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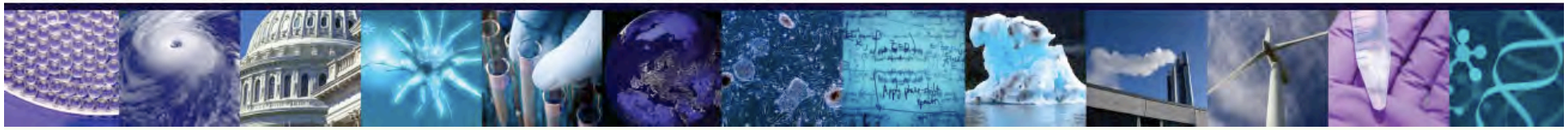
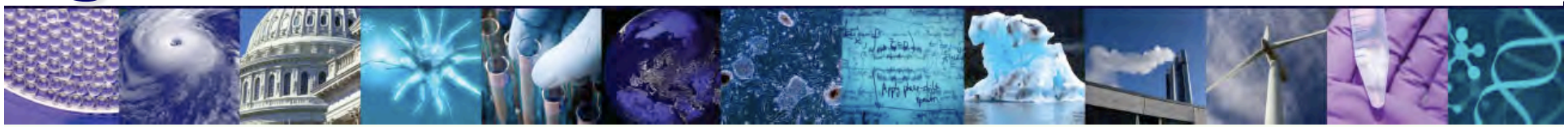


Let's hear from the people!

A Study on Media Impact on Climate Protection and Climate Adaptation

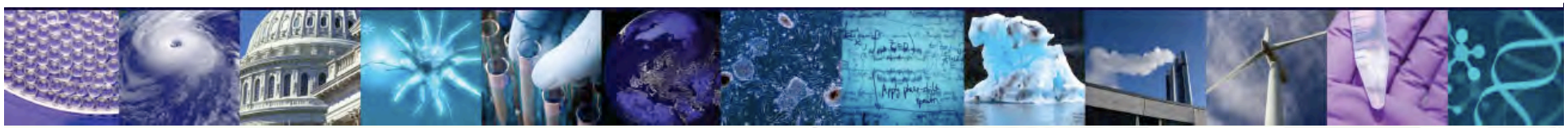
Gesa Lüdecke ~ Institute for Environmental and Sustainability Communication Lueneburg

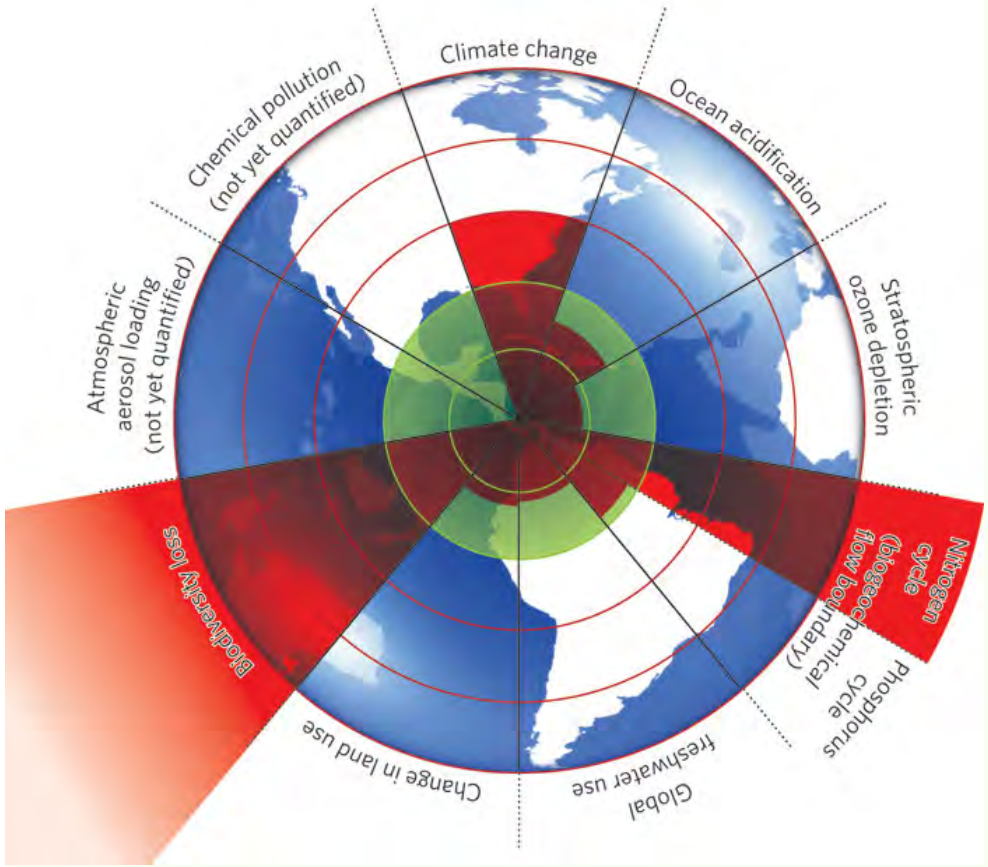
Agenda



- Problem orientation
- Theoretical background
- Study design
- Findings
- Conclusion
- Outlook

Problem orientation





PLANETARY BOUNDARIES

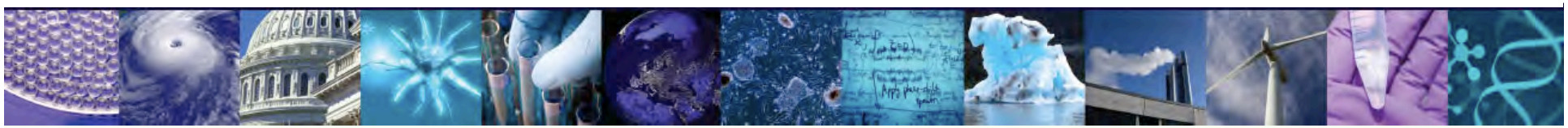
Earth-system process	Parameters	Proposed boundary	Current status	Pre-industrial value
Climate change	(i) Atmospheric carbon dioxide concentration (parts per million by volume)	350	387	280
	(ii) Change in radiative forcing (watts per metre squared)	1	1.5	0
Rate of biodiversity loss	Extinction rate (number of species per million species per year)	10	>100	0.1–1
Nitrogen cycle (part of a boundary with the phosphorus cycle)	Amount of N_2 removed from the atmosphere for human use (millions of tonnes per year)	35	121	0
Phosphorus cycle (part of a boundary with the nitrogen cycle)	Quantity of P flowing into the oceans (millions of tonnes per year)	11	8.5–9.5	~1
Stratospheric ozone depletion	Concentration of ozone (Dobson unit)	276	283	290
Ocean acidification	Global mean saturation state of aragonite in surface sea water	2.75	2.90	3.44
Global freshwater use	Consumption of freshwater by humans (km^3 per year)	4,000	2,600	415
Change in land use	Percentage of global land cover converted to cropland	15	11.7	Low
Atmospheric aerosol loading	Overall particulate concentration in the atmosphere, on a regional basis		To be determined	
Chemical pollution	For example, amount emitted to, or concentration of persistent organic pollutants, plastics, endocrine disrupters, heavy metals and nuclear waste in, the global environment, or the effects on ecosystem and functioning of Earth system thereof		To be determined	

Boundaries for processes in red have been crossed. Data sources: ref. 10 and supplementary information

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.

Problem orientation

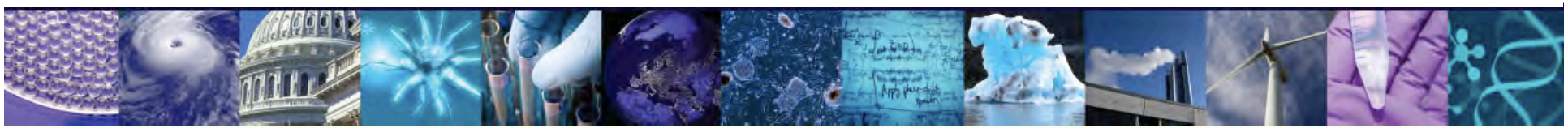


Global climate change has strong implications for ecological as well as for social resilience

Action is required on all political and societal levels

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

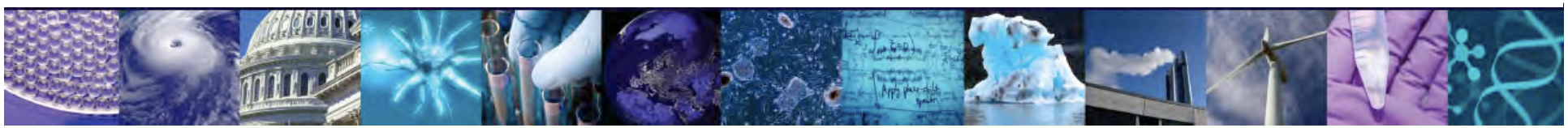
Problem orientation

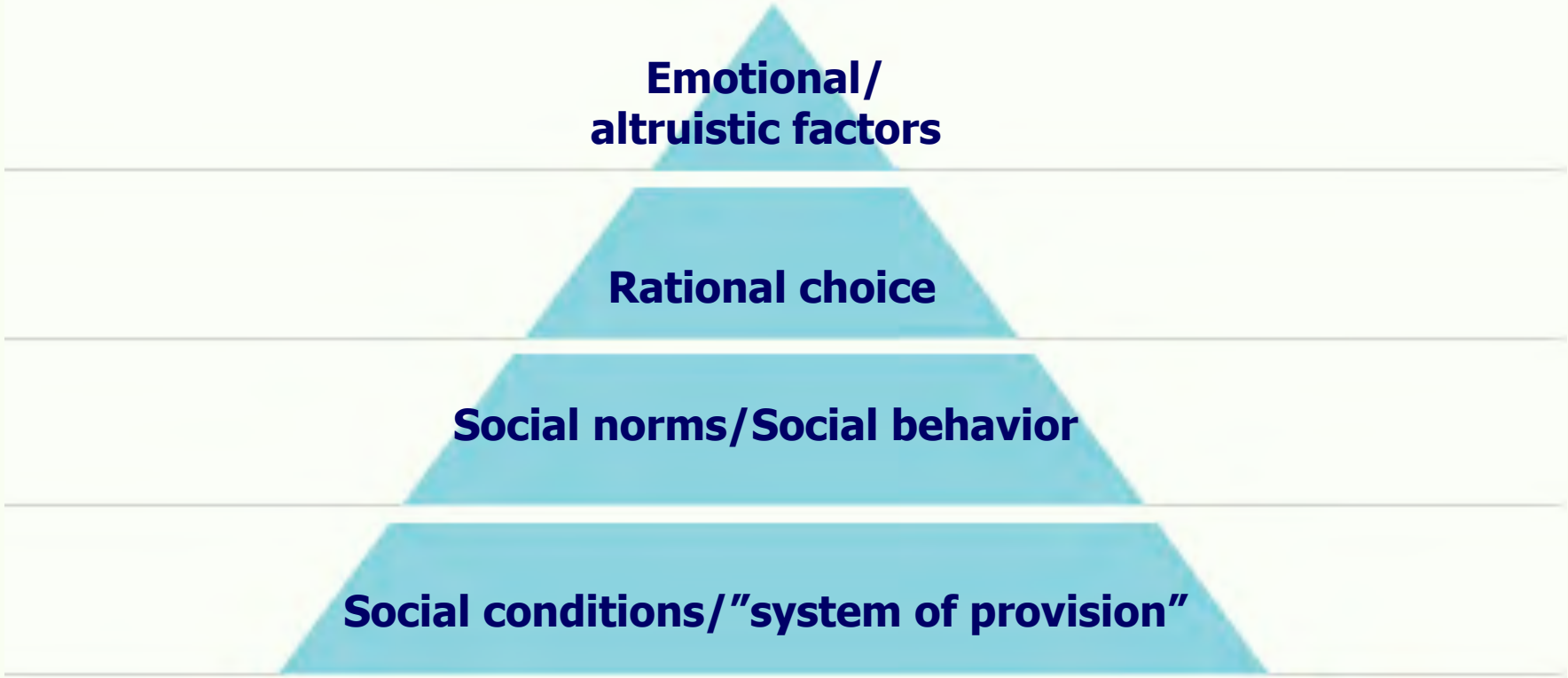


KNOWLEDGE → AWARENESS → BEHAVIOR CHANGE?

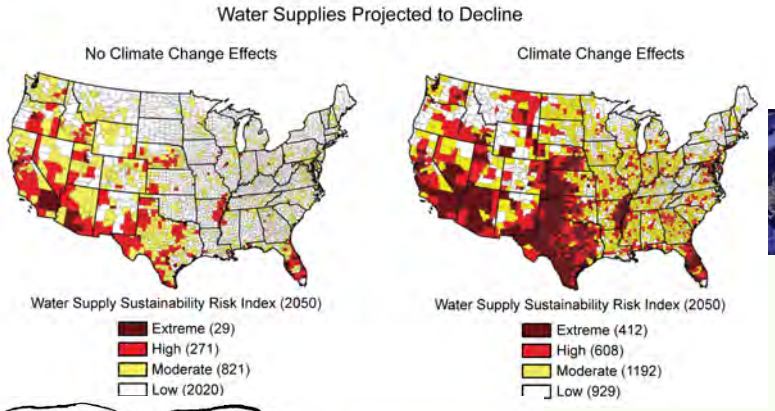
- Highly visible gap between awareness and behavior
- People/communities recognize seriousness of climate change (CC) but fail to integrate such understanding into their lives or into political decision making
- (Social) Psychologists describe this gap with the lack of different factors, especially missing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

Theoretical background





(Smith/Leiserowitz 2013; Greder-Specht 2009; Roser-Renouf/Nisbet 2008; Böhm 2003; Reisenzein et al. 2003; Nerb 2000; Otto et al. 2000; Homburg/Matthies 1998; Stern 1992; Hardin 1968; Toner et al. 2012; Roser-Renouf et al. 2011; Paus-Hasebrink/Bichler 2008; Katz/Lazarsfeld 2006; Cialdini 2003; Fuhrer/Wölfing 1997; Diekmann/Preisendörfer 1992; Bandura/Cervone 1983; Schwartz/Howard 1981; Asch/Milgram 1951; Spaargaren & van Vliet 2000; Giddens 1991, etc.)

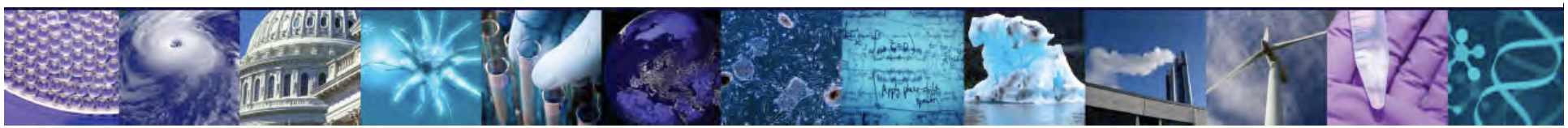

Water Supplies Projected to Decline
No Climate Change Effects
Climate Change Effects
Water Supply Sustainability Risk Index (2050)
Extreme (29)
High (271)
Moderate (821)
Low (2020)
Water Supply Sustainability Risk Index (2050)
Extreme (412)
High (608)
Moderate (1192)
Low (929)


Climate
Change


WetterOnline


HEY, FRIEND YOU LOOKS EXPECTING A REPEAT OF THE BIBLICAL FLOOD?
NO, JUST PREPARING FOR THE RISING SEA LEVEL!

Theoretical background



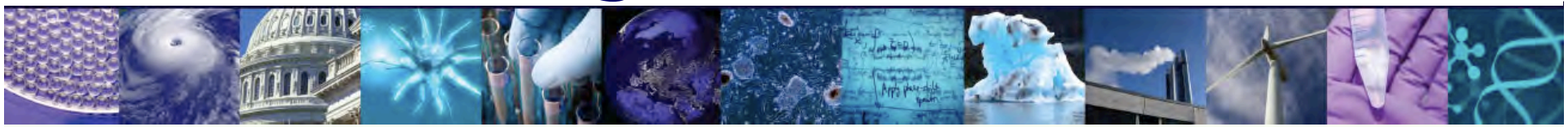
Environmental awareness and media study interface

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

Theoretical background



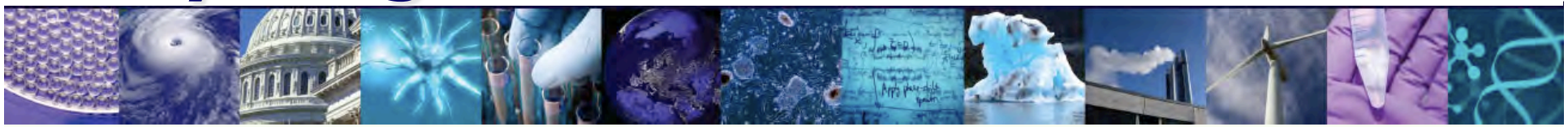
→ Television is mainly used mass medium in Germany

→ 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)

Study design



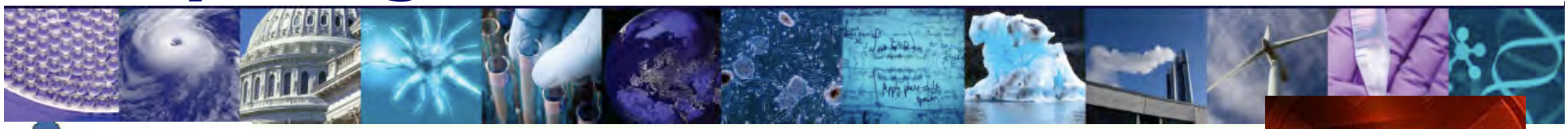
TWOFOLD APPROACH:

- 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)

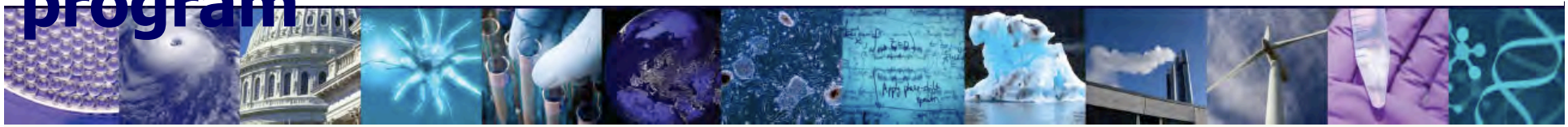
→ 6 analytical heuristics as guiding questions

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



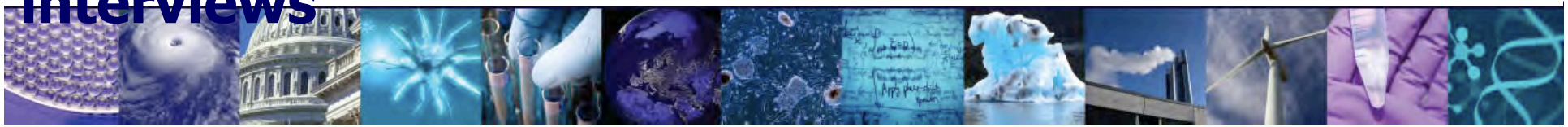
1. Framing: climate change as a threat to human species
2. Focus rather on ecological than on economic or social threats

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

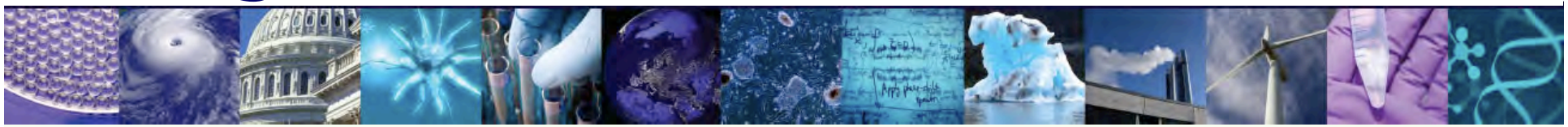
Study design: merging media analysis with interviews



- Focus on 6 analytical heuristics:

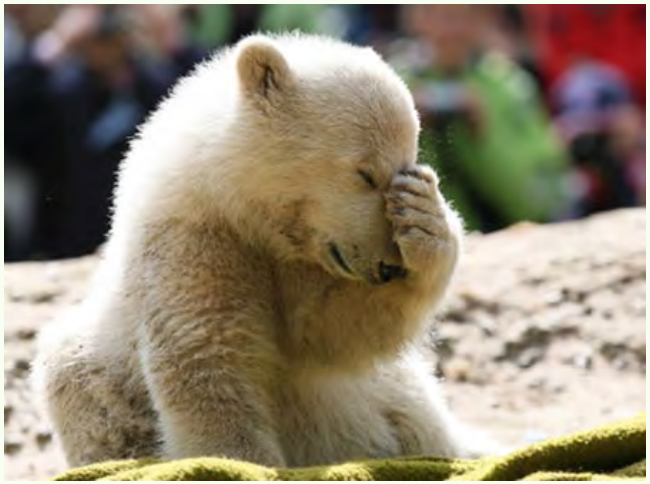
→ Factual knowledge about climate change
→ Generation of knowledge
→ Influence of peers on individual decision making process
→ Individual action on CC
→ Media use
→ Media effects

Findings II

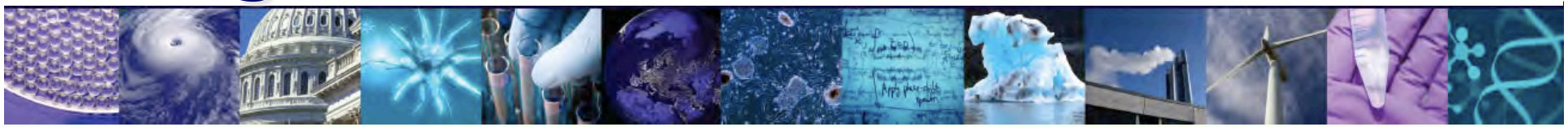


1.) Factual knowledge about climate change

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



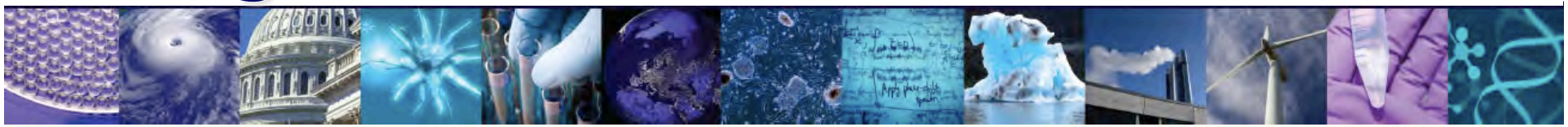
Findings II



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

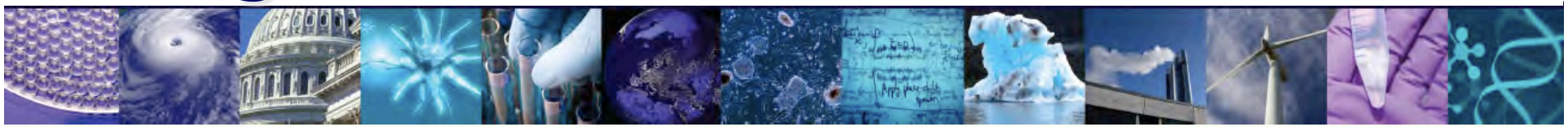
Findings II



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)

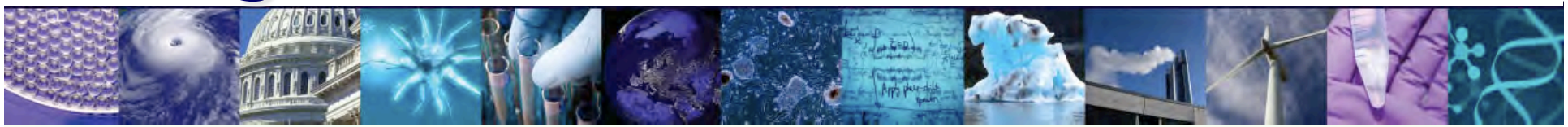
Findings II



4.) Individual action on CC

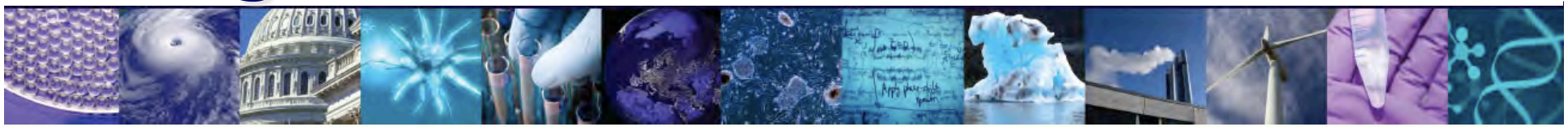
1. Care about CC, but currently don‘t feel threatened enough to act
2. Only low-cost activities (Diekmann & Preisendörfer 1992)
4. Effective climate protection activities are „luxury good“
5. Politicians perform poorly compared to firms/economy
6. Climate protection is associated with sacrifice and intensive 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

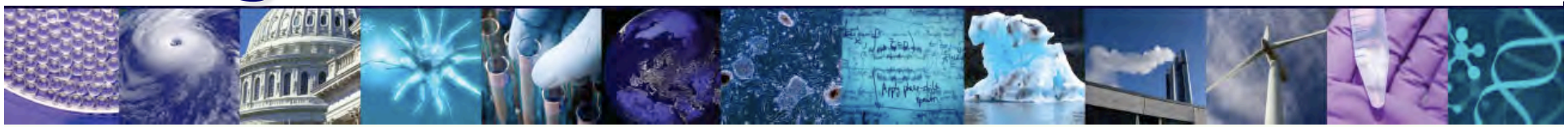
Findings II



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

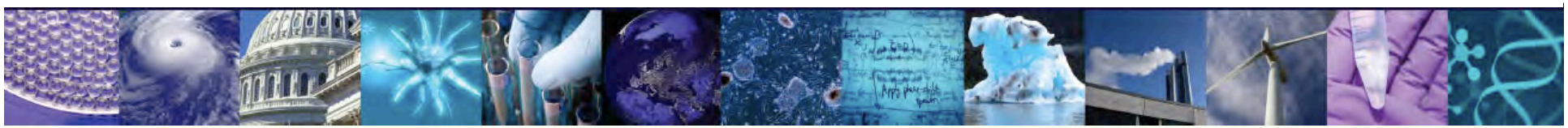
Findings II



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.

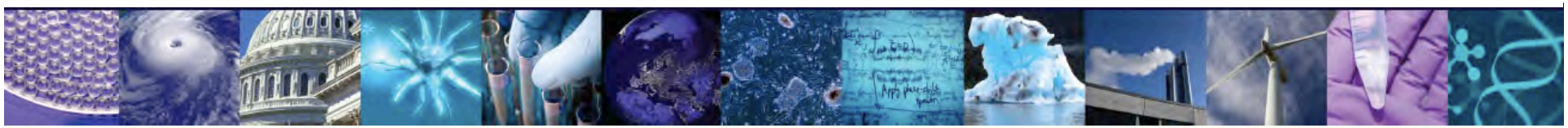
- What is still missing?

- 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 partner-ships 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



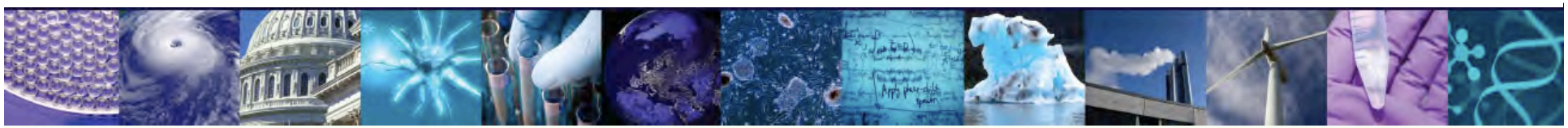
THEN (Behavior change 1.0)

* Individual as locus of change
* Short term
* Targeting emotions
* Intrinsic values
* Surface frames (no idealogy behind)

NOW (Behavior change 2.0)

* Community as locus of change
* Long term
* Value change
* Extrinsic values
* Deep frames (world views)

Outlook



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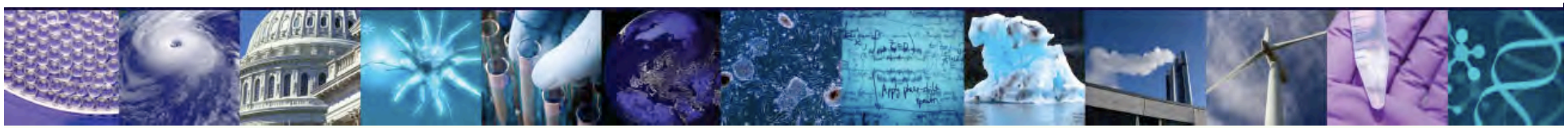
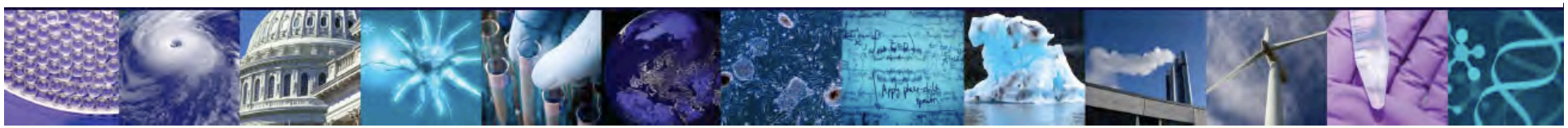


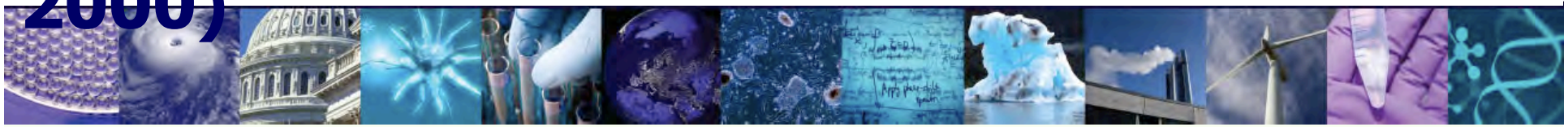
„(T)here has been a collective failure to talk to young people about climate change in a way that inspires them. Too many assumptions have been made by communicators, which haven't been tested."

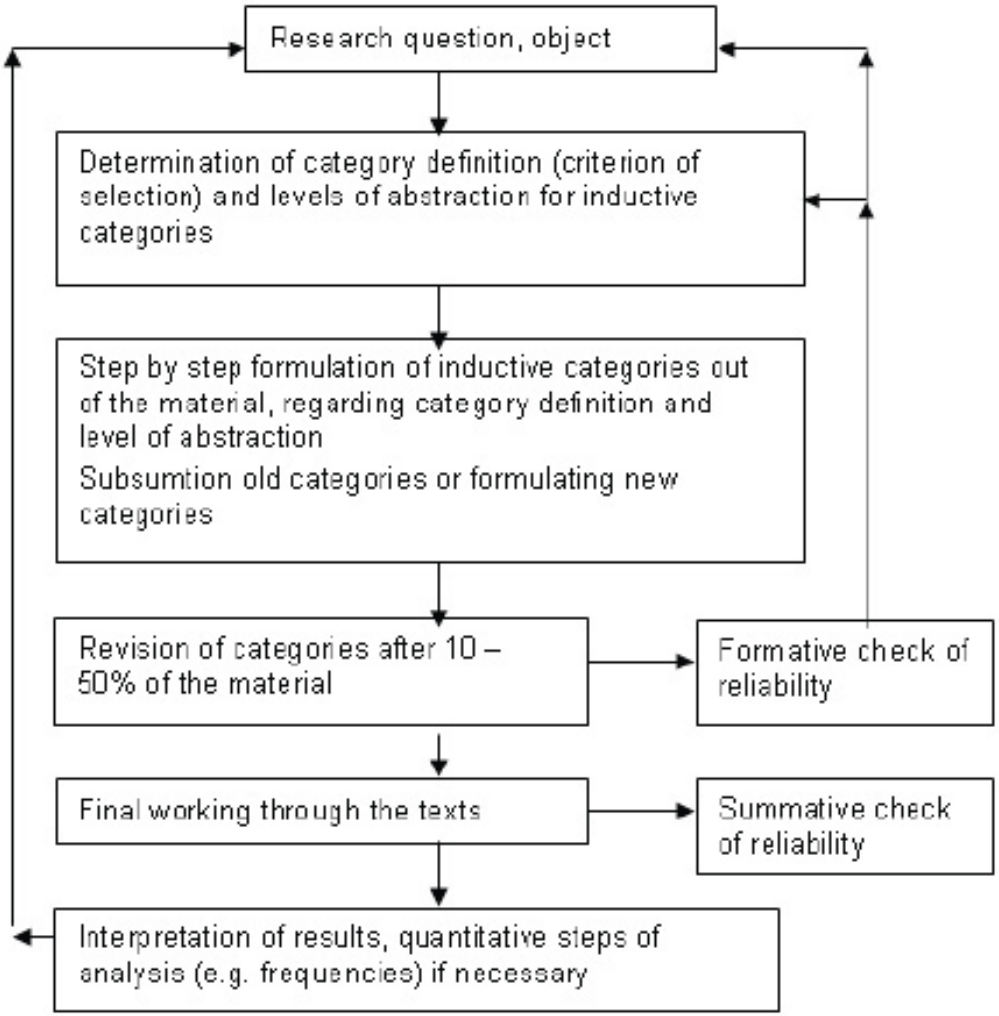
(Adam Corner, Climate Outreach & Information Network, 2014, http://www.climateoutreach.org.uk/)



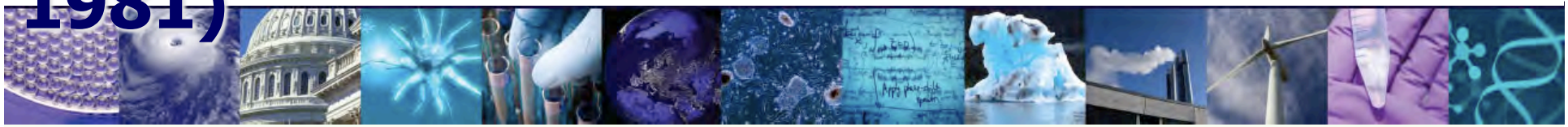
- Thank you!

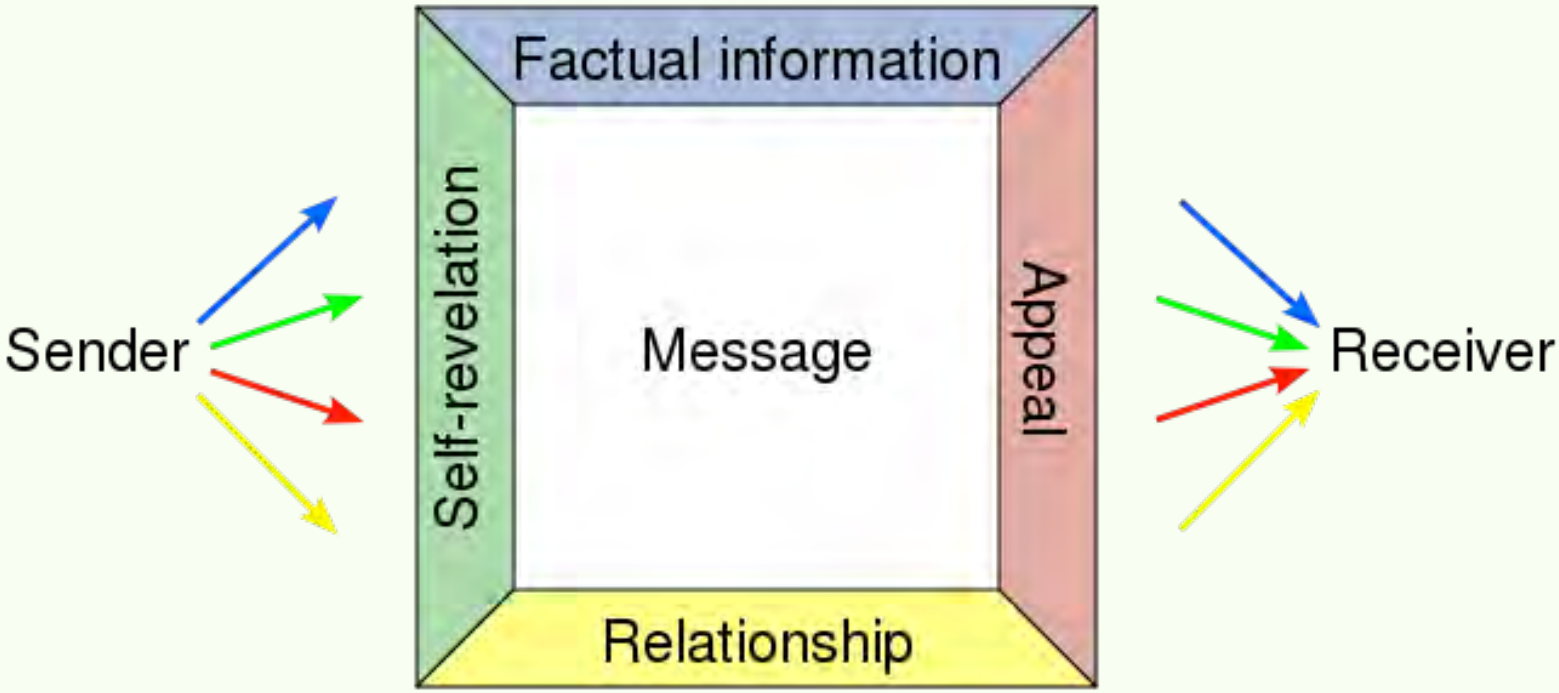
Qualitative content analysis (Mayring 2000)

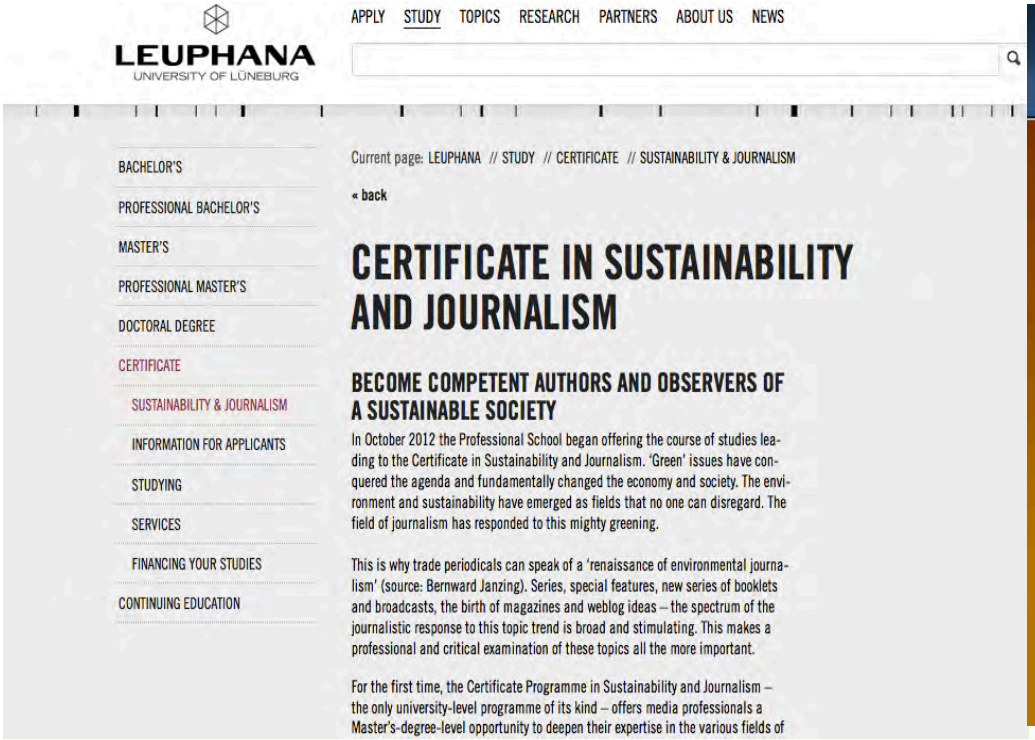




Four-sides model (Schulz von Thun 1981)



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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 conquered the agenda and fundamentally changed the economy and society. The environment and sustainability have emerged as fields that no one can disregard. The field of journalism has responded to this mighty greening.
This is why trade periodicals can speak of a 'renaissance of environmental journalism' (source: Bernward Janzing). Series, special features, new series of booklets and broadcasts, the birth of magazines and weblog ideas – the spectrum of the journalistic response to this topic 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


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The Study of Law at Yale Law School
Although there are no specific areas of concentration at Yale Law School, here are some areas currently of interest to students looking at the Law School's programs and courses.
Administrative Law
Comparative Administrative Law Initiative
Constitutional Law
Corporate Law
Environmental Law
Human Rights Law
Information Technology Law
International Law
Law & Health
Law & Media
Law Teaching
Public Interest Law
Administrative Law & Public Policy
The Law School is at the heart of a movement to expand the once-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 Law 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


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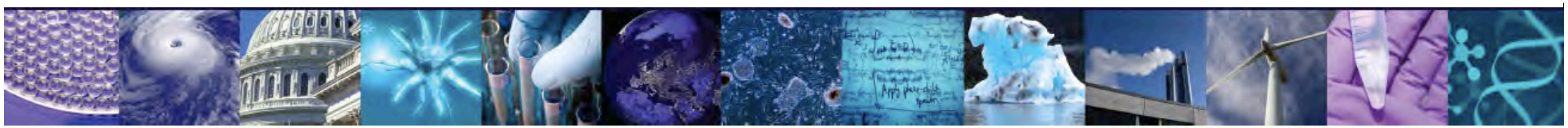
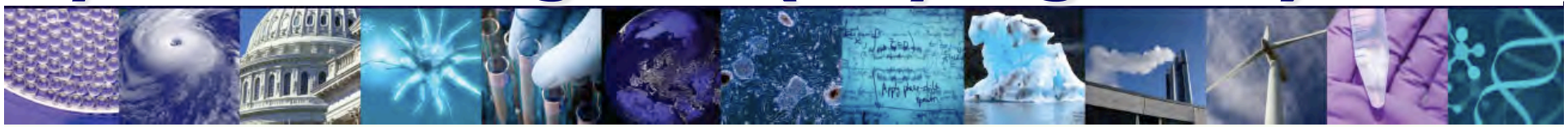


Guideline for questions after Kruse (2009): Subcategorization of questions in central question, inquiry, and questions of adherence.

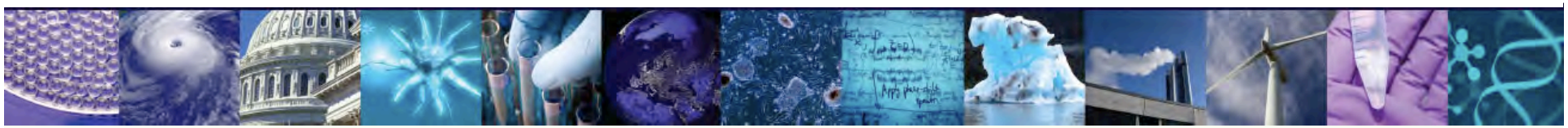
Central question # 1: Climate Change in general: what do you know about climate change and what does ist mean to you? **CLIMATE CHANGE IN GENERAL**		
With regard to content…	Inquiries	Maintaining the flow
- Definition - Interlinkages -… **CONTEXT**	1. Do you find that topic interesting? Why? Why not? 2. Do you know the reasons why climate change happens? 3. What do you think could climate change do to us humans? 4. When you think od your future: do you think climate change will play a part in your everyday life? **FOCUS**	And then? What else? Is there anything else you might know about it? **KEEP CONVERSATION GOING**
Central question # 2: knowledge generation: where do you get your information about climate related issues? **WHERE DOES KNOWLEDGE COME FROM?**		
With regard to content…	Inquiries	Maintaining the flow
- Family - Friends - School - Media	1. Have you talked about global warming or environmental protection in school yet? 2. In case you did talk to other people about CC, can you name some persons you talked to? 3. If you want to look for information on CC, where do you look first/who do you ask first?	What was ist you have been talking about? Did your teacher come up with that topic? What else? Ans then?
Central question # 3: **Influence of social reference system**: what do you do in your free time?		
With regard to content…	Inquiries	Maintaining the flow
- Social norms	1. What do your friends do in their	How much attention do you pay on

System of categories (Mayring 2008)



Anknüpfungs-punkte	Nachrichten	Dokumentationen	Reportagen	Magazine	Serien/Soaps/ Zeichentrick	Spielfilme
Wissen zum Klimawandel						
Faktenwissen	viel	wenig	wenig	wenig	nein	wenig
Handlungsorientiertes Wissen	kaum	einige	kaum	sehr viele	einige	kaum
Handlungsrelevanz (Verwendung/ Vorhandensein von Motiven zum Handeln)	altruistisch/ prosozial/ emotional	rational/ ökonomisch, altruistisch/ prosozial/ emotional	rational/ ökonomisch	altruistisch/ prosozial/ emotional, rational/ökono-misch, soziale Normen	rational/ ökonomisch/ soziale Normen	altruistisch/ prosozial/ emotional
Wiederholung von Botschaften	nein	einige	kaum	sehr viele	einige	kaum
Emotionalisierung	nein	sehr viele	kaum (neutral)	kaum (positiv)	kaum (positiv)	sehr viele
Soziales Bezugssystem						
Medienakteur als Vorbild	eher nicht	ja	eher nicht	ja	eher nicht	ja
Identifikation mit Inhalten/ Alltagsnähe	unklar	alltagsfern	alltagsfern	alltagsnah	alltagsnah	alltagsfern
Experten zur Quellensicherung /Vertrauen schaffen	einige bis viele	sehr viele	kaum	sehr viele	nein	nein

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