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Mal for sensorveiledning

Emnekode	PSY2103
Emnenavn	Miljøpsykologi
Emneansvarlig/oppgavegiver	Isabell Richter
Kvalitetssikret av	Christian Klöckner
Semester, år	Høst, 2024
Vurderingsform, lengde	Skoleeksamen 3 timer
Tillatte hjelpemidler	ingen

Emnets læringsutbyttebeskivelser angitt I kunnskaper, ferdigheter og generell kompetanse. (Henvisning med lenke til emnesiden på NTNUs nettsider er tilstrekkelig)	https://www.ntnu.edu/studies/courses/PSY2103#tab=omEmnet
Pensum	Hovedpensum: Steg, L., van den Berg, A. E., & De Groot, J. I. (2012). *Environmental psychology: An introduction*: John Wiley & Sons. 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.*
Eventuelle formelle krav til besvarelsen	APA stil, 300 ord makx for kortsvar, 1200 ord maks langsvar
Hvordan de ulike oppgavene i eksamenssettet er vektlagt	50% kort svar oppgaver, 50% langsvar oppgaver

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Oppgavetekst:

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

Short answer:
Choose **two** of the following questions and answer them with **a maximum of 300 words** per question:

1. Suggest an intervention to prevent relapse for individuals in the post-actional stage, using the example of reducing meat consumption.
2. What is eco-visualization, and how can it be effective in influencing pro-environmental attitudes? Please provide an example.
3. Explain why a lot of environmental psychological research is based on self-reported behaviour and discuss the advantages and disadvantages. Suggest an alternative method and reason why this may be superior.

Long answer:
Please answer the following questions in **a maximum of 1200 words**

4. In this course, you learned about a wide variety of psychological and non-psychological factors that can facilitate preventing environmentally friendly behaviour. You have also familiarized yourself with theories that conceptualize how exactly these factors are related to pro-environmental behaviour.
   Choose three of the factors discussed in this course that can influence eco-friendly behaviour. Explain the relationship between your chosen factors and pro-environmental behaviour using relevant theories, scientific studies to test these theories, and practical examples. It is evaluated positively when key references are added and referenced in correct APA style *in the text*.

Sensurveiledning:

Question 1:
The answer must:

- Integrate Key Behavioral Strategies such as 1) *Social Norms*: Highlight others' success or approval in reducing meat consumption. 2) *Salience of Values*: Link reduced meat consumption to meaningful personal or shared values (e.g., environmental, ethical, or health benefits). 3) *Feedback*: Provide quantitative or qualitative reinforcement (e.g., "You have already saved X resources").

- Explain the Importance of *goal achievement* such as tracking and measuring success in reducing meat consumption; *Comfort* (ease of adopting new habits (e.g., availability of alternatives); *peer approval* (behaviour is socially supported)
- Propose Practical Adjustments to Remove Barriers (f e reminders, meal prep plans, ensure accessible and appealing plant-based alternatives)
- Suggest interventions that can be easily incorporated into everyday life, considering resources, peer influence, and habit-forming strategies.

Question 2:

Eco-visualization uses visual tools or displays to make environmental data (e.g., energy use or CO2 emissions) easier to understand and relate to. By turning abstract information into clear, often interactive visuals, it helps raise awareness and encourages pro-environmental attitudes and behaviours.

Increasing Awareness:
By making invisible processes (like energy consumption or water usage) visible, eco-visualizations help individuals see the environmental impact of their behaviour in real-time or over time.

Enhancing Understanding:
Simplified, engaging visuals allow individuals to comprehend complex environmental data quickly, fostering a stronger connection between their actions and environmental consequences.

Providing Feedback:
Continuous feedback, such as showing how much energy is saved after switching off appliances, reinforces positive behaviours and encourages individuals to sustain them.

Activating Social Norms:
Visualizations can compare individual performance to others (e.g., neighbours' energy use), leveraging social norms to motivate environmentally friendly behaviour. Careful for boomerang and rebound effects!

Building Emotional Engagement:
Dynamic or interactive eco-visualizations can evoke emotions like responsibility, pride, or concern, which are powerful drivers of behavioural change.

Possible examples can be Smart Energy Monitors (Real-time displays show energy consumption with colour codes (e.g., green for low use, red for high), helping users reduce usage and save energy) or Bike Counters on Bridges (Digital displays show the number of cyclists crossing a bridge daily or yearly, promoting cycling by highlighting its popularity and environmental impact) or Plastic Statues from Collected Waste (Art installations created from plastic collected from local areas visually represent pollution, making the issue tangible and motivating action to reduce plastic use) etc.

Question 3:

Environmental psychological research often relies on **self-reported behaviour** because it provides an accessible and flexible way to collect data on individuals' attitudes, values, and intentions related to environmental issues. Self-report surveys, interviews, or questionnaires allow participants to reflect on their own behaviours, such as recycling, energy use, or transportation choices.

Advantages of Self-Reported Behaviour are Ease of Implementation, Insight into all relevant Psychological Factors and customizability/tailoring to target group. Disadvantages are the Social Desirability Bias, Memory and Recall Issues and the Intention-Behavior Gap.

Alternatives can be Self-Report Diaries, observations, Smart meters or choice experiments. These can be superior because they provide more objective, detailed, and real-time data, reducing biases and capturing actual behaviours rather than relying on participants' perceptions or intentions. For example, self-report diaries can track behaviours more accurately over time, observation directly records actions, and smart meters or choice experiments offer precise, measurable insights into resource use or decision-making patterns.

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Question 4 (long answer):

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 Panned 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 Panned Behaviour (Ajzen, 1985).

Karakterskala som er benyttet

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