



Universitas Negeri Surabaya
Faculty of Education,
Psychology Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
Environmental Psychology	7320102098	Study Program Elective Courses	T=2 P=0 ECTS=3.18	5	August 23, 2023
AUTHORIZATION		SP Developer	Course Cluster Coordinator	Study Program Coordinator	
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Learning model | Project Based Learning

Program Learning Outcomes (PLO)

PLO study program which is charged to the course

Program Objectives (PO)

PO - 1	Able to analyze environmental problems that influence human behavior using basic theoretical concepts and psychological assessments
PO - 2	Develop plans to increase pro-environmental behavior in accordance with the rules of scientific writing
PO - 3	Able to provide alternative problem solving for various environmental psychological problems that arise in everyday life

PLO-PO Matrix

	P.O
	PO-1
	PO-2
	PO-3

PO Matrix at the end of each learning stage (Sub-PO)

	P.O	Week															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	PO-1																
	PO-2																
	PO-3																

Short Course Description | Examines the basic concepts and theories of environmental psychology related to how the environment influences human behavior, social dilemmas related to the environment, pro-environmental behavior, and applications of environmental psychology related to housing and settlement problems, natural disasters, urban and transportation problems. Environmental planning and change as well as environmental conservation efforts.

References

Main :

1. Steg, L. & de Groot, J. I. M. (2019). Environmental Psychology (2nd Edition). New Jersey: Wiley.

Supporters:

1. Jekria, N. & Daud, S. (2016). Environmental Concern and Recycling Behaviour. Procedia Economics and Finance, 35, 667-673.
2. Barth, M., Masson, T., Fritsche, I., Fielding, K. & Smith, J. R. (2021). Collective responses to global challenges: The social psychology of pro-environmental action. Journal of Environmental Psychology, 74.
3. Klöckner, C. A. (2013). A Comprehensive Model of the Psychology of Environmental Behaviour: A Meta Analysis. Global Environmental Change, 23(5), 1028-1038.
4. Namazian, Ali. & Mehdipour, A. (2013). Psychological Demands of the Built Environment, Privacy, Personal Space and Territory in Architecture. International Journal of Psychology and Behavioral Sciences, 3(4), 109-113.
5. TED. (2017, Nov 21). Nicholas Amendolare: What is the tragedy of the commons? [Video]. YouTube. <https://www.youtube.com/watch?v=CxC161GvMPc>
6. Greenfield, M. H. (2022). An urgent need to reassess climate change and child labour in agriculture. The Lancet, 6(6), E456-E457.
7. Greenfield, M. H. (2022). Climate change and child labour in agriculture: How rising temperatures, heat stress and the impact on children's health redefines safe and hazardous work. Self-published.
8. Ayeb-Karlsson, S., Kniveton, D. & Cannon, T. (2020). Trapped in the prison of the mind: Notions of climate-induced (im)mobility decision-making and wellbeing from an urban informal settlement in Bangladesh, Palgrave Communications, 6(62).
9. Nissa, C. (2020). Semes7a [Film]. Tanakhir Films.

Supporting lecturer | Nurhayati, S.Psi., M.A., Ph.D.
 Vania Ardelia, S.Psi., M.Sc.
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Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students are able to explain and analyze the basic concepts of environmental psychology, its scope and historical development	<ol style="list-style-type: none"> 1.Students are able to explain the meaning of environmental psychology 2.Students are able to detail the scope of environmental psychology 3.Students are able to describe the history of the development of environmental psychology 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Students are able to explain the meaning of environmental psychology well 2.Students are able to detail the scope of environmental psychology well 3.Students are able to explain the history of the development of environmental psychology well <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Direct Instruction (DI) 2 X 50		<p>Material: Environmental Psychology: History, Scope and Methods References: Steg, L. & de Groot, JIM (2019). <i>Environmental Psychology (2nd Edition)</i>. New Jersey: Wiley.</p> <hr/> <p>Material: Environmental Risk Perception References: Steg, L. & de Groot, JIM (2019). <i>Environmental Psychology (2nd Edition)</i>. New Jersey: Wiley.</p>	1%
2	Students are able to explain and analyze the basic concepts of environmental psychology, its scope and historical development	Can explain the meaning and scope of environmental psychology, a brief history of its development and research methods.	<p>Criteria:</p> <p>Students are able to explain the history of the development of environmental psychology well</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Direct Instruction (DI) 2 X 50		<p>Material: Environmental Psychology: History, Scope and Methods Bibliography:</p> <hr/> <p>Material: Environmental Risk Perception References: Steg, L. & de Groot, JIM (2019). <i>Environmental Psychology (2nd Edition)</i>. New Jersey: Wiley.</p>	1%
3	Students are able to explain and analyze concepts about the relationship and influence of humans and the environment	<ol style="list-style-type: none"> 1.Students are able to explain the concept of the relationship and influence between humans and their environment 2.Students are able to detail the concept of environmental stress 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Students are able to explain the concept of the relationship and influence between humans and their environment well 2.Students are able to detail the concept of environmental stress well <p>Form of Assessment : Project Results Assessment / Product Assessment</p>		Direct Instruction (DI) 2 X 50	<p>Material: Environmental Stress References: Steg, L. & de Groot, JIM (2019). <i>Environmental Psychology (2nd Edition)</i>. New Jersey: Wiley.</p> <hr/> <p>Material: Health Benefits of Nature References: Steg, L. & de Groot, JIM (2019). <i>Environmental Psychology (2nd Edition)</i>. New Jersey: Wiley.</p>	3%
4	Students are able to analyze and evaluate the influence of weather, climate, noise and lighting on human behavior	<ol style="list-style-type: none"> 1.Students are able to describe the influence of weather and climate on human behavior 2.Students are able to describe the influence of noise and lighting on human behavior 3.Students are able to recommend solutions to the influence of weather, climate, noise and lighting on human behavior 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Students are able to describe the influence of weather and climate on human behavior correctly 2.Students are able to describe the influence of noise and lighting on human behavior correctly 3.Students are able to recommend solutions to the influence of weather, climate, noise and lighting on human behavior appropriately 4.. <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Direct Instruction (DI) 2 X 50		<p>Material: Climate Change as a Unique Environmental Problem References: Steg, L. & de Groot, JIM (2019). <i>Environmental Psychology (2nd Edition)</i>. New Jersey: Wiley.</p> <hr/> <p>Material: Ambivalence Towards Nature and Natural Landscapes References: Steg, L. & de Groot, JIM (2019). <i>Environmental Psychology (2nd Edition)</i>. New Jersey: Wiley.</p>	3%

5	Students are able to explain and analyze various theoretical perspectives in environmental psychology	<ol style="list-style-type: none"> 1.Students are able to explain the concept of the Theory of Planned Behavior in environmental psychology 2.Students are able to explain the concept of Protection Motivation Theory in environmental psychology 3.Students are able to examine the concept of The Norm Activation Model in environmental psychology 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Students are able to explain the concept of the Theory of Planned Behavior in environmental psychology correctly 2.Students are able to explain the concept of Protection Motivation Theory in environmental psychology correctly 3.Students are able to properly examine the concept of The Norm Activation Model in environmental psychology <p>Form of Assessment : Project Results Assessment / Product Assessment, Test</p>	Direct Instruction (CI) 2 X 50		<p>Material: Theories to Explain Environmental Behavior References: <i>Steg, L. & de Groot, JIM (2019). Environmental Psychology (2nd Edition). New Jersey: Wiley.</i></p> <hr/> <p>Material: Theories to Explain Environmental Behavior References: <i>Klöckner, CA (2013). A Comprehensive Model of the Psychology of Environmental Behavior: A Meta Analysis. Global Environmental Change, 23(5), 1028-1038.</i></p>	7%
6	Students are able to explain and analyze various theoretical perspectives in environmental psychology	<ol style="list-style-type: none"> 1.Students are able to explain the concept of The Value-Belief-Norm Theory of Environmentalism in environmental psychology 2.Students are able to examine the concept of Goal-Framing Theory in environmental psychology 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Students are able to explain the concept of The Value-Belief-Norm Theory of Environmentalism in environmental psychology correctly 2.Students are able to properly examine the concept of Goal-Framing Theory in environmental psychology <p>Form of Assessment : Participatory Activities</p>	Direct Instruction (DI) 2 X 50		<p>Material: Theories to Explain Environmental Behavior References: <i>Steg, L. & de Groot, JIM (2019). Environmental Psychology (2nd Edition). New Jersey: Wiley.</i></p> <hr/> <p>Material: Theories to Explain Environmental Behavior References: <i>Klöckner, CA (2013). A Comprehensive Model of the Psychology of Environmental Behavior: A Meta Analysis. Global Environmental Change, 23(5), 1028-1038.</i></p>	3%
7	Students are able to explain and analyze environmental problems currently faced by humans and their causes	<ol style="list-style-type: none"> 1.Students are able to explain environmental problems with the concept of social dilemma 2.Students are able to examine environmental problems with the concept of tragedy of the common 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Students are able to explain environmental problems using the concept of social dilemma correctly 2.Students are able to examine environmental problems with the concept of tragedy of the common well 3.9. Responsive and ready to accept input <p>Form of Assessment : Participatory Activities</p>	Direct Instruction (DI) 2 X 50		<p>Material: Social Dilemmas: Motivational, Individual, and Structural Aspects Influencing Cooperation References: <i>Steg, L. & de Groot, JIM (2019). Environmental Psychology (2nd Edition). New Jersey: Wiley.</i></p> <hr/> <p>Material: Tragedy of the commons Reader: <i>TED. (2017, Nov 21). Nicholas Amendolare: What is the tragedy of the commons? [Video]. YouTube. https://www.youtube.com/...</i></p>	3%
8	Completing the Sub Summative Exam (USS)	Solve questions from meeting material 1-7	<p>Criteria: Assessment rubric</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Essay Exam (MC) 2 X 50		<p>Material: Meeting Material 1-7 References: <i>Steg, L. & de Groot, JIM (2019). Environmental Psychology (2nd Edition). New Jersey: Wiley.</i></p>	20%

9	Students are able to explain and analyze theoretical concepts regarding pro-environmental attitudes and individual behavior (pro-environmental behavior).	<ol style="list-style-type: none"> 1.Students are able to explain the meaning of pro-environmental behavior 2.Students are able to describe various forms of pro-environmental behavior 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Students are able to explain the meaning of pro-environmental behavior well 2.Students are able to describe various forms of pro-environmental behavior correctly <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Discussion of Case Study (CS) Direct Instruction (DI) 2 X 50		<p>Material: Measuring Environmental Behavior References: Steg, L. & de Groot, JIM (2019). <i>Environmental Psychology (2nd Edition)</i>. New Jersey: Wiley.</p> <p>Material: Values and Pro-Environmental Behavior References: Steg, L. & de Groot, JIM (2019). <i>Environmental Psychology (2nd Edition)</i>. New Jersey: Wiley.</p> <p>Material: Environmental Concern and Recycling Behavior References: Jekria, N. & Daud, S. (2016). <i>Environmental Concern and Recycling Behavior</i>. <i>Procedia Economics and Finance</i>, 35, 667-673.</p> <p>Material: Film about efforts to tackle climate change References: Nissa, C. (2020). <i>Semes7a [Movie]</i>. Tanakhir Films.</p>	3%
10	Students are able to explain and analyze theoretical concepts regarding pro-environmental attitudes and individual behavior (pro-environmental behavior).	<ol style="list-style-type: none"> 1.Students are able to examine the formation of pro-environmental behavior from a theoretical perspective 2.Students are able to properly examine the formation of pro-environmental behavior from a theoretical perspective 	<p>Criteria: Students are able to properly examine the formation of pro-environmental behavior from a theoretical perspective</p> <p>Form of Assessment : Participatory Activities</p>	Project Based Learning (PjBL) Direct Instruction (DI) 2 X 50		<p>Material: Social Norms and Pro-Environmental Behavior References: Steg, L. & de Groot, JIM (2019). <i>Environmental Psychology (2nd Edition)</i>. New Jersey: Wiley.</p> <p>Material: Emotions and Pro-Environmental Behavior References: Steg, L. & de Groot, JIM (2019). <i>Environmental Psychology (2nd Edition)</i>. New Jersey: Wiley.</p> <p>Material: Informational Strategies to Promote Pro-Environmental Behavior: Changing Knowledge, Awareness, and Attitudes References: Steg, L. & de Groot, JIM (2019). <i>Environmental Psychology (2nd Edition)</i>. New Jersey: Wiley.</p>	3%
11	Students are able to explain and analyze the concepts of privacy, personal space and individual territory	<ol style="list-style-type: none"> 1.Students can detail the meaning and various concepts of human behavior related to privacy 2.Students can explain the meaning and various concepts of human behavior related to personal space 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Students can detail the meaning and various concepts of human behavior related to privacy correctly 2.Students can explain the meaning and various concepts of human behavior related to personal space well <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Discussion of Direct Instruction (DI) 2 X 50		<p>Material: Place Attachment References: Steg, L. & de Groot, JIM (2019). <i>Environmental Psychology (2nd Edition)</i>. New Jersey: Wiley.</p> <p>Material: How Cues in the Environment Affect Normative Behavior References: Steg, L. & de Groot, JIM (2019). <i>Environmental Psychology (2nd Edition)</i>. New Jersey: Wiley.</p> <p>Material: Psychological Demands of the Built Environment, Privacy, Personal Space and Territory in Architecture References: Namazian, Ali. & Mehdipour, A. (2013). <i>Psychological Demands of the Built Environment, Privacy, Personal Space and Territory in Architecture</i>. <i>International Journal of Psychology and Behavioral Sciences</i>, 3(4), 109-113.</p>	3%
12	Students are able to explain and analyze the concepts of privacy, personal space and individual territory	Can explain various concepts of human behavior related to privacy, personal space, and territoriality	<p>Criteria: Students can explain the meaning and various concepts of human behavior related to individual territory well</p> <p>Form of Assessment : Participatory Activities, Tests</p>	Discussion of Direct Instruction (DI) 2 X 50		<p>Material: Symbolic Aspects of Environmental Behavior References: Steg, L. & de Groot, JIM (2019). <i>Environmental Psychology (2nd Edition)</i>. New Jersey: Wiley.</p>	7%

13	Students are able to evaluate environmental problems that occur in urban communities	Students are able to describe various urban environmental problems	<p>Criteria: Students are able to relate various urban environmental problems to psychological conditions and human behavior</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Discussion of Case Study (CS) Direct Instruction (DI) 2 X 50	<p>Material: Urban Environmental Quality References: Steg, L. & de Groot, JIM (2019). <i>Environmental Psychology (2nd Edition)</i>. New Jersey: Wiley.</p> <p>Material: Social Dilemmas: Motivational, Individual, and Structural Aspects Influencing Cooperation References: Steg, L. & de Groot, JIM (2019). <i>Environmental Psychology (2nd Edition)</i>. New Jersey: Wiley.</p>	5%
14	Students are able to evaluate environmental problems that occur in urban communities	Can explain the impact of various urban environmental problems on psychological conditions and human behavior	<p>Criteria: Students are able to compare various urban and rural environmental problems well</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Discussion of Direct Instruction (DI) 2 X 50	<p>Material: Environmental Issues in Low- and Middle-Income Countries References: Steg, L. & de Groot, JIM (2019). <i>Environmental Psychology (2nd Edition)</i>. New Jersey: Wiley.</p>	3%
15	Students are able to design promotions/campaigns for recycling activities (promoting-recycling behavior) in accordance with theoretical concepts	<p>1. Students are able to categorize promoting-recycling behavior</p> <p>2. Students are able to plan various forms of promoting-recycling behavior</p>	<p>Criteria: 1. Students are able to categorize and explain promoting-recycling behavior correctly 2. Students are able to plan various forms of promoting-recycling behavior well</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Discussion Project-based learning (PJBL) Direct Instruction (DI) 2 X 50	<p>Material: Encouraging Pro-Environmental Behavior with Rewards and Penalties References: Steg, L. & de Groot, JIM (2019). <i>Environmental Psychology (2nd Edition)</i>. New Jersey: Wiley.</p> <p>Material: Environmental Concern and Recycling Behavior References: Jekria, N. & Daud, S. (2016). <i>Environmental Concern and Recycling Behavior. Procedia Economics and Finance, 35, 667-673.</i></p>	5%
16	Completing Final Semester Examination (UAS) Questions	Mastering the application of environmental psychology theories that have been studied in analyzing real cases in relevant communities and providing alternative problem solutions	<p>Criteria: Assessment rubric</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	2 X 50 Poster Project Report	<p>Material: Meeting Material 9-15 References: Steg, L. & de Groot, JIM (2019). <i>Environmental Psychology (2nd Edition)</i>. New Jersey: Wiley.</p>	30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	15%
2.	Project Results Assessment / Product Assessment	78%
3.	Test	7%
		100%

Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.

