



Environmental Psychology

Work program of the discipline (Syllabus)

Details of the discipline

| | |
|--|---|
| Level of higher education | <i>Third (educational and scientific)</i> |
| Field of knowledge | <i>05 Social and behavioral sciences</i> |
| Specialty | <i>053 Psychology</i> |
| Educational and scientific program | <i>Psychology</i> |
| Status of discipline | <i>Normative</i> |
| Form of study | <i>full-time / remote</i> |
| Course and semester | <i>2nd year, second (spring) semester</i> |
| The scope of the discipline | <i>2 credits. ECTS / 60 hours</i> |
| Semester control / control measures | <i>Exam</i> |
| Lessons schedule | <i>Lectures: Practical training:</i> |
| Language of study | <i>Ukrainian</i> |
| Information about course leader / teachers | <i>Lecturer and practical: Associate Professor of Psychology and Pedagogy, Candidate of Psychology, Blokhina Iryna Oleksandrivna, blokhina.iryna@iit.kpi.ua, +38 (067)-686-85-02</i> |
| Course placement | |

Curriculum of the discipline

1. Description of the discipline, its purpose, subject of study and learning outcomes

The subject of study of the discipline "Environmental Psychology" is multifaceted manifestations of ecological consciousness of the individual, the influence of the spatial environment (natural and artificial) on the human psyche.

In accordance with the requirements of the educational and professional program, the purpose of the discipline is the formation of postgraduate students:

- ability to rethink existing and create new holistic psychological knowledge;
- ability to conduct critical analysis, evaluation and synthesis of new and socio-psychological ideas phenomena;
- ability to effectively build activities based on an ecological approach to the environment and human beings;
- ability to provide self-development and self-improvement through scientific reflection current theoretical and methodological problems of psychology.

According to the requirements of the curriculum after the mastering of the credit module students must demonstrate the following learning outcomes:

knowledge:

- principles of systematic knowledge of the essential properties of phenomena, the establishment of their patterns, causal relationships and interactions (ZN 4);

- features of mental phenomena, patterns of development of mental properties of the individual, basics of interaction and communication of the individual in a small group, the importance of distance of different forms interpersonal interaction (ZN 9);
- regularities of territorial structuring of space (ZN 7);
- systems of indicators of quality of life in the environment and sources of stress environment (ZN 12);
- modern trends, directions and patterns of development of domestic and world psychological science in the context of globalization and internationalization (ZN 17).

skills:

- apply the acquired knowledge in professional activities (UM 1);
- choose the best research approaches and methods for the analysis of a particular socio-psychological phenomenon (UM 10);
- identify problems and contradictions, analyze psychological phenomena and social processes reality (UM 14);
- analyze the psychological meaning of territorial behavior (UM 6);
- analyze the psychological potential of the population (UM 13);
- analyze the psychological impact of the urban environment (UM 6);
- allocate a system of indicators of quality of life (UM 14);
- analyze the psychological features of the living environment (UM 10);
- use knowledge of socio-cultural and pragmatic paradigms to optimize intercultural interaction (UM 17);
- to structure psychological knowledge about a person's stay in the living environment (UM 18).

The educational base of the discipline "Environmental Psychology" is the knowledge gained in the study of various courses aimed at disclosing general and psychological features of the environment, problems, processes, behavior of people under the influence modern civilization, as well as the formation of skills and abilities to scientifically explain psychological facts.

The discipline aims to form postgraduate students competencies for effective building activities based on an ecological approach to the environment and man; career guidance in living conditions; assessment of human territorial behavior; effective construction spatial and territorial organization of environmental objects, taking into account psychological impact of the ecological environment.

As a result of mastering the discipline, postgraduate students will be able to:

- conduct critical analysis, evaluation and synthesis of new and complex ideas and socio-psychological phenomena (ZK 1);
- identify, systematize, solve and predict current psychological problems, factors and trends in the functioning and development of individuals, groups and organizations at different levels psychological research (FC 1);
- critically evaluate the results of research work, determine future prospects scientific research with due academic and professional integrity (FC 2);
- use adequate methods of effective interaction with representatives of different groups (social, cultural and professional) (FC 13);
- adapt and summarize the results of modern psychological research to address scientific and practical problems (FC 16);
- use the existing opportunities of the educational environment and design new conditions, including including information, to solve research problems (FC 18).

Communication with the teacher is possible and will be encouraged in the classroom, as well as in within the consultations with the teacher, which are held according to the schedule available on the website of the department psychology and pedagogy. In addition, for more effective communication in order to understand the structure e-mail is used in the discipline and mastering the material blokhina.iryana@lil.kpi.ua, messenger Telegram t.me/blokhinairina.

2. Requisites and post requisites of the discipline (place in the structural and logical scheme of education according to the relevant educational program)

To study the discipline of a postgraduate student, it is desirable to have the skills to use a text editor on the computer, skills of work with electronic databases of scientific institutes and libraries.

The discipline is studied after mastering the disciplines "Philosophical principles of scientific activity" and "Foreign language for scientific activity", "Theoretical and methodological problems of psychology", "Psychology of social phenomena" included in the cycle of mandatory (normative) disciplines of educational program.

Studying the discipline will allow you to master the discipline "Psychology of Personal Security", which belongs to the disciplines of choice.

3. The content of the discipline

Full-time

| List of Topics | Number of hours | | | |
|---|-----------------|---|-------------------------------|------------------|
| | Hours in total | Allocation of time by the type of class | | |
| | | Lectures | Seminars (Practical training) | Independent work |
| 1 | 2 | 3 | 4 | 5 |
| Topic 1. Perception of the living environment | 8 | 2 | - | 6 |
| Topic 2. Surrounding space as a system | 8 | - | - | 8 |
| Topic 3. Environment and interpersonal relationships | 8 | - | - | 8 |
| Topic 4. Territorial human behavior | 8 | - | 2 | 6 |
| Topic 5. Living environment and relationships between neighbors | 8 | - | - | 8 |
| Topic 6. Conditionally nonverbal signals in the environment | 6 | - | - | 6 |
| Topic 7. Psychology of gender differences | 8 | - | - | 8 |
| Topic 8. Psychological components of quality of life | 6 | - | - | 6 |
| Total amount of hours | 60 | 2 | 2 | 56 |

4. Educational literature and resources

For the successful study of the discipline it is enough to study the educational material, which is taught in lectures, as well as to get acquainted with:

4.1 Basic literature:

1. EkoloHo-psykholohichni chynnyky suchasnoho sposobu zhyttia. Kolektyvna monohrafiia [Elektronnyi resurs] / za nauk. red. Yu. M. Shvalba. – K.: Pedahohichna dumka, 2007. – 370 s. – Rezhym dostupu: <http://lib.iitta.gov.ua/view/divisions/lep/> [in Ukrainian].
2. EkoloHo-psykholohichni chynnyky yakosti zhyttia v umovakh rozvytku suchasnoho suspilstva: kolektyvna monohrafiia [Elektronnyi resurs] / za red. Yu.M. Shvalba – Kirovohrad: Imeks-LTD, 2013. – 208 s. – Rezhym dostupu: <http://lib.iitta.gov.ua/view/divisions/lep/> [in Ukrainian].

3. Psihologiya zhiznennoy sredy: [uchebnoe posobie dlya vuzov] [Elektronniy resurs] / M. Chernoushek, V. Filin, B. Mandelbrot [i dr.] ; sost. Ya. B. Chastokolenko. – Tomsk: TPU, 2007. URL: <http://vital.lib.tsu.ru/vital/access/manager/Repository/vtls:000395142> [in Russian].
4. Rudomino-Dusiatska O.V. Ekologichna psikhohiia. Navchalnyi posibnyk [Elektronnyi resurs] / O.V. Rudomino-Dusiatska / K. : Instytut pisladyplomnoi osvity Kyivskoho natsionalnoho universytetu imeni Tarasa Shevchenka. – 2001. – 71 s. – Rezhym dostupu: <http://lib.iitta.gov.ua/view/divisions/lep/> [in Ukrainian].
5. Smolova L.V. Vvedenie v psikhologiyu vzaimodeystviya s okruzhayushey sredoy / L.V. Smolova. – SPb. : Rech, 2008. – 384 s [in Russian].
6. Rudomino-Dusiatska O.V. Ekologichna psikhohiia. Navchalnyi posibnyk [Elektronnyi resurs] / O.V. Rudomino-Dusiatska / K. : Instytut pisladyplomnoi osvity Kyivskoho natsionalnoho universytetu imeni Tarasa Shevchenka. – 2001. – 71 s. – Rezhym dostupu: <http://lib.iitta.gov.ua/view/divisions/lep/> [in Ukrainian].
7. Tretyachenko V.V., Tarkovets S.A. Fenomenologiya zapaha i obonyaniya (sotsialno-psihologicheskyy aspekt) / V.V. Tretyachenko, S.A. Tarkovets – Lugansk: Znanie, 2007. – 150 s [in Russian].
8. Fetiskin N.P. Psihologiya gendernih razlichiy: uch.posobie / N.P. Fetiskin / M.: Forum: INFA – M., 2014. – 256 s [in Russian].
9. Ekologo-psihologicheskyye faktoryi sovremennogo obraza zhizni: monohrafiia [Elektronnyi resurs] / [A.L. Vernykh, O.N. Harnets, M.M. Zabrotskyi y dr.]; pod. red. Yu.M. Shvalba. – [2-e yzd., pererab. Y dop.] – Zhytomyr: Vyd-vo ZhDU im. I. Franka, 2009. – 458 s. – Rezhym dostupu: <http://lib.iitta.gov.ua/view/divisions/lep/> [in Ukrainian].

4.2 Support literature:

1. Deryabo, S.D. Ekologicheskaya psikhologiya: diagnostika ekologicheskogo soznaniya. / S.D.Deryabo, - M.: MPSI, 1999. – 310 s [in Russian].
2. Deryabo, S.D., Yasvin V.A. Ekologicheskaya pedagogika i psikhologiya. / S.D. Deryabo, V.A. Yasvin. - Rostov/D: Feniks, 1996. – 480 s [in Russian].
3. Lovochkina A.M. Psykholohichni zasady formuvannya ekolocho-oriientovanoi svdomosti: monohrafiia. – Zhytomyr : Vyd-vo ZhDU im.. I. Franka, 2011. – 422 s [in Ukrainian].
4. Maksimenko S.D. Obschaya psikhologiya. Uchebnoe posobie. – M.: «Refl-buk», K.: «Vakler» - 2001. – 528 s [in Russian].
5. Panov V.I. Vvedenie v ekologicheskuyu psikhologiyu: Ucheb.posobie. Chast1,2. M.: Izd-vo MNEPU, 2001. – Ch. 1. – 144 s [in Russian].
6. Panov, V.I. Ekologicheskaya psikhologiya: opyt postroeniya metodologii: monografiya. - M.: Nauka, 2004. – 196 s [in Russian].
7. Lovochkina A.M. Psykholohichni zasady formuvannya ekolocho-oriientovanoi svdomosti: monohrafiia. – Zhytomyr : Vyd-vo ZhDU im.. I. Franka, 2011. – 422 s [in Ukrainian].
8. Rubinshteyn S.L. Osnovyye obschey psikhologii. – SPb.: Piter, 2000. – 385 s [in Russian].

Educational content

5. Methods of mastering the discipline (educational component)

Lectures

| № | The title of the lecture topic and a list of key issues (tasks for independent work of students) |
|---|--|
| 1 | <p>Topic 1. Perception of the living environment</p> <p>Features of human perception of the environment. Spatial experience. The concept of emotional identification with the elements environment. Mental maps. W. Ittelson's approach to analysis human interaction with the environment. Urban environment and perception. "Model of lenses" by E. Brunswik. Application of E. Brunswick's ideas to solve practical problems related with human perception of the environment. Site analysis environment from the standpoint of the theory</p> |

| | |
|--|---|
| | of E. Brunswick. Tasks for Self-study: 1. To reveal the peculiarities of human perception of the environment. 2. Describe the concept of emotional identification with the elements environment. 3. To reveal the role of the semantic content of the environment for man. 4. To reveal the essence of the ecological approach in D. Gibson's model. 5. Explain the meaning of "environmental validity". |
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Seminar (Practical training)

The main tasks of the cycle of seminars (practical training), to form in postgraduate students:

- ability to work with psychological literature, prepare speeches, formulate and defend their position, take an active part in the discussion;
- to conduct critical analysis, assessment and synthesis of socio-psychological phenomena;
- ability to analyze the construction of activities based on the ecological approach to the environment and human beings;
- ability to analyze the influence of the spatial environment (natural and artificial) on the psyche human beings;
- experience of active discussion management techniques.

| № | The name of the subject and the list of key issues (list of didactics, references to literature and assignments on the SS) |
|---|---|
| 1 | Topic 4. Territorial human behavior 1. Explain the meaning of "spatial zone". 2. Analyze the main types of spatial zones. 3. Describe the phenomenon of territoriality. 4. Describe the main approaches to the territorial structuring of space. 5. Explain the meaning of the concept of "psychological space". Tasks for Self-study: 1. Compare the components of human activity in natural and anthropogenic areas. 2. Analyze the concept of "personal space". 3. Describe the methods of fixing personal territory. |

6. Independent Works of students

Postgraduate students independently study the following issues:

Topic 2. Surrounding space as a system

Specifics of psychological understanding of the environment. Views of the surrounding environment. Approaches to the classification of species GM Andreeva, TM Dridze.

Oversaturated environment. Stressful effects of the environment. G. Simmel's theories and D. Miller. Organization of space and behavior.

The concept of spatial behavior. Types of spatial zones according to E. Hall: intimate, actually personal, social-consultative and public. Invasion of a person's personal space. Mastering child of the surrounding space. The phenomenon of psychological space. Territoriality. Classification types of territories of I. Altman (primary, secondary, public). Labeling and personalization of space.

Topic 3. Environment and interpersonal relationships

Social interaction in the human environment. Establishing contacts. Familiar and strangers. Interaction distance. Environmental pressure and norms of behavior. Privacy. Typology of privacy A. Westin: loneliness, intimacy, anonymity, secrecy. Crowding. The effect of crowding on human condition and behavior.

Topic 5. Living environment and relationships between neighbors

Definition of living environment, housing. The approach of GA Kovaleva to the analysis of educational environments: physical environment, human factors, training program. Neighborhood communication in context of the city. Specifics of neighborly relations. Neighborhood relations and the microenvironment. Typology of the neighborhood. Regulation of neighborly contacts.

Topic 6. Conditionally nonverbal signals in the environment

Psychological interpretation of smell and smell. Smell as a means of processing nonverbal information. Smell theories of Beck and Miles, J. Aymour, R. Wright.

Topic 7. Psychology of gender differences

The conceptual essence of the concepts of "sex" and "gender". Mechanisms and sources of social gender design. Paradigms and models for studying femininity / masculinity. Bipolar model masculinity / femininity. Orthogonal model of masculinity / femininity. Non-orthogonal model of masculinity / femininity. Gender scheme theory.

Topic 8. Psychological components of quality of life

The concept of "quality of life". Quality of life concept. Psychological criteria of quality of life. Psychological potential of the population. Assessment of social well-being. The system of psychological indicators of quality of life: well-being, self-realization, satisfaction, personal security.

Policy and control

Course policy (educational component)

Working on the study material of the credit module "Environmental Psychology", postgraduate students perform an individual semester task by preparing an essay. The purpose writing an abstract is a confirmation of the level of mastery of postgraduate students of the basic provisions of the chosen topics, demonstration of knowledge of relevant literature, the ability to analyze material, do generalizations and independent conclusions.

Work on the abstract involves an in-depth study of the chosen psychological problem, modern scientific literature, as well as mastering the skills of logical analysis and generalization material, its systematic presentation. The topic of the abstract is chosen by the postgraduate student independently during

two weeks from the beginning of the semester, based on the proposed list. In addition to the proposed, postgraduate students can independently choose the topic of the abstract, be sure to agree it with the teacher. In the study group should not repeat the topics of the essays. Approximate topics of abstracts and requirements for content and design are contained in Annex 1.

Postgraduate students submit an essay to the Department of Psychology and Pedagogy two weeks before the exam.

Attendance and performance of tasks

Attendance at lectures is not evaluated, but is desirable because it is educational the material is presented in an accessible form and there is an opportunity to discuss discussion issues and clarification of unclear points. For applicants for higher education who want to demonstrate excellent learning outcomes, active work in lectures is extremely necessary. However it is not necessary to work off the missed lectures.

Active participation of the postgraduate student in seminars is mandatory. The postgraduate student's rating is significant will be formed to the extent of the results of his work in seminars. Everyone missed seminar (regardless of the reasons for admission) reduces the final rating of the postgraduate student with discipline. In case of skipping a seminar, the topics must be studied as well all tasks are completed. Control of knowledge (understanding) by the postgraduate student of the missed subjects (performance of tasks) will take place during communication with the teacher according to the schedule of

consultations available on the website Department of Psychology and Pedagogy. Postgraduate student who will perform the relevant tasks (answer the questions) will receive the appropriate points for the rating depending on the quality of answers (task performance).

The postgraduate student in the seminar can use the written notes prepared by him questions of the topic of the lesson (or provided by the task), but to express a position by reading from the sheet paper is not worth it.

Forms of work

Lectures and seminars. Topics of lectures are covered in the work program (syllabus) discipline. Questions from postgraduate students to the teacher are welcomed during the lecture. Allowed and welcomed dialogue between postgraduate students and the teacher at the lecture. In seminars, postgraduate students focus their own attention to the analysis of socio-psychological phenomena in society and master active techniques discussion management.

University policy

Academic integrity

The main types of academic responsibility are established by the Law of Ukraine "On Education". According to Part 6 of Article 42, the main types of academic responsibility of students include: re-assessment (test, exam, test, etc.); re-passing the relevant educational component of the educational program; deductions from educational institutions; deprivation of an academic scholarship; deprivation of education benefits provided by the educational institution.

Policies, standards and procedures for the observance of academic integrity are contained in the following regulatory documents of the Igor Sikorsky Kyiv Polytechnic Institute, published on the website of the University: Code of The Honor of the Igor Sikorsky Kyiv Polytechnic Institute <https://kpi.ua/files/honorcode.pdf>, Regulations on the system of prevention of academic plagiarism <https://rb.gy/agihij>, as well as legal documents, official recommendations, orders and directives, sociological research of the Igor Sikorsky Kyiv Polytechnic Institute, methodical materials, educational courses <https://kpi.ua/academic-integrity>.

Among the technological solutions in the framework of combating violations of academic integrity in the study of the course "Theoretical and methodological problems of psychology" can be noted: checking the prepared abstract for plagiarism. The check is carried out in the System of detection of coincidences / identity / similarity of the text from the Unichek Company. In case of detection of academic plagiarism in the works of employees and applicants for higher education of the University, the authors are responsible in accordance with current legislation, including those provided by the Law of Ukraine on Education.

Norms of ethical behavior

Norms of ethical behavior of students and employees are defined in Section 2 of the Code of Honor of the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute". Details: <https://kpi.ua/code>, as well as in the Regulations on the Commission on Ethics and Academic Integrity of Igor Sikorsky Kyiv Polytechnic Institute https://data.kpi.ua/sites/default/files/files/2015_1-140a1.pdf.

7. Types of control and rating system for assessing learning outcomes (Rating system)

Current control: [survey on the topic of the lesson, preparation of the abstract](#).

Semester control: [exam](#).

Evaluation and control measures

The rating in the discipline consists of points obtained for:

- 1) preparation of a report and presentation at a seminar, group discussion seminars;
- 2) execution of the abstract (individual task);
- 3) examination test.

The postgraduate student will receive the highest rating if he takes an active part in it seminar, mostly provides complete and reasoned answers, logically teaches them, expresses its own position on debatable issues. Proper preparation of a postgraduate student for a seminar classes will take an average of 1-1.5 hours. Detailed criteria for evaluating the results postgraduate studies are defined in the regulations on RSO in the discipline and are presented in Annex 2.

The graduate student may appeal the teacher's assessment by submitting a complaint to the teacher no later than the next day after acquainting the postgraduate student with the grade given by the teacher. Complaint will be considered according to the procedures established by the university.

The objectivity of examiners is ensured by the application of the developed criteria evaluation, holding exams mainly in written form https://document.kpi.ua/files/2020_7-137.pdf.

In the Regulations on current, calendar and semester control of learning outcomes in Igor Sikorsky Kyiv Polytechnic Institute https://document.kpi.ua/files/2020_7-137.pdf.

A prerequisite for admission to the exam is a rating (Rc) of at least 50% of RC, ie 20 points. The exam is conducted in writing. The time of the examination test is 90 minutes. The control task contains 2 questions on thematic sections of the credit module. An indicative list of questions for the examination test is contained in Annex 3.

Table of correspondence of rating points to grades on the university scale:

| <i>Number of points</i> | <i>Evaluation</i> |
|----------------------------------|-------------------|
| 100-95 | Excellent |
| 94-85 | Very good |
| 84-75 | Good |
| 74-65 | Satisfactorily |
| 64-60 | Sufficient |
| R < 60 | Insufficient |
| Admission conditions are not met | Not admitted |

8. Additional information on the discipline (educational component)

When studying the discipline "Environmental Psychology", the postgraduate student must use, in first of all, the literature, which is defined in the main list and is in the funds of Scientific and Technical Library of Igor Sikorsky Kyiv Polytechnic Institute. An additional source of information should be lecture notes. Postgraduate students are also recommended to find the latest materials through the Internet psychological research.

The content of the discipline is realized through the mastery of three blocks: theoretical, practical and block of independent work. Mastering the theoretical block is carried out in the process of working on lectures and literature processing. Specific skills are developed in seminars analysis of the psychological aspect of the living environment; communicative abilities and skills are formed argue and defend their own point of view.

Mastering the discipline "Environmental Psychology" involves a comprehensive approach when choosing forms and methods of teaching. The essence of this approach is a combination of lectures and various forms of independent work, including: work at a seminar; preparation reports and presentations at seminars.

The seminar gives an opportunity to identify the level of preparation for it (speech, participation in discussions, expression of one's own opinion). Criteria for evaluating the performance of seminar tasks classes are: the logical sequence of answers; completeness of disclosure of each issue; analytical reasoning in response; references to sources; validity of personal conclusions. In the process with literature and notes it is important to record bibliographic information of the source and numbers pages from which opinions were borrowed for further registration of references to sources. Previously prepared materials are processed, include their own analysis.

Extracurricular activities

Possible participation of postgraduate students in informal circles, in particular in the open group PhD-incubator <https://www.facebook.com/groups/2735550373369832/>

Distance Learning

Synchronous distance learning is possible using video conferencing platforms and educational platform for distance learning at the university.

Inclusive education

Allowed

The Work program of the discipline (Syllabus):

Compiled of Associate Professor, Candidate of Psychology, Blokhina Irina Oleksandrivna

Approved by the Department of Psychology and Pedagogy (Protocol № ___ of _____)

Approved by Methodical Commission of Faculty (Protocol № ___ of _____)

Approximate topics for abstracts

1. Features of perception of the urban environment.
2. The environment as a source of information.
3. Organization of space and behavior.
4. Establishing contacts in the environment.
5. Psychology of human activity in anthropogenic territory.
6. Fixation of personal space.
7. The specifics of neighborly relations.
8. Regulation of neighborly contacts.
9. Psychological interpretation of environmental signals.
10. Mechanisms of social construction of gender.
11. Psychological criteria of quality of life.
12. Habitat and sources of conflict.
13. Psychological distance of interaction.
14. Psychological components of safety in the environment.
15. Psychology of trust / distrust in interpersonal relationships.

Requirements for writing an abstract

The volume of the abstract should be a 1 printed sheet (24 pages). The total volume of the work does not include appendices, glossary, list of sources used, tables and figures, which completely occupy the area of the page. But all pages of these elements are subject to continuous numbering. The text must contain references to the literature and other sources used in the preparation of the abstract.

The text of the abstract is presented in the state language on standard sheets of the format A-4 (210 x 297).

The work is printed in Times New Roman font, 14 point; alignment - "Width"; line spacing "One and a half" (1.5 Lines); paragraph indent - five characters (1.25 cm); top and bottom margin - 2 cm, left - 3 cm, right - 1 cm. Paragraph indentation should be the same throughout the text and equal to five signs (1.25 cm).

Sections and subsections should contain headings that should be accurately reproduced in the table of contents. Section headings are usually placed in the middle of the line. Section titles are capitalized letters without punctuation marks at the end, without underscores. Section headings should start with proper indentation.

Page numbering must be continuous. The serial number of the page is indicated in Arabic number and put in the upper right corner of the page without dots or dashes. Title the sheet is included in the general page numbering of the written work, but the page number on the title page is usually not affixed. Sections should also be numbered in Arabic numerals.

When using literary sources in the text of a written work there can be two options links to them. The first is page links (footnotes): when a page cites a source, then at the bottom of this page under the main text is a bibliographic description of the literary source and the page is specified. The second - when in the case of a reference to a literary source in square brackets indicate its serial number in the bibliography and a specific page, quote, exact figures, data.

Illustrative material - drawings, graphics, diagrams, etc. should be posted directly after the first reference to it in the text. If the graph, diagram, table does not fit on the page, where there are links, they are provided on the next page. Each illustrative material should be linked in the text.

The maximum number of points for the abstract is 20 points.

Each abstract is evaluated based on an analysis of a set of the following criteria:

1. Relevance of the topic.
2. The plan and content of the abstract should systematically reveal the chosen topic.
3. Personal contribution is estimated from the presence of own analytical conclusions.
4. Used sources, ie the presence of a sufficient number of modern regulatory and scientific sources.

Rating system for assessing learning outcomes

The rating of postgraduate students in the discipline "Environmental Psychology" consists of points that are obtained for:

- 1) preparation of a report and presentation at a seminar, group discussion seminar;
- 2) execution of the abstract;
- 3) examination test.

System of rating (weight) points and evaluation criteria:

1. Work on seminars (maximum number of points is 10)

| | |
|---|------|
| active participation in the lesson; providing a complete and reasoned, logical the presented report, the answer, statement of own position on debatable questions or completely correct solution of problems with the corresponding substantiation, incombined with appropriate additions to the answers of other postgraduate students in the discussion | 8-10 |
| active participation in the lesson; giving the right answers or the right ones solving problems with minor inaccuracies, violations of the logic of teaching answers or justification in solving the problem | 5-7 |
| providing answers with numerous significant errors or solving the problem with gross errors, solving the problem without justification | 1-4 |

2. Completion of an individual task (abstract) is the maximum number of points is 30):

| | |
|---|-------|
| the topic of the abstract is relevant, the plan and content of the abstract systematically reveal the selected topic, there are analytical conclusions of the postgraduate student, in the preparation of the abstract used sufficient number of normative and scientific sources | 23-30 |
| the topic of the abstract is relevant, the plan and content of the abstract systematically reveal the selected topic, a sufficient number of normative and scientific ones were used in the preparation of the abstract sources but there are no analytical conclusions of the postgraduate student | 16-22 |
| the topic of the abstract is relevant, but the plan and content of the abstract are not sufficiently disclosed selected topic, there are no analytical conclusions of the postgraduate student in the preparation of the abstract a sufficient number of normative and scientific sources were used | 9-15 |
| the topic of the abstract is relevant, but the plan and content of the abstract do not disclose the selected topic, there are no analytical conclusions of the postgraduate student, used in the preparation of the abstract insufficient number of normative and scientific sources | 1-8 |

3. Exam: examination test is conducted in writing for 90 minutes.

Examination test maximum number of points is 60. Examination the ticket consists of two theoretical questions on thematic sections of the course. A significant score for everyone question is 30.

| | |
|---|-------|
| a complete, clear, logical answer to the question that testifies about a deep understanding of the essence of the issue, acquaintance of the postgraduate student not only with the material lectures, but also with a textbook and additional literature; statements by the postgraduate own position on the issues of discussion, if such are raised in the issue | 25-30 |
| the answer to all the questions, but not quite complete or not clear enough that indicates a correct understanding of the essence of the issue, acquaintance of the postgraduate with material of lectures and textbook; certain inaccuracies in the answer | 19-24 |
| enough superficial answer to all questions; significant errors in answers; lack of answer to one question with the correct, in general, answer to others | 10-18 |
| correct answer to only one question in the absence of answers to others or with incorrect answers to them | 5-9 |

| | |
|---|-----|
| incorrect answer to the questions, which indicates ignorance relevant learning material, but an attempt to express one's own understanding the essence of the question; no answer | 0-4 |
|---|-----|

Rating scale (R):

The sum of weight points of control measures during the semester is:

$$RS = 10 + 30 = 40 \text{ points}$$

The examination component of the scale is equal to 60% of R, namely:

$$RE = 60 \text{ points.}$$

Thus, the rating scale of the discipline is:

$$R = RC + RE = 100 \text{ points.}$$

A prerequisite for admission to the exam is a rating (Rc) of at least 50% of RC, ie 20 points

To receive the postgraduate student appropriate grades (ECTS and traditional) his rating (RD) is translated according to the table:

| <i>RD</i> | ECTS assessment | The assessment is traditional |
|--------------------------|---------------------------------|--------------------------------------|
| 95 – 100 | Perfectly | Perfectly |
| 85 – 94 | Very good | Good |
| 75 – 84 | Good | |
| 65 – 74 | Satisfactorily | Satisfactorily |
| 60 – 64 | Enough (meets minimum criteria) | |
| <i>RD</i> < 60 | Unsatisfactorily | Unsatisfactorily |

An indicative list of questions for the examination test

1. To reveal the peculiarities of human perception of the environment.
2. Describe the concept of emotional identification with the elements of the environment.
3. To reveal the role of semantic content of the environment for a person.
4. To reveal the essence of the ecological approach in D. Gibson's model.
5. Explain the meaning of the concept of "environmental validity".
6. Describe the main approaches to the definition of "sex".
7. Describe the main approaches to the definition of "gender".
8. Analyze basic gender psychological research.
9. Describe the main approaches to the definition of "femininity".
10. Describe the main approaches to the definition of "masculinity".
11. To reveal theoretical models of studying of stresses.
12. Describe the stages of stress according to G. Selye.
13. Explain the meaning of the concept of "spatial zone".
14. Analyze the main types of spatial zones.
15. Describe the phenomenon of territoriality.
16. Describe the main approaches to the territorial structuring of space.
17. To reveal the meaning of the concept of "psychological space".
18. Compare the components of human activity in natural and anthropogenic areas.
19. Analyze the concept of "personal space".
20. Analyze the main means of processing nonverbal information.
21. Describe the sense of smell as a means of processing nonverbal information.
22. Describe the theory of the smell of Beck and Miles.
23. Describe the theory of odor J. Eimur.
24. Describe the theory of odor R. Wright.
25. Compare theories of smell. Highlight common and different positions.
26. Describe the importance of smell in the perception of the environment.
27. Describe the specifics of psychological understanding of the environment.
28. Identify and characterize the types of environment.
29. Analyze and compare approaches to the classification of environmental species G.M. Andreeva, T.M. Dridze.
30. To reveal the meaning of the concept of "spatial behavior".
31. Describe the types of spatial zones by E. Hall.
32. To reveal the content of the phenomenon of psychological space.
33. Describe the classification of types of territories I. Altman.
34. Highlight the psychological features of social interaction in the human environment.
35. Give the typology of privacy A. Westin.
36. Explain the meaning of the term "crowding".
37. Describe the impact of crowding on human condition and behavior.
38. To reveal the meaning of the concepts "living environment", "housing".
39. Analyze the approach of GA Kovaleva to the analysis of the educational environment: physical environment, human factors, training program.
40. Describe the specifics of neighborly relations.
41. Describe the psychological features of neighborly relationships.
42. Give the typology of the neighborhood. Regulation of neighborly contacts.
43. Describe the concept of "quality of life".
44. Analyze the concept of quality of life.
45. Identify psychological criteria for quality of life.
46. Analyze the psychological potential of the population.
47. Highlight the criteria for assessing social well-being.

48. Describe the system of psychological indicators of quality of life.
49. Describe the concept of "environmental consciousness".
50. Compare the meaning of "space" and "environment".