

THE CHALLENGE OF CLIMATE CHANGE FOR STUDENTS OF JOURNALISM IN THE SOUTH OF SERBIA

Abstract. *The role of the media in disseminating information on climate change is important, because they create public opinion that can lead to policy changes when it comes to this topic. The research results show that journalism students in the south of Serbia take climate change seriously and are most often informed about it through online media and web portals of major news organizations. However, students believe that the media do not report enough on climate change, and they themselves do not produce such content. However, they believe that their study program provides adequate knowledge about climate change, but they also want to gain more knowledge and skills required to report on climate change, which creates the opportunity to improve the journalism study program. Educating journalism students about climate change is especially important because they will shape public opinion on this topic that will be increasingly relevant and significant in the future.*

Keywords: *climate change, media, journalism students, south of Serbia*

1. Introduction

Climate change poses a serious threat in modern times, and public awareness of the seriousness of this problem is becoming more prominent around the world. When using the global Internet search engine Google to search for the phrase *climate change*, 1.020.000.000 results³ appear, which testifies to its topicality. In September 2018, on the occasion of the Climate Change Summit, United Nations Secretary-General António Guterres said: “Climate change is the defining issue of our time - and we are at a defining moment”⁴.

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³ <https://www.google.com/search?q=climate+change>, available at 28. oktobra 2021.

⁴ Secretary-General's remarks on Climate Change, 2018; <https://www.un.org/sg/en/content/sg/statement/2018-09-10/secretary-generals-remarks-climate-change-delivered> (accessed on 30 October 2021).

Changes in weather patterns noticed in the Earth's climate since the beginning of the 20th century are primarily caused by direct or indirect human activities, especially the burning of fossil fuels, which leads to the greenhouse effect and an increase in the average surface temperature of the Earth⁵. Even though there have been attempts to deny and downplay the importance of climate change and the role of man in it, such as devising a strategy by Republican leaders in the United States to spin the media that denied human responsibility for climate change (Bannett, 2007), the public today has little dilemma about the importance of human role in climate change. Human responsibility for these changes was also highlighted at the Intergovernmental Panel on Climate Change in its 2021 report⁶. The Peoples' Climate Vote⁷ survey conducted by the United Nations Development Program and partners in 2020, including the University of Oxford and several non-governmental organizations, covered 50 countries, with 56 percent of the world's population, for a total of 1.2 million participants. This is the largest survey of public opinion on climate change ever. The research is part of a broader campaign aimed at educating the public about climate change and finding out what the public thinks about the actions that governments need to take to reduce the damage caused by climate change. The results showed a direct link between education levels and the need to take specific action against climate change, regardless of the country's level of development. More than half of the participants believe that climate change is a problem that requires urgent reaction, and the largest percentage of them are young people.

Since people cause climate change and suffer its consequences (Dellink, Lanzi & Chateau, 2019; Huckelba & Van Lange, 2020). The Summit on Climate Action, held on September 23, 2019, identified the need to address the social dimension of climate change⁸, which indicates the need to involve the social sciences in climate change research.

The public of the Republic of Serbia is also worried about climate change. The energy and transport sectors are the main causes of pollution at the local level. In the 21st century, the country has faced several extreme climate events, resulting in human casualties and property damage – drought in 2012, floods in 2014, and of the ten hottest summers, eight were after 2000⁹. Moreover, the Global Alliance on Health and Pollution Report highlighted Serbia as the leading country in Europe in terms of pollution-related deaths¹⁰.

⁵ Overview: Weather, Global Warming and Climate Change; <https://climate.nasa.gov/resources/global-warming-vs-climate-change/> (accessed on 30 October 2021) and United Nations Framework Convention on Climate Change, 1992; https://unfccc.int/files/essential_background/background_publications_htmlpdf/application/pdf/conveng.pdf (accessed on 30 October 2021).

⁶ Zhongming, Z., Linong, L., Wangqiang, Z., and Wei, L., AR6 Climate Change 2021: The Physical Science Basis, 2021; <https://www.ipcc.ch/report/ar6/wg1/> (accessed on 20 October 2021).

⁷ <https://www.undp.org/press-releases/worlds-largest-survey-public-opinion-climate-change-majority-people-call-wide> (accessed on 20 October 2021).

⁸ Report of the Secretary - General On The 2019 Climate Action Summit and The Way Forward In 2020. (2019); https://www.un.org/sites/un2.un.org/files/cas_report_11_dec_0.pdf

⁹ <http://www.hidmet.gov.rs/data/klimatologija/ciril/leto.pdf> (accessed on 20 October 2021).

¹⁰ https://gahp.net/wp-content/uploads/2019/12/PollutionandHealthMetrics-final-12_18_2019.pdf (accessed

The Republic of Serbia has ratified important international documents in the field of climate change, such as the 2015 Paris Agreement, a global climate agreement adopted by 195 member states of the UN Framework Convention on Climate Change¹¹. The Republic of Serbia has also ratified The UNECE Convention on Access to Information, Public Participation in Decision-making and Access to Justice in Environmental Matters, adopted on 25th June 1998 in the Danish city of Aarhus at the Fourth Ministerial Conference in the ‘Environment for Europe’ process¹². The aim of the Aarhus Convention is to strengthen the role of citizens in environmental issues. There are three basic pillars¹³: Access to information – The environmental rights outlined in its preamble depend on the public having access to environmental information, just as they also depend on public participation and on access to justice; Public participation in decision-making – public participation involves the activity of members of the public in partnership with public authorities to reach an optimal result in decision-making and policy-making; Access to justice – Access to justice means that members of the public have access to legal review procedures to enforce the Convention’s standards on access to information and public participation, as well as the provisions of domestic environmental law.

The state has established both an institutional and legal framework in the fight against climate change, but in order to achieve concrete results, improvements are needed primarily in the segment of capacity building and improving the knowledge of responsible institutions at the national and local level (Mirković & Lukić, 2018). That is why the Climate Change Strategy project was launched with an Action Plan funded by the European Union.

In order to raise capacities and improve knowledge, education on climate change is important at all levels of education, even at social sciences universities. It is especially important to educate journalism students about the importance of proper reporting on this topic, because, as future journalists, they will create public opinion that will be able to influence local and global policies and decisions related to climate change. People form opinions based on images and information they receive from communication channels, especially from the mass media, which were primary sources of information for most citizens in the decades when awareness of climate change grew (Castells, 2009). Also, it has been proven that media attention is in correlation with the public opinion on environmental issues (Nisbet & Myers, 2007).

on 20 October 2021).

¹¹ Paris Agreement, FCCC/CP/2015/L.9; <https://unfccc.int/resource/docs/2015/cop21/eng/l09r01.pdf> (accessed on 30 October 2021).

¹² The UNECE Convention on Access to Information, Public Participation in Decision-making and Access to Justice in Environmental Matters, 1998; <https://unece.org/environment-policy/public-participation/aarhus-convention/introduction> (accessed on 30 October 2021).

¹³ The Aarhus Convention: An implementation guide (2014); https://unece.org/DAM/env/pp/Publications/Aarhus_Implementation_Guide_interactive_eng.pdf (accessed on 30 October 2021).

2. Media and climate change

The Digital News Report presented by the Reuters Institute for the Study of Journalism has investigated the digital habits of people around the world and how people get informed in the online environment (Newman, Fletcher, Schulz, Andi & Nielsen, 2020). The research was conducted by the YouGov organization using an online questionnaire at the end of January and the beginning of February 2020. The research was conducted on a representative sample, on six continents and 40 markets. Part of the research was conducted by Research Fellow Simge Andi, where the focus was on how the audiences access the news on climate change and on the participants' opinions about how the media report on climate change (Simge, 2020). Research results show that the majority of people are concerned about climate change. On average, in all countries, around 69% of participants said that they consider climate change to be an extremely serious or a very serious problem. This issue is of particular concern to governments in countries being directly affected by climate change, such as Chile, Kenya and South Africa, where as many as 90% of participants believe that climate change is a very serious or an extremely serious issue. On the other hand, 3% of the total number of participants dispute the seriousness of climate change, and the most skeptical ones are from the United States, Sweden, Australia, Norway and the Netherlands. This might be due to the fact that they are not directly affected by climate change, because they are skeptical of science or because they are worried about the economic impact of measures to combat climate change. They generally do not follow the news about climate change. Many of them have a lower level of education and are generally less interested in news.

When it comes to the most frequently used sources of news on climate change, television is the most frequent source with 35%, especially among the older population, but also among the young. The reason for this is the power of visual communication, because images of the consequences of climate change can trigger strong emotions, especially negative ones such as fear (Castells, 2009). Television is followed by online media and traditional media web portals with 15%, specialized media/sources covering climate issues with 13% and alternative sources such as social media posts or blogs with 9%. The press and radio are represented by 5% each. Research shows that young people between 18 and 24 years of age often use alternative sources of news on climate change, such as social media and blogs, emphasizing the importance of accessing news directly from activists such as Greta Thunberg or celebrities and influencers who talk about climate change.

The survey shows that almost half of the participants, more precisely 47%, believe that the media report well and provide accurate information on climate change. However, almost the same percentage of participants believe that climate change is not a serious problem, believe that the media do not report professionally on the topic, especially the mainstream media.

Similar studies have not been conducted in Serbia. That is why these authors' research is so important, because the obtained research results in Serbia can be

viewed in a global context. The research was conducted during the COVID-19 pandemic, which was marked by the trend of digital transformation of the media, as well as greater use of digital news sources, mobile media and technology platforms (Newman, 2021).

The COVID-19 pandemic has shown the importance of reliable knowledge of the world around us, including knowledge and facts about climate change. At the same time, Stoddart, Ramos, Foster and Ylä-Anttila examined news media coverage from Canadian legacy newspapers and found that COVID-19 pandemic is a critical event linked to a period of reduced media coverage of climate change (Stoddart, Ramos, Foster, K. & Ylä-Anttila, 2021).

The role of the media in informing the public about climate change is very significant, and their role in raising concerns and raising people's awareness of the importance of climate change is equally important.

A multidisciplinary approach to the study of climate change is necessary in the modern world, so the education of journalists should include this topic. Smith and Lindenfeld agreed that media studies must increasingly engage directly in collaboration with other researchers, stakeholders, and communities to serve on-the-ground decision-making and enhance society's ability to take action (Smith & Lindenfeld, 2014).

The mass media can highlight the climate change issue as significant and influence public opinion (Arlt, Hoppe & Wolling, 2011). The role of the mass media in promoting the importance of the climate change topic was recognized at the beginning of the second half of the 20th century (Schoenfeld, Meier & GriYn, 1979). Schäfer and Schlichting conclude that research activity in the field of Media representations of climate change has risen strongly over time, and that the analytical spectrum has expanded to include an increasing number of countries, more types of media including online and social media, and different methodological approaches (Schäfer & Schlichting, 2014).

The media shape public opinion through agenda-setting and framing of news (McCombs, Shaw & Weaver, 1997; Soules, 2015; Wahyuni, 2017). The media choose what to publish, when to publish and in what context. That is why it is important to educate journalists about climate change¹⁴, but also to educate journalism students, future journalists, about standards of reporting on climate change, because knowledge and attitudes about climate change largely depend on the attitude, knowledge and skills of reporting journalists and decisions made by editors and media owners.

Wolfgang Blau, a former COO at Condé Nast International and a visiting fellow at the Reuters Institute, says environmental issues cannot be the sole responsibility of one group in the newsroom, but must be on the radar of every journalist, editor and media owner, because no topic is exempt from the effects of climate change¹⁵.

¹⁴ Santelli, A. M. Lessons in environmental news reporting from Brazil, Reuters institute, 2021; <https://reutersinstitute.politics.ox.ac.uk/lessons-brazil-how-better-cover-environment-and-climate-crisis> (accessed on 30 October 2021).

¹⁵ Santelli, A. M. Lessons in environmental news reporting from Brazil, Reuters institute, 2021; <https://>

Journalists need basic knowledge about climate change, because if they do not have it, they can simplify their texts too much or emphasize the wrong things. Journalists who write about topics related to climate change can not only write about problems, but must also look for solutions to them. Sônia Bridi, a special reporter at TV Globo, said that media professionals must help people find solutions for the dangerous situations caused by climate change, because otherwise they only cause despair by denying the problem (Aram, 2011).

In a study conducted in India, through an interview with 25 journalists who report on climate change, the following issues related to reporting on this topic were highlighted: “It is abstract, not connected with day-to-day reality; it is too broad a topic and mostly a technical matter; Journalists ignore climate change as they do not know the technicalities involved; they hardly receive in-service training on climate change and fail to link ground realities with existing policies and politics; Scientists do not give climate change literature in a jargon-free language”¹⁶.

Leading environmental journalists in Brazil suggest three fundamental questions newsrooms should ask themselves about environmental journalism: who should tell this story? What should they be expected to know in order to tell the story accurately? And how should the story be told?¹⁷.

The Freelance Journalism Assembly, a project conducted by the European Journalism Center from the Netherlands, published *A Freelancer’s Guide to Reporting on Climate Change*. According to this document, good reporting on this topic can present potential global and local solutions; timely and accurately inform the public about scientific data and research; educate the audiences and make this great topic more understandable; encourage society to solve problems. It is also recommended that a specific story be presented, not general research. Observing the impact of climate change on a community or the way people fight the negative consequences can inspire people in different parts of the world to do the same. Environmental issues should also be considered to match everyday events or current topics. Such an approach would help the journalist find a new angle of viewing a burning topic. According to the Guide, journalists should still look for interviewees among those who are directly affected by the problem they are reporting on, who have “live experience” with climate change and know a lot about what is happening at the local level. The audience needs scientific proof, but also emotional attraction, it is claimed in the Guide. The public is looking for science-based information on climate change. That is why it is important for journalists to follow scientific papers and talk to scientists, to be educated to report on these topics, but at the same time to

reutersinstitute.politics.ox.ac.uk/lessons-brazil-how-better-cover-environment-and-climate-crisis (accessed on 30 October 2021).

¹⁶ Santelli, A. M. *Lessons in environmental news reporting from Brazil*, Reuters institute, 2021; <https://reutersinstitute.politics.ox.ac.uk/lessons-brazil-how-better-cover-environment-and-climate-crisis> (accessed on 30 October 2021).

¹⁷ <https://reutersinstitute.politics.ox.ac.uk/about-the-oxford-climate-journalism-network> (accessed on 30 October 2021).

be able to explain professional terms that could confuse the audience. Furthermore, it is important that their stories trigger emotional responses from the audience.

The importance of continuous support to journalists was recognized by the Reuters Institute for the Study of Journalism at the University of Oxford and in October 2021 it launched the Oxford Climate Journalism Network project¹⁸. This network aims to give journalists and media editors around the world the opportunity to improve their skills in reporting on climate change, not as an isolated topic, but as something that correlates with many other aspects of human life. Their goal is to educate not only journalists whose specialty is science and ecology, but also all journalists who are interested in adding a climate dimension to the topics they write about because their assumption is that climate change is not just a topic, but a systemic issue that affects all levels of a typical newspaper organization, including culture, tourism, health, technology, etc. The project provides journalists with the opportunity to meet with leading experts, with famous scientists, and to research and cooperate with other media organizations.

Changes in media coverage of climate change happened in parallel with the environmental activism of the Swede Greta Thunberg, who initiated the actions of more than one million young people around the world launched through social media (Bergmann & Ossewaarde, 2020; Sabherwal, Ballew, Gustafson, Goldberg, Maibach, Kotcher, Swim, Rosenthal & Leiserowitz, 2021; Martínez García, 2020). However, research shows that media engagement is insufficient, as are the activities of other social institutions. A possible justification for the low level of attention is that the impact of climate change will be seen over a longer period of time and is therefore not a current topic for the media (Aram & Nivas, 2015).

There is not much research on the education of journalism students in the field of climate change. A study conducted in Indonesia lists possible problems for integrating climate change issues into the education of journalists. One problem is related to the lack of lecturers who could teach climate change. Another problem is curricula that do not cover subjects related to climate change. The third problem is related to the popularity of journalism in general (Wahyuni, 2017).

3. Methodology

The aim of this paper is to investigate how students of journalism in the south of Serbia access news about climate change, their views on the importance of the topic and the way the media report on climate change, as well as how much the journalism students are encouraged to report on climate change. In the conditions of online education caused by the COVID-19 pandemic, the research was conducted in the second half of October 2021, through an online questionnaire among journalism students at the Faculty of Philosophy, University of Niš. The research was conducted

¹⁸ <https://reutersinstitute.politics.ox.ac.uk/about-the-oxford-climate-journalism-network> (accessed on 30 October 2021).

based on the methodology used by the Reuters Institute for the Study of Journalism at the University of Oxford which has been applying it in global digital news studies since 2012; this methodology is available to the public under a Creative Commons license. The methodological framework of the research is a questionnaire used in the Digital News Report 2020, adapted to the objectives and purposes of this research.

The research questions asked in this paper are:

RQ1: What is the attitude of journalism students on topics related to climate change?

RQ2: How do journalism students relate the topic of climate change to the journalistic profession?

RQ3: How journalism students assess the importance of formally acquired knowledge and skills for reporting on climate change?

Moreover, in order to put the results in a broader context, an analysis of the curriculum at the undergraduate studies of journalism at state faculties in the Republic of Serbia was done.

4. Results and discussion

The research included 110 journalism students at the Faculty of Philosophy, University of Niš. The greatest interest in filling out the online questionnaire was expressed by first-year students (39.1%), followed by second-year students (25.5%), fourth-year students (21.8%), and the lowest percentage of third-year journalism students (13.6%).

Most students consider climate change to be a serious problem in the modern world. When asked how seriously they take the problem of climate change, students answered as follows: 62.7% of students consider it extremely serious and very serious, and 30.9% of them consider it to be a somewhat serious problem. Only 4.5% of students think that this is not very serious and not a serious problem at all.

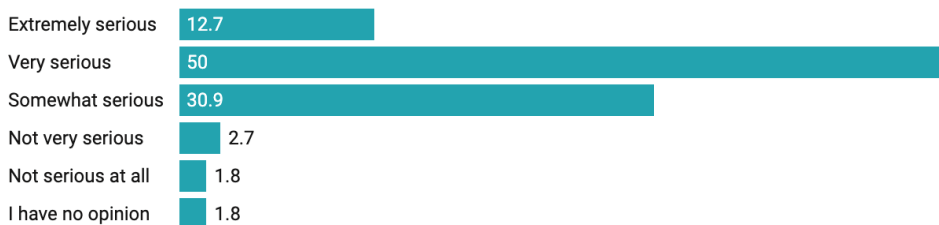


Fig. 1: Journalism students' answers to the question: How seriously do you take the problem of climate change?

When it comes to the media outlets which journalism students most often use to inform themselves about climate change, online media and web portals of traditional media prevail (41.8%). They are followed by television with 20%, then

alternative sources such as posts on social media or blogs with 19.1%, specialized media/sources that cover climate issues with 13.6%. From the aspect of traditional media, the print media are the source of information on climate change for 1% of journalism students, and no one uses radio. Also, 1.8% students obtain information during communication with colleagues, friends or family.

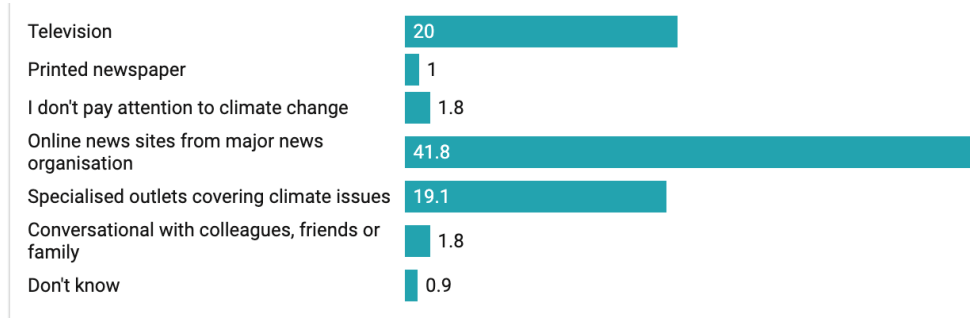


Fig. 2 Sources of information for journalism students about climate change.

When it comes to students' attitudes about how often the media report on climate change, opinions are divided. Most students think that the media rarely report on this topic (29.1%). Additionally, 28.2% of students think that the media report very rarely, and the same percentage thinks that the media often report on climate change. The lowest percentage (6.4%) thinks that the media report very often. Thus, the prevailing opinion is that the media rarely report on climate change.



Fig. 3 Journalism student answers to the question of how often the media report on climate change.

As for the consequences of climate change that are most often talked about in the media, students highlight the ones they mostly face: extreme weather conditions (floods, droughts...) and air pollution.

When it comes to professional standards in reporting on climate change, students believe that they have been met. Around 44.5% of students think that these are met to some extent, and 6.4% of students think that these are met to a great extent. Around 39.1% of journalism students believe that professional standards are not met.



Fig. 4 Answers by journalism students to the question of whether the media meet professional standards in reporting on climate change.

Although they believe that the media report professionally on climate change, most students believe that information on climate change is censored and that it is most often censored by the authorities in the Republic of Serbia.

Journalism students, 58.2% of them, do not share newspaper articles on climate change via social media, 28.2% rarely share them, and 12.7% often share articles on climate change. When it comes to writing newspaper articles on climate change, as many as 97.2% of journalism students do not write articles, 4.5% rarely write, and only 1.8% of students often write articles on this topic. However, 40.9% of students plan to write journalistic articles on climate change in the future, 17.3% do not plan to do so, and 41.8% are undecided.

When asked whether their study program provides them with adequate knowledge about climate change and the specifics of reporting which are important for their future professional work, most students answered positively, 8.2% answered *yes, to a great extent*, and 43.6% answered *yes, to a certain extent*. However, a large percentage of students, 30.9% of them, believe that their study program does not provide adequate knowledge about climate change and the specifics of reporting.



Fig. 5 Answers by journalism students to the question of whether their study program provides adequate knowledge about climate change and the specifics of reporting.

Journalism students want to gain more knowledge and skills needed for journalistic reporting on climate change. Most of them believe that an important part of their journalism education should include knowledge and skills necessary to report on climate change. Around 61.8% of students answered *Yes, to some extent*, and 22.7% of them answered *yes, to a great extent*. Around 7.3% of students believe that they do not need more knowledge and skills to report on climate change.



Fig. 6 Answers of journalism students to the question whether an important part of their journalism education would be the knowledge and skills of journalistic reporting on climate change.

In addition to closed-ended questions, students had the opportunity to express their views on the relationship between climate change and the media, in general. These are some of the comments:

“The biggest problem is the lack of information and the embellishment of truth in the media.”

“The problem is insufficient information offered to the public about the urgency for changes in everyday habits.”

“More should be reported on air pollution, because we are in big trouble, and little is said about it.”

“There should be more discussion about specific solutions that will affect climate change.”

“Ecology and the problems that can arise should be talked about even before they occur.”

“There should be more talk about climate change, in order to raise awareness among people. Climate change is a problem of all humanity, and from this perspective and with little information provided, people do not have such an impression, but rather see it as a problem that someone else needs to solve. This is not a topic on which a short report should be written, but rather requires additional attention. The media worldwide are at a slightly more advanced level as far as this topic is concerned, while, if we look at our media, this topic is stagnant. I don't remember the last time I came across a good text dedicated to this topic, unless I was researching it myself.”

“I think that there should be more media, portals and newspapers that write about climate change. I think that people have not yet developed an awareness of the seriousness of this problem.”

“The media need to pay more attention to climate change and try to inspire people to protect their environment with the news.”

By analyzing the curriculum of the undergraduate journalism study programs at the state faculties in the Republic of Serbia, the researchers assessed how much journalism students in Serbia study about climate change and reporting skills. Journalism is studied at three state universities. The oldest Undergraduate Journalism program is realized at the Faculty of Political Sciences, University of Belgrade¹⁹. In

¹⁹ <https://www.fpn.bg.ac.rs/studije-novinarstva> (accessed on 30 September 2021).

that study program, students learn about climate change issues in the compulsory course in Social and Political Ecology in the final, 4th year of study. Students of Undergraduate Studies of Journalism at the Faculty of Philosophy, University of Novi Sad²⁰ take the elective course in City Ecology in the 4th year of study. At the Faculty of Philosophy, University of Niš²¹, in the youngest study program at the Undergraduate Studies of Journalism, students have an elective course in Media and Ecology in the 3rd year of study. This course is part of the new cycle of accreditation, so the newly enrolled generation of students will take this course in the 2023/2024 school year. The previous program did not offer students a course that covers climate change. When it comes to the skills of journalistic reporting on climate change, they are discussed only at the faculty whose students participated in the research. Hence the satisfaction of students, but also the willingness to deal with this topic in their professional work. The results of the research confirm the importance of introducing a course that covers both climate change issues and the need of students for specific knowledge and skills on this topic, which could initiate the introduction of new courses that will deal with this important topic of climate change.

5. Conclusion

The issue of climate change and the consequences it brings is one of the largest in the 21st century. That is why the institutional and non-institutional education of journalists who write on this topic is important. Climate change is a specific topic and that is why it is important to approach it in an interdisciplinary manner. In this paper, the approach to climate change was from the perspective of communication sciences, in the belief that they will be a very important aspect in the future fight against the effects of climate change.

There is no doubt that the media have a key role to play in identifying and interpreting issues related to climate change, as the language of science must often be adapted to the media language in order for the general public to understand it. Media coverage then becomes an important link in creating global awareness of climate change. That is why it is important whether and how the media will report on this important topic. It is also important for journalists to do their job professionally, for which they should be educated during their journalism studies.

This is also indicated by the research results in this paper. Journalism students at the Faculty of Philosophy, University of Niš, take climate change seriously and are most often informed about it through online media and web portals of major news organizations. However, students believe that the media do not report enough on climate change, however, the media do meet professional standards in reporting. Journalism students generally do not share information on climate change via social

²⁰ <http://www.ff.uns.ac.rs/sr/studijски-programi/osnovne-studije/studijски-programi/zurnalistika> (accessed on 30 September 2021).

²¹ <https://www.filfak.ni.ac.rs/studije/osnovne/novinarstvo> (accessed on 30 September 2021).

media, do not write or publish newspaper articles on climate change, but plan to do so in the future. Journalism students believe that their study program provides adequate knowledge about climate change, which is important for future professional work. The analysis of curriculum in journalism study programs at state faculties in Serbia confirmed the presence of subjects that to some extent cover the topic of climate change. Nevertheless, journalism students want to gain more knowledge and skills in journalistic reporting on climate change, which creates opportunities to improve journalism study programs and introduce new subjects that would focus on climate change.

In parallel with innovations in journalism study programs, media outlets also need to adapt content on climate change and produce it in new formats adapted to the new digital media environment. Research confirms the growing influence of online media and social media. Moreover, media outlets should take a clearer view of the seriousness of climate change, similar to *The Guardian*²². Instead of climate change, a new term was introduced – climate emergency.

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²² *The Guardian*, The climate emergency is here. The media needs to act like it, 2021; <https://www.theguardian.com/environment/2021/apr/12/covering-climate-now-guardian-climate-emergency> (accessed on 30 September 2021).

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IZAZOVI KLIMATSKIH PROMENA ZA STUDENTE NOVINARSTVA NA JUGU SRBIJE

Apstrakt. *Uloga medija u širenju informacija o klimatskim promenama je značajna, jer kreiraju javno mišljenje koje može dovesti do promena politika kada je reč o ovoj temi. Rezultati istraživanja pokazuju da studenti novinarstva na jugu Srbije ozbiljno shvataju klimatske promene i o njima se najčešće informišu putem onlajn medija i veb portala glavnih informativnih organizacija. Međutim, studenti veruju da mediji ne izveštavaju dovoljno o klimatskim promenama, a ni oni sami ne proizvode takve sadržaje. Ipak, smatraju da njihov studijski program pruža adekvatna znanja*

o klimatskim promenama, ali i žele da dobiju više znanja i veština novinarskog izveštavanja o klimatskim promenama, što otvara prostor za nadogradnju studijskog programa novinarstva. Obrazovanje studenata novinarstva o klimatskim promenama je posebno značajno jer je će oni oblikovati javno mnjenje o temi koja će u budućnosti biti sve aktuelnija i značajnija.

Ključne reči: klimatske promene, mediji, studenti novinarstva, Srbija