

## Mal for sensorveiledning

Emnekode	Psy2103
Emnenavn	Miljøpsykologi
Emneansvarlig/oppgavegiver	Isabell Richter
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Semester, år	Høst 2023
Vurderingsform, lengde	Skoleeksamen
Tillatte hjelpemidler	E / Ingen

Emnets læringsutbyttebeskrivelser angitt i kunnskaper, ferdigheter og generell kompetanse. (Henviing med lenke til emnesiden på NTNUs nettsider er tilstrekkelig)	<a href="https://www.ntnu.no/studier/emner/PSY2103#tab=omEmnet">https://www.ntnu.no/studier/emner/PSY2103#tab=omEmnet</a>
Pensum	<p>Hovedpensum:</p> <p>Steg, L., van den Berg, A. E., &amp; De Groot, J. I. (2012). <i>Environmental psychology: An introduction</i>: John Wiley &amp; Sons.</p> <p>Tillegslitteratur:</p> <p>Richter, I., Sumeldan, J., Avillanosa, A., Gabe-Thomas, E., Creencia, L., &amp; 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., &amp; 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:<a href="https://doi.org/10.1016/j.jenvp.2020.101474">https://doi.org/10.1016/j.jenvp.2020.101474</a></p> <p>Fjællingsdal, K. (2021). <i>The Green Gaming Project: The Role of Games in Promoting Environmental Literacy</i>.</p>
Eventuelle formelle krav til besvarelsen	Velg 2 av 3 kortsvar spørsmål med maks 300 ord og en langsvaer med maks 1000 ord
Hvordan de ulike oppgavene i eksamenssettet er vektlagt	50% første to spørsmål 50% langsvaer

**Oppgave:**

This exam consists of two short answer questions (where you can select two out of three) and one long answer question.

Short answer:

Please select **two** of the following questions and answer them with **max. 300 words** per question:

1. 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.
2. Explain the term psychological reactance and illustrate it with an example related to persuasive technologies.
3. Would you rather use fear or hope to motivate environmental behaviour? Explain your choice and line out the advantages and disadvantages of fear-based and hope-based approaches.

Long answer:

Please answer the following question with **max 1000 words**

In this course, you have gained knowledge about numerous psychological and non-psychological factors that can either support or impede pro-environmental behaviour. Additionally, you have become acquainted with theories that offer insights into the precise connections between these factors and pro-environmental behaviour.

For this question, please choose *three* of the factors discussed in the course that have the potential to influence pro-environmental behaviour. Subsequently, discuss the relationship between your selected factors and pro-environmental behaviour by drawing upon pertinent theories, scientific research, and practical examples. It will be evaluated positively when key references are added and referenced in correct APA style in-text.

**Sensorveiledning:****Spørsmål 1:**

"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 behaviour, and also higher levels of prosocial behaviour. 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 2:**

The following passages from the chapter explain psychological reactance and give an example:

**Psychological reactance:** A process in which people act in an opposite way to the intention of persuasion attempts, in order to restore their lost sense of freedom.

People may experience persuasive messages, including those coming from technology, as a threat to their autonomy, which can lead to psychological reactance (Brehm 1966; Roubroeks et al. 2010). Indeed, participants experienced psychological reactance (anger and negative thoughts about the iCat) when the iCat gave advice that threatened a participant's freedom ('You have to set the temperature to 30 °C') compared to advice that was less threatening ('You can set the temperature to 30 °C'). Psychological reactance might even lead to unintended behavioural responses (e.g. increasing washing temperature).

The students can also think of their own examples from persuasive technologies like smart meters, apps, digital signs, or other devices that use messages to persuade people to show a certain (pro-environmental) behaviour, which at the same time might induce reactance by restricting people's autonomy. It should be clear why their example could lead to reactance like it was done in the textbook example by explaining that the one message was too threatening. Additionally, it should be mentioned what the reactance could look like, e.g. negative emotions or showing opposite behaviour.

**Spørsmål 3:**

The students need to illustrate that both fear-based and hope-based approaches have their advantages and disadvantages.

Fear based- Advantages:

Fear can be a powerful motivator for taking immediate action. When people feel threatened or scared about the consequences of their actions (e.g., climate change), they may be more inclined to make rapid changes to mitigate those risks. Fear-based messages often grab people's attention quickly, making them more aware of the issue at hand. Fear can lead to behaviour change as individuals seek to avoid the negative outcomes associated with environmental problems.

Fear based- Disadvantages:

Fear-based messaging may lead to short-term behavioural change but may not sustain long-term commitment to environmental causes. Excessive fear can lead to stress and anxiety, which can be counterproductive and harmful to individuals' well-being. Overexposure to fear-based messages can desensitize people over time, making them less responsive to future warnings. Some individuals may react defensively or dismiss fear-based messages, see the Fear Control theory Importance of carefully crafting fear-based messages to promote desired behaviours (via danger control) while minimizing defensive reactions (fear control) that may hinder the intended outcome.

(Rogers, 1990).

Hope-based- Advantages:

Hope based messages can inspire long-term commitment to environmental causes by focusing on positive outcomes and solutions. Hope can empower individuals to believe that their actions can make a difference, leading to greater engagement and pro-environmental behaviours. People motivated by hope may be more resilient in the face of setbacks or obstacles, as they believe in the possibility of positive change. Hope can foster a sense of community and collaboration among individuals and organizations working toward a common environmental goal.

Hope based- Disadvantages:

Excessive hope without a realistic understanding of the challenges can lead to complacency, where individuals believe everything will work out without effort. In some cases, hope-based messages may lead to overoptimism and downplay the severity of environmental issues. Inspiring hope may require more effort and time than using fear to initiate action, as it often involves presenting a compelling vision of a better future.

Self-efficacy is a crucial psychological factor to consider when using emotions, whether fear or hope, to drive behaviour change, especially in the context of environmental behaviours. Self-efficacy refers to an individual's belief in their ability to successfully perform a specific action or behaviour to achieve a desired outcome. In fear-based messaging, it's important to not only instill fear but also provide individuals with a clear and realistic path to take action. When people believe that they have the capability to address the threat (high self-efficacy), they are more likely to take action to mitigate the fear-inducing scenario. Excessive fear without a sense of self-efficacy can lead to feelings of helplessness and inaction. Therefore, it's crucial to strike a balance by offering concrete steps and resources to empower individuals to make a positive change. Hope-based messages often emphasize the idea that individual actions can contribute to positive change. When people have hope and believe in their ability to make a difference (high self-efficacy), they are more likely to take proactive steps toward environmental conservation. Hope-based approaches should not only inspire hope but also provide practical guidance and resources to support individuals in translating their hope into action. This can further enhance self-efficacy. Breaking down complex environmental actions into smaller, manageable steps can make individuals feel more capable and confident in their ability to make a difference.

The choice between fear and hope to motivate environmental behaviour depends on a careful consideration of the specific circumstances and the target audience. In many cases, a balanced approach that combines both elements—raising awareness of the severity of environmental issues (fear) while also offering achievable solutions and a vision of a better future (hope)—may be the most effective way to drive sustained and meaningful change. Additionally, tailoring the approach to the psychological and emotional needs of the audience is crucial for 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).



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