16.09.2024

Module 4 *"Climate Journalism"*

LETTER FROM PROFESSOR / TUTOR TO THE COLLEAGUES, PARTICIPANTS OF THE MULTILINGUAL POSTGRADUATE ACADEMIC PROGRAM

"REPORTING CLIMATE CHANGE – Microcredentials for International Journalists"

From 16.07.2024 until end of Program (18 weeks)

Dear colleague's, professional journalists & participants of the multilingual postgraduate academic program from Sub-Saharan Africa, Balkans, Mediterranean region and other precious parts of the World,

Aside that the course consists of 7 (seven) parts (in **English**, **Arabic, French and/or Italian**, although our communication until the end of the course will be **in English** language), and you will have to write 6 short essays (max 2 pages each) after watching each part of the program. For Part VII you do not need to write essays, but I urge you to watch it (do not forget, we will be able to see did you watch it and how long did it take from your side), because it will help you to do your tasks for the Part I – Part VI of the program. At the end of the Program you will have to write long, summarized essay in a length 8-10 pages.

The dates for 4th interactive class when we can discuss any issue you might have about my letters and materials I sent you, including some lectures & presentations from my side; questions about the lectures is:

1. Thursday, 26.09.2024 at 5.30 p.m. (time of Rome, GMT + 2, please check your local time)

So, today, 16.09.2024 we came to the point of focusing on Module 3 "**CLIMATE JOURNALISM**".

Important remark: The invitation for the above interactive class will be send to all of you by me via email addresses you provided and will be held via ZOOM patform (class will last 40 minutes).

One more thing of importance: You will get some info from me, which you already have (list of topics to choose from, explanation of how, methodologically, to shape up the essays) online on the given links, but I am sending you this material on a separate pdf. format to make it easier for you at the beginning of the Course.

You can see the example of the whole course *in medias res* on this link (*Important: as of the day of your registration and starting of the Program on 16.07.2024 the end of the course, you will be able to access online everything related to the training/course*) you have all the planned activities:

Part IV – "Climate Journalism" by colleagues

Prof. Stefano Liberti, Prof. Jacopo Ottaviani, Prof. Michele Lapini and myself, Prof. Sabahudin Hadžialić

Course description: This module is structured in seven video lessons, focusing on concrete engagement of professional journalists within the combat against climate change, using concrete tools and knowledge.

Videos are in English language.

Objectives: To understand, analyze and propose, through the critical approach, possible assumptions of future moves towards society which will not just survive a climate change, but also benefit from it.

Concrete examples lead towards positive outcomes of understandings, from global food system to examples of "global tomato" cases; from Data Journalism to Interactive maps; from climate crisis seen through the lenses of the photo-journalism and, finally how media literacy and media ethics encircles professional journalism as the solution, not the problem, for the Reporting Climate Change.

After finalizing this module, aim is to understand that we can't solve the climate and environmental crisis without a free press and strong, public-interest journalism. This initiative is a call to action to protect and promote the professional journalism we need now.

Video lesson 1 – How the global food system contributes to climate change

The food system is responsible for the a third of global emissions. One third of all food is lost or wasted – around 1.3 billion tons of food – costing the global economy close to $ 940 billion each year. Up to 10% of global greenhouse gases comes from food that is produced, but not eaten. If food waste was a country, it would be a third biggest emitter of the greenhouse gases after China and US. It is not a story of human overpopulation, here we talk about overpopulation of farmed animals (every year on Planet Earth 70 billion animals are farmed and killed for human consumption).

Key context:

- The global food system and its emissions
- A true example of unsustainability: industrial livestock operations
- The meatification of diets

 Lesson 1. Access online: "**How the global food system contributes to climate change**" and under the video you have access to the links of the Slides, Books and articles, Bibliography, Multimedia links to watch, Siteography. From those links, you can download and/or read, in pdf. format all needed materials as mentioned.

Remark: Essay obligation within the Part IV of the Programme "Reporting Climate Change" will start after watching all lessons 1 - 7. All details will be given through email as well[1].

Video lesson 2 – The story of global tomato

First harvested by the mysterious peoples of the Inca empire, tomatoes eventually made their way north through the Mayans of Central America, and into the rich Aztec civilization of Mexico. Not only did the Aztec farm tomatoes on a scale unknown before them, but they also managed to augment the look and taste of wild tomatoes to produce larger, sweeter varieties that looked more similar to today's cherry tomatoes. In fact, the name we're familiar with today originates from the Aztec word *xitomatl*.

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[1] You will also receive by email from Topics to be chosen and explanation about the dates of submission of essay and "how to" – you have to give me feed-back which essays are chosen to be done by you.
[2] The photo is added to make it visible for you how to approach to the links within the course – Prof. Stefano Liberti

Today, farmers sell their crops to byers who resell the raw commodities to be processed than sold to final processor/packagers who sell to wholesalers who then sell to retailers who finally sell to the public. This has a huge social and environmental implications – the tomato case is just an example. The way we produce and consume food can harm the environment, exacerbate climate change and disrupt social system. Professional investigative journalists helps the society to become aware of it through finding a story, comparing data, do the field work, establish trustable relationships with the sources and…connect the dots.

Key context:

- The origin of global tomato
- Tomato trade and its effects
- The transformation of food into the commodity
- How this investigative report has been built

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[3] The photo is added to make it visible for you how to approach to the links within the course – Prof. Stefano Liberti

Lesson 2. Access online: **The story of global tomato** and under the video you have access to the links of the Slides, Books and articles, Bibliography, Multimedia links to watch, Siteography. From those links, you can download and/or read, in pdf. format all needed materials as mentioned.

Video lesson 3 – **How to make data visualizations**

Data Journalism as methodology that leverages data which is available online or on paper helps professional journalists, through statistics, to tell stories. It is based on filtering analyses of large data sets for the purpose of creating or elevating journalism story. Data Journalism incudes four phases: Data research; Data cleaning; Data visualization and Data storytelling. Enrich your stories with charts, maps, and tables.

Key context:

- What is Data Journalism?
- Data Journalism workflow
- Data Research
- Data Cleaning
- Data Visualization

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[4] The photo is added to make it visible for you how to approach to the links within the course – Prof. Jacopo Ottaviani

Lesson 3. Access online: **How to make data visualizations** and under the video you have access to the links of the Slides, Books and articles, Bibliography, Multimedia links to watch, Siteography. From those links, you can download and/or read, in pdf. format all needed materials as mentioned.

Video lesson 4 – **How to make interactive maps**

Interactive maps allow zooming in and out, panning around and querying underlying geographic datasets to visualize specific indicator and topics, while geographic dataset is dataset that contains at least one column with geographic information. Maps can be: Symbol maps – to map pints with geographic coordinates and Choropleth maps – to color regions according to numbering indicators. Datawrapper is online visualization tool for the creation of maps.

Key context:

- What is an interactive map
- Geographic dataset
- Types of maps
- Mapping with Datawrapper

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⁵ The photo is added to make it visible for you how to approach to the links within the course – Prof. Jacopo Ottaviani

Lesson 4. Access online: **How to make interactive maps** and under the video you have access to the links of the Slides, Books and articles, Bibliography, Multimedia links to watch, Siteography. From those links, you can download and/or read, in pdf. format all needed materials as mentioned.

Video lesson 5 – **Photojournalism and the climate crisis: What to do?**

Visuals make climate change visible in more compelling and accessible ways and serve as an important form of truth-telling and documentation of shifting landscapes, displaced communities, and disappearing wildlife across the globe. Visuals have the unique power to engage viewers on an emotional level, something that abstract data and figures often cannot do.

Key context:

- Climate crisis and Italian media
- Climate crisis and photography
- What to when – Rule of 3
- My long-term project
- Reaction vs. inaction

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[6] The photo is added to make it visible for you how to approach to the links within the course – Prof. Michele Lapini

Lesson 5. Access online: **Photojournalism and the climate crisis: What to do?** and under the video you have access to the links of the Slides, Books and articles, Bibliography, Multimedia links to watch, Siteography. From those links, you can download and/or read, in pdf. format all needed materials as mentioned.

Video lesson 6 – **Stereotypes in media communication - RCC**

Use of the stereotypes is still most disputable problem with which contemporary media are faced.

Patterns of the stereotypes are never neutral. However, what makes stereotypes so powerful enemies of the culture are the fact that they often base on reality, or to be even more bluntly, some stereotypes are not so incorrect. Just try to re-think some if within your own culture and you will find very interesting outcomes. Ethical dimension of media role within the creation and erasing of stereotypes is including unending combat to find a balance between commercial attraction and mass enchantment of some stereotypes against the values, as are correct, fair demonstration and the respect for the individual members of the society. Instead of solving the causes, we are dealing with the consequences. Instead of solving the causes, we are dealing with the consequences. Climate change impacts communities around the world in disparate ways. National and local journalists have an important role to play in both helping their communities make sense of global developments and also bringing new perspectives to the climate change discourse from diverse and under-represented voices. To avoid all of it, it has to be done: Use authoritative scientific information; Convey the problem and solution; Mobilize action (convey urgency); Make it relevant and Engage youth.

Key context:

- Stereotypes – from general to essence
- Ethical issues within RCC and real life expectations
- Professional journalism as the solution for RCC not the problem
- Special kind of stereotypes in Reporting Climate Change

Lesson 6. Access online: **Stereotypes in media communication - RCC** and under the video you have access to the links of the Slides, Books and articles, Bibliography, Multimedia links to watch, Siteography. From those links, you can download and/or read, in pdf. format all needed materials as mentioned.

Video lesson 7 – **Media literacy in digital age – AI and RCC**

Media literacy has double meaning within itself – as a term it is defined as an ability to approach, analyze, valuate and sending messages through media, while the essential focus of media literacy to master critical and creative skills and knowledge which are of help to connect complex ideas, continuously to question occurrence, to try to recognize the answers which will satisfy innate curiosity of any of us, but also to identify individual, and wider, social misapprehension. In the face of climate change, climate literacy is becoming increasingly important. With wide access to generative AI tools, such as OpenAI's, ChatGPT, we explore the potential of AI platforms for ordinary citizens asking climate literacy questions.

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[7] The photo is added to make it visible for you how to approach to the links within the course – Prof. Sabahudin Hadžialić

Don't forget, AI has been made by humans and humans should control it in a human, but not in the manipulative way. When we say „control it", we are talking about positive manipulation and benefit of all and not to benefit of the few only. The practice of AI ethics is the consideration of moral problems related to the interaction of technology, humans, and society. Just as AI is evolving rapidly, so too are AI ethics considerations.

Ultimately, the overall goal of AI ethics is to seek to create an optimal model of interrelations between humans and technology. Possible delay or even mitigation of a dire situation will require fast-forwarded efforts towards immediate crisis response to long-term planning. AI climate change solutions are best suited for this because of their capacity to collect, construct, and interpret large, complex data fields on climate impact, emissions, and more.

Key context:

- Media literacy as condition sine qua non for digital age of RCC

- AI as indispensable tool combat climate change

- Ethics improves humans and AI in RCC

- Bridging innovation and sustainability: AI and Climate Change

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[8] The photo is added to make it visible for you how to approach to the links within the course – Prof. Sabahudin Hadžialić

Lesson 7. Access online: **Media literacy in digital age – AI and RCC** and under the video you have access to the links of the Slides, Books and articles, Bibliography, Multimedia links to watch, Siteography. From those links, you can download and/or read, in pdf. format all needed materials as mentioned.

**Remark**: Essay obligation within the Part 7 of the Programme "Reporting Climate Change" will start after watching all lessons 1 - 7. All details will be given through email as well[9].

After finishing everything related to lesson 1- 7 of the Part IV you have to realize the fourth exercise from the document enclosed (Essay 4_.pdf) after choosing your topic from the document titled (Topics for journalists….pdf).

You can download all uploaded documents in pdf. format from all of the given links above. Only videos you cannot and it has to be watched online.
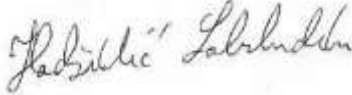

Online educational E-platform is easy to access and you have guidelines -how to realize overall access, received from colleague Daniele Bagnol from the International Affairs Office of our University (colleagues Asiye Yimamu and Simone Radicioli will also help you in regard IT issues you might have). Again, you have my mobile numbers and email already written above and usually, to each of my student I answer within 24 hours of there is no any force major. For you it might be even before.

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[9] You will also receive by email from Topics to be chosen and explanation about the dates of submission of essay and "how to" – you have to give me feed-back which essays are chosen to be done by you.

For easier communication, you can approach to me as Prof. Sabi.

Thank you for your cooperation and understandings and I am looking forward working with you within the Programme "Reporting climate change-Microcredentials for International Journalists".

Sincerely yours,

Prof. Sabahudin Hadžialić

Associate member of IANUBIH

Prof. Dr & Dr. Honoris Causa

Faculty of Communication, UNINETTUNO University, Rome, Italy