

SENSURVEILEDNING

Emnekode og navn: PSY2103	Semester / År / Eksamenstype: Høst/ 2022/ Skriftlig eksamen, 93
<p style="text-align: center;">Oppgave:</p> <p>This exam consists of two short answer questions (where you can select two out of three) and one long answer question.</p> <p>Short answer: Please select two of the following questions and answer them with max. 300 words per question:</p> <ul style="list-style-type: none">• Name the types of emotional reactions to environmental risks and give examples of typical emotions for each type. Reflect how the different types of emotional reactions relate to behavioural impulses.• Define and explain how nature can impact children’s health and well-being, focusing on the three main benefit categories (physical, mental, cognitive) that appear in your curriculum.• Explain in what context it is effective to use rewards or penalties to drive pro-environmental behaviour? What are side-effects? Support with an example. <p>Long answer: Please answer the following question with max 1200 words</p> <ul style="list-style-type: none">• In this course you learned about a large variety of psychological and non-psychological factors that can facilitate or hinder pro-environmental behaviour. You also familiarized yourself with theories that conceptualize how exactly these factors are related to pro-environmental behaviour. Please select three of the factors that were discussed in this course that can influence pro-environmental behaviour. Explain the relationship between your selected factors and pro-environmental behaviour by using relevant theories, scientific studies to test these theories and practical examples. It will be evaluated positively when key references are added and referenced in correct APA style in-text.	
<p style="text-align: center;">Relevant pensumlitteratur:</p> <p>Hovedpensum:</p> <p>Steg, L., van den Berg, A. E., & De Groot, J. I. (2012). <i>Environmental psychology: An introduction</i>: John Wiley & Sons.</p> <p>Tillegslitteratur:</p> <p>Richter, I., Sumeldan, J., Avillanosa, A., Gabe-Thomas, E., Creencia, L., & 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., & 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:https://doi.org/10.1016/j.jenvp.2020.101474</p> <p>Fjællingsdal, K. (2021). <i>The Green Gaming Project: The Role of Games in Promoting Environmental Literacy</i>.</p>	

Eksamenskrav:

Spørsmål 1:

The students should

- Outline the difference between consequence-based and ethics-based (deontological) emotions
 - Consequence-based
 - Prospective -> e.g., fear
 - Retrospective -> e.g., sadness
 - Ethics-based (deontological)
 - Self-directed -> e.g., guilt
 - Other-directed -> e.g., outrage
- Discuss the differences in behavioural impulses of these emotions (e.g., related to other people -> anger -> wish to punish; related to self -> guilt -> wish to act)

Spørsmål 2:

The candidate should be able to cover some health aspects from all three categories of nature exposure benefits. **Physical health benefits** of nature exposure can include increased physical activity, lower levels of overweight and obesity, and a higher, healthy birthweight in children due to lower stress levels and other health advantages among pregnant women living in green surroundings. **Mental health benefits** of nature exposure include a general increased psychological wellbeing and a reduction of stress - especially in school grounds with higher levels of greenery. It is furthermore associated with less antisocial and aggressive behavior, and also higher levels of prosocial behavior. Other positive mental health benefits of nature exposure also include more personal autonomy, improved self-concept, a greater capacity for taking action and decision-making, as well as improved interpersonal skills. **Cognitive health benefits** of nature exposure include restorative properties, especially with relation to brain activity. Other important aspects include improved cognitive functioning (especially among low-income families who moved to a location with access to nature), better concentration and inhibition skills. Bonus points can be given if the candidate also discusses how nature exposure can positively impact symptoms of (and medication for) ADHD, as well as mentioning the 'happy path to sustainability' - the notion that children who spend more time in nature and develop a connection to it may become happier and act more sustainably as adults."

Spørsmål 3:

Rewards effective when:

- as a reinforcer of pro-environmental behaviour: rebates reinforce the behaviour of taking the bottles to a recycling centre (Levitt and Leventhal 1986)
- If they occur soon, are certain and easy to do for people
- In the context of applying extra consequences which lack natural reinforcers: rewards over penalties are preferred, because of undesirable side-effects associated with negative consequences
- in the context of administering financial consequences on a large scale
- in the context of introducing non-monetary consequences: the promotion of ridesharing through the introduction of separate lanes for vehicles that have more than one occupant (Golob et al. 1990)

Examples for rewards: at cafés - discounts on coffee for bringing reusable to-go cups; refunds for returning beverage containers; etc.

Side effects of rewards:

- rewards signal that behaviour is voluntary; for example, financially rewarding people for observing the speed limit, could unintentionally send out the signal that respecting the speed limit is optional, not obligatory.

- In the context of administering financial consequences: can induce a “business decision” mindset and suppress ethical/moral obligations and therefore, can lead to less rather than more desired behaviour.

Penalties effective when:

- to communicate mandatory behaviour
- as a punisher to decrease environmentally harmful behaviour: (to charge for garbage collection by weight, this might punish the behaviour of throwing bottles in the trash and increase recycling behaviour.)
- in the context of administering financial consequences on a large scale

Examples for penalties: fines for discarding toxic waste next to residential recycling stations not intended for toxic waste; speed tickets for speeding; charge for a plastic bag, etc.

Side effects of penalties:

- Limits people’s freedom to behave as they choose. Can lead to psychological reactance (Brehm 1966) or counter control (Sidman 1989). Example: In the Netherlands speed enforcement devices are frequently vandalized by angry motorists; Covid restrictions & lockdowns – led to demonstrations against lockdowns in some countries.
- can result in a negative attitude towards the agent administering the consequence.

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).

Karakterbeskrivelse:

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

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