

SENSURVEILEDNING

Emnekode og navn: PSY2103	Semester / År / Eksamenstype: Vår/ 2023/ Skriftlig eksamen
Oppgave:	
<p>Denne eksamenen består av to kortsvar-spørsmål (hvor du kan velge to av tre) og ett langsvaer-spørsmål.</p>	
<p>Kort svar:</p>	
<p>Velg to av de følgende spørsmål og svar på dem med maks 300 ord per spørsmål:</p>	
<ol style="list-style-type: none">1. Hvordan kan tid brukt i urbane grønne eller blå områder fremme trivsel blant byboere?2. Hvorfor er det problematisk at psykologi og miljøpsykologi domineres av WEIRD (WESTERN, EDUCATED, INDUSTRIAL, RICH, DEMOCRATIC) -forfattere og utvalg/studiedeltakere?3. Nevn minst to viktige mekanismer som kan effektivisere bærekraftige tiltak, før, under eller etter implementering. Beskriv hvorfor de er viktige.	
<p>Langt svar:</p>	
<p>Vennligst svar på følgende spørsmål med maks 1200 ord</p>	
<ol style="list-style-type: none">4. I dette kurset lærte du om et stort utvalg av psykologiske og ikke-psykologiske faktorer som kan lette å hindre miljøvennlig atferd. Du har også kjent deg med teorier som konseptualiserer hvordan nøyaktig disse faktorene er relatert til pro-miljøadferd. Velg tre av faktorene som ble diskutert i dette kurset som kan påvirke miljøvennlig atferd. Forklar forholdet mellom dine utvalgte faktorer og pro-miljøatferd ved å bruke relevante teorier, vitenskapelige studier for å teste disse teoriene og praktiske eksempler. Det evalueres positivt når nøkkelreferanser legges til og refereres til i riktig APA-stil i teksten.	
Relevant pensumlitteratur:	
<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>	

Tillegslitteratur:

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. *Frontiers in Psychology*(People-Environment Studies: Promoting Sustainable Places and Behaviors).

Tam, K.-P., & Milfont, T. L. (2020). Towards cross-cultural environmental psychology: A state-of-the-art review and recommendations. *Journal of Environmental Psychology, 71*, 101474.
doi:<https://doi.org/10.1016/j.jenvp.2020.101474>

Fjællingsdal, K. (2021). *The Green Gaming Project: The Role of Games in Promoting Environmental Literacy*.

Eksamenskrav:

Spørsmål 1:

How could time spent in urban green or blue spaces promote wellbeing among urban residents?

There are several ways in which time spent in urban green or blue spaces can promote well-being among urban residents from a psychological perspective:

Stress Reduction: Spending time in urban green or blue spaces has been shown to reduce stress levels. Exposure to nature can activate the parasympathetic nervous system, which is responsible for the body's relaxation response. Being in nature can also reduce the levels of stress hormones such as cortisol, which can contribute to feelings of calm and relaxation.

Restorative Effects: Urban green or blue spaces provide opportunities for restoration and recovery from mental fatigue. Nature exposure has been found to restore attention and cognitive functioning, particularly after experiencing mental fatigue. This can lead to increased productivity, creativity, and well-being.

Mood Enhancement: Time spent in urban green or blue spaces can enhance mood and positive affect. Nature exposure has been found to increase feelings of happiness, positive affect, and life satisfaction. This can improve overall well-being and contribute to the prevention and treatment of mental health problems.

Social Interaction: Urban green or blue spaces can provide opportunities for social interaction and support. Social support has been found to be a key factor in promoting well-being and reducing

stress. Green or blue spaces can provide settings for social activities such as sports, walking, or gardening, which can facilitate social interaction and support.

Overall, time spent in urban green or blue spaces can promote well-being among urban residents through stress reduction, restorative effects, mood enhancement, and social interaction. These benefits highlight the importance of preserving and promoting access to urban green or blue spaces for the well-being of urban residents.

Attention Restoration Theory (ART) is a psychological theory that proposes that exposure to natural environments can restore attentional capacity and promote cognitive recovery from mental fatigue. The theory suggests that prolonged periods of directed attention, such as those required by urban environments or demanding cognitive tasks, can lead to mental fatigue and reduced attentional capacity. Exposure to natural environments, on the other hand, can provide a restorative effect on cognitive functioning and attentional capacity.

ART identifies four main features of natural environments that are thought to promote cognitive restoration:

Being Away: Natural environments provide a break from the everyday demands of work and urban environments, allowing the individual to disconnect from everyday demands and stresses.

Fascination: Natural environments offer a rich and complex environment that can capture the individual's attention and promote a sense of fascination.

Extent: Natural environments offer a sense of expansiveness, which can promote a sense of freedom and facilitate a sense of being away.

Compatibility: Natural environments have features that are inherently compatible with humans, such as those that offer opportunities for exploration and sensory stimulation.

The restoration of attentional capacity in natural environments is thought to occur through two main mechanisms:

Attentional Effort: In natural environments, attention is not directed by explicit demands as it is in urban environments or while performing cognitively demanding tasks. Attention can therefore be more effortless, allowing cognitive resources to be replenished.

Attentional Scope: Natural environments provide a broader scope of attentional demands and sensory stimulation, allowing attention to shift naturally and providing opportunities for cognitive rest.

Spørsmål 2:

Why is it problematic that psychology and also environmental psychology are dominated by WEIRD authors and samples?

Psychology, including environmental psychology, has historically been dominated by research conducted on samples that are WEIRD (Western, Educated, Industrialized, Rich, and Democratic). This dominance of WEIRD samples and authors is problematic for several reasons:

Limited Generalizability: The results from studies conducted on WEIRD samples may not be generalizable to other cultures or populations. For example, research on decision-making conducted on American college students may not be applicable to people from different age groups, socio-economic backgrounds, or cultural contexts.

Biased Research: The dominance of WEIRD authors can lead to a bias in research questions and methodology. Researchers from WEIRD countries may be more likely to study topics that are relevant to their own culture and experience, while ignoring or overlooking issues that are more relevant to non-WEIRD populations. This can lead to a bias in the research questions asked and the methods used to study them.

Non-valid interventions:

Ethical Concerns: There are also ethical concerns related to the use of WEIRD samples in psychological research. For example, studies conducted on WEIRD samples may not adequately consider the cultural norms, values, and beliefs of non-WEIRD populations. This can lead to a lack of understanding and respect for the people being studied.

Inadequate Representation: Finally, the dominance of WEIRD authors and samples can lead to a lack of representation of non-WEIRD perspectives and experiences in psychological research. This can limit the diversity of ideas and approaches in the field, as well as limit opportunities for non-WEIRD researchers and participants to contribute to the field.

Overall, the dominance of WEIRD authors and samples in psychology, including environmental psychology, is problematic because it can limit the generalizability of research findings, lead to biased research questions and methodology, raise ethical concerns, and limit diversity and representation in the field. It is important for researchers to be aware of these issues and to strive for greater diversity and inclusivity in their work.

Interventions could also be faulty when only WEIRD samples are used in their development and testing. This is because interventions that are developed and tested on WEIRD samples may not be effective for other cultures or populations. In addition, the way people respond to interventions may be influenced by cultural, social, and environmental factors that are not captured by WEIRD samples.

For example, an intervention for promoting healthy eating habits developed on a WEIRD sample may not be effective for people living in different cultural contexts where different foods are commonly consumed and have different meanings and values. Similarly, an intervention for

reducing stress developed on a WEIRD sample may not be effective for people living in different environmental contexts where the causes and experiences of stress are different.

Spørsmål 3:

Please name at least two important mechanisms that can improve the effectiveness of interventions when researching and implementing interventions. Describe why.

Some important mechanisms that can improve the effectiveness of interventions:

Evaluation of Effects: Evaluation is an essential mechanism to determine whether an intervention is effective in achieving its desired outcomes. By assessing the impact of the intervention, researchers and practitioners can identify what aspects of the intervention worked well and what areas need improvement. Evaluation can also help in determining if there were unintended consequences of the intervention that need to be addressed. This mechanism helps ensure that interventions are evidence-based and can be adapted to different contexts.

Adaptation to the Target Group or Circumstances: Another mechanism to improve the effectiveness of interventions is by adapting the intervention to the target group or circumstances. Different populations have different needs, preferences, and experiences that can impact the effectiveness of the intervention. By adapting interventions to fit the specific needs and contexts of the population, interventions can be more relevant, engaging, and effective. This mechanism can also help in addressing cultural, social, or economic barriers that may hinder the implementation of the intervention.

Both of these mechanisms are important because they can help improve the effectiveness of interventions. Evaluation can ensure that interventions are based on evidence, while adaptation can make interventions more relevant and appropriate to the target group or context. By using these mechanisms, researchers and practitioners can develop interventions that are more likely to achieve their desired outcomes and have a positive impact on the population.

Understanding psychological drivers and barriers is important when developing and implementing interventions. By identifying key psychological factors that influence behavior, researchers and practitioners can develop interventions that are more likely to be effective. Here are some ways that psychological drivers and barriers can be used to improve interventions:

Identifying Key Psychological Barriers: One way to improve interventions is by identifying the key psychological barriers that prevent people from adopting the desired behavior. For example, fear of failure, lack of motivation, or lack of confidence can all be barriers to behavior change. By understanding these barriers, researchers and practitioners can develop interventions that target these specific barriers, such as by providing support or encouragement to overcome them.

Leveraging Psychological Drivers: Another way to improve interventions is by leveraging psychological drivers that can motivate behavior change. For example, people are more likely to adopt a behavior if they believe it will improve their well-being, enhance their social status, or align with their values. By designing interventions that tap into these psychological drivers, researchers and practitioners can increase the likelihood of behavior change.

Personalizing Interventions: A third way to improve interventions is by personalizing them to the individual. By taking into account individual differences in psychological factors such as personality, motivation, and attitudes, interventions can be tailored to better fit the needs and preferences of the individual. Personalized interventions have been shown to be more effective than one-size-fits-all interventions.

Overall, understanding psychological drivers and barriers can help improve interventions by developing strategies that specifically target the barriers to behavior change and leveraging the drivers that motivate behavior change. Personalizing interventions to the individual can also improve their effectiveness. By using psychological insights in the development and implementation of interventions, researchers and practitioners can increase their chances of success.

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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