gygax, P., Gabriel, U., Sarrasin, O., Oakhill, J., & Garnham, A., (2008) Generically intended, but specifically interpreted: when beauticians, musicians, and mechanics are all men. Language and Cognitive Processes, 23(3), 464-485.

Stern, P. C., Abel, T., Guagnano, G. A., & Kalof, L. (1999). A value-belief-norm theory of support for social movements: The case of environmentalism. Research in Human Ecology, 6, 81– 97.

Guidelines for censorship:

Guidance to Assignment 1

Assignment 1.

Climate change is expected to include more extreme weather, a warmer atmosphere, and higher sea levels. These changes will pose extreme challenges for humans in the years to come.

Discuss social psychological theory that may explain pro-environmental intentions and behaviour in humans.

General background for the evaluator:

The censorship guidance provides some examples of what could be relevant to include in the response to the two assignment(s). It is not possible for the students to cover all aspects and perspectives in the exam. However, as stated in the assignment text, it is expected that the students use several (i.e., two or more) theoretical perspectives in their response. Thus, it is not sufficient to discuss one theoretical perspective in detail. The students should show ability to use theories from (especially) the mandatory literature when responding to the assignment. The relevance of the theories for the assignment should be clear in students' reasoning and argumentation.

It is also pointed out that the students who attend this course have quite varied backgrounds and experience/knowledge-base in psychology. The PSYK/PSYPRO students are in their 4th year of psychology studies, whereas the majority of Bsc/BA-students are in their second year ("breddeåret"). Some of the students at Bsc/BA and year unit studies are at their first year of psychology studies. Moreover, some of the students have a foundation course containing 7.5 stp in social psychology, whereas others have a combined personality/social psychology foundation course where the social psychological component is somewhat less emphasized (about 3.7 stp).

Regarding the first assignment, the course literature offers a broad array of perspectives that the students may use when discussing predictors of pro-environmental intentions and behaviours. These cover central attitude theories taught in the course, such as the theory of planned behaviour and the value-belief-norm theory. The theory of planned behaviour (outlined in Figure 1) includes five core psychological constructs. These are briefly; Attitudes towards the behaviour (the extent to which an individual has a favourable or unfavourable evaluation of the behaviour or object in question, in relation to environmental cognition this may be perceived positive or negative consequences of environmental actions), Subjective norm (perceived social pressure or appraisal of conducting pro-environmental behaviour), perceived behavioural control (the perceived ease or difficulty of performing the behaviour, e.g. access to pro-environmental transport, access to recycling gear etc.). The students should further point to that these factors are assumed to be positively associated with behavioural intention (the motivational component of the TPB), with perceived behavioural control having both a direct relation behaviour and a mediated association through behavioural intention. The components are shown in Figure 1 for illustrative purposes and the students are not necessarily expected to outline the full diagram in their responses, but central definitions and how the factors could be expected to be related to the core behaviour (environmental behaviour) is expected.
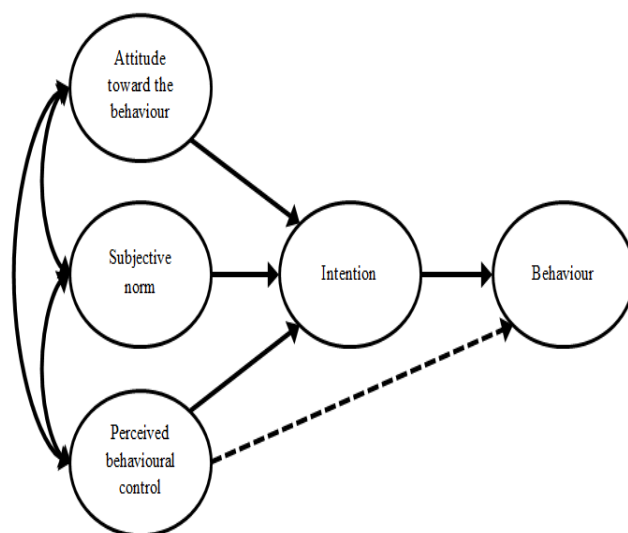

Figure 1. Theory of Planned Behaviour (Ajzen, 1991)

Other parts of the course literature that is highly relevant for the assignment is the value-belief-norm theory (see outline below Figure 2). This is a synthesis theory covering values, cognitive evaluations and beliefs/attitudes and a norm activation process (adopted from the Norm Activation theory). Values are at the core of the causal chain and is expected to facilitate (biospheric and altruistic values) or inhibit (egoistic values) an ecological worldview operationalized by the NEP-scale. The NEP-scale in turn facilitates a norm activation process where progress in the model depends on the outcome in each preceding step. First the individual has to recognize that the environmental behaviour in question has consequences for values objects (i.e. awareness of consequences of e.g. car pollution on the environment), this activates the next step where the individual perceives an ability to reduce treat. This component usually entails a sense of personal individual responsibility for the environmental action. In the final step of the norm activation process personal norms (sense of obligation to take action) is activated, which in turn may predict a series of environmental behavioural outcomes.
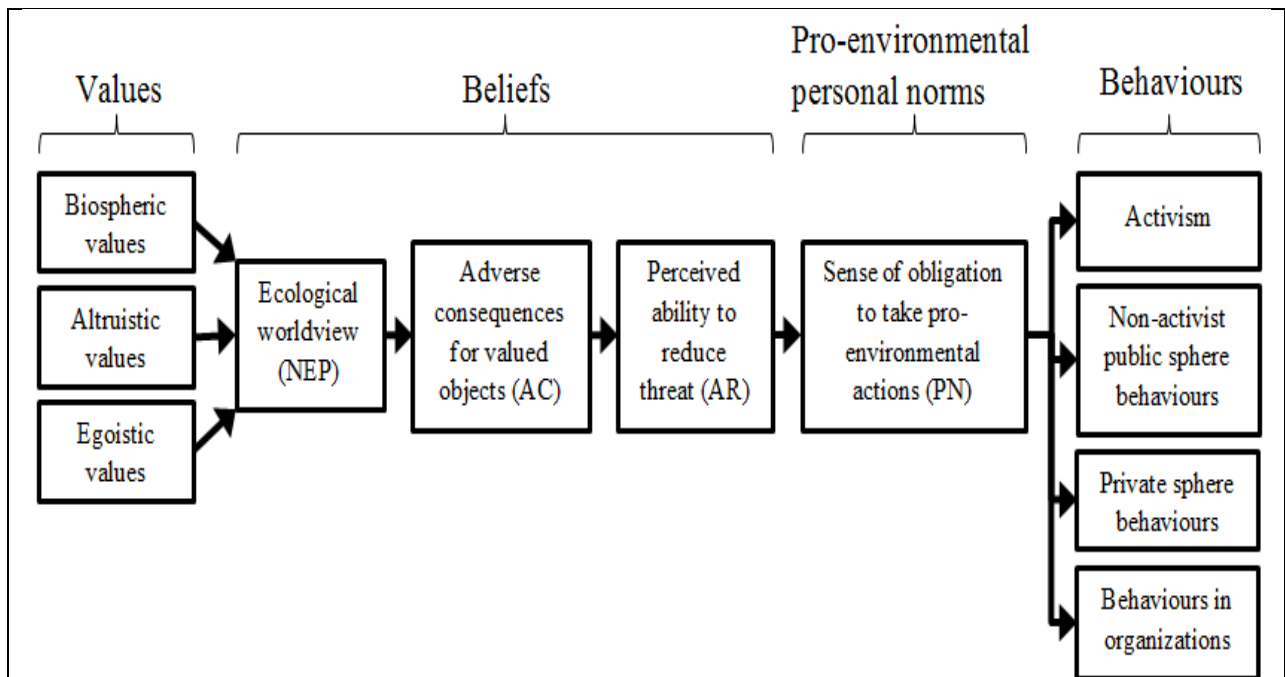
Figure 2. Value-Belief-Norm theory

In addition to the core theoretical models outlined above, it may also be relevant to discuss risk theory and risk perception in relation to the assignment. Strong (A, B) responses may demonstrate capability to link risk theory to the social cognition perspectives outlined above, for instance by discussing the link between risk perception and values. Another interesting approach could be to discuss risk perception and environmental behaviour in a wider health-relevant scope, as operationalized in e.g. the Health-Belief Model or other theories with a focus on the risk perception construct.

Guidance to Assignment 2

Assignment 2.

Thanks to the internet, you have become friends with a group of people from all around the world who use a video-chat website that translates speech in real time. There is currently a bit of tension in the group. A friend from England, Charles, works as a nurse and often talks about the 'team' of nurses he is on. When talking to a French friend, Luis, the translation software used the masculine-specific 'infirmier' when Charles talked about his own work, and the same word in the 'masculine intended as generic' form when talking about his 'team'. This led to Luis assuming that Charles works in a team of male nurses, which in turn led to Luis calling Charles a liar when Charles started talking about how he was the only man on the team. While the issue was eventually resolved, emotions are still high, and you are asked to give insight into how this misunderstanding could have happened.

Drawing on course papers by Fausey & Boroditsky (2011), Gygax et al. (2018), and others, discuss language-related psychological factors that explain how language and language choice influence people's perceptions, reactions, and behaviours in A) a general manner, and B) in relation to this specific scenario

General background for the evaluator:

Language-related psychological research holds that language directly impacts upon our cognition, affecting us in a myriad of ways. This can be understood through the Sapir-Whorf hypothesis. This

hypothesis, as stated in Gygax et al., (2008), states that the structure of a given language influences the manner in which we perceive the world (linguistic determinism) and, as there are many different languages in the world, there fundamentally must be many different ways to perceive the world (linguistic relativism). More recently, the traditionally strong position that language dominates perception has given way to an argument that language influences the specific processes that are encoded through language, such as spatial reasoning (Gygax et al., 2008), memory (Fausey & Boroditsky, 2011), and attribution of blame and subsequent punishments (Fausey & Boroditsky, 2011). Further, there is evidence that, even when language is not used, it is still involved in our perceptual and memory-based processes (Fausey & Boroditsky, 2011). Further, research has found that linguistic framing (i.e., the specific words used in a sentence) directly affects decision-making processes and memory (Fausey & Boroditsky, 2011; Gentner & Loftus, 1979, as discussed in Fausey & Boroditsky, 2011). For example, Fausey & Borodistky (2010) found that speakers of non-agentic languages such as Spanish attribute and remember blame related to accidents to a far lesser degree than speakers of agentic languages such as English.

   In relation to the topic of the scenario, students are likely to lean heavily on Gygax et al., (2008), which specifically examined the comparative effects of gender stereotyped roles and 'masculine-intended-as-generic' roles. In this paper, the researchers used a sentence continuation paradigm to examine English (roles were gender-stereotypical but not gender-marked), French (roles were both gender-stereotyped and gender-marked), and German (roles were both gender-stereotyped and gender-marked). The researchers found that social perception was guided by gender stereotypes for English speakers, but by the masculine gender marking of the role noun for French and German speakers. Based on this, students might talk about how Luis formed the belief that Charles' team was male-only as the term Charles appeared to use to refer to both himself singularly and as a member of the team was the exact same term; a perhaps understandable mistake due to how language affects cognition, but also indicative that this error was due to Luis misinterpreting the meaning of the words Charles used rather than the program mistranslating what was said.

Karakterbeskrivelse:

https://innsida.ntnu.no/wiki/-/wiki/Norsk/Karakterskalaen

Faglærer / oppgavegiver:

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