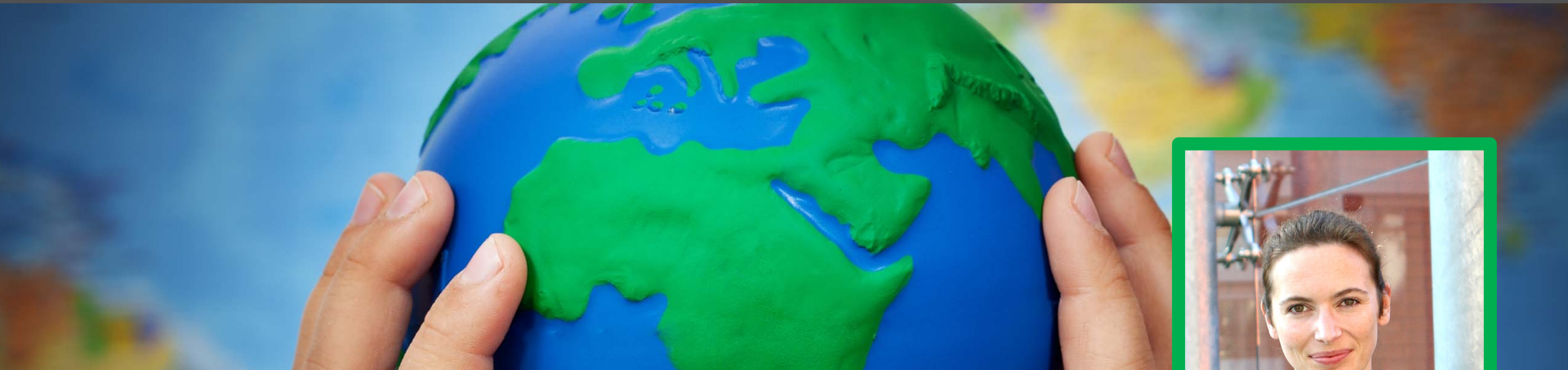


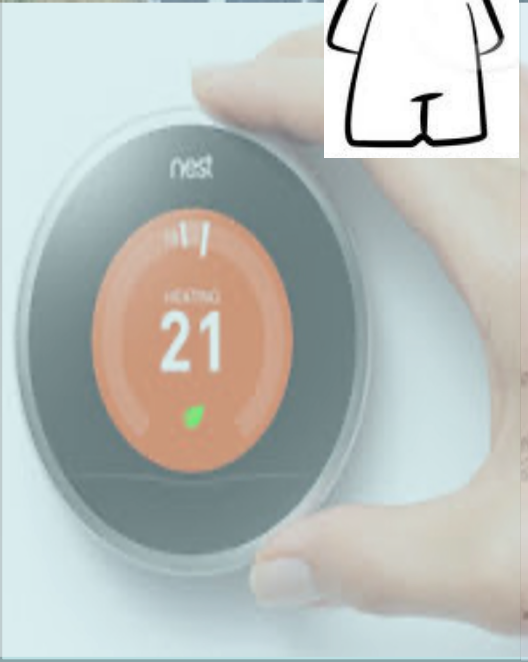
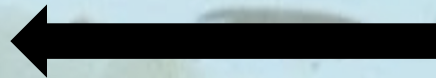
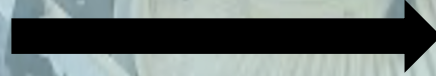
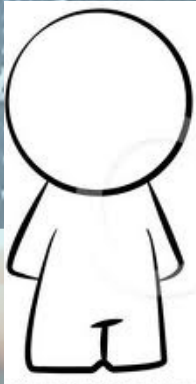


Master Environmental Psychology



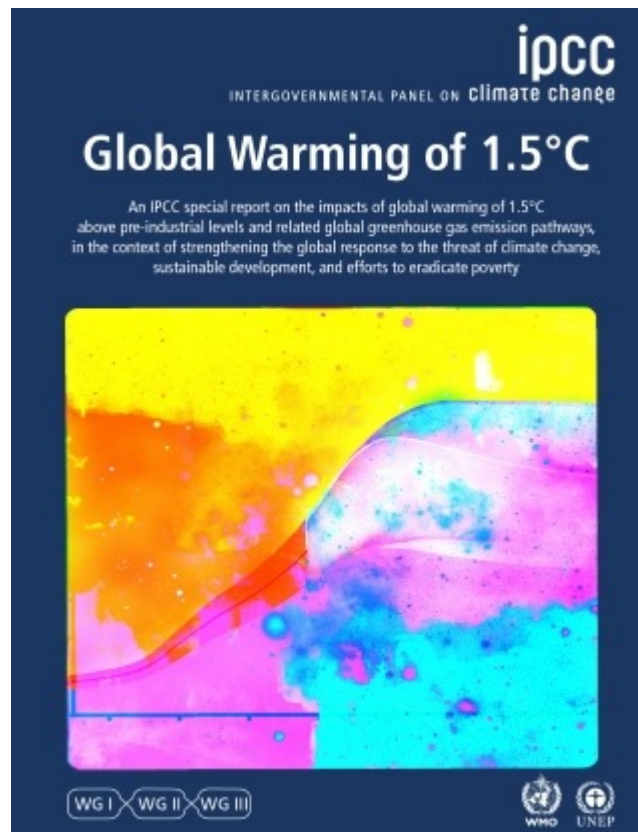
Lise Jans

Environmental Psychology





EP expertise to mitigate and adapt to climate change





- > What causes environmentally harmful behavior?
- > How to motivate people to behave pro-environmentally?
- > How to increase public acceptability of environmental policies?
- > How does the changing environment affect us?
- > When will people adapt to their changing environment?





Leader in the field

- › Cutting-edge research
- › Internationally well-known
- › Broad network in science and in practice



<https://www.linkedin.com/groups/8559305/>

| 6



Nora
Environmental
strategist,
Municipality



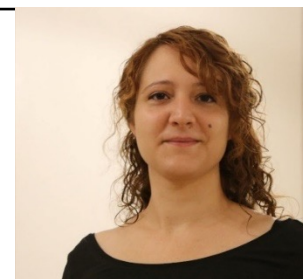
Cristian
Sustainability
Consultant
PWC



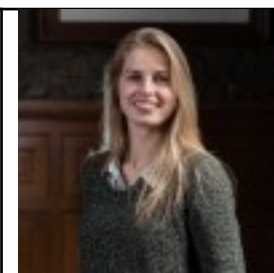
Jelle
Energy policy,
Province



Sarah
Project
manager
environmental
education



Irene
Green Office
coordinator



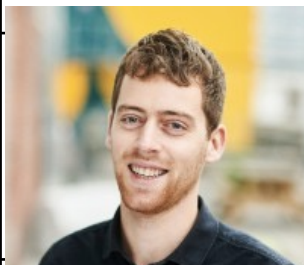
Lineke
Behavioural
advisor



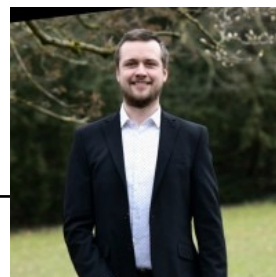
Olivia, Digital
Leader
EU
commission



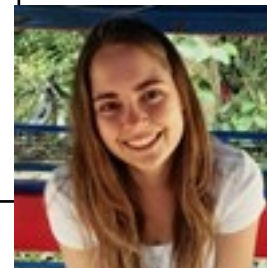
Gintare
Climate Policy
advisor



Jimi
Mobility
Management,
Groningen



Philipp,
PhD candidate,
Germany



research
anal. Glob.
Cent.
Adaptation



Communicati
on Advisor.
RVO



Learning goals

- › Critically evaluate and advance theory
- › Apply psychological theories
- › Develop and evaluate interventions
- › Integrate insights from other disciplines
- › Communicate with various audiences
- › Manage own project



"For the first time we can actually apply knowledge in practice"

(student MA Environmental Psychology, 2016-2017)



Program schedule

	1a	1b	2a	2b
Environmental Psychology*				
Designing interventions				
Selected topics in Environmental Psychology*				
Interdisciplinary perspectives on Sustainability*				
Methodology course (choose 1)				
Elective course (choose 1)				
Master thesis (20 EC) + Internship (10 EC)				

Min. 10 EC foundation courses see *

Max. 10 EC elective courses

5 EC methodology course

5 EC skills course

Theses with impact

DAGBLAD
NOORDEN

06 september 2019, pag. 24

Groningen loopt in Nederland voorop met natuureducatie voor jongeren. Dat komt vooral door de activiteiten van Het Groninger Landschap. Maar beklijven de natuurlessen ook? Een onderzoeker zocht het uit.

‘Wow!’

Ik heb een
egel geaaid!

GERDIT VAN HOFFLOOT

‘Wow’, ik heb een egel geaaid! Een lezing van de combinatiegroep (19) van de openbare basisschool trüggle in Huiswiele loopt op zaterdag door het landschap. Een belangrijke verandering van alle eerdere lezingen: er wordt nu ook op de voorste lezingen.

schap vertelt voorlezen. Het is een voorlezen van de combinatiegroep (19) van de openbare basisschool trüggle in Huiswiele. Het is een belangrijke verandering van alle eerdere lezingen: er wordt nu ook op de voorste lezingen.



Leerlingen maken tijdens de natuurles een zoekend op. FOTO: GEMIDDELD VAN HUISWILE

from sewage. It's been surprising, as this has been Cir'ec's specialism for years. "At first you might think that there is little public acceptance for such products," says Coos Wessels, Cir'ec's technical director. The results showed quite the contrary, however. A story about 'biospheric' and 'hedonistic' values, which affect all of us. They also affect how people view certain innovations. Researcher Olivia de Hoog reached some surprising conclusions.

"It's easy to imagine that these products elicit strong emotions, both positive and negative," says De Hoog. "That is why this study focused on the emotions these products evoke." Human values were studied as the key predictor of emotions. Depending on which values a person strongly adheres to, the products could arouse different emotions, the researchers reasoned. Two values were most relevant in that context:

"People have varying degrees of biospheric and hedonistic values, i.e. values related to the importance placed on the protection of nature and the environment and to the improvement of personal comfort and enjoyment, respectively," says De Hoog. The stronger the biospheric values, the stronger the positive emotions towards the products could be, because they have positive implications for those values. In other words: people feel

that it is good for nature. Conversely, stronger hedonistic values would lead to more negative emotions, because products made from raw materials from sewage can be diametrically opposed to pleasure and comfort. They also investigated whether these value effects depend on product presentation. "Values are not always active in the brain. Highlighting relevant product characteristics for different values could activate them and enhance

The study was carried out on a group of 168 RUG students and a more representative group of Dutch society of 295 people, which showed different results. In general, the positive emotions that these products evoked were quite high, and people with stronger biospheric values had more positive emotions. For the RUG students, this was the case regardless of whether the environmental or hedonistic product characteristics were emphasized. "You could, therefore, interpret that the biospheric values, with the associated awareness that it is good for nature, are chronically active among these students," says the researcher. "It could be because the RUG is a very green university, and that students immediately see

no matter which characteristics are emphasized." For the general public, emphasizing the environmentally friendly characteristics had a positive influence; only then did stronger biospheric values lead to more positive emotions. In addition, no strong effects were found for hedonistic values in either group. Against expectations, the products do not appear to threaten or support hedonistic values. In simpler terms: the fact that the products are made of raw materials recovered from sewage is not off-putting to the user. It will, therefore, not stand in the way of a circular economy.

results underline the importance of ensuring a representative sample in scientific research," says De Hoog. "In this case, it led to the revelation that emphasizing the products' environmentally friendly characteristics is necessary to arouse positive emotions." Entrepreneur Coos Wessels concludes that active communication of environmental benefits is, therefore, important in the creation of a circular economy, and that you should never blindly trust your intuition. "It could be reasonable to assume that people would have no interest in products recovered from sewage, but this study shows the opposite. You cannot blindly trust your intuition, you have to research."

Don't trust your intuition, research!



Coos Wessels and Olivia de Hoog


ENVIRONMENTAL EDUCATION RESEARCH
2023, VOL. 29, NO. 9, 1361–1376
<https://doi.org/10.1080/13504622.2023.2182750>

Routledge
Taylor & Francis Group

OPEN ACCESS

Check for updates

Cooking a pro-veg*n social identity: the influence of vegan cooking workshops on children's pro-veg*n social identities, attitudes, and dietary intentions

Lise Jans , Namkje Koudenburg  and Lea Grosse



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kracht.



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- students
- scope



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and social sciences

psychology



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Relevant courses in BA3 (RUG)

- › Social influence
- › Consumer and economic psychology
- › Literature study
- Minor Future Planet Innovation
- › Minor Energy Transition from Multidisciplinary Perspectives



Groningen





Questions?

Website: www.rug.nl/masters/environmental-psychology

Admission questions (Dutch diploma):
toelatingscommissie.masterpsy@rug.nl

Admission questions (other diploma):
study@rug.nl

Program questions:
environmentalpsychology@rug.nl

Application deadline 1st MARCH!



DDM Sustainability and Environmental Psychology



Goda Perlaviciute & Roman Trötschel



Sustainability challenges are complex





university of
groningen

faculty of behavioural
and social sciences

psychology

| 18

The best of both worlds



LEUPHANA
UNIVERSITY LÜNEBURG



university of groningen
**environmental
psychology**



Sustainability psychology

- > A multi-level perspective
- > An interdisciplinary approach
- > A focus on problems and solutions
- > Adds a bottom-up (individual-to-system) approach to the well-established top-down (system-to-individual) perspective commonly pursued in the field of sustainability science



Leuphana program

1 st Semester Lüneburg, Germany	2 nd Semester Lüneburg, Germany
Introduction to Psychology & Sustainability [5 CP]	Sustainability Psychology: Research & Application [5 CP]
Psychology and the Individual: Self-Regulation and Sustainability [5 CP]	Selected Topics in Psychology [5 CP]
Psychology and the Community: Diagnosis of Time and Sustainability [5 CP]	Transdisciplinary Research Project [10 CP]
Psychology and the Society: Political Negotiations and Sustainability [5 CP]	
Research Methods: Multivariate Approaches [5 CP]	Research Methods: Interdisciplinary Approaches [5 CP]
COMPLEMENTARY STUDIES Engaging with Knowledge and Sciences/Reflecting on Research Methods [2 x 5 CP]	



Joint supervision



Prof. Dr.
Birte Siem



Prof. Dr.
Sebastian
Wallot



Prof. Dr.
Astrid
Kause



Prof. Dr.
Roman
Trötschel



Prof. Dr.
Dirk Lehr



Prof. Dr.
Alexander
Freund



Application Leuphana

- Applicants must have obtained a Bachelors degree (or a degree at least equivalent) with 60 Credit Points in Psychology, Social Sciences, Behavioral Sciences, Sustainability Sciences or Environmental Sciences, of which at least 30 Credit Points must have been in Psychology courses. Furthermore you must have earned:
 - 10 ECTS Statistics
 - 5 ECTS Psychological Research Methods
 - 5 ECTS Scientific Theory/ Philosophy of Science

Deadline 1st June/1st May (if EU)



Questions?

Websites:

www.rug.nl/masters/ddm-sustainability-and-environmental-psychology/

www.leuphana.de/en/graduate-school/masters-programmes/psychology-sustainability.html

Contact persons:

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