

**Federal State Autonomous Educational Institution for Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA (RUDN University)**

Educational Division (faculty/institute/academy):
Institute of Ecology

COURSE SYLLABUS

CONCEPT OF ENVIRONMENTAL PSYCHOLOGY

Recommended by the Didactic Council for the Education Field for the specialization:

44.04.02 “Psychological and pedagogical education”

The mastering of the course is carried out as part of the implementation of the main professional syllabus (Higher Education programme, specialization)

Environmental Pedagogy
(master's programme)

AGREED:

Head of the Higher Education
Programme

Y.L. Zakirova

(подпись)

«__» _____ 202__ г.

Chairperson of the Didactic
Council

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Moscow, 2022

1. Course Goals and Objectives:

The goal of the course: is familiarization of students with the main trends of Environmental Psychology, 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;
- formation of 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 Higher Education Programme Structure:

The course «**Concept of Environmental Psychology**» refers to the part formed by the participants of educational relations of block 1 of the curriculum.

Table No. 1 shows the previous and subsequent disciplines aimed at the formation of the competencies of the corresponding course in accordance with the competence matrix of EP HE.

Table 1. Previous and subsequent courses aimed at building competencies

Nr.	Competence code and title	Previous courses	Subsequent courses
Universal competencies			
1	UC-6 Able to identify and implement the priorities of their own activities and ways to improve it based on self-esteem.	Psychology of Environmental Behaviour	-
General competencies			
2	GC-1 Able to carry out and optimize professional activities in accordance with regulatory legal acts in the field of education and professional ethics. GC-2 Able to design basic and additional educational programs and develop scientific and methodological support for their implementation. GC-5 Able to develop programs for monitoring the results of students' education, develop and	Psychology of Environmental Behaviour	-

	<p>implement programs to overcome learning difficulties.</p> <p>GC-6 Able to design and use effective psychological and pedagogical, including inclusive, technologies in professional activities, necessary for the individualization of education, development, education of students with special educational needs.</p> <p>GC-8 Able to arrange pedagogical activities based on special scientific knowledge and research results.</p>		
Specialized professional competencies (type of professional activity – research, control and expert, organizational and management)			
3	<p>SPC-1 Able to carry out research support and educational and methodological support for the implementation of basic and additional, including professional programs.</p> <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>	Psychology of Environmental Behaviour	-

3. Requirements to Learning Outcomes:

The process of studying the course is aimed at the formation of the following competencies according to the educational standard:

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

General competence – 1. Able to carry out and optimize professional activities in accordance with regulatory legal acts in the field of education and professional ethics.

General competence – 2. Able to design basic and additional educational programs and develop scientific and methodological support for their implementation.

General competence – 5. Able to develop programs for monitoring the results of students' education, develop and implement programs to overcome learning difficulties.

General competence – 6. Able to design and use effective psychological and pedagogical, including inclusive, technologies in professional activities, necessary for the individualization of education, development, education of students with special educational needs.

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

Specialized professional competence – 1. Able to carry out research support and educational and methodological support for the implementation of basic and additional, including professional programs.

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.

As a result of studying the course, the student must:

Know:

- environmental aspects, including the basic concepts of ecology, modern strategies for sustainable development of the society, ensuring human health;
- areas of environmental psychology, object, subject and methodology;
- psychological principles of correction and formation of ecological consciousness;
- the basics of psychological training to change the environmental consciousness.

Be able to:

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

Master:

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

4. Course Workload and Academic Activities

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

Table 4.1. Types of academic activities during the period of the HE programme mastering

Types of academic activities	Total hours	Semesters				
		1	2	3	4	5
Contact academic hours						
Including:						
<i>Lectures</i>						
<i>Seminars (workshops/tutorials)</i>	10				10	
<i>Lab works</i>						
<i>Self-study</i>	130				130	
Evaluation and assessment (exam; pass/fail grading)	4 pass/fail grading				4	
Total course workload	hours	144			144	
	credits	4			4	

5. Course content

Table 5.1 Course modules and contents

course modules	contents
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1. Environmental Psychology: History, Scope, and Methods.	The concept of the object, the subject of environmental psychology. The generality of the object and the difference in the subject in various areas of environmental psychology. System relations "individual-environment", "man-environment" and "man-nature" Psychological ecology. Subject, methodological features and main categories of psychological ecology. Features of interaction in the "individual-environment" system. The idea of an ecologically unfavorable environment. Influence of psychogenic environmental factors on the mental state and development of the human psyche. Origins and causes of the ecological approach in psychology (K. Levin, J. Gibson). The psychology of global change as a direction of environmental psychology, focused on the study of the characteristics of perception and comprehension,
2. Environmental influences on human behavior and well-being.	Environmental risk perception. Climate Change as a Unique Environmental Problem. Scenic Beauty: Visual Landscape Assessment and Human Landscape Perception. Health Benefits of Nature. Restorative Environments. Ambivalence Towards Nature and Natural Landscapes. Human Dimensions of Wildlife. Children and the Natural Environment. Appraising and Designing Built Environments that Promote Well-Being and Healthy Behavior. Urban Environmental Quality. Environment and Quality of Life. Place attachment. Environmental Issues in Low- and Middle-Income Countries.

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		
For students' self-study		

7. Recommended sources 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. Mid-Term Assessment and Evaluation Toolkit

Evaluation materials for students' intermediate certification in the course of «**Concept of Environmental Psychology**» are presented in Appendix 1 to this work programme.

*Assessment materials for the course are developed and executed in accordance with the requirements of the Regulations for the assessment and evaluation funds, approved by order of the rector dated 05.05.2016 No. 420, and include a list of competencies indicating the stages of their formation; description of indicators and criteria for assessing competencies at various stages of their formation, description of assessment scales; standard control tasks or other materials necessary to assess knowledge, skills and (or) experience of activity that characterize the stages of formation of competencies in the process of mastering the educational course; didactic materials that define the procedures for assessing knowledge, skills and (or) experience of activity that characterize the stages of competency formation).

Assessment and Evaluation Fund

ON THE COURSE

CONCEPT OF ENVIRONMENTAL PSYCHOLOGY

Direction 44.04.02 Psychological and pedagogical education

Programme:

Environmental Pedagogy

Qualification of the graduate – *Master*

Assessment and evaluation fund passport

Direction 44.04.02 “Psychological and pedagogical education”

Course: CONCEPT OF ENVIRONMENTAL PSYCHOLOGY

12.1. Assessment and grading system and characteristics of the assessment scale

Controlled competence code or part	Controlled course module	Forms of control					Module points
		Classroom work			Self-study	Exam	
		Test	Control work	Class work	Seminar report		
UC-6 GC-1,2,5,6,8 SPC-1, 2	1. Environmental Psychology: History, Scope, and Methods.	20		10	10		40
UC-1 GC-1,2,5,6,8 SPC-1, 2	2. Environmental influences on human behavior and well-being.	20		10	10		40
	Pass/fail grading	40	10	20	20	10	100

12.2 The maximum number of credits in the course is 3. At the same time, the following ratio is established between the number of points and the number of credits:

Points to credits ratio

Total points	Final assessment	Amount 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

Deciphering of grades is also accepted according to the specified document:

- **A: "Excellent"** - the theoretical content of the course has been fully mastered, the necessary practical skills for working with the material learned have been formed, all the educational tasks provided for by the training programme have been completed, the quality of their implementation was assessed by the number of points close to the maximum.

- **B: "Very good"** - the theoretical content of the course is mastered completely, the

necessary practical skills of working with the acquired material are basically formed, all the educational tasks provided for by the training programme are completed, the quality of most of them is assessed by the number of points close to the maximum.

- **C: "Good"** - the theoretical content of the course has been mastered completely, some practical skills of working with the mastered material are not sufficiently formed, all the educational tasks provided for by the training programme have been completed, the performance quality of none of them has not been assessed with a minimum number of points, some types of tasks have been completed with mistakes.

- **D: "Satisfactory"** - the theoretical content of the course is partially mastered but the gaps are not significant, the necessary practical skills to work with the acquired material are basically formed, most of the educational tasks provided for in the training programme have been completed, some of the completed tasks may contain errors.

- **E: "Mediocre"** - the theoretical content of the course is partially mastered, some practical skills have not been formed, many of the educational tasks provided for by the training programme have not been completed, or the quality of some of them is assessed by the number of points close to the minimum.

- **FX: "Conditionally unsatisfactory"** - the theoretical content of the course has been partially mastered, the necessary practical skills have not been formed, most of the educational tasks provided for by the training programme have not been completed, or the quality of their implementation was assessed by the number of points close to the minimum; it is possible to improve the quality of completing educational tasks with additional independent work on the course material.

- **F: "Certainly unsatisfactory"** - the theoretical content of the course has not been mastered, the necessary practical skills are not formed, all the completed study tasks contain gross errors, additional independent work on the course material will not lead to any significant improvement in the quality of the study tasks.

12.3 List of competencies and their formation stages

Nr.	Competence code and title	Previous courses	Subsequent courses
Universal competencies			
1	UC-6 Able to identify and implement the priorities of their own activities and ways to improve it based on self-esteem.	Psychology of Environmental Behaviour	-
General competencies			
2	GC-1 Able to carry out and optimize professional activities in accordance with regulatory legal acts in the field of education and professional ethics. GC-2 Able to design basic and additional	Psychology of Environmental Behaviour	-

	<p>educational programs and develop scientific and methodological support for their implementation.</p> <p>GC-5 Able to develop programs for monitoring the results of students' education, develop and implement programs to overcome learning difficulties.</p> <p>GC-6 Able to design and use effective psychological and pedagogical, including inclusive, technologies in professional activities, necessary for the individualization of education, development, education of students with special educational needs.</p> <p>GC-8 Able to arrange pedagogical activities based on special scientific knowledge and research results.</p>		
Specialized professional competencies (type of professional activity – research, control and expert, organizational and management)			
3	<p>SPC-1 Able to carry out research support and educational and methodological support for the implementation of basic and additional, including professional programs.</p> <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>	Psychology of Environmental Behaviour	-

12.4. Typical control tasks or other materials necessary to assess knowledge, skills and (or) experience of activities, characterizing the formation stages of competencies in the process of mastering the educational course

Questions to prepare for certification

1. The concept of the object, the subject of environmental psychology.
2. The generality of the object and the difference in the subject in various areas of environmental psychology.
3. System relations "individual-environment", "man-environment" and "man-nature". Psychological ecology.
4. Subject, methodological features and main categories of psychological ecology.
5. Features of interaction in the "individual-environment" system.
6. The idea of an ecologically unfavorable environment.
7. Influence of psychogenic environmental factors on the mental state and development of the human psyche.
8. Origins and causes of the ecological approach in psychology (K. Levin, J. Gibson).
9. The psychology of global change as a direction of environmental psychology, focused on the study of the characteristics of perception and comprehension,
10. Environmental risk perception.
11. Climate Change as a Unique Environmental Problem.
12. Scenic Beauty: Visual Landscape Assessment and Human Landscape Perception.
13. Health Benefits of Nature.
14. Restorative Environments.
15. Ambivalence Towards Nature and Natural Landscapes.
16. Human Dimensions of Wildlife.
17. Children and the Natural Environment.
18. Appraising and Designing Built Environments that Promote Well-Being and Healthy Behavior.
19. Urban Environmental Quality.
20. Environment and Quality of Life.
21. Place attachment.
22. Environmental Issues in Low- and Middle-Income Countries.

The assessment and evaluation of knowledge, skills and abilities is carried out by using the components of the WCF presented in paragraphs 12.1-12.3, 12.4 in accordance with the sequence of acquisition of competencies indicated in table 12.2.

The programme is compiled in accordance with the requirements of the ES HE RUDN / FGOS HE.

Developer:

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