

ENVIRONMENTAL DESIGN

ENVIRONMENTAL PSYCHOLOGY (1577)

Supplementary Material
Spring, 2013

ALLAMA IQBAL OPEN UNIVERSITY, ISLAMABAD
Department of Home and Health Sciences

ALLAMA IQBAL OPEN UNIVERSITY, ISLAMABAD
(Department of Home and Health Sciences)

Course: Environmental Psychology (1577)
Level: Postgraduate

Semester: Spring, 2013

CHECKLIST

This study pack includes following items:

1. Course Book
2. Course Outlines (Unit 1-9)
3. Tutor Guide
4. Student Guide
5. Assignments (1 &2)
6. Assignment Forms
7. Schedule for Submitting the Assignment and Tutorial Meetings

If any of the above mentioned material is missing from your pack, please contact at the following address:

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Or

Dr. Nomana Anjum
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H-8 Islamabad

Tutor Guide

Dear tutor,

On behalf of AIOU and course team of “Environmental Design Programme” I welcome you as tutor to “Environmental Psychology” course. You might be aware, that the students enrolled in this programme have varied professional background and work experience. However, they all have common interest to deal with environmental issues related to the building industry.

Course Objectives

The “Environmental Psychology” course has been designed to raise awareness on:

- a) How people’s behaviour and interaction affect the environment particularly the built environment?
- b) How people modify the spaces to carry out the desired activities? and
- c) How certain environments restrict or promote human actions?

This course intends to impart knowledge and skill to design varied types of buildings (homes, schools, offices, parks) according to people’s behavioural needs.

Course Structure

This is 04 (3+1) credit course and comprises nine units along with one field based research activity. Research activity is given in assignment 2 of this booklet.

(The course outline and chapter wise distribution is explained below for your reference).

Unit–1 “Environment – Behaviour Relationship” is based on chapter 1 and 4 of the text book. From chapter one students need to study the definition and characteristics of “Environmental Psychology” (pages 1-10). Chapter 4 of the book needs to be fully covered (see course outline) Students are advised to attempt the projects/activities incorporated in the text for practical learning of concepts introduced in the text. You are advised to encourage the students to carry out those projects and go over with them for sharing the individual learning experience during the tutorials.

Unit–2 “Personal Space and Territoriality” is covered in chapter 8 of book. This unit examines the territory functions of personal space and its impact on human behaviour. Students should be advised to relate this to their personal experiences and to evolve strategies to design better spaces to minimize problems due to inadequate spaces.

Unit-3 “Noise and Human Behaviour” is discussed in chapter 5 of the textbook and describes the nature and type of noise that restricts human activity and generates stress problem. Noise as pollutant is also covered in another course of this semester “Environmental Planning and Practice” and noise control design strategies are covered in “Introduction to Environmental Design” course.

Unit–4 “Climate and Behaviour” is covered in Chapter 6 of book. It focuses on impact of temperature (heat and cold) wind and air pressure on human behaviour. The design strategies in response to climate are covered in the parallel course of the same semester “Introduction to Environmental Design” in units 2&3.

Unit–5 “Disasters, Toxic Hazards and Pollution” is examined in chapter 7 of book. This unit discusses how natural and technological disasters disrupt human activity and

how humans adapt to the crisis situation? This information is important and relevant to building design and maintenance.

Unit-6 “High Density and Crowding” is included in chapter 9 of book. This relates to issues related to global over population and its impact on people behaviour. Students need to be guided to examine the issues particularly with reference to the building industry.

Unit-7 “Urban Life and Behaviour” falls under the chapter 10 of book. This unit analyzes the effects of city life examining the concepts of overload, environmental stress, behaviour constraint, and over staffing. Research based urban versus rural comparisons are also made to fully understand the related concepts.

Unit-8 “Architecture, Design and Engineering for Human Behaviour” is based on Chapter 11 and 12. This unit highlights the design process and emphasize on how to accommodate human behaviour in design decisions. Students need to be encouraged to share their experiences taking local examples and setting pointers on major problems and constraints in this country.

Unit-9 “Changing Behaviour to Save Environment” is covered in Chapter 14. Environmentally destructive human behaviour is assessed in this unit to raise awareness in environmentally responsible behaviour. Students may be advised to make a list of destructive behaviour practiced generally and specifically with reference to professional practice in building industry and discuss ideas to modify these practices.

These students have very limited contact with their course mates and the part time tutors. It is therefore important to keep in mind that some of the distance-learning students have had no links with education during the past few years, after completing their formal education, therefore they might lack confidence. Secondly distance-learning students are involved in studying during their spare time, probably after office hours. You are therefore requested to guide and help the students while keeping these issues in mind. Some students may need help in developing professional attitudes as well as understanding the facts about design and environmental psychology.

Study Center:

The main purpose of establishing the study center for distance learning students is to provide help and guidance for the difficulties faced by the students while studying at home. The study centers have been established in local institutions. During the lecture sessions it is required to provide guidance to the students to sort out their problems.

Assignments:

In the distance learning system, studying the course units has its own importance but assignments and workshops are the major source of link between tutor and the student. Therefore it is important to offer your comments through these assignments. Express your views in such a way that the student is not discouraged, hurt or feels depress after going through your comments.

You are also expected to guide on issues like methods of solving assignments, effective methods of studying and methods to improve study habits and working hard.

Assignment two is research based and requires field survey. Advise students to discuss the assignment in the lecture sessions at various stages of research activity (at least three times before finally presenting in the workshop).

1. The stage one may be clarity on topic to develop objectives of study.

2. **The stage two can be literature review and design of research tool (questionnaire etc.).**
3. **The stage three can be data analysis and presentation style.**

It is anticipated that the student will submit their assignment in time according to the prescribed schedule. You are therefore requested to mark the assignments within 15 days and return these with detailed comments within the scheduled dates.

Marking Guides are provided to you. You are expected to follow the instructions and make full use of these guides while marking the assignments. The students are expected to avoid giving unnecessary details and try to be brief and comprehensive. While marking the assignments, the tutor has to assess whether the students have followed the instructions provided to them or not.

Student Guide

Dear Student

Assalam-o- Alaikum

We welcome you to PGD leading to MS Environmental Design Course entitled “Environmental Psychology”. This course is the part of the first semester of your PGD leading to MS programme

Course objectives and Course Structure

Course Objectives and Structure of the course has been explained earlier in the tutor guide. Please go through the details carefully and follow them accordingly.

Part Time Tutors

You are allocated a part time tutor. The name and address of your tutor will be communicated to you through post office by the concerned AIOU Regional Office. The tutor will help and guide you in studying the books and conducting activities related to study units. You are expected to take full advantage of the tutor knowledge and experience. These tutors are also responsible for marking your assignments.

Make all efforts to complete your written assignment according to the prescribed schedule and try your best to attend all the study sessions according to the timetable provided to you.

Schedule for tutorial meetings are arranged on fortnightly bases. The specific dates in the form of tutorial schedule are being provided separately. Try to attend these meetings regularly to get proper guidance from your tutor.

Assignments

The course includes two assignments, which are compulsory for successful completion of the whole course. Each assignment is of 100 marks and out of these students obtaining 40 marks will be declared pass.

Assignment No. 1 is theory based and must reach your assigned tutor before the due date. **Units 1 -7 are included in your assignment, last two units are left out to adjust the study period but you must prepare them for your final exams.** The schedule of submitting the assignment is provided separately. The tutor will send the marked assignment back to the students within 15 days, if you do not receive the marked

assignment after 15 days please contact your tutor or regional office of the Allama Iqbal Open University.

The **assignment no. 2** is research based and does not need submission to the tutor before the workshop is held. For detailed instructions related to your research based assignment please go through the detailed instructions enclosed with the assignment.

Note: Do not forget to dispatch the prescribed forms along with the complete assignments.

Methods of Study:

Study period of 16 weeks has been allocated for studying this course through distance learning whereas 17th and 18th weeks are kept for general assessment and for final examination.

S. No	Units	Assignments	Study period
1	1-2		4 weeks
2	3-6		4 weeks
3	7	Assignment 1	2 weeks
4	8-9		2 weeks
5	Revision	Assignment 2	4 weeks
6	Preparation for examination		2 weeks

You are expected to spend four weeks on studying first two units, this will help to improve your reading speed and get familiar with the contents of the units. The next three units 3 to 6 will become easier for you and you will be able to study them in comparatively less time. You can spend four weeks on studying these four units, during the ninth week you can study the unit no. 7 and during the tenth week, you complete your first assignment and dispatch to your tutor.

Study Projects

You are also advised to carry out the research projects/activities given at the end of chapters and share your experiences in the tutorial sessions.

Unit 8 to 9 can be studied during 11th and 12th week respectively and you can start working on your assignment 2 in the 6th week and complete it along with the revision of your book during the weeks 13-16. The last two weeks can be kept for examination and its preparation.

Practical Workshop

Practical workshop will be arranged for two to three days. Schedule of the workshop and venue will be sent to the students during the study period. Workshop will cover some of the lectures of the specialist on important topics. The tutor will provide guidance for the workshop. Attendance in workshop is **compulsory** for the students.

Final Examination

At the end of the course there will be a final examination, all the students will be expected to take this examination in the examination halls especially established for this purpose.

For any queries you can write to the course coordinator. Suggestions for improvement will also be welcomed. We wish you all the best.

Regards,

Dr. Nomana Anjum
Programme/Course Coordinator
Chairperson

Environmental Psychology

Reference Book: *Environmental Psychology 4th Edition* by Bell, Paul, Greene, Fisher, Baum

Credits: 3 (3+0)

Unit 1: Environment-Behaviour Relationship

- 1.1 Theories of Environment Behaviour Relationship
- 1.2 The Arousal Approach
- 1.3 The Environment Load Approach
- 1.4. The Under-Stimulation Approach
- 1.5. Adaptation Level Theory
- 1.6 The Environmental Stress Approach

Unit 2: Personal Space & Territoriality

- 2.1 Functions of Personal Space
- 2.2 Methods of Studying Personal Space
- 2.3 Situational/Physical and Individual Determinants of Space
- 2.4 Consequences of Inadequate/Inappropriate Space
- 2.5 Territorial Behaviour
- 2.6 Research Evidence of Territorial Behaviour
- 2.7 Design Implications

Unit 3: Noise and Human Behaviour

- 3.1 Noise Perception
- 3.2 Health Effects of Noise (Physical & Mental)
- 3.3 Effects of Noise on Performance
- 3.4 Noise and Social Behaviour

Unit 4: Climate and Behaviour

- 4.1 Biological Adaptation to Climate
- 4.2 Heat & Behaviour
- 4.3 Cold Temperature and Behaviour
- 4.4 Wind and Behaviour
- 4.5 Behavioural Effects of High Altitudes and High Air Pressure

Unit 5: Disasters, Toxic Hazards and Pollution

- 5.1 Characteristics/Perceptions of Natural Disasters

- 5.2 Effects of Natural Disasters
- 5.3 Effects of Technological Disasters
- 5.4 Environmental Theories and Disasters
- 5.5 Safe disposal of waste water
- 5.6 Air Pollution and Behaviour

Unit 6: High Density & Crowding

- 6.1 Effects of High Density on Humans
- 6.2 Methodologies to Study Density
- 6.3 Effects of Density on Social Behaviour
- 6.4 Effects of Density on Task Performance

Unit 7: Urban Life and Behaviour

- 7.1 Effects of Urban Life on Residents (Overload Nations, Adaptation Level, Environment Stress)
- 7.2 Research Evidence on Effects of Urban Life
- 7.3 Environmental Solutions to Urban Problems

Unit 8: Architecture, Design and Engineering for Human Behaviour

- 8.1 History, Culture and Design Procedures
- 8.2 The Built Environment-Architectural Determinism, Environmental Possibilism & Probabilism
- 8.3 The Design Perspective
- 8.4 The Design Contribution (Privacy, Colour, Illuminations, Windows, Furnishing & Architectural Aesthetics)
- 8.5 Designs in Residential & Institutional Environment
- 8.6 Work, Learning & Leisure Environment

Unit 9: Changing Behaviour to Save Environment

- 9.1 Environmental Psychology & Saving the Environment
- 9.2 The Common Dilemma as an Environment Behaviour Problem
- 9.3 Environmentally Responsible Behaviour
- 9.4 Conserving Energy & Behaviour
- 9.5 Waste Management (Source Reduction and Recycling)
- 9.6 Littering and Vandalism

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WARNING

1. **PLAGIARISM OR HIRING OF GHOST WRITER(S) FOR SOLVING THE ASSIGNMENT(S) WILL DEBAR THE STUDENT FROM AWARD OF DEGREE/CERTIFICATE, IF FOUND AT ANY STAGE.**
2. **SUBMITTING ASSIGNMENTS BORROWED OR STOLEN FROM OTHER(S) AS ONE'S OWN WILL BE PENALIZED AS DEFINED IN "AIOU PLAGIARISM POLICY".**

Course: Environmental Psychology (1577)
Total Marks: 100

Semester: Spring, 2013

ASSIGNMENT No.1
(Units: 1-7)

Note: Attempt all questions. You need to give precise answers to all questions in your own words with conceptual understanding.

- Q.1 Define Environmental Psychology. Differentiate between environmentally constructive and destructive behaviours, suggest the ways to improve environmentally constructive behaviours in your surroundings. (20)
- Q.2 Discuss methods of studying personal space, what are the consequences of inadequate or inappropriate space? (15)
- Q.3 Define noise perception. Discuss effects of noise on performance, give suitable examples. (15)
- Q.4 Human behaviour is related to hot and cold weather, discuss in detail. (15)
- Q.5 Explain the environmental stress approach. Discuss its application to environmental psychology. (15)
- Q.6 Discuss the characteristics of natural disasters, how natural disasters effect human beings? Explain with reference to any of the disasters recently occurred in Pakistan.(20)

ASSIGNMENT No.2

Total Marks: 100

INSTRUCTIONS

1. This assignment is of practical nature, you have to prepare a research report and present it in the workshop prior to the final examination (you do not need to send this to your tutor before the workshop).
2. The workshop component is mandatory for all the students. You cannot sit in the final examination without compiling this report and presenting it in the workshop.
3. This assignment requires thorough review of literature to develop the conceptual framework before conducting the field research, which also needs to be incorporated in the report systematically.
4. You can select any of the given topics for field research; the field visits should preferably be based closed to your home address.
5. Your research report should be at least 20-25 typed pages covering both theoretical and practical components.
6. Include the following sections in your report:
 - a) Introduction and objectives of the study
 - b) Methodology for field research
 - c) Review of literature
 - d) Data Analysis with statistics and graphical representations
 - e) Conclusions/suggestions
 - f) Appendices and bibliography
7. Prepare three copies of this assignment, one for yourself, one for the tutor and the third one for the Department of Home and Health Sciences (AIOU) for record. Attach three assignment forms with this assignment as for assignment one.
8. You are supposed to do a presentation in the workshop to the resource person and course mates, they should prepare transparencies or other illustrative material for effective presentation.

You are advised to consult source material frequently. If you need any guidance you may contact your tutor or write to the Department of Home and Health Sciences (AIOU)

TOPICS FOR REPORT WRITING

Select any one of the following topics:

Topic-1

Make an observational study of a public place (Sunday Bazaar, Railway Station, Public Park), to study the environmentally destructive behaviour:

- a) Enlist the environmentally destructive behaviours/habits,
- b) Keep record of environmentally destructive behaviours, in the form of photographs/video films,
- c) Develop an educational programme for the awareness of people to bring change in their behaviour towards an environmentally constructive direction.

Topic-2

Take an appropriate sample of some office employees to study the impact of noise on work performance:

- a) Find out the nature of work,
- b) Observe the type of noise affecting the work performance,
- c) Analyze the stress and people's adaptation to stress,
- d) Suggest ways to reduce noise pollution,
- e) Enlist some stress coping mechanisms.

Topic-3

Conduct an observational study of a nearby community to study their territorial behavior

- a) Study the territorial behaviour of a group of people by taking photographs or making video films,
- b) Observe the difference between male and female in maintaining distance to mark their territory,
- c) Find out the behavioural differences when interacting with the family members and when they interact with strangers.

Topic-4

Make an observational study of a public place to study how people save the environment.

- a) Study how people utilize water,
- b) Find out how people manage wastes,
- c) Find out how many people (adults, children) involve in vandalism,
- d) Suggest some techniques to avoid littering and vandalistic behaviour.

MARKING GUIDE

It is expected from the tutors that they will mark the assignments carefully and will follow the uniform marking standards for all the students. They are also advised to guide the students for their strengths and weaknesses and also to give guidelines for better performance in future.

For theory based assignment tutors are requested to follow the marks division as indicated on the assignment that is 6 (six) questions, making a total of hundred. The questions that are further divided into parts a, b, etc. accompany a further division of marks as well.

For the research based assignment the allocation of marks is indicated as under:

Research Activity	50 Marks
Report Writing.....	25 Marks
Presentation in the Workshop.....	25 Marks

You are requested to stick to the guidelines provided to maintain the standardization and uniformity.

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