

## The psychology of pro-environmental communication

Basic information about the subject (independent of the cycle)

<b>Module name</b>	<b>The psychology of pro-environmental communication</b>
Erasmus code	
ISCED code	
Language of instruction	English
Website	
Prerequisites	
ECTS points hour equivalents	<b>Contact hours (work with an academic teacher): 30</b>  <b>Total number of hours with an academic teacher : 30</b>  <b>Number of ECTS points with an academic teacher: 1,5</b>  <b>Non-contact hours (students' own work): 40</b>  <b>Total number of non-contact hours :40</b>  <b>Number of ECTS points for non-contact hours: 2,5</b>  <b>Total number of ECTS points for the module: 4</b>
Educational outcomes verification methods	Activity during classes, Project presentation
Description	<p>There is no doubt that the biggest contributor to environmental pollution and degradation is human action. And while it is not possible for each person to directly influence, for example, a government's environmental policy, it is always possible for individuals to adopt small-scale pro-environmental behaviors. This leaves strategists and program managers with a great opportunity (but a difficult task) to craft effective social marketing campaigns that can drive changes in societies.</p> <p>Environmental psychology has generated and evaluated multiple tools that can serve in various domains, such as recycling, litter control and energy or water conservation. Each one of over 200 types of pro-environmental behaviors is associated with various psychological costs and barriers that counteract their adoption. This dictates that interventions should decrease barriers and increase the benefits of performing a selected behavior, and therefore be fitted to a particular behavior type. This course will focus on the strategies that can be used effectively in order to shape</p>

	pro-environmental behaviors. Furthermore, students will learn the basic steps of creating an effective social marketing intervention.
Reading list	<ul style="list-style-type: none"> <li>• Klöckner, C. A. (2015). The psychology of pro-environmental communication: beyond standard information strategies. Springer.</li> <li>• Kollmuss, A., &amp; Agyeman, J. (2002). Mind the gap: why do people act environmentally and what are the barriers to pro-environmental behavior?. <i>Environmental education research</i>, 8(3), 239-260.</li> <li>• Kurisu K. (2016). Pro-environmental behaviors. Tokyo: Springer Japan.</li> <li>• McKenzie-Mohr, D., &amp; Schultz, P. W. (2014). Choosing effective behavior change tools. <i>Social Marketing Quarterly</i>, 20(1), 35-46.</li> <li>• Gifford, R. (2011). The dragons of inaction: psychological barriers that limit climate change mitigation and adaptation. <i>American Psychologist</i>, 66(4), 290.</li> <li>• Gifford, R. (Ed.). (2016). <i>Research methods for environmental psychology</i>. John Wiley &amp; Sons.</li> </ul>
Educational outcomes	<p><b>KNOWLEDGE</b></p> <p>Student understand the basic concepts of pro-environmental communication strategies and is familiar with barriers to pro-environmental behavior.</p> <p><b>SKILLS</b></p> <p>Student is able to create an intervention project that is aimed at chosen social problems and is able to present it.</p> <p><b>ATTITUDES</b></p> <p>Student presents an attitude of curiosity, involvement and critical thinking.</p>
Practice	-

#### Information about classes in the cycle

Website	-
Educational outcomes verification methods	Activity during classes, Project presentation
Comments	At the beginning of the course students will be informed about the details of course final assessment. Additional

	literature will be provided by the teacher during the course.
Reading list	<ul style="list-style-type: none"> <li>• Klöckner, C. A. (2015). The psychology of pro-environmental communication: beyond standard information strategies. Springer.</li> <li>• Kollmuss, A., &amp; Agyeman, J. (2002). Mind the gap: why do people act environmentally and what are the barriers to pro-environmental behavior?. <i>Environmental education research</i>, 8(3), 239-260.</li> <li>• Kurisu K. (2016). Pro-environmental behaviors. Tokyo: Springer Japan.</li> <li>• McKenzie-Mohr, D., &amp; Schultz, P. W. (2014). Choosing effective behavior change tools. <i>Social Marketing Quarterly</i>, 20(1), 35-46.</li> <li>• Gifford, R. (2011). The dragons of inaction: psychological barriers that limit climate change mitigation and adaptation. <i>American Psychologist</i>, 66(4), 290.</li> <li>• Gifford, R. (Ed.). (2016). <i>Research methods for environmental psychology</i>. John Wiley &amp; Sons.</li> </ul>
Educational outcomes	<p><b>KNOWLEDGE</b></p> <p>Student understand the basic concepts of community-based social marketing and is familiar with barriers to pro-environmental behavior.</p> <p><b>SKILLS</b></p> <p>Student is able to create an intervention project that is aimed at chosen social problems and is able to present it.</p> <p><b>ATTITUDES</b></p> <p>Student presents an attitude of curiosity, involvement and critical thinking.</p>
A list of topics	<ul style="list-style-type: none"> <li>• Environmental communication and its importance</li> <li>• Types of behavior and their impact on the environment</li> <li>• Identifying barriers and benefits of a particular behavior – when people make a decision to act?</li> <li>• Developing and Evaluating interventions that foster behavior changes</li> </ul>
Teaching methods	lecture, discussion, case studies, projects
Assessment methods	Activity during classes, Project presentation

