

08.08.2024

***INITIAL 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 November

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 2nd interactive class when we can discuss any issue you might have about my letters and materials I sent you; questions about lectures, and have some presentation from my side about “*Media ethics in professional journalism within Reporting Climate Change*” etc. is:

1. Monday, 26.08.2024 from 17:30 until 18:30

So, today, on 08.08.2024 we came to the point of focusing on Module 2 “Reporting Climate change”.

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 or Google meet platform.

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 II – “[Reporting climate change](#)” by colleague Prof. Kevin Burden

Course description: This module is delivered across five video lessons. The first looks at how climate change pervades all aspects of the news. The second explores the challenges of reporting and proposes some tactics to overcome them. The third lesson explores the opportunities for journalists choosing to focus on reporting climate change. Lesson 4 seeks to explain the differences between news and science and aims to help journalists communicate more effectively with scientists. The fifth and final lesson leaves journalists with some concrete tips to help them report more effectively on climate change.

Videos are available in both English and Arabic: to switch the language you can click on the headphone in each video lessons.

Objectives: As the previous module has shown, it is important for those reporting on climate change to have a solid understanding of climate change impacts, policies and actions. However, it is not in itself sufficient. Those journalists who wish to report on global climate change face many barriers, not least the resistance of their own editors and managers. Often humanities graduates, they may lack the skills to interpret scientific data and engage constructively with scientists. This may lead to climate change being reported in party-political terms, or even as a matter of faith: do you believe in climate change or not?

This module therefore sets out the opportunities for climate change journalism; seeks to identify many of the obstacles, and to provide journalists with ways to overcome them so that they may report more effectively on the most critical global issue of our time.

Video lesson 1 – Climate change in the news

Many journalists still feel that climate change is a remote and academic issue that ill fits in everyday news coverage. That is, of course, changing, so this first lesson explores how climate change is making its way into every corner of news reporting – because it has an impact in all parts of life.

Key contents:

- The physical environment
- Business and industry
- Politics, people and protest

Lesson 1. Access online: [Climate change in the news](#) 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 II of the course “Reporting Climate Change” will start after watching all lessons 1 - 5. All details will be given through email as well¹.



Video lesson 2 – Why aren’t you reporting on climate change?

Asked why they do not report more on climate change, reporters will often give familiar answers: It is unfamiliar. It is complicated. It is difficult to explain. The scientists disagree. My editor thinks our readers are not interested. Some of these are true, and some are myths. In this lesson, we look at each of the most common obstacles and try to address each of them in turn, proposing some tactics to overcome them.

Key contents

- What’s stopping you reporting on climate change?

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

- Reasons that you should report on climate change

Lesson 2. Access online - [Why aren't you reporting on 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.

Video lesson 3 – Choosing to report on climate change

All reporters are, to some extent, generalists: they must be prepared to turn their hand to any story. But many find there is reward in specializing in a subject area, whether it is crime, politics, health – or the environment. In this lesson we explore the opportunities and benefits for journalists choosing to focus on reporting climate change.

Key contents:

- Commodification vs. specialization
- Why specialize – and why not
- What skills does a climate change reporter need?
- How to acquire those skills
- Getting started

Lesson 3. Access online - [Choosing to report on 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, in pdf. format all needed materials as mentioned.

Video lesson 4 – How to understand science and scientists

Scientists and journalists typically come through different education routes and see the world in different ways. It can be hard for them to understand each other, let alone find a meaningful way to communicate. This harms coverage of climate change as it does other areas of science. Therefore this lesson seeks to explore the differences between news and science and aims to help journalists and scientists communicate more effectively.

Key contents:

- Why scientists and journalists have difficulties communicating with each other
- What is science?
- How science works
- Communicating risk

Lesson 4. Access online - [How to understand science and scientists](#) 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 – Reporting better on climate change?

Despite the difficulties, many journalists are reporting well on climate change. In this module we look at what they are doing, and seek to draw out some broader lessons for all those who wish to report more effectively on climate change.

Key contents

- Explaining
- Illustrating
- Contextualizing
- Creating

Lesson 5. Access online – [Reporting better on climate change?](#) and on 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.

After finishing everything related to lesson 1- 5 of the Part II you have to realize the second exercise from the document enclosed (Essay 2_.pdf) after choosing your topic from the same link.



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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. 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.

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

Academician of IANUBIH

Prof. Dr & Dr. Honoris Causa

Faculty of Communication, UNINETTUNO University, Rome, Italy