UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

# COURSE SYLLABUS

# Environmental Psychology

**2526-2-F5106P045**

## Learning area

Learning area of social psychology, economic psychology and decision-making

## Learning objectives

Here below are the main learning objectives are structured according to the five Dublin descriptors.

***Knowledge and Understanding***
Students will gain a solid understanding of the theoretical frameworks in environmental psychology, the psychological dynamics of human–environment interactions in both natural and built contexts, the specific research methodologies employed in this field, and the principal empirical findings documented in the literature.

***Applying Knowledge and Understanding***
The course fosters the ability to apply theoretical knowledge to real-world situations. Students will learn to design and evaluate interventions aimed at promoting sustainable and informed behavior. They will also develop the ability to collaborate with professionals from other fields—such as architecture, urban planning, engineering, environmental sciences, public policy, and communication—in the design of environments and in the development of effective strategies for public engagement.

***Making Judgements***
Students will be encouraged to critically assess complex environmental issues through the analysis of real-world case studies, classroom debates, and group work. They will learn to evaluate environmental policies and interventions based on scientific evidence, integrating psychological, social, and environmental perspectives. The course promotes ethical and responsible reflection on the social and ecological impact of professional decisions, and supports the development of informed, interdisciplinary judgement.

***Communication Skills***

Students will develop the ability to communicate clearly and effectively, both orally and in writing, the results of research, analyses, and intervention proposals to diverse audiences—including experts and the general public. Emphasis is placed on communicating across disciplines, fostering the ability to engage with professionals from other fields. Teamwork will be practiced through group assignments and in-class discussions.

***Learning Skills***
The course aims to develop students' capacity for autonomous learning, enabling them to stay up to date with emerging issues and methodological innovations in environmental psychology and related fields. Students will strengthen their problem-solving skills by proposing innovative and feasible solutions to real-world environmental challenges. Activities that require the application of theoretical concepts to concrete scenarios will enhance their ability to make meaningful connections between theory and practice.

## Contents

The Environmental Psychology course aims to provide theoretical knowledge and practical tools to understand the interactions between individuals and their physical environment, with particular attention to the psychological effects of both natural and built environments, the perception of environmental risk, and pro-environmental behavior.
The course will explore the main cognitive, emotional, motivational, and social factors that influence the human–environment relationship.
A strong emphasis will be placed on the interdisciplinary approach, fostering dialogue not only among various branches of psychology (such as social, cognitive), but also with related and complementary disciplines—including urban planning, architecture, environmental sciences, sociology, and engineering—which are essential for a comprehensive understanding of person–environment dynamics.

## Detailed program

***Contents***
Introduction

- Introduction to Environmental Psychology and historical background
- Main methodological tools in environmental psychology
  The Natural Environment
- Attitudes, values, and pro-environmental behavior
- Psychology and Climate change
- Perception and communication of environmental risk
- Nature, beauty, and psychological restorativeness
  The Built Environment
- Architectural psychology
- Inclusive spaces, social relations, and equity
- New technologies, space, and people
  Designing Interventions for Sustainability

## Prerequisites

No specific preliminary requirements are necessary. However, a solid understanding of the basics of Social

Psychology will enhance comprehension of the course content.

## Teaching methods

a) The course will integrate lecture-based teaching (70%) and interactive teaching (30%).
The course combines traditional lectures aimed at providing theoretical knowledge with interactive methods that seek to actively engage students. These include the analysis of key empirical studies in the field and group-based project work focused on the design of research and interventions. This approach encourages both critical reflection and the practical application of concepts learned in class.

b) Type of teaching activities: lectures.
The course consists of 28 lessons, each lasting 2 hours.

c) The course will be conducted entirely in person.

## Assessment methods

The exam will be ORAL.
The interview aims to verify the effective acquisition of theoretical knowledge and the related ability to apply it. Evaluation criteria include the accuracy of responses, the ability to argue, summarize, create connections, and critically analyze real-world phenomena.
Students will have the opportunity to complete a supervised project under the guidance of the Professor. This project can earn up to 3 points towards the final exam grade.

Student's performance will be evaluated according to the following scale:
30 with honors (cum laude): Outstanding performance, demonstrating excellent mastery of content along with exceptional critical thinking and expressive clarity.
30: Excellent performance, with comprehensive knowledge, well-structured reasoning, and clear, accurate expression.
27–29: Very good performance, showing thorough and satisfactory understanding, with generally accurate and appropriate expression.
24–26: Good performance, with adequate knowledge of key topics, though not fully comprehensive or consistently well-articulated.
21–23: Sufficient performance, reflecting a basic and sometimes superficial understanding; expression and structure may be lacking or imprecise.
18–20: Marginally sufficient performance, with limited and superficial knowledge; expression and argumentation may present significant gaps.
< 18: Insufficient performance, with inadequate or seriously flawed understanding and a lack of orientation within the area

## Textbooks and Reading Materials

Detailed information about the material and the bibliography will be published before the start of the course on the e-learning page. The reading materials will consist of a collection of texts covering the main topics of the course.
In addition, the course slides will serve as supplementary material. The slides will be uploaded to the e-learning platform.

Although this course is held in Italian, for Erasmus students, course material can also be available in English, and students can take the exam in English if they wish to do so.

## Sustainable Development Goals

GOOD HEALTH AND WELL-BEING | SUSTAINABLE CITIES AND COMMUNITIES | RESPONSIBLE CONSUMPTION AND PRODUCTION | CLIMATE ACTION | PEACE, JUSTICE AND STRONG INSTITUTIONS