Course Title	Environmental Communication – Public Participation				
Course Code	DLCLIMA511				
Course Type	Compulsory				
Level	MSc (Level 2)				
Year / Semester	1st / 2nd				
Teacher's Name	Georgios Tsantopoulos – Evangelia Karasmanaki				
ECTS	7.5	**Lectures / week**		**Laboratories/week**	
Course Purpose	The intensification of environmental problems due to the intensification of human activity has resulted in an increasing demand for environmental information and awareness, as well as the emergence and strengthening of the environmental movement. In the last three decades, there has been an increase in media interest in covering environmental issues mainly due to pressing environmental issues and particularly climate change. The increasing coverage of environmental crises and ecological disasters has further strengthened the environmental movement, making the need for environmental protection a global issue. Citizens who are informed and aware about environmental issues can also become more active and influence positions, decisions and policies for the benefit of the environment. In this way, it becomes possible to transform human thought and practice towards a harmonious coexistence of human societies as well as to improve the coexistence of humans with other species on the planet. Seen from this perspective, the role of the media can be twofold: first, media are able to play a crucial role in raising awareness and informing the public about environmental issues and, second, media can exercise pressure upon governments and international organisations to take immediate action. Nowadays, the main responsibility for raising public awareness about environmental protection issues has fallen to scientists, who do not necessarily have the required communication skills. One of the most common failures in environmental communication is therefore the inability to understand the message, regardless of the responsibility of the sender or the receiver. What is most often observed, however, is a lack of communication knowledge on the part of environmental scientist. This often results in the inadequate coverage and highlighting of environmental problems. The ability				

	of scientists to raise public awareness is, to a high extent, in principle a function of their level of knowledge and experience of environmental issues. However, as scientists need to address citizens, it is also necessary to have knowledge from the behavioural sciences. This knowledge can be acquired either through long-term involvement in the subject and contact with citizens, or through further specialisation in environmental communication. In order for information to find its target audience, it is necessary that the transmitted message is designed in a way that takes into account its acceptance by citizens; that is, the successful acceptance of the message depends on citizens' willingness to act in the way that scientists want and on their potential willingness to implement the idea promoted through the message. Therefore, the more aptly designed the message, the more effective the communication. In this context, it is necessary to know the environment and the functioning of the mass media in order to be able to choose the most appropriate from the available tools and channels and to formulate the communication strategy accordingly. In the context of this course, students will understand the role of Environmental Communication and its relationship with various forms of education, how the media operate and the techniques that Environmental Communication can employ to ensure the most appropriate environmental decisions, the design of Environmental Communication programmes and the implementation of appropriate Environmental Communication strategies with the ultimate goal of environmental awareness. They will delve into concepts related to Media, Environmental Information, Environmental Awareness, Environmental Journalism, Environmental Interpretation, Environmental Risk and Citizen Participation in Environmental Decision-making processes
Learning Outcomes	Upon successful completion of the course, students will be able to: The intensification of environmental problems due to the intensification of human activity has resulted in an increasing demand for environmental information and awareness, as well as the emergence and strengthening of the environmental movement. In the last three decades, there has been an increase in media interest in covering environmental issues mainly due to pressing environmental issues and particularly climate change. The increasing coverage of environmental crises and ecological disasters has further

strengthened the environmental movement, making the need for environmental protection a global issue. Citizens who are informed and aware about environmental issues can also become more active and influence positions, decisions and policies for the benefit of the environment. In this way, it becomes possible to transform human thought and practice towards a harmonious coexistence of human societies as well as to improve the coexistence of humans with other species on the planet. Seen from this perspective, the role of the media can be twofold: first, media are able to play a crucial role in raising awareness and informing the public about environmental issues and, second, media can exercise pressure upon governments and international organisations to take immediate action. Nowadays, the main responsibility for raising public awareness about environmental protection issues has fallen to scientists, who do not necessarily have the required communication skills. One of the most common failures in environmental communication is therefore the inability to understand the message, regardless of the responsibility of the sender or the receiver. What is most often observed, however, is a lack of communication knowledge on the part of environmental scientist. This often results in the inadequate coverage and highlighting of environmental problems. The ability of scientists to raise public awareness is, to a high extent, in principle a function of their level of knowledge and experience of environmental issues. However, as scientists need to address citizens, it is also necessary to have knowledge from the behavioural sciences. This knowledge can be acquired either through long-term involvement in the subject and contact with citizens, or through further specialisation in environmental communication. In order for information to find its target audience, it is necessary that the transmitted message is designed in a way that takes into account its acceptance by citizens; that is, the successful acceptance of the message depends on citizens' willingness to act in the way that scientists want and on their potential willingness to implement the idea promoted through the message. Therefore, the more aptly designed the message, the more effective the communication. In this context, it is necessary to know the environment and the functioning of the mass media in order to be able

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Learning outcomes:

- Students will critically explore questions, including the following:
- Define the concept of Environmental Communication
- Describe the process of Communication
- Identify the appropriate communication channel according to the situation
- Formulate the appropriate message according to the situation
- Recognise the effectiveness of each message
- Describe the precursors to environmental education
- Identify the objectives of each environmental education movement
- Describe the major milestones in the development and evolution of environmental protection
- Describe the evolution of environmental education
- Explain the relationship between environmental communication and environmental education
- Formulate the types of environmental education

	• Apply examples of each type of environmental education • Formulate incentives for citizens to participate in environmental education programmes • Describe the theories of environmentally responsible behaviour • Describe the variables of the models for shaping environmentally responsible behaviour • Distinguish the disadvantages of models for modelling environmentally responsible behaviour • Recognise the suitability of models for modelling environmentally responsible behaviour • Describe models for the design and implementation of environmental communication programmes • Compare individual models for the design and implementation of environmental communication programmes • Identify the model that is appropriate for each situation • Organise environmental communication programmes • Distinguish the differences between thematic and episodic framing • Demonstrate examples with thematic framing of environmental news • Demonstrate examples with episodic framing of environmental news • Evaluate environmental news according to the way it is framed • Examine the contribution of the media through the broadcasting of programmes related to environmental issues • Define the role of environmental public awareness through the dissemination of environmental information • Recognise the influence of environmentally aware audiences on the ability of the media to improve environmental issues

	• Distinguish cases of interdependent and mutually influencing relationships between the media and the public • Understand the potential of new media as co-shapers of environmental news • Cultivate the ability to critically engage with environmental journalists • Recognise the key dimensions of environmental journalism • Recognise the way in which the media cover environmental issues • Identify the different foundational parameters of alternative journalism • Formulate the alternative versions of traditional journalism • Explore the development of online journalism • Examine examples of citizen journalism and radical journalism • Be motivated to participate in projects and/or the production of alternative journalism practices • Formulate definitions relating to environmental interpretation • Demonstrate examples of educational activities using the principles of Environmental Interpretation • Develop presentations on protected areas • Evaluate presentations and document their effectiveness • Formulate definitions of citizen participation in environmental decision-making processes • Develop techniques for citizen participation in environmental decision-making • Demonstrate examples of environmental decision-making • Evaluate cases of environmental decision-making • Distinguish between hazard and risk and risk • Classify forms of risk according to how they are perceived

	• Describe the main theories explaining the underestimation of risk • Evaluate the main theories explaining the underestimation of risk • Explain the differences in risk perception between the public and experts • Formulate arguments in favour of building trust between experts and the public • Classify the specific characteristics of environmental risk on the basis of probability and uncertainty • Distinguish the different factors influencing the perception of risk • Correlate the factors that increase concern about environmental risk with the effectiveness of environmental crisis management • Describe risk communication as a tool for preventing and managing environmental crises • Contrast the benefits of implementing risk communication to existing crisis management practices • Formulate the objectives of risk communication • Propose solutions to problems that arise in the process of communicating risk to the public		
Prerequisites		**Corequisites**	
Course Content	• Introduction to Environmental Communication. The Communication Process • Precursor Educational Movements for the Environment. Genesis and evolution of environmental protection • Relationship between Environmental Communication and Environmental Education - Forms of Environmental Education • Factors affecting environmental interest and environmental awareness • Models for the design and implementation of Environmental Communication programs		

	• Environmental Information • Environmental Awareness • Environmental Journalism • Alternative media and environmental information • Environmental Interpretation • Citizen participation in environmental decision-making • Communication of environmental dangerousness
Teaching Methodology	**Distance Learning.** The course will provide the theoretical background through synchronous and asynchronous communication methods. The set of learning activities is supported by an electronic communication and learning platform. The main learning activities of the course are as follows: 1. Study of the required course literature. 2. Presentations of content or main points or specific studies in various formats (PowerPoint, oral presentations, annotated presentations). 3. Formulation and resolution of questions in a specialized forum. 4. Questions, quizzes, exercises, position papers, and other self-assessments. 5. Preparation of course assignments. 6. Participation in six video conferences.
Bibliography	• Torelli, R., Balluchi, F., & Lazzini, A. (2020). Greenwashing and environmental communication: Effects on stakeholders' perceptions. *Business strategy and the Environment*, *29*(2), 407-421. • Jurin, R., Roush, D. & Danter, J. (2010). Environmental Communication: Skills and Principles for Natural Resource Managers, Scientists, and Engineers. Springer. • Young, S.L., Tanner, J. (2023). Citizen participation matters. Bureaucratic discretion matters more. Public Adm. 101, 747–771. https://doi.org/10.1111/padm.12867

	• Visschers, V.H.M., Meertens, R.M., Passchier, W.W.F., de Vries, N.N.K. (2009). Probability information in risk communication: a review of the research literature. Risk Anal. 29, 267–87. https://doi.org/10.1111/j.1539-6924.2008.01137.x • Stewart, I. S. (2024). Advancing disaster risk communications. *Earth-Science Reviews*, *249*, 104677.
Assessment	The evaluation of the course includes activities of continuous/formative assessment, self-evaluation and final evaluation (summative). Specifically, the evaluation of this course includes the following: a final written exam, 2 assignments delivered during the semester, 2 dynamic online interactive activities, various weekly learning activities and self-assessment activities such as interactive activities, interactive presentations/ videos and self-assessment activities. Self-assessment activities, however, do not contribute to the final grade. From the above, the following are graded: ● Final exam (60%) ● 2 assignments (12.5% + 12.5% = 25.0%) ● 2 online interactive activities (7.5% + 7.5% = 15.0%) All assignments (except the final exam) are assigned and delivered through the online platform. Assignments are subjected to plagiarism check using the Turnitin tool. The final exam is developed by the instructors and completed by the students on a special platform used exclusively for the exams. Students have two weeks to complete each evaluation online discussion (total duration four weeks) and three weeks to deliver each evaluation paper (total duration six weeks). It is up to instructors to decide whether to extend the deadlines for delivering the assignments.
Language	Greek / English