

Документ подписан простой электронной подписью
Информация о владельце:
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Должность: Ректор
Дата подписания: 21.05.2024 10:25:27
Уникальный программный ключ:
ca953a0120d891083f939673078ef1a989dae18a

**PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
NAMED AFTER PATRICE LUMUMBA**

Institute of Environmental Engineering

educational division (faculty/institute/academy) as higher education programme developer

COURSE SYLLABUS

Psychology of Environmental Behaviour

course title

Recommended by the Didactic Council for the Education Field of:

44.04.02 Psychological and Pedagogical Education

field of studies / speciality code and title

The course instruction is implemented within the professional education programme of higher education:

Environmental Pedagogy

higher education programme profile/specialisation title

Moscow, 2024

1. Course Aims and Objectives

The aim of the course: is to introduce students to the main trends of Psychology of Environmental Behaviour, ways and mechanisms of interaction with the environment, methods of diagnosing and correcting the ecological consciousness of a person, knowledge which is necessary for a practicing psychologist using environmental programs in educational institutions.

Objectives

- mastering the basic concepts of the discipline and identifying the unity of Ecology and Psychology in terms of objects, subjects, methods and objectives of research;
- assimilation of ideas about the interaction of environmental and psychological factors, their influence on the formation and development of ethnic systems;
- gaining the skill of independent critical analysis of problems in the field environmental ethics and culture, issues of causes and ways to overcome environmental disasters;
- mastering skills for organizing and conducting environmental and psychological research, assessment of the influence of environmental factors on the mental state of a person;
- formation of the skill of designing individual educational routes of students related to environmental education and upbringing.

2. Course in the Higher Education Programme Structure

The course «**Psychology of Environmental Behaviour**» refers to the university disciplines module.

Table 1. Previous and subsequent courses aimed at building up competences

Nr.	Competence code and title	Previous courses	Subsequent courses
General competences			
1	GC-3 Able to organize and manage the work of the team, developing a team strategy to achieve the goal. GC-6 Able to identify and implement the priorities of their own activities and ways to improve it based on self-esteem.	-	Concept of Environmental Psychology Psychology of Environmental Consciousness Psychology of Environmental Perception and Emotions
General professional competences			
2	GPC-4 Able to create and implement the conditions and principles of spiritual and moral education of students on the basis of basic national values. GPC-8 Able to arrange pedagogical activities based on special scientific knowledge and research results.	-	Concept of Environmental Psychology Psychology of Environmental Consciousness Psychology of Environmental Perception and Emotions

Specialized professional competences			
3	SPC-2 Able to design and implement the educational process in the natural sciences under the programs of basic general, secondary general education and additional, including vocational education.	-	Concept of Environmental Psychology Psychology of Environmental Consciousness Psychology of Environmental Perception and Emotions

3. Requirements to Learning Outcomes

The course is aimed at building up and enhancing the following competences:

General competence – 3. Able to organize and manage the work of the team, developing a team strategy to achieve the goal.

General competence – 6. Able to identify and implement the priorities of their own activities and ways to improve it based on self-esteem.

General professional competence – 4. Able to create and implement the conditions and principles of spiritual and moral education of students on the basis of basic national values.

General professional competence – 8. Able to arrange pedagogical activities based on special scientific knowledge and research results.

Specialized professional competence – 2. Able to design and implement the educational process in the natural sciences under the programs of basic general, secondary general education and additional, including vocational education.

On completion of the course the student:

Knows:

- psychological principles of correction and formation of environmental behaviour;
- the basics of psychological training to change the environmental behaviour.

Can:

- use knowledge of the patterns of interaction of the society with the natural environment in practical activities;
- when providing psychological assistance to students to shape their environmental behaviour, aimed at harmonization of human relations with the natural environment;
- apply the psychological principles of correction and formation of ecological behaviour.

Masters:

- skills of working with educational and methodical literature;
- work planning skills;
- the basics of theoretical knowledge on the psychology of environmental behaviour.

4. Course Workload and Academic Activities

The course workload of «Psychology of Environmental Behaviour» is 4 credits.

Table 4.1. Course workload and academic activities

Types of academic activities	Total hours	Semesters			
		1	2	3	4
Contact academic hours					
Including:					
<i>Lectures</i>	17			17	
<i>Seminars (workshops/tutorials)</i>	17			17	

<i>Lab works</i>					
<i>Self-study</i>		83		83	
Evaluation and assessment (exam; pass/fail grading)		27 exam		27	
Total course workload	hours	144		144	
	credits	4		4	

5. Course contents

Table 5.1 Course modules and contents

course modules	topics
1. Measuring Environmental Behavior	Environmental behavior. environmental impact. Multidimensional Measures of Environmental Behavior. A Unidimensional Measure of Environmental Behavior.
2. Symbolic Aspects of Environmental Behavior	Identity. Environmental Self-Identity and Behavior. Factors Influencing Identity. impression management.
3. Theories to Explain Environmental Behavior	Theory of Planned Behaviour. Protection Motivation Theory. The Norm Activation Model. The Value-Belief-Norm Theory of Environmentalism. Goal-Framing Theory.
4. Group Processes in Environmental Issues, Attitudes, and Behaviors.	The Role of Group Processes in Environmental Issues, Attitudes, and Behaviors. Social Dilemmas: Motivational, Individual, and Structural Aspects Influencing Cooperation. Types of Social Dilemmas. Motives in Social Dilemmas. Factors Promoting Cooperation. Group Norms guiding Environmental Attitudes and Behaviors. Group Members Influencing Environmental Attitudes and Behaviors. Group Identification Influencing Environmental Attitudes and Behaviors.

6. Classroom equipment and technology support requirements

Table 6.1 Classroom equipment and technology support requirements

Classroom for Academic Activity Type	Classroom equipment	Specialized educational/laboratory equipment and materials for mastering the module
Lecture hall (room)		
Laboratory		
Seminar room	Classroom, equipped with a set of specialized furniture; a whiteboard; a personal computer with a standard package of office programmes; a set of devices includes portable multimedia projector, laptop, projection screen, Stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release), Skype	
Computer lab		

7. Resources recommended for course studies

Main reading

Maklakov A.G. General Psychology: textbook for universities / A.G. Maklakov. - St. Petersburg, 2012. – 583 p.

Additional reading

1. Glebov V.V. Environmental psychology. - Moscow: RUDN University, 2008.- 243 p.
2. Deryabo S.D., Yasvin V.A. Environmental Pedagogy and Psychology. - Rostov-on-Don, 1996. – 480 p.
3. Medvedev V.I., Aldasheva A.A. Environmental Consciousness: A Study Guide for universities - Moscow: Logos, 2001 – 376 p.
5. Environmental psychology. - Moscow: Publishing house RUDN University, 2000. - 36 p.
6. Ecopsychology, ecopedagogy, ecoacmeology: educational and methodological complex: Tutorial. Part 2. - Moscow: Publishing House RUDN University, 2011. -226 p.
7. Yasvin V.A. Psychology of attitude to nature: Monograph – Moscow, 2000. - 456 p.

Internet-based sources

Electronic libraries with access for RUDN students

Education and society [Electronic resource]: Scientific, informational–analytical journal for researchers and organizers of the education system. – URL: <http://www.jeducation.ru:80> .

Educational issues [Electronic resource]: Scientific and educational journal Higher School of Economics. – URL: <http://vo.hse.ru>

Pedagogy [Electronic resource]: scientific and theoretical journal. – URL: <http://pedagogika-rao.ru>

Pedagogy [Electronic resource]: Scientific and theoretical journal of the Russian academy of education. – URL: <http://pedagogika-rao.ru/> .

Public education [Electronic resource]: Social and pedagogical magazine. – URL: http://elibrary.ru/title_about.asp?id=7908 .

8. Assessment toolkit and grading system* for evaluation of students' competences level upon course completion

The assessment toolkit and the grading system* to evaluate the competences formation level (competences in part) upon the course study completion are specified in the Appendix to the course syllabus. * The assessment toolkit and the grading system are formed on the basis of the requirements of the relevant local normative act of RUDN University (regulations / order).

ASSESSMENT TOOLKIT

for the course

Psychology of Environmental Behaviour

course title

44.04.02 Psychological and Pedagogical Education

field of studies / speciality code and title

Environmental Pedagogy

higher education programme profile/specialisation title

Master

graduate's qualification (degree)

Passport to Assessment Toolkit for Course

Field of studies: 44.04.02 “Psychological and Pedagogical Education”

Course: PSYCHOLOGY OF ENVIRONMENTAL BEHAVIOUR

12.1. Competences under evaluation and assessment tools

Competences under assessment	Course module under assessment	Tools to assess higher education programme mastering level					Points for module
		Classwork			Self-studies	Exam	
		Test	Control work	Class work	Seminar report		
GC-3, 6 GPC-4,8 SPC-2	1. Measuring Environmental Behavior	X		10	10		20
GC-3, 6	2. Symbolic Aspects of Environmental Behavior	X		10	10		20
GPC-4,8	3. Theories to Explain Environmental Behavior	X		10	10		20
SPC-2	4. Group Processes in Environmental Issues, Attitudes, and Behaviors.	X		10	10		20
	Exam		10	40	40	10	100

12.2 The maximum number of credits in the course is 3.

Assessment & Grading System

Total points	Final assessment	Number of credits
95-100	5	3
86 – 94	5 (B)	3
69-85	4 (C)	2
61-68	3+ (D)	1
51 – 60	3 (E)	1
31 – 50	2 (FX)	0
<30	2 (F)	0

12.3 Previous and subsequent courses aimed at building up competences

Nr.	Competence code and title	Previous courses	Subsequent courses
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General competences			
1	<p>GC-3 Able to organize and manage the work of the team, developing a team strategy to achieve the goal.</p> <p>GC-6 Able to identify and implement the priorities of their own activities and ways to improve it based on self-esteem.</p>	-	<p>Concept of Environmental Psychology</p> <p>Psychology of Environmental Consciousness</p> <p>Psychology of Environmental Perception and Emotions</p>
General professional competences			
2	<p>GPC-4 Able to create and implement the conditions and principles of spiritual and moral education of students on the basis of basic national values.</p> <p>GPC-8 Able to arrange pedagogical activities based on special scientific knowledge and research results.</p>	-	<p>Concept of Environmental Psychology</p> <p>Psychology of Environmental Consciousness</p> <p>Psychology of Environmental Perception and Emotions</p>
Specialized professional competences			
3	<p>SPC-2 Able to design and implement the educational process in the natural sciences under the programs of basic general, secondary general education and additional, including vocational education.</p>	-	<p>Concept of Environmental Psychology</p> <p>Psychology of Environmental Consciousness</p> <p>Psychology of Environmental Perception and Emotions</p>

12.4 Exam questions

1. Environmental behavior.
2. Environmental impact.
3. Multidimensional Measures of Environmental Behavior.
4. A Unidimensional Measure of Environmental Behavior.
5. Identity.
6. Environmental Self-Identity and Behavior.
7. Factors Influencing Identity.
8. Impression management.
9. Theory of Planned Behaviour.
10. Protection Motivation Theory.
11. The Norm Activation Model.
12. The Value-Belief-Norm Theory of Environmentalism.

13. Goal-Framing Theory.
14. The Role of Group Processes in Environmental Issues, Attitudes, and Behaviors.
15. Social Dilemmas: Motivational, Individual, and Structural Aspects Influencing Cooperation. Types of Social Dilemmas.
16. Motives in Social Dilemmas.
17. Factors Promoting Cooperation.
18. Group Norms guiding Environmental Attitudes and Behaviors.
19. Group Members Influencing Environmental Attitudes and Behaviors.
20. Group Identification Influencing Environmental Attitudes and Behaviors.

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