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| <b>Course Code</b>    | HP3206  |
| <b>Course Title</b>   | Environmental Psychology  |
| <b>Pre-requisites</b> | HP1000 Introduction to Psychology<br>HP1100 Fundamentals of Social Science Research |
| <b>No of AUs</b>      | 3   |

### Course Aims

This course is about the study of transactions between individuals and their physical settings. In these transactions, individuals change the environment, and their behavior and experiences are changed by the environment. Environmental psychology includes theory, research, and practice aimed at improving your relationship with the natural environment. Proper understanding of the interaction between mind and natural environment is crucial for those of you who desire to work not only at environmental agencies but also at engineering, city planning, or policymaking.

The goal of this course is to provide the foundations to understand environmental psychology – the understanding of person-environment transactions and the application of that understanding to solve real-world problems that most or even all people face. To achieve this goal, you will be exposed to a thorough understanding of the internal characteristics that filter or digest external factors. Working in an area that is so critical to almost every human activity brings a high degree of excitement and a justifiable sense of importance.

### Intended Learning Outcomes (ILO)

By the end of this course, you should be able to:

1. describe basic theories of environmental psychology
2. define, compare and contrast the properties of basic frameworks in environmental psychology
3. explain mind-environment transactions in real life with the basic frameworks in environmental psychology
4. critically think and scientifically examine the interaction between mind and physical environment

### Course Content

A list of sample topics to be covered in this course:

- Introduction, Environmental Attitudes, Personality & Personal Space, Crowding, Urban Environmental Psychology, Place Attachment, Educational Environment, Work Environment, Natural Environment, Climate Change, Sustainability.

### Assessment (includes both continuous and summative assessment)

| Component                  | ILO Tested | Related Programme LO or Graduate Attributes                  | Weighting | Team/Individual   |
|----------------------------|------------|--|-----------|-------------------|
| 1. Final Examination       | 1, 2, 3, 4 | Competence   | 50%       | Individual        |
| 2. Midterm Quiz            | 1, 2, 3, 4 | Competence   | 20%       | Individual        |
| 3. In-class Group Activity | 2, 3, 4    | Communication<br>Character<br>Civic-mindedness<br>Creativity | 10%       | Team & Individual |

|                  |         |  |      |                 |
|------------------|---------|--|------|-----------------|
| 4. Group Project | 1, 3, 4 | Communication<br>Character<br>Civic-mindedness<br>Creativity | 20%  | Team/Individual |
| Total            |         |  | 100% |                 |

### Formative feedback

Depending on the scopes and goals of the course, you may have the opportunities to identify your progress in this course via feedback in three different forms: (1) general feedback based on your performance on mid-term quiz (so you have a chance to evaluate progress in comparison to the progress of your peers), (2) specific feedback throughout an in-class activity every week (so you have a chance to evaluate your understanding of key concepts in terms of depth and accuracy) and (3) specific feedback obtained from individual meetings on group project throughout the semester and peer evaluation 2 times during the semester (so you have a chance to evaluate your theoretical thinking, critical thinking, and understanding of methodology).

### Learning and Teaching approach

| Approach                         | How does this approach support you in achieving the learning outcomes?   |
|----------------------------------|--|
| Collaborative learning           | With the help of in-class activities and group projects, you will have a chance to learn collaboratively and develop the skills it requires, instead of learning environmental psychology alone. This approach is effective for ILOs 1, 2, 3, and 4 because you will be presented with various kinds of problems that put your theoretical reasoning, specific knowledge of environmental psychology, and application of such knowledge to test. To do well, you have to take advantage of team effort such as integrating the views of everyone on the team or borrowing their expertise for different tasks. |
| Interactive classroom activities | With the help of in-class activities in lectures, you will have a chance to learn interactively instead of passively learning about environmental psychology. This approach is effective for ILOs 1, 2, 3, and 4 because you will engage in various activities that help you better understand abstract concepts that are otherwise hard to grasp. These activities are engaging for their interesting nature, educational for highlighting the gist of important concepts, memorable for standing out from traditional approaches of teaching, and relatable for their links to daily life.                   |

### Reading and References

Gifford, R. (2014). Environmental Psychology: Principles and practice, 5<sup>th</sup> ed., Optimal Books. ISBN:9780993771903

### Course Policies and Student Responsibilities

#### (1) General

You are expected to read the assigned chapters before coming to class each week.

Lectures are based on 1) the assigned chapters from the textbook and 2) complementary materials that are NOT in the textbook (e.g., films, videos, class demonstrations). In the interest of effective learning, instructors may post skeletal class notes online which do not contain all the details of the lectures.

### **(2) Midterm Quiz**

The midterm quiz will cover the textbook and complementary materials from lectures (e.g., films, class demonstrations). There will be no make-up midterm. If you miss the midterm due to a documented emergency, such as medical and family emergencies, you will expect tutorial and group project assessments with adjusted weight; missing the midterm without documentation will result in a loss of the points associated with it.

### **(3) Final exam**

The final exam will cover the textbook and lecture materials.

### **(4) Absenteeism**

Collaborative learning requires you to be in class to contribute to team work. In-class activities make up a significant portion of your course grade. Absence from class without a valid reason will affect overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. There will be no make-up opportunities for in-class activities.

## **Academic Integrity**

Good academic work depends on honesty and ethical behavior. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion, and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

## **Planned Weekly Schedule**

| <b>Week</b> | <b>Topic</b>                   | <b>ILO</b> | <b>Readings/ Activities</b> |
|-------------|--------------------------------|------------|-----------------------------|
| 1           | Introduction                   | 1          | Chapter 1, Appendix         |
| 2           | Environmental Attitudes        | 1,2,3,4    | Chapter 3                   |
| 3           | Personality & Personal Space   | 1,2,3,4    | Chapter 4 & 5               |
| 4           | Crowding                       | 1,2,3,4    | Chapter 6                   |
| 5           | Urban Environmental Psychology | 1,2,3,4    | Chapter 8                   |
| 6           | Place Attachment               | 1,2,3,4    | Chapter 9                   |

|    |                            |         |  |
|----|----------------------------|---------|--|
| 7  | Educational Environment    | 1,2,3,4 | Chapter 10   |
| 8  | Work Environment           | 1,2,3,4 | Chapter 11   |
| 9  | Natural Environment        | 1,2,3,4 | Chapter 12   |
| 10 | Climate Change             | 1,2,3,4 | Chapter 13   |
| 11 | Sustainability             | 1,2,3,4 | Chapter 14   |
| 12 | Group Project Presentation | 1,2,3,4 | Presentation   |
| 13 | Summary of course          | 1,2,3,4 | Provide a holistic understanding of environmental psychology |