Let’s hear from the people!

A Study on Media Impact on Climate Protection and Climate Adaptation
Problem orientation

Rockström et al. 2009
Inner green shading represents the proposed safe operating space for nine planetary systems. Red wedges represent an estimate of the current position for each variable.

Gesa Luedecke ~ Institute for Environmental and Sustainability Communication Lueneburg
Global climate change has strong implications for ecological as well as for social resilience

Action is required on all political and societal levels

Besides technical innovations, a fundamental transformation of the relation between society and environment is needed
Problem orientation

KNOWLEDGE → AWARENESS → BEHAVIOR CHANGE?

- Highly visible gap between awareness and behavior
- People/communities recognize seriousness of climate change (CC) but fail to integrate such understanding into their lives or into political decision making
- (Social) Psychologists describe this gap with the lack of different factors, especially missing incentives/motivations
Theoretical background

Emotional/altruistic factors

Rational choice

Social norms/Social behavior

Social conditions/“system of provision”

Theoretical background

Environmental awareness and media study interface

Environmental Awareness
Social Psychology
Behavior Models
Action theories

Media and Communication Research
Models of communication theory
Media socialization research

Nexus:
Media communication relevant to individual action in climate-related issues
Television is mainly used mass medium in Germany

Strong influence on kids and teenagers for identity cultivation (Media Socialization, Paus-Hasebrink & Bichler 2008; Niesyto 2007)

“[t]elevision is the source of the most broadly shared images and messages in history. It is the mainstream of the common symbolic environment into which our children are born and in which we all live out our lives”

(Morgan et al. 2001: 34)
TWOFOLD APPROACH:

- Study on media coverage: qual./quant. media content analysis
- Study population: 24 teenagers from all school systems (theoretical sampling, random sampling; lower, middle and high education level)

→ 6 analytical heuristics as guiding questions

Methods: media analysis with qualitative content analysis (Mayring 2008); qual./narrative semi-structured interviews (two parts): 1. problem oriented (Witzel 2000), 2. focused (Merton & Kendall 1979)
Study design
Findings I: content analysis of TV program

1. Framing: climate change as a threat to human species
2. Focus rather on ecological than on economic or social threats
3. Procedural knowledge: providing concrete tips for engaging in CC
4. Either positive OR negative emotional aspects
5. Experts used to varify presented facts
6. Protagonists as role models „Observational learning“, focus on social norms
7. Motive alliances used to enforce incentives (e.g. economic motives together with emotional/altruistic incentives)
8. Identification with content through every day life issues
Study design: merging media analysis with interviews

- Focus on 6 analytical heuristics:
  - Factual knowledge about climate change
  - Generation of knowledge
  - Influence of peers on individual decision making process
  - Individual action on CC
  - Media use
  - Media effects
1.) Factual knowledge about climate change

1. Little or false knowledge about (cause and effect of) CC
2. „Collective agency“ (Kruse 2010) used as term to hide behind societal perception/social norm on CC and to not expose own uncertainty of knowledge
Findings II

2.) Generation of knowledge

1. Television as mainly used source for gathering information in general
2. New media for seeking further information
3. Family members are named as most trusted resource to obtain information about CC
Findings II

3.) Influence of peers on individual decision making

1. Peers have strong influence on individual decision making process
2. CC as topic „not cool“, rather neglected among peers
3. Teenagers describe themselves as independent from others, but admit to feel stupid acting differently
4. Media stars/celebrities can deal as role models in seeking advice for life questions („parasocial relationship“, Horton & Wohl 1956)
Findings II

4.) Individual action on CC

1. Care about CC, but currently don’t feel threatened enough to act
2. Only low-cost activities (Diekmann & Preisendörfer 1992)
4. Effective climate protection activities are „luxury good“
5. Politicians perform poorly compared to firms/economy
6. Climate protection is associated with sacrifice and intensive costs
Findings II

7. Factual knowledge about CC doesn't necessarily lead to better understanding and action

8. More important is TRANSFER knowledge (procedural knowledge) that provides concrete tips for action on CC

9. Motives of becoming actively involved are mainly based on emotional/altruistic/prosocial elements

10. Motive alliances are guiding principle
Findings II

5.) Media use

1. Watching TV:
   → to stay informed
   → to socialize
   → to relax,
   → to exchange
   → to assess and match information with others

2. Public service broadcasting (news, documentaries), commercial/pay TV (TV shows, serials, movies, magazines)

3. Media use (TV, Internet) 1-3 hours per day
Findings II

6.) Media effects

1. Gain little/false knowledge about CC from TV consumption

2. Emotions are strongest motivation (neg./pos. emotions)

3. Motive alliances: Emotions (joy, anger, worry) together with cost-benefit motives (rational choice) are strongest driver in decision making

4. CC on TV causes feelings of „horror“, „disentchantment“, „powerlessness“ and „resignation“
Outlook

- New approach: Environmental psychology and media communication research haven’t been consistently brought together thus far.

- What is still missing?

- Integrated transdisciplinary media studies can deal as „starting point for conversation about the role media scholars can play in informing action, creating use-oriented knowledge, and starting partnerships for knowledge sharing with other disciplines and stakeholders (...) The complex problems related to climate change can only be addressed through the integration of both social and biophysical components, with media being a necessary element to the study."

(Smith & Lindenfeld 2014, p. 192)
Outlook

**THEN (Behavior change 1.0)**
- Individual as locus of change
- Short term
- Targeting emotions
- Intrinsic values
- Surface frames (no ideology behind)

**NOW (Behavior change 2.0)**
- Community as locus of change
- Long term
- Value change
- Extrinsic values
- Deep frames (world views)
Outlook

**THEN (Behavior change 1.0)**
- Individual as locus of change
- Short term
- Targeting emotions
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**NOW (Behavior change 2.0)**
- Community as locus of change
- Long term
- Value change
- Extrinsic values
- Deep frames (world views)
“(T)here has been a collective failure to talk to young people about climate change in a way that inspires them. Too many assumptions have been made by communicators, which haven’t been tested.”

Thank you!
Qualitative content analysis (Mayring 2000)

- Research question, object

- Determination of category definition (criterion of selection) and levels of abstraction for inductive categories

- Step by step formulation of inductive categories out of the material, regarding category definition and level of abstraction
  - Subsumption old categories or formulating new categories

- Revision of categories after 10–50% of the material
  - Formative check of reliability

- Final working through the texts
  - Summative check of reliability

- Interpretation of results, quantitative steps of analysis (e.g. frequencies) if necessary
Four-sides model (Schulz von Thun 1981)
CERTIFICATE IN SUSTAINABILITY AND JOURNALISM

BECOME COMPETENT AUTHORS AND OBSERVERS OF A SUSTAINABLE SOCIETY

In October 2012 the Professional School began offering the course of studies leading to the Certificate in Sustainability and Journalism. ‘Green’ issues have come to the agenda and fundamentally changed the economy and society. The environment and sustainability have emerged as fields that no one can disregard. The flood of journals has responded to this mighty springing.

This is why trade periodicals can speak of a “renaissance of environmental journalism” (source: Bernard Joring). Series, special features, new series of books and brochures, the birth of magazines and web sites – the spectrum of the journalistic response to this basic trend is broad and stimulating. This makes a professional and critical examination of these topics all the more important.

For the first time, the Certificate Programme in Sustainability and Journalism – the only university-level programme of its kind – offers media professionals a Master’s degree-level opportunity to deepen their expertise in the various fields of sustainability and media.

The Study of Law at Yale Law School

Although there are no specific areas of concentration at Yale Law School, there are some areas currently of interest to students looking at the School’s programs and courses.

Administrative Law

Comparative Administrative Law Initiative

Constitutional Law

Executive Law

Corporate Law

Employment Law

Environmental Law

HUMAN RIGHTS LAW

International Law

Law and Health

Law and Media

Law and Technology

Public Interest Law

Administrative Law & Public Policy

The Law School is at the heart of a movement to expand the one-narrow field of law and economics to embrace a broader intellectual enterprise that applies the methods of economic analysis to almost all areas of law. Much of the School’s activity in this area is carried out by the John M. Olin Center for the Study of Law, Economics and Public Policy. More on Administrative Law and Public Policy...

Comparative Administrative Law Initiative

The Comparative Administrative Law Initiative at Yale Law School studies the way administrative law articulates and operates within other governmental institutions. Its comparative focus is...

**Central question # 1: Climate Change in general: what do you know about climate change and what does it mean to you?**

**CLIMATE CHANGE IN GENERAL**

<table>
<thead>
<tr>
<th>With regard to content…</th>
<th>Inquiries</th>
<th>Maintaining the flow</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Definition</td>
<td>1. Do you find that topic interesting? Why? Why not?</td>
<td>And then?</td>
</tr>
<tr>
<td>- Interlinkages</td>
<td>2. Do you know the reasons why climate change happens?</td>
<td>What else?</td>
</tr>
<tr>
<td>- …</td>
<td>3. What do you think could climate change do to us humans?</td>
<td>Is there anything else you might know about it?</td>
</tr>
<tr>
<td>CONTEXT</td>
<td>4. When you think of your future: do you think climate change will play a part in your everyday life?</td>
<td>KEEP CONVERSATION GOING</td>
</tr>
</tbody>
</table>

**Central question # 2: knowledge generation: where do you get your information about climate related issues?**

**WHERE DOES KNOWLEDGE COME FROM?**

<table>
<thead>
<tr>
<th>With regard to content…</th>
<th>Inquiries</th>
<th>Maintaining the flow</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Family</td>
<td>1. Have you talked about global warming or environmental protection in school yet?</td>
<td>What was it you have been talking about?</td>
</tr>
<tr>
<td>- Friends</td>
<td>2. In case you did talk to other people about CC, can you name some persons you talked to?</td>
<td>Did your teacher come up with that topic?</td>
</tr>
<tr>
<td>- School</td>
<td>3. If you want to look for information on CC, where do you look first/who do you ask first?</td>
<td>What else?</td>
</tr>
<tr>
<td>- Media</td>
<td>4. When you think of your future: do you think climate change will play a part in your everyday life?</td>
<td>Ans then?</td>
</tr>
</tbody>
</table>

**Central question # 3: Influence of social reference system: what do you do in your free time?**

**Influence of Social Reference System**

<table>
<thead>
<tr>
<th>With regard to content…</th>
<th>Inquiries</th>
<th>Maintaining the flow</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Social norms</td>
<td>1. What do your friends do in their free time?</td>
<td>How much attention do you pay on…</td>
</tr>
<tr>
<td></td>
<td>2. Do you actually care about what your friends think about you?</td>
<td></td>
</tr>
</tbody>
</table>
## System of categories (Mayring 2008)

<table>
<thead>
<tr>
<th>Anknüpfungspunkte</th>
<th>Nachrichten</th>
<th>Dokumentationen</th>
<th>Reportagen</th>
<th>Magazine</th>
<th>Serien/Soap/Zeichentrick</th>
<th>Spielfilme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wissen zum Klimawandel</td>
<td>sehr viele</td>
<td>wenig</td>
<td>wenig</td>
<td>wenig</td>
<td>keine</td>
<td>wenig</td>
</tr>
<tr>
<td>Faktenwissen</td>
<td>kaum</td>
<td>einige</td>
<td>kaum</td>
<td>sehr viele</td>
<td>einige</td>
<td>kaum</td>
</tr>
<tr>
<td>Handlungsorientiertes Wissen</td>
<td>altruistisch/prosozial/emotional</td>
<td>rational/ökonomisch, altruistisch/prosozial/emotional</td>
<td>rational/ökonomisch</td>
<td>altruistisch/prosozial/emotional, rational/ökonomisch, soziale Normen</td>
<td>altruistisch/prosozial/emotional, rational/ökonomisch, soziale Normen</td>
<td>altruistisch/prosozial/emotional, rational/ökonomisch, soziale Normen</td>
</tr>
<tr>
<td>Handlungsrelevanz (Verwendung/Vorhandensein von Motiven zum Handeln)</td>
<td>Wiederholung von Botschaften</td>
<td>keine</td>
<td>einige</td>
<td>kaum</td>
<td>sehr viele</td>
<td>einige</td>
</tr>
<tr>
<td>Emotionalisierung</td>
<td>keine</td>
<td>sehr viele</td>
<td>kaum</td>
<td>(neutral)</td>
<td>kaum</td>
<td>(positiv)</td>
</tr>
<tr>
<td>Soziales Bezugsystem</td>
<td>Medienakteur als Vorbild</td>
<td>eher nicht</td>
<td>ja</td>
<td>eher nicht</td>
<td>ja</td>
<td>eher nicht</td>
</tr>
<tr>
<td>Identifikation mit Inhalten/Alltagsnähe</td>
<td>Experten zur Quellensicherung/Vertrauen schaffen</td>
<td>unklar</td>
<td>alltagsfern</td>
<td>alltagsfern</td>
<td>alltagsnah</td>
<td>alltagsnah</td>
</tr>
</tbody>
</table>

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Conclusion

1. Focus on procedural knowledge and emotional motivations → Communicating ‘solutions not science’ (Corner et al. 2014)
2. Television can still be seen as an important and popular source
3. Media representations on CC have strong influence on perception
4. Media rather amplify existing than introduce new frames
5. Identification with content is important (proximity to everyday life)
6. TV often accounts as „first contact“ with CC issues
7. Social conditions („systems of provision“) are mainly limiting factor to action
8. Support for hierarchy of 4 motivation levels
9. Content needs to be reflected against the representations of CC among the peers
10. Emotions sometimes work stronger than rational-choice motivations