

FOR 6934 – Conservation Behavior for Practitioners

1 Course Overview

Course description: Conservation behavior is becoming an increasingly important concept as natural resource managers, development officers, educators, politicians, regulators, and business leaders consider what it takes to nudge people toward sustainable behaviors. Most acknowledge that our behavior plays an important role in creating and resolving environmental challenges. This course will explore what we know about human behavior and apply it to the design of helpful education and communication tools.

Many of the useful theories and models about human behavior come from psychology. We have selected a few of the most popular and relevant to environmental behaviors. Understanding these theories can make our work in education and communication more effective.

This course is geared toward those people who wish to nudge, cajole, persuade, and help shift environmental behavior in their work and personal lives. Whether you wish to become an advocate, an educator, or a choice architect, this course can offer some strategies for thinking about effective efforts to change behavior in formal and informal settings. While we will read about a few theories, the emphasis will be on applying them in practice, not research.

[narrative description and goals]

- 3 Credits
- Fall Semester
- 100% online

Course Prerequisites: none

Instructor: Dr. Chelsey Crandall

- Please use the Canvas message/Inbox feature for fastest response.
- Office hours: Monday 4-5 pm; on request

Textbook(s) and/or readings:

There is one textbook and a number of reading materials for this course. It is important that you read the materials. The readings are available on electronic reserve at <https://ares.uflib.ufl.edu/ares/> and there is a link to them in the Canvas course at <https://elearning.ufl.edu>. Access from off campus is through the UF VPN client. For more information on downloading, installing and using the VPN client, please go to <http://www.uflib.ufl.edu/login/vpn.html>. For general information on course reserves, please contact the Course Reserves Unit at 352-273-2520, or email at eres@uflib.ufl.edu.

To find readings, please use the tags within the course reserves. The tag Week 3, for example, will have the readings for this course in Week 3.

The text should be available at bookstores or Amazon: McKenzie-Mohr, Douglas. 2011. *Fostering Sustainable Behavior, third edition*. Gabriola Island, BC: New Society Publishers. You will be reading this book for discussion starting in week 10.

2 Learning Outcomes

By the end of this course, each student will be able to:

- Use theories and models of behavior change to explain: Why do some people demonstrate environmentally responsible behaviors (ERB)? What are some psychological barriers to pro-environmental behavior? What encourages the formation and adoption of ERB? Students will identify the similarities and differences among these models and become comfortable using them.
- Explain a range of education and communication strategies and identify the underlying theoretical assumptions about human behavior.
- Examine current programs that are working toward sustainability by identifying how the programs address change, the behaviors that are targeted, the strategies that are used, and the theoretical frameworks/assumptions that might drive the programs.
- Explore your own ideas and experiences regarding personal and workplace behavior change and utilize these theories to develop a plan to address behavior change at your workplace.

3 Course Logistics

Students may access lectures, assignments, readings, and supporting materials through the course Canvas site as they become available.

Technology Requirements:

- A computer or mobile device with high-speed internet connection.
- Latest version of web browser. Canvas supports only the two most recent versions of any given browser. [What browser am I using?](#)

3.1 Description of Assessments & Activities

Every week you will listen to a brief lecture or two, read the required readings, and discuss the readings and the application/examples of theories in practice on the discussion thread. 5 points will count toward participation each week based on discussion. **Total 75 points**. In addition, each week you will have a short quiz to review the new theories/ideas learned. The quiz will not be graded for accuracy but will count toward your participation (1 point each). **Total 15 points**. Additional assignments are explained here and in Canvas:

- 1. Introduction Discussion** **10 points**
Let us know where you live, what you do, and what your interest is in conservation behavior. Participate in this icebreaker introductory discussion thread by Aug 27.
- 2. Reflect on behavior change in your life** **30 points**
It is often easier to understand the relevance of the theories when we consider how we react and relate to them, and how they may have played out in our own lives and experiences. Please select a

conservation behavior (it is easiest to think about a habit or something that you need to do repeatedly, like bringing cloth bags to the store) that you have successfully adopted or changed and another with which you have failed to make a change. Fill out and submit the worksheet hypothesizing why you did or didn't succeed in changing these behaviors (Part 1, due Sep 3, 5 points). You will then continue to reflect on your behavior changes in the context of the theories we are reading about between weeks 2-7. As we learn about the theories, think about how they may have played out with respect to your two behaviors. By the end of week 7, please upload a discussion of your behavior changes (success and not-yet success) and the theories you think are relevant and why. Explain how the theories match or illuminate your experience (Part II, 25 points, due October 29).

3. Social Marketing Case Study

30 points

For this assignment you will identify a social marketing program or project that is designed to encourage people to engage in or change environmental behavior. There are a number of cases on Doug Mackenzie-Mohr's website (cbsm.com) as well as RARE (<https://www.rare.org/about>) and Tools of Change (<http://www.toolsofchange.com/en/home/>). Describe the case, critique the degree to which the program is successful, and explain which theories are or are not working. Focus on explaining why these theories are relevant to this case. Create a poster or slide presentation that describes the case and makes clear the connection to theory. Upload this file by Nov 12. During week 13 you will review others' posts and reflect on similarities and differences in the discussion.

4. Apply behavior change to your work life

40 points

Please identify a behavior at your workplace that you believe should change and develop a plan to change this behavior. You do not have to implement this plan. You might plan to change your behavior, but you could also design a process that would change others' behavior. You could think about policy, users, visitors, or anyone. Using at least 4 theories or concepts from class, explain why this behavior is occurring and how you could nudge people toward a change. This 5-page (single spaced) paper should outline the reasons you would use these theories and what you anticipate they would result in. Explain why these theories are valuable (justify using them). Your paper is due by Dec 8. Please emphasize the links to theories, and include citations.

3.2 Grades & Grading Scale

Your grade will be determined by online participation and 5 assignments, for a total of 200 points. The following scale will be used:

Grading Scale

A	3.67 – 4.0	93 – 100%	C	1.67 – 1.99	73 – 76%
A-	3.33 – 3.66	90 – 92%	C-	1.33 – 1.66	70 – 72%
B+	3.00 – 3.32	87 – 89%	D+	1.00 – 1.32	67 – 69%
B	2.67 – 2.99	83 – 86%	D	0.67 – 0.99	63 – 66%
B-	2.33 – 2.66	80 – 82%	D-	0.33 – 0.66	60 – 62%
C+	2.00 – 2.32	77 – 79%	E	0	59% or below

For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Grading Scale (%)
 A 90-100
 B+ 85-89.99
 B 80-84.99
 C+ 75-79.99
 C 70-74.99
 D+ 65-69.99
 D 60-64.99
 E < 60

4 Learning Content

Module	Dates	Topic(s)	Assignment(s) Due
1	Aug 21-27	Introductions	Intro due August 27 (10 points)
SECTION 1: EXPLORING THEORIES			
2	Aug 28-Sep 3	Isn't It All About Information?	Assignment 2 Part I worksheet due Sep 3 (5 points)
3	Sep 4-10	Rationality Meets Attitude	
4	Sep 11-17	Motives and Identity	
5	Sep 18-24	Theory of Planned Behavior	
6	Sep 25-Oct 1	Diffusion of Innovation	
7	Oct 2-8	Reasonable Person Model	
8	Oct 9-15	Morality and Worldviews	

9	Oct 16-23	Encompassing Theories	
10	Oct 24-29	Theory Review	Assignment 2 Part II due October 29 (25 points)
SECTION 2: APPLYING THEORIES			
11	Oct 30-Nov 5	Social Marketing	
12	Nov 6-12	More Social Marketing	Assignment 3 due Nov 12 (30 points)
13	Nov 13-19	Pushback on Social Marketing	
14	Nov 20-Dec 3	Using Theories to Achieve Change	Start working on final project
SECTION 3: SYNTHESIS AND REVIEW			
15	Dec 4-8	Tie It All Together	Assignment 4 due December 8 (40 points)
Each week: Quiz (1 point), 2 posts in discussion (4 points): Total 75 points participation			

5 Policies and Requirements

This course depends on active student engagement. You will read and discuss a number of models and research studies that contribute to our understanding of conservation behavior. The workload is heavy on theory and thinking in the first half of the course to give you a practical, working knowledge of this literature. The time you spend on reading probably correlates with your ability to engage in productive discussion and the amount you will learn about each theory.

Each week students are expected to watch and read the materials, engage in discussion, and submit assignments. Short absences can usually be accommodated within the regular weekly assignments. Lengthy absences without access to the Internet will be addressed on an individual basis. Assignments should be uploaded to Canvas by midnight on the day they are due.

This course plan and syllabus are subject to change in response to student and instructor needs. Any changes will be clearly communicated in advance through Canvas.

5.1 Late Submissions & Make-up Requests

It is the responsibility of the student to access on-line lectures, readings, quizzes, and exams and to maintain satisfactory progress in the course. Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Computer or other hardware failures, except failure of the UF e-Learning system, will not excuse students for missing assignments. Any late submissions due to technical issues MUST be accompanied by the ticket number received from the Helpdesk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request consideration.

For computer, software compatibility, or access problems call the HELP DESK phone number—352-392-HELP = 352- 392-4357 (option 2).

5.2 Communication Courtesy and Professionalism

Just as in any professional environment, meaningful and constructive dialogue is expected in this class and requires a degree of mutual respect, willingness to listen, and tolerance of opposing points of view. **Respect for individual differences and alternative viewpoints will be maintained in this class at all times.** All members of the class are expected to follow rules of common courtesy, decency, and civility in all interactions. Failure to do so will not be tolerated and may result in loss of participation points and/or referral to the Dean of Students' Office.

5.3 Semester Evaluation Process

Student assessment of instruction is an important part of efforts to improve teaching and learning.

At approximately the mid-point of the semester, the School of Forest, Fisheries, & Geomatics Sciences will request anonymous feedback on student satisfaction on various aspects of this course. These surveys will be sent out through Canvas and are not required but encouraged. This is not the UF Faculty Evaluation!

At the end of the semester, students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

5.4 Academic Honesty Policy

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: *"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."*

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct or appropriate personnel. It is your individual

responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated.

Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see:

<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>.

5.5 Inclusive Learning Environment

This course embraces the University of Florida's Non-Discrimination Policy, which reads,

The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act.

If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see the instructor or refer to the Office of Multicultural & Diversity Affairs website:

<http://multicultural.ufl.edu>.

5.6 Services for Students with Disabilities:

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. 0001 Reid Hall, 352-392-8565, , disability.ufl.edu

5.7 Software Use

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

6 Campus Helping Resources

For issues with technical difficulties for e-learning in Canvas, please post your question to the Technical Help Discussion in your course, or contact the UF Help Desk at:

- Learning-support@ufl.edu | (352) 392-HELP - select option 2 | <http://elearning.ufl.edu>
- Library Help Desk support <http://cms.uflib.ufl.edu/ask>
- SFFGS Academic Hub <https://ufl.instructure.com/courses/303721>

6.1 Student Life, Wellness, and Counseling Help

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- Counseling and Wellness resources <http://www.counseling.ufl.edu/cwc/>
- U Matter, We Care <http://www.umatter.ufl.edu/>
- Career Connections Center <http://career.ufl.edu/>
- Other resources are available at <http://www.distance.ufl.edu/getting-help> for online students.

6.2 Student Complaint Process

The School of Forest, Fisheries, & Geomatics Sciences cares about your experience and we will make every effort to address course concerns. We request that our online students complete a course satisfaction survey each semester, which is a time for you to voice your thoughts on how your course is being delivered. You can also [submit feedback anytime](#).

If you have a more urgent concern, your first point of contact should be the Academic Coordinator or the Graduate/Undergraduate Coordinator for the program offering the course. You may also submit a complaint directly to UF administration:

- <https://distance.ufl.edu/getting-help/>
- <https://registrar.ufl.edu/complaint.html>